

UNIVERSITY OF GHANA

COLLEGE OF HUMANITIES



**SOCIO-ECONOMIC IMPACTS OF SCHOLARSHIP ON STUDENT
MOBILITY: THE CASE OF KENYAN STUDENTS STUDYING ABROAD**

BY

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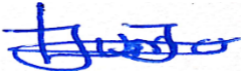
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JUNE 2022




DECLARATION

I Linda Akoth Juma do hereby declare that, except for references to other people's work, which I have duly acknowledged, this dissertation is my own original research work, and that it has neither in part nor in whole been presented elsewhere for another degree.

Sign 
Linda Akoth Juma (Student)

Date 20th June 2022

Sign.....**Date**.....18/01/2023.....
Prof. Mary Setrana Boatema (Supervisor)



DEDICATION

I dedicate this study to my brother Enos Omondi, my Mother Rhoda Juma, my fellow scholars from different programs for the support, invaluable encouragements and the Queen Elizabeth Commonwealth scholarship for the dedicated support in pursuing my MA studies in Ghana.



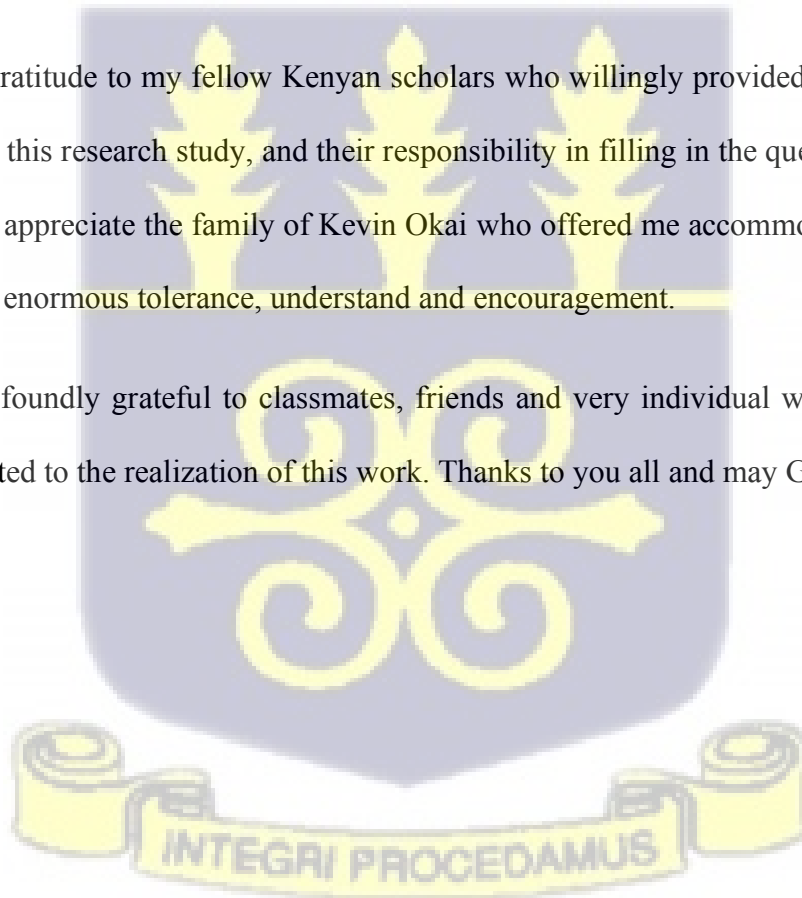
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Most of all, I give thanks to God for granting me good health and the insights through the journey of seeking this work come to a reality. I am most indebted to my supervisor Prof. Mary Boatema Setrana for her able supervision, guidance, availability and professional advice to ensure this research study came to fruition.

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I owe heartfelt gratitude to my fellow Kenyan scholars who willingly provided the much needed data to complete this research study, and their responsibility in filling in the questionnaire. I wish also to sincerely appreciate the family of Kevin Okai who offered me accommodation during my studies, for their enormous tolerance, understand and encouragement.

Lastly, I am profoundly grateful to classmates, friends and very individual who in one way or another contributed to the realization of this work. Thanks to you all and may God bless you.



ABSTRACT

The purpose of this study was to examine the socio-economic impacts of scholarships on student mobility, using Kenyan students studying abroad as a case. The focus is on geographic mobility where students leave their home country to study in a foreign country due to scholarship funding. In the recent past, there has been an increase in the number of scholarships globally translating to an increased number of students moving away from their home countries to gain knowledge from foreign countries. Such cases have been predominant, particularly in students moving from developing nations like Kenya to developed ones. However, these movements are also present from developed to developing, between developing nations, and between developed nations. As a result, this study sought to determine the social and economic impacts of scholarships towards this increased movement. This is critical as it essentially dislodges the inclination that researchers have towards student mobility for degree student social life, city offerings, where academic performance, talent, and work experience are considered wholesome contributory factors for scholarships and brings focus on opportunities for economic and social development.

Other specific objectives included exploring the motivation, application processes, and major destination countries for student mobility through scholarships, exploring the nature of migration preparation processes for student mobility through scholarships, evaluating the economic and social impacts of scholarships on student mobility, and evaluating the challenges and possible solutions of scholarships on student mobility. To satisfy these objectives, the study had a mix of both qualitative and quantitative study designs wherein a survey with 80 participants guided data collection with key informant interviews also conducted for data saturation.

Literature was reviewed to give a general overview of the research subject and to identify material that might aid in achieving the study's goals. The researcher conducted a study of students who

had or were studying abroad on scholarships. This was accomplished by online administration of questionnaires and interviews with all respondents selected using snowball sampling method. The data was then gathered, analyzed, presented, and evaluate to arrive at the study's conclusions.

Primarily the study was able to establish that the primary motivating factor for scholarships was encouragement by professors which was supported by 34% of the respondents. Apart from this, the most significant push factor was limited financial support in the home country supported by 73.3% of the respondents while the most significant pull factor the was availability of financial aid indicated by 96.7% of the respondents. The results show that scholarships indeed have significant social and economic impacts. The social impacts included increased social and religious interactions which were supported by 86.7% of the respondents, strengthened commitment which 83.3% of the respondents indicated that they had experienced, global learning and international understanding which was experienced by 70% of the respondents, and enhanced professional and leadership life. For the economic impacts, the study confirms leverage on tuition fees which was indicated by 100% of the respondents, leverage on transportation and accommodation indicated by 86.7% of the respondents, increased financial freedom and maturity which was experienced by 70% of the respondents, while responsibility, increased earnings, and employment potential was indicated by 56.7% of the respondents.

The report thus recommends that there is a need for the Kenyan Government through the Ministry of Education to collaborate with thscholarship-providingng institutions to optimize the social and economic impacts as they directly or indirectly benefit the nation.

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LIST OF ACRONYMS

DAAD -Deutscher Akademischer Austauschdienst

EAC- East African Community

HSBC– Hong Kong and Shanghai Banking Corporation Limited

INREF- Interdisciplinary Research and Education Fund

LIMCs- Low middle-income countries

NFP-The Netherlands Fellowship Programmes

NUFFIC- Netherlands University Foundation for International Cooperation

OECD- Organization for Economic Cooperation and Development

OKP-Orange Knowledge Program

QECS- Queen Elizabeth scholarship

UMIC- Upper middle-income countries

UNESCO-The United Nations Educational, Scientific and Cultural Organization

VLIR-UOS- Vlaamse Interuniversitaire Raad (Flemish Interuniversities Council) , Universitaire Ontwikkelingssamenwerking (University Development Co-operation).

WACCBIP- The West African Centre for Cell Biology of Infectious Pathogens



CHAPTER ONE

INTRODUCTION

1.1 Background

The world has seen certain advancements in the past decade particularly inspired by the fourth industrial revolution, the digital revolution that automates the fusion of technologies. This has seen an increase in movements within and outside countries for various reasons making certain areas even more accessible to foreigners (Geibel, 2020). Various reasons have been pinned on this high migration rate ranging from economic reasons to search for better jobs, shifting lifestyles, and to others it is merely to find peace (Campos & Rocha, 2021). Nonetheless, according to Albien & Mashatola (2021), over 90% of these movements are inspired by the desire to improve and live better lifestyles be it in the form of getting better employment or even pursuing higher standards of education. The latter has been a dominant one with a survey by HSBC (The Hongkong and Shanghai Banking Corporation Limited) including fifteen countries showing an increase of 7% in the past five years (Campos & Rocha, 2021). Parents have also been pivotal to this increase with over 42% of them asserting that they prefer their children to study abroad or in other states (Cosentino et al., 2019). With such student mobility having significant academic and economic implications, various tertiary institutions and governments have collaborated to ensure this mobility is optimized.

Apart from the HSBC survey, there are staggering global statistics evaluating the impact of the increased support on student mobility showing significant expansion in the past twenty (20) or so years. According to Geibel (2020) in 2019 alone, there were almost 6.1 million students who had moved from their countries of residence to pursue tertiary education in other countries. This was

more than double the number that had been recorded slightly over twelve years ago. According to a survey by Gümüş et al., (2019), this number had increased averagely by 5.5% annually over a span of 11 years from 1998 and 2019. Notably, these statistics predominantly include students from developing countries who constitute about 67% of all students in the OECD area (OECD 2014). Of these, about 38% are from upper-middle-income countries (UMICs), 26% are low-middle-income-income countries (LMICs), and 3% are from low-income countries (LICs) (Hodzi, 2020). Still, there are counter streams of certain students moving to developing nations from developed ones which are mostly inspired by cultural and educational on exchange programs (Hodzi, 2020).

There are also strong neighbour exchanges between neighbouring countries, especially within Europe. This has been particularly noted between Austria, Poland, Greece, and Slovakia with other countries like Indonesia, Colombia, and Indonesia also showing similar relations with over 55% of student mobility in 2019 recording between them (Kang et al., 2019). This affirms Liu & Li's (2016) assertion that most countries are net importers of students standing at about 65% meaning that they have fewer students leaving their countries to study abroad compared to those who come in to study and reside there. According to López-Duarte et al., (2021), this ratio stood at 1:3 in 2019 with it exceeding or equaling in New Zealand, United States, United Kingdom, and Australia.

These numbers are bound to take an upward spiral in the coming years. According to Oleksiyenko et al., (2021), this is particularly because of the increase in the number of scholarships awarded to students from developing countries to pursue academic excellence in developed ones. Popel (2021) believes that these scholarships were essentially designed to encourage student mobility and ensure the proper execution of international projects in the context of an internship, an exchange, or a campus abroad. Restaino et al., (2020) believe that regardless of the intent, scholarships,

particularly for tertiary education, are effective in propelling middle and low-income countries to ensure their development matches up to those of already developed ones. Rumberger., (2003) disputes this citing certain deficiencies like brain drain which stagnate development in these countries as top brilliant students find it difficult to return to their home countries after stints in developed countries offering a different perspective and a more advanced way of living with quality access to all basic needs. However, this does not stop the over 1.7 million students who get fellowships and scholarships annually with a value of over \$7.4 billion from pursuing their dreams away from their home countries (Campos & Rocha, 2021).

Therefore, in line with this study, a scholarship is a financial aid awarded to given students owing to predetermined criteria but mostly based on academic merit with other factors like gender, race, needs, country of origin, and field of study also considered (Cosentino et al., 2019). This has been its definition since the first established scholarship by Lady Anne Radcliffe Mowlson at Harvard College in 1643 (Geibel, 2020). Certain scholars define it as a loan with the payment to be made in terms of value transfer to the country of origin (Rumberger, 2003). Nonetheless, scholarships are provided with the primary intent of assisting students to gain access or complete their education through financial support. With it, the world has experienced massive economic and social change which is why Restaino et al., (2020) believe that the impact of COVID-19 on it poses given global repercussions which is why more and more well-wishers should invest in the course and promote this transference of students be it on academic merit, achievements, or athletic talent.

Despite the setback from the pandemic, it is expected that the number of scholarships will rise once the world economy regains its stability. This means that the rate of student mobility is also likely to double or even triple its current rate. López-Duarte et al., (2021) believe that this could be a proper pathway to the achievement of most of the projected vision 2030 economic and social

goals. Nonetheless, studies still show disparities in the nature of how these scholarships benefit different students including their perceptions of certain life's aspects. Such differences underline the growing debate on whether scholarships achieve their desired goals. Already there are cases of students on full scholarships dying in foreign countries from drug abuse and other unnatural death causes (Oleksiyenko et al., 2021). Others have gone back to their countries and become leaders with others end up being 'community rejects' due to their uncouth borrowed behavior. According to Rumberger (2003), these are critical aspects that directly affect the nature and success of student mobility. This confirms the assertion that migration through education and scholarships provides a perfect base for globalization though it takes place at different rates due to the varied impacts of student mobility.

Nonetheless, East Africa, which is where Kenya, the country of focus, is located has a long history of student mobility inspired by scholarships both internationally and regionally. These include the EAC Scholarship Program, DAAD scholarships, and other scholarship programs offered by the MasterCard foundation. These include the EAC Scholarship Program, DAAD scholarships, and other scholarship programs offered by the MasterCard foundation. However, there is very little attention on these scholarships and how they contribute to or not to student mobility despite massive literature on student mobility in itself (Streitwieser et al., 2012). According to Wells (2014), most of these are focused on the influences of this mobility on economic development particularly for the home countries without proper focus on the underlying relationships between these mobility factors and scholarships. Streitwieser et al.,(2012) also hold a similar view posing that this lack of proper research is a major hindrance to the success of these scholarships towards the achievement of the mobility goals that they intend.

Kenya is one of the East African countries and shares a boundary with Tanzania, Uganda, Ethiopia, Somalia, and South Sudan. According to a survey by the East African Community (EAC), it is the leading exporter of students to foreign countries both internationally and regionally. In 2019, it was the fourth leading country in the number of international students in the US under scholarships behind Nigeria, Ghana, and Egypt. These numbers are massive on a global scale showing its position about education and its contribution towards the larger student mobility cycle across borders. With education within the country also being advanced and recently, revolutionized through a change in curriculum, Restaino et al., (2020) believe that the country will produce more students that merit scholarships meaning that there will be a great impact on student mobility and also on the scholarship beneficiary at a greater scale. With the use of mixed research method approaches, this study aims to provide social and economic impacts of scholarships on student mobility. The study focuses on geographic student mobility as a result of scholarship awards to study outside the country.

1.2 Problem Statement

There exists staggering statistics on the volume of students moving in search of academic excellence. In 2019, over 700,000 students from African countries traveled abroad for their studies. This was up from 440,000 in 2014 showing an annual gradual increase (Restaino et al., 2020). This is in line with Popel's (2021) assertion that the dominant student mobility within the Organization for Economic Cooperation and Development (OECD) is mostly towards developed nations. Nevertheless, there are also movements of students from developed nations to developing ones often inspired by cultural exchanges. A case in Kenya shows that there are about 1,000 students from developed nations learning in Kenyan universities (Hodzi, 2020). These movements

are also present within developed nations and also the developing nations. This depicts the whole dynamics of student mobility.

However, a huge amount of these movements is recorded from developing to developed nations according to Popel (2021). This number stands at 65% of all the cross-border movements in search of academic excellence (Popel, 2021). However, there is limited empirical research on the factors promoting this movement such as scholarships, particularly within developing nations (Abimbola et al., 2015). Most of the studies done are focused on the impacts that these movements pose on economic developments of home and destination countries without a proper analysis of the underlying contributor to the movement (Abimbola et al., 2015; Gumus et al., 2019; Campbell & Neff, 2020; Niu et al., 2021). Moreover, existing research is more inclined towards student mobility for degree student social life, city offerings, where academic performance, talent, and work experience are considered wholesome contributory factors for scholarships (Campbell & Neff, 2020). Most of these are from researchers in the developed world with researchers in these developing countries only focusing on the opportunities offered by these scholarships and how the home countries stand to benefit from many students being exported abroad for studies (Niu et al., 2021). This leaves a significant research gap, particularly in the comprehension of the role of scholarships in student mobility and the resultant impact on the beneficiary scholars (Laakso, 2020). Therefore, to address this issue, it is first critical to understand the drivers of movement by students to developed countries for education. These are essential factors in decision-making process for most if not all of the students determining the net benefit that both the host and origin countries could derive from them (Laakso, 2020). Additionally, it is imperative to evaluate the perspectives of the beneficiaries of these scholarships which is a foundation for the determination of how the particular scholarships spur economic and social change in the scope of scholarship

mobility. In this regard, this study attempts to succinctly fill these gaps by examining the specific impacts of scholarships on the mobility of the beneficiary scholars and also analyzing the experience of those who have benefitted from these scholarship programs. The country of focus is Kenya which is chosen because it is the researcher's home country and she is aware of the scope and nature of scholarships within and outside its borders. Furthermore, the study seeks to add to the limited literature on student mobility while analyzing the socio-economic impact of scholarship programs on the life of these students and also the motivation factors and the challenges and solutions that scholars face in getting these scholarships towards their mobility experiences.

1.3 Objectives of the Study

The general objective of the study is to examine the impacts of scholarship on Kenyan students moving outside of Kenya for higher education studies abroad.

The specific objectives are:

1. To explore the motivation, application processes and major destination countries for student mobility through scholarships.
2. To evaluate the challenges posed by scholarships and identify possible solutions to student mobility.
3. To explore the nature of migration preparation processes for student mobility through scholarships.
4. To evaluate the social impacts of scholarships on student mobility.
5. To evaluate the economic impacts of scholarships on student mobility.

1.4 Research Questions

The research questions addressed by this study are:

1. What are the motivation, application processes and major destination countries for student mobility through scholarships?
2. What are the challenges posed by scholarships and identify possible solutions for student mobility?
3. What is the nature of migration preparation processes for student mobility through scholarships?
4. What are the social impacts of scholarships on student mobility?
5. What are the economic impacts of scholarships on student mobility?

1.5 Definition of Concepts

Student Mobility: Student mobility refers to the practice of students moving from their home countries to host countries for studies usually for a limited time often with the expectation that they will move back to their home countries and develop them (Rumberger, 2003). Generally, it is the term used to refer to all individuals who have crossed their home country's borders, particularly for education.

Scholarships: A scholarship is a financial aid awarded to students to assist them to access or complete their education often offered in full or as provided by the terms of the offering body (Streitwieser et al., 2012). The funding is usually sent to the student's account reducing their tuition fees with only their daily stipend sent to their accounts for daily use. In certain cases it is a ,one-

time check. Nonetheless, it is different from a student loan as it is not to be paid back by the said beneficiary.

Scholarship Mobility: This refers to students moving to other countries to the pursuance of higher education usually because of the funding offered by another organization often because of the academic merit, work experience, and talent shown by the benefitting students among other criteria (Streitwieser et al., 2012).

Degree Mobility: This is the case of outward student mobility which encompasses students that are enrolled to complete full degree courses in institutions that are outside the borders of their home countries (Restaino et al., 2020).

Mobility Rate: This refers to the percentage of all students moving out of their home countries to foreign ones, particularly for education (Hodzi, 2020). It is also referred to as the churn rate.

Foreign Student: These are students who are not citizens of the particular country in which they study. These students are a desired income source for the universities which they go to since such students pay higher tuition fees.

International Students: These are students who have received their prior education in another country and have moved to different countries that are not their origin countries for studies (López-Duarte et al., 2021).

Cross-Border Education: This is operationalized as studying abroad with the intent of gaining knowledge and international experience in the global world to gain a competitive advantage in the global labor marketplace while also enhancing professional and personal competencies (Geibel, 2020).

1.6 Significance and Justification of the Study

Student mobility is a concept that has increased with globalization with many Africans getting opportunities to advance academically in institutions abroad (Niu et al., 2021). Additionally, most of the available literature is focused on the benefits of mobility instead of the driving factors like scholarships which this study looks at more in depth (Geibel, 2020; Laakso, 2020). As such, this study first explores the given motivational factors that push Kenyan students to study abroad through scholarships. The study is devoted to establishing this relationship from the perspective of Kenyan students.

In the recent past, Kenya has been a leading exporter of brilliant minds and yet the country still lacks adequate professionals in areas such as the medical sector where it has been forced to import professionals from countries like Cuba and yet studies assert that through scholarships most Kenyans taken to study abroad have remained to study in these host countries (Laakso, 2020). This is a significant factor in the examination of the role of these scholarships in the overall position of the students including the underlying economic and social impacts.

Moreover, many scholarships are available today for Kenyan students. However, the success rate is still not as high as expected despite most students having the requisite qualifications to be admitted to their courses and institutions of choice (Geibel, 2020). This calls for the need to understand some of these challenges and propose credible solutions which are pivotal to the understanding and enhancement of student mobility (Abimbola et al., 2015).

Researchers such as Campbell & Neff (2020) and Niu et al., (2021) have already provided some insight into some of the impacts of scholarship programs for non-African students. This study thus makes a comparison to them especially because of the underlying difference of such students moving from developed to other developed countries and yet Kenyan students moving from

developing to the developed world. In this regard, the study will furnish policies and provide policy makers with the required evidence to address issues affecting mobility of students and those surrounding the underlying scholarship programs. Consequently, it will serve as a perfect reference point for students who would like to conduct further research in this area.

1.7 Organization of the Study

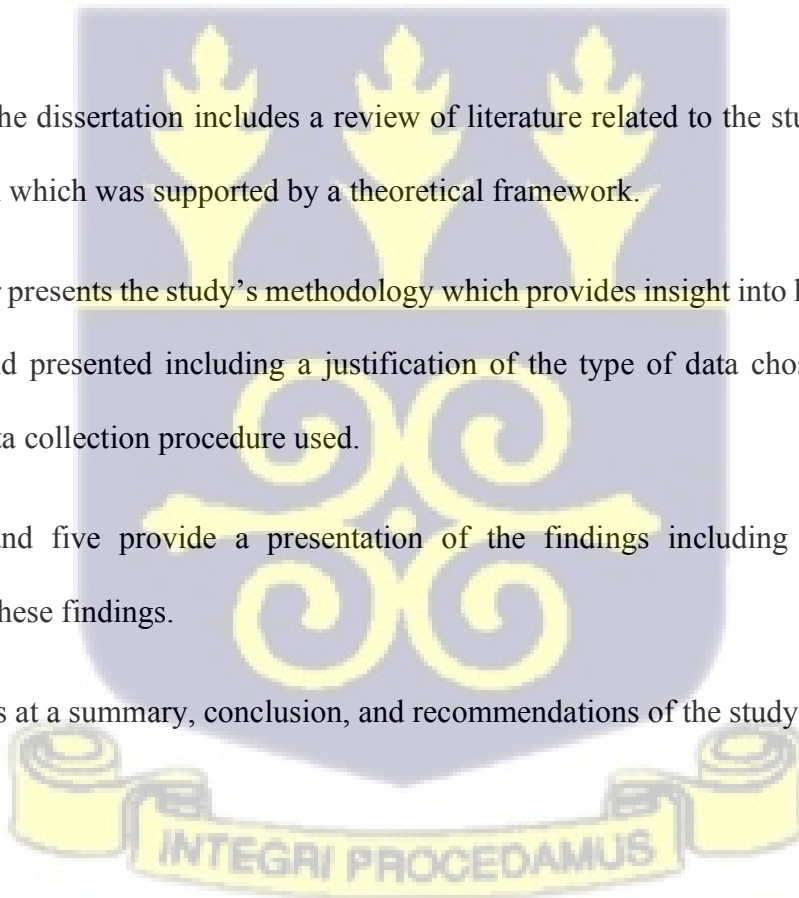
This dissertation was organized into six chapters. The first chapter presented the introduction which encompassed the study's background. It includes the problem statement, the objectives of the study, the study's research questions, the scope of the study, and its significance and justification.

Chapter two of the dissertation includes a review of literature related to the study relating to the Kenyan situation which was supported by a theoretical framework.

The third chapter presents the study's methodology which provides insight into how the study data was analyzed and presented including a justification of the type of data chosen for the study, sampling and data collection procedure used.

Chapters four and five provide a presentation of the findings including the analysis and explanations of these findings.

Chapter six looks at a summary, conclusion, and recommendations of the study findings.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of all the scholarly literature relevant to the social-economic impacts of scholarships on student mobility. It primarily examines the literature on mobility studies drawn from multiple literary works comprised of books, journal articles, online data sets, and grey literature. Various researchers have studied student mobility over the years, each providing their unique theoretical perspectives and points. This help to build on the study's objectives allowing for a narrowed-down view of the outcomes of student mobility when scholarships are considered, including the challenges and solutions experienced during the pursuance of the same. Therefore, this chapter is keen on looking at Kenyan students abroad, including their behavior, acquisition of an identity of the host country, and willingness to pursue their professionalism in foreign nations. The chapter ends with a theoretical perspective on the scholarship and student mobility issue.

2.1 Conceptualizing Student Mobility

In the recent past, student mobility has become essential globally. Various governments emphasize international higher education and the particularly positive impacts on the receiving countries. According to Geibel (2020), the global student mobility market has become a massive financial enterprise worth over \$500 billion annually. According to statistical data released by OECD in 2012, which were corroborated by figures from the UN, over 4.1 million students enrolled in foreign countries for higher education, with the number expected to hit 25 million or more by 2025 (Gérard & Sanna, 2017). This was after about 6% annually, from 1.3 million to 4.3 million between 2001 and 2011 (Geibel, 2020).

According to UNESCO, in 2004, there were about 2.5 million mobile tertiary education students, a number that excluded students learning in foreign institutions for up to a single academic year (Gümüş et al., 2019). Hsieh (2020) believes this underpins that student mobility participation has more than tripled worldwide, with specific patterns expected to be observed between inbound and outbound student mobility. Even the global economic crisis has not had a negative influence on this mobility, contrary to what many expected (Geibel, 2020). International student mobility thus continues to mirror intra and inter-regional mobility patterns.

With these statistics in play, Kigotho (2020) believes that the internationalization of higher education is likely to globalize regarding certain institutional aspects leading to more strong internationalization trends at higher intensities. In this regard, higher education institutions are perceived as possessing precipitating factors for national and local economies. Those going through such systems are perceived to contribute more to their economies, with notable additions to a more knowledge-based economy (Kirloskar & Inamdar, 2021; Wells, 2014).

Another aspect of student mobility presented by Kirloskar & Inamdar (2021) is the high number of students moving from developing to developed countries. They believe that this mainly provides vast opportunities for high-skilled immigrants to make their way to better environments for optimal development and nurturing of their skills. In line with this argument, the economic theory suggests that this generally positively affects the economies of host countries, including aspects of higher education policies such as quality of education, tuition fees, and instruction medium, consequently promoting the globalization and internationalization of education systems (Li et al., 2021). According to Restaino et al., (2020), such policies and the direct and indirect economic advantages consequently provide suitable environments encouraging international student mobility. Its effects

extend to certain essential global society aspects such as culture, politics, science, industry, technology, business, and economy.

Rumberger (2021) posits an argument that students undertaking international education exhibit more maturity than those undertaking local education. Selya et al., (2016) assert this view, which holds that such a phenomenon is expected, particularly regarding the level of interactions and age groupings. Rumberger (2003) maintains that such maturity results from a newfound recognition relating to the transference of norms and cultural values between the various students on an international scale. However, this does not exhibit the particular correlations between the students and the drivers or even how they get to underpin and establish themselves in the international market (Tamrat, 2018).

According to Shkoder et al., (2020), it is essential to view the concept of student mobility as not only benefitting the destination country. It is a pivotal instrument in the overall development of the student migrant, including the influence on the society and economy of the sending and receiving nations (Stavem, 2014). Thus, it enhances understanding of fields like language, the labor market, finance, and science.

2.2 Mobility Scholarships

Mobility scholarships have particularly accelerated students' high rates and transference. These are international scholarships offered by certain scholarship providers to students based on a given criterion. According to Craddock (2017), such scholarships exhibit clear intentions as they are designed to cater to identifiable groups who have a given predetermined purpose by established organizations. A historical analysis of the Rhodes scholarship by Fitzpatrick & Jones (2016) demonstrates an underlying necessity for given longitudinal assessments related to conflicts and

continuity in line with the management of given prestigious scholarship awards. Other scholars have also called for tracing and tracking mobility scholarships in line with the shared pathways and outcomes of the recipients as knowledge of their situation and condition remains unsatisfactory and insufficient (European Commission, 2022). Nevertheless, Murray & Gray (2021) believe that an understanding of the scope and relevance that these scholarships serve concerning specific mechanisms to achieve – sometimes contentious – roles in varied historical contents is pivotal as they vary from regional collaboration, cultivating imperial loyalty, developing national technical capacities, to social development.

According to Novotný et al., (2020), most state commissions with the mandate of offering scholarships depict a somewhat odd form of social organization when it comes to the award of these scholarships. He finds that the individuals appointed to lead these initiatives are often buoyed by given issues considered essential. This allows for the emergence of the social construction, historical genesis, and staging of public concerns, particularly in selecting beneficiaries of these scholarships (HRC, 2022). This is particularly true for public service scholarship programs like in the case of Singapore scholarships.

Perraton (2010) believes that most of these mobility scholarships are designed to recruit the brightest members of society. This is often the most fundamental criterion for students who get these awards from developing countries. Stierl (2020) also believes that the most elite members of society often flaw this process through corrupt dealings, often through corrupt transactions that limit the authenticity of the process to the most deserving. This is entrenched in most selection processes, constantly exposing unprecedented social and economic determinants. Tournès & Scott-Smith (2017), postulate that this, to some extent, is a blessing in disguise as it limits the

exportation of the most incredible talent ensuring talent retention to ensure the development of the local higher education systems in these nations, which is still subject to a lot of criticisms.

Research by Perraton (2010) shows that place-based scholarships are likely to have the effect of reduced movements which ultimately affect student mobility. This study also asserts that high-income residents are likely to get access to these scholarships in most cases. A correlation exists between migration within and outside areas targeted with these scholarships. The study establishes that in most cases, the less fortunate families are pushed out of these areas by those who are seemingly aware of such programs, consequently affecting the ability to benefit as intended. Fitzpatrick & Jones (2016) suggests that such movement patterns by high-income families are likely because of their ability to control where, when, and whether to move due to financial stability influencing their overall decision-making.

2.3 Reasons for Scholarships as Tools for Student Mobility

According to Stierl (2020), pursuing higher education in most countries is often expensive. This is often because of the combination of living expenses, tuition fees, student loans, and housing. Such high costs often scare off most students and parents who view it as a hindrance to the pursuit of the degree of their choice. Craddock (2017) holds that scholarships allow all eligible students to get an opportunity to move across the globe to pursue a degree of choice at their preferred institution.

Novotný et al., (2020) believe that scholarships serve as perfect student mobility tools because they ease access to education. For instance, in 2020, the tuition fees in U.S. universities for private colleges stood at \$41,411, while for public colleges, it was at \$11,171. Their argument is reinforced by Fitzpatrick & Jones's (2016) investigation of two students who held that without the

scholarships they received, they wouldn't have gotten access to the Ivy League university that they were at. As such, these scholarships reduce dropout risks, help students consider more selective programs, and expose them to more extensive academic experiences, primarily through their foreign interactions. In essence, this is the primary preceding to student mobility promotion.

A study by Tournès & Scott-Smith (2017) show that scholarships are perfect student mobility tools because of the extensive support they offer both financially and through mentorship programs. This promotes the advancement of expert advice, which also helps students effectively and efficiently expand their network (European Commission, 2022). Such networks are gained from other international students, the online community, and even the alumni community, posing significant future benefits.

Stierl (2020) also believes that scholarships expose most students through their mobility to multiple colleges. More often than not, those who get scholarships to pursue degree programs in universities abroad also get opportunities to pursue their master's and Ph.D. programs in other colleges in other countries (HRC, 2022). Such chances are critical to enhancing student mobility within multiple borders, making higher education and even the labor market more diverse. However, Murray & Gray (2021) believe that such diversity is limited to those who also get work opportunities and internships. Some of their diversity makes them feared, especially when they travel back to their countries of origin, mainly because of the competition they offer. According to Novotný et al., (2020), these are some of the shortcomings that limit the success of these financial grants as tools for student mobility. However, they ultimately change the outlook and perspective of an individual regardless of whether society comes to accept them or limits opportunities for them due to their relatively high qualification levels.

2.4 Social Impacts of Scholarship on Student Mobility

According to Baine et al., (2014), social aspects are often the commonalities shared among individuals within a given culture. They are the factors that directly affect the lifestyle that one lives, including religion, norms, language, family size, education level, population density, and population structure. Chemsripong (2019) classifies them as the multiple bonds that an individual forms with others such as strangers, friends, community members, and family, which is often measured based on the quality and duration of the social interactions they regularly share personally or online.

Ohndorf (1989) utilizes the new economics of labour migration theory in his study on student mobility to elaborate on some of these aspects. The approach highlights that migration decisions are often made within confined social units such as households or families. Türk (2019) believes that such is so because the benefits drawn from such movements are usually based on the net benefits that the individuals moving have in making the migration decision. The theory also holds that migration is more of a collective strategy often driven by the economic viability as viewed by the domestic unit. According to Van Bouwel & Veugelers (2013), it best explains the relationship between production and market constraints which are believed to lessen, particularly in households within developing countries.

However, according to Wells (2014), the situation is different for the scholarship aspects. This is mainly because some beneficiaries move for their post-graduate studies at an age responsible for their own decisions. Rumberger (2021) agrees with this, saying that since most scholarships are offered on an individual basis, a decision on whether to move or not is often based on the perceptions of the beneficiary, who often views the opportunity independently of all others that might be available to him including the family and friends that they might be leaving behind.

Nevertheless, this does not mean that the family unit is entirely excluded from this process. Laakso (2020) holds that they must be involved since social background, including education and occupation, is often considered, and member of the family unit must constantly verify such information. As Hodzi (2020) argued, education is a critical driver and determinant of the motivation that one gets to decide to move to another country for their education. It is often the most crucial aspect in awarding these scholarships, as only the brightest and most talented students are often considered to pursue these awards.

A study by Kigotho (2020) on six developing nations establishes that the rate and level of unemployment is also critical determinant. Popel (2021) holds that it is a variable containing a potential-negative factor to an extent. The issue is both a severe social and economic factor. Studies show that it is a critical premise in this decision process because, more often than not, it results in lowered GDP growth and even economic performance, and this serves as a factor that lures most students to seek scholarships and make migration decisions with the hope of getting employed afterward or even getting opportunities in the host countries after studies (Türk, 2019; Van Bouwel & Veugelers, 2013). Moreover, for some, the scholarships act as employment as they can raise their income levels through monthly stipends and multiple allowances, enabling them to cater for themselves and their families sufficiently.

Türk (2019) believes that rationality is also a critical aspect socially to individuals who seek and benefit from these scholarships, especially when evaluating the concept of student mobility. A study by Campos & Rocha (2020) establishes that about 60% of those who get these scholarships are often risk-takers who do not consider themselves worthy of the awards. They are often pushed to move by changing their situation and solving multiple problems. According to Geibel (2020), some students move essentially because of the scholarship award even though certain unforeseen

circumstances might exist that they experience in their mobility process, such as stress threshold. This is a critical function of social and personal possibilities that most of these students perceive on the move.

Religion is also posited by Gerard & Sanna (2017) to be an issue of critical consideration. This is mainly to scholarships offered by religious bodies, including the destination country's perception of specific religious backgrounds. Some students are often buoyed by the desire to get their education in nations known to have a rich history in a given religion that they subscribe to. It thus acts as a factor that draws such individuals to the given country while pushing others away from it (Türk, 2019). Similarly, the element also determines the levels of scrutiny that potential beneficiaries go through before receiving their award. This scrutiny arises because of some of the stereotypes developed over the years and assigned to certain religious groups. Hsieh (2020) holds that the factor may act as both a negative and positive determinant depending on the situation of the given individual religiously.

Additionally, there are instances when the student migrant has to weigh the benefits and shortcomings of making such a move on a social scale. In this regard, such a beneficiary must evaluate alternatives and assess the situation after making a complete evaluation of the value of the livelihood and education of their country of origin (Chemsripong, 2019). This is often driven by research on past academic performances of various institutions within the country, including their social status and position after completing their education. Stavem (2014) holds that this may or may not push them to permanent relocation depending on what they establish. However, this only arises once a student knows the value of the place they decide to move to.

Nonetheless, mobility through scholarships may not be as stressful compared to those who sponsor their movements personally since these awards, in most cases, are managed in coordination with certain government agencies, ensuring that the beneficiaries get the best out of the host countries. Craddock (2017) believes that this, to some extent, limits the rationality of student mobility through scholarships. However, the influence is majorly projected to arise from the various peers who may have moved successfully in the past. In this regard, sure students may feel compelled to undertake such scholarships because their competitors or those known previously launched such scholarships.

Language is also listed as a critical factor by Van Bouwel & Veugelers (2013) in this decision process. For instance, studies show that most Kenyans moving to France often have established interests in the language already. As such, their movement is usually determined by their desire to improve their knowledge of this language (Beine et al., 2014). This is also true for scholars moving to China, Japan, and even Germany. Nonetheless, academic reasons remain to be the primary reason for their movement. However, improving their knowledge of the given foreign language is also a social component of significant impact, according to Ohndorf (1989).

2.5 Economic Impacts of Scholarship on Student Mobility

The economic aspects of migration flows are often underpinned by various elements of an economy. According to Agasisti & Dal Bianco (2007), such factors positively impact net productivity, labor participation, incomes and wages, national skills base, and employment. The consequence of such factors includes technology transfer, enhanced competition, and the development of multinational supply chains. Nonetheless, when it comes to the scholarship aspects and its economic determinants, the classical migration theory best posits the correlation between

them (Žičkutė & Kumpikaitė-Valiūnienė, 2015). The theory holds that migration is a factor that establishes certain massive regional-economic equilibrium. This is because migrants, in most cases, move to high-income areas from low-income ones, a factor that scholarships predominantly promote.

Baláž et al., (2014) believe that economic factors make it necessary for student migrants to consider the costs and benefits associated with their movements before deciding to move or not. The assumption here often is that there are already given prospects of higher absolute income levels, which predominantly act as motivation to these individuals, mainly based on acquired information related to the labor markets of the host country (Žičkutė & Kumpikaitė-Valiūnienė, 2015). The associated costs include the cost of transportation and the cost of living in their desired destination country primarily. They must also consider the associated opportunity costs of picking foreign education over locally available higher education. According to Beine et al., (2014), this is more often than not the most ignored economic cost, yet it is essential.

Nonetheless, some of the associated benefits include higher income levels with the potential of a more diverse and advanced labor market with more employment potential (Van Bouwel & Veugelers, 2013). A study conducted in Europe on the Erasmus program established that employment opportunities and wage differences were essential drivers of scholarship mobility (Mihi-Ramirez & Kumpikaite, 2014). This also included the expectation of higher income levels. Therefore, the choice is thus driven or constrained by geographical distances, cost variables, finances, and living conditions and structures between the host and home country for such students on the move through scholarships.

Chemsripong (2019) believes that income per capita also plays here. For instance, in 2019, the per capita income in the U.S. was \$66,060, while in Kenya, it stood at \$1,513.44. Such a significant difference draws many students to study in the U.S. instead of Kenya based on the per capita income; the host country offers more potential for success. Czaika et al., (2021) believe that this contributes immensely to the choice in moving to foreign states where most students feel their success is guaranteed.

According to Haug (2008), realizing these economic factors has made most OECD countries develop migration strategies that attract and retain the top students internationally. This is because such movement is often on the student's assessment of their present condition. Moreover, scholarships promise to provide students with extra income. Simpson (2017) believes that economic development and innovation include the skill and talents of beneficiary scholars. Türk (2019) argues that a critical financial aspect of the decision process of scholarships is also impacted by the national budget and intensification of national economies, which puts such migrants at the center of the host country's resource system. The interplay of these push and pull economic factors is critical to students' migration through the scholarships they qualify for.

2.6 Challenges Faced by Students on Scholarship

According to Bishop-Clark & Dietz-Uhler (2012), the challenges various students face also affect their achievement of these awards, directly affecting the nature and scope of student mobility. The primary issue noted is the vast amount of scholarships available. Estimates show about 1.7 million private scholarships are given to students annually (Mngomezulu & Maposa, 2017). Professional associations, charitable groups, government agencies, nonprofit organizations, and individual offers among others. Myles (2018) established that most students often struggle with seeking out

and applying for the right scholarships. Usually, a wrong decision leads to failure, making most students lose out on such opportunities.

However, Scanlon (2017) believes that this wide availability makes the scholarships even more competitive and ensures that they promote student mobility to a grander scale and the most deserving. Nevertheless, Seifert et al., (2017) believe that there is still massive biasness to accessing these scholarships. The varied eligibility requirements are cited as the prominent inhibition to this making them discriminatory as they are now only accessible to a limited number of students (Smesny et al., 2007). The biasness is more pronounced in developing countries where the local leaders are allowed to vet and consider the most deserving members and those who should not get these scholarship awards. Veletsianos & Kimmons (2012) believe such levels of corruption are a strain on the desires of student mobility with those who should be accorded such opportunities left behind.

2.7 Solutions to Challenges Faced by Students on Scholarship

According to Myles (2018), there is a need to make the available scholarships as transparent and equal as possible. This means that the eligibility criteria should be widened to include more requirements that allow more students to be credible. This also ensures that more social and economic impacts are included in these mobility scholarships. However, Scanlon (2017) believes that such criteria only make the scholarships more complicated and more difficult for individuals awarding the scholarships to be more strained and frustrated.

On the other hand, Seifert et al., (2017) urge scholarship committees to propel these awards through lotteries. He argues that these programs are highly likely to be non-discriminatory and unbiased as it is more of a gamble through these. However, according to Mngomezulu & Maposa

(2017), this does very little to curb the corruption that might still be heavily present in the award of scholarships. In this regard, there is a proposition that scholarships should be handled exclusively by the destination country agents who may have no knowledge or relations to the applicants with a limited chance of them being compromised (Veletsianos & Kimmons, 2012).

2.8 Theoretical Framework

Pessimists' view on migration is traversed significantly by optimists in various scenarios. Thus, they are considered more in understanding the migrants' well-being, including students, their families, dependents, and their host and origin countries (Hughes et al., 2019). Overwhelming evidence from the literature on mobility scholarships and migration studies underpin the fact that massive remittances have been made in line with the development in migrants' origin countries and the consequential impact on host countries. Nonetheless, this phenomenon is not specific to a single theory given its multifaceted aspects; it makes it a more dynamic concept. According to Hughes et al., (2019), no single robust approach can be used to explain the complexities around student mobility. Thus, there is a need to explore multiple empirical and theoretical perspectives to comprehend this scholarship mobility.

2.8.1 Push and Pull Theory

The push and pull theory elaborates on the concept of migration to foreign countries regarding the pull factors presented by the host country and the push factors presented by the country of origin. Studies have shown that multiple factors that influence both the pull and push elements can be economical and non-economic (de Haas, 2021; Mohamed & Abdul-Talib, 2020). In this context, the theory explains what makes students from developing nations move to developed ones for education through scholarships. Primary reasons that attract students include more advanced education systems, better living conditions, and a promise of more promising and well-paying

employment opportunities. In contrast, the push factors include limited financial support, lack of social and educational advancement, lack of facilities, and poor management (Mohamed & Abdul-Talib, 2020). Other factors related to poverty, cultural ties, political forces, age, and historical colonial ties encourage scholarships to promote this mobility for academic reasons.

According to Van Hear et al., (2017), these movements are instigated mainly by the prospects these students will achieve in their destination countries. This is why there are still thousands of applicants despite the lengthy and strenuous scholarship application and award process because of the current push and pull factors (de Haas, 2021). In essence, education is a pivotal migration factor. Most individuals in developing nations crave the professional advancement of their knowledge and skills at the highest possible levels presented by developed nations (Van Hear et al., 2017). Students are attracted by the neighboring countries or institutions less attractive and such cause students to seek opportunities elsewhere (Schoole, 2011). Other factors also mentioned by Kritz (2013) and Kondakci (2011) include low standards in higher education teaching, few high quality universities with a high ranking, good climate conditions on in the host country, and consideration of peace and stability. These factors also propel host countries to make conditions more lucrative for these migrants. Their economy and overall development experiences growth from student mobility through scholarships in the long run. In Kenya, the cost of education coupled with the lack of training for staff responsible for student affairs and lack of support from senior leadership, while education leaders are also hesitant to empower workers in student services, are some of the factors pushing students away, (Yakaboski & Birnbaum, 2013)

2.8.2 Human Capital Theory

The human capital theory posits that productive capacity can be enhanced through practical skills and education training. It is considered the theoretical framework behind the wholesome adoption,

investment, and development of education and surrounding policies. This regard makes education central to the discussion on a population's productive capacity (Kori & Clark, 2015). Its proponents thus consider education as a more valuable tool and even grander than physical capital. Hung & Ramsden (2021) argue that investing in this particular capital will eventually lead to more significant economic outcomes even though the credibility and validity are particularly challenging to prove and is sometimes contradictory. Critics argue that these alone make the theory heavily flawed, simplistic, and confounds labor with capital (Marginson, 2017; Tan, 2014).

Nevertheless, in this context, this theory justifies the existence of scholarships. According to Aliu & Aigbavboa (2019), these are in themselves investments in human capital, often allowing students from less fortunate backgrounds and those from developing countries to pursue education at a more advanced and competitive level. The theory asserts that despite the rising economic crises and even with the COVID-19 pandemic, the number of scholarships is still increasing (Hung & Ramsden, 2021). This also helps explain why certain social and economic factors exist, including the challenges as more and more people move to acquire education from the best institutions in the world away from their countries, consequently leading to student mobility.

It further helps to highlight the different scholarship programs available to scholars including the varied criteria used for selection and the particular benefits that arise from them particularly for the beneficiaries in the host country (Aliu & Aigbayboa, 2019).

2.8.3 Conceptual Framework

The conceptual Figure 2.1 employed in this study is based represents the given social and economic impacts under investigation in the context of student mobility. However, the scholarship aspect is based on the human capital theory describing its essence and why most people invest in it,

promoting student mobility. The framework also shows how each factor essentially leads to student mobility. These are key in determining scholarships' specific social and economic impacts on student mobility in countries like Kenya. It depicts a schematic view of the study suggesting that certain social and economic factors lead to student mobility. It also represents the challenges and solutions that affect such movements.

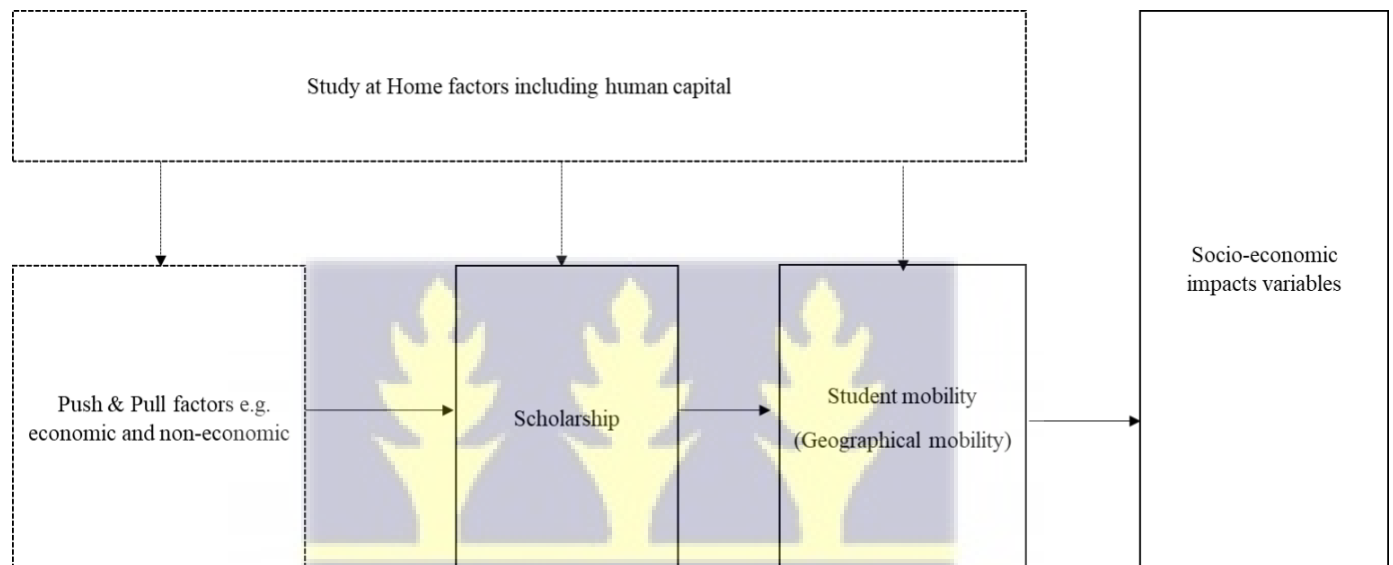


Figure 2.1 Conceptual Framework
Source: Author's Construct (2022)

2.9 Summary and Conclusion

The literature reviewed above provides proper insight into the social and economic impacts of scholarships on student mobility including the related challenges and solutions. These are influences that have long been ignored with focus primarily on the impacts on the host and origin countries rather than on the individual beneficiaries. Most of the movements recorded are also from the developing to the developed nations which arguably provides more reason for the identified social and economic factors such as religion, income levels, education quality, family units, age, and even employment opportunities. Generally, such movements are considered to be more beneficial to the host country which is why the review establishes that most government

agencies ensure they create the best environment and conditions for such students for their growth and development in areas like science, politics, culture, and technology.

However, the attainment of these migration opportunities is not as easy as there are certain identified challenges such as biasness to access scholarship and multiple eligibility criteria for scholarships. Solutions to these issues that have been proposed include the utilization of lotteries in the award and ensuring control by foreign agencies to avoid corrupt leaders getting control.

In understanding the study's theoretical perspective, the push and pull theory and the human capital theory were used. This was imperative as it provides an understanding of what pushes and pulls students and also provides insight into the massive investment in higher education through scholarships.

CHAPTER 3

STUDY AREA, RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter explains the various methods used to generate data in this study. It discusses the research design, target population, sample and sampling technique, methods and instruments of data, data collection procedures, data analysis, ethical considerations and limitations of the study.

3.1 Study Area

The study was conducted in Kenya, a country in East Africa. It is located on the Equator and along the Indian Ocean. It shares a border with five countries; Tanzania to the south, Uganda to the West, Sudan to the northwest, Ethiopia to the north, and Somalia to the east, Weidman, J. C. (1995). It

covers a geographical size of 569,140 square kilometers according to World Bank data (2020). According to the census report (2019), Kenya has a total population of 47.5 million. About 535,348 Kenyan were living abroad as of 2020 according to Statista (2022). Among the emigrants, the World Bank collection of indicators (2022) estimated that about 15,732 students had crossed to other nationals for tertiary education by 2018. And in 2019/2020 alone, 3710 students were estimated to be studying in abroad, US, (Business insider Africa, 2021). Most of the student's destination country includes United states of America, Australia, United Kingdom, Canada, South Africa, Malaysia, Turkey, Germany, India, Saudi Arabia, Finland, Hungary, Mauritius, Japan, Rwanda, France, Korea Rep., Russian Federation, Ukraine, Botswana, Italy, Sweden, Netherlands among other countries (UNESCO 2020). The majority of these students are under post graduate, through scholarships. Some of the reasons for student migration highlighted in (Daly & Barker, 2005; Gore, 2005; Lewin, 2009) includes, desire to travel or learn another language. In sum, the inability of the national universities to accommodate qualified candidates seeking admission has resulted in many students seeking study opportunities abroad (Lelei & Weidman, 2012).

3.2 Research Design

Research design is defined as the arrangement of procedures for the collection and analysis of data. Thus it is regarded as a conceptual structure within which research is conducted (Orodho, A. J, 2008). According to Gray (2009), a research design the plan for the collection, measurement and analysis of data. It typically describes the purpose of the study and the kind of questions being addressed, the techniques to be used for collecting data, approaches to selecting samples and how data are going to be analyzed (Gray, 2009).

The study used a mixed method research approach for broad and depth of understanding and corroboration (Johnson et al., 2017). Both qualitative and quantitative data collection techniques were used. The study was based on a sequential method, first a quantitative survey with 80 respondents, and based on the responses, the researcher went back and did in-depth interviews with 10 of the respondents.

A survey design was used for this study. According to Lovell and Lawson, (1970) survey design is the process of gathering facts or obtaining pertinent and precise information concerning the current status of phenomenon. This process helps to draw possible conclusions from the facts discovered. It also helps in generalization of results when data are collected from several individual cases, (Lovell and Lawson, 1970). Therefore survey design was found to be appropriate for this study since it is a relatively inexpensive and efficient way of gathering information about the population or a sample of it. In addition, in-depth interview was also considered to triangulate the information received from the survey.

3.3 Data Sources

This research was based on two data collection methods, primary and secondary data. Firstly, Secondary data were obtained through desk review of journals, articles, books and news items. Secondly, primary data were collected from students relevant to the study. That students were under scholarship between 2015-2021. These respondents were selected because they have been or are still under scholarship since 2015.

3.4 Target Population

The target population of this study consisted of 80 scholarship beneficiaries from Kenya. The number is chosen due to limited time to involve more but a gender distribution was considered. Period between 2015 and 2021 is taken into consideration. These students are either in developed countries or among other developing countries. This is because, currently, not only do students travel to developed countries, but there are other developing countries which are destinations for Kenyan students, including, Ghana, South Africa, Nigeria, India, Pakistan, Malaysia , among other countries.

3.5 Sampling and Sample Techniques

This study deployed a non-probability sampling technique, a snowball sampling technique. Snowball sampling is a convenience sampling method, (Naderifar et al., 2017). In this technique, the existing respondents recruit or give referral to other respondents. Thus, it is referred to as the “chain method”, (Polit-O’Hara and Beck 2006). The study first identified 30 respondents through referral on social media (Linkedin and Twitter), the respondents then shared the link with their scholarship social media pages mostly whatsapp groups until additional of 50 were reached. After this, based on the responses from the survey, the researcher did 10 in-depth interview with the same respondents. The selection of the 10 was based on sex, age different scholarship mobilities and availability of the respondent

This approach of selection was the most appropriate technique because there was no clear list of the number of beneficiaries to help in doing the selection. However, the technique had limitations including, lack of homogeneity where some referrals were students who studied abroad but not under scholarship which called for another chain of referral.

3.6 Methods and Instruments of Data Collection

The study employed the following method and instrument of data collection;

3.6.1 Questionnaires

Questionnaires are research tools through which people are asked to respond to the same set of questions in a predetermined order (Gray, 2009). Questionnaires were administered to both students who are currently studying under scholarship and the previous beneficiaries who have already graduated that is (2015-2021 cohort). Both open and closed ended questions were used. The open-ended questions gave the respondents the opportunity to freely express their views and bring up issues that were not captured in the options provided. The closed ended questions, on the other hand, allowed respondents to choose from the available options provided to them.. The researcher administered questionnaires digitally through google forms. This was because it was not possible to get respondents physically. The questionnaire had sections, this was arranged in an orderly manner including; personal profile, scholarship program, student mobility, obstacles for studying abroad, motivation for choosing the scholarship and to study abroad and the final section on social economic impacts of scholarship on student mobility.

Table 3.1 Questionnaire Response Rate

Respondent	Type of Delivery	Delivered Questionnaires	Filled Questionnaires	Response Rate (%)
Scholars	Online (Google Forms)	80	80	100%

Source: (Field Study, 2022)

The questionnaire survey was conducted in 2022 between the 24th of January and the 23rd of April. Due to barriers to physical delivery due to the researcher and the respondents being in different countries, the questionnaires were sent through an online link using Google forms. This allowed for an accessible collection of data and broad reach. Out of the target population, 80 questionnaires were filled, representing a 100% response rate. According to Mugenda and Mugenda (1999), a 50% response rate is adequate for analysis and reporting while 60% is good, and 70% and above is considered an excellent response rate in questionnaire administration.

3.6.2 Pre-Testing of Questionnaire

Prior to collecting the main data from the students, questionnaires were pre-tested with two Kenyans students who have studied abroad under scholarship in the year, 2017 and 2018 respectively. One female and one male from the two periods. This number was chosen since, the researcher assumed that the respondents were literate. Therefore, this process helped to identify contradictions and ambiguities in the questionnaire. Afterwards, contradictions and ambiguities that were identified in the questionnaire from the pre-test were duly addressed before the actual questionnaires were administered to the students online.

3.6.3 Interviews

Since it was not easy to meet a number of the respondents face to face, an online interview was done through skype, zoom meeting and Microsoft Team call depending on the conveniency of the respondents. The interviews were administered in in-depth forms. The interview sessions were recorded with the permission of the respondents. The interviews took between one hour and one hour and half minutes. The interview was administered in English since all the participants were well conversant with the language. In depth interviews were done in order to triangulate information gotten from the questionnaire, furthermore, it was also beneficial to seek more

explanations from the closed ended questions in the questionnaire. Examples of questions asked included, *what are the benefits that you acquired from your scholarship? What were the migratory preparatory processes needed for obtaining travel documents, visa applications, accommodation among others? What are the challenges you experienced as a scholarship beneficiary during the migration process?*

3.7 Data Analysis Procedures

The data obtained from the survey was analyzed using both qualitative and quantitative data analysis techniques. Quantitatively closed ended questions was coded, counted, categorized into tables and processed to provide frequency tables, pie charts, graphs and percentages using Microsoft Excel . This helped in easy interpretation of the findings. Qualitative data gathered from open ended questions were analyzed using thematic analysis. First, transcription was done from the recorded interviews, then codes were created which were combined into themes. . Excel was used to generate cross tabulation of some of the variables including marital status against motivation for studying abroad, scholarship program and number of students who have studied abroad from each program. Challenges and solutions posed by scholarship on student mobility were analyzed in a descriptive manner.

3.8 Ethical Consideration of the Study

The data collection process was guided by the ethical standards of the research. First and foremost, the researcher made it clear to the respondents the purpose of the study. A sample of the introduction is attached in the appendix. In situations where collection of data requires the respondent to be recorded down, permission was sought from the respondent. In addition, the respondents were assured that any sensitive information gathered will not be used against them.

During the analysis and presentation of findings, anonymity of the participants was considered. This was achieved by preparing and conducting the study without asking a participant's name. For the in-depth interviews, participants were informed that their names will not be used and therefore pseudonyms were given. This was done to ensure comfortability of the participants in answering the questions.

3.9 Limitation of the Study

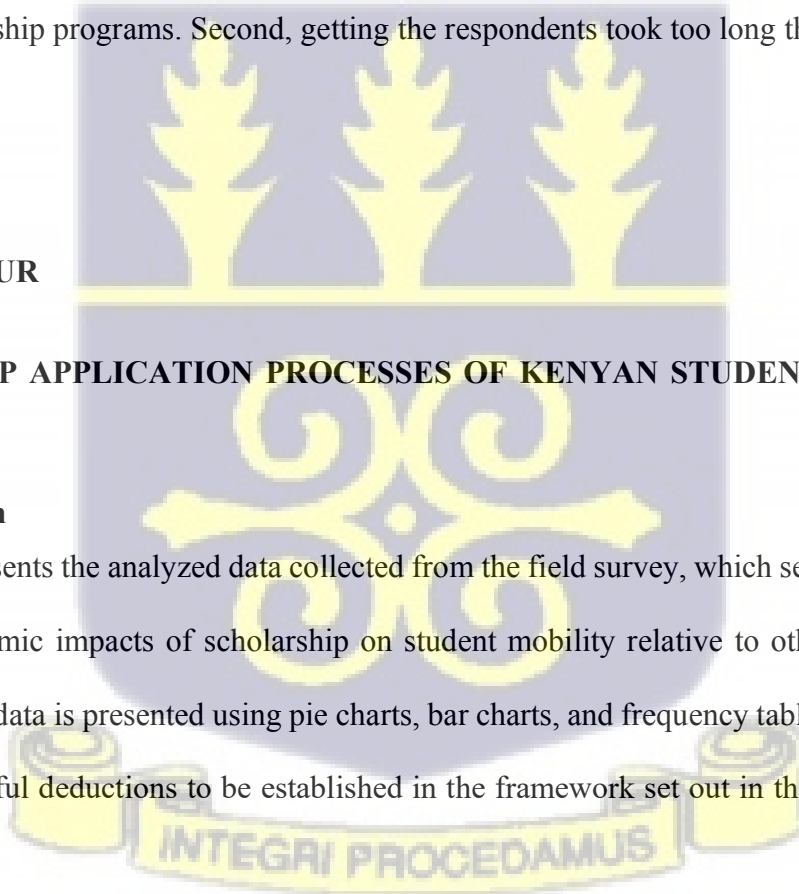
The following limitations were identified. First, gaining access to secondary data on student mobility from Kenya under scholarship was difficult as few studies have been done on student mobility scholarship programs. Second, getting the respondents took too long than anticipated.

CHAPTER FOUR

SCHOLARSHIP APPLICATION PROCESSES OF KENYAN STUDENTS' STUDYING ABROAD

4.0 Introduction

This chapter presents the analyzed data collected from the field survey, which set out to determine the social-economic impacts of scholarship on student mobility relative to other studies on the same issue. The data is presented using pie charts, bar charts, and frequency tables, facilitating the ease of meaningful deductions to be established in the framework set out in the study's research methodology.



4.1 Socio-Demographic Characteristics of the Respondents (Part A)

The socio-demographic variables investigated include age, sex, level of education, work status, marital status, and religion.

4.1.1 Age Distribution

Concerning the age composition of the participants, those between 30 and 34 years were the most constituting 28.75%, (Table 4.1)). This was followed by those between 25 and 29, with 25%, followed by those between 40 and 44 who were 18.75%. Those between 35 and 39 constituted 16.25%, while those above 45 years constituted 10% and those between 20-24 constituted only 1.25%. Nonetheless, these statistics are consistent with statistics reported by other studies that most Kenyans who move abroad are young. However, it is surprising that the age range between 20 and 24 has the fewest people. This confirms Aliyyah et al., (2019) assertion that during this age, most people struggle to understand and get scholarships to study abroad as most of them still lack the know-how to go about their applications.

Table 4.1 Age Distribution of Respondents

Age	Frequency	Percentage (%)
20-24	1	1.25
25-29	20	25
30-34	23	28.75
35-39	13	16.25
40-44	15	18.75

Above 45	8	10
Total	80	100

Source: (Field Study, 2022)

4.1.2 Gender

From the 80 respondents, females constituted the highest percentage of students whose mobility had been motivated by scholarships from Kenya. They made up 53.75% while males constituted 46.25%, (Table 4.2). This shows that more female respondents were in this study than males. This shows the increased efforts towards women empowerment particularly through avenues like education wherein the disparity between women and men in education is slowly being bridged compared to the 60% disparity that existed 20 years ago (Aliyyah et al., 2019).

Table 4.2 Gender Distribution of Respondents

Gender	Frequency	Percentage (%)
Male	37	46.25
Female	43	53.75
Total	80	100

Source: (Field Study, 2022)

4.1.3 Education Level

Regarding the respondents' level of education 66.25%, were at Masters Level with 28.75% at PhD, 3.75% professional, and 1.25% at undergraduate, (Figure 4.1). This data coincides with the findings on age, where most of the respondents in the study were between 30 and 34 years, which

is the approximate age for most master's students. Furthermore, the findings also collaborate with findings from other previous studies that most Kenyans prefer pursuing their undergraduate studies in their home country before seeking scholarships for Masters and PhD programs (Abbott, et al., 2016). However, this is subject to the opportunities encountered. Nonetheless, it is also likely that if the same respondents are questioned in the coming years, they will be at the PhD level and still have taken or taken their programs abroad. This is in line with Beaulieu et al., (2018) projection that more often than not, once one is propelled to pursue their studies in foreign countries, they continually seek it to the very end, ensuring that they get back to their home countries at the highest education level possible. However, it contradicts Gore's findings that most scholarships require scholars to return back to their home countries for development upon completion of their studies abroad.

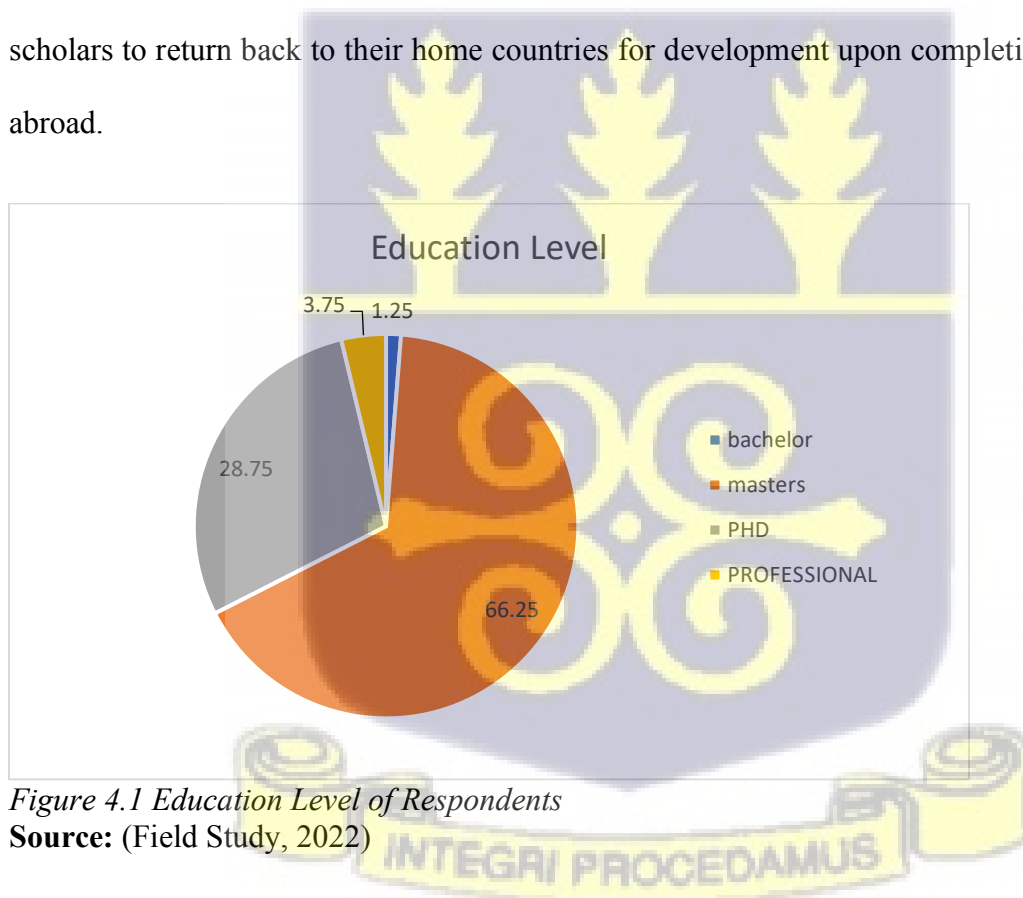


Figure 4.1 Education Level of Respondents

Source: (Field Study, 2022)

4.1.4 Work Status

From the data collected, 43.75% were full-time employees, 31.25% were unemployed, 13.75% were part-time employees while 11.25% were self-employed, (Figure 4.2). Primarily, this finding

represents the state of unemployment experienced in Kenya and other African countries, currently estimated at 7.2%. This means that regardless of educational level or even the choice of learning institutions, graduates still struggle to get secure employment opportunities fitting their education level.

From the results, those who created themselves opportunities were only 11.25%. This means there is no surety that those who get their education are likely to become entrepreneurs which is unlike studies conducted in Nigeria by Morbek et al., (2019) which have consistently shown that most entrepreneurs get their education from foreign countries though there is no much difference with those who learn in the local institutions.

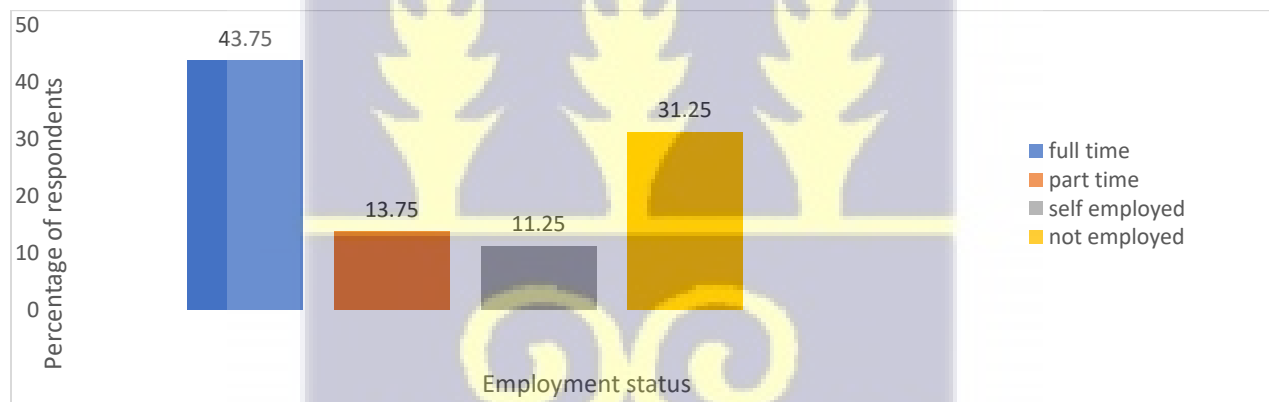


Figure 4.2 Work Status of Respondents

Source: (Field Study, 2022)

4.1.5 Marital Status

An overwhelming majority of the respondents indicated that they were single, standing at 62.5%. This suggests that most of them are still young and are focused on making their lives better before settling. Furthermore, this is in line with other studies showing that most students who move abroad often delay getting married as they often move to the next study level (Morbek et al., 2021). In this regard, the respondents who indicated that their educational level was at Masters were likely to pursue a PhD before eventually settling down. Nonetheless, only 37.5% (Table 4.3) stated that

they were married, which was relatively low but with the age and education status. However, it is critical to note that for some of the married individuals, their pursuance of the scholarship opportunities is often driven by the need to support and cater for their families' basic needs.

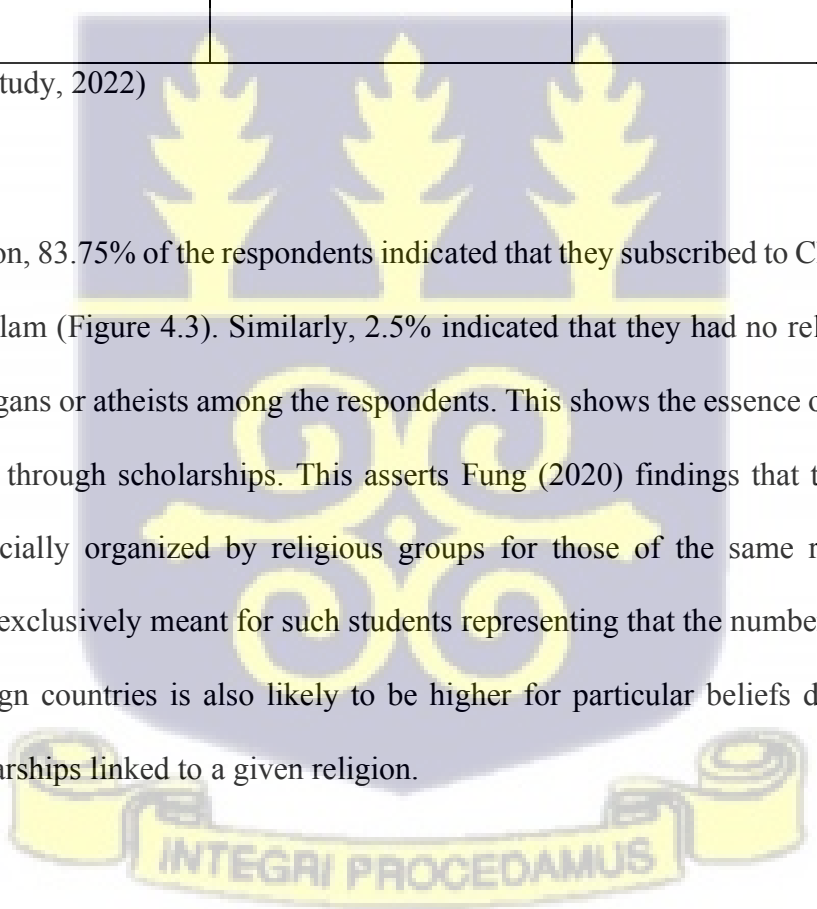
Table 4.3 Marital Status of Respondents

Marital Status	Frequency	Percentage (%)
Married	30	62.5
Single	50	37.5
Total	80	100

Source: (Field Study, 2022)

4.1.6 Religion

Regarding religion, 83.75% of the respondents indicated that they subscribed to Christianity, while 13.75% stated Islam (Figure 4.3). Similarly, 2.5% indicated that they had no religion. However, there were no pagans or atheists among the respondents. This shows the essence of faith in driving student mobility through scholarships. This asserts Fung (2020) findings that there are various scholarships specially organized by religious groups for those of the same religion as such, scholarships are exclusively meant for such students representing that the number of international students in foreign countries is also likely to be higher for particular beliefs depending on the number of scholarships linked to a given religion.



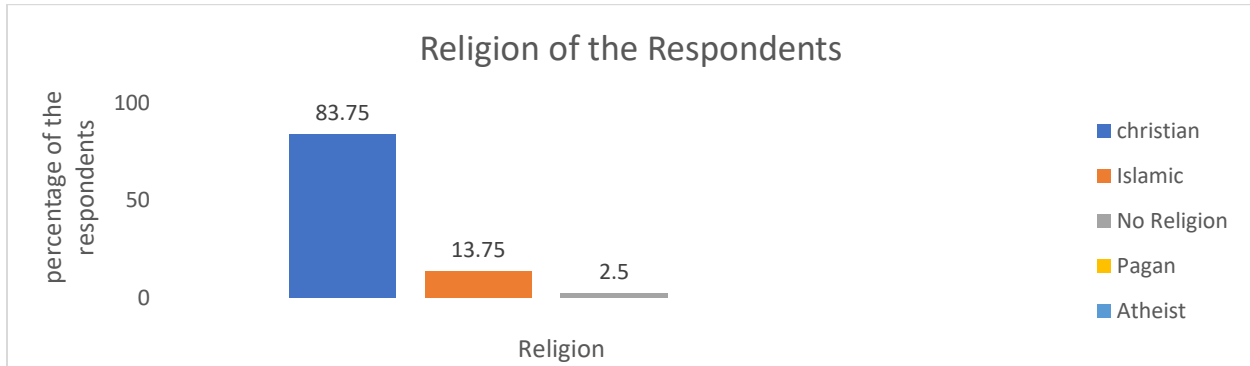


Figure 4.3 Religion of Respondents

Source: (Field Study, 2022)

4.2 Scholarship and Application Related Issues

The following are the analysis, presentation, and interpretation of the findings from the scholarship program section of the researcher's fieldwork study.

4.2.1 Country of Study

Out of the 80 respondents, 36.67%, studied in the Netherlands under scholarship. 13.33% did their studies in Ghana under scholarships, while 10% did in South Africa under scholarships. Those who did their studies in the UK and the USA made up 6.67% each as show in Figure 4.4. In contrast, those studying in Canada, Bangladesh, Austria, Belgium, Sri Lanka, Zanzibar, Malaysia, and Hungary made up 3.33% each. Primarily, most of these participants had their studies in European countries. This supports the assertion that most Africans move from their homelands to more developed ones to pursue academic excellence (Beaulieu et al., 2018). However, it is also evident that there is increased student mobility scholarship within African Countries represented by those who had their studies in Ghana, South Africa, and Zanzibar. This shows that mobility is between developed and developing and between developing and other developing nations. Nevertheless, certain countries such as Netherlands are more receptive which is why they have

relatively high number of students which also means that the scholarship programs available to students who want to move to the given country are quite a number.

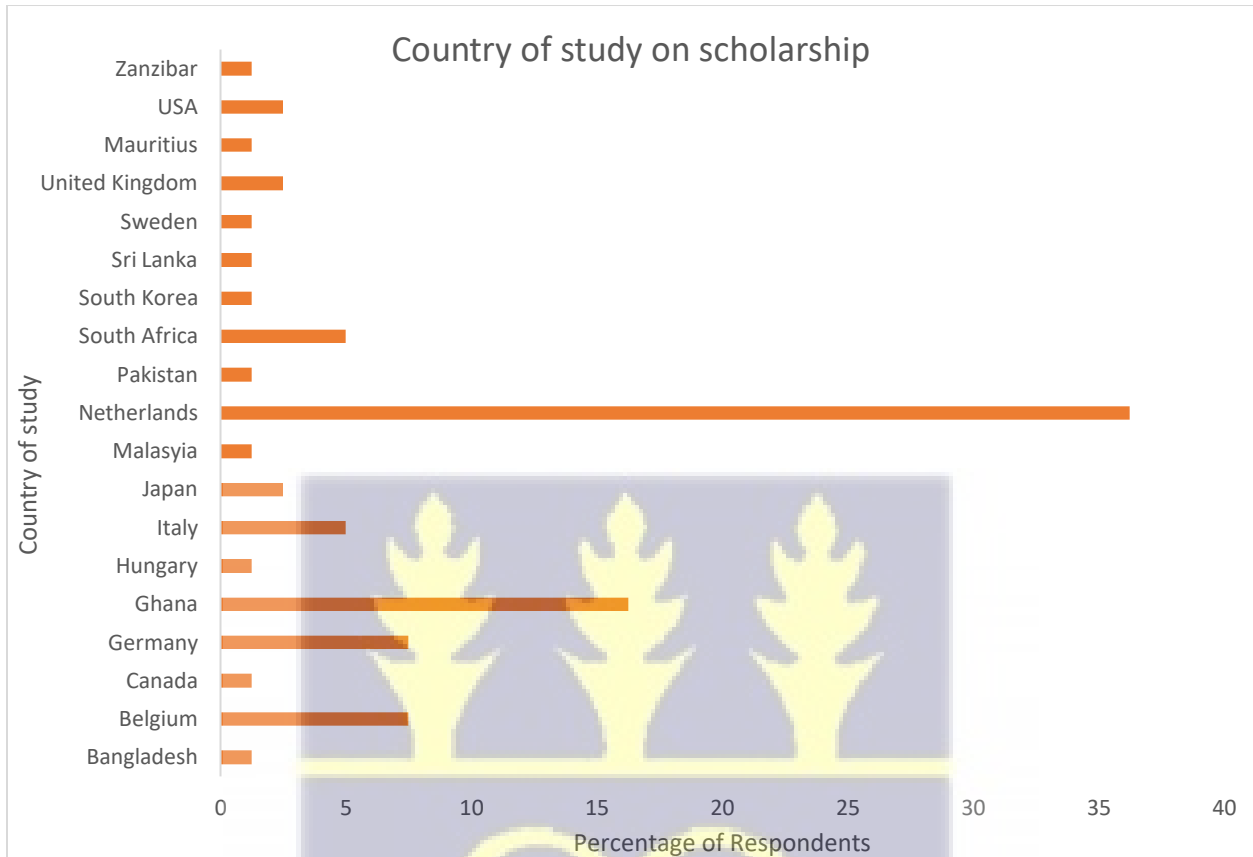


Figure 4.4 Country of Study under Scholarship
Source: (Field Study, 2022)

4.2.2 Scholarship Program, Nature of Scholarship Funding, Gender, Marital Status

According to Fung (2016), only 1% of students get full scholarships due to their somewhat highly competitive nature. However, with proper planning, the appropriate background, and knowing where to seek the scholarship, one can always get lucky with a full one. Students from developing countries most often prefer fully-funded scholarships, this is often due to the lack of ability to get raise enough money to leverage on the remaining amount required when being offered with partial scholarships. As such, 93.75% of respondents in this study indicated that they had received full scholarships, while 6.25% indicated that they had received partial scholarships. This finding shows

that most scholars from developing countries only fancy scholarships from outside countries if fully funded.

A good example can be seen in Lydia, a Masters student in Netherlands. She felt that the gap and dominance of the male gender in the education was too much which is what pushed her to be awarded a partial scholarship instead of a full one. She had this to say:

“I am not entirely convinced that there is any equality towards education and scholarship related processes in Kenya. During my application, I was arguably the most qualified applicant based on the key criteria that the program was focused on. However, out of the eight applicants who got the award, seven were males and I was the only female. Moreover, all the other seven got full scholarships and despite being more qualified, I got a partial one. I was disappointed but there is little that I could do.”. – Lydia Masters Student, Ireland.

4.2.3 Formal Student Status

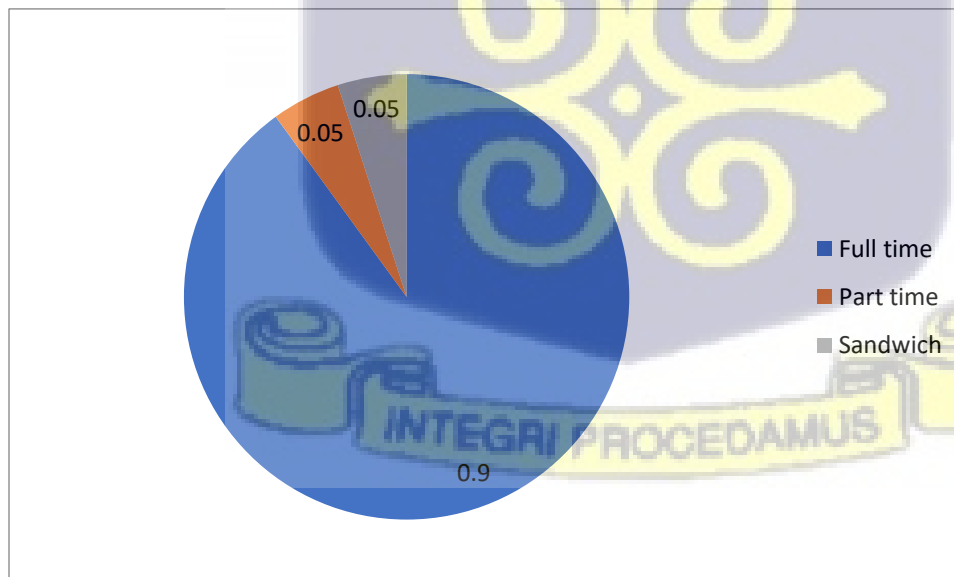


Figure 4.5 Formal Student Status

Source: (Field Study, 2022)

From the field survey, 90% of the participants indicated full-time students. Another 5% stated that they were sandwich students while 5% were part-time students. Such a high representation of full-time students is implicit in the fact that 93.75% of the respondents were on full scholarships, with most of these requiring students to be scholars on a full-time basis. According to Gore (2016), most students prefer to be full-time students so that they can focus on their studies and complete it within the defined timeline. However, Ganem & Manase (2011) hold that most students would choose either to be partial or sandwich students to be able to focus on other income generating activities just that most of them are often limited by the terms and conditions of the scholarship award.

Cynthia one of the sandwich students in Ghana who had also initially been a full time student while on scholarship in Netherlands had this to say:

“So for me, being a sandwich student works best for me as opposed to being a full-time student. I am able to pursue my career goals through part-time employment without impeding on my education which is quite something that most students need as it also ensures that they get the practical side of what they learn in the classrooms making it even more interesting.” – Cynthia Masters Student, Ghana.

4.2.4 Relationship Between Marital Status, Gender and Formal Student Status

Table 4.4 Relationship between Formal student status and Gender

Formal Student status	Gender (%)		% of respondents
	Female	Male	
Full-time student	60	30	90

Part time student	1.85	3.15	5
Sandwich student	5	0	5
Total	66.86	33.15	100

Source: (Field Study, 2022)

About 43.75% of the males were on full-time student status from the data analyzed. However, 60% were full-time for the females while 5% were sandwich students and 1.85% were part-time students. This gives a brief reflection of the efforts towards women allowing them to move away from the predefined customary gender roles. Nonetheless, Gore (2019) asserts that these efforts do not entirely reflect the deep rooted gender roles and disparities in African societies.

Eleanor one of the respondents who was a part-time student had this to say:

“I am still hurting from the way my parents reacted when they heard that I was going abroad for studies. They even denied support and yet I was very sure they had the ability. I was thus forced to take out loans which is why I opted to pursue my course on part time basis as I work to repay the loan I took. Surprisingly, my brother got a partially funded scholarship last year and they even sold some land just to assist him and yet the amount he needed was almost ten times the assistance I asked for. This to me is all about gender and the beliefs they have set out in society.” – Eleanor Masters Student, UK.

Of the married individuals, 31.25% were full-time students, while 3.15% were sandwich students. For the single students, 58.75% were full-time students while 1.85% were part-time, and 1.85% were sandwich. This shows limited evidence on Mugenda & Mugenda’s (2003) finding that married individuals often have to be part-time or sandwich students due to their rather demanding marital responsibilities that more often than not weigh them down. Nonetheless, it depicts the

changing face of society wherein marriage is no longer considered a hindrance to academic excellence, often depending on the partnership. In this regard, as one partner entirely focuses on studies, the other takes care of the other remaining marital responsibilities as they await their partner to complete their studies.

Table 4.5 Relationship between Formal student status and Marital status

Formal Student status	Marital Status (%)		% of respondents
	Married	Single	Total
Full-time student	31.25	58.75	90
Part time student	3.15	1.85	5
Sandwich student	3.15	1.85	5
Total	37.55	62.45	100

Source: (Field Study, 2022)

Judy who was at the time a full time student and was married with two kids had this to say:

“I am very thankful to my husband for taking up an active role in fully caring for the family back at home to allow me pursue my dreams. I have to say that this does not make it any easier as I still miss them but I am comfortable because of the trust I have for him and I am hoping to go back home as soon as I am done.” – Judy Masters Student, Netherlands

4.2.5 Year of Scholarship Award

From the field study, 33.75% of respondents indicated that they had been awarded their scholarships around 2016-2020. Another 26.25% stated that they had received their scholarships between 2021 and the survey day. 13.75% indicated that they had received their awards between 2011 and 2015. Between 2000 and 2005 there were 6.25% and 18.75% between 2006 and 2010.

This statistic represents the recent increase in the number of scholarships in the past decade. Thousands of scholarship options are available to various individuals looking to pursue their studies outside countries.

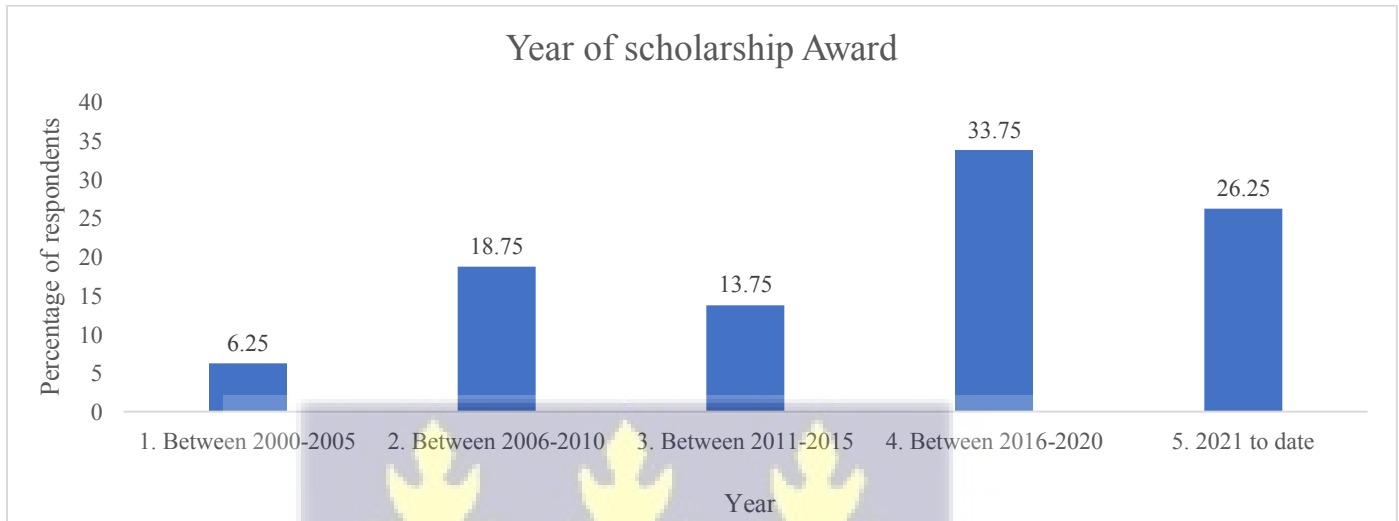


Figure 4.6 Year of Scholarship Award
Source: (Field Study, 2022)

4.2.6 Reason for Scholarship Choice

4.2.6.1 Country of Preference

From the field survey as shown in Table 4.6, 65% indicated that the country of preference drove their choice in scholarship, while this was not a factor for the remaining 35%. According to Ganem and Manasse (2011), most individuals moving from developing countries like Kenya often have their sights on certain countries based on the insight gained on that country and the desire to explore it and its people. For some, this choice is based simply on the fact that the country is the only one that offers their preferred course.

Table 4.6 Reason for Scholarship Choice

Reason for scholarship choice	% of respondents	
	Yes	No
1. The scholarship offer was in a preferred country	65	35
2. Language proficiency was not mandatory	59	41
3. The scholarship reputation is known globally	89	11
4. Because the scholarship is ranked as highly competitive	71	29

Source: (Field Study, 2022)

4.2.6.2 Language Proficiency was not Mandatory

For language proficiency not being mandatory, 59% indicated that this was a factor, while for 41%, it was not as indicated in Table 4.6. This is a critical aspect asserting Kwan, Chan and Lam's (2012) assertion that language proficiency in English in Africa is still low. However, it is still the one that is considered the one that is globally recognized for such applications. Ganem & Manasse (2011) argue that the low English proficiency in most African Countries is majorly because of their increased embrace of their local languages as they strive to move away from languages imposed on them by foreigners during colonization. Moreover, the inefficiency is perceived to result from inadequate foundations in education in the lower classes. Thus people grow with language inefficiencies and lack the proper mastery of the language.

4.2.6.3 Application Process

The first was the issue of reputation of scholarship and university wherein as indicated in Table 4.6. 89% of the respondents indicated scholarship reputation was a factor in their choice. This is a

critical component because it also informs the search for a scholarship. Most students often seek scholarships that they already know of people who have gotten are well aware of its reputation. This is often due to fears of being scammed. Moreover, reputable scholarships do not delay remitting tuition fees and stipend payments, which most students depend on.

The other issue was competitiveness of the scholarship wherein as indicated in the figure 4.10, 71% of the respondents indicated that their choice in scholarship was informed primarily by the highly competitive nature of the scholarship they had applied to. According to Kwan, Chan and Lam (2012), highly competitive scholarships often have the best offers with assurances of full coverage, lucrative stipends, and even return tickets to the country of origin. These are critical factors for people moving from developing nations. Moreover, such factors also inform movement from less developed nations to the developed world arguably due to the promise of better facilities and courses.

4.2.7 Criteria for Scholarship Application

4.2.7.1 Based on Talent

The field survey indicated that 55% of the respondents noted talent was a criterion in their scholarship application while the remaining half was not. This shows the increased appreciation of academic prowess and talent and skill in certain sports in given areas. However, it is an issue that is still on a balance since most scholarships are offered purely based on classwork.

Table 4.7 Criteria for Scholarship Application

Criteria for scholarship application	% of respondents	
	Yes	No
1. Based on talent	55	45
2. Country specific target outlined in the scholarship program	71	29
3. Past work experience	31	69

Source: (Field Study, 2022)

4.2.7.2 Country Specific Target Outlined in Scholarships

According to the field survey, 71.25% indicated that the country-specific target outlined in scholarships was a criterion for their selection. This suggests that for most individuals, being in a country targeted by scholarships makes it easy for them to get such scholarships.

4.2.7.3 Past Work Experience

As indicated, 31.25% of the respondents indicated that past work experience was a criterion, while 68.75% did not. This suggests that experience is not significant factor for the scholarships in question. In this case, most of the respondents are in the masters and PhD categories. However, according to Okechukwu, (2017) most scholarship providing entities expect their applicants to be engaged in some form of work immediately after their college education as they transition to post-graduate studies.

4.3 Challenges and Solutions in Application

4.3.1 Challenges in Application

One of the objectives of this study was “*To evaluate the challenges posed by scholarships on student mobility.*” The researcher thus posed this question to the respondents and even the key informants to obtain data on this objective. The respondents were requested to select any of the challenges listed by ticking on the google form or at least anyone that applied to them. The responses were recorded and analyzed in Table 4.8. The challenge that was marked by most of participants was the too many scholarship program available, selection bias, language as a requirement and involvement of too much money involved

Table 4.8 Challenges in Application

Challenges	Respondents reactions (%)		Marital status (%)		Gender (%)	
			Single	Married	Male	Female
Too Many Scholarship Programs Available	Yes	31.25	25.00	6.25	26.2	5.00
	No	68.75	37.50	31.25	20.0	48.75
Selection Biasness	Yes	26.25	26.25	0	5.00	21.25
	No	73.75	36.25	37.50	41.2	32.50

	Yes	31.25	25.00	6.25	5	12.50
Language Proficiency as a Requirement	No	68.75	37.50	31.25	0	41.25
Too Much Money Involved	Yes	40.00	17.50	22.50	5	26.25
	No	60.00	45.00	15.00	0	27.50

Source: (Field Study, 2022)

A good example can be seen in Steven, a PhD student in Ireland. He faced this challenge and had this to say:

“So for me, the bureaucratic process administered by the government ministry was a hindrance since the scholarship applicant was paying all the expenses”. – Steven PhD Student, Ireland.

However, the evidence on it being a challenge is not strong enough probably because of the absorption of most of the costs associated with the application process by the institutions offering these scholarships which lessen the burden of these individuals. Furthermore, the issue was more pronounced among the married than the single citing marital responsibilities and other costs that couples have to bear particularly in cases that they decide to move together. Women were also more burdened than males by this due to the lack of proper support from their extended and nuclear families.

A good example can be seen in Catherine, who is a lady and was also married at the time of her scholarship processing. She says:

“For me I had to spend a lot of money as my husband insisted that I move with the children and take care of them as I studied. This tripled the cost that I would have spent and I had to deal with all these because I was the woman in the relationship.” – Catherine PhD Student, UK.

The other challenge was too many scholarship programmes which was faced by 31.25% of the respondents with more single participants and males making up this percentage. This shows that most scholarships prefer single individuals due to the ease of sponsorship while also reflecting the time that such individuals have to search for these opportunities compared to their married counterparts. Furthermore, McKiernan’s (2017) holds that males are more aggressive when it comes to searching for opportunities compared to females and thus they are likely to end up with a variety of options which may inhibit their application.

One of the key informants who preferred to remain anonymous had this to say:

“For me, I was seriously challenged by the issue of too many programs and I almost lost the opportunity to get into the campus I am in as I was busy deliberating upon the multiple programs that were available and I did not know which of them would best serve my interests. However, I believe that this was a problem I brought to myself as I spent too much time looking for scholarship programs before I began the application process”

The other challenge assessed was language as proficiency requirement wherein it was only a challenge for 31.25% of the respondents. This shows overwhelming evidence that language is not a problem for most scholars due to the increased advocacy on the essence of education in

developing countries. However, it also asserts the earlier finding that the lack of language proficiency tests was a leading factor in choosing a scholarship program.

With regards to this, Steven says:

“I am very glad that language proficiency was not a requirement in my scholarship application because if it was, I probably would not have gotten the award because of my struggles with English.” - Steven, PHD Student Ireland.

The final challenge was selection bias and as indicated in Table 4.8, it was faced by 26.25% of the respondents most of whom were single and female though it was not a challenge for 73.75%. This depicts overwhelming evidence suggesting that the scholarship programs that the respondents had applied to were credible and reliable with great regard to the needs of their scholars and entirely based on the qualifications of the scholars. This refutes the earlier claim by Aliyyah et al., (2019) that most scholarships, particularly in developing countries, are flawed by biasness and inconsistencies in selection. However, I believe that there is still the issue of gender as despite the evidence of biasness being low, it is dominant among females compared to males.

Lydia had a perfect response showcasing this issue. She says:

“Personally, I did not face this challenge but a very close friend of mine who had applied to a different program got denied an opportunity biased according to her. She felt that the criteria was more inclined towards accepting men than women.”

4.3.2 Solutions to Challenges

The fifth objective of this study was “*To examine the possible solution to scholarship issues on student mobility.*” About 56% (Figure 4.7) of the respondents indicated that expanding the

eligibility criteria for scholarships possibly help to alleviate them from the challenges they face. This shows that most of the scholarships have limited eligibility criteria, which impedes their receipt of these scholarships. 7% indicated that they had no proposed solution to the challenges they faced, while none of the respondents indicated that the use of scholarship lotteries would help them. However, 37% provided other reasons apart from the ones listed on the question. These included lenient English tests, early choice, careful narrowing down of scholarships, availing universities' ranking, reduced application costs, and conducting thorough research on all available options. These opinions inform the vast array of new challenges for students from developing nations.

Steven made a comment concerning what he felt was the best way to include more people and make the application award process more convenient to applicants. He says:

“ It is clear that most people are limited by issues that trickle down to eligibility. This is why scholarship providers need to focus on ensuring that they have a wider criteria that allows more people and limits the threats posed by other issues such as bureaucracy.”

While Lydia, one of the participants in in-depth interview also mentioned that;

“As of me I would say that if one has bachelor in English, and he/she comes from a country where English is the National Language then they should be exempted from taking English test, Lydia international student

Again, Jane mentioned that application can be eased and she had to say this;

“When making the adverts, ranking of the institutions should be made available on the university website to ease in decision making. Once I see this ranking I will definitely make

my choice but when this is not there then I am just applying the scholarship with no clear mind of the quality of education in that university”

The challenge of application delay also come up and Eleanor said that;

“I think there is need to reduce cost of waiting and turnaround time after an application has been submitted. But if this cannot be done, but at least, a feedback or update needs to be sent to prevent anxiety, Eleanor, international student”

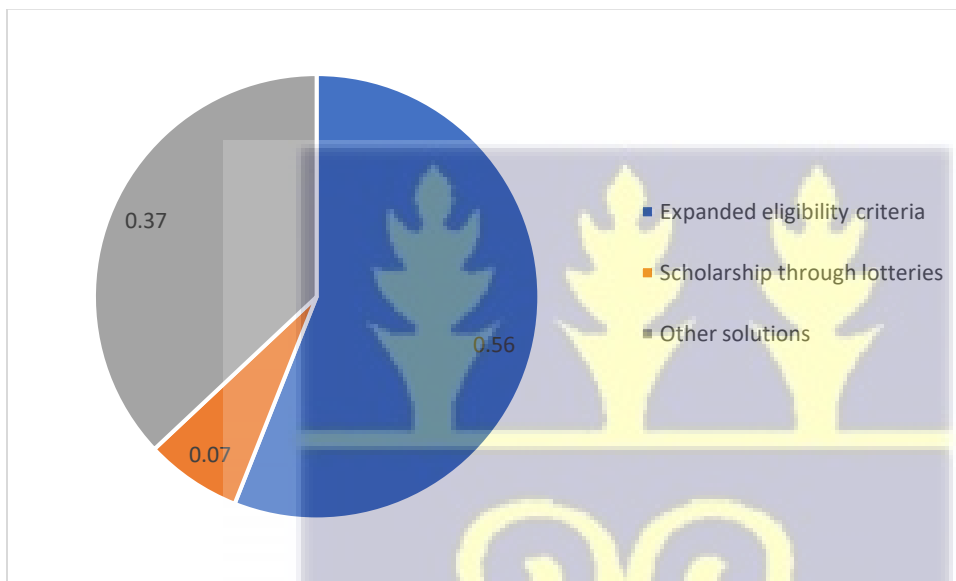


Figure 4.7 Proposed solutions to challenges

Source: (Field Study, 2022)

4.4 Student Mobility Issues

4.4.1 Reasons for Studying abroad

As indicated in Table 4.9, scholarship opportunity for the course of interest abroad and exposure and high level of experience were the most selected options by the participants 90%. The former finding reinforces the fact that for most of the individuals who make this move, their decision to

move or not to move is often underpinned by the provision of funding and other financial advantages that they would otherwise miss if not for the scholarship award. For the latter the finding suggests that most people perceive outside countries to hold a higher exposure and experience than their home country. It also shows that Kenya is still limited in expertise and direction that might lure most of its graduates to remain within the country's borders and develop it to the desired levels.

One of the participant in in-depth interview had this to say:

"I made a decision to pursue my studies abroad once I realized that there was very little potential for me to get to the required expertise level while still in Kenya. Moreover, the funding really came in handy and propelled me to my pursuance of my dreams."

Christopher, international student , Belgium

The third most selected reason was experiencing a new culture wherein 86.7% of the respondents indicated that their choice in studying outside their home country was informed by the desire to experience a new culture, while 13.3% did not. This suggests that increased diversification and globalization has led to the increased need for people from different countries to traverse the world as they learn other cultures and equip themselves with new experiences different from their own.

The other choice was the lack of local scholarships for local students wherein 80% of the respondents indicated that the lack of scholarships for local students was a push factor in their pursuit for studies outside their countries. This shows the somewhat limited goodwill within the country towards the funding of students to local universities to promote and propel their academic prowess within the country's borders. It also shows failure in part on the government's side for

failing to invest in local education through scholarships for those desiring to study up to the highest of levels to retain as much talent within the country's borders as possible.

The other factor was prestige wherein 66.7% indicated that they moved outside the country for studies because of prestige, while for 33.3%, it was not. This asserts Neumann's (1993) claim that most people moving from their home country to other foreign countries, particularly for studies and in the case of developing countries, are often buoyed by the respect they earn. Additionally, it asserts the earlier claim that people who study abroad are viewed as more intelligent and educated than those studying in local colleges.

There is also the issue of lack of facilities for program of study in Kenya wherein 50% of the respondents indicated that this a reason for their movement abroad while the other 50% did not. This data suggests that Kenya still lags behind though not significantly in terms of education facilities. However, there are areas where it does exclusively well, which is why this was not an issue for half of the respondents. Nevertheless, Steven one of the interviewees says:

"I really wanted to stay and develop my country and experience its academic system to the fullest. However, the course I wanted had limited facilities and this meant that I could not get the much needed theoretical and practical learning that I desired."

The other reason selected for moving was non-availability of program of choice in Kenya and from the field survey, 46.7% indicated that they moved abroad because of the lack of their desired program, while 53.3% indicated that this was not a reason for their movement. This suggests that Kenya's education system is just as advanced and offers varied programs. However, there is still a significant section that chose this as a reason meaning that despite this advancement, there are still limitations in choices and the ones available are not as diverse as most students would want.

High cost of schooling in Kenya due to parent’s poverty was also a reason and the data collected through the questionnaire showed that 36.7% high cost of schooling in Kenya due to parent’s poverty was a reason for their movement to foreign countries for studies while 63.3% did not. This suggests that movement to foreign countries for studies is not directly linked to the state of poverty at home and neither does the cost of schooling in the home country.

The factor with the least number of yeses was the lack of university capacity to admit more students and 16.7% of the respondents indicated the lack of university capacity to admit more students while the other 83.3% did not. There is, therefore, overwhelming evidence showing that Kenya has enough universities with enough slots to accommodate as many students as possible. To this regard one of the key informants says:

“I believe that Kenya has some of the best universities in the continent with enough capacity to handle many students. However, there are other factors that they need to polish up to attract as many of their students as possible.”

Table 4.9 Reasons for Studying in an Outside Country

Reason	% of respondents	
	Yes	No
To experience new cultures	86.25	13.75
Non-availability of the program in Kenya	46.25	53.75
High cost of schooling in Kenya due to poverty of parents	36.25	63.75

Lack of facilities for the program of studies in Kenya	50.00	50.00
Lack of universities capacity to admit more students in Kenya	16.25	83.75
Lack of local scholarship for local students in Kenya	80.00	20.00
Prestige	66.25	33.75
Scholarship opportunity for the course of interest abroad	90.00	10.00
Exposure and high-level experience	90.00	10.00

Source: (Field Survey, 2022)

4.5 Motivation for Choosing Scholarship to Study Abroad

The following are the analysis, presentation, and interpretation of the findings from motivation for choosing scholarship to study abroad section of the researcher’s fieldwork study. This section was driven by the need to satisfy the study’s first objective which was “*To explore the motivation for student mobility through scholarships.*”



4.5.1 Primary Reason for Scholarship Application Choice

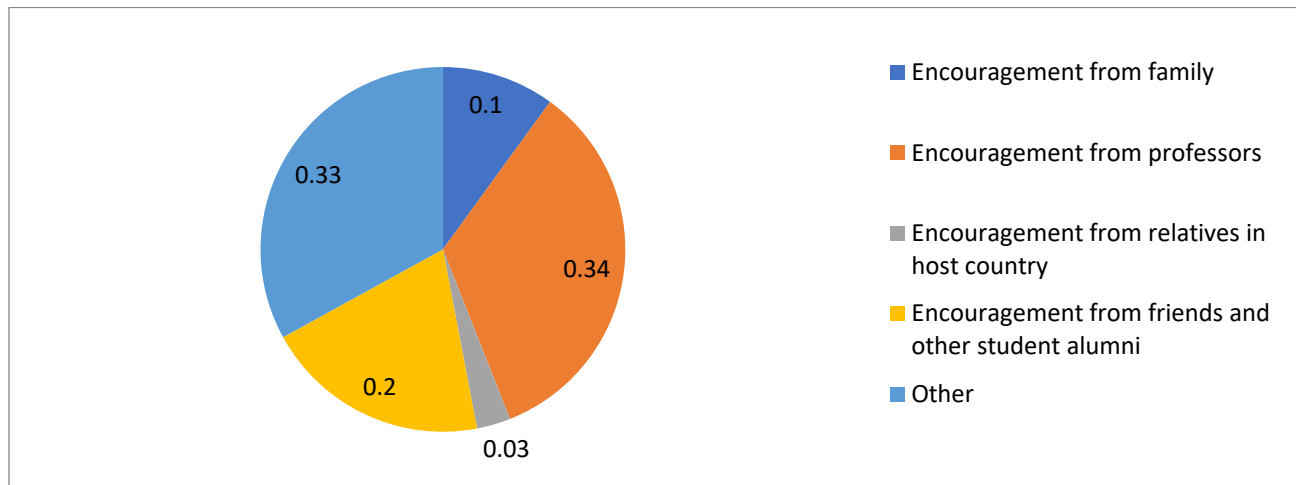


Figure 4.8 Primary Reason for Scholarship Choice

Source: (Field Study, 2022)

From the field study, 34% of the respondents indicated that the primary reason for applying for scholarship was motivated by encouragement from their professors. Another 20% indicated that they got encouraged by friends and other alumni while 10% indicated that they were encouraged by their families while 3% were encouraged by their relatives in the host country. The remaining 33% gave other reasons such as personal motivation and ambition, career development, and education opportunity. These findings suggest that most professors have a lot of knowledge on scholarships which is why their encouragement to students has been given as the lead reason by most respondents for their application for scholarship. It also means that there is a global outreach within institutions making most professors better equipped to advise students on which opportunities to take.

Steven is a classic example of this. His application was inspired primarily by his university professor. He had this to say:

“I received the information about the scholarship from my former supervisor at Moi University where I did my undergraduate studies, he shared the information and recommended me for the same”. – Steven, Scholarship Beneficiary, stipendium, Hungaricum.

Similarly, family, friends, and alumni also have a role to play based on the potential they see in an individual and thus they are also well positioned to encourage one to pursue their dreams of furthering their studies and executing their desires as wanted. The other reasons given are more inherent and dependent on the individual such as, self-motivation meaning that despite others being influenced externally, for some it is a personal goal that they desire to achieve as they look to better themselves and those of individuals close to them.

4.5.2 Factors Informing Decision to Move Out of Kenya

The data analyzed indicated that the greatest push factor out of Kenya was due to limited financial support in the home country to pursue studies within. This factor stood at 73.3% while those who did not agree to this as a push factor were 26.7%. This shows an overwhelming evidence suggesting that more often than not, financial resources have a significant role to play in the decision to move to an outside country. It also underpins Spooren, Vandermoere, Vanderstraeten and Pepermans (2017) finding that usually, the intellectuals particularly in developing countries are swayed to move to other more developed countries to continue with their studies due to the prospect of being supported financially in their destination compared to the same kind of support received in their home countries.

One of the respondents from the in-depth interview had to say this:

“Before deciding to venture for international scholarships, I tried my luck severally with local ones but luck was never really on my side as such opportunities were very limited and with very stringent criteria due to the large number of applicants and the limited financial support.”

This was followed by the lack of facilities and poor management wherein the data shows that 56.7% of the respondents indicated that lack of facilities and poor management was a push factor in their choice to move outside their countries for their studies. However, for 43.3%, this was not a factor. This suggests that Kenya still lags behind in terms of its resources and the management of its education which acts as a hindrance to those desiring to pursue certain studies.

The lack of educational and social advancement came in third where it was found out that 46.7% of the respondents indicated that lack of educational and social advancement was a factor in their movement out of Kenya while for 53.3% it was not. This suggests that even though this is an issue, it is not a strong factor in the movement decision though it also depicts the inconsistencies and issues linked to Kenya’s education system.

The data analyzed also shows that 30% of the respondents indicated that their movement out of Kenya was poverty-related while 70% indicated otherwise. This disapproves Spooren et al., (2017) assertion that most movements outside Africa for studies to other developed nations is often driven by the rather high poverty rate in African countries. Additionally, this statistic shows that for most students, the overall situation in their country is not particularly a push factor but rather issues that are personal to them.

Furthermore from the data analyzed 13.3% of the respondents indicated that political forces directly influenced their movement outside Kenya while for 86.7% it was not. This findings

indicates that Kenya has a conducive political environment that could in fact act as a pull factor. It also proves that there is a great investment in political peace to ensure that activities such as education are not in any way interrupted by the political environment.

Finally, cultural ties was the last factor wherein 10% indicated that cultural ties was a push factor while 90% indicated that it was not. This shows overwhelming evidence supporting the rich culture that is bestowed within Kenya across its over 40 tribes each with a unique culture. It also shows the kind of appreciation and pride that Kenyans have in their culture such that it would not make them want to move abroad.

Table 4.10 Push Factors

Factor	% of respondents	
	Yes	No
Limited financial support in home country	73.3	26.7
Lack of social and educational advancement	46.7	53.3
Lack of facilities and poor management	56.7	43.3
Poverty related	30	70
Cultural ties	10	90
Political forces	13.3	86.7

Source: (Field Study, 2022)

4.5.3 Factors Informing Decision to Study at Destination Country (Pull Factors)

Availability of financial aid was the primary pull factor herein. From the data analyzed, 96.7% of the respondents indicated that the availability of financial aid was the most significant pull factor to their destination country. This asserts the earlier findings that the lack of financial aid in the home country is a major push factor. It also suggests that most of the financial aid available for Kenyan students are offered for students ready to pursue their studies abroad and not within the country where these resources are seemingly lacking.

The findings from the study also showed that 90% of the respondents also indicated that the reputation of the university they attended was a major pull factor for their movement while for 10% it was not. This shows overwhelming evidence supporting the fact that the name and location that a university has made for itself makes it attractive for students globally as compared to less known universities. This is also why most people even in developing countries are aware of the Ivy League universities because of their reputation and might, and may not even be aware of other universities in neighboring countries simply because of the known reputation of these Ivy League schools.

Steven shares that the reputation of the university was a critical pull factor. He had this to say:

“I chose the current location because Dublin City University is one of the best universities in Western Europe”. – Steven, Dublin University, Ireland.

Moreover, the study conducted revealed that an advanced education system was the third pull factor to studying in the destination nation. This factor was supported by 83.3% of the respondents showing overwhelming evidence that indeed the education system in Kenya is still way behind that of other countries where the respondents went for their studies like the Netherlands, South

Africa, and even the United Kingdom. It also proves that the prospect of an advanced education system is likely to give most of the students' quality compared to the quality they are likely to get in Kenya.

Ogal, a post graduate student in Ghana was convinced to move to Ghana because of the advancement in facilities and the education in Ghana. However, he noted categorically that he would have moved to South Africa on similar grounds as it is more advanced with greater reputation. He said:

“The scholarship is based in Ghana, I liked the course they were offering, and Ghana is a good democratic country, with peaceful elections. But if I was to go out to another country in Africa, then I would consider Ghana or South Africa, if you get your education in S.A then you are more likely to be recognized in Kenya. If they were to put S.A. and Ghana, then I would choose S.A. first. There is that sense that you can easily access the facilities for your studies in these two countries compared to other countries in Africa”. – Ogal, International Student, Ghana.

For 80% of the respondents recognition of their prior qualification was a pull factor while for 20% it was not. This asserts Neumann (1993) recognition that most individuals from developing nations are often excited by the prospect of moving abroad due to the potential of having to work in that country because of their recognition of their previous qualification. Moreover, such qualification is also always very critical as it informs the choice of country and university that one selects.

Additionally, From the data analysis, 66.7% of the respondents indicated that their movement was motivated by the destination country offering wide course ranges. This underpins the earlier finding that Kenya still has limited course ranges. Moreover, it is also implicit on the fact that

advancement in the education system is a major pull factor while such a limit is a major push factor.

Kevin, one of the in-depth interview respondents, was also positively influenced by this factor.

The course he wanted to study was only available in his destination country. He had this to say:

“I had in mind, U.K. and the Netherlands because they were the only countries offering a course related to nutrition and food security. I also wanted to experience a different education system”. Kevin, International Student.

Besides, from the field survey, better living conditions was the sixth pull factor pinned at 60% with 40% having an alternate choice other than better living conditions. This shows that most Kenyans moving abroad for studies are motivated by the prospect of having better lives with more suitable conditions in their destination country compared to what would have experienced in their home country. However, this factor is not strongly supported meaning that even though living conditions might not be as good in Kenya as it is the destination countries, it is not as bad as portrayed in other previous studies (Kwan, Chan and Lam, 2012; Neumann, 1993; Spooren et al., 2017).

The seventh pull factor was the promise of a well-paying job which was supported by 50% of the respondents. This shows that for at least half of the individuals making this movement, they are often driven by the need to get better employment opportunities to further drive their lives in the right direction as required. However, it does not fully represent the state of unemployment in Kenya and neither does it fully represent the amount of employment opportunities/ unemployment available in these destination countries. Nonetheless, this may be due to the fact that since these individuals move due to scholarships may be required to move back to their home countries to

develop them as part of the scholarship package which may also limit their advancement or search for employment opportunities in the destination country.

The least supported pull factor was the availability of relatives abroad. Only 3.3% of the respondents indicated that this was a factor. This shows that despite the availability of relatives abroad, other factors were more critical to the move to the destination country. It also suggests that most individuals lack relatives in these outside countries and thus their movement is mainly on their own personal will.

Table 4.11 Pull Factors

Factor	% of respondents	
	Yes	No
Availability of relatives abroad	3.3	96.7
Offering wide range of courses	66.7	33.3
Reputation of university	90	10
Availability of financial aid (Scholarship)	96.7	3.3
Recognition of previous qualification	80	20
Advanced education system	83.3	16.7
Better living conditions	60	40
Promise of well-paying employment opportunities	50	50

Source: (Field Study, 2022)

CHAPTER 5

MIGRATION PROCESSES AND SOCIO-ECONOMIC IMPACTS OF SCHOLARSHIP ON KENYAN STUDENTS STUDYING ABROAD

5.0 Introduction

This chapter presents the analyzed data collected from the field survey, concerning the migratory preparatory processes, impacts, obstacles, and return or re-immigration issues. The data is presented using pie charts, bar charts, and frequency tables, facilitating the ease of meaningful deductions to be established in the framework set out in the study's research methodology.

5.1 Migration Preparatory Processes

The respondents were asked to give some of the preparatory processes they went through from the questionnaire. Thirteen of these were issued. However, they revolved around travel documents preparations, including passport application, plane ticket, visa processing, and legality of being in the destination country as a student, including preparing a letter of admission and accommodation.

5.1.1 Obtaining Travel Documents

The respondents were asked on some of the requirements and even challenges faced in obtaining their travel documents. The first was on documentation wherein 90% indicated that it was a requirement. This included such documents as transcripts, passports, and even degree certificates.

This suggests that there are very strict documentation guidelines that must be followed to ensure

credibility and authenticity of a student moving abroad. The next was a statement providing reasons for travel where 63.3% mentioned the statement. This indicated the need for immigration office to ensure that the movement was not forceful and was out of the individual's own will. 86.7% also indicated that scholarship approval was essential to them obtaining their travel documents. This is essential because these respondents were all under scholarships meaning that the scholarship would probably fund their travel and thus such an approval was required for authenticity and to ensure that such a student would not be stranded in the destination country. Similarly, 86.7% also indicated that admission approval by the host university was also a factor. This ensured that the student had actually been admitted for studies and the travel is essentially for education purposes and not any other. The next one was on a financial statement wherein 36.7% indicated that it was an issue. This suggests that the scholarship was mostly based on merit and not on financial position. Similarly, results were gathered for language proficiency, this was to affirm the earlier claim that the factor of language proficiency is slowly being diminished as an essential requirement due to growing embrace of cultural diversity and understanding of the differences in language prowess by different individuals. This can be seen from the results gathered which shows that 36% of the respondents mentioned language proficiency a key factor in the scholarship application process. For the question on world education assessment, there was overwhelming evidence pinned at 30% that it was an issue. This suggests that for the obtaining of travel documents, local assessments precede global ones. The other aspect was a health assessment report wherein 60% indicated that it was an issue under consideration. This suggests the need for immigration officials to ensure that the traveling individuals will be able to handle the conditions in the host country and be safe during the time and duration of travel. The final one was a criminal assessment report wherein for 33.3% it was an issue. This suggests the overall dependence on

academic integrity and merit rather than past atrocities in the process of getting the required travel documentation

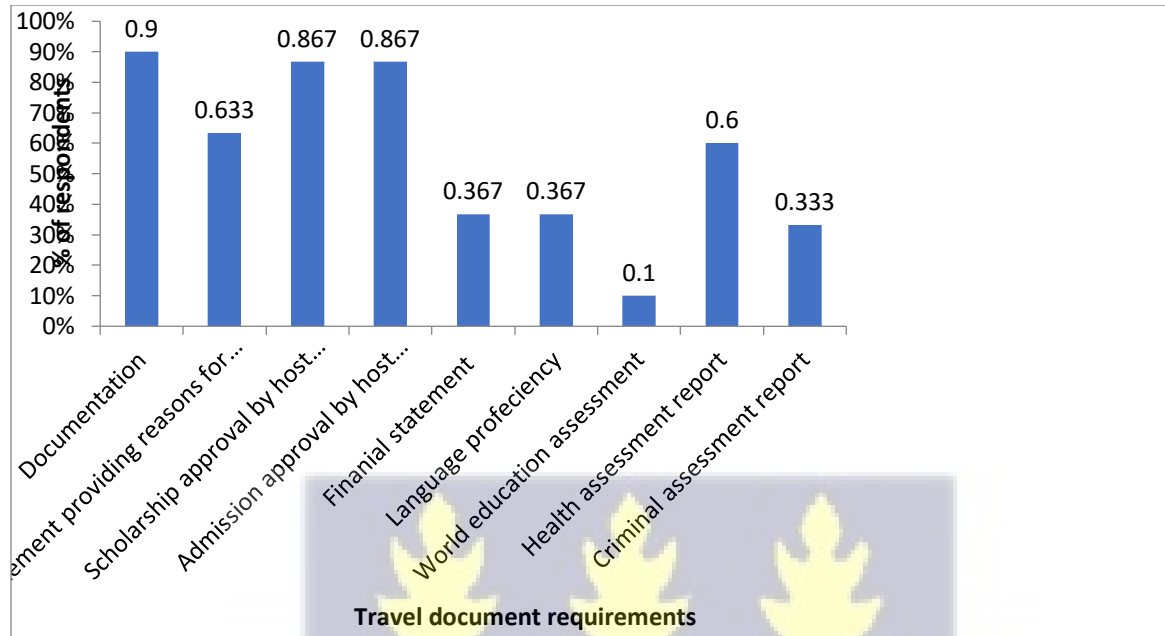


Figure 5.1 Obtaining Travel Documents Requirements
Source: (Field Study, 2022)

5.1.2 Visa

The next preparatory issue was on the visa application and process. About 26.7% of the respondents indicated that they did not require a visa to travel. This suggests that a visa is a critical requirement for those traveling abroad for whichever purpose. Additionally, for 66.7%, the scholarships received included visa application packages. This shows the massive support offered by scholarships in ensuring that aspiring students get to their travel destinations with as much ease as possible. About 13.3% also indicated that the process of visa application was not too costly on them. This asserts the earlier finding that most scholarships cater for visa costs lifting the burden off the students. Furthermore, 76.7% of the respondents indicated that they did not experience any challenge. This suggests the rather ease that scholarships bring to these processes as compared to those traveling independently who face multiple challenges including delays and high costs.

However, for Kevin, the pandemic actually affected his Visa application. He said:

“The process was pretty hard, I got my scholarship in 2020, during covid-19 pandemic, and getting a visa was much more hectic. That is when the cases were so high. This was around July-August. Had an appointment for my visa”. – Kevin, Scholarship recipient, Van Hall Larenstein, Netherlands.

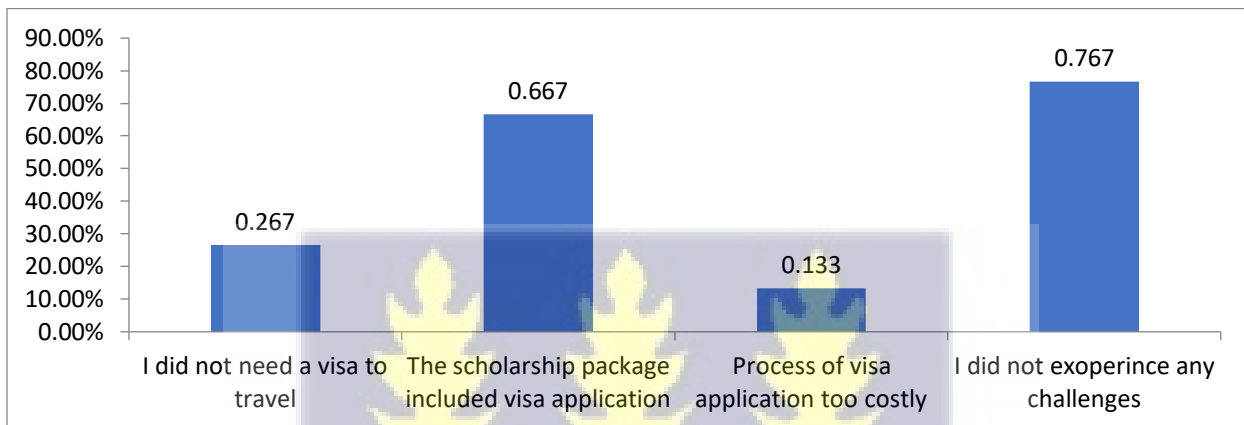


Figure 5.2 Visa

Source: (Field Study, 2022)

5.1.3 Accommodation at Destination Country

The respondents were also given questions with regard to accommodation. The first issue was on accommodation priority at Host University wherein 83.3% indicated that they got such priority. This shows overwhelming evidence on the prioritization of the needs and wellbeing of foreign and international students.

Wanjiku, one of the key informants studying in Dublin benefited from this prioritization.

“Luckily for us, there was a third party that was involved in securing accommodation for us in Dublin, so they asked if we would want to live on campus or outside campus for which

they will stipend for that, and they would give us advice on what to choose". Wanjiku, International Student, Dublin.

Similarly, for Kevin, accommodation was already arranged by the university. He said:

"Accommodation was already arranged by the school (they organize where international students are being accommodated). I did not have to make any arrangements, the money is being deducted/ paid by the school, and this is still part of the scholarship. I only had to sign the contract". – Kevin International student, Van Hall Larenstein, Netherlands

The second was on whether accommodation was costly and for 53.3% of the respondents it was. This suggests the disparity in accommodation costs as perceived by the respondents. About 10% of the respondents also indicated that they had to spend on a hotel due to late accommodation. This also overwhelmingly suggests the prioritization that comes with scholarships and international students. Additionally, 6.7% had to be hosted by relatives, friends, and well-wishers. This is also a suggestion of the prioritization of these students on scholarships by their facilitators and the host countries to ensure they are as comfortable as possible to make as many contributions as they can to the country's economy. About 60% of the respondents also indicated that their scholarships included accommodation. This asserts the earlier finding that most of the respondents were on full scholarships which includes accommodation.



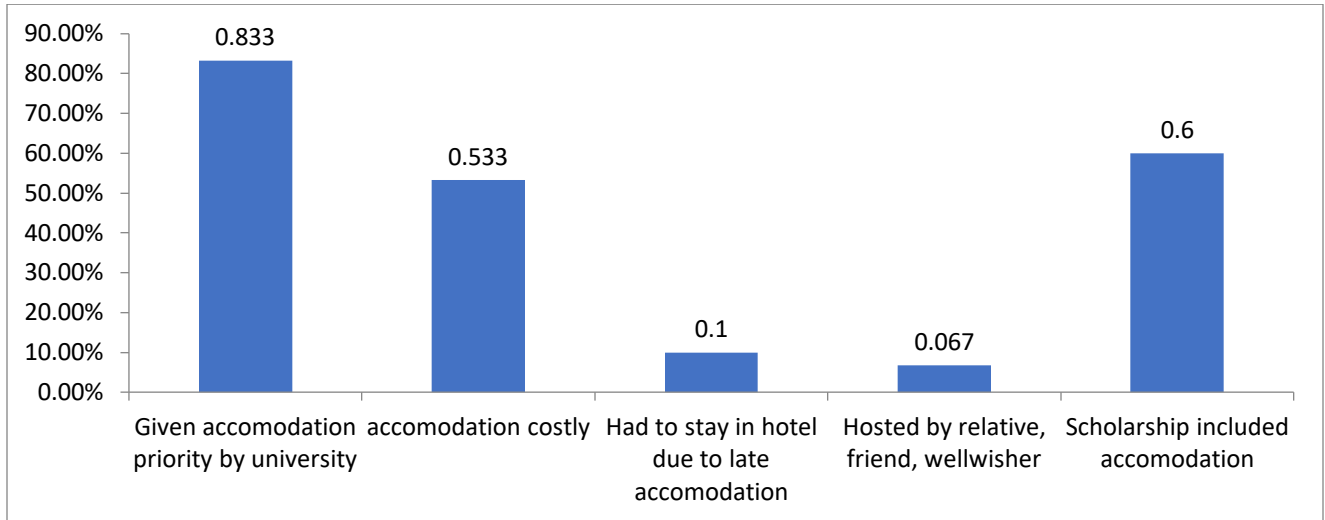


Figure 5.3 Accommodation at Destination Country

Source: (Field Study, 2022)

5.2 Obstacles for Studying Abroad

The fourth objective of this study was “*To evaluate the challenges posed by scholarships on student mobility.*” The respondents were requested to indicate their opinion on the various obstacles they faced in studying abroad using the rating scale of: 1= Strongly disagree(S.D.), 2= Disagree(D), 3= Neither agree nor disagree(NAD), 4= Agree(A), 5= Strongly agree(S.A.). Average index is the average of all the obstacle levels which informs the rating scale and thus the remark on where the obstacle falls on the scale. The findings are as illustrated in the table below and analyzed as follows:

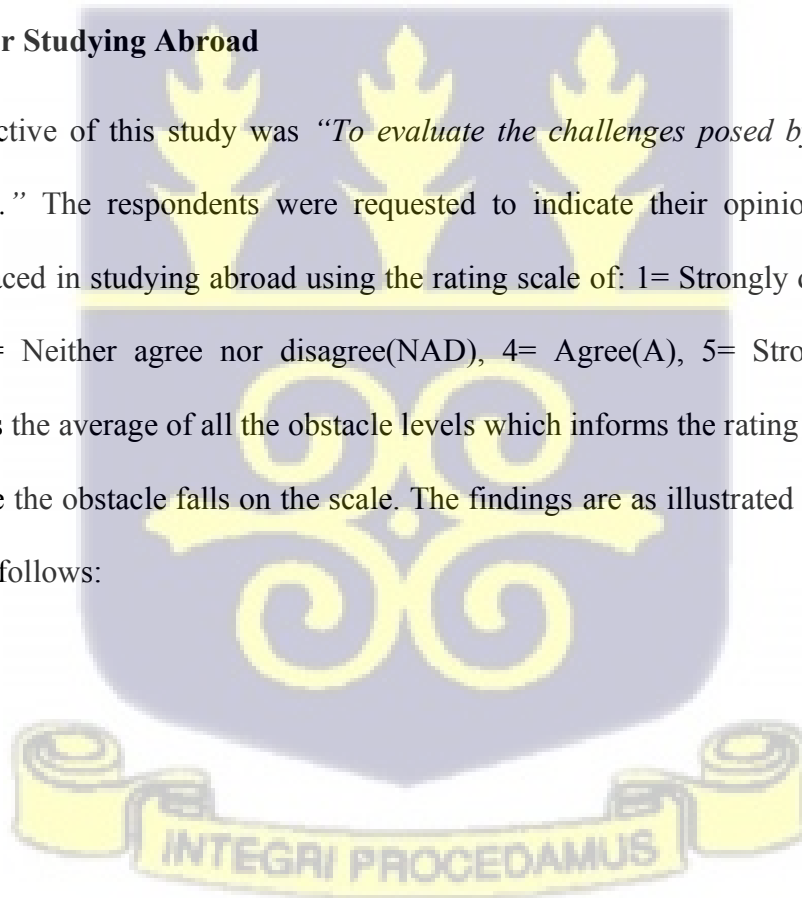


Table 5.1 Obstacles for Studying Abroad

Obstacle	Level of Obstacle					Average Index
	SD	D	NAD	A	SA	
	1	2	3	4	5	
Insufficient skills in foreign language	10%	33%	30%	17%	10%	2.84
Difficulties in getting information in the host country	27%	20%	27%	16%	10%	2.62
Problems with accommodation in the host country	30%	20%	17%	13%	20%	2.73
Separation from partner, children, and friends	10%	13%	40%	20%	17%	3.21
Loss of social benefits (e.g. child allowances, price discounts for students)	40%	20%	27%	10%	3%	2.16
Expected additional financial burden at home	40%	13%	17%	23%	7%	2.44

Difficulty to work due to work permit in host country	23%	23%	20%	20%	14%	2.79
Presumed low benefit for my studies at home	43%	20%	14%	20%	3%	2.2
Problems with recognition of results (achieved in foreign country)	50%	17%	3%	23%	7%	2.2
Expectations from family back home	20%	13%	37%	17%	13%	2.9
Pressure from the grant providers on academic performance	33%	27%	30%	3%	7%	2.24
Not wanting to leave host country	50%	23%	3%	14%	10%	2.11

Source: (Field Study, 2022)

5.2.1 Insufficient Skill in Foreign Language

Of the 80 respondents, the highest frequency, standing at 33%, disagreed that insufficient skills in the foreign language was an obstacle to them studying abroad. However, the average index was 2.84 which indicated that the population neither agrees or disagrees with this as an obstacle, therefore, it can be surmised that insufficient skill in foreign language is not a major obstacle in studying abroad.

5.2.2 Difficulty in Getting Information in the Host Country

The data indicated that the highest frequency, 27%, was shared by those that strongly disagreed and those that neither agree nor disagree with difficulty in getting information in the host country as an obstacle. The closest following category to these two was disagreed at 20%. The average index was 2.62 showing that the population fell into the neither agree nor disagree category. This suggests that difficulty in getting information in the host country is also not a major obstacle to studying abroad.

5.2.3 Problems with Accommodation in the Host Country

The highest frequency of respondents standing at 30% strongly disagreed with accommodation issues in the host country being an impediment to their pursuance of their education. This was followed by those that disagreed and those that agreed each at 20%. It is also important to note that the remaining respondents were more or less equally distributed along the spectrum. This suggests that even though the respondents generally strongly disagree with this as an obstacle, they are not all convinced. This is echoed by the average index of 2.73 which suggests that the respondents fall into the neither agree nor disagree category that this is an obstacle.

5.2.4 Separation from Partner, Children, and Friends

Most of the respondents, 40%, neither agree nor disagree with separation from partner, children, and friends as an obstacle to studying abroad. This was followed by those who agreed to this being an issue at 20%. However, the average index was 3.21, indicating that indeed the earlier assertion that the population neither agree nor disagree to separation from partner, children, and friends was an issue.

5.2.5 Loss of Social Benefits

40%, the highest frequency of respondents, indicated that they strongly disagreed with the loss of social benefits being an issue in their pursuit of studies abroad. Another 27% indicated that they neither agree nor disagree to this as an obstacle while 20% just disagreed. The average index thus was 2 showing an average of the three highest frequencies asserting that the loss of social benefits is not an obstacle in pursuing studies abroad.

5.2.6 Expected Additional Financial Burden at Home

The highest frequency, 40%, indicated that they strongly disagreed with expected additional financial burden at home being an obstacle to their studies abroad. 23% indicated that they agreed to this being an obstacle. The average index was 2.44 showing that the population indeed disagreed to this being an obstacle. This suggests that expected additional financial burden at home is never an issue for students learning abroad as their focus is more on their studies and they view this as supporting those they have left behind and not as a burden.

5.2.7 Difficulty to Work Due to Work Permit in Host Country

About 23% of the respondents indicated that they strongly disagreed with the difficulty to work due to work permits in their host country and the same frequency was recorded for those that disagreed. Notably, there was an average similarity in the frequency rate recorded in the other categories supporting the average index of 2.79 which asserted that the population was indeed indifferent on whether this was a minor or a major obstacle in their studies abroad.

5.2.8 Presumed Low Benefit for My Studies at Home

The highest frequency, 43% indicated that they strongly disagreed with this being an obstacle. A frequency of 20% was recorded for both those who disagreed and those who agreed with this obstacle. The average index stood at 2.2 showing that generally, the population did not consider this as an obstacle and they were therefore okay with such presumed low benefits probably because of focus on the significant benefits garnered from the host country.

5.2.9 Problems with Recognition of Results

50% of the respondents indicated that they strongly disagreed with problems with recognition of results as a challenge which was followed by 23% who agreed to this being an obstacle. 17% disagreed while 7% strongly agreed and 3% were indifferent. The average index however came to 2.2 showing that the population disagreed with this issue as an obstacle to their pursuance of their studies abroad. This suggests that most of those who opt to pursue their studies abroad are often well conversant with the results' recognition.

5.2.10 Expectations from Family Back Home

Out of the 80 respondents, 37% neither agree nor disagree with expectations from family back home as an obstacle to their pursuit of their studies while 20% strongly disagreed. The remaining categories showed rather average frequencies which is why it was not surprising that the average index of the population was capped at 2.9 showing that indeed the population neither agree nor disagree to expectation from family back at home. This suggests that most of these scholars are always already prepared for such expectations depend on their background and thus they already know how to juggle it and thus even though it is an issue, they do not struggle with it as much.

5.2.11 Pressure from the Grant Providers on Academic Performance

About 33% and 30% of the respondents indicated that they strongly disagreed and neither agree nor disagree with the pressure from grants provided on academic performance to be an obstacle to scholarship on student mobility. 27% also disagreed with this challenge. This suggests that indeed this is not an issue to the students as academic performance is the reason for their movement and thus they have to perform with or without the pressure and thus substantiating the average index score of 2.24 showing that the population disagreed to pressure from grant providers on academic performance to be an issue.

5.2.12 Not Wanting to Leave Host Country

From the field survey, 50% strongly disagreed with not wanting to leave the host country as an obstacle to their student mobility on scholarship. The average index score was 2.11 showing that the larger population disagreed though not strongly to this issue. It thus suggests that despite the desire to remain and work in the country to study as indicated by Kwan et al., (2012), scholars on scholarships always move back home upon completion to reconnect with their people and grow them.

5.3 Social Impacts of Scholarship on Student Mobility

The section was dedicated to answering the study's fourth objective's which were: *"To evaluate the social impact of scholarships on student mobility."*

5.3.1 Strengthened Commitment

Out of the 80 respondents, 83.3% indicated that strengthened commitment was also an impact that the scholarship they got had on them socially. Commitment is a critical concept on student mobility

that one requires for a proper and successful student mobility. Through scholarship, this is eased as one gets the focus they desire without having to gamble and juggle with other spheres of their lives. According to Aliyyah et al., (2019) most students who make the move abroad on self-sponsorship are often limited commitment-wise as they still have to find places to stay and even do part time jobs to leverage on some of the costs.

5.3.2 Increased Cultural and Religious Interactions

From the field survey, the most significant social impact of scholarships on student mobility was increased cultural and religious interactions. 86.7% of the respondents indicated that the scholarships had impacted their lives in this way while for 13.3% it did not. This suggests that through scholarships, people are able to engage more with people from different races and different countries who are on the similar program. Moreover, they get to experience life from a different perspective from theirs as they are not limited in any way since the scholarship supports all of their movement to these social and cultural gatherings and interactions.

Steven was significantly impacted in this regard. He said:

“The scholarship providers used to have monthly dinners where beneficiaries would join for an evening of knowledge sharing, communing together, they were really proactive, they could share information in terms of scholarship, or other government regulations that could be relevant to us. So they were really proactive socially in one way. Interaction with other Kenyan students was like family, like a family you have away from home. It gave us a sense of belonging and also the process of relocation, they could assist unfortunately I was the first student in the university I went to, so there was no any other Kenyan student, so I had to survive on my own so for other students who went to other universities had

Kenya students studying really had it quite easy cos they could be told what to expect, how to move from here to here, generally things that international student would really need. Interaction with other locals from other nationalities, maybe classmates, and maybe when you go out for an evening party for those who drink, it was really limited to you classmates or to your roommates if it happens that your roommate was from another nationality. The interactions still continue, I still have contacts, WhatsApp page from Hungary, we still share information and even my supervisor still constantly correspond, the connection is still there but not as it were when we were still students". – Steven, International Student.

5.3.3 Global Learning and International Understanding

The studies also found that 70% of the respondents indicated that through the scholarships, they were able to gain greater global and international understanding which also impacted their social lives. This was with regard to the activities and even games that they were able to engage in under their scholarships. This also suggests that scholarships provide opportunities to people to explore the world more objectively to comprehend the people in it and what happens within it.

5.3.4 Enhanced Leadership and Professional Life

Out of the 80 respondents, 66.7% indicated that the scholarship impacted their mobility concerning their leadership and professional life. This suggests that students on scholarships are more propelled to the achievement of their professional desires. Moreover, they also get to be more competent leaders due to the diversity that such mobility exposes them to.

In line with impact, Wanjiku said:

“Apart from taking part in university affiliated events. Because the program is flexible, it all depends with the individual to look up for opportunities so long as it will not be able to interfere with the classes, so nothing could stop you from attending conferences, workshop within Ireland so long as it does not affect/ conflict with your timetable but for Ireland, I do not think, It would be easy to attend conferences unless maybe you are off from school and in the event, of which you would need to inform the scholarship providers that you would attend this conferences and the dates as well. Just to inform them to be able to advise you”. – Wanjiku, International Student.

5.3.5 Family Attachment

Despite the scholarships having moved the respondents away from their home countries, 63.3% of the respondents indicated that the opportunity influenced their family attachment. To some the attachment was positive as they got greater support from their family members as they saw it as a hope for the family to be propelled. However, to some, their attachment affected them negatively due to the emotional gap that it created. In this regard, this suggests that the impact of scholarships on student mobility when it comes to family attachment is twofold depending on the existing family ties before the movement and the nature of family that one belongs to.

Table 5.2 Social Impacts

Impact	% of respondents	
	Yes	No
Strengthened commitment	83.3	16.7
Enhanced leadership and professional life	66.7	33.3

Increased cultural and religious interactions	86.7	13.3
Family attachment	63.3	36.7
Global learning and international understanding	70	30

Source: (Field Study, 2022)

5.4 Economic Impact of Scholarship on Kenyan Students Studying Abroad

This section answers the fifth objective of the study stated as: *“To evaluate the economic impact of scholarships on student mobility.”*

5.4.1 Leverage on Tuition Fees

The study also found out that 100% of the respondents noted that the most significant economic impact of scholarships was on the leverage it had on their tuition fees. This suggests that for most of the respondents, without the scholarships they would not have moved since they had no way of getting such an amount and thus derailing their movement. This shows the essence of scholarships in empowering students towards the achievement of their educational dreams.

Wanjiku was economically impacted in this regard. He said:

“It is a full scholarship, tuition being paid, then we are getting monthly stipend towards our food and other academic needs, transport. Grant for research is not provided since this is a graduate taught program. The requirement varies, for my university, there is a whole module of thesis which is about 30 credits which does not require a grant”. Wanjiku, International Student.

5.4.2 Leverage on Transportation and Accommodation Costs

The second economic impact was the leverage on accommodation and transportation costs wherein 86.7% of the respondents indicated that it was one of the major influences of the scholarships. This suggests that scholarships are critical in student mobility as they promote comfort ensuring that the students get to where they are required and live within their means without having to incur a lot of other extra costs.

Steven benefitted from this greatly. He said:

“The Hungarian scholarship, the package included the accommodation cost, medical insurance, sustenance allowance, (meals, transportation or any other costs). Accommodation was being paid separately, medical insurance paid separately, so what you would receive as a student in Hungary is the sustenance allowance which was not sustenance as they call it”. – Steven, Scholarship Beneficiary.

Similarly, Charles, who was on scholarship in Ghana also mentioned that the scholarship package had provisions for transportation and accommodation and this was echoed by Jane and Alex.

5.4.3 Increased Financial Freedom, Maturity, and Responsibility

On issues regarding financial freedom, maturity and responsibility, 70% of the respondents indicated that the scholarship had a major economic impact on their financial freedom, maturity, and responsibility. This suggests that students had to find a balance in what they had and manage it to cater for all their responsibilities during the scholarships including some of their family responsibilities without compromising on their comfort and the pursuance of their goals. According to Fung (2016) this is a significant influence of financial aid as it makes one economically aware leading to more rational financial and economic decisions.

5.4.4 Increased Earnings

Out of the 80 respondents, 66.7% indicated that the scholarship had a positive impact on their earnings leading to its increase. This suggests that scholarships act as economic emancipators putting individuals in better economic positions through the monthly stipends. It also asserts the economic importance of these stipends particularly to the home country where a good percentage of this amount is often sent for various purposes leading to some form of economic growth and development.

For Jane the impact was positive. Based on his scholarship he was able to secure a job. He said:

“I am currently working, from six in the morning until 10.00am, it is a part time job. I just need extra money. Since I am on study leave, I have financial needs back home of which I need to meet. Of which the stipend, while it is enough but for someone with other obligations, I think, I would be forced to work and be able to support myself and the other family”. – Jane, International Student.

5.4.5 Effect on Salaries/Wages

From the survey, 63.3% of the respondents indicated that the scholarship affected their salaries/wages while for 36.7% it did not. This support findings by Ganem and Manasse (2011) who discovered that through scholarships most people are forced to forfeit their employment. Therefore, they end up having to find alternative ways of getting back such income especially if the stipend from the scholarship is not enough. However, for some, through the scholarships, they can get employment as they work based on the reputation of the scholarship they are under which emancipates them economically.

5.4.6 Employment Potential

Again, the study sought to find out the impact of scholarship on employment potential. It was found out that 56.7% of the respondents indicated that the scholarship had an impact on their employment potential while for 43.3% it did not. Unemployment is a critical economic issue in most developing nations like Kenya. Through scholarships, most of the students got opportunities to develop their studies and be more qualified to compete for employment opportunities in their home country and even in the destination country. However, for some, the scholarships made them unemployed as they had to forfeit their jobs for their educational goals. This is also a twofold economic impact of scholarship on student mobility.

Table 5.3 Economic Impacts of scholarship on student mobility

Economic impact	% of respondents	
	Yes	No
Increased earnings	66.7	33.3
Leverage on tuition fees	100	0
Effect on salaries/wages	63.3	36.7
Increased financial freedom, maturity, and responsibility	70	30
Leverage on transportation and accommodation costs	86.7	13.3
Increased employment potential	56.7	43.4

Source: (Field Study, 2022)

5.5 Result of Return Intentions and Re-migration

5.5.1 Intentions of Returning Home

From the 80 respondents, 70% indicated that they had intentions of returning home while 30% did not. This shows overwhelming evidence on the rather significance of particularly social factors back at home. According to McKiernan (2017), most students on scholarship often return to their home countries due to the cultural and social ties they have at home. This is often quite spread out as they desire to better their societies and help their people. Apart from this, costs of living in developed countries are often significantly higher. There is also the potential of having multiple visa issues which propel one to move back. However, for those remaining, some of the possible reasons for this choice could be to further their education, sharpen their language skills, discover new interests, search for better opportunities, and improve their personal development. These are also valid reasons for such a choice. This is why such economic and social aspects are critical in informing such a decision.

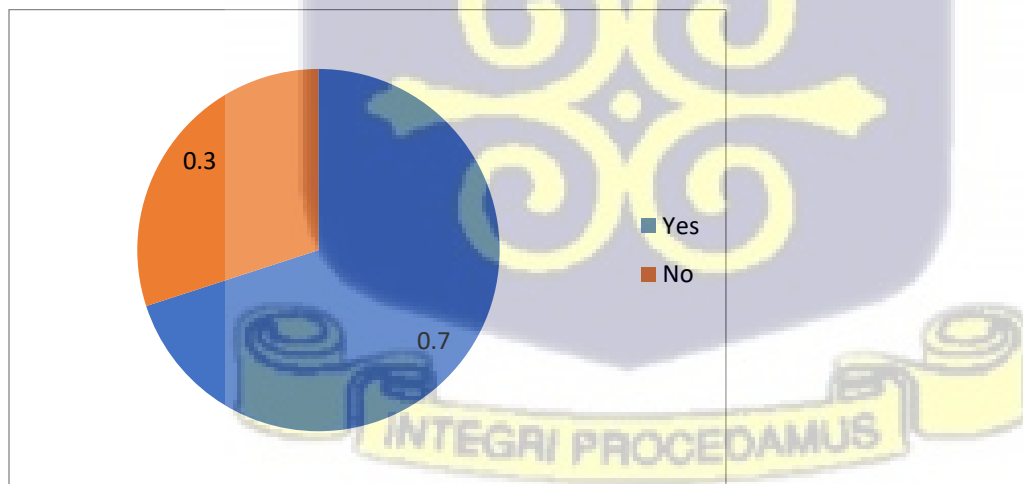


Figure 5.4 Intentions of Returning Home
Source: (Field Study, 2022)

5.5.2 Intentions of Re-migration

From the field study, 60% of the respondents indicated that they had intentions to emigrate after their current migration while 40% indicated that they had no such intentions. Some of the reasons given for those with remigration plans were that they wanted to explore better opportunities, continue with studies, and socioeconomic integration. The countries preferred for remigration were Australia, Canada, and the United Kingdom. However, for those who had no intentions to emigrate, some of the reasons cited were preference to remain in their current location, uncertainties of emigration, family ties, and English language as a professional setup.

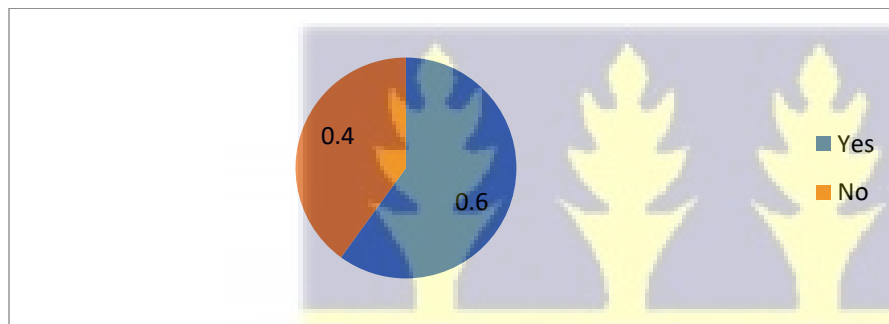


Figure 5.5 Intentions of Remigration

5.6 Conclusion

The data presented and analyzed above provides greater insight into all the five objectives of the study with particular regard to the social and economic impacts of scholarships on student mobility. It provides evidence on some of these factors that need to be considered more and substantiates the proposition that indeed scholarships have economic and social impacts on student mobility. As such, taking all the factors presented into consideration, a detailed picture on the nature of scholarships from the application, the causes, the effects, challenges, and influences are

presented which informs the larger scholarship community on some of the areas to focus on and what not to interfere with based on the overall data presented.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents a summary of the main data findings, conclusions obtained from the findings, and recommendations made regarding those findings. The study aimed to establish impact of scholarships on student mobility from developing to developed countries specific to Kenyans moving abroad for their higher education studies and the implications of the same. A lot of statistics exist on student mobility from developing to develop though little has been done focusing on the role of scholarships on this migration. In this regard, the conclusions and recommendations were made in pursuit of addressing the following said research objectives:

1. To explore the motivation for student mobility through scholarships
2. To evaluate the social impact of scholarships on student mobility
3. To examine the economic impact of scholarships on student mobility
4. To evaluate the challenges posed by scholarships on student mobility

5. To examine the possible solution to scholarship issues on student mobility

The methodology used were both quantitative and qualitative approach. This helped to optimally satisfy the requirements of the objectives through statistical data and information sought from the field study. The methods included, Online questionnaires and virtual in-depth interviews.

6.1 Summary of Key Findings

This research revolved around the above five mentioned objectives. The questions asked to the respondents covered the objectives and the research gap concerning the social and economic impacts of scholarships on student mobility. The summary of the findings is as elaborated below.

6.1.1 Motivation for Student Mobility Through Scholarships

The study was able to establish that the primary reason for scholarship choice was encouragement from professors, followed by encouragement from friends and other alumni, encouragement from family, and finally encouragement from relatives in the host country. However, it is essential to note the 33% gave other reasons which mostly revolved around personal motivation and career development. Apart from these reasons, the principal motivators for the movement were grouped into push and pull factors. The most significant push factor that propelled people to apply for scholarships for studies abroad was the limited financial support in the home country which was supported by 73.3% of the respondents. This was followed by the lack of facilities and poor management which 56.7% of the respondents indicated was also a critical factor. On the other hand, the pull factors that made people uninterested in applying for scholarship for further studies abroad were lack of education and social advancement, poverty related, political forces, and cultural ties which had little support with less than 50% of the respondents listing them as factors. Consequently, for the pull factors that were attracting people for further studies abroad, the most

significant one was the availability of financial aid wherein 96.7% of the respondents indicated that it was a major factor in their movement decision. This was followed by the reputation of the university which 90% of the respondents indicated was a factor. 83.3% of the respondents also indicated that the advanced education system was a factor and 80% indicated that recognition of previous qualification was also critical. Wide course range offered by the destination countries was given as a factor by 66.7% of the respondents with living conditions coming in sixth at 60%. The remaining factors with limited support were promise of well-paying opportunities and availability of relatives abroad which had 50% or less of the respondents indicating that they considered them.

6.1.2. Social Impacts of Scholarship on Student Mobility

The study was able to establish the social impacts of scholarship on student mobility from the most impactful to the least impactful. Increased social and religious interactions was mentioned by majority of the respondents 86.7% of the respondents showing that they had experienced it. The next one was strengthened commitment which 83.3% showed that they had experienced. The third social impact was global learning and international understanding which had been experienced by 70% of the respondents. The fourth social impact the study identified was enhanced professional and leadership life and finally family attachment. These findings were particularly essential depicting the rather expansive nature that scholarships directly impact one's social life.

6.1.3 Economic Impacts of Scholarship on Student Mobility

The study was able to establish that the most significant economic impact of scholarship on student mobility was leverage on tuition fees which all of the 80 respondents indicated was a critical influence on them. This was followed by leverage on transportation and accommodation costs,

increased financial freedom, maturity, and responsibility, increased earnings, effect on salaries, and finally employment potential. These results were important in indicating the great magnitude of scholarships on one's financial life assisting with not only studies but also other connected economic aspects of life employment which were just as essential. However, for some of these factors like salaries and wages, the impact was both positive and negative as for some of the respondents, they had to leave their jobs which were equally well-paying to pursue their academic goals.

6.1.4 Challenges of Scholarships on Student Mobility

The challenges of scholarships on student mobility in order of the most challenging to the least challenging include too much money involved at 36.7%, language proficiency as a requirement for applicants at 26.7%, too many programs available at 20%, and selection biases at 10%. These challenges have proven critical in the number of students that succeed in moving as most are frustrated by them and often end up leaving them. However, due to the more accommodative nature of the scholarships, this is why the challenges are not as significant as they initially were.

6.1.5 Possible Solution to Scholarship Issues on Student Mobility

The respondents also proposed multiple solutions to the challenges they faced. The most significant solution was the need to have an expanded eligibility criteria at 56%. This was followed by those who had other solutions apart from the ones provided at 37%. Their solutions included lenient English tests, early scholarship choice, careful narrowing down of scholarships, availing ranking of universities, and reduced costs of application. The other solution proposed was the provision of scholarships through lotteries at 7%. These solutions were particularly geared towards

making the application process more student friendly and ensuring that the students get the best experience and benefits from their scholarship awards.

6.2 Conclusions

Scholarships are an integral part of student mobility particularly concerning student mobility from developing to developed nations. The multiplier effect of such an award goes beyond the funding used on living expenses, tuition fees, and transportation, even though they are rather substantial. The study concludes that in addition to these very essential economic aspects, there are a myriad others including social ones that students on scholarships stand to benefit from.

Firstly, it is essential to note that motivation factors are critical to the overall choice of whether to move or not. This is the starting point for student mobility on scholarships and it is what drives most students to their destination. In this area, for most students such information can be obtained from professors who have deep connections with other foreign universities. Apart from the encouragement received, the students still have to consider some push and pull factors. The nature of these factors show that students are pushed away from their home countries because of the troubles in the economy and other personal and family issues. On the other hand, the pull factors are based purely on the promise and the attractiveness portrayed by the destination country. To most students, the pull factors are given priority and even though a change might be expected in some of the push factors, most students would still be driven by the potential seen in the destination country with great promise for their future.

In looking at the social impacts, it is critical to note that they are also directly affected by a student's plans. Those with plans to further remigration are more impacted compared to those that are likely to go back to their home country. This is why such social impacts as social interactions, family

attachment, global learning, and enhanced leadership and professional life are very much appreciated and are foundational elements in the overall perception of how scholarships affect the overall scope and nature of student mobility.

Furthermore, the economic aspects of scholarship on student mobility are just as pivotal. According to Fung (2016), the dynamics of economics must be greatly analyzed concerning scholarships and student mobility. More often than not, these impacts are presumed to come automatically with scholarships such as leverage with tuition fees though such an impact has to be accessed including how to elevate one to compete for opportunities and even how it potentially puts the economy of one's home country in a position to have more qualified individuals to boost and promote its economic development.

Nonetheless, despite the social and economic influences, there are still multiple challenges faced by individuals in their pursuance of their scholarship awards. Even though the magnitude of these problems have reduced significantly over the years, they still prove to be a hindrance to the successful acquisition of these lucrative learning opportunities for individuals from developing nations. One of the most important solutions that can be introduced is the expansion of the eligibility criteria. Most students are weighed down by the tight criteria leaving most of them unable to pursue and achieve their desired academic goals while also getting an opportunity to experience the multiple economic and social impacts posed by these scholarships.

Taking all the above factors into consideration, a detailed picture of the social and economic impacts of scholarships on student mobility is painted. Factors such as strengthened commitment, improved professional and leadership life, leverage on tuition fees, employment potential, and effect on salaries are just among the few select of these influences. As a result, there is the need to

improve accessibility and award of these scholarships not only for student mobility between developing and developed nations but also between developing and developing, developed and developed, developed and developing, within developing, and within developed. Such opportunities will have greater impact on the society and the globe socially and economically leading to healthier nations in terms of social responsibility and economic development and advancement. The results of this study will undoubtedly prompt readers to consider carefully how developed nations are luring the aristocracy from Africa and other parts of the global South for their national development, especially at this time when many of their populations are declining and often ageing at the same time.

6.3 Recommendations

Based on the literature reviewed, findings, and conclusions the researcher proposed the following recommendations to assist in the optimization of the social and economic impacts of scholarships on student mobility recommendations are provided in two categories, that is policy issues and further research:

6.3.1 Policy issues

1. Education ministries and governments of developing countries need to adopt a proactive approach in providing scholarship opportunities to local institutions of higher learning. This can be done regionally, by East African community or by the state herself. In addition, eliminating the push factors for instance, having proper research labs and highly ranked and trained personnel would make more students not think of emigrating.
2. There is need for scholarship programs to be negotiated between awards that tend to send students from developing countries to institutions in developed countries to guarantee mutual benefits to students and their home countries.

3. Kenya needs to take advantage of its good international relations with other countries and its stable political and economic environment to attract students from across the globe for the proper and optimal integration of the positive impacts into the countries social and economic system. This would require proper coordination and collaboration between multiple government agencies and departments such as the Ministry of Education, Ministry of Finance, Ministry of Tourism, Ministry of Interior, and Ministry concerned with foreign relations. Scholarship awards need to diversify from their accustomed selection criteria such as language proficiency and previous grades and focus on other aspects such as skills, talent, potential, and background. This is critical in ensuring that more students get opportunities to benefit from these financial aid to bolster themselves and their communities.

4. Sensitization programs should be organized across developing nations to help in informing students on the available scholarships to assist them in their mobility in pursuance of their professional and academic goals. This helps to bridge the gap in knowledge of scholarships opportunities which is only known by a select few in society.

6.3.2 Further Research

1. A larger scale of research needs to be channeled on how to alter the push factors that take students abroad to encourage more students to pursue their academic goals locally and solve such issues as discrimination and the unending disparity in choice. By doing so, the impacts of scholarships on student mobility will be better localized while also providing optimal experiences with a promising future to all students.

2. Other areas that also need thorough research includes, Comparative study between religious and non-religious scholarship impacts on student mobility.

3. The impact of the COVID-19 pandemic on student mobility.
4. Effectiveness of the fourth industrial revolution in promoting and fostering student mobility.

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APPENDICES

Appendix 1: Questionnaire

Linda Research Questions 2021

Good morning/afternoon/evening, My name is Linda Akoth Juma. I am a student at the Centre for migration studies in university of Ghana, Legon. I am currently working on my MA thesis research with a topic "assessing the impacts of scholarship on student mobility in Kenya". The objective of the research is to provide empirical knowledge of socioeconomic impacts of scholarship on the mobility of students.

You have been chosen as a participant in this study based on our sampling method to ensure we received a representative picture views. Therefore, your response will only be used to achieve the objective of the study The survey will take approximately 10 minutes. Your participation in this study is voluntary and the information you provide will be completely anonymous and be treated with confidentiality.

PART A: personal Profile

1. Age

2. Sex

Check all that apply.

- Male
- Female
- prefer not to say

3. what is your highest level of education

Check all that apply.

- Bachelors
- Masters
- PhD
- Post-Doc
- professional course

4. Work status

Check all that apply.

- Part Time Employment
- Self employment



- Not employed

5. Marital status

Check all that apply.

- single
- married
- Divorced
- Widowed
- widower

6. Religion

Check all that apply.

- Christian
- Islamic
- Pagans
- Atheist
- None

PART B: Scholarship



1. Have you been enrolled under a scholarship for studies abroad

Mark only one oval.

- yes
- No

2. Which scholarship program are/were you enrolled in? please write the name in

full

3. Which country did you study under scholarship?

4. What was the type of scholarship?

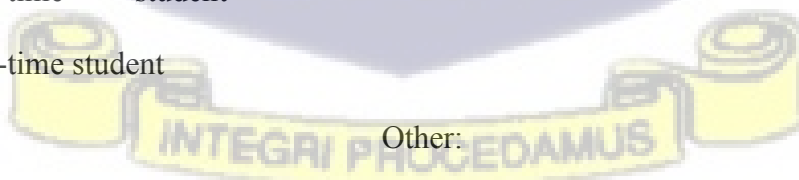
Mark only one oval.

- Full scholarship
- partial scholarship
- other

5. What is/ was your formal Student status when you were/is under scholarship

Mark only one oval.

- Full-time student
- Part-time student



6. Which year was the scholarship awarded?

- 2000-2006

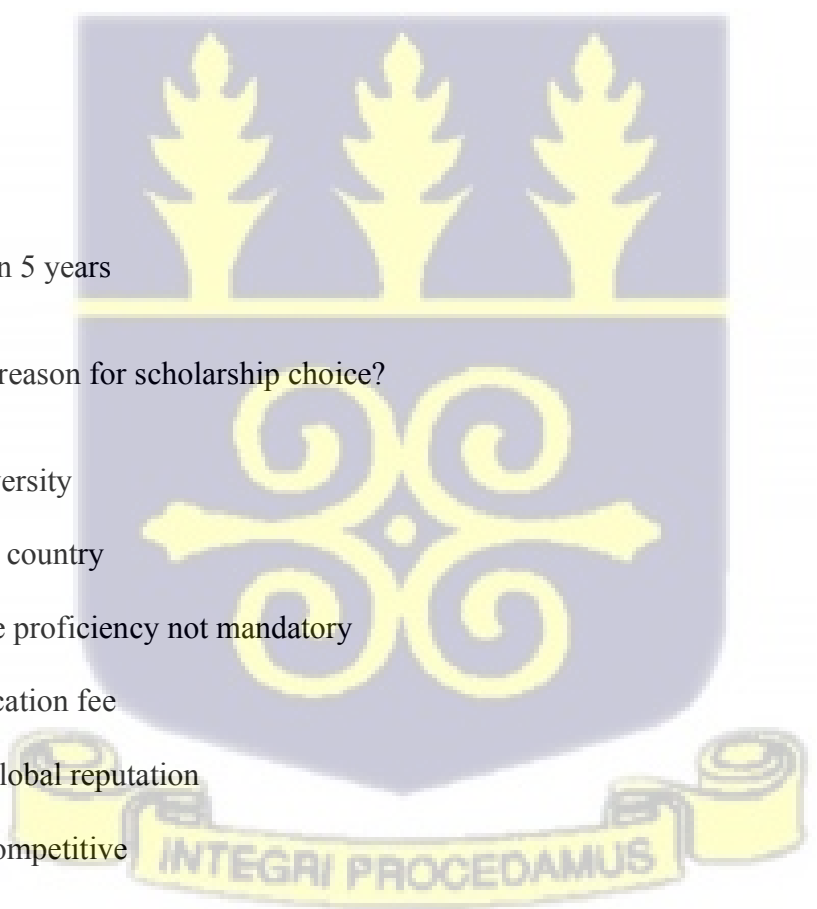
- 2006-2010
- 2011-2015
- 2016-2020
- 2021 to date

7. What was/is the duration of scholarship award

- Less than a year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- More than 5 years

8. What was the reason for scholarship choice?

- Best university
- Preferred country
- Language proficiency not mandatory
- No application fee
- Known global reputation
- Highly competitive



9. What was the criteria for scholarship application.

Mark only one oval.

- Language proficiency
- Based on Talent
- country specific target outlined in the scholarship program advertisement past work experience
- company's field of interest
- Other,(specify):

10. what were some of the challenges you experienced during the application process of scholarship for studying abroad (please provide at least 3)

11. Could you provide possible solutions to the challenges mentioned above (please provide at least 3)

12. Do you plan to continue studying after completing your current programme?

Mark only one oval.

- Yes, a BA in Kenya
- Yes, a BA in a foreign country [name the country]
- Yes, a MA in [my country]
- Yes, a MA in a foreign country
- Yes, a PhD in [my country]

- Yes, a PhD in a foreign country
- Yes, but another program not mentioned here
- No, I don't plan to continue my studies
- I don't know yet

PARTC: Mobility

1. What are your reasons for studying in an outside country. Tick all that apply.

Reason	Yes	No
Experience new culture		
Non-availability of program in Kenya		
High cost of schooling in Kenya due to poverty		
Lack of facilities of program in Kenya		
Lack of universities capacity to admit		

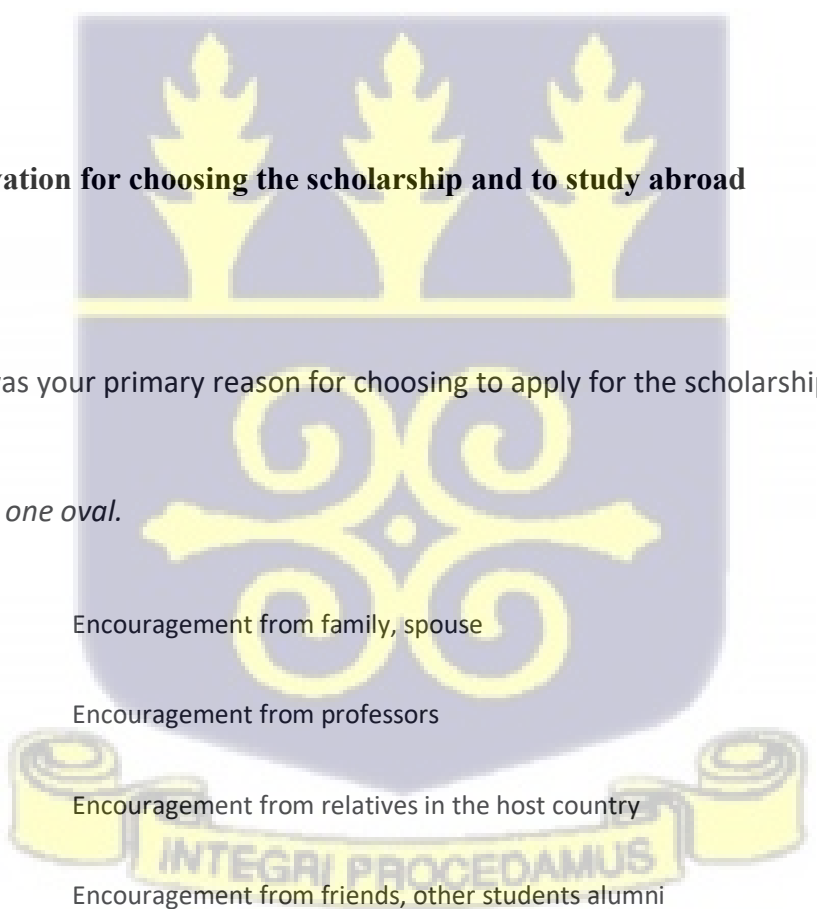
Lak of local scholarship		
Prestige		
Scholarship opportunity abroad		
Exposure and high level Experience		

PART D: Motivation for choosing the scholarship and to study abroad

1. What was your primary reason for choosing to apply for the scholarship? *

Mark only one oval.

- 1. Encouragement from family, spouse
- 2. Encouragement from professors
- 3. Encouragement from relatives in the host country
- 4. Encouragement from friends, other students alumni
- 5. other



2. What factors informed your decision to move out of Kenya (push factors)

Mark only one oval per row.

- | | 1. YES | 2. NO |
|---|-----------------------|-----------------------|
| 1. Limited financial support in home country | <input type="radio"/> | <input type="radio"/> |
| 2. lack of social and educational advancement | <input type="radio"/> | <input type="radio"/> |
| 3. lack of facilities and poor management | <input type="radio"/> | <input type="radio"/> |
| 4. poverty related | <input type="radio"/> | <input type="radio"/> |
| 5. cultural ties | <input type="radio"/> | <input type="radio"/> |
| 6. political forces | <input type="radio"/> | <input type="radio"/> |

3. what factors abroad informed you to study at the destination country (pull factors) *

Mark only one oval per row.

- | | 1. YES | 2. NO |
|--|-----------------------|-----------------------|
| 1. Availability of relatives abroad | <input type="radio"/> | <input type="radio"/> |
| 2. Offering wide range of courses | <input type="radio"/> | <input type="radio"/> |
| 3. Reputation of the university | <input type="radio"/> | <input type="radio"/> |
| 5. Availability of financial aid/scholarship | <input type="radio"/> | <input type="radio"/> |
| 6. Recognition of my previous qualification | <input type="radio"/> | <input type="radio"/> |
| 7. Advanced education system | <input type="radio"/> | <input type="radio"/> |
| 8. Better living conditions | <input type="radio"/> | <input type="radio"/> |
| 9. Promise of well-paying employment opportunities | <input type="radio"/> | <input type="radio"/> |

4. Before scholarship for studying outside the country, did you have any experience on the job market in your home country? * *Mark only one oval.*

- 6. Yes, I had a regular paid job (relevant to my course outside the country)
- 7. Yes, casual minor jobs (not relevant to my course outside the country)
- 8. Yes, was working through vocational training (e.g. apprenticeship)
- 9. No, I had no working experience
- 10. Others (specify) Other:

PART E: Obstacles for studying abroad

1. To what extent are the following aspects an obstacle for scholarship to student mobility?

scale 1=Least Obstacle, 5=most obstacle



Mark only one oval per row.

	1	2	3	4	5
1. Insufficient skills in foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Difficulties in getting information in the host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Problems with accommodation in the host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Separation from partner, child(ren), friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Loss of social benefits (e.g. child allowances, price discounts for students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Expected additional financial burden at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Difficulty to work due to work permit in home country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Presumed low benefit for my studies at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Problems with recognition of results (achieved in foreign country)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Expectations from family back home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Pressure from the grant providers on academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Not wanting to leave the host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other obstacles, (Please specify)

PART F: Social & Economic Impacts

1. How would you Describe your current location

- Returned home
- Still abroad
- Reside in different country
- Returned back home due to lack of opportunities
- Other

2. Intention of returning home

- Yes
- No

3. Intention of re-emigration

- Yes
- No

4. What are some of some of the social impacts of studying abroad through scholarship.

Strengthened commitment

Enhanced leadership and professional life

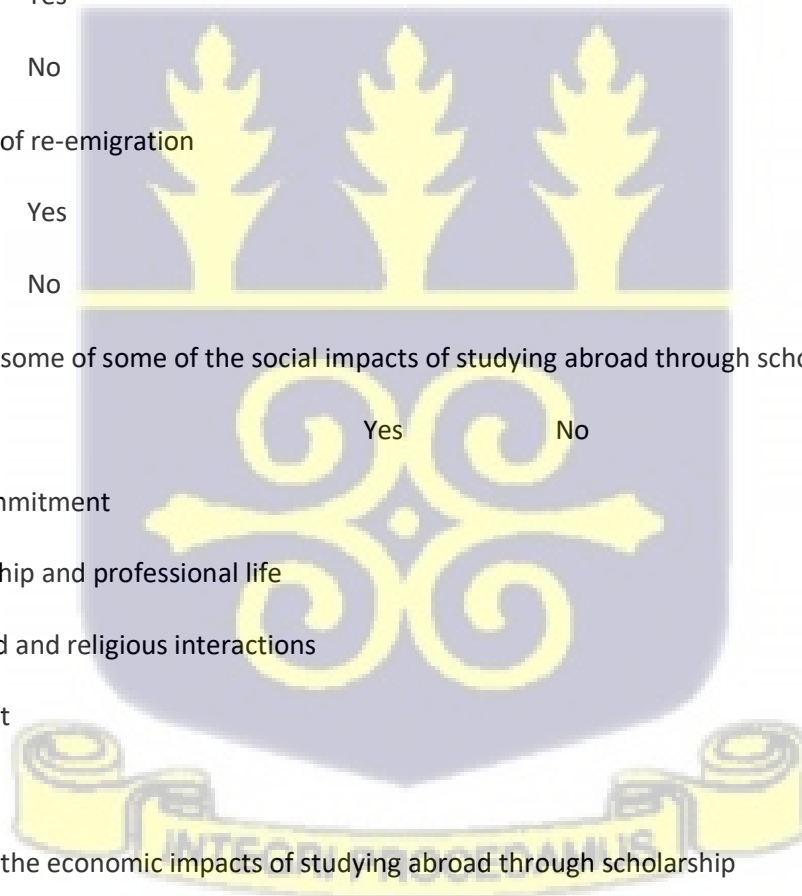
Increased cultured and religious interactions

Family attachment

Global learning

5. What are the economic impacts of studying abroad through scholarship

Increased earnings



Yes No

Yes No

Leverage on tuition fees

Effect on salaries

Increased financial freedom

Leverage on transportation and accommodation costs

Increased employment potential

THANK YOU SO MUCH FOR YOUR TIME AND SINCERE RESPONSE



Appendix 2: Interview Guide

Research topic: Social-economic impacts of scholarship on Sstudent mobility, case of Kenyan students studying abroad

Place of interviewof Interview.....

InterviewerConsentName of Respondent (optional)

Current Location OccupationEducation background Masters country where you studied under scholarship Course Year.

Time started.....Time ended.....

Good morning/afternoon/evening, My name is Linda Akoth Juma. I am a student at the centre for migration studies at the University of Ghana, Legon. I am currently working on my MA thesis research with the topic “assessing the impacts of scholarship on student mobility in Kenya”. The objective of the research is to provide empirical knowledge of the socio-economic impacts of scholarship on the mobility of students. Be assured that your response will only be used to achieve the objective of the study. Your participation in this study is voluntary and the information you provide will be completely anonymous and be treated with confidentiality.

Scholarship program

1. Briefly describe the scholarship program you were awarded, the name, who funds it, when you were awarded, where you heard about the scholarship, why you chose it instead of others?
2. what are the challenges you faced during the scholarship application process? -name issues.
3. where and to whom did you report the challenges or disputes during the scholarship and who assisted in resolving them?
4. what would you suggest as to how you overcame the challenges and any possible solutions if any?
5. Do you plan to continue studying in Kenya or outside? (Probe for which study, where, and why?)

Student mobility

4. What attracted you to choose the country of your study instead of other countries?
5. What were the migratory preparatory processes needed for obtaining travel documents, visa applications, accommodation among others? Briefly explain
6. What are the challenges you experienced as a scholarship beneficiary during the migration process? Probe for the kind of challenges
7. Where and to whom did you report the challenges or disputes during the migration process and who assisted in resolving them?
8. What would you suggest as to how you overcame the challenges and any possible solutions if any?

Socio-economic impacts

9. Please describe your relationship with, Kenyan students in the same scholarship program, non-Kenyan students, scholarship providers?
10. Briefly describe the financial package of the scholarship program, what does the scholarship entail?
11. What would you say are the benefits that you acquired from your scholarship?
12. Did you have any paid work during the scholarship program? Why?

13. Do you plan to return home? Probe for reasons?

14. Do you plan to re-emigrate? Where? When and why?

15. Any final comment from you?

Thank you for your participation.

