

**ASSESSING THE SOCIO-ECONOMIC CONTRIBUTION OF
INTERNATIONAL STUDENTS ON TWO SELECTED UNIVERSITIES IN
KAMPALA UGANDA**

**A DISSERTATION SUBMITTED TO THE INSTITUTE OF ETHICS AND
DEVELOPMENT STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENT
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STUDIES**

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MUKASA SAMUEL

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Dedication

To my Mother and Father

To all my siblings that is; Jane, Stephen, Samali and Florence

To my little niece Gabriella Faith Wanyama

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Abstract

This study aimed at assessing the socio-economic impact of international students on Ugandan universities and there after using the information gathered to propose ways of how government and other education providers can maximize the benefits from international students.

The study was premised on mixed methods strategies with more inclination towards qualitative strategies. The research sample composed of 54 respondents of which 34 were female and 20 were male these were selected using different methods of sampling like purposive, simple random sample and snow ball from Makerere University and Kampala International University. Socio-demographic information such as age, sex, country of origin, and how international students learnt about the university has been basically quantitative.

Results show that no single reason explains why international students come to Uganda since several and yet diverse reasons were highlighted. These include; peace and security, quality of the education, and intensive advertising. The socio-economic impact that accrues from the presence of international students is gross, socially international students have a great impact in terms of sports where they dominated some sports in some universities, language where many Ugandan students have learnt words in foreign languages, cultural festivals, and beauty pageants. Economically, they pay more tuition than their Ugandan counterparts; they spend a lot of money on necessities and luxuries, which has led to the establishment and growth of businesses around the universities. Lately they also contribute to human resource of the university after their graduation.

The negative impacts included drug abuse habits that are fast being taken on by other Uganda students as well as people in the surrounding communities.

From the study it was realized that the government and other education providers can maximize the benefits from international students by improving the quality of education, improving infrastructure, maintaining peace in the country and through intensive advertising.

In light of the above findings, it was concluded that international students have significant socio-economic contributions to host universities as well as to the surrounding communities. It is thus recommended that the universities work closely with the government in order to create an attractive environment for international students so as to maximize benefits from them while regulating the negative impact that they could have on the nation as a whole

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The study seeks to assess the socio-economic impact of international students on selected Ugandan universities. The study assessed the socio-economic impact especially on the universities in which they study and the surrounding communities. The impact on the surrounding communities was assessed because that is where most of them are when they are not studying. The universities studied were Kampala international university and Makerere University all based in Kampala

In this chapter, a presentation is made on; the background to the study, statement of the problem, main objective of the study, specific objectives, research questions, scope of the study, conceptual scope, significance of the study, justifications of the study, definition of key terms, and the conceptual framework.

1.1 Background of the study

For a long period of time, international students' mobility has been an integral part of global higher education landscape (Verbik et al, 2007). As defined by Organization of Economic Cooperation and Development (OECD, 2009), international students are those students who travel to a country different from their own for purposes of tertiary study. Simply put, they are students who leave their home countries to go to other countries for study reasons and more especially for post primary and university education. According to UNESCO (2011), there about 3.4 million international students today of which most of them travel from underdeveloped or developing countries to the more developed countries like the United States, Australia, Canada and the United Kingdom. Notably, the United States takes the highest share (22%) although there are emerging economies that are threatening with competition because of socio-economic benefits that arise from having international students. For example Kunin (2009) observes that in Canada, international students have contributed to; cultural exchange,

enhancing diplomatic ties, and generating revenue.

In relation to the above, Institute of International Education (IIE, Open Doors 2011) reveals that higher education is among the United States' top service sector exports. This is because these students provide significant revenue not just to the host campuses but also to the local economies of the host states. This revenue is realized from offered services such as; rooms for accommodation, text books and other reading materials, transportation, health insurance, support for accompanying family members and other miscellaneous items. It is undeniable that these benefits are the same for other countries like Canada, Australia and the United Kingdom that host these students in large number.

Although most international students tend to move to developed countries in search for education, Africa and Uganda in particular have also hosted international students for a long time. It is difficult to establish the exact date in which the first international students came to Uganda. However, McPherson (1964) indicates that the first international student came in 1928 from Alliance High School, Kenya to join Makerere Technical College (MTC) in Uganda. The following year, two more students came from Zanzibar to get their Education at MTC. According to Sekamwa (1997), the first international students to pursue university education at Makerere University came from the East African region i.e., from countries like Kenya and Tanzania and some few from the rest of Africa. To him, the international students into Uganda did not only come for university education but for secondary/post primary education as well. Sekamwa adds that, international students came to Uganda to get secondary education as early as the 1930's and indeed, in some schools like Chwa II Memorial School, the population of the international students outnumbered that of the local students, a trend that continues until today. Sekamwa notes that these students paid higher fees than their Ugandan counterparts in similar schools and government owned schools. Their fees helped to generate a lot of revenue for these schools and enabled them flourish along side mission and government aided schools. Besides the fees, these students participated in all the social activities of the schools like in the students' politics, drama and sports. The trend of coming to Uganda for further education is attributable, to a host of factors major of which being inadequate educational facilities in their home countries (Sekamwa 1997).

Interestingly, Abidi (1987) observes that students from East Africa opted for Makerere University because it had been made the head quarters of the University of East Africa in 1963. (The university of East Africa had its head quarters at Makerere but had constituent colleges in Nairobi and Dar-es-salaam. Each college had courses that were not offered by another college) This was reemphasized by Sirchman (2006) who articulated that “forming the federation of the University of East Africa encouraged students to cross from one country another and Makerere University became a popular destination since some of the major programs like medicine were only offered there” (Sirchman, 2006 p.47). To her, these students participated fully in Makerere university activities such as in sports, drama and politics. By early 1950s Kenya supplied more students to Makerere University than Uganda and Tanganyika.

However, the number of students dropped when the federation of the University of East Africa was dissolved leading to independent Universities of Dar-es-salaam and Nairobi in Tanzania and Kenya respectively as well as Makerere University in Uganda. The political turmoil during Idi Amin’s regime (1971-1979) also reduced the number of international students as it posed security threats and greatly led to a general decline in educational standards of the country. Makerere University was no exception of the effects of the aforementioned political turmoil.

The Kajubi Education Commission Report (1989) and the subsequent 1990 Government White Paper on Education followed shortly after the political turmoil and it encouraged the establishment of more universities in Uganda. The report also recommended and led to the introduction of private sponsorship and as a consequence more international students came into the country to study. University Education had been liberalized and this led to the establishment of a number of private universities including; Nkumba University (1996), Uganda Martyrs University in 1993 and Kampala International University in 2003. Indeed Kasozi (2005) reveals that from one university institution (Makerere University) in 1987, Uganda now has twenty eight private and public universities some of which are less than glorified high schools. However according to the National Council for Higher Education (2012) Uganda has thirty four Universities, five public and twenty nine private and many more are applying. This further encourages more international students into the country, most of whom are from the East African region.

From the several universities in Uganda, Makerere University and Kampala International University have been chosen for the study. Kampala international is said to have over 50% of its 13000 strong population as international students, while Makerere has been chosen because it's the biggest and oldest university in Uganda and with a significant number of international students who are 9% of the 35000 students at Makerere.

With this large number of international students, in the growing number of private universities there must be a lot of social and economic impact to the universities where they study and the communities in which they stay and to the country as a whole. Therefore the main aim of the study is to asses the socio-economic impact of international students on Ugandan universities and the communities around the university especially where these students stay.

1.2. Statement of the problem

The liberalization of tertiary education in Uganda started after the recommendation from the Kajubi Education Report (1989) and this led to the formation of many private universities. According to the National Council for Higher Education (The Daily Monitor, 2012) Uganda has thirty four universities of which five are public and twenty nine are private. Many of the private universities depend on international students from the neighboring countries like Kenya, Rwanda, Tanzania, Burundi and South Sudan. The New Vision (2012) also reported that Kenya alone has over forty thousand (40,000) students in Uganda in 2012 spread over different institutions in the country. Some institutions like Kampala International University with a population of 12,000 students have over half the students as international students.

With the drastic increase of international students in the recent years, there could be socio-economic changes both in the universities where these students study and the surrounding communities. According to Rwamitti (2009), during the miss Kampala International University beauty pageant in 2009, nine of the twelve participants were international students. This study therefore seeks to assess the socio-economic impact of international students on two selected universities in Kampala, Uganda. This assessment was directed towards establishing how the government and other education providers can maximize the benefits from the presence of international students.

1.3 Study Objectives

1.3.1. Main objective of the study

The main objective of this study is to assess the socio-economic impact of international students on the universities in which they study and the surrounding communities of the universities.

1.3.2. Objectives of the study

1. To establish why international students are attracted to Ugandan Universities
2. To assess the economic impact of international students on host universities and the surrounding communities.
3. To assess the social impact that international students have on Ugandan universities and the surrounding communities.
4. To find out how government and other education providers can maximize benefits from international students.

1.4 Research questions

1. What attracts international students to Ugandan universities?
2. What economic impact do international students have on Ugandan universities in which they study and the communities that surround the universities.
3. What social impact do international students have on the Ugandan universities in which they study and the communities that surround the university?
4. How can government and other education providers maximize benefits from international students?

1.5 Scope of the study

The study covered one private University (Kampala International University) and one public university (Makerere University) within Kampala. Kampala International University is located in Makindye Division which is one of the divisions that make up Kampala City whilst Makerere University is found in Kawempe Division which is also one of the divisions that

make up Kampala City. The study examined the socio-economic impacts of International students on the two universities over a period of ten years (2002-2012). The impact on the surrounding communities was also examined.

1.6 Significance of the study

The study is going to add to the existing stock of knowledge on international students in Uganda especially in Ugandan universities, this information will also guide policy makers in the ministry of education and institutions of high learning on the costs and benefits of international students and hence enable them plan appropriately. Lastly the research findings will be used as a reference for many stake holders and researchers who may insist to undertake similar studies.

1.7 Justification of the study

The study will articulate the socio- economic impacts of international students on Ugandan Universities. Such impacts include tuition paid, language, dressing, student politics and culture to mention a few. There is no doubt that the information regarding these impacts would not be obtained without this research yet it would be a help guide to policy makers in the Ministry of Education and Sports and other higher education providers. Different stake holders and researchers would also use the same information.

1.8 Definition of key terms

International students`

International students are those who travel to a country different from there own for the purpose of tertiary study.

Economic

These are issues concerning trade, industry and the development of wealth at macro or micro level.

Social

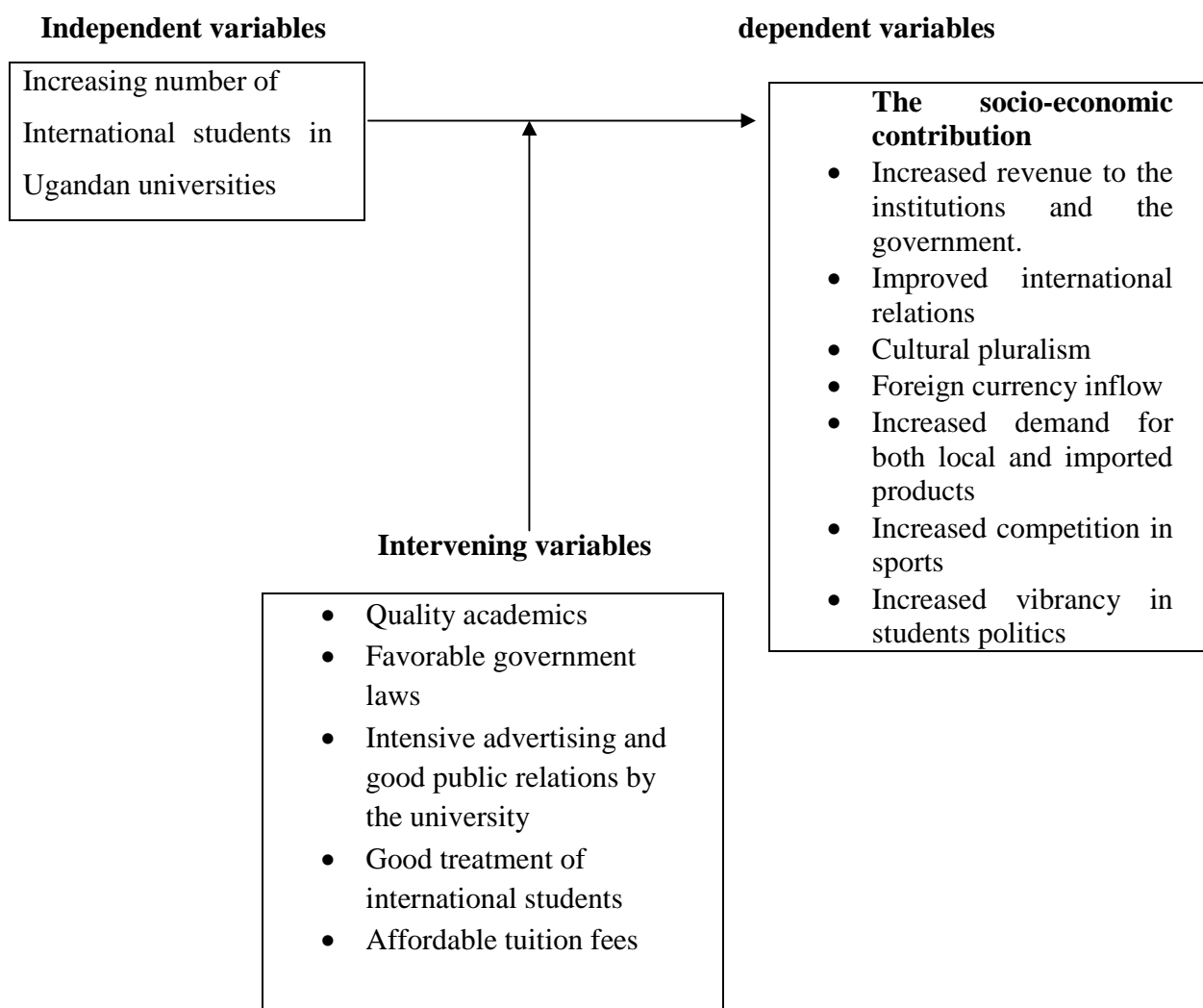
These are issues concerning the organization of and relations between people and the communities.

Impacts

These are outcomes, effects or results of an occurrence.

1.9 Conceptual framework

The criteria for assessing the objectives of the study are based on the assumptions illustrated diagrammatically below.



The presentation of the above diagram is a breakdown of the variables as they were studied. The independent variable is the international students this has a direct impact on the socio-economic contribution which include increased revenue for both the institutions and the government, increased demand for local and imported goods, cultural pluralism, increased revenue, increased competition in sports, vibrancy in student's politics, and improved international relations. The study also acknowledges the intervening variables like the quality of academics, favorable laws on international students, fair treatment of international students, affordable tuition fees, and intensive advertising and good public relations by the university or the other factors that may work in collaboration with the independent variable to influence the dependent variable

1.10 Conclusion

The above chapter introduced the focus of this study and covered the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, justification of the study, definition of key terms and the conceptual frame work.

CHAPTER TWO

LITERATURE REVIEW

1.0 Introduction

In this chapter a review and analysis of the existing literature related to the study is made. The presentation is premised on the research questions, which are derived from the objectives of the study. Specifically the chapter examines literature regarding the trends taken by international students in the world, what attracts international students to other countries, the social impact of international students on host universities and surrounding communities, the economic impact of these students on the universities and the surrounding communities, and the ways in which government and other education providers can maximize the benefits from international students.

2.1 Trends of international students

In this section of literature review, the concept of international students will be clarified and thereafter, the trend taken by these students within and outside regional borders will be explored. The concept '*international students*' is highly contentious and rather difficult to define. Infact it has been used interchangeably with concepts such as non-national and foreign students (In most countries the use of the term *foreign students* has since been seen to be derogatory and hence undesirable). However in this study, the definition coined by the Organization of Economic Cooperation and Development (OECD) will be adopted. OECD (2010) defines International students are those who travel to a country different from their own for the purpose of tertiary study. They are students who go to other countries for study purposes, this includes either those doing the long term or the short term programs.

The movement of international students has been part of the higher education landscape for a long time where students moved from one country to another. There movement intensified in the cold war where countries gave scholarships to students from countries where they wanted to show their power or to exercise their influence (Verbik et al, 2007). He adds that the United States and Russia gave scholarships to developing countries that were following their ideologies. This especially happened to developing countries in Africa, Asia and South America.

This education was aimed at transferring technology and to further indoctrinate these underdeveloped countries with their conflicting ideologies of capitalism and communism.

After the end of the Cold War, many students continued to seek education out of their own countries. UNESCO Institute of Statistics (UIS, 2010), reports that the number of globally mobile students increased to 3.4 million students in 2009, up from 2.1 million students in 2002. Asian students have consistently accounted for the largest share of international students, though that share dropped in the late 1990s. The institute further observes that, in 1992 students from Asia accounted for 49.8% of international students. That share fell to 36.5% in 1999, and then rose steadily to reach 52.7% in 2008. The top two source countries for international students are China and India, currently one in five of the world's international students is either from china or India, with more than 700,000 tertiary-level students enrolled in a higher education system outside their home country (OECD, 2010). In the United States alone, these two countries contributed to 84% of all increases in international student enrollment between 2001 and 2011 (IIE Open Doors, 2011). While China and India are still too big to ignore, there are other emerging countries, including Saudi Arabia, Vietnam, Mexico, and Brazil. Brazil and Saudi Arabia are especially important, due to the availability of full-freight government scholarships, which minimizes the prospective students' dependency on institutional grant and financial aid. As the United States migration and Custom Enforcement (USICE, 2011) data show, Brazil recently climbed to the list of top 10 countries supplying international students to the United States while Saudi Arabia became the fourth largest source country of active students.

The key drivers of mobility of Chinese, Brazilians, Vietnamese, and Indian students are quite similar. On the supply side, two key drivers are increasing prosperity, which makes foreign education affordable, and rapid expansion of the system of higher education at the expense of quality in their own countries (Choudaha and Chang, 2012). He adds that on the demand side, two key drivers are universities' aggressive approach to recruiting students to compensate for budget cuts and access to a wider range of recruitment channels and service providers.

The United States, United Kingdom, and Australia are countries that have the highest number of international students. In terms of straight numbers, the United States is the undisputed front-runner with approximately 671,616 foreign enrollments in 2008-9. Followed by the United Kingdom and Australia, respectively with 330,000 and 280, 000 registered overseas students (OECD, 2010)

International student mobility in the first decade of the 21st century has been transformed by two major external events, September 11th terrorist attack on New York City in the United States and the economic recession of 2008 that affected the United States and other western countries (OECD, 2010). The September 11th attack forced the United States to tighten visa requirements for international students wishing to study in the United States. The tight visa requirements in the United States enabled Australia and the United Kingdom to cash in on this opportunity. These two countries were successful in absorbing most of the international students that were formerly destined to the United States (IIE, open doors 2009). The growth story for Australia and the United Kingdom was halted by the 2008 economic recession which affected most western countries and other emerging economies of Eastern Asia. This recession made the source countries unable to send their students for further studies. In 2009, the growth of international students represented 21.5% and 15.3% of higher education enrollment in Australia and the United Kingdom, compared to less than 4% in the United States (OECD, 2009). The most recent data from the Institute of International Education (IIE Open Doors, 2011) showed an increase of 4.7% (from 690,923 to 723,277) in international student enrollment in the 2010-11 academic year compared 2009-2010.

Despite the continued growth of international enrollments in United States postsecondary education, the country's share of globally mobile students has been steadily declining over the last decade. The United States had a commanding lead of 22 % of the world's 3.4 million international students in 2009. However, due to increased competition and the opening of new markets for international students, that share is in fact down from 27% in 2002, a detail that has been cause for concern for those in the United States, who worry that the country might be losing its appeal among international students. Cost, distance, visa complexity, and competition from other popular destinations, perceived as negative influencers, threaten the ability of the United

States to attract international students. This has created competition from other countries like the United Kingdom, Australia, and other emerging economies in Asia like Malaysia, (IIE open doors 2011).

The increasing proportion of international students in Australia and the United Kingdom is not only an outcome of aggressive recruitment practices, including the use of agents, but is also connected to liberal changes to immigration policies in the 2000s (Choudaha and Chang, 2012). However, many of those immigration policies are currently being revised, leading to stricter visa regimes. While there have been some shifts over time in the region of origin of international students, the picture in 2008 was very similar to that in 1992. Asian students have consistently accounted for the largest share of international students, though that share dropped in the late 1990s. In 1992, students from Asia accounted for 49.8% of international students. That share fell to 36.5% in 1999, and then rose steadily to reach 52.7% in 2008. This increase can be attributed to improvement in the economies of these countries that makes international education affordable, (Choudaha and Chang, 2012).

Choudaha and Chang, (2012) also observe that, although Asians are the highest in terms of international students with a commanding 52.7%, the next largest group consists of students from Europe, with their share being 16.3% in 1992, rising to 24.9% in 1998, and then falling to 17.9% in 2008. In contrast, students originating from countries in Africa have accounted for a declining share of international students, falling from 17.1% in 1992 to 11.8% in 2008. This could be attributed to the world economic crisis that affected the Africa's economic performance and also made it hard for the students to get scholarships for study abroad.

The number of United States Visas issued to Chinese students to study at US universities has increased by 30% in 2009 from more than 98,000 in 2009 to nearly 128,000 in October 2010, placing China as the top country of origin for international students, (IIE Open Doors, 2010). The institute further observes that, the number of Chinese students increased, Overall, the total number of international students with a United States Visa to study at colleges and universities increased by 3% to a record high of nearly 691,000 in the 2009/2010 academic year. The 30% increase in Chinese student enrolment was the main contributor to the growth in 2010, and now Chinese students account for more than 18 percent of the total international students.

UNESCO also predicted that the number of international students might rise approximately to 7 million by year 2020. The main destinations preferred by international students are the United States, United Kingdom, Germany, France and Australia. Overall, the number of international students more than doubled between 2000 and 2007, to over 2 million. However, the sharpest percentage increases of international students have occurred in New Zealand, Korea, the Netherlands, Greece, Spain, Italy and Ireland. In recent years, some Asian and Middle East countries started to attract more international students. These regions have entered the market with declared ambitions to become regional education centers by attracting as many as several hundred thousand international students to their countries.

Although little is said about Africa and Uganda in particular, there are also many students moving within the African countries. According to Businge (2012), Uganda had 12,930 students enrolled in Ugandan universities in 2006. The figure rose to 14,700 in 2007 and it was estimated to be over 18,000 in 2008. This figure excludes students from other tertiary institutions like teacher training colleges and technical institutions. But the number is estimated to be 25,000 in 2012 at tertiary level. Businge adds that empirical analysis of the sector in Uganda shows a growing trend of international students' subscription at all four levels of the education ladder namely kindergarten, primary, secondary and tertiary and they are estimated to be about 107,683 international students in number. These are mainly from the neighboring countries like Kenya, Rwanda, Tanzania, south Sudan and many other countries. Much as there are different levels at which international students come for international students, this study will be concerned with tertiary education only. Some universities like Kampala International University with a total population of 13,000 have over half their population composed of international students. Makerere University which is the biggest and oldest university in Uganda has a total population of 35000 students out of which 3150 are international students from Africa and some coming from as far as Europe and the United States. Businge attributes this trend to a host of factors although he emphasizes that quality education is the major pull-factor. In 1993, only 41 foreign students were enrolled in courses at Makerere university, in 1999 the number of foreign students admitted to courses ranging from Bachelor of Librarianship to Medicine and Surgery, rose to 188 students today there are 9% of the population in Makerere.

According to Talemwa (2009) international students have been part of Uganda for a long time and that the increasing numbers are not new. When Kenyan President Mwai Kibaki graduated from Makerere University with a First Class degree in Economics in 1955, he returned home a hero. By and large his new qualification from Uganda contributed to improvement in status. Indeed, it is reported that from being a minister of finance, he became president of the Republic of Kenya. Four years after Kibaki, former Tanzanian President Benjamin Mkapa joined the same university and graduated with a Bachelor of Arts degree in English in 1962. These two graduates from Makerere University in Uganda became precursors to hundreds of thousands of bright students from their two countries seeking what was then seen as elite education in Uganda.

That started a move that has made Uganda the largest recipient of East African students and this is not restricted to tertiary level of education alone but to other levels as well. Sircherman (2006) agrees with Talemwa who says that Makerere was a center for higher education for bright students from the East African region in the 1950s and 60s and the number of students from Kenya and Tanzania out numbered those from Uganda. She adds that this changed when Amin became the president of Uganda, many lecturers and students were killed including a Kenyan student who was killed by Amin's soldiers at Wandegeya (a Kampala city suburb) in 1973. This made many of the lecturers and International Students to leave Uganda. This trend of events was only saved by the return of peace to the country, which allowed Makerere University and other institutions to flourish and attract International Students. This especially happened after 1989 when higher education was liberalized and encouraged the opening of more Universities. In view of this, the National Council for Higher Education observes that Uganda has 34 universities of which 29 are private and five of them are public. This study will focus on only one private and one public university. It is important to note that many of the private universities use aggressive methods to attract international students including, use of agents, intensive advertising through the media and offering financial concessions to good students.

Today, the number of International Students in Uganda's tertiary is not clearly known but according to Businge there is an estimated 25,000 although the ministry of education report of 2007 put it at 40,000 students. These International Students indeed have both social and economic impacts that are on the university and to the surrounding communities as a whole and that is what the researcher is out to find.

2.2 Why students study in other countries

Several reasons have been put forward to explain the movement why students move from one country to another in pursuance of education. In this section, reasons as why students choose to study in other countries other than their own are explained.

Intensive advertisement: Many institutions are under fiscal pressure and time constraints to recruit international students. Consequently these institutions have been seen adopting various advertising strategies e.g. use of the internet, news papers, and many other forms of mass media. The need to recruit more international students also partly explains why partnerships with third-party service providers, such as commissioned agents and pathways programs, are gaining prominence. The commissioned agents play a number of roles in recruiting students. For example; they act as universities' representatives, marketing them at college fairs and soliciting applications, go to different countries where they look for students who are able and willing to join the universities. This entices many students who have the money and can afford to study in other areas. Agents help to bring in a lot of international students and money because they do not mind about the grades but only mind about the financial benefits. In the long run many students are attracted although this strategy might compromise the quality of graduates (Choudaha and Chang, 2012).

The alumni effect: Relatedly some students prefer to study in a country that their former colleagues or family members studied in, for example many Chinese go the United States of America because of the experiences of other Chinese. This is also the same with international students who come to Uganda; most of them come because of the past experience of other friends or prominent people who have studied in Uganda for in Tanzania president Julius Nyerere and Benjamin Mkapa were all Makerere graduates (Bwire, 2009). In Kenya, president Kibaki and many other prominent politicians were Makerere graduates. In 2006, every president in East Africa region had been through Uganda's education system and many education analysts viewed it as a superior system to others in the region. According to Bwire, the history and heritage of Makerere University is as one of the pioneering learning institutions on the continent; it has trained Presidents, senior business executives, academics, scientists and community leaders from across Africa. Today this rich heritage has grown to 29 universities with academic

excellence in the health sciences, HIV/AIDS and malaria research, and developing skilled graduates to tackle the region's development challenges.

The quality of Education: The quality of university education is one of the most important factors that attract international students, many students leave their countries to join universities that have reputation so that they may be assured of employment. According to Sircherman (2006) many students from Kenya and Tanzania preferred Makerere because that is where their leaders studied from and Makerere had a name and no country in East Africa can reject a graduate from Makerere. Businge (2012) agrees that many students came from neighboring countries because their leaders and other prominent people heard had their education in Uganda and therefore they were assured of the quality. Statistics show that more international students are swarming Uganda higher institutions of learning because of the quality. The ability to attract foreign students could be an indication of the confidence in Uganda education system. Relatedly, many Chinese and Indians opted for a university in the United States or other developed countries because of the quality. The qualification guaranteed them employment internationally and also gave them an advantage at home over other students especially because an outside degree is always seen with a lot of respect (Choudaha and Chang, 2012). In fact the report by the Uganda Export Promotion Board (2005), Uganda has some of the best international schools accredited by the Council of International Schools and the New England Association of Schools and Colleges with examination centers for the popular Cambridge exams like International General Certificate of Secondary Education and the General Certificate of Secondary Education.

Language and culture flexibility: Many students opt for countries that spoke the same language and whose culture they are familiar with for with. This explains why many Indian students usually go to universities in the commonwealth like the United Kingdom, Australia and Canada. It is for this same reason that they go to the United States because they find it easy to pass the entrance exams unlike in the countries where they are not familiar with the language. It is common to find students from former French colonies in Africa and Asia going to France to study instead of the other countries. In support of the above, Bwire (2009) notes that many Kenyans come to Uganda because of the ability to communicate in English and Swahili. Some Tanzanians come in order to perfect their English because the official language is English yet the

language of communication is Swahili. He adds that some students want to learn a second language to widen their employment horizons and besides that English has become the official language for the East African Community (EAC) to which all inhabitants are members. This has prompted many students from Rwanda and Burundi to pursue courses that are taught in English as this will enable them to compete for jobs favorably in the EAC. Related to the above, students from china or any other country that does not speak English have to pass an English test, some are subjected to pathway courses or an access course to enable them gain some knowledge of the language and standard of the course being pursued. In this case it is not the language but the quality that drives them. However it is also important to note that many non English speaking countries go to the United States to learn the language because it is an internationally recognized language and it also increases their chances of getting international employment.

Ease of getting travel documents: Getting visa and travel documents has become a lot easier than it was before. According to IIE Open Door Institute (2012) there over 200,000 Chinese students who applied for visas in 2011 and over 100,000 students were granted. Many students get visas within the shortest time possible and interestingly, some applicants get these visas through university agents. It is even easier for students within the East African region to study in countries like Uganda since there are very minimal restrictions. East African students can easily come in and out of Uganda. Businge (2012) appends that many students especially from Kenya and the DRC at primary and secondary level come to study in Uganda. They are mainly attracted by the free education that Uganda provides at those levels and it is difficult to stop them because of the ease of travelling in and out of the country.

Infrastructural Development: Much as the ease of getting travel documents by some countries has played an integral role in attracting international students, emerging economies like the Asian Tigers (South Korea, Singapore, Malaysia, Indonesia, and Taiwan) have become popular destinations for international students because they have established world class infrastructure. The OBHE Report (2011) identifies emerging contenders as, South Africa (2%), Malaysia (2%), Singapore (2%) and China (7%). These contenders are breaking the dominance of the United States and others like Australia, Canada and the United Kingdom.

Global competition for students is at an all-time high and will intensify in the near future because of the competition from these emerging economies. Many countries that previously only sent students abroad have started to improve the quality of their own higher education and are now seeking to attract international students themselves. Since international students generate up to 90 billion dollars in revenue for host countries worldwide, it should come as no surprise that competition is heating up in the global education space (Choudaha and Chang, 2012). According to UNESCO (2009), some Asian and Middle East countries started to attract more international students and they have entered the market with declared ambitions to become regional education centers by attracting as many as several hundred thousand international students to their countries this is done by easing the travel restrictions to their countries.

Growth of economies: Some countries like the Asians tigers have improved their economies and the people have become richer and their disposable income has increased. They can afford expenditure on a number of items including taking their children abroad for further studies. Choudaha and Chang (2012) observe that the most commonly cited reasons for increased mobility among Chinese students are the growing supply of high school graduates whose families can afford a United States education and the unmet demand for high-quality education at home. To Choudaha and Chang, Indian and Chinese were able to take their children abroad because they had the money as a result of the economic growth. Besides many economies have become rich and this has enabled governments to take their gifted students to other countries especially for specialized courses like engineering, medicine and law. Indeed, Businge (2012) agrees that most of the students who come to Uganda come to do specialized courses like law, medicine and international business.

Low cost of education, similarly, it is notable that many international students also travel within East Africa and especially to Uganda because the cost of the education is relatively low compared to other countries in and outside the region (Buwembo, 2007). It is also vital to note that compared to Kenya, Uganda's under graduate programmes are shorter. On average a Kenyan undergraduate programme is four years while the ones of Uganda are three years yet the quality is not compromised (Kirumira and Natabaalo, 2009). According to the National Council for Higher Education Report (NCHE, 2009), the increased number of foreign students also seems to reflect the fact that our universities are cheaper than the universities where majority of these

students come from. The organization further says that due to the low cost there is an increase of international students by 7% in the Uganda annually. This however can also be attributed to the poor performance of the economies of most of the African countries where these students are from where they cannot afford the cost in other countries or in their own universities and they opt for Uganda which is relatively cheaper.

2.3 The economic impact of international students

International students have a lot of economic impacts both to the economies of the countries they are studying in and universities they are studying in including the communities that they are always interacting with. Economic impact is difficult to quantify especially when it comes to the community. However according to Sekamwa (2000) there many economic impacts of international students contributed both to the school and the community in the 1940s and 50s. To the schools they contributed school fees that was used to develop these schools because they were privately owned and had no financial support, international students therefore became a big source of revenue as they were charged relatively more than the Ugandan students. To him schools like Chwa 11 College had students ranging between 900 and 3000 each year between 1958-1962, half of whom were from outside Uganda especially from Kenya. Due to the large number of students, some schools did not have enough space especially for the boarding section. This made landlords and landladies in the neighborhood of these private secondary schools to put up poor mud houses covered with iron sheets for rent.

The economic impact of international students is not limited to only the institutions and the community but the country as a whole may benefit. NCHE (2006) reveals that Uganda obtained \$32m (about 51b), in the 2004/05 financial year, from foreign students payments (NCHE obtained these figures from the Uganda Revenue Authority). This puts education as the fourth highest external earner. This money was mostly in form of tuition this shows that the universities were the direct beneficiaries of the presence of the international students. Considering the fact that some universities have bigger populations of international students than the local students and they pay relatively more than more the Ugandan counterparts, is clear sign that they would not survive without the presence of these students. Although this report does not show the

economic impact on the community say for example where they reside like the rooms they rent, the food they eat and the other social services that they pay for during their stay in Uganda.

The potential of the education sector to contribute to Uganda's economic growth and export development was previously highlighted in at least two studies, the USAID Baseline survey of the services sector in Uganda (2002) and EC-funded Assessment of Uganda's export potential for education services in the regional market (2005). More recently, education services were identified as a priority export sector in the country's National Export Strategy (NES) in 2007. The growing contribution of the education sector to Uganda's export revenues and the increasing number of international students from across the East Africa region prompted the research and consultancy support to assist Uganda's higher education.

Uganda is not the only country that benefits from the presence of international students according to Kunin and Stockwell (2009), Canada obtained 6.5 billion in 2008 from the about 178,000 international students. This figure is greater than the values of the export of coal and coniferous lumber – two of Canada's big exports traditionally largest export sectors. Kunin and Stock further observed that education exports services are Canada's number one export to China and the second largest export to South Korea. The presence of international students at Canadian institutions provided employment for over 83,000 Canadians of course some of these reside next to the universities and generated more than \$291 million in government revenue. This is supported by Stockwell (2009) who says that these economic outcomes are only the most recent indication of the benefits associated with international students, while they are here studying and after graduation, whether they choose to return home or put their expertise and knowledge to work in Canada. While studying in Canada, international students bring in diverse perspectives, expertise and skills to Canadian classrooms and labs and contribute to creating global, 21st-century institutions of education and research across Canada. This positive effect is not restricted to just the largest urban centers but to the entire country.

When students graduate from Canadian schools and return to their countries of origin, many become business persons, government leaders, and academic leaders. They also create international networks that strengthen Canada's economic and diplomatic ties abroad. When they choose to stay in Canada, foreign graduates bring significant economic and social benefits to

Canada as an ideal source of highly qualified people for the skilled labour market already integrated into our communities and without any of the barriers related to foreign credential recognition. A report from the Canadian Bureau for International Education indicates that 52% of university students and 71% of college students intend to stay to work in Canada for up to three years after they graduate. In addition to that a report on international student in Manitoba (2007/2008) showed that international students largely graduate in business and engineering, they represent a top talent pool matched to Canadian labour market needs.

Australia is another country that has benefited economically from the existence of international students in the country, according to report by Australian Council for Private Education and Training (ACPET, 2009), education services ranks as the third largest export category earner for the year 2007-08, behind coal and iron ore. According to the report each international student (including their friend and family visitors) contributes an average of \$28,921 in value added to the Australian economy and generates 0.29 in Full-Time Equivalent (FTE) workers. Overall, this sees international students, and the associated visitation from friends and family contribute \$12.6 billion in value-added. The share of education-related travel services has increased from around one per cent of total services exports in the early 1970's to 27 % in 2007-08. International student expenditure in Australia contributes to employment in the Australian economy. It is estimated to have generated just over 122,000 FTE positions in the Australian economy in 2007-08, with 33,482 of these being in the education sector. Total student related expenditure (spending by students and visiting friends and relatives) generates a total of 126,240 FTE positions.

The United Kingdom is one of the biggest recipients of international students it is ranked second after the United States, with 12% of the world's total. These students have brought in a lot of economic benefits. According to (IIE, open doors) the country earned 20 billion from the international students. Vickers and Bekhradnia (2007), add that the other direct source of injection into the economy from the presence of international students is their spending on living costs whilst in the UK. Apart from tuition they also spend on rent and food for those renting private properties. This is more difficult to quantify than tuition fees, as spending is less standardized and not reported to the same extent. This is confirmed by The International Student Experience Report (ISER, 2006) states that, "34% [of international students] rent from the

universities, mainly in halls of residence”, with the remainder presumably in private rented accommodation. The value given for expenditure on rent and food by international students takes this into account, and shows an average, weighted by these proportions. Secondly, the ISER also shows that international students spend a lot of money going out and they spend a lot of money on alcohol and other forms of leisure and all these contribute to the gross national product of the country. International students are also likely to be quite heterogeneous in their spending patterns: those from wealthy countries are likely to have very different spending habits from those that are from poor countries. Those from the wealthy countries are likely to have more spending money than those from the poor countries.

The country with the highest number of international students is the United States which has 22% of the world’s total population of international students (OECD, 2010). These students are mainly from China and India and are from the well to do families. Being the biggest recipient International students contribute over \$21 billion to the United States economy, through their expenditures on tuition and living expenses, according to the United States Department of Commerce. According to IIE Open Doors report (2012), more than 60% of all international students receive the majority of their funds from personal and family sources. When other sources of foreign funding are included, such as assistance from their home country governments or universities, over 70% of all international students' primary funding comes from sources outside of the United States. This contributes grossly to the United States government and the economy. The high income generated by these countries can be attributed to the high charges that are charged on the international students. The Uganda Export Promotions Board (2005) cites Sentongo Collin (an international economist) as saying that, developed countries earn more than the developing because they charge a lot more money for tuition. For example, Sentongo Collin reveals that an international student may require only 1500 dollars pursue a course in Uganda but if the student went to study, say, in Europe, tuition would cost about 15000 dollars. This explains why the United States and other developed countries earn a lot more revenue from the international students than developing countries like Uganda.

2.4 The social impact of international students

The social impact is one of the outcomes from international students because wherever people are, they either learn something or they are taught something that they did not know. Most of the literature available does not say much about the social impact of international students as a great deal of it is about the economic impact. Indeed, Ward (2001) observes, that no studies have been identified that explicitly examine the impact of international students on the larger community; however, there is research that can provide some insight into the relationship between international students and members of the host country as discussed below.

Ward (2001) contends that Intercultural cooperative learning strategies have received attention in educational studies although research suggests that most students, both international and domestic, prefer to work in their own groups. Despite this reluctance, studies by ward have shown that intercultural group work reduces stereotypes and increases the willingness to work with members of other groups. Ward further notes that literature on cooperative learning in ethnically diverse classrooms, though generally conducted with nationals of a single country, demonstrate good potential for these techniques to be used both to improve academic performance and to foster intercultural friendships in international settings.

Ward (2001), also notes that there has been little research on the experience of international students, the scanty data that are available are inconclusive as to whether international students experience greater difficulty outside the more protective environments of their learning institutions. He adds that very little is known about the integration of international students into the larger community although he goes on to suggest that home stays are a source of stress for international students. Community outreach programmes have been developed and reported on but systematic evaluations of these initiatives have not generally been undertaken.

To Ward and Buchner et al (1977), the presence of international students, even in large numbers, is insufficient in itself to promote intercultural interactions, to develop intercultural friendships and to result in international understanding. Rather, situations must be structured to foster these processes. Studies by the ministry of education in New Zealand (2001) revealed that students, both local and international, perceive it as the responsibility of educational institutions to increase and enhance intercultural interactions. Ward notes that, three strategies have been

used in New Zealand to encourage more interaction, these have been evaluated and they have proven to foster positive intercultural perceptions and relations. They include peer-pairing, cooperative learning and residential programmes. Peer pairing involves collaboration between international and domestic students who meet with regularity outside of the classroom environment. Although the original purpose of peer-pairing programmes in New Zealand was to assist the international student in adapting to a new environment, to Ward, these schemes have also increased intercultural interactions and enhanced cultural awareness in New Zealand universities. It is very possible that these intercultural communications can foster multi-cultural communication skills and also cultivate cultural (Ward 2010)

Cross-cultural studies demonstrate that most international students have primary bonds with co-nationals. One of the earliest and frequently cited works in this field was Kleinberg and Hull's (1979) research with over 2500 international university students from eleven countries. Whether internationals were resident in Japan, France or Canada, their most regular contact was with co-nationals. The majority of students (57%) indicated that their best friend was either a co-national or another international student. The overall amount of actual contact with host nationals was very little, though students indicated that more would have been welcomed. A later research carried out by Trice and Elliott (1993) estimated that Japanese students in the United States spend 88% of study time and 82% of social time with other Japanese.

Similar results were also reported by Buchner et al (1977) in their work on the friendship patterns of international students at the University of Hawaii. Thirty-six students from Japan, Korea, Taiwan, Thailand and the Philippines reported a preference for same culture friends: 43% of their friends were co-nationals, 29% host nationals and 27% members of other cultural groups. 17% had no American friends at all. The same co-national preference emerged in response to the amount of time spent in contact with other students: 46% of time was spent in interaction with co-nationals compared to 33% in contact with locals. This shows that most international students had very little social impact on the university and their surrounding communities because they spent most of their time with co-nationals. This can be attributed to a number of factors but cultural shock and failure to adapt to new cultures as being some of the major.

However, the preceding trend of interactions may not necessarily apply to all countries and all universities that host international students. Studies have indicated that international students have had several social impacts on Ugandan universities and surrounding communities. According to Sichertman (2006), the present day Makerere University had a lot of international students who were from across Africa and some from outside the continent in the 1960's. She notes that the social impact of these students was seen during social and political events like drama, student elections, and university cultural festivities (for example, cultural dances). During these festivals students are expected to showcase their cultures and usually, international students exhibit their varied and various cultures.

Also, during this period, guild elections were visibly organised along voting blocks of non-Ugandans (international students), baganda, and non-baganda Ugandans. On many occasions the non-Ugandans assumed leadership roles at Makerere University. It is of interest to note that as revealed by Rwamitti (2009), many guild elections at Kampala International University were won by international students. In relation to this, Sichertman says that because most Muslim international students were of Zanzibar and Arab origin, they rejected any African Imam because they considered their culture as superior. To this effect, the chief justice of Zanzibar had to be consulted for an Imam.

Today the international students still have great impact on the universities that they study in for example, as part of culture festivals, most Ugandan universities hold beauty pageants in which international students participate in numbers that cannot be ignored. For example, in the case of Miss Kampala International University beauty pageant in 2009, nine of the twelve participants were international students (Rwamitti, 2009).

Some international students also participated in the Arts for example the famous Kenyan writer Ngugi Wa Thiongo first wrote his first play, *The Black Hermit* and many other plays and participated in many activities organised by the English Department when he was still a student at Makerere University. Many of his plays got international recognition (Sichertman, 2006).

Relatedly Rwamitti adds that most of the students being Kenyan and Tanzanian there is predominant use of Swahili at the Kampala International University Campus. This has forced some of the people around the university and the local students who do not speak Swahili to start

speaking it. And in fact because of being the most dominant nationality in terms of numbers, the Kenyan nicknamed Kampala International University as Kenyans in Uganda. This makes them behave as though they are in Kenya in all aspects of life.

2.5 Maximizing benefits from international students

The potential of the education sector to contribute to Uganda's economic growth and export development was previously highlighted in at least two studies, the USAID Baseline survey of the services sector in Uganda (2002) and EC-funded Assessment of Uganda's export potential for education services in the regional market (2005). More recently, education services were identified as a priority export sector in the country's National Export Strategy (NES) in 2007. The growing contribution of the education sector to Uganda's export revenues and the increasing number of international students from across the East Africa region prompted the research. It is therefore important to find ways Uganda can maximize the benefits from the international students. This study was partly aimed at establishing how the government and other education providers can maximize benefits from the presence of international students.

Good facilities: According to UNSECO (2009), students are attracted to countries like the United States because they have enough facilities to accommodate them and besides that they have the latest technology. UEPB (2005) contends and says that many private universities like Luwero University, Fairland University, and Nile University did not have any international students because their infrastructure was still very poor, while all the public universities had international students because they had relatively better infrastructure. Therefore for the government and other education providers to maximize the benefits of international students should be universities with good infrastructure like laboratories, fast internet, big and modern libraries with all the necessary books that students would need. It is important that universities acquire an operational license when they have big land for expansion. This space enables the institution to expand whenever necessary and also to put up recreational facilities for the students. The infrastructure should not only be at the university but also be in the country to enable students move easily within the country, this will enable field visits within and out of the country. Besides that some students also carry out visits whenever they are pursuing their studies they may visit places like the cinemas, parks and other features that may be of interest. The infrastructure should also make it

easy for people the students to move in and out of the country whenever they want (Kunin, 2009).

Marketable programmes: The recent baseline survey conducted by the Uganda Export Promotion Board (UEPB, 2005) indicates that many international students come to Uganda targeting specific programmes in both private and public universities. These are usually at undergraduate level. The courses focus on specific areas like Laws, Medicine, Surgery, Pharmacy, Agriculture, Tourism, Computer Science, Information Technology, Engineering (both civil and electrical), Commerce, Accounting and Finance, International Studies, Purchasing, Supplies Management and Education. This is also supported by Choudaha and Chang (2012) who says that most Chinese and Indian students go to the United States and other developed countries in order to get courses that will enable them become employed easily in their countries and even the host countries. Therefore countries and the education providers in particular should strive to design programmes that are marketable this will enable countries to maximize their profits.

Quality education: According to the Uganda Export Sector Board (2005), the history and heritage of Makerere University is as one of the pioneering learning institutions on the continent; it has trained Presidents, senior business executives, academics, scientists and community leaders from across Africa. Today this rich heritage has grown to 29 universities with academic excellence in the health sciences, HIV/AIDS and malaria research, and developing skilled graduates to tackle the region's development challenges. Makerere is still one of the best and is ranked highly among the African universities and the best in the region according to the most recent ranking. This attracts many students from within the region because they feel they are getting quality education which is not in their country and this will increase their prospects of getting jobs. This quality is not only at the university level but at other levels as well. For example the UEPB (2005) shows that Uganda has some of the best international schools accredited by the Council of International Schools and the New England Association of Schools and Colleges with examination centers for the popular Cambridge exams like International General Certificate of Secondary Education and the General Certificate of Secondary Education.

This has made international students from other countries who want to undertake British qualification to come to Uganda and obtain them at a low cost.

Peace and security: According Sircherman (2006) international students were very many during the 1960s when the country was still relatively stable but when Idi Amin assumed power in 1972 many international students left the country because of insecurity. Many people were killed including lecturers and their students. The university vice chancellor Frank Kilimuzo was also murdered by Amin's rouge soldiers. This scared many of the international students and even some local students to go to other countries for further studies. Bright and talented people left the country this led to a lot of brain drain. International students only returned when peace and security returned after 1986. By 1993, Makerere University had about 41 international students, today 9% of the of Makerere population are international students (UEPB, 2005). In addition to that peace and security enabled the investment in education and there so many private universities which are have a lot of international students among them being Kampala International University according to the State of Higher Education Report (2006), Kampala International University (KIU) leads with 6,715 students, followed by the Makerere university (2,444), Bugema (862), Islamic University in Uganda (767), Makerere University Business School (671), and Busoga University (575). Many of the other universities surveyed had fewer than 100 international students.

In relation to the above, IIE open doors (2009) reveals that, when the United States had the September 11th terrorist attack, many international students left for security reasons and joined universities in other countries. This made other countries like the United Kingdom and Australia to get very many international students since many of them had been turned away by the United States. Relatedly many international students also come from countries that are facing political insecurity and in the case of Uganda, there many international students from South Sudan and Somalia (Bwire, 2009).

Cost of education: According to Businge (2012) the dominance of Kenyan students is mainly driven by the lower cost of Ugandan education. Countries in eastern Asia are also competing favorably for international students because they are relatively cheap compared to other developed countries (Choudaha and Chang, 2012). For a country like Uganda to have a

competitive edge over its neighbors and in Africa it should maintain the low cost of education in addition to other factors that she already enjoys (Buwembo, 2007). This will especially helpful in Africa where most economies are struggling economically and the people cannot afford university education (NCHE, 2009).

2.6 Conclusion

This chapter has tried to review literature on the trend of international students, reasons why students study in other countries, the economic impact of international students, the social impact of international students and ways in which the government and other education providers can benefit from the presence of international students.

CHAPTER THREE

RESEARCH METHODOLOGY

2.0 Introduction

This chapter presents the methodology that was employed during the study. Much more specifically, the chapter covers the research design, area of study, study population, sampling, the data collection methods and instruments, quality control methods, data management and processing, data analysis, ethical considerations and the limitations to the study.

3.1. Research design

According to Leedy and Ormord (2001), a research design is defined as a careful set of plans developed by a researcher that provides the criteria and specifications for the study or research. It shows a sequence of the steps the researcher has to follow to ensure objective and appropriate collection, analysis and interpretation of data. Burns and grove (2001) states that a research design guides the researcher in planning and implementing the study in a way that is likely to achieve intended goals. Research design in essence is the planning research study. It was essential in identifying resources and procedures that were followed as well as data that was gathered with the aim of solving the research problem

The study used the case study design to assess the socio-economic impact of international students selected Ugandan universities based in Uganda's capital Kampala; specifically these were Kampala International University and Makerere University. According to Kombo and Tromp (2006) a case study seeks to describe a unit in detail, in context and holistically. It is a great way of organizing educational data and looking at the object to be studied as a whole in a case study, a great deal can be learned from a few examples from the phenomena under study. Yin (2003) adds that case studies are very appropriate when focus is on contemporary phenomenon within a real life context as they help to answer the 'what', 'how' and 'why' questions. Makerere University was selected because it is the biggest and oldest university in Uganda whilst Kampala International University was selected in the study because it is known to have the highest percentage of international students in Uganda.

3.2 Area of the study

The study covered both public and private universities around Kampala because of the need to provide a balanced view of the findings with limited biases to private or public universities. Kampala International University is found in Makindye Division one of the divisions that make up Kampala city, it was established in 2001 as a private institution of higher learning. Kampala International University was covered because it is known to have the highest percentage of international students in its student population among all the universities in Uganda (Businge, 2012). Makerere University is found in Kawempe Division was studied because it was the first university in East Africa and Uganda (established in 1922), it is also the largest and the first to receive an international student who came from Kenya in 1928 from a school known as Alliance High (Macpherson, 1964). According to the Bwire (2010) Makerere University has 9% of its population as international students most of them coming from within the region of East and Central Africa.

3.3 Study population

Burns and Grove (2001) define study population as a group of people who share common traits or attributes of interest to the researcher. The specification of the population to which the enquiry is addressed affects the decisions that the researcher must make both in sampling and resources.

The target population was international students, the international students are selected because they are directly part of the study given the fact that it is them who come and have direct impact on the universities in which they study and the communities in which they live in the course of their study. The Ugandan students who study with them were also part of the study because they interact closely with these students and they are in position to observe what their impact is on the universities where they study. Deans of students and lecturers in Makerere University and Kampala International University were also part of the study because they are always in close contact with the international students. Besides that, they are their close supervisors both in class and out of class. The last categories of people in the study were the, landlords or the hostel owners and other business people in the community because these are people who observe these students when they are out of the lecture rooms. In most cases they

are impacted on directly by the presence of international students through the use of their facilities or buying of their commodities.

3.4 Sampling procedures

The term sampling, as used in this research, refers to the process of selecting the individuals who will participate in the research study (Fraenkel and Wallen, 2010). A sample is any part of the population of individuals on whom information is obtained or a sample is part of the population which the researcher deliberately selects for the purpose of investigating the properties of the parent population. It is that of the population that is taken to represent the rest of the study population. The study used the following sampling procedure.

3.4.1 Sampling technique and sample sizes

The sampling techniques used were purposive, simple random sampling and snow ball sampling.

Purposive sampling: Purposive sampling is that sampling procedure which does not afford any basis for estimating the probability that each item in the population as being in the sample. Bryman (2008:375) describes purposive sampling as a type of sampling which helps us to select units which have direct reference to the research questions being asked. In other words under purposive sampling the organizers of the inquiry purposively choose the particular units of the population for constituting a sample on the basis that the small mass that they select out of a huge one will be typical or representative of the whole.

Through purposive sampling, deans, landlords and the business community that reside around the universities that were selected. These acted as key informants since they were knowledgeable about the topic being studied, and they were in position to give dependable and detailed information about the socio- economic impact of international students in Uganda.

Simple random sampling: A random sample is one chosen by a method involving unpredictable component. Random sampling refers to taking a number of independent observations from the probability distribution, without involving any real population. Konthari (2004) defines simple random sampling as a method of sample selection which gives each

possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample. Random sampling ensures the law of statistical regularity which states that, if on an average the simple chosen is random one, the sample will have the same composition and characteristics as the universal. He also adds that, the implications of the simple random sampling is that, it gives each element in the population an equal probability of getting into the sample and all choices are independent of one another.

Simple random sampling was used to select Ugandan students, their lecturers and people in the business community from the two universities to participate in the semi structured and the in-depth interviews. The simple random sample was used because it was expected to give equal opportunities to all Ugandan students, lecturers and the business community from the two universities to participate in the study. This helped to reduce the bias of selecting students with the same qualities who may affect the final result of the study.

Snow ball sampling: This was used to identify international students and student leaders in the studied universities; it was also used to identify the landlords (hostel owners) who reside around the universities. Bryman (2008: 184) says that in snow ball sampling, the researcher makes initial contacts with a small group of people who are relevant to the study and uses them to identify relevant others. Identifying the respondents was not easy because the researcher needed those with certain unique qualities.

This snow ball was used to identify international students because it is assumed that they are not 'obviously' available and also because they in most cases know each other. It is important to note that snow ball sampling was handy in Makerere University where the number of international student is small compared to the Ugandan students and distinguishing them was difficult.

3.5 Data collection methods and instruments

In this study both primary and secondary data were used, three instruments were used to collect primary data. These are semi structured interviews, in-depth interviews and questionnaires. To supplement on the primary data collected using the above instruments, qualitative documentary

analysis was also done to generate secondary data. It was mainly done through sources like journals, textbooks, newspapers, internet and official records related to the study.

There were mainly three techniques of collecting primary data, for this particular study the researcher employed, semi-structured interviews, in-depth interviews and questionnaires.

3.5.1 Semi-structured interviews

The semi structured interviews were carried out on a one-on-one basis. The rationale for the semi structured interview was to allow the researcher address the research questions properly and obtain in depth information from the interviewees on issues addressed. According to Bryman (2008:439), ‘if a researcher is beginning the investigation with a fairly clear focus, [...] it is likely that the interviews will be semi structured ones, so that the more specific issues can be addressed’. The interview was thus a flexible process and gave the interviewees a great deal of leeway in how to reply. This could have been different if an interview guide had been used because it steered the interview process in a certain direction, much as there is also room for individual follow-up questions.

In this study, the semi structured interviews were used with administrative staff and student leaders, they were mainly used to obtain data on a number of aspects such as the factors that attract international students to Uganda, socio-economic impact international students have on the universities and the surrounding communities as they pursue their studies in Uganda and what the Uganda government and other education providers can do to maximize the benefits from the presence of international students.

3.5.2 Questionnaires

The questionnaires were administered to Ugandan and international students and the lecturers in two universities. The questionnaires mainly had closed ended questions. Questionnaires were used because they provide the most convenient way of gathering information from a target population. The other aspect was that the researcher assumed that most people at higher institutions of learning are familiar with them since at least each person has had an experience of completing a written questionnaire. The written questionnaires were also used because they

reduce interviewer bias. Questionnaires were good because they are cheap to administer in terms of cost (Claire, 1959). They also required much less skills to administer and they were handed over to the respondents with minimum explanation.

3.5.3 In-depth interviews

Interviews were held, guided by an interview guide developed for this category. The respondents of interest included the business community, landlord's and student leaders. The choice was specifically of those likely to give accurate information about the socio-economic impact of international students in the surrounding community. In addition, the researcher believed that most people business men in Uganda are not literate. It was therefore proper to subject them to an in depth interview instead of a questionnaire.

The process of interviewing elicited a detailed and natural flow of information especially after a good rapport had been established. The in-depth interview left room for corrective action in cases where questions were misunderstood. Importantly in-depth interviews facilitated the acquisition of the interviewees "point of view" and "understanding" (Bryman, 2008:437)

3.5.4 Review and Analysis of Documents and Texts

This method was used in collecting secondary data which mainly served to supplement on data got from other instruments (primary data). This mainly involved studying the existing documents and records or organizations that are related to the study for instance, records at different institutions, books and web sites about international students. Secondary data enabled the researcher to discuss the gaps that exist between the literature and study itself.

3.5.5 Procedure for data collection

As a matter of legitimacy, an introductory letter was secured from the director of school of post graduate studies, Uganda Martyrs University addressed to academic registrars of the two universities seeking permission to conduct the research. After obtaining permission the researcher then went ahead to administer questionnaires to respondents, conduct semi structured interviews, in-depth interviews and carried out documentary analysis.

3.6 Quality control methods

The data was collected by using semi structured interviews, in-depth interviews and questionnaires. These instruments were developed, pretested and piloted before administering to the respondents. Similar questions were asked to key informants and during the semi-structured interviews to capture the diverse views and suggestions.

3.7 Data management and processing

The returned questionnaires were collected personally by the researcher, he then separated them according the complete and incomplete, and he also separated them according to countries of the respondents for easy analysis. They were then kept in a safe place under lock and key where the researcher was the only one to who accessed them. This ensured that they were not tampered with by any other person.

3.8 Data analysis

After the collection of data, procedures like editing, classification and analysis were done respectively. Frequencies were got through manual counting and other instruments like calculators. These were presented in tables and a pie chart for easy interpretation. These data were later explained for easy interpretation. Additionally, during analysis, data from interviews and document texts were employed to complement data from questionnaires. Key themes that emerged from the interviews, questionnaires and documentary analysis were indentified and discussed extensively at the stage of reporting; discussing and analyzing field findings. The result of this study is presented in the chapter of the data analysis, presentation and discussion of finding. Findings are presented using themes that were got from the research questions. However it is important to note that the study is mainly qualitative in nature.

3.9 Ethical considerations

Prior to the field work, the researcher got necessary authorization from the university and the two universities where the research was carried out to allow him to conduct the study. The researcher sought the consent of the respondents if they wished to participate in the study as participation was voluntary and assured them of confidentiality. The researcher clearly

introduced himself using a university identity card and made it clear to the respondents that the information collected would be used for academic purposes only.

Deiner and Crandall (1978) in Bryman (2008:188) identify four main areas that researchers should focus on while conducting research; whether there is harm to the participants, whether there is lack of informed consent, whether there is an invasion of privacy, whether deception is involved. In this study the researcher made an effort to uphold these principles as seen above.

3.10 Limitations during the study

A number of limitations were encountered and these included the following;

Some respondents were not willing to give information especially students like Somalis, Rwandese and Sudanese because they are very security sensitive. To solve this problem the researcher used association leaders and administrative staff from the dean's office who have influence on the international students. The researcher also explained to the respondents that the research was for academic purposes only. Some Ugandan students from Kampala international university also had doubts about the study. Some of them thought that the researcher was an undercover journalist who wanted to run a bad story about their university as this had happened to them before. Here researcher had to show them the introductory letter and the identity card that proved that he was indeed a university student carrying out research for his post graduate thesis. The use of student leaders and university administrators helped the researcher to dispel these fears.

The researcher also faced a problem of language difficulty because some of the international students did not have a good command of the English language. The researcher used other international students who had a good background of English and the other international languages that the international students were conversant with. It is important to note that many students especially from Rwanda, Burundi, Tanzania and Somalia come to Uganda to study English. Transport cost from one university to another and back to Uganda Martyrs University was a problem because the researcher had to move almost daily to fix appointments with the staff and lecturers. These were not always readily available because it was a holiday. Besides that, both universities are located within Kampala city which has a lot of traffic jam; this would sometimes slow down the researcher. For this the researcher had to use a hired motor cycle

(boda boda) which was very expensive. The researcher solved this problem by getting some resources from family and friends who are with him in the struggle to achieve his post graduate qualification. Sometimes the researcher would walk especially where the distances were very short for example when locating hostel owners and the business people within areas surrounding the university.

Some respondents were not willing to reveal some information about their institution that they consider secret for example the extra charges on the international students and the bad behaviors' that international students have. They were also very secretive on the numbers of international students in their university.

Literature on international students was very hard to find especially literature that focuses on the Africa and African universities. The researcher used the internet for most of his literature and also used a lot of primary sources especially from key respondents who were very knowledgeable about international students.

The researcher wanted to use student leaders as key informants but found that the guild and the entire student leadership had been suspended by the university administration due to attempts by the student to cause a violent strike at the university over bad administration. This followed the removal of retired Judge Kanyeihamba as the chancellor of the university who the students had wanted so much. He was viewed by the students as a respectable man who would bring honor to the university. The researcher therefore had to use other students that he identified and the help him fill that gap.

3.11 Conclusion

The key issues that addressed in this chapter include a clear description of the study area and the population. The sampling techniques that will be used, these include purposive, simple random sampling and snow ball. The international students, deans and Ugandan students will be the key informants in this study. Structured questionnaires, interview guides and focus group guides will be designed for this study and will have closed and open ended questions to gather the data in this study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

3.0 Introduction

The main purpose of this chapter is to present and discuss findings from the field work. The discussion of the research findings is done in the light of the literature review presented on international students and their socio-economic impact. The findings are based on what was gathered from the fifty four (54) interviewees of which included international students, Ugandan students, lecturers, staff from office of the dean (both at Makerere University and Kampala International University) land lords and the business community around the two universities.

First, the chapter presents the demographic characteristics of the international students. Tables and a pie chart are used as diagrammatical aids to present and analyze the data. The use of a scientific calculator helped to generate the percentages needed to analyze the demographic characteristics of the respondents.

Secondly, the findings and analyses are presented in relation to the research questions and objectives which were illustrated in the conceptual framework of chapter one.

The research questions were;

1. What attracts international students to Ugandan universities?
2. What social impact do international students have on the Ugandan universities in which they study and the communities that surround the university?
3. What economic impact do international students have on the surrounding areas of the universities in which they study?
4. How can government and other education providers maximize benefits from international students?

4.1 Demographic features of respondents

In any research work, sufficient personal information is necessary to inform the readers of the sort of people from whom primary data was collected. These include the age, sex, religious affiliation, distribution of international students in Uganda, how international students learnt about Uganda and their country of origin.

4.1.2 Sex of respondents

According to the table below 35.2% of respondents were male while 64.8% were female. Female respondents were more than their male counterparts. This is because they were more responsive to the study. Besides that they were less security sensitive compared to their male counterparts who thought that that the research had political implications for them. The researcher also feels that female students have benefited a great deal from the affirmative action policies in universities and tertiary institutions entry qualification points are low compared to those of boys. This has given them an edge over their male counterparts and partly stands to explain the increasing number of female international students at university

Table 1 showing the sex of respondents

n=100		
Sex	Frequency	Percentage
Female	35	64.8
male	19	35.2
Total	54	100

4.1.3 Age of respondents

According to the table below, 59.25% of the respondents are the age bracket of 18-25years, 22.2% in the age bracket of 25-32years, and 11.11% in the age bracket of 32-39 years while only 7.40% of the respondents were found to be in the age bracket of 39-above. Consequently, the findings reveal that a majority of respondents lay in the age bracket of 18-25 as represented by 59.25% while a lesser majority lay in the age bracket of 39 and above years. The great majority of respondents were found in the age bracket of 18-25 years because the education system from which respondents had gone through makes it possible for them to join university

mainly at least 18 years. Most people in the age bracket of 39 years have finished formal schooling and they get into employment sectors.

Table 2 showing the age Distribution of respondents

n=100

Age bracket	Frequency	Percentage (%)
18-25	32	59.25
25-32	12	22.22
32-39	06	11.11
39- above	04	7.40
Total	54	100

4.1.4 Religious affiliation of international students

According to the table below 20% of the respondents are Moslem faith with various sects among them, 10% are catholic, and 07% are Protestants whilst 3% percent are respondents from other faiths that were not clearly specified. The high number of Moslem respondents can be attributed to the high number of Moslem students at Kampala International University both Ugandan and non Ugandans who participated in the study. Another finding which cannot be ignored is the fact that most of the international students are from countries which have big populations of the people practicing Islam for example Kenya, Tanzania, and Somalia.

Table 3 showing religious affiliation of international students

n=40

Religious affiliation	Frequency	Percentage
Moslem	20	50
Catholic	10	25
Protestant	7	17.5
Others	3	7.5
Total	40	100

4.1.5 Distribution of international students in Uganda

According to the table below, 37.5% of respondents were from Makerere University, while 62.5% studied at Kampala International University (KIU). It was found that the university registered the highest number of international students. This was attributed to a number of reasons as was revealed by interviews held with both international and Ugandan students at the university. For example they mentioned that Kampala International University runs an access programme which helps out international students whose qualifications do not avail them chance to qualify for university education in other universities especially public ones which are very competitive. Additionally interviews also revealed that International students mainly preferred Kampala International University to other universities because of its international settings that give freedom to students unlike other universities like Uganda Christian University which restricts students to a decent dress code.

In addition to that, Kampala international university was identified to effectively respect Sundays unlike public universities which teach every day. This made it so convenient for international students. In fact this is what one of the female respondents from Kampala International University had to say,

“Lectures on weekends are very exhausting as at times you still have a hung over...many of us would prefer to join a university that gives us all the freedom we need to enjoy our weekends.”

For this student and perhaps for many others, this could have been one of the key reasons for joining the university.

A host of sources indicate that the university also carries out extensive advertisements using different media such as radios, Televisions, and newspapers. Indeed a number of respondents agreed that,

“...when Kampala International University advertises on television, one gets the impression that it is a very big university with all the facilities and ambience any student could need. Consequently many of us have been attracted by some of its very good adverts.”

Similarly the university also has offices in other countries such as Kenya and Tanzania. These offices ease the process of application and consequential admission. This partly explains why this university has majority of Kenyan students as compared to any other universities in Uganda. Indeed the university is in most cases sarcastically referred to as ‘Kenyans in Uganda’ In contrast however, findings in the table below indicated that Makerere has less international students. It was revealed by some of the international students that this was due to very strict entry conditions such as the entry points and high tuition on the programmes offered.

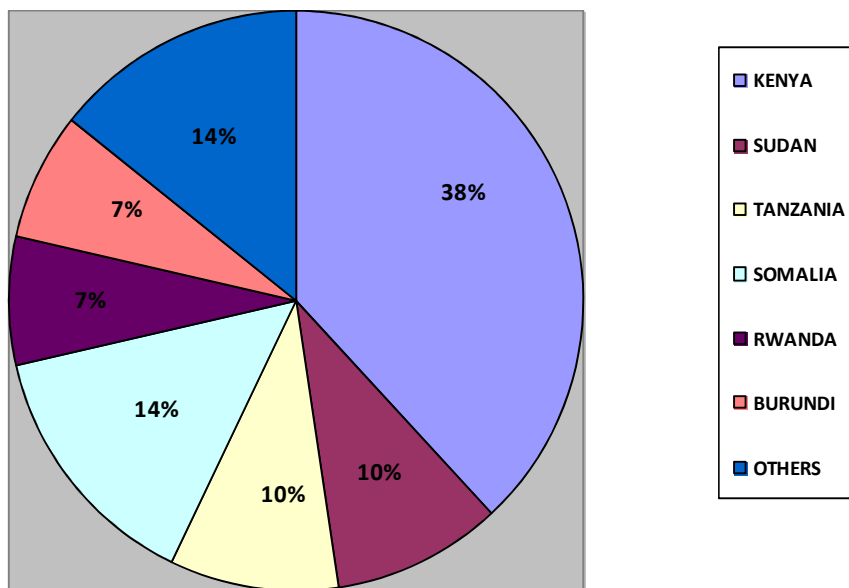
Table 4 showing Distribution of international students in Ugandan universities
n=100

University of study	Frequency	Percentage
Kampala International University	25	62.5
Makerere University	15	37.5
Total	40	100

4.1.6 Countries of origin

The pie-chart below shows the distribution of international students per country that have been admitted into selected Ugandan universities from within and outside the East African community. This was aimed at establishing the country with the highest number of students enrolled into these universities.

Pie Chart 1 showing the countries of origin for international students



According to the pie chart above, 38% of international students came from Kenya, 10% came from South Sudan, 10% came from Tanzania, 14% came from Somalia, 07% came from Burundi and 14% came from other nations. According to statistics majority of respondents come from Kenya and very few came from nations outside the East African region. The deputy dean at Kampala International University pointed out that the education system in Uganda attracts international students because of the hospitality and favorable policies that favored international .The system provides equal opportunities for both Ugandan and international students. He further noted that there is a growing number of students from Rwanda, Burundi and Somalia who want to learn or improve their English language which has become official for the East African Community.

4.1.7 How international students learnt about Uganda Universities

The purpose of the figures below was to ascertain how the respondents got to know about the specific universities they have been enrolled in order to establish what factors attract international students to specific universities in Uganda.

Table 5 showing how international students learn about Ugandan universities

Knowledge about the university	Frequency	Percentage (%)
Friends	12	30
Advertisement	18	45
Open days	0	0
Others (specified)	10	25
Total	40	100

According to the table above, 30% of the international students came to know about universities of their choice through friends and alumnus who had studied through these universities, 45% came to know about these universities through advertisements. These advertisements about several universities in Uganda were mainly made on the internet, magazines, Televisions, radios, journals, and news papers. This increased awareness about such universities and the study programs offered and hence attracted international students. Also, 10% of the international students were identified to have known about these universities through different ways which included through parents and relatives, publications and researches. While no student among the respondents said they had got to know the university through open days.

4.2 Reasons why international students choose to study in Ugandan Universities

Questionnaires and interviews were conducted to explore the reasons for which international students come to study in Uganda. Interestingly, a number of aspects were mentioned as analyzed and presented in the discussion below.

Firstly, through interview with the participants it was revealed that, international students are attracted by the good reputation that their universities have. Interviews with international students indicated that they preferred to study in a university that is well recognized and has built a well reputation before the public. In emphasis, this is what one of the international students from Tanzania at Makerere University had this to advance,

“...a reputable university like Makerere increases job access capacity and security as well...as

you can see most of the people occupying very big posts in Uganda and in east Africa have passed through this university for example some East African Presidents like Mwalimu Julius Nyerere, and Mwai Kibaki, ... in fact many employers will first ask you where you obtained your qualifications from before they give you a job opportunity...no wonder, many are looking out for Makerere University graduates.”

This was not only limited to Makerere University, an international student at Kampala International University revealed to the researcher that he had come to pursue his tertiary education at this university because of its good reputation. He supported his assertion with the fact that, the head of the technical unit of Airtel Tanzania is a KIU alumnus. This gave him the inspiration to come and study at the same university. Just like his colleague at Makerere, he came with the belief that Kampala International University was a good university and he too would be able to get a quick employment after the completion of his studies. These and many other international students are attracted to Uganda because of the quality of the institutions.

The other aspect of attraction pointed out by international students especially from Kenya was the high standard observed in given universities. It was revealed by Kenyan students especially at Makerere University that some of them cared so much about the education standard in given universities than tuition fees and operational costs to pursue given courses. Most of the international students were found to be much more concerned about the quality and standard of education in terms of knowledge and skills they acquire from university. Indeed another international student from Kenya said,

“University education should equip you with the required skills and knowledge to survive in the contemporary world which is filled with ever increasing competition”. She added that, “university education should transform one’s mental faculties to reason and act like a university student.”

Thus a host of international students especially at Makerere students were identified to mainly join a specific university which they thought that their education programme was rich in terms of knowledge and skill despite the cost incurred at those universities. With quality degrees, these students say that they are assured if employment. This is consistent with the study of Choudaha and Chang (2012), who says that many of the Chinese and Indian study in the United

States and other developed western countries because they are assured of the quality of the education and employment when they return home.

In contrast, a number of international students especially from of Makerere University indicated that it is most of the programs pursued are cheaper as compared to the cost of these programs in private universities. Some students had even gone ahead to compare costs of programs across countries. For example, an international student from Kenya who had carried out this comparison before he joined Makerere University said that,

“...it is cheaper to pursue a Bachelor of Arts with Education program in Uganda than in Kenya because in Uganda it would cost one 1.200.000shs while in Kenya, it would cost 2.500.000 per semester.”

For this student and many others who perhaps have inadequate resources to invest in education, this was one of the reasons for joining a university outside their home country. This contrast clearly outlays the fact that whereas some students are mainly concerned with the academic standards of institutions, others had their main concern as the affordability of the desired program. The deputy dean of students (who is Kenyan) at Kampala International University revealed to the researcher that most of Kenyan in Uganda are actually from humble financial background. The rich Kenyans either study in Kenya or they go abroad for further studies where their parents can afford. Indeed the aspect of cost is re-emphasized by Varghese (2008). Varghese says that studying abroad is very expensive for many students especially in this new era where responsibility for higher education has largely shifted from government to private sponsorship. As such, it is very common that students will always choose to pursue their higher education from countries where the cost is comparatively cheaper. Verbik (2007) says that higher education in countries like Singapore, china and Malaysia is relatively cheaper compared to countries like UK, USA and Australia. That is why the former are steadily attracting large numbers of international students especially from the developing countries where a large percentage of the population is poor.

Thirdly and very interesting was a revelation by a Kenyan student leader in an in-depth interview who stated that some students joined specific universities because such universities had big numbers of international students. Therefore the already existing international students

in given universities influenced others to join such universities under the advice that such universities were better than their home universities. In agreement with this view, the dean of students at Kampala International University revealed to the researcher that, because of the presence of many international students at their university, many universities have opened up in the vicinity to tap some of them. Today the Kansanga area has about five universities which include Kampala University, Cavindish University, Saint Augustine University and the East African University all located on Gaba Road in Makindye Division. In a related manner, some international students had received their post primary education in Uganda and so it was only natural for them to join the Ugandan Tertiary institutions for their university education.

In addition, the other reason for international students joining Ugandan universities was the parents' wish. A Kenyan student at Makerere University told the researcher that, he and many other Kenyan students enrolled in Ugandan universities because it was their parents' wish that their children studied in Uganda. Further interviews with this student revealed that the reasons for this were that most of these parents had also studied in Uganda and also that some parents thought that when their students studied in Uganda, it would build and increase their social net works and hence effectively benefit from the East African community.

In relation to the above, a South Sudanese student at Kampala International University revealed to the researcher that, he wanted to acquire the Ugandan experience in terms of culture, labor market and as well discover opportunities for possible investments. This would eventually permit him to take advantage of such opportunities in order to start up income generating projects. To him and the Kenyan students this was very viable because of the East African Community that is about to be fully implemented.

Besides that, interview with a lecturer at Kampala International University Ms. Ojambo revealed that some students wanted to expand their social net works in order to favorably compete in the job market. She also noted that some students had secular and unique reasons from the ones discussed and these included prestige associated with studying from a foreign university, foreign exposure, advertisements, integrating the native knowledge with foreign knowledge and skills among other reasons.

Further still among the other aspects revealed by Somali and south Sudanese students was the issue political security in Uganda compared to their countries of origin. They indicated that they opted to join Ugandan Universities for their higher education because Uganda was found to be relatively peaceful compared to their own and to other countries in the region. One student from Somalia told the researcher in an interview that, *“In my country one can never be sure that he will complete the course because of the insecurity”*. Security is very important because without it, nothing can be done with fear for one’s life. Indeed, in view of this, OECD (2009) noted that the number of international students going to the United States reduced because of the September 11th attack.

Similarly, international students particularly from Kenya revealed that prevalence of strikes in their home universities was one of the main reasons for which they joined universities here in Uganda. In most cases, these strikes persisted to the point of closing these universities for long periods of time for example a whole semester or at worst a whole academic year. This is quite inconveniencing for majority students. These Kenyan students also mentioned that contrary to academic programs in their country which last for a longer period of time, similar programs in Uganda lasted for a lesser period of time for example whereas Bachelors of Arts in Education in Kenya lasts for four years, the study period in Uganda is only three years. This applies to most of the undergraduate programs in Kenya apart from medicine and engineering. This they said is because of their education system that is 8-4-4 while Uganda’s is 7-6-3.

The universities which were studied (Kampala International University and Makerere University) have established partnerships and contacts with other universities in other countries. Therefore contrary to other commonly known reasons for international students joining Ugandan Universities, some American, Dutch, and Belgian students at Makerere University revealed that they had joined the universities because they were on an exchange program which in most cases lasts one year. After completion of the one year, they are expected to return to their home countries.

Another interesting revelation by the deputy dean of students at Kampala International University in a personal interview is that, some international students come to Uganda because

of the inadequate higher education facilities in their country. This especially happens in Kenya where most of the universities are government owned and very few a private. According to him, Kenya has very strict conditions for establishing private universities and that is why it had very few universities yet the students in need of university education is always growing. Therefore, those who failed to get admitted to public universities in Kenya ended up in Uganda. In a study done by Sekamwa (2000) a similar finding was reported. Where he noted that, many international students from around East Africa came to Uganda because of inadequate facilities in their home countries. Some of the international students came from as far as Malawi.

In conclusion of this section, it is important to note that none of these factors acted independently to attract international students to Ugandan universities. In most cases it was an interaction of two or more factors that attracted the students. Although the researcher recognized that none of these factors was more important than the other, it was generally agreed that the cost of education was always considered when choosing a university to study from in a foreign country versus other factors.

4.3 The social impact of international students on Ugandan universities and the surrounding communities.

Responses about the social impact of international students on universities were several as revealed by international students, Ugandan students, deans of students and lecturers. Findings indicated that the full benefits that arise from international students to universities are impossible to quantify and some (e.g. cultural impacts) have no readily measurable economic value. Consequently this section presents a detailed discussion on quantifiable and non quantifiable findings including; impact on university politics, language, and culture, human resource of universities, economic aspect, sport, morals, publicity, and students' population in universities.

Political impact: The study revealed that international students have been actively involved in university politics. Responses from deans of students and lecturers from the two universities indicated that international students usually express interest, they got nominated, campaigned

and were voted. Indeed respondents revealed that in the academic year 2011/2012 two of the contestants for guild presidency were international students from Kenya. On many occasions international students have held positions of responsibility for example as representatives to the Guild Representative Council Committees of universities. Worth noting is that some of these international student have even served as guild presidents in some of the universities for example Kampala International University has had international students as guild presidents from 2008 to date. This is consistent with what Rwamitti (2007) noted, that many guild election at Kampala International University were being swept by international students. In Makerere University many international students have contested for various posts but with little success because they are always branded as “foreigners”. This can be attributed to a host of factors, one being that guild politics at Makerere University is so influenced by party politics which the international students are not attached to. The other as one international student leader revealed is, “..... *politics in Makerere requires a lot of money which some of us do not have and it is very difficult to get sponsors in a foreign country*”. However the researcher also thinks that the continued presence of many international students in Ugandan universities and any other tertiary institutions is likely to improve and strengthen relations of Uganda with her neighboring countries. In 2007 Raila Odinga the current prime minister of Kenya campaigned at Makerere in the presidential election of Kenya, he also presented a paper at Kampala international university. The main and biggest hall of residence at Kampala International University is named after the Sudanese freedom fighter John Garanga. This was aimed at appeasing the international students, particularly the Sudanese at Kampala international university. In the long run it can go a long way in enhancing the political ties between Uganda and South Sudan. This will attract more international students from the region but especially from South Sudan.

Influence in sports: The deputy dean of students at Kampala international university Mr. Swalleh told the researcher that, international students had a lot of influence in almost all the sporting activities. In Kampala International University for example the basket ball team was dominated by international students from Sudan and Kenya. These international students are said to have helped the university basketball team to reach top flight basket ball in Uganda leading them to the 2009 and 2010 play offs. He further revealed that the same team had come

second in the first round of the in this tournament and he was still hoping for bigger things. Indeed during sampling, one of the international students from Kampala International University had this to say, “...if you want to meet and interview more international students from Kenya and Sudan you may have to visit the basket ball court in the evening.” This served to re-emphasize the fact that these students are very active in this sport. The dean further revealed to the researcher that one of the best swimmers in Tanzania is a student at their university. This gentleman is so good at swimming and was going to represent his country in the London Olympics of 2012. He has been of great help in training his colleagues and has won a lot of medals for the university.

Additionally, international students in universities under study also participated in other sporting activities like football, volleyball and athletics. It is realizable that their impact was very much felt in Kampala International University than at Makerere University. According to a Kenyan student at Makerere, this is attributed to the fact that Kampala International University has over 60% of its student population as international students as compared to Makerere University which only has 9%. However a Dutch intern at Makerere Medical School revealed to the researcher that she had participated in the Uganda tennis open and she emerged winner of women’s category 2012-2013. To this effect she showed the trophy she had got. She however noted that she did not enter as a Makerere student but as an individual.

Language and Culture, It was noted by Ugandan students that international students especially from Kenya and Tanzania spoke Swahili which was adopted by Ugandan students both in classrooms and hostels. Though they did learn the whole language, they were able to speak a few words for example greeting “habari”, responding “muzuri”, we go “twende” and many others. Ugandan students revealed that they had to find a way in which they communicate and associate with international students who have English deficiencies. Interviews with international students revealed that they had learnt a few words from the local languages. These words help them especially when dealing with the local community which has very little knowledge of the English language and other languages.

On the cultural aspect, international students had a lot of influence on their universities. They were seen to participate in cultural aspects like beauty pageants and cultural galas. For example in 2011 eight out of the twelve participants in the Kampala International University beauty pageant were international students mainly from Kenya and Tanzania. In the men's category of the same year, all the participants in the beauty pageant were international students. The dean at Kampala international university further said these students participated as a block category of international students and country in the cultural galas. This concurs with the argument of Sircherman (2006) who says that international students at Makerere had a lot of social impacts which were seen during social and political events like drama, guild elections and university festivals. During these festivals students are expected to showcase their cultures and usually international students exhibited their varied and various cultures. These exhibition and galas are facilitated to enable students to participate and appreciate different cultures and its no doubt that Ugandan students were greatly impacted on.

Moral influence: A Ugandan student in a personal interview revealed to the researcher that, international students had become a negative influence in the communities that they lived in. The perceived bad morals according to this student are passed on through the day to day socialization with other students. To him some international students (especially Kenyan and Tanzanians) abuse drugs such as marijuana and kuba. They are also known to be addicts to alcohol. These kinds of addictions present them as nuisances to surrounding communities. Sadly some Ugandan students have also gone ahead to adopt such unbecoming habits. Because of the influence of drugs and alcohol some Ugandan and international students have been unable to complete their study programs (personal interview with deputy dean at Kampala international university). However on a light note some international students were known to dress decently. Respondents revealed that international students especially from Somalia dress very decently and they never expose any of their body parts indecently. This was confirmed by the dean of students who said that since most of them were Muslim they covered themselves with the veil. Many of the muslim girls have adopted the same, though they mostly wear veils on Friday, which is a prayer day.

Population Increase: Lecturers interviewed at both universities noted that to some extent, there was increase in population in all the universities and this was in part attributed to the increasing numbers of international students in these universities. Even if these universities already had big numbers of Ugandan students, it is undeniable that international students have also added onto these already big numbers. The increase in population has consequently worsened the strain on existing facilities in universities. For example it has been commonly reported that most classrooms in Makerere University are so small to accommodate the hyping numbers of students. Responses from university deans of students indicated other facilities under strain as; medical facilities, toilet facilities, university halls of residence, sports facilities (for example, the swimming pools and basket ball courts), and the general sanitation of universities.

4.4 The economic impact of international students on Ugandan universities and the surrounding communities.

Responses about the economic impact of international students on universities were several as revealed by all the respondents who included international students, Ugandan students, deans of students and lecturers. Findings indicated that the economic benefits that arise from international students to universities are gross. However the major economic impact being tuition paid by the international students, however there were many other economic impacts. Consequently this section presents a detailed discussion of findings including; Tuition, Contribution to human resource, Expenditure on necessities, and Publicity for universities.

Tuition: The most significant economic impact has been realized from the tuition paid by these international students. In fact, international students revealed that they paid tuition fees and functional fees higher than that of Ugandan students. As that was not enough, international students from both universities said that the payment required of them had to be made in United States dollars. Because of this very attractive economic impact of international students, Kampala International University went as far as establishing a branch in Kenya. Much as the initial purpose of this endeavor was to extend the educational services closer to Kenyans, it is arguable that this branch was also meant to increase the economic returns for the university. In

relation to the above, Kampala International University also established offices in Nairobi and Dar es Salaam and more recently in Juba of South Sudan in order to market the university. Being a privately owned university, it is undeniable that the university had an economic motive for extending and marketing its services (personal interview with dean).

Other expenditures, besides that, interviews with business community revealed that some international students possess of huge sums of money. Consequently they have turned out to be very extravagant and to live lavish lives. Many of them do not eat from the university dining halls so they turn to restaurants and canteens within and out of the university. Like any other students, they buy whatever items they need including toiletries, internet services, clothes, music, and airtime. All these are bought both within and out of the universities; this led to the establishment of various businesses by the surrounding communities. The businesses that have been established include saloons, bars, internet cafes, restaurants, shops, stationery shops and hostels. Many people around Kampala International University and Makerere University have abandoned their homes and turned them into hostels for students. However the impact was much more felt at Kampala International University where most of the land lords interviewed had more than 75% of their clients as international students. One hostel warden said

“...without international students I don’t think we would still have this hostel because they are many and pay you at once at the beginning of the semester.”

Sekamwa (2000) reported that many landlords and landladies in the neighborhood of private secondary schools in the 1950s and 40s put up made houses covered with iron sheets to accommodate the large number of international students who could not be accommodated by the school

Somali at Kampala international university revealed to the researcher that, they as Somalis have established their own restaurants where they serve food mainly from their country. They have two restaurants at Kampala international university: Ramanthan and Guire where they serve mostly Somali foods prepared by Somalis. These restaurants were set up because they are very conscious of their food since most of them are staunch Muslims and cannot eat meat or food prepared by non Muslim. Their food has attracted some Ugandans students who they say, have

confessed to loving Somali foods like “Birian”, “paster” and “camel meat”. The deputy dean at Kampala international university also revealed to the researcher that, many restaurants around the university prepare Kenyan food in order to attract Kenyan students. Indeed one restaurant owner pointed out that, food like Angelica (rice bread), Getheri and Nyama choma have become part of their daily menu and many Ugandans students and people in the surrounding communities order for this food.

Interestingly, the NCHE Report (2006) reveals that by the end of 2006, international students in private and public educational institutions in Uganda had contributed approximately 30.6 million US dollars to the national economy. In comparison, Vickers and Bahram (2006) reveal that in the UK the fiscal benefit arising from the non-European Union students is approximately 100million pounds per year by 2006. However Wusheng (2007) provides a detailed account of the financial benefits that accrue to some of the leading host countries for international students. He reveals that according to OECD statistics, the annual income in America, British, Canada and Australia from the fees of international students, including their tuition and accommodation, are respectively 12.3 billion USD, 37.6 billion USD, 7.96 billion USD and 21.6 billion US dollars.

In fact as Throsby (n.d) advances, the most obvious and readily measurable impact of international students on universities is economic in nature. These economic impacts are through the financial flows generated from individually sponsored international students and also from students on various scholarship programs. Throsby provides a detailed view of the net economic benefits that accrue to universities from international students. These include; revenue from fees paid by students and retained as revenue by the institution for tuition and accommodation, proportion of grant income from central authority attributable to foreign students, external funds received by the institution on account of student exchange programs, economies of scale or scope, net value of research output contributed by international students, net beneficial spillover from international to domestic students, and alumnus effects.

In emphasis, OECD (2006) remarks that in the past decades and presently, cross-border higher education has been regarded as a potential lever for economic.

Contribution to the universities' human resource: Discussions with deans of students and some lecturers revealed that some of the international students have tremendously contributed to the human resource of the universities under study. In fact, some lecturers at Kampala International University observed that some international students had been identified and retained for staff development programmes at the university although they did not provide details. The deputy Dean of students at Kampala International University, Mr. Swalleh Abubakar is an alumni of the same institution and is from Kenya. He revealed to the researcher that their many others like him at Kampala International University. The researcher feels that this is a very vital contribution to universities which are in most cases known to be suffering from limited qualified personnel. Additionally, retaining these students also in part boosts the image of the university and strengthens its relations with international students. Retaining international students is not really a new phenomenon and it is not evident in Uganda alone; Vickers and Bahram (2007) reveal that every year, several thousand international students remain in the United Kingdom to work following graduation from a UK Higher Education Institute. Similarly, Wusheng (2007) points out that about 60% foreign students in the United States who specialized in doctoral degree finally settled down there after their graduation. This helps to fill manpower gaps.

Publicity for Ugandan universities: During data collection, the researcher sought information on how the international students got to know and join Ugandan universities. In response, the students said that they had obtained the information from alumnus of these universities. By implication, the alumnus had in a way (whatever the extent) attempted to positively speak for these universities. An international student said he had joined Makerere University because Kiprimo, a once international student at Makerere University had told him that, '*with a degree from Makerere University, one can work anywhere...even outside East Africa*'. To this international student, Kiprimo's statement was a major motivation for him to join the university.

Additional publicities about Ugandan universities have been made by influential persons in governments of East Africa like President Mwai Kibaki of Kenya (who studied and taught economics at Makerere University). He often talked about 'the glory days at the university'.

Such statements from influential people have also served as publicity for these universities. Indeed some students claimed that they had joined Makerere University on that premise (Bwire 2009).

Much as the impact discussed above accrue mainly and directly to universities and the surrounding communities, it can be agreed that these can translate into a macro impact on the economy as a whole

4.5 How the government and other education providers can maximize benefits from international students

Reform immigration policies, a host of respondents complained about the immigration policies that did not favor international students, most affected were those pursuing long courses. Interviews with international students both at Makerere and Kampala international university pointed out that although the annual student visa is free, renewing it every year is inconveniencing. They said that it made them waste a lot of time as the process is long and requires a lot of paper work. This concern was mostly echoed by the Somali students who feared being arrested by the security forces who are suspicious of them of belonging to terrorist organizations like al-shabaab. These students felt that it would be better if they are awarded a visa that lasts as long as their programme like other countries within the region and other developed countries in Western Europe. Some students even felt that the renewal was discriminative and mainly targeted a certain type of students. It is therefore clear that if the government improved the visa application processes more students will be encouraged to come and more profits are will be realized from the international students.

Streamline the tuition, through interviews international students at both institutions complained about the exorbitant fees that are charged to the international students. Indeed one student at Kampala international university said, ".....*this university thinks that it is going to develop on money from international students alone*". This particular student is pursuing a Bachelor of Law which costs one thousand dollars per semester while a Ugandan student pursuing the same course pays one million and six hundred thousand only.

It should be noted the dollar is often affected the forces of supply and demand in the money markets which affects the exchange rate. Therefore with a high exchange rate international students pay more yet some of them are from poor families. The government and other education providers can attract more international students by harmonizing the fees structure. This can be achieved through making international students pay the same or at least make them pay in local currency that is relatively more stable and available than international currencies. In view of this an interview with a lecturer at Kampala International University said the government can also subsidize for the private universities by reducing the taxes that they for example removing pay as you earn to enable private universities remunerate their staff better. To this lecturer, this will attract quality human resource to their institutions. She added that costs on other administrative items like power and fuel can also be reduced. This will in the long run can reduce the administrative costs and thus reduce the tuition charged on international students. Consequently this will attract more international students from other countries and the university will benefit through maximizing the sales and other functional fees.

Maintain the quality; according to participants in study one of the reasons that brought international students to study in Uganda was the quality of the education. Though interviews with international students, many were aware that a Ugandan degree would earn them employment at home. To them Uganda's education is ranked among the best in the region. Some of them said that their parents had forced them to study in Uganda because they are products of Uganda's education. According to Sicherman (2006) many students within the east African region ended up Makerere because they were assured of the quality. This attracted students from Kenya Tanzania and other students from within the region. It is no doubt that some of the students who studied at Makerere University back then are now parents. These parents still value their education and feel that their children should be exposed to the same. The international students agreed that, the Ugandan government and other education providers should maintain the quality of the education in order to enjoy more benefits from international students especially from within the region. Today Makerere University is still ranked highly on the African continent although some private universities still have a long way to go. According to Kasozi (2005) some of the universities are just glorified secondary schools with very little infra structure befitting of a university. This is dangerous for sustainable development of the

education sector. However a report by the Uganda Export Promotion Board (UEPB, 2005), Uganda attracts international students because has some of the best international schools accredited by the Council of International Schools and the New England Association of Schools and Colleges with examination centers for the popular Cambridge exams like International General Certificate of Secondary Education and the General Certificate of Secondary Education. A similar finding was realized by Choudaha and Chang (2012) who noted that, many international students were now moving to the new emerging economies like India, Malaysia and china because they had greatly improved the quality of their education. A lecturer at Makerere University pointed out that, the government of Uganda as the overall overseer of education services in the country should try and uphold the quality. This can be done through the national council for higher education, where strict conditions are put on private universities on how to run their programmes. He also added that, quality can be maintained where private universities partner with other universities that have international reputation; this can lead to exchange of staff and research material and thus improved quality. Relatedly many students both international and Ugandan revealed that many times, their marks and scripts were getting lost, some students even complained of malice by some lecturers and there was general inefficiency among the universities. To these students quality will be maintained if such inefficiencies are worked on. This will attract more international students and it is undeniable that when these students increase they bring in a lot of economic and social benefits both directly and indirectly.

Design marketable courses/ programmes, the universities should design programmes that fit changing international economy. Courses that are internationally marketable are more sought after and can help graduates to get employment both in their countries and other countries. A host of respondents at Kampala International University said that they were pursuing a programme that was marketable and would enable them get employment easily. Unemployment being a great problem among many youth in the world today it is important that universities design programmes that are marketable and enable the either create their own employment or to find work easily. Indeed this is consistent with the study of Choudaha (2012) who says that most Chinese and Indian students go to the United States and other developed countries in order to get courses that will enable them become employed easily in

their countries and even the host countries. Many international students were opting for the Far East countries like Malaysia because the universities there have designed programmes that are internationally (IIE open doors, 2009).

Intensive advertising, the biggest percentage of international students said they had got to know about their university through an advert. The government and other education providers should strive to promote Uganda's image in order to attract more international students. Ugandan universities should advertise in international education fairs where they can showcase the benefits and advantages of studying at a Ugandan university. There many things to show case for example the quality education that Uganda has over other countries the numerous universities, the affordability of the education compared to other countries, the hospitable people, the security, and the cool environment. This can attract more international students especially from within the region. Countries like the United States, Australia, United Kingdom and other countries attract many international students through intensive advertising. These countries have explored other means of advertising like the use of official agents by universities and colleges that carry out admissions for interested students. The new entrants in the competition for international students like South Africa, China and India are also marketing their education sector in various forums. The improvement in communication has enabled adverts to reach many people. This is possible because of internet, international televisions, social media like twitter and face book and other forms of mass media.

Improve infra-structure, interviews with the business community revealed that the general infra- structure in the country is also very important if Uganda is to benefit from international students. One restaurant owner in *katabi* zone near Kampala International University who was complaining about the sorrow state of the roads in her area said that, international students are not only attracted by education but by the general infra-structure. She added that the government for example should establish good roads, good telecommunication network, railways networks and air fields. This will ease the movement of students into the country especially from the neighboring countries. A good infra structure eases mobility of international students within the country. As revealed by Renee killaars a Dutch student at Makerere University, international students visit various tourist places and this adds to the

economic benefits of the international students. The deputy dean at Kampala International University summed it up by saying that, a good experience for one international student will bring in many others while a bad one may discourage many others. This in the long run adds to the gross domestic product of the country which can have a great multiplier effect for the economy.

4.6 Conclusion

This chapter presented results of the assessment of the socio-economic impact of international students on selected universities in relation to the four objectives. It brought out factors why students study in other countries, their economic and social impact on the university and the surrounding communities. The respondents and informants finally suggested strategies on how government and other education providers can maximize the benefits from international students. The participants in the study gave useful suggestions which could be used to maximize the benefits from international students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.0 Introduction

This chapter gives a summary, conclusions and recommendations for the study carried out to assess the socio-economic impact of international students on selected Ugandan universities and the surrounding communities. Recommendations are objectively suggested from study findings and the conclusions drawn, and they aim at policy interventions and action. Recommendations also aim at improving the effect of international students on Ugandan universities and the country as a whole.

5.1 Summary of the findings

The summary has been drawn according to the four research questions;

5.1.2 What attracts international students to Ugandan universities?

An assessment of the factors which attract international students to Ugandan universities brought forth a number of interesting responses. For example, the reputation of the institutions, comparatively low cost education, intensive advertising, less study periods, high quality education, the wish of parents, influence of university alumnus, exchange programs and political security in Uganda. However the researcher also found out that no single factor was strong enough to attract students but instead it was an interaction of one or more factors. None the less, the commonly mentioned factors were reputation and high quality education.

5.1.3 What social impact do international students have on the Ugandan universities in which they study and the communities that surround the university?

The study also assessed the social impact that international students have had on universities. The findings on this assessment were numerous and varied. They mainly arose from the day to

day interactions of international students with the Ugandan students. As it will be seen, some of the impacts were negative while others were positive. As a consequence of the interaction, Ugandan students had started acquiring words of new languages such as Swahili. It was also revealed that international students added to the already increasing numbers of students in Ugandan universities causing a strain on the available facilities like infrastructure. Additionally, it was also noted that in some universities like Kampala International University had a great influence in university sports and politics. Indeed some of them had contested and been voted for positions in the university guild representative council. Negatively, it was found out that international students had influenced Ugandan students into socially unacceptable habits such as excessive smoking and drinking, and use of drugs. These habits were found to have affected the academic performance of both national and international students involved. In relation to the above impacts, international students especially the alumnus were also found to have publicized Ugandan universities back in their countries. Another important but equally significant impact was that some of the international students had actually stayed to work here in Ugandan institutions where they had graduated from.

5.1.4 What economic impact do international students have on the university in which they study and the surrounding areas of the universities in which they study?

The researcher also assessed the economic impact of international students on Ugandan universities. This assessment showed that these students had contributed tremendously to the university treasury. Their contribution derived from the tuition, accommodation and other functional fees. In fact it was found that these students paid relatively higher fees than their Ugandan counterparts. In addition to that, they pay in US dollars. Indeed the NCHE Report (2006) reveals that by the end of 2006, international students in private and public educational institutions in Uganda had contributed approximately 30.6 million US dollars to the national economy.

5.1.5. How can government and other education providers maximize benefits from international students?

The study also sought to establish how the Ugandan government and other education providers can benefit from the international students. A number of suggestions were put forward for example quality education which attracts many international students. Political stability was also highlighted because students cannot study in a politically volatile place. In fact the study found out that many students were from countries that were politically unstable like Somalia and south Sudan. In addition, improved infrastructure, intensive advertising, reduced tuition all make the government and other education providers maximize the benefits from the presence of international students. The researcher found out that, for the government and education providers to maximize the benefits, there must be interplay of all the factors. No single factor stands out independently.

5.2 Conclusion

The conclusions are drawn basing on the four research questions of the study which are;

5.2.1. What attracts international students to Ugandan universities?

The study concluded that international students have been attracted to Ugandan universities by a number of factors including; good reputation of Ugandan universities, high education standards, political stability, and low cost education compared to the cost in other countries. Ugandan universities were also found to attract international students because of the hospitality and favorable policies against international students. However, the overriding factors noted were good reputation of Ugandan universities and high quality education.

5.2.2. What social impact do international students have on the Ugandan universities in which they study and the communities that surround the university?

It was realized that international students have many social impacts, the areas where their social impact was most manifested included politics where many international students have been involved to positions of leadership. Their impact is also in sports, cultural festivals,

language, dressing and beauty pageants. It's no doubt that some of the impacts have greatly had an influence on Ugandan students and people in the surrounding communities.

5.2.3 What economic impact do international students have on the universities in which they study and the surrounding areas of the universities in which they study?

A study on the economic impact of international students had numerous findings major of which was tuition. It was realized that they pay more tuition than their Ugandan counterparts and this brought in a lot of revenue for the universities. International students also spend a lot of money on other necessities and this has led to the establishment of many businesses around the universities which include hostels, stationery shops and restaurants among others. Other economic impacts included advertising for the university, establishment of their own restaurants and contribution to human resource. These are both vital for the university and the surrounding community.

5.2.4 How can government and other education providers maximize benefits from international students?

The study established that there many avenues that the government and other education providers can exploit in order to maximize the benefits of international students. Although many were recommended the major included improving the quality of education, establishment of good infrastructure, intensive advertising through various forms of media, having good immigration laws for international students and maintaining peace and security in the country among others. It is no doubt that if these policies are put in place more international students will be attracted to the country thus increasing the benefits from their presence by the government and other education providers.

5.3 Recommendations

On premise of the above findings and conclusions, a number of recommendations were made. The main ones were that;

Since for various reasons (as seen in section 5.2.1 above) international students find it convenient to study in Ugandan universities, the government should further improve the quality of education and standards in order to increase the rate at which international students join Ugandan universities. Management of especially public universities in conjunction with government should work at expanding and improving the available infrastructure (e.g. lecture rooms) and other facilities (like medical and other sanitation facilities) in order to accommodate and effectively serve the increasing number of students including international students.

Government should empower the National Council for Higher Education to constantly monitor the education standards especially in tertiary institutions of learning. The Council should also ensure that reputations and educational standards of universities are upheld. This will increase the rate at which international students join Ugandan universities.

The government should come up with mechanisms for regulating the increasing tuition fees paid by international students both in public and private universities to avoid exploitation of international students by universities.

Ugandan universities should design programmes and courses that are marketable to and favorable to the international students. This will improve the rate at which international students join Ugandan universities. Additionally, government should come up with ways of encouraging the teaching of Swahili at university level. This will ease communication for Ugandan graduates as Swahili is the most commonly spoken language in east and central Africa.

The gifted international students can also be retained by the government in staff development programmes and allowed to teach Swahili both at the university and post primary and primary levels.

Some international students have been found to abuse drugs such as Kuba and marijuana; therefore government should pass strict laws as regards the use of drugs. Laws on the use of drugs should be enforced especially on university students. International students found to be using drugs should be deported to their countries.

International students contribute approximately 30.6 million; as such the researcher feels that these financial benefits cannot be underestimated. If well utilized, they could facilitate a number of aspects in the economy. Consequently, the researcher recommends that the Ugandan government should place more emphasis on the higher education sub sector. The government can do this by building capacities of academic staff and administrators, developing and expanding necessary infrastructure (e.g. lecture rooms, halls of residence, and offices), licensing more universities and monitoring their performance. In this way more international students will be attracted and this will immensely contribute revenue to universities and the economy as a whole.

This report shows that international students make a very significant contribution to the Ugandan economy, job base and government revenues. Therefore, it is important to get more consistent, complete and accurate data on students and their expenditures in Uganda. Such data is not readily available now.

Given the fact that political stability is an important attraction factor for international students to Uganda, the government should maintain the security in all parts of the country, including around universities. A country that is unstable scares away the international students and the local students plus the human resource (staff). The government should also pass immigration laws that are fair to international students.

The government should improve the infrastructure in the country because it attracts international students and eases their movement. A good infrastructure boosts internal tourism because international students will visit tourist destination within the country. This will further bring in more revenue to the country.

The universities should design programmes that are international marketable. International students mostly want courses that will enable them get employment not only in their home countries but also in other countries. Therefore universities should design programmes which attract international students and the meet the changing labour demands.

The study has given useful recommendations on how to attract international students and maximize their benefits by both the Ugandan government and other education providers. If these recommendations are followed, more students come into the country and there will be more revenue earned. It should be remembered that in some countries like Canada and Australia, international students contribute more revenue to the economy than most sectors. With the recommendations above Uganda will be an education herb with the great lakes region.

5.4 Areas for further research

Based on the experience of the research process and its findings, it would be sensible if further studies are done in the following areas:

1. The socioeconomic impact of international students on secondary schools in Uganda
2. The socioeconomic impact of universities and tertiary institutions on the surrounding communities.
3. The impact of university education on the socioeconomic development of less developed countries.

Chapter five drew conclusions based on the results of the study in relation to the objective beforehand. On the basis of the findings, conclusions and recommendations were made on how the Uganda government and other education providers can benefit from the presence of international students. Areas for further research were also suggested as discussed above.

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APPENDICES

Appendix I: Questionnaire for International students.

Tools for collecting primary data

My name is A student of Uganda Martyrs University, I am conducting purely academic study to assess the socio-economic impact of international students on the universities in which they study and the surrounding communities. I will be asking you some questions and the information will be treated confidentially.

1. Name (optional).....
2. Sex: male Female
3. Date of birth.....
4. Religious affiliation
5. University of study.....
6. Course/ programme.....
7. Year of study.....

SECTION A

8. What is your country of origin
9. How long have you been in Uganda.....
10. Why did you choose to study in Uganda and in this particular university.....
.....
.....
11. How did you know about the university?
 - I. Friends
 - II. Open days
 - III. Advertisement
 - IV. Others, specify
12. Isn't the programme you are undertaking offered by universities in your country
.....

13. Have you heard of any other international students from your country in this university? If yes about how many are they?

14. Are they attracted to Uganda by the same reason that attracted you? If no, what attracted them?

SECTION B

15. Do you have any organization that brings you together as international students?

16. Has it been of any help to you as an individual, if yes, how?
.....

17. Has it been of any impact to the university as whole, in terms of:

- I. Sports
- II. Drama
- III. Beauty pageants
- IV. Politics
- V. Others, specify.....

18. Have you as an individual participated in any of the above mentioned activities on this campus, if yes, explain?.....
.....

19. What language do you and your fellow international students speak outside class?

20. Are the Ugandan students interested in learning the language that you speak, if yes have some of them learnt it?

21. Have you learnt some local languages as well, if yes which ones?

22. Do international students dress different from the Ugandan students?

- I. Has this dressing been copied by some Ugandan students and the community that you are staying in?
- II. Have you copied some of the dressing styles of Ugandans?

23. Do international students participate in the university's politics?

24. Are there any student leaders that you know of at this university that are international students?

SECTION C

25. At the university are you charged differently in terms of tuition?

26. Are you aware of the reasons why international students are charged differently from the Ugandan students?

27. Are there businesses or facilities that are specifically for international students, if yes are they relatively more expensive.

28. Are there international students who are involved in business? If yes give details.....
.....

29. At the university, how are you accommodated

- i. Hostel
- ii. University hall
- iii. Rental rooms
- iv. Others specify.

30. Are international students charged differently from the Ugandan students in both hostels and halls, if yes why

31. Are there certain businesses that have come up as a result of the presence of international students.....

SECTION D

32. What do you think the university can do to increase the gains from international students?.....
.....
.....
.....

33. Give any suggestions on how universities, the Ugandan government and other education providers can benefit from the internationals?
.....
.....
.....

Appendix II: Questionnaire for Ugandan students

1. Name (optional).....
2. Sex: malefemale.....
3. Date of birth.....
4. Religious affiliation.....
5. University of study.....
6. Programme/ course.....
7. Year of study.....

SECTION A

8. Why did you choose this particular course.....
9. How many are you in this course?.....
10. Are there international students in your class, if yes about how many?.....
11. Which countries are they mostly from?.....
12. What do you think attracts them to Uganda and your university in particular?.....
.....
13. Would you wish to have more international students in your course?

SECTION B

14. Do international students have any organization/organization that brings them together as international students? If yes what is it called?
15. Has it been of any help to the individual international student's, if yes how?.....
.....
16. Has this organization had any impact on the international students in terms of;
 - i. Language
 - ii. Fashion
 - iii. Politics
 - iv. Sports
 - v. Others specify

17. Have individual international students participated in the above activities? If yes explain?.....

18. What language do international students speak of the lecture rooms?
19. Are you as a Ugandan student interested in learning it? If yes have you learnt some few words?
20. Have the international students learnt some local languages, if yes which ones?
21. Do international students dress differently from the Ugandan students?
22. Has the dressing been copied by some of the Ugandan students and the community at large?
23. Have the international students copied some of the dressing styles of Ugandan students?
24. Do international students participate in university politics? If yes are there any student leaders who are international students?

SECTION C

25. At the University, are international students charged differently in terms of tuition?
26. Are you aware of the reasons as to why international students are charged differently from Ugandan students?
27. Are there businesses or facilities that have been established because of the presence of international students, if yes ,give examples
28. Are facilities for international students generally more expensive than those of Ugandan students?

29. Are their international students who are involved if business in and around the university? If yes give details?.....
.....
30. How are international students accommodated?
- I. Hostel
 - II. University halls
 - III. Rental
 - IV. Others specify
31. Are international students charged differently in the places that they reside in? if yes why?.....

SECTION D

32. What do you think the university can do to increase the gains from international students?.....
.....
.....
.....
33. Give suggestion on how the universities, Ugandan government and other education providers can benefit from international students?.....
.....
.....

Appendix III: Interview guide for administrative staff.

Names

1. What position do you hold in this University?
2. How long have you been at this University?
3. Are there international students that you handle in this department?
4. Which countries are they mostly from?
5. In your opinion, what attracts international students to Uganda and to this University in particular?
6. Do international students have any social impact on this University?
7. Do international students have any social impacts to the surrounding community as a whole? (Mention both the social and the positive impacts)
8. Are there situations international students have behaved in a way that is not proper to this University and surrounding community?
9. Apart from the social impacts, are there economic impacts that these students have on the University and the surrounding community at large?
10. At this University are international students charged differently from the Ugandan students, if yes why?
11. Are there businesses that have come up because of the presence of international students at this University?
12. What policies can the government put place to maximize the benefits from international students?

Thank you very much for your cooperation

Appendix IV: Interview guide for student leaders

1. Name
2. Programme/ course
3. Year of study
4. How long have you been at this University?
5. Which organization do you represent as a student leader?
6. Are there international students in this University
7. Which countries are they mostly from?

SECTION B

8. In your opinion what do you think attracts international students to Uganda and to this University in particular

SECTION C

9. Do international students have any organization that brings them together as international students? If yes what is its name?
10. Has this organization been of any use to the international students in this University?
Please give examples
11. Has this organization had any impact on the university in terms of :
 - I. Sports
 - II. Drama
 - III. Beauty pageants
 - IV. politics
12. Are there individual international students who have participated in the activities named above?
13. Have the international students been able to teach some of their languages to the Ugandan students?
14. Do international students dress differently from the Ugandan students and if yes have the Ugandans copied their style of dressing?

15. Do international students participate in University politics, if yes are there any student leaders you know of that are international students.
16. At the University are international students charged differently from Ugandan students in terms of tuition, accommodation and other facilities?
17. Are there facilities that are specifically for international students, please give examples?
18. What do you think the University can do to increase the gains from international students?
19. Give suggestions on how the University, the Uganda government and other education providers can benefit from international students?

Appendix V: Interview guide for the Business Community

1. Name
2. Zone/village
3. Age
4. How long have been in this village?
5. What kind of business do you do?
6. How long have been in this business?
7. Do you have international students who are your customers?
8. Which countries are they mostly from?
9. What language do you use when dealing with these students?
10. Have you learnt some words from their language?
11. Do they behave differently from the Ugandan students?
12. Have the people in this copied some of their behaviors?
13. Do you charge them differently from their Ugandan counterparts students? If yes why?
14. Are businesses that have come up because of the presence of international students?
Please give examples
15. Are there international students who are doing businesses in this area?
16. Do you think this community would benefit more if this university attracted more international students? If yes how?

Appendix VI: Interview guide for land lords/hostel owners

1. Name
2. Age
3. Village/zone
4. Name of the hostel
5. How long has this hostel been in existence?
6. How many students can this hostel accommodate and how many are their at the moment?
7. Do you have any international students? if yes how many?

SECTION B

8. What language do they use?
9. Have you and other people in this community learnt some of the words that these international students use?
10. Do they dress differently from other Ugandan students and other people in the community?
11. Do they behave differently from other people in the community, if yes how?
12. Are there any behaviors that you particularly do not like about these international students
13. Have other people within the community copied these behaviors?

SECTION C

14. Do you charge international students differently? If yes why?
15. Are there businesses that you know of that have come up because of international students?
16. Are their international students that are doing some business in this place zone?
17. Do you think this community would benefit if more international students are attracted to this University?

Appendix VII: Budget

S/no.	Item	Unit Measurement	Unit Cost (UGSHs)	Quantity	Total cost (UG SHs)
	Stationary				
1	Photocopying questionnaires	Copies	120	50	6,000
2	Photocopying report and printing	Copies	–	–	300000
3	Binding	Copies	6000	5	30,000
4	Reams of paper	reams	15000	5	60,000
5	Pens	boxes	6000	2	12000
	Sub total				408,000
	Transport and communication				
6	Travel to the Study area	–	–	–	400,000
7	Telephone calls		–	–	100,000
6	Meals	–	–	–	200,000
	Sub total				700,000