

UNIVERSITY OF GHANA
CENTRE FOR MIGRATION STUDIES
FOREIGN STUDENTS MOBILITY TO GHANA:
MOTIVATIONS AND IMPLICATIONS

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DECLARATION

I, Akua Korang Frempong, hereby declare that this dissertation is my own work and all the pieces of information used from other peoples' work in this study have been duly acknowledged. I also affirm that this dissertation has not been partially or wholly submitted to any institution for the award of any degree.



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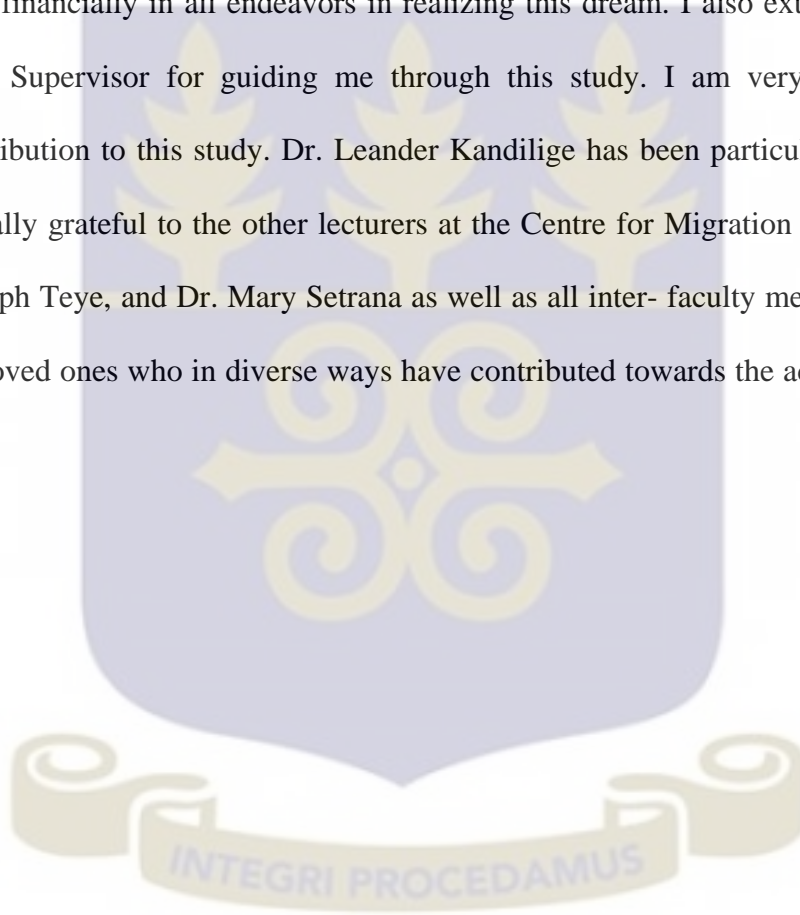
DEDICATION

This dissertation is dedicated to the Almighty God who is the Author and Finisher of my faith. He authored my Master's Degree programme and He alone finished it. Barima Osei Opoku, my Motivator and my world, this work is also dedicated to you, I am extremely grateful. But for you, I do not know what would have happened to me and you know it. May God richly bless you.



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ABSTRACT

Education is increasingly seen by governments as a major contributor to national wealth and economic development. Foreign students undertaking studies in a country other than their own is on the increase and has become a dominant phenomenon. Significant numbers of studies focus on the movement of foreign students from developing and emerging economies into developed ones. This study, however, examines the reasons and factors that influence foreign students' mobility from developed and emerging economies to Ghana for studies, with the University of Ghana as a case study. The data collection process was performed using mixed methods. My study finds that among others, programme and duration of study constitute the major motivating factors for foreign students selecting Ghana as a destination of choice. This refers to a situation whereby different methodologies that is both qualitative and quantitative are integrated in the same research

In addition, peace and stability in the country and Ghana's rich cultural heritage are cited by foreign students as pull factors in their migration decision making processes.

Among others, the study concludes that opportunities for cross-cultural exchanges shape the migration trajectories of the foreign students more than their perception of the level of socio-economic development of the destination country. While the majority of the literature has provided a lens on the benefits of study abroad from the student perspective, international competition between countries for foreign students has become increasingly important to gain a better understanding of the factors that influence foreign students' decision on study destination.

Invariably, this literature examines the internationalization and globalization of higher education with the associated patterns and trends, the existing evidence of foreign student mobility across international borders with specific focus on Ghana and the determinants of such movements.

In light of this, the University of Ghana might need to consider the recommended actions and practical implications to formulate their marketing strategy to meet the target students more effectively. Overall, this study contributes to improve the understanding of the various factors that underpin students' decision with regards to choosing a study destination.

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

Migration could be described as a permanent or semi permanent change in residence. It is made up of categories of migrants including students, temporary workers, asylum seekers as well as permanent settlers with the intention of short or long term settlement. Migration as a phenomenon is characterized by varying degrees of selectivity. According to Ravenstein's (1889) law on migration, most people who migrate are adults but young people are more likely to undertake international migration than the elderly. Each year, young people over the world travel across international borders for different reasons namely tourism, education, adventure, family reunifications and job opportunities. This is evident in the yearly outflow of students mainly from developing countries to developed countries for studies.

However there are counter streams of students moving from developed countries to developing ones. Education and cultural exchange programmes are avenues by which most foreign students take the opportunity to travel abroad. According to Odeh (2002), migration has contributed and shaped the nature of both receiving and places of origin more than any other phenomenon in human geography. Mobility can be classified into voluntary and involuntary or forced mobility. Voluntary mobility involves the movement of people across borders under deliberate circumstances for the purposes of adventure and seeking for opportunities or for experiencing cultural diversity, On the other hand, forced mobility occurs under very stressful conditions such as conflicts, natural disasters such as famine, tsunamis, flooding or even political instability at origin countries. Both forms of mobility have great impact on foreign students' mobility.

Decades before the exposure to western influence, movements were characterized by hunting and gathering and the search for lands for safety and settlement during war times (Awumbilla et al., 2011). International migration flows have however increased over the past five decades (Castles, de Haas, and Miller, 2014). This increase could be due to current trends of globalization, increase in asymmetric development systems and wage differentials that encourage more people, particularly labour migrants from developing countries to cross borders in search of greener pastures for better standard of living (de Haas, 2014). The volume of international migrants has consistently gone up, from about 175 million in 2000 to about 232 million in 2013 (UNDESA, 2014). Previously, women lacked the autonomy to migrate independently and were only seen as accompanying their spouses but in recent times, women migrate independently for education and also as economic migrants. This therefore confirms the assertion made by (Castles and Miller, 2009) that International migration has accelerated, globalized, feminized, diversified and increasingly politicized. Currently, more than 300 million people, or 3 percent of the world population, live outside their home countries which is the fifth largest continent in the world.

West Africa has a long history of population mobility, both regionally and internationally (Awumbila et al., 2013). Linked with factors as diverse as long-distance trade, the search for pasture, urbanization and the growth of administrative centres, the demands of mining, industrial production and plantation agriculture, armed conflict, land degradation, drought and rural poverty migration has played a major part in shaping settlement patterns in the region (DFID, 2004 as cited in Yaro, 2013). Census based estimates by the United Nations Population Division suggest that West Africa has the largest absolute international immigrant stock (based on place

of birth data) in Africa(International Migration and Report, 2013). Also, sub-Saharan Africa is a geographical location where migration stocks relative to the total population have been increasing over the past few decades (de Haas, 2007). Studies have shown that the growth of population in towns and cities in Ghana, Ivory Coast and Nigeria is largely the result of migration (Hugo, 1978; Lattes, 1984). Recently, movements across national borders within West Africa have been facilitated by the ECOWAS Protocol on free movement and establishment. These movements raise new issues, and ultimately have consequences, implications and challenges for development in the sub region. The dream of most people from the sub-region migrating to Europe and America coupled with the notion of better and improved standard of living are aspirations, which usually result in wealth for the entire family (Cortenraad, 2009).

Ghana is located in West Africa and shares boundaries with three countries, Cote D'Ivoire to the West, Burkina Faso to the North and Togo to the East. Up to the late 1960s, as result of relative economic prosperity, Ghana had become the destination for many migrants from neighbouring West African countries, as the development of gold mines and cocoa farms in the southern regions attracted mostly migrants from other British and the French colonies, resulting in a net migration (Awumbilla et al., 2011). As at 2011, Ghana's population was 23,912,079 (Ass, 2011). It has a land area of 238,537 Square Kilometers and is administratively divided into 10 regions and 170 districts (Awumbilla et al., 2011). Ghana has had a long history of migration. Initially, much of the migration was within the borders of the country which involved people of different ethnic groups mostly in search of security during war periods and new lands safe for settlement and fertile for farming (Awumbilla et al., 2011). Despite the dominance of internal migration in the early period, international migration later became popular mostly among students who migrated to the United Kingdom partly as a result of colonial ties (Anarfi et al.,2000; 2003) and

also to other English speaking countries such as Canada and America (Owusu, 2000). It is estimated that, as at 2010 there were about 289,461 Ghanaian migrants spread across the Organization for Economic Co-operation and Development (OECD) countries (Manuh, 2010), and the numbers to other parts of the West Africa such as Nigeria and Cote D'Ivoire also keep rising (Awumbila et al., 2013).

1.1 Statement of the Problem

While statistics exist on the volume of foreign students from developing countries to developed ones, very limited empirical research has been conducted on the motivations behind movements from developed countries to developing countries and their implications for the destination countries. Existing research shows that Nigeria, Sierra-Leone and Liberia are the three major English-speaking study destinations (Akyeampong, 2000 and Allen, 2009), especially in higher education. A few researchers from these countries have conducted some research into students and the Universities' marketing perspectives (Van hoof and Verbeeten, 2005). However, these few studies do not examine foreign students' motivations for selecting developing country destinations, their perceptions about the quality of education or the possible implications for the destination countries. In order to address this, it is crucial for the higher education institutions in developing countries to understand the factors that influence foreign students' decision making process and their migration experiences as well as ways in which host institutions could derive net benefits from their presence. This study attempts to contribute to filling these research gaps.

The number of foreign students who visit Ghana to study is perceived to be increasing over the past years. There have been perceived positive impacts on the economic, social and cultural sectors of Ghana, even though little empirical research has been conducted to test these

propositions. This study seeks to add to the limited literature on foreign students' mobility to Ghana (Moore and Landau, 1998; Dolphyne, 1996) with a specific focus on their motivations for choosing Ghana and their migration experiences in Ghana as well as the effects of their presence on Ghana.

1.2 Objectives of the Study

The general objective of the study was to examine the emerging trends, patterns and dynamics of student mobility from developed and developing countries to Ghana and the implications on Ghana as a host country to foreign students.

The specific objectives are

1. To describe the demographic characteristics of the foreign students in University of Ghana.
2. To describe the motivations of foreign students for choosing Ghana as a destination for their studies.
3. To find out if the motivations of the students are based on recommendations of former foreign students or friends.
4. To find out whether foreign students would recommend studying in the University of Ghana to other students.
5. To examine foreign students' perception of the cost of education in University of Ghana.
6. To investigate whether the expectations and perceptions of foreign students during the period of their studies in Ghana are met.

1.3. Research Questions

The research questions that this study addresses are:

1. What are the motivating factors that inform foreign students' decisions to study in Ghana?
2. What shapes the motivations of foreign students to choose the university of Ghana?
3. In what ways does the University of Ghana meet the expectations and perceptions of foreign students?
4. How is Ghana affected by the presence of foreign students?
5. What are the policy implications of increasing mobility of foreign students to developing country destinations?

1.4 .Definition of Concepts

Foreign Student: A student who is not a resident of his or her country of study or who received his or her prior education in another country (OECD and Eurostat, 2011).

Student Mobility: An internationally mobile student is a student who has crossed a national or territorial border for the purpose of education and is now enrolled outside his or her country of origin (OECD, 2011). In general terms, a mobile student can be defined as a student who has crossed a national border for the purpose of study.

International Education: The Organization for Economic Co-Operation and Development (OECD) defines international education as the “situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders” (OECD, 2004 Pg 42).

Degree/Diploma Mobility: Is where the entire study is done abroad whilst short/long term mobility is where only a part of the programme is done abroad (Rodriguez, 2012).

1.5. The Scope of the Study

The study is focused on all foreign students who have travelled from their various countries particularly those from developed countries and are studying in the University of Ghana for the award of first or higher degree in any academic discipline or field in Ghana. The study looks at their reasons for choosing Ghana as a destination country for their higher education. It also focuses on the socio-demographic characteristics of the students, their migration experiences and perceptions and expectations. Geographically, the study covers the University of Ghana, which is in Accra, the capital of Ghana.

1.6. Significance and Justification of study

Even though most Africans are highly mobile and a significant proportion tends to migrate to developed countries outside the continent, intra-regional migration constitutes the majority of movements (Awumbila et al., 2013). In addition, the existing literature mostly captures movement of Africans to developed countries for higher education and other purposes whilst neglecting a new trend of North-South migration and intra-regional movement for higher education. In recent times, there has been an increase in the number of foreign students studying in Ghana, particularly the University of Ghana. Given the rise foreign students numbers, this study explores, from the students' own perspective the factors that influence their decision to study in a developing country context. The study aims at adding to the limited literature available on international students' decision to study in African countries. Researchers such as Moore and

Landau (1998) and Dolphyne (1996) have conducted some research into foreign students' experiences and this study is complementing their work by comparing the motivating factors in the case of African and non-African international students. This comparative approach is probably one of the innovations introduced by this study. This approach allows for an examination of the similarities and differences in foreign students reasons, motivations, and experiences of migration as well as perceptions of studying in Ghana, depending on whether they are African or Non-African.

1.7. Organization of the study

The dissertation consists of five chapters. Chapter one presents the introduction and the background to the study, the statement of the problem and the study objectives. The research questions, scope and justification of the study are also discussed. Chapter Two reviews related literature and the theoretical framework of the study on student mobility worldwide. Chapter three explains the methodology of the study providing details on the method of data collection, procedure for sampling and analysis of data collected. Chapter Four presents the results and analysis of data collected. In Chapter Five, it contains the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2. 0. Introduction

This chapter presents a review of the relevant literature related to the study. Sources of Literature for this study comprise a wide range of scholarly works made up of journal articles and books, grey literature and online data sets. Several researchers have studied mobility of foreign students from various theoretical points and perspectives, mostly within the global North context. In spite of all the publications by varying scholars, suggestions have been made by Kell and Vogl (2008:21) that the number of theories available to conceptualize international education and cross border mobility of foreign students is inadequate to tackle the various dynamics that are emerging in the study of international higher education. This chapter focuses on foreign students' mobility to Ghana, situated within two main theoretical frameworks. These include the Social Networks Theory and the Migration Systems Theory.

2.1. Foreign Student Mobility and Migration Issues

In recent times, a lot of importance has been placed by many governments on international higher education and its potential to lead to positive effects on receiving countries.

The contemporary fascination with exploiting the recruitment of foreign students as a means of boosting government revenues has some historical antecedents. The study abroad in higher education institutions began to be promoted through the Fulbright-Hays Programme, which commenced in 1946. During the 1960s and 1970s, there was a significant shift in the purpose of study abroad. The numbers of foreign students have risen at a significant rate all over the world. In 2004 there were 2,455,250 internationally mobile students in tertiary education. (UNESCO

2006), about 70% were studying in North America and Western Europe and they were about 572,509, mainly originating from Eastern Asia and the Pacific region, in Western Europe 1,132,226, and in Central and Eastern Europe 168,015. In Europe the major receiving countries were the UK (300,056), Germany (260,314), and France (237,587). It is difficult to compare foreign student flows towards the United States and Europe since most of the European flows took place between European countries. The number of foreign students in Organization for Economic Co-operation and Development (OECD) countries for instance, stood at 3.7 million as at 2007 (OECD Report, 2011). According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), there were 2,455,250 students studying in a country other than their own in 2004. The Organisation for Economic Co-operation and Development (OECD) claims, however, that more than 2.7 million students were enrolled in higher education outside their country of citizenship in 2005 representing a 5% increase in the reported foreign student intake total. From the period 1975 to 2005, at world level, the number of tertiary education students abroad increased fourfold from 0.61 million to 2.73 million, following the trend in the internationalization of economies and globalization of culture (OECD 2007). Various international organizations have tried to estimate the trend for the next decades and it is foreseen that in the period 2020, the number of foreign students will reach 6.7 million.

In order to facilitate the comparability of international data, OECD together with EUROSTAT and UNESCO has revised the tools for collecting statistical data on student mobility. According to the adopted definition, the expression 'foreign students' indicates those students who have crossed borders expressly with the intention to study. Indeed, 33 percent of the foreign students in some European countries are long-term or permanent residents, and for this reason, it is often

especially difficult to accurately determine mobility with the European Union (International Migration Report 2013).

The internationalization and globalization of education systems encourages the international mobility of students. Tremblay (2005) argues that foreign students move to increase their cultural, linguistic, and social skills as well as to obtain a qualification. The international mobility is affected, however, also by the active policies of attraction of the receiving countries and by the non-retaining policies of the origin countries. Many OECD countries have, indeed, a shortage of highly skilled workers and use their education systems to attract young talents (OECD, 1997). Immigration policies are often such that, beginning with the status of student, it is then easier to stay as a worker. The countries of origin, sometimes, send young people abroad in the hope they return with new knowledge. Often this reflects the awareness of an inadequate domestic supply of education (Tremblay, 2005).

Allen (2010) conducted a research into the goals and motives for undertaking studies abroad among American students and the factors that shape the individual experiences of these students. Findings of the study, for instance, show that in spite of the similarities in the background of two American students she studied, their motivations for learning French and participating in study abroad were entirely different. These differences in their motives for learning French and their goals of undertaking study abroad helped to shape their individual experiences.

Frisch (1990) argues that students who participate in international education often exhibit greater maturity than their counterparts who do not participate in international education. Anderson (1990) asserts that this phenomenon of higher maturity is not totally strange considering the age grouping and maturity level of most students who participate in international education.

According to Roberts (1998), maturity emanates from a newfound recognition of how foreign students' cultural values and norms differ from those of their host societies.

Furthermore, Van Hoof and Verbeeten (2005) also conducted specific research into students' opinions about international education. Their study investigated students' expectations, perceptions and motivations with regards to their decision to undertake study abroad, why students choose particular institutions for international education, how they rate their home institutions, and their general opinions about the importance of international education. Their study concluded that opinions were varied among students with different demographic characteristics.

The benefits of student mobility extend beyond the destination country. Student mobility is seen as an instrument for the individual development of the student migrant but also useful to the economy and society of both sending and receiving countries (Adepoju, 2010). It is believed to contribute to human development and to enhance competencies in fields like inter-cultural understanding, language, business, finance and science. These have contributed to employability in an international labour market (Rodrigues, 2012).

2.2 Emerging Countries for Foreign Education.

The United States, Australia, the United Kingdom have always been the three main destinations for foreign students in the past, particularly those from developing countries. (Verbik and Lasonowski, 2007). Japan, Canada and New Zealand are evolving countries that are attracting significant numbers of foreign students. These three countries, the United States, Australia and the United Kingdom represent about 13 percent of the foreign students' population and this

translates into approximately 327,000 of the 2.7 million who migrate for the purposes of higher education (Verbik and Lasonowski, 2007:70). France, Germany, United Kingdom, and the United States alone receive more than 50% of all foreign students worldwide. At the same time, students from France, Germany, Japan, and Korea represented the largest number from OECD Countries. However, in recent times, China, India, Korea, Russia, Malaysia and Singapore have been identified as emerging source markets for international education which have a combined share of 12 percent of the global student market, with somewhere between 250,000 and 300,000 students having decided to pursue higher education studies in these countries. Students from China and India represented the largest number from newly developed countries. There has been active and strategic measures taken by these countries to recruit overseas students and all of them have increased their competitiveness in an increasing global market. Students particularly from Asia are the majority, with all these countries sourcing students from neighbouring regional nations. With regards to the linguistic and socio-cultural similarities between Malaysia, Singapore and China, there are considerable numbers of students moving from one to the other. Within the past decade, most of these receiving countries have allocated substantial financial and human resources towards the development of the 'world class' higher education, and this is one of the main reasons why they have become contenders in the global student market. Nevertheless, investment in their national higher education systems is a crucial development in their competitiveness, and changing mobility patterns suggest that they might have well succeeded in establishing a broader portfolio of source countries and students (Verbik and Lasonowski, 2007). Again the increase and rapid use of English as an official language in many countries is contributing to their growing popularity as an overseas student destination. Language may have been a 'mobility barrier' in the past especially to Asian

countries but the adoption of English as a language of instruction in a range of programmes seems to be enabling Malaysia and China to substantially widen, and Singapore to strengthen, their recruitment pools so as to compete on equal or higher terms (Verbik and Lasonowski, 2007). Tuition fees and living cost are much lower than those in the United States, the United Kingdom and Australia, and the comparatively low cost of higher education is an attractive feature. In terms of investment of resources in the development and implementation of international higher education initiatives including recruitment, Malaysia, Singapore and China are rapidly emerging as contenders in the global student market. At the moment, whilst neither Malaysia nor Singapore nor even China can seriously compete with the established English – language destinations, as the cost of education becomes increasingly significant, it is likely to be only a matter of time when they will start to challenge at least the non-elite institutions in the competitor countries (Verbik and Lasonowski, 2007). Relatively these emerging countries sent less number of students to University of Ghana in the 2007/2008 academic year. Among the list of foreign students in that academic year were ‘Ghanaian’ but born abroad students who enrolled as foreign students. These students, as earlier stated are foreign born students with Ghanaian backgrounds, thus these students have one or either parents coming from Ghana. For such students, the University considers them as foreign students. This accounts for Ghanaian, but foreign as being part of these emerging countries to University of Ghana. With the exception of the Equatorial Guinea which had a total of twenty students who were on a special English proficiency programme, students from these emerging countries to University of Ghana were less than ten (University of Ghana Annual Report, 2008:309).

According to Adepaju (2010), some reasons for the changes in mobility patterns include higher costs associated with overseas study, increased competition in the market and enhanced opportunities in the home countries of many students. Shortage of highly skilled professionals highlights the importance of attracting foreign students especially to Europe (ibid). Nevertheless, it is about time scholars paid more attention into student mobility from developed countries to the African continent with the growing importance of intra-regional migration particularly to Africa.

2.3. Globalization and Internationalization of Higher Education

The number of investigations into the processes that influence foreign students' decision for higher education abroad has increased due to globalization and a rising competition in the higher education sector (Petruzzellis & Romanazzi, 2010). As a result of this, marketing activities in higher education has increased. In other words, from being a sector where marketing was nearly non-existent, higher education has transformed into a highly marketised sector (Soutar and Turner, 2002).

Scott (2000) argues that globalization and internationalization are different and opposed. Internationalization emphasis strategic relationships; internationalization in higher education includes recruitment of international students, staff exchanges and collaboration between Universities worldwide. The Structural Adjustment Programme and its deregulation in the 1980s in developing countries around the world led to a reduction in the expenditure of governments on public educational institutions especially, those of higher education because of a shift in public policy on higher education there by making the private sector becoming a major player in the

establishment of colleges and Universities in developed and developing countries across the globe (Varghese, 2004). These resulted in cross- border movements for higher education (Varghese, 2004). Internalization of education refers to the impartation of skills, values and knowledge in order to develop a human capital of global appeal and application (Varghese 2004). This means that the curricula must become cross national and intercultural in nature (ibid). According to Varghese (2004), the internalization of higher education also means students do not have to cross national borders in order to acquire certain education and skills. This therefore serves as opportunity for domestic Universities to change the orientation of their academic programmes without the interventions of foreign providers of higher education in domestic countries (Knight, 2003).

Globalization of higher education refers to the process of introducing a multi-cultural outlook in higher education to suit the demands of a global labour market which is centered on knowledge production (Varghese, 2004). Again Varghese argues that the best visible example of globalization of higher education is cross-border education. This means a movement of students, lecturers, teachers and academic structures across national borders. Further explanation of globalization means the movement of students across national borders has become a demand driven activity, which involves several providers who are attracting thousands of students, who can afford to buy the services of these providers at an international price (Varghese, 2004). The results of globalization include the integration of research, the use of English as the lingua franca for scientific communication, the growing international labour market for scholars and scientist, the growth of communications firms and of multinational and technology publishing. Globalization in higher education also involves identification of national cultures, the impact of

Information Technology towards standardization of teaching and emergence of global research networks and culture (Scott, 2000).

Information technology facilitates communication, permits efficient storage, selection and dissemination of knowledge and allows providers to offer academic programmes through electronic resources (Altbach and Knight, 2007). Internationalization of education is intended to address increase in border crossing. On the other hand, globalization shows that national borders and systems of higher education have almost disappeared (Teichler, 2004). Globalization also reflects the global competitiveness processes and intensified collaboration.

The globalization and internationalization of higher education has led to the implementation of a business theory into a higher education context. Chapman (1986) was amongst the first to apply consumer behaviour theory to education by suggesting that students and their parents go through a few stages and eventually select an institution or subject of study. These stages include pre-search behaviour, search behaviour, application stage, choice decision and registration. The first stage, pre-search behaviour is when students are in their early thoughts about their future. In search behaviour stage, students' shortlist the potential study destination, institutes and courses. Then, they submit their applications to selected institutions in the application stage. Choice decision occurs when students accept an offer, depending on the number of offers received. Finally, during the registration stage, students reflect the right decision to register with the course and may conclude that it is a wrong decision and turn down offer (Chapman, 1986).

2.4 Reasons for Students' Migration

Human migration has long been considered an important element of population dynamics which can have significant consequences on both areas of origin and destination. According to Oderth

(2002) migration has shaped the nature of both receiving and places of origin more than any other phenomenon in human geography. The theoretical explanations of migration are based on the reasons for migration or why people migrate. The World Bank report in 2006 assessed the determinants of migration and concluded that there is a positive relationship between migration flow and the quality of lives of the people on the sending country (World Bank, 2006). There are various reasons why people travel. Some travel for pleasure, as a way of developing contacts with people from other parts of the world, the purpose of acquiring specialized knowledge but most importantly most people travel for economic purposes to better their lives. Adepoju (2007) also discusses factors such as unstable political environment, environmental degradation, rapid growth leading to a growth in the labour force, poverty as major factors that promote migration in Africa. The rapid growth in population coupled with limited resources and opportunities, migration becomes the last resort for most people especially the youth from developing countries. Poverty has also promoted the movement of people as an option for survival. Remittances sent by migrants to left- behind families are an important aspect of modern societies and has served as a main motivation for people to migrate abroad. Funding is an important aspect of international student mobility. Countries such as Canada, Russia, Norway, Japan, Finland and South Africa have offered fully and partially funded programmes opportunities to many foreign students across the world inducing students to travel when there are more scholarship opportunities available. Current trends in migration have been shaped by modernity and the quest for distinction, promotion and acquisition of degrees from renowned institutions in the world (World Bank, 2011). These have become new and emerging reasons why people undertake international education in a foreign country.

2.5. Conceptualizing International Student Mobility and Motivation

This study is guided by the Social Networks and Migration Systems theories. These theories help explain how foreign students are motivated to migrate to other countries and the various actors that participate in the migration decision making processes. The feedback loops that facilitate the flow of information from destination countries to origin ones are better appreciated through Mabogunje's (1970) Migration Systems Theory.

2.6. Social Networks among Transnational Migrants

Massey et al (1993) defined as network as a set of interpersonal ties that connect migrant, former migrants and non- migrants. Social networks are shown to encourage migration because most migrants move to countries where they have friends or family already established, forming what are often referred to as transnational migration networks. These contribute to the migration process in three main ways.

Firstly, they provide information, often taking advantage of the new communications channels. Secondly, they help to finance trips by lending would-be migrants money. Finally, they have also been shown to play a crucial role in helping new migrants to settle, especially by providing an initial place to stay. It has been argued that one of the main reasons why migration is increasing today is perpetuating cycle of these migration networks. The expansion of migration means that more people than ever before have friends or family already living abroad, and the changing pattern of migration means that more often than previously these networks link would-be migrants in poor countries with potential destinations in richer countries.

The evolution of social networks can be regarded as the outcome of purposive social action taken by self-interested individuals (Carlsson and Sandstorm, 2008) to either maintain or procure resources such as information, knowledge, money or legitimacy (Hanf and Scarf, 1978 cited in Carlsson and Sandstorm 2008). According to Coleman (1990), in social networks, actors are constrained by their existing resources and driven to maximize their interest and interact with each other. Thus, networking involves a series of interactions among actors in which a transaction of resources takes place (Lin, 2001). Those with whom people interact regularly are their social network partners (Salaff, 2003). Migration reproduces existing social ties and shapes new ones (Salaff, 2003). This assertion was summed up by Boyd (1989), who argued that networks connect migrants across time and space and that “once began, migration flows often become self-sustaining, reflecting the establishment of networks of information, assistance and obligations which develop between migrants in the host society and friends and relatives in the sending area. These networks link populations in origin and receiving countries and ensure that movements are not necessarily limited in time, unidirectional or permanent” (Boyd, 1989: 63 cited in Vertovec, 2002).

For migrants, social networks are very important for finding accommodation and jobs, as well as psychological support and continuous social and economic information. Furthermore, social networks often guide immigrants into or through specific places and occupations (Vertovec, 2002). Local labour market can become linked through specific networks of interpersonal and organizational ties surrounding migrants (Poros, 2001). For example, such process and patterns of network-conditioned migration were extensively examined in nineteen Mexican communities and confirmed by Massey, Goldring and Durand (1994).

Indeed, Portes and Bach (1995) propose that migration itself “can be conceptualized as a process of network building, which depends on and, in turn, reinforces social relationships across space”. Thus migration is a process that both depends on, and creates, social networks (Vertovec, 2002).

2.7. Social Networks and Student Mobility

In context of student mobility, it is widely recognized that social networks amongst transnational students serve as the medium through which information such as quality of education, cost accommodation and availability of facilities are communicated among students across national borders (Altbach and Knight, 2007). Institutional networks play a very important role in facilitating cross-border education. According to Altbach and Knight (2007), these institutional networks provide accreditation to their members to indicate improvement in the provision of quality education. Influences and recommendations from family members, relatives, friends and professors also play an important role in a student’s decision-making process for Higher Education (Chen, 2007; Chen & Zimitat, 2006). Again, Mazzarol and Soutar’s (2002) suggested that personal recommendations or word-of-mouth referrals of former alumni are main influences. Even though the final decision to study abroad is mainly decided by students themselves, their family members, relatives and friends influence them significantly by providing information and suggestions. (Mazzarol & Soutar, 2002).

Pimpa (2003) indicated that the influence of family on the Thai students differed depending on the level of education they planned to study. He further expanded this to five categories which include finance, information, expectations, competition and persuasion. Financial and expectations influences were the strongest among Thai students. Mazzarol and Soutar’s (2002)

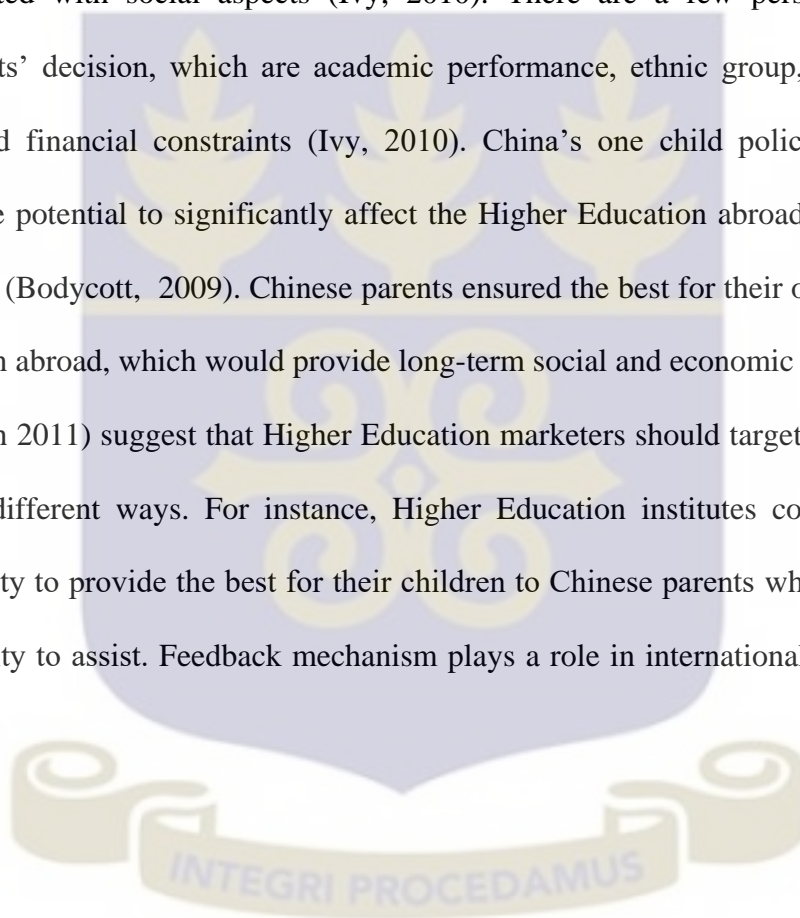
also highlighted the strong parental influence on undergraduate students when deciding on a study destination. Also, the social networks help students to re-integrate in their countries of origin when they return.

2.7. Feedbacks, Migration Systems and International Student Mobility

A migration system refers to a set of places linked by streams and counter streams of flows of people, services, goods and information which have a tendency to promote further and future movements of people between the places (Mabogunje,1970). Migration systems theory has largely been shaped by feedback mechanisms, a phenomenon that deals with the flow of information from a destination to an origin that may alter the social construct of both sending and receiving places depending on the type of message sent. In Mabogunje's work on rural-urban migration as explained in the framework of the migration system theory, he emphasized that positive information on migrant's reception and status of well being at destination as transmitted through feedbacks to the place of origin has the tendency to perpetuate further migration which may lead to a structured form of migration of people from a particular city and village to particular cities. In his analysis, the significant role of information flow (feedbacks) in the migration system cannot be underestimated since it is necessary in encouraging more flows. On the other hand, negative feedbacks from the destination also have the tendency to reduce the flow of people from the destination as well as reduce the flow of people from the origin or a change in the pattern of flow.

According to Fawcett (1980) and Kritz et al. (1992) have expanded the concept of migration systems theory beyond the framework or context of the continent into an international migration systems framework that consists of places within various countries that are linked by cost and

flow of people, data, information goods and services. Ivy (2010) suggests that migration system plays an important role in the motivation of students to go to University depending on their ethnic origin. For example, African and Asian Pakistani students are strongly influenced by their family in selecting Higher Education abroad. On the other hand, Afro-Caribbean students' motivation display a stronger association with their career and Asian Indian students are more strongly associated with social aspects (Ivy, 2010). There are a few personal factors that influence students' decision, which are academic performance, ethnic group, gender, parental involvement, and financial constraints (Ivy, 2010). China's one child policy and Confucian heritage have the potential to significantly affect the Higher Education abroad decision making of their children. (Bodycott, 2009). Chinese parents ensured the best for their only child through Higher Education abroad, which would provide long-term social and economic benefits in return. (Lee and Morrish 2011) suggest that Higher Education marketers should target Chinese students and parents in different ways. For instance, Higher Education institutes could highlight the institution's ability to provide the best for their children to Chinese parents while emphasize the institution's ability to assist. Feedback mechanism plays a role in international student mobility to Ghana.



CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0. Introduction

This chapter is on the target group, the methods used in data collection, the sampling technique and the procedure used for data analysis. The methodology therefore, presents how the research was conducted and the actual techniques adopted in the data collection as process (Bryman, 2012).

3.1. Methodological Consideration

Notwithstanding the positive aspects of using mixed methods, I am aware of the apparent inconsistencies or incompatible epistemological and ontological stance of quantitative methods vis-a-vis qualitative methods. However, over time a number of social science researchers (Mohan, 2006; Walton-Roberts, 2004; Mitchell, 1987) have increasingly adopted mixed methods in single research projects. The two techniques or methods rely on different paradigms in their world-view and seem to be at odds with each other on the issue of what we should or can do with social research. The question of what is (or should be) regarded as acceptable knowledge in a discipline (epistemological issues) seems irreconcilable from the standpoint of the two perspectives. Whereas quantitative methods are based on Positivism which is an epistemological position that advocates the application of the methods of natural sciences to the study of social reality and beyond (Bryman, 2004:12) and perceives knowledge about the social world as gained by observation and the recording of social facts, qualitative methods are based on Interpretivism. Interpretivism, in many ways, serves as an alternative to the long-standing positivist orthodoxy

by requiring a distinction between people and the objects of natural sciences and, therefore, mandating social scientists to seek the subjective meaning of social action. Knowledge, according to the qualitative tradition is, therefore, based on interpreting this subjective meaning of social action. Interpretivism's intellectual heritage includes: Weber's notion of Verstehen, the hermeneutic-phenomenological tradition and symbolic interactionism (Bryman, 2004:13). In addition, in terms of their assumptions about the nature of reality (ontological considerations), the qualitative approach perceives the world as being socially constructed (Constructivism) whilst the quantitative approach assumes a world that is out there to be measured objectively (Objectivism). Finally, in terms of the core disposition to the role of theory in relation to research, quantitative techniques are deductive (the testing of theory) whilst qualitative techniques are inductive (the generation of theory).

3.2. Research Design

Mixed method was employed in the study. This refers to a situation whereby different methodologies are integrated in the same research (Creswell, 2014). The qualitative techniques are mainly in-depth interviews and observation and it seeks to measure individual perceptions, motives, goals, emotions or situational perspectives and have an in-depth understanding of the experiences of foreign students with regards to their selection of Ghana as a destination country for their academic pursuit. Qualitative methods also encourage participants to be active and be part of the research process (Yeboah, 2008:86). Proponents of qualitative approach argue that human behaviour is different in kind from actions of inanimate objects, and that people are uniquely conscious of their own behavior (Altbach and Knight, 2007). Also, it is argued that qualitative approach permits the researcher to have access to the psychological world of the

informants through detailed, in-depth and intensive interviewing, discussions as well as observation (ibid). On the other hand, quantitative studies, allow for summary and aggregation of data more easily, thereby opening up possibility of statistical analysis ranging from simple to complex formulas and mathematical models (Babbie, 2005). Respondents for the study were sampled from foreign students at the University of Ghana. Research instruments for data collection were questionnaires and an interview guide. The questionnaire comprised of both closed and open-ended questions on foreign students' reasons for selecting Ghana as a destination country for their studies, the motivations behind those decisions, their perceptions on the quality of education in Ghana prior to their arrival compared with post-arrival, their migration experiences as well as the challenges faced in Ghana. Questions also sought to gauge level of satisfaction with the Ghanaian educational system by asking if they will recommend the country to other foreign students for their studies in future.

3.2.1. Data Collection

On the whole, both primary and secondary data were collected for the study. Primary data were derived mainly from respondents through questionnaires and in-depth interviews. The in-depth interviews were recorded using a digital recorder, after seeking informed consent from the interviewees. However, the recorder malfunctioned during the first interview, which necessitated a change of approach. The researcher resorted to taking copious hand written field notes. This was tedious but it captured all the salient points advanced by the interviewees. This approach also saved a lot of time that would otherwise been spent transcribing recorded interviews.

Secondary data was also obtained from the International Programmes Office of University of Ghana. This is an essential section of the University, which is responsible for the welfare of

foreign students. Key roles of the International Programmes Office include the signing of memoranda of understanding with foreign institutions, the coordination of external affairs as well as marketing the products of the University of Ghana outside the country and the recruitment of foreign students into various academic programmes. The International Programmes Office also oversees the admission of foreign students, the running of orientation programmes and serves as the first point of call for foreign students in cases of complaints.

3.3. Target Population

All students other than Ghanaians in the University of Ghana pursuing various University degrees were considered as the target group. Ten (10) respondents were recruited at different places and interviewed for a qualitative study. During the fieldwork, almost all the foreign students I approached were willingly to participate. I subsequently introduced the nature of my research and its objectives to them. The rationale for this was for the potential respondents to have full understanding of what I was seeking to research into in order for them to give me their informed consent to participate in my research. I engaged them in informal conversations on a broad range of topics sometimes unrelated to my research in order to build a rapport. I subsequently introduced the nature of my research and its objectives to them. The rationale for this was for the potential respondents to have a full understanding of what I was seeking to research into in order for them to give me their informed consent to participate in my research.

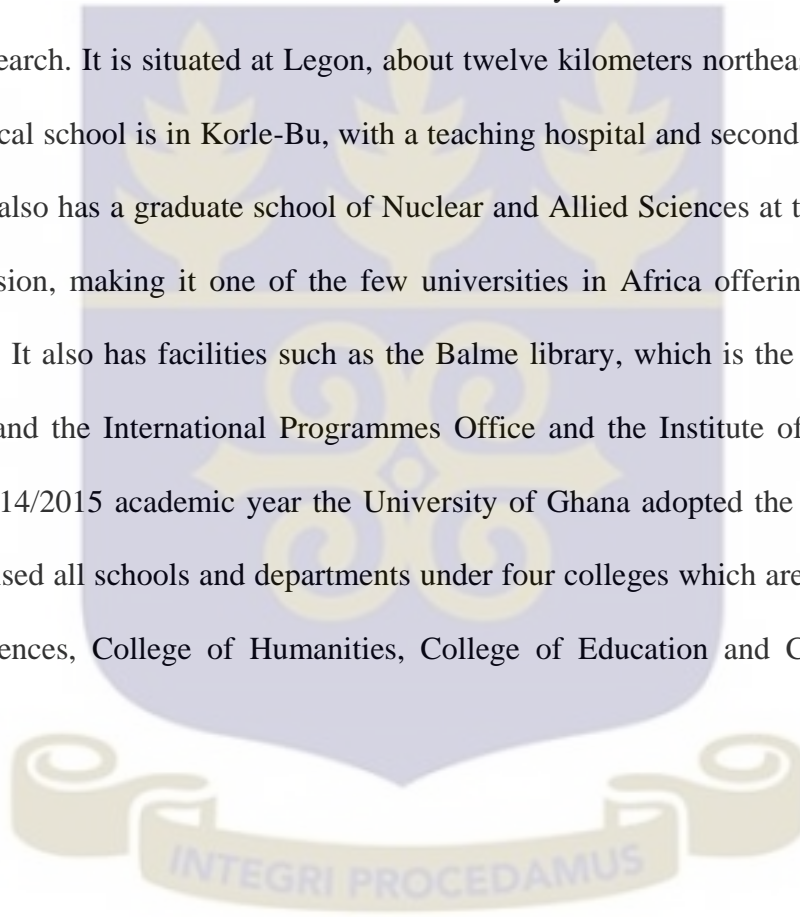
For example one sunny day, at the international house, I chanced upon Christen who was lying in the sun. I started a conversation by commenting on how she seemed to be enjoying the rays from the sun, she gave a positive reply and was quick to add that it was such a nice experience to tan

her skin as opposed to the United States, where it is not always sunny. She then took part in the research after fully introducing myself, and the research I was conducting. She consented to participating. In another instance, I went to visit a course mate at VALCO Hostel, a graduate students' hostel on the University of Ghana campus. I met 'Peter', a Nigerian (his roommate), with his friends who were eating 'banku and okro' soup. From observation and listening to them for a while I started a conversation this time again by jokingly suggesting to him he marries a Ghanaian so he can continue to enjoy the food, he expressed the desire to do so. This way, I was introduced into their conversation and so I had the opportunity to introduce myself as well as the study, which they were willing to take part in. The University of Ghana being the premier university in the country is one of the most preferred by most foreign students hence, the decision to study the foreign students in University of Ghana.

3.4. University of Ghana

The University of Ghana is the University of interest and it is the oldest and largest of the over fifty (50) Universities in Ghana. It is prestigious and one of the best in West Africa. It was founded in 1948 as the University College of Gold Coast, and was originally an affiliate of the University of London, which supervised its academic programmes and awarded degrees. The University is situated in Accra, which is the capital of Ghana. It became an autonomous institution in 1962. The University offers both undergraduate and post-graduate academic programmes and currently has a student population of about 40,000 enrolled on regular sandwich and distance education and other students from affiliate institutions. The growing number of foreign students come from over seventy countries enroll in study abroad and other special programmes designed for them. Its vision is to become a world class research – intensive

University over the next decade as well as making it attractive for foreign students and its mission is to create an enabling environment that makes the University increasingly relevant to national and global development through cutting-edge research as well as high quality teaching and learning. There are currently a number of international and Ghanaian institutions that hold affiliation with the University and it has established several link agreements with Universities in Africa, Europe, and North America for student faculty and staff exchange as well as collaborative research. It is situated at Legon, about twelve kilometers northeast of the centre of Accra. The medical school is in Korle-Bu, with a teaching hospital and secondary campus in the city of Accra. It also has a graduate school of Nuclear and Allied Sciences at the Ghana Atomic Energy Commission, making it one of the few universities in Africa offering programmes in nuclear sciences. It also has facilities such as the Balme library, which is the biggest library in the sub region, and the International Programmes Office and the Institute of African Studies. Starting from 2014/2015 academic year the University of Ghana adopted the collegiate system and thus categorised all schools and departments under four colleges which are College of Basic and Applied sciences, College of Humanities, College of Education and College of Health Science.



3.5. Study Area

The study area for the research was the University of Ghana campus and surrounding environs and facilities that foreign students patronize. The International Students' Hostel, VALCO, eating places such as the Night Market and Bush Canteen, a restaurant at International Student Hostel and the Limann Hostel were the major locations for the study.

3.6. Data Collection Methods

Data were collected from both primary and secondary sources in this study. The primary data were obtained through the administration of questionnaires and conducting in-depth interviews. These approaches allowed respondents to give insights and their perspective and express their psychological world through detailed questioning while at the University of Ghana (Creswell, 2008). During the Fieldwork, I visited the international students' hostel on several occasions to administer questionnaires. Informant leads were used to assist in the organization of other foreign students from their various halls of residence for the study. One general observation from the field showed that most foreign students from beyond Africa were willing to participate unlike students from the African continent. According to foreign students' statistics for the 2008/2009 academic year, students from the United States of America and Nigeria formed more than half the total population of foreign students enrolled in that academic year (International Programmes Office, 2008). Secondary sources of information were collected from relevant books, journals, manuals, libraries, reports, journal articles and Internet sources such as Google advance search.

Again, secondary data collected from International Programmes Office of the University of Ghana is from 2008/2009 to 2012/2013 academic year. Data collected included statistics of foreign students as reported in the University of Ghana annual report from 2008 to 2014. These statistics were categorized into number of students by country of origin, academic levels, programme of study, duration of study and sex. In the 2006/2007 academic year, the International Programmes Office facilitated the admissions of eight hundred and five (805) foreign students comprising of six hundred and fifty five (655) special and regular foreign students for the first semester and another one hundred and fifty (150) for the second semester of the academic year (University of Ghana's International Programmes Office, 2007). In order to

obtain a scholarly framework for the study, literature on foreign student mobility was drawn from other studies of migration experiences of foreign students at the destination countries.

3.6.1. Interviews

A research instrument of interview guide which is an example of an unstructured interview with open-ended questions as proposed by Frederickson, et al. (1996) was used for the interviews, which made it easy for addressing issues and provide flexibility and an in-depth analysis into the motivations and experiences of the students. In addition, it allowed for an examination of the cultural, social and cultural processes affecting foreign students' motivation to Ghana for studies. This was also used to generate in-depth discussions, often at the discretion of the interviewer. Ten (10) participants were selected based on informants' leads. Data collections included socio demographic characteristics, motivations and implications for studying in Ghana, perceptions and expectations on the cost of education in Ghana. This method provided an opportunity to make enquiry and delve deep into the selected issues with careful attention to details.

3.7. Sampling Procedure and Sample Size

Stratified sampling techniques were used in obtaining the sample for the quantitative aspect of the study for hundred (100) respondents whilst purposive sampling was used for the qualitative aspect of the study for ten (10) respondents. Foreign students were categorized into two strata namely undergraduate and postgraduate students. Students pursuing various programmes at the undergraduate level constituted the undergraduate stratum whilst those pursuing Master's and Doctoral degrees constituted the postgraduate stratum. Simple random sampling was done to

select subjects from each stratum. The stratified random sampling technique was used to eliminate bias in the selection of the subjects.

A purposive sampling technique was used to obtain a sample for the in-depth interviews. The primary consideration in purposive sampling, according to Kumar (2005:179), is the judgment of the researcher as to who can provide the best information to achieve the objectives of the study. He asserts that the researcher only goes to those people who in his or her opinion are likely to have the required information and willing to share it, thus supports this type of sampling as extremely useful when a researcher wants to construct a historical reality, describe a phenomenon or discover something about which only little is known. The goal of using this method maintained by Creswell (1997) and Mugendi (1999) is to focus on obtaining an in-depth knowledge of a phenomenon.

3.8 Pre-testing

Instruments for data collection were pre-tested among students at the Centre for Migration Studies. This was done to ensure the congruence and reliability of data collection methods. (Kreuger and Neuman, 2006). It was also to enable me identify ambiguity if any, among the questions asked. Again it was to assess the clarity in questions that were going to be posed to respondents during the main fieldwork, whether the respondents could easily understand the questions that they were going to be asked to elicit appropriate responses.

3.9. Researcher's Positionality

One major problem relating to fieldwork is the issue of positionality in the research process. As a Ghanaian, and a student myself, there were moments during interviews that I was nearly carried away emotionally by the responses of the interviewees. For instance, when some participants, especially those from African countries complained about how disappointed they were because of the recent power outages popularly known as *dumsor* and also advertisements on international programmes at the University of Ghana were significantly different from the reality on the ground, I was affected personally. I instinctively felt that it was an unfair criticism considering the fact that they were coming from either war-ravaged or poorer countries. However, I had to distance myself from comments and then examine them objectively as the views of the respondents. Even though this is challenging in practice, it is in line with standard research ethics (Mohammad, 2001; Bryman, 2012).

3.10. Ethical Consideration

Consent was sought from all respondents before the research was embarked upon. Respondents were informed about the overall purpose of the study as well as their right not to participate in the study at any point in time if they were not comfortable. For example, they would be informed about the use of audio recorders before the interviews. Confidentiality and anonymity of respondents was also assured by researcher.

3.11. Limitation of Study

During the data gathering process of the research, a number of limitations were encountered. The first limitation was that, there was little available and reliable data on foreign students' size at the University of Ghana therefore study could not cover all foreign students on the University of Ghana campus, Secondly, it had to do with funding as well as time. However this did not affect the reliability of the data collected.



CHAPTER FOUR

ORIGIN AND CHARACTERISTICS OF IMMIGRANT STUDENTS

4.0. Introduction

This chapter presents the analysis of data collected from the field in relation to similar findings that have been established by existing studies on foreign student's mobility. Descriptive statistics such as frequency tables, bar charts and pie charts were used in describing the data. Opoku (2005) asserts that the advantage of this form of presentation is that, it is easier to understand and remember.

4.1. Socio Demographic Characteristics of the Respondents

The socio-demographic variables include sex, age, origin and marital status. Other variables were the programme of study, duration and employment status of the respondents.

4.1.1 Sex of Respondents

Table: 1 Sex Distribution of Respondents

Sex	Frequency	Percent
Male	39	43.8
Female	50	56.2
Total	89	100

Source: Field Study (2015)

Out of the eighty-nine (89) respondents sampled for the research, (50) fifty respondents representing approximately 56.2% were females while the remaining (39) thirty-nine

respondents representing 43.8% were males. This shows that, there were more female respondents than males in this study. This is a somewhat proportional representation of foreign students at the University of Ghana, corroborating the International Programmes Office’s statistics in 2006/2007 academic year that indicated that there were more females enrolled than males.

According to the International Programmes Office (2015) during the first semester of the 2006/07 academic year, three hundred and eighty-nine (389) females were enrolled as against two hundred and fifty seven (257) males. The second semester also reported hundred and eighteen (118) females as against thirty-two (32) males. Given these statistics, a bigger sample size for males compared with females is justified. Foreign students were met at various locations on the University of Ghana campus at different gatherings. On the whole, the females were more willingly to answer questionnaires, talk and share their experiences as students than their male counterparts.

Table: 2 Foreign Student’s Distribution by Student type and sex for 2006/2007 Academic year

STUDENT TYPE	FEMALES		MALES		SUBTOTAL		GRAND TOTAL
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st semester	2 nd semester	
Regular Continuing	163	0	113	0	276	0	276
Regular Fresh Admissions	97	0	98	0	195	0	195
Special Admissions	138	118	46	32	184	150	334
total	398	118	257	32	655	150	806

Source: International Programmes Office (2006/2007)

Table: 3 Foreign Student's Distribution by Student type and Sex for 2012/2013 Academic year

STUDENT TYPE	FEMALES		MALES		SUBTOTAL		GRAND TOTAL
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st semester	2 nd semester	1 st and second Semesters
Regular Continuing	185	6	123	5	286	16	276
Regular Fresh Admissions	97	10	98	8	195	9	195
Special Admissions	145	118	46	32	200	154	334
total	427	134	267	45	681	179	939

Source: International Programmes Office (2012/2013)

4.1.2 Age Distribution

With regards to age composition, a tenth(10th) of respondents are teenagers , nearly half of respondents (49.4%) were relatively young, thus people within the ages of twenty (20) to twenty-four (24), representing forty-four (44) out of eighty-nine (89) respondents (see Table 4.2). The lowest age category was thirty-five (35) to thirty-nine (39) (only 2.2% of respondents).These statistics are consistent with the results of other studies that suggest that the majority of foreign students are young people (Tremblay, 2005). At this age range, it is not very surprising that the majorities of foreign students were unmarried and without children because their main focus is how to make their lives better through education.

Table: 4 Age Distributions of the Respondents

Age	Frequency	Percent
15-19	9	10.1
20-24	44	49.4
25-29	28	31.5
30-34	6	6.7
35-39	2	2.2
Total	89	100

Source: Field Study (2015)

4.1.3. Origin of the Respondents

Forty-eight percent (48%) of respondents were non-Africans (forty-three respondents (43) out of eighty-nine (89) respondents). This could be attributed to no ebola recorded in the country as well as the rich culture of Ghanaians. On the other hand, approximately fifty two percent (52%) were Africans (see Figure 1). This shows that, more African students come to Ghana for studies than Non-Africans. Reasons could be due to Ghana being one of the most peaceful and stable countries in the sub region, the proximity of Ghana to other African countries especially those in the sub-region and also the comparatively cheap educational cost in Ghana. Another motivating factor cited by the students irrespective of their origin (African or Non- African) is the programme and duration of study. For example, entomology is offered in Ghana only and nowhere else in the sub region and the duration is two years. Over the years, African students from Nigeria and non-Africans from the United States of America have dominated the number of foreign students at the University of Ghana (International Programmes Office, University of Ghana, 2012). However, during my fieldwork I had interactions with students from other African countries like the Sierra Leone, Cameroun, Liberia, Ethiopia, Kenya, Mali, Burkina Faso, Tanzania, as well those from Non African countries like Netherlands, Canada, Austria, Australia, Britain, Korea and several other countries.

4.2. MOTIVATIONS FOR FOREIGN STUDENTS IMMIGRATION TO GHANA

Foreign students' motivations and decision to undertake study abroad programmes have been influenced and shaped by various factors. Questionnaires were structured with multiple choice responses such as programme and duration of study, knowledge of other people who have attended University of Ghana, peace and stability in Ghana, good education, no Ebola and rich culture.

4.2.1. Programme and Duration of Study

Data analyzed indicate that foreign students' decision to undertake international education at the University of Ghana is mostly motivated by the programme and duration of study, representing forty seven (47) percent of all respondents (see Figure 2). Of the two main origin categories (African and non-African), twenty- four (24) percent of those whose motivation is due to the programme and duration of study were African while the rest were non-African. This near fifty percent (50%) split between the two origin communities suggest that there is a weak association between whether one is African or not and their main motivation for coming to Ghana. Put differently, regardless of regional origin of respondents, the most popular reason for coming to Ghana is the programme and duration of study.

Peter is a classic example. He is a 29-year old Nigerian student. He is a final year M.Phil. Student studying entomology. Peter chose to come to Ghana for his studies because of his interest in the programme as well as the length of time for completion. Peter had this to say:

I decided to come to the University of Ghana to study entomology because it is the only University in the sub-Region which offers this course and also it is a two year programme. (05/06/15).

Non-African students are curious about learning the cultural nuances of African traditions and art forms. As a result, they often enroll on programmes in Africa studies, which cover African music, dance, drama, literature and linguistics. Non-African students preference is to acquire this knowledge but within a short time frame. Consequently, institutions that offer short courses on specific aspects of African studies are very popular to them. A good example can be seen in Kayla's experience. She is a 22-year old American summer school student offering African studies at the University of Ghana. This is her first time of participating in a study abroad programme. For her, the decision to study in Ghana was influenced by her desire to learn about Africa and also because it is a month's programme. She also found commonalities in her academic programme in the United States and studying in Africa, precisely Ghana.

My decision to come to the University of Ghana to study African studies was to get a fair if not absolute knowledge about Africa and also because it was just a month's programme to enable me travel back to the States to complete my education. It's been great and fun and I don't regret coming down (05/06/2015).

4.2.2. Peace and Stability in Ghana

The study conducted revealed the second motivating factor that influence foreign students decision to undertake studies at the University of Ghana is peace and stability in the Country which represents twenty (20) percent of all respondents (see figure 2). Comparing the two origin categories, which is African and non- African, as high as fifteen (15) percent of them were Africans, whilst the remaining five (5) percent were non Africans. The difference in percentage between the two origins indicates that those of African origin particularly are motivated to come to undertake studies in the country as a result of Ghana being one of the most peaceful and stable countries in the African continent particularly in the sub-region unlike neighbouring countries

like Ivory Coast, Nigeria, Togo and the likes which has experienced civil wars and terrorist attacks. It has often been referred to as an “island of peace” in one of the most chaotic regions on earth. Jeanne is a 31-year old Ivorian and a final year M.Phil English student. She decided to come to Ghana for her studies because of the peace and stability in Ghana.

She had this to say:

I decided to come to the Ghana to study because, it is the only country in the sub-region that has not experienced civil war as well as a terrorist attack. As far as I am concerned, it is the safest country I could ever travel to for higher education. What I saw during the war in my home country a year ago was an eye sore, people dying like animals and blood on every street in Ivory Coast. My dear, it is hell living in a war torn country (05/06/15).

Safety is the priority of every human being, and students from non -African countries are no exception. As a result, they usually choose safe and stable countries especially with regards to those in West Africa, of which Ghana is one. A good example can be seen in Damien’s experience. He is a 20-year old American visiting school student offering Archives studies at the University of Ghana. This is his second time of participating in a study abroad programme. For him, the decision to study in Ghana was influenced by the peaceful and hospitable nature of Ghanaians.

I chose Ghana and for that matter the University of Ghana to undertake because it is the safest and the most stable African country I have ever heard of and known. It’s been fun and a home away from home. I will greatly miss Ghana when I return to my home country. (05/06/2015).

4.2.3. Rich Culture

The third motivating factor for foreign students’ decisions to come to the University of Ghana for studies is the Ghana’s rich culture which represents Twelve (12) percent of all respondents (see figure 2). Nine (9) percent of those whose motivation is due to rich culture were non-

African whilst the rest were Africans, therefore this split between the two origins suggests that non -African students, unlike their African counterparts are attracted to come to Ghana for studies because of the rich Ghanaian culture.

Most non-African students are excited and curious about learning the cultural practices and nuances of African traditions and art forms. As a result, they often enroll on programmes in African studies, which cover African music, dance, drama, literature and linguistics. Their main goal is to acquire in-depth knowledge as possible. Consequently, institutions that offer such courses on specific aspects of African studies are their target.

A classic example is from Drake, a 25 year old Canadian student. He is a summer school student offering African studies and this is his first time of participating in a study abroad programme. According to him his decision to come to the University of Ghana to undertake his studies in African studies was to get an absolute knowledge about the rich African culture and that of Ghana, this therefore confirms the assertion made by Tremblay (2005) that foreign students move to increase their cultural, linguistic, and social skills as well as to obtain a qualification. He had this to say:

I was motivated to undertake studies in Ghana to enable me have absolute knowledge about the rich Ghanaian culture. In fact, it's been interesting learning how to speak Twi, dance and learn songs. I have also been to Kumasi, the home of rich Ashanti culture to witness one of their festivals. (07/06/15)

On the other hand non- African students' motivation based on the rich culture was a bit low especially among those from West Africa probably because there are some commonalities between the Ghanaian culture and that of other countries in the sub- region. However, Nkechi a 28 year old Nigerian student offering public health also had this to say:

I have had the opportunity to witness both the marriage and funeral ceremonies of my Ghanaian friend and it was awesome. I love the *Kente* cloth been used, oh my God the design is cute. Again the use of black and red cloth during funerals makes it very different from ours. I also visited a few tourist sites like the Cape Coast Castle, Boti waterfalls and Kakum national park. They are really nice places and I enjoyed myself (07/06/15)

4.2.4. Location of Ghana

The studies found out that the location of Ghana is the fourth motivating factor for foreign students' decision to come to the University of Ghana for international education. (see figure 2) Of the two main origin categories, which is African and non- African, non- African had a higher percentage than those of African origin probably because Ghana is located in West of Africa, about 750 km north of the equator on the Gulf of Guinea and shares boundaries with three countries, ivory coast to the West, Burkina Faso to the North and Togo to the East. It has a land area of 238537 square kilometer and is administratively divided into ten regions. Ghana is one of the most thriving democracies on the continents and a leading exporter of cocoa in the world Again it is a significant exporter of gold and cocoa and recently the discovery of oil could make it an important oil producer and exporter in the next few years. It also has a tropical weather, slightly mountainous and can boast of many tourist sites like Boti waterfalls, Kakum Park, Elmina castles and many others.

Summers shares her experience, she is a 19 year old American visiting student offering African studies at the University of Ghana. According to her, the decision to come to Ghana for studies was influenced by the location of Ghana on the African continent and her desire to learn more about Ghana and Africa as a whole.

My decision to come to the University of Ghana for international education was to travel to Africa as a continent and Ghana as a country actually, I had heard so many beautiful stories about the continent and needed to see things for myself. This is my first time of travelling and participating in a study abroad programme in Africa specifically Ghana and am just in love with the place especially the sunny weather, am thinking of coming back the next time. (07/06/15)

31 year old Donald, an M.Phil. Student offering Geography from Nigeria also has this to say:

I intentionally chose to come to Ghana for my studies because of its location in the sub region and also its nearness to my home country. In case, of any emergency I can quickly go back to Nigeria to attend to those issues (07/06/15).

4.2.5. Knowledge of other people who have attended University of Ghana

Knowledge of other people who have attended University of Ghana ranked fifth with regards to motivating factors of foreign students according to the analysis of data (see figure 2) . Students of African origin had slightly higher percentage than the non- African students and this can be attributed to the importance placed on the extended family system and communal spirit as well as the strong social networks that exist among the students, former migrants and non-migrants and . Social networks helps migration because most migrants move to countries where they have friends and relatives already established. These friends and relatives help by providing information and help new migrants to settle down. Toure is a Cameroonian, an MA student reading geography and is a classic example.

I heard and came to the University of Ghana for further studies upon the recommendation of a cousin. She had been here the previous year and according to her, the university was the best in the sub-region in terms of academics and physical structures. Upon my arrival what I have seen for myself is not different from what she told me and I have never regretted taking that decision. (06/06/15).

Nicole, 22 a British visiting student also confirms she chose to come to the University of Ghana upon the recommendation of a friend who had participated in the year abroad programme years back.

I had more than three Universities to choose from and at a point in time, I was confused but upon recommendation from my friend I opted for this University and I am very glad I did. I like everything about the University. (07/06/15)

4.2.6 English Language

Data analyzed indicate that foreign students' decision to undertake international education at the University of Ghana is also motivated by the English language which ranked sixth (see figure 2) Of the two main origin categories (African and non-African), African students had higher percentage than their non-African students and this could be attributed to Ghana being an Anglophone and the usage of English as its official language which is common to other English-speaking countries. This is not very surprising that the majority of African students who come to the University of Ghana for international education are from Nigeria which is also an Anglophone country. Again it could also be due to Ghana being surrounded by many francophone countries from which some of these African students come from.

Deon is a classic example. Deon is a 27-year old sierra-Leonean student. He is a first year M.Phil. Student studying economics. He chose to come to Ghana for his studies because of English being the official language in Ghana had Deon to say:

I decided to come to the University of Ghana to undertake international education purposely because Ghana is an English speaking country. Apart from my native language, I speak and understand the English language only. Coming here has helped me improve my pronunciations and it's been great. (07/06/15)

Another good example can be seen in Marie's experience. She is a 28-year old Ivorian student offering English. For her, the decision to study in Ghana was influenced by her desire to improve her English.

My decision to come to the University of Ghana to study was to have an absolute command over the English language. Frankly speaking, I have seen a great improvement and am happy I came down. (07/06/2015).

4.2.7 No Ebola

The study conducted revealed the seventh motivating factor that influence foreign students decision to undertake studies at the University of Ghana is as a result of Ghana being an Ebola free country (see figure 2). Comparing the two origin categories, which is African and non-African, the African students had a higher percentage than the non -African students. This could be attributed to the recent outbreak of the deadly Ebola disease which claimed the lives of thousands especially in the sub-region. Statistics from World Health Organization indicates that Ghana is the only country which did not experience this outbreak. Debbie is a 31-year old Liberian student. She is a final year M.Phil Economics student. Debbie decided to come to Ghana for her studies because of no Ebola recorded in Ghana. She shares her experience.

My decision to come to Ghana precisely the University of Ghana for studies was greatly influenced by Ghana being declared Ebola free by the World Health Organisation. She had this to say:

Back in my home country, so many people died from this disease in fact, I even lost some relatives and friends and it was so sad. Therefore when it was time for me to choose a University in Africa, this great institution came to mind and I quickly settled for it because I knew i would be safe over here and it is wisest decision I ever made. (08/06/16)

For most Non – African students, their health is their first priority when they decide to travel outside their home countries, hence they take into consideration countries they travel to especially to Africa. For most of them, their coming to Ghana could be influenced by Ghana not experiencing the recent outbreak of Ebola. Macy is a 19 year old summer school student and it is her first time of participating in a study abroad programme. For her, she was motivated to come to the University of Ghana because at the time of application for her studies, she knew Ghana and for that matter the University of Ghana, was the safest place to be.

I chose to come to Ghana specifically the University of Ghana because obviously, it was the safest African country as well as University I could undertake higher education at the time of the Ebola outbreak since it was my first time of ever travelling to Africa and am happy I did. (09/06/15)

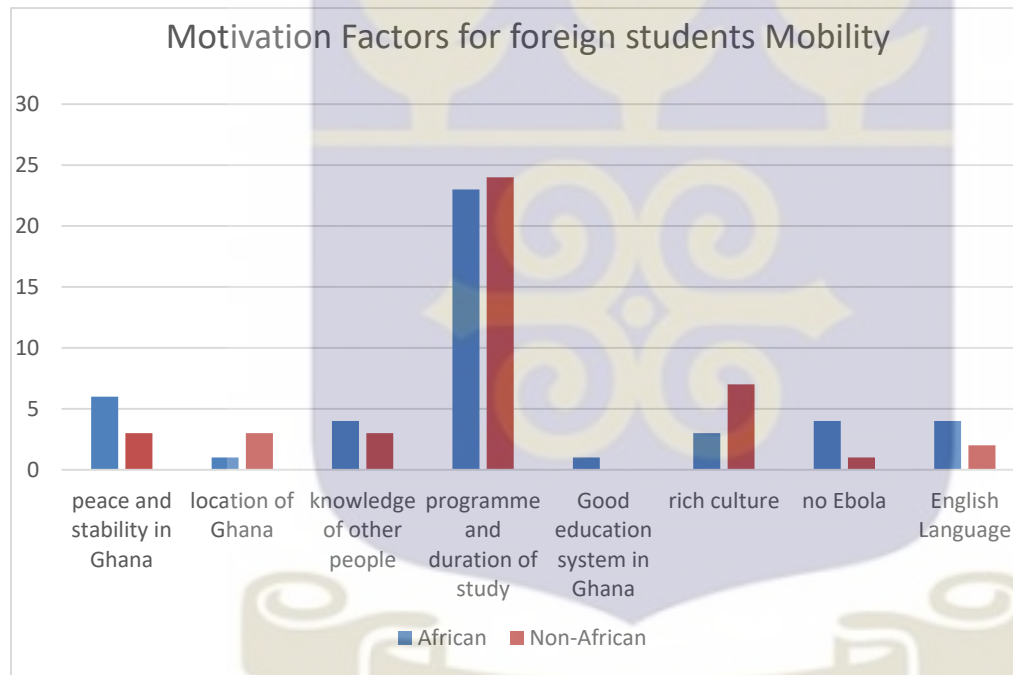
4.2.8. Good Education

From the study conducted, good education was the last and was ranked as the eighth factor that motivated foreign students to come to the University of Ghana for higher education (see figure 2) Comparing the two origins, those of African origin had higher percentage than those of non African origin. This is so because comparatively, the educational system in Ghana is better than most of those in the sub region. Again the University of Ghana is ranked among the best in West Africa making it one of the sought after in the Africa continent. It is not very surprising most of the non- African students indicated they were not motivated to come for studies in Ghana because good educational system in Ghana since it is obvious their educational system is better than that of Africa. Jamal is a 32 year old MSc student from the Gambia offering Earth Science and according to him he decided to come to the University of Ghana for studies because he

thinks that educational system in Ghana is far better than that of his home country. He had this to say:

I decided to come to the University of Ghana for further studies because to me the educational system in Ghana is better than those in my home country and by far the best in West Africa. Truly upon my coming the academic facilities and the physical structures are the best. I have enjoyed every bit of my coming here. (08/06/15)

Figure 1: Motivation Factors of Foreign Students Mobility to UG



Source: Field Study (2015)

4.3. IMPLICATIONS OF FOREIGN STUDENTS IMMIGRATION TO GHANA

4.3.1. Economic Implications

Foreign students have been a vital source of economic sustainability and growth for most countries around the world in that they contribute immensely to the growth of host countries economically, socially and culturally. The growth has been driven largely by students from upper-middle-income economies and countries.

Acknowledging the potential benefits foreign students can bring on board, it has been found out that Canada, United States, Australia and United Kingdom are prompt in understanding the big-picture impact of foreign student. Foreign students contributed almost \$27 billion dollars to the U.S economy in 2014 which corresponds to a 12 percent increase to their gross domestic product. The cost to a national economy of hosting foreign students goes down in countries like United States, United Kingdom and Canada where foreign students pay differential fees designed to recover the full cost of the students programme of study. The interplay between cost and benefit is somehow complex, however they do end up producing a net positive for a host country. Much of the eventual benefit is realized overtime that is long term benefits especially caused by foreign students remaining in the host country to work after graduation, stand to be much higher than the short-term economic impact of the students study period. In Netherlands, it has increased its foreign student's numbers from 35,092 registered in 2006 to over 58,000 in 2012 and has discovered that retaining 20% of foreign students after graduation would generate economic benefit worth millions of pounds.

Ghana is not an exception of this benefit. The study reveals that tuition fees paid by foreign students in the University of Ghana for the 2014/ 2015 academic year alone was 2 billion dollars which is a net gain to Ghana. Again, the study found that the cost of accommodation on the

University of Ghana campus is between \$1,200 and \$1,500 per year. These constitute substantial amounts that support the University to invest in more infrastructures and the recruitment of experienced faculty from across the globe.

4.3.2 Social and Cultural Implications

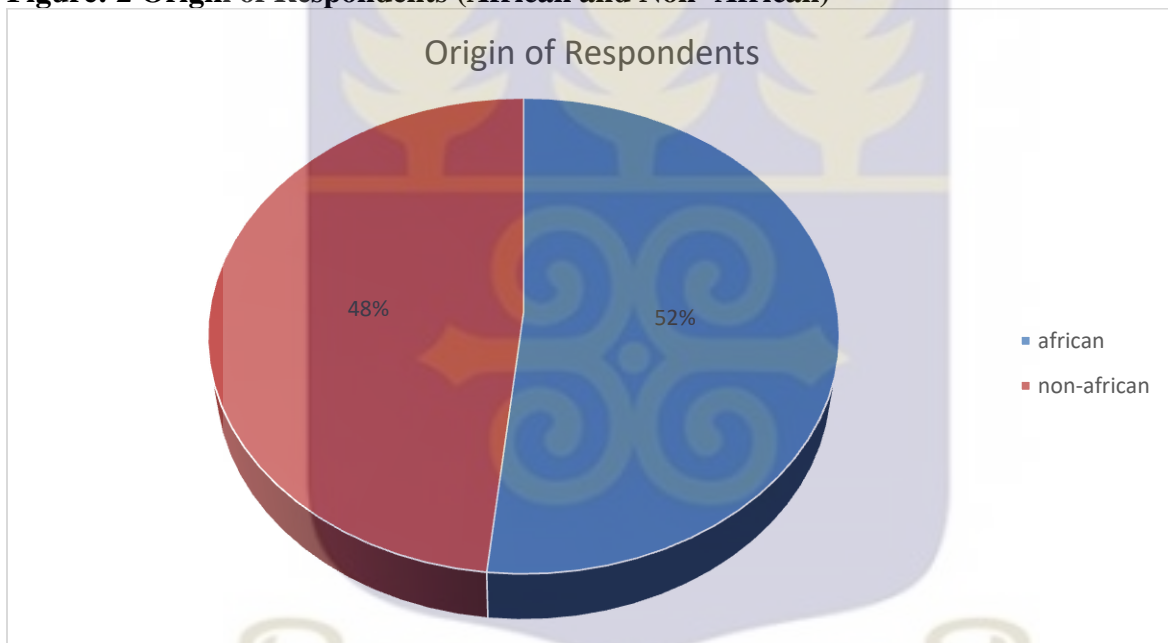
Cross-cultural studies demonstrate that most foreign students have primary bonds with the host nationals. One of the earliest and frequently cited classic works in this field was Klineberg and Hulls (1993) research with over 2500 foreign University students in eleven countries. The majority of students (57%) indicated that their best friends were host nationals. This is an indicator of social integration of host nationals and most foreign overall amount of actual contact with host nationals was slight though students indicated that more would have welcomed. Trice and Elliot (1993) estimated that Japanese students in the United States spend of study time and 62% of social time with the host nationals.

From the cultural perspective foreign students help project the cultural identity of host country by patronizing their clothing, foot wears, food stuffs and other artifacts like African paintings, wall hangs African jewellery especially beads, clay pots as well as learning their language, dance and music.

In the case of the foreign students of the University of Ghana, the research revealed these students patronized African clothing especially *Kente*, a woven cloth which is very popular among the Akans and the Ewes which is worn during special occasions like festivals, marriage and naming ceremonies. Again, *Batakari* or *Fugu* which is mostly common to the people in the northern part of Ghana and the ever popular Angelina cloth also known as *Dashiki*.

Foreign students also learn how to speak some Ghanaian languages like *Twi*, *Ga* and *Ewe*, but of all the languages they normally learn the *Twi* which is a popular language among the Akans probably because it is the most widely spoken language. They also learn Ghanaian and other African music and dance like *Adowa* and *Kete* which is also a popular dance among the Akans, thereby raising the flag of Ghana and popularizing the country to the whole world.

Figure: 2 Origin of Respondents (African and Non- African)



Source: Field Study (2015)

4.4. Origin of Respondents and Perception of cost of Education in Ghana

The cost of education for foreign students is normally higher than that for local students. This is the case across almost all countries. It is a way of subsidizing the cost for local students whose parents would have already contributed to the education system through the taxes they pay. Foreign students pay the higher rates for the privilege to be trained abroad. Whereas indigenous or local students might perceive the subsidized cost as still very expensive, their foreign

counterparts who pay even higher rates could perceive the cost as relatively cheap depending on three main factors. This could depend on the person or institution making the payment or the relative cost of education in their home countries or even the exchange rate to the destination country's currency. To test international students' perceptions on the cost of education in Ghana, they were asked to rate the cost as either very cheap, cheap, expensive or very expensive. Of the 89 respondents, a significant majority (83 per cent, representing 74 respondents) perceives the cost of education in Ghana as either cheap or very cheap (see Table 5). However, more African than non-African foreign students perceived the cost of education as very expensive. The majority of these are students who either paid the fees themselves or by their parents.

Table: 5 Origin of Respondents and their Perception of cost of Education in Ghana

Origin of Respondents	Very Cheap	Cheap	Expensive	Very Expensive	Total
African	9	17	5	10	41
Non-African	26	22	0	0	43
Total	35	39	5	10	89

Source: Fieldwork, 2015

In order to test if there is any significant association between where a student comes from and their perception of the cost of education in Ghana, a chi-square test of independence has been used. The Pearson chi-square (see Table 6) test produced a test statistic of 23.824 and a corresponding *p-value* of 0.000. This means that, perception of the cost of education depends on the origin of the respondents, at 0.005 significance level.

Chi-square test of independence**Table: 6** Chi-Square Tests

	Value	Df	p-value (2-sided)
Pearson Chi-Square	23.824	3	0.000

4.5. Origin of Respondents and their Decision Making Process to Study in Ghana

There are several theories with regards to the decision making process taken by individuals before migration takes place. The new economics of labour migration theory proposes that the decision is made at the family or household level. The unit of analysis is the household and is perceived as the most appropriate level since migration is used as a livelihood strategy and a form of insurance against future poverty. Migration is also used by the family to diversify their risks, according to New Economics of Labour Migration (NELM) theorists. On the other hand, the Neo-classical theory which has Oded Stark as its proponent stresses on the fact that individuals are rational human beings and they carry out a cost-benefit analysis before deciding where to migrate to. Here, the key consideration is the potential to maximize their earnings from migration. The study therefore tested for how migration decisions are taken by foreign students generally as well as comparing decision-making processes by African foreign students and their Non-African counterparts.

The research shows that the vast majority of foreign students make the decision to migrate themselves. A total of 67 out of 89 students surveyed made the decision to migrate to Ghana themselves. The family was the second most popular source of migration decision-making among foreign students (see Table 7). These figures comprised 41 non-Africans and 26 Africans who made the decision themselves. As a result, individuals as rational actors who make their

own decisions to migrate seem to be applicable among the case studies under review. Moreover, the role of the family is more prominent in the African cohort compared to that of the non-African.

Table: 7 Origin of Respondents and their Decision making to Ghana

Origin of participants			
Decision making to come to Ghana	African	Non-African	Total
Self	26	41	67
Family	18	1	19
University	0	1	1
Friends	1	0	1
Other	1	0	1
Total	46	43	89

Source: Fieldwork, 2015

4.6. Perceptions and Expectations of Foreign Students

Migrants have several perceptions about the countries they intend migrating to. These perceptions prior to migrating can be very different from their expectations. Reasons could be due to inadequate information or misinformation from former migrants. The perceptions of foreign students about educational institutions they intend undertaking studies at is shaped by several factors such the cost of education, how students are welcome, facilities, attitudes of fellow students and lecturers, flow of information, reliable Internet services and stable supply of electricity, among others.

The study sought to establish whether the expectations of foreign students (both African and non-African) are met, as a means of predicting the continuing viability of supply of foreign students in the future. In order to measure the level of satisfaction, several questions were asked around classroom facilities, attitude of fellow students, communication skills of lecturers, access

to banking facilities, quality as well as affordability of accommodation, the cost of university fees, content of the curriculum and access to recreational activities. The overwhelming majority of respondents (78 percent) answered in the affirmative to the question whether their expectations were met or not (see Figure 3).

Logan an American visiting student had this to say about her expectations:

The facilities in my classroom were almost the same as my home country. This made me very comfortable. Yes it was a home away from home and it's been great learning in Africa, Ghana to be precise. (09/06/15).

Of the twelve percent (12%) of the respondents stated that their expectations were not met, the majority of them were of African origin. Some of the African students said they were disappointed and that what they read on the Internet and in books about the University of Ghana was far different from the real situation on the ground. They concluded that there was a wide gap between what was expected and what existed in reality. Some of these critical views are captured in Aminatu, a Gambian MPhil, student studying Nursing comments:

I had always thought that the educational system in Ghana was better than that of my home country, but the curriculum for my course did not meet my expectations, and the University academic calendar was not followed classes were supposed to begin in August but had to start in September due to a strike action by lecturers, therefore we were not able to cover all the topics, however it was all good. (09/06/15)

Yet other foreign students complained mainly about the erratic electricity supply which affects their quality of life as well as their ability to carry out their academic work. A prime example exists in the comments of Okoro, a Nigerian M.A. student studying Public Health:

I had always expected that the lighting system in Ghana would be better than that of Nigeria but I was wrong. In recent times, there is “dumsor”(erratic electricity supply) every now and then, there is virtually no light for studies and sleeping in my room becomes difficult as a result of heat and I receive bites from mosquitoes when I sit outside for fresh air.(09/06 /15)

Figure 2: Expectations of Respondents

Source: Fieldwork, 2015

4.7. Origin of Respondents and Sponsorship of their Education in Ghana

Much as tertiary education is important in enhancing the human capital of the citizenry of a state, the cost can be prohibitive in most cases. This situation is ameliorated by students sometimes winning scholarship awards from governmental as well as non-governmental agencies, taking of loans from commercial entities like banks and relying on savings from parents and family members. The scope of funding sources varies from country to country. In some cases, developed countries have a wider array of philanthropist, non-governmental organisations and charities and faith-based organisations that sponsor tertiary education for students in sectors that are deemed consistent with their own core objectives. To test access to sponsorship for international studies, respondents were asked questions about the source of sponsorship for their education in Ghana. They were provided with options such as: self, parents, scholarship from government and scholarship from non-governmental organisations and others. The study finds that whereas the majority of foreign students from an African origin relied mostly on their parents and government scholarships to fund the cost of their education, their Non-African

counterparts predominantly paid for their education from their own resources as well as funds from their parents (see Table 4). These results ultimately highlight the role of social networks in facilitating the mobility of foreign students regardless of the geographical area they are coming from. Moreover, it demonstrates that even though the majority of charitable organisations are from developed countries, scholarship opportunities might rather be targeted at students from developing countries. African governments also invest in setting up scholarship schemes to help drive critical sectors of their economies by training the required personnel with requisite professional skills. For example, Ahmed (an M.Phil.in Economics student) had this to say:

The sponsorship package from the government of Sierra-Leone to study at the University of Ghana was an offer I couldn't have rejected. Frankly speaking I had always wanted to further my studies outside my home country because I was tired of the education system in Sierra-Leone and needed a change of environment. I therefore saw this opportunity as a dream come true and I never regret grabbing it and coming to Ghana. (10/06/15)

Fees paid in by foreign students constitute a major source of income to destination countries. This partly explains why there is a global competition to adapt education curricula and systems to meet an international customer base. Revenues accrue from higher fees and expenditure by students on accommodation, feeding and services for the duration of their stay in the destination country. In addition, some countries have instituted schemes to tap the human capital and expertise of foreign students both during and after they have completed their studies. The clamour for the attention of international students is not limited to developing countries but include the developed ones too. The major English speaking developed (e.g. United Kingdom, United States, Canada and Australia) countries invest heavily in programmes mainly aimed at attracting foreign students.

The UK is a classic example of developed countries that benefit immensely from the presence of international students. Academic fees from non-EU university students in the UK alone rose

from £672 million to £1.275 billion over a five-year period (Spencer, 2011). Vickers and Bekhradnia (2007) concluded that the UK economy also benefited substantially from European Union higher education students during and after their education. They estimate an amount of £866 million in fees and living. Non-European Union University students also contributed, through higher fees charged, £3.42 billion to the UK balance of trade in 2007/2008.

The research finds that fees paid by foreign students ranged from \$5,000 and \$12,000 per academic year. The actual amounts paid vary quite widely depending on the duration of the programme. Courses pursued by foreign students range from a month to three years long. Short courses focus on specific elective areas of a given course (for example African music or drama) while others are full-time Bachelors, Masters and PhD programmes. These fees exclude the cost of accommodation and living expenses. The study reveals that the cost of accommodation on the University of Ghana campus is between \$1,200 and \$1,500 per year. These constitute substantial amounts that support the University to invest in more infrastructures and the recruitment of experienced faculty from across the globe.

Table 8: Origin of Respondents and their Educational Sponsorship in Ghana

Sponsorship of Education in Ghana	Origin of Respondents		
	African	Non-African	Total
Parents	19	15	34
Scholarship from Government	14	3	17
Scholarship From an NGO	9	3	12

Source: Fieldwork, 2015

4.8. Origin of respondents and Recommendation to other students to study in Ghana

The competitive nature of the globalized education system requires countries to employ cost-effective ways of attracting foreign students into their universities. One of the cheapest means of advertising the quality of a country's education system is through word of mouth. Personal recommendations by foreign students have the potential to reach out to their colleagues and social networks in their home countries, thus encouraging them to also patronize study abroad programmes. The study therefore tested how willing foreign students both from African countries and non- Africans are to recommend the University of Ghana to their social networks. The majority (75 out of 89 respondents) indicated their willingness to recommend the University to other students while 14 indicated that they would not. Out of these bulk figures, 53 percent of those who said they would recommend the university were non-African. Of those who would not recommend the University to other students, (78.6%) percent were African (see Table 8). The high percentage of African students represented in the dissatisfied group includes those who had had negative experiences during their stay. They reported facing some challenges. Some of the challenges had to do with language, food, high cost of education, erratic supply of electricity and poor educational facilities.

On the other hand, positive experiences assigned by respondents included perceptions of Ghanaians as hospitable and warm people, nice cultural experiences, conducive learning environment, peaceful and stable country.

A good example is the case of Miranda, a postgraduate student of the University of Ghana. She tells me she does like Ghanaian dishes and that she enjoys 'Banku and Tilapia' (a local Ghanaian dish). Unfortunately, this particular dish is expensive, in most restaurants. She complained about the cost of food.

Table 9 :Origin of Respondents and Recommendation of studies

Recommending studies in Ghana to other students	Origin of Respondents	
	African	Non-African
Yes	35	40
No	11	3

Source: Fieldwork, 2015

4.7. Origin of Respondents and their Intention to stay in Ghana upon completion of studies

Developed countries such as the United Kingdom, the USA, Canada and Germany have instituted skilled migrant retention programmes in order to attract foreign students to stay and use their acquired skills to support their national development either on a temporary (mostly two years) basis or to work towards permanent citizenship. An example is the Points Based System in the UK (Spencer, 2011). The number of foreign students who intend to stay on after their programmes could be an indirect indicator of their level of satisfaction with Ghana as a destination country. It might also highlight migrants' perceptions of business and employment opportunities in the country. Ghana is a member of the Economic Community of West African States of West African States (ECOWAS). This economic community has a migration protocol that allows nationals of member states to enter the territory of other member states without visas for up to ninety days. There are also provisions for setting up businesses and settling in member states. All these might encourage African foreign students (those from West Africa) to be inclined to stay after their studies.

The research tested this proposition to ascertain the level of interest in staying beyond the study period. The study revealed that 54% of African respondents expressed their intention to stay while 46% stated that they would leave at the end of their studies. Surprisingly, as high as 44% of Non-African foreign students said that they are intending to stay on after their studies whilst

56% stated their intention to leave. This finding is significant because the assumption is that very few non-Africans would like to live in Africa.

Even those who intend to stay only temporarily reported their satisfaction with gaining a cultural experience from a country that is very different from their own. An example is the case of Alice, a nineteen (19) year old Canadian student, studying African Studies at the University of Ghana.

She is only pursuing a semester’s course. Alice had this to say:

My cultural experience was much more meaningful than academic learning, I have experiences a totally different culture, I made many Ghanaian friends and visited many tourist sites. I enjoyed every bit of it especially the Asantehene’s Palace in Manhyia in Kumasi. I also learnt how to dance Adowa, speak Twi and although my semester has ended, I intend to stay a month longer to learn more of the Twi language and also travel to Winneba on a weekend for some relaxation.

Table: 10 Origin of Respondents and their Intention to stay in Ghana

	Origin of Respondents	
Intention to stay in Ghana after Studies	African	Non-African
Yes	25	19
No	21	24

Source: Fieldwork, 2015

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents a summary of the findings and conclusions of the problem under study. A lot of statistics exist on the volume of foreign students from developing countries to developed ones, but limited empirical research has been conducted on the motivations behind movements from developed countries to developing countries and their implications for the destination countries and some recommendation for policy formulation and further research.

The objectives of this study are first and foremost to describe the demographic characteristics of the foreign students in University of Ghana. Secondly, to describe the motivations of foreign students for choosing Ghana as a destination for their studies. Thirdly, to find out if the motivations of the students are based on recommendations of former foreign students or friends. Fourthly, to find out whether foreign students would recommend studying in the University of Ghana to other students. Fifthly, to examine foreign students' perception of the cost of education in University of Ghana. And lastly, to investigate whether the expectations and perceptions of foreign students during the period of their studies in Ghana are met.

The methodology used is mixed method which is a combination of both qualitative and quantitative approaches.

5.1. Summary of findings

From this study, there is an indication that the trends of student mobility is likely to continue due to globalization, rising competition in higher education and population increase in countries in the sub-region and beyond such as Niger, Togo and Nigeria where there is political unrest and poor educational infrastructure. These conditions have strongly served as push factors that propel young people mostly students to move to Ghana for studies. Some key findings that the study uncovered as major reasons why Ghana is increasingly becoming a preferred destination for most foreign students. 2% were females while the remaining (39) thirty-nine respondents representing 43.8% were males. This is a somewhat proportional representation of foreign students at the University of Ghana, corroborating the University of Ghana International Programmes Office's statistics in 2006/ 2007 academic year that indicated that there were more females enrolled than males. The University attracts foreigners who want to experience and feel the cosmopolitan environment. The distribution of the respondents by their age shows that nearly half of respondents (49.4%) were relatively young people between the ages of twenty (20) to twenty-four (24), representing forty-four (44) out of eighty-nine (89) respondents. The lowest age category was thirty-five (35) to thirty-nine (39) (only 2.2% of respondents). These statistics are consistent with the results of other studies that suggest that the majority of foreign students are young people (Tremblay, 2005).

Currently, the statistics on foreign students in Ghana is inadequate. This makes it difficult to determine the patterns and trends of foreign students' mobility into Ghana for higher education. This study is therefore serving as a contribution to the limited data on the determinants of foreign students' mobility into less developed countries such as Ghana. The study showed that the vast majority of foreign students make the decision to migrate themselves. A total of 67 out of 89

students surveyed made the decision to migrate to Ghana themselves. These figures comprised 41 non-Africans and 26 Africans who made the decision themselves. As a result, from the neo-classical perspective which see individuals as rational actors who make their own decisions to migrate seem to be applicable among the case studies under review. This is a significant finding since it means that tertiary institutions in developing countries would need to provide adequate and reliable information, highlighting their unique selling points, in order to help these international students make the decision to choose them over their competitors. This is particularly relevant in an Internet age whereby students increasingly conduct searches online independently.

The family was the second most popular source of migration decision-making among foreign students. However, the role of the family is more prominent in the African cohort compared to that of the non-African. This is possibly a reflection of the centrality of the family in the African cultural settings compared with the more individualistic arrangements in most developed Western countries.

With regards to recommendation of the University of Ghana to other foreign students, majority (75 out of 89 respondents) indicated their willingness to recommend the University to other students while 14 indicated that they would not.

With regards to the sex composition of respondents, 56 Of those who would not recommend the University to other students, (78.6%) percent were African. The high percentage of African students represented in the dissatisfied group includes those who had had negative experiences during their stay. They reported facing some challenges. Some of the challenges had to do with language, food, high cost of education, erratic supply of electricity and poor educational facilities.

With regards to sponsorship, the study finds that whereas the majority of foreign students from an African origin relied mostly on their parents and government scholarships to fund the cost of their education, their Non-African counterparts predominantly paid for their education from their own resources as well as funds from their parents. These findings are important to the management of tertiary institutions in helping them tailor their recruitment of international students in such a way that it targets the potential sponsors of these short courses.

The research also revealed that a significant number of respondents (foreign students) are interested in staying beyond the study period. The study revealed that 54% of African respondents expressed their intention to stay while 46% stated that they would leave at the end of their studies. Surprisingly, as high as 44% of non-African foreign students said that they are intending to stay on after their studies whilst 56% stated their intention to leave. This finding is significant because the assumption is that very few non-Africans would like to live in Africa.

5.2. Conclusions

Foreign students have become integral to the growth potential of many higher education institutions especially in developing countries. The multiplier effects of the presence of foreign students go beyond money spent on tuition fees and living expenses, substantial as these amounts are. The study concludes that the intangible benefits such cultural, linguistic, social networks and epistemic transfers are just as valuable to destination countries as the financial benefits.

In addition, the study concludes that foreign students' mobility to Ghana is a trend that is most likely to continue due to the facilitating factors of globalization that make it possible for a greater number of foreign students to exchange their experiences of studying in a developing country.

As a result, Ghana can join countries such as China, India, South Korea, Russia and Malaysia that are considered as emerging students markets. However, the internalization of tertiary education suggests that Ghana faces a very stern competition from other African countries such as South Africa, Kenya, Uganda and Nigeria, which have equally good universities. The geo-political advantage of Ghana over other countries in the West African sub-Region continues to be the relatively better-entrenched democratic governance system, peace and security and sustained socio-economic development over the past two decades. In addition, the absence of the Ebola disease in the country makes Ghana a safer destination for foreign students, especially the non-Africans, compared to Guinea, Liberia and Sierra Leone that were badly affected by the latest outbreak.

Given the age range of most foreign students, an international experience of living independently in a foreign country such as Ghana has the potential to enhance the maturity of participating students. This study's findings that most respondents are single, without children and live in students' accommodation either on campus or outside campus is consistent with prior studies by scholars such as Frisch (1990), Anderson (1990) and Roberts (1998). These studies all point to the fact that foreign students' demographic characteristics and living arrangements tend to improve their maturity.

The study also concludes that the type and duration of programme, the cost of tertiary education in Ghana, the peace and security in Ghana and the rich cultural heritage all serve as pull factors for foreign students who come to the country to pursue higher education. Some African students, especially those from war-ravaged countries, on the other hand, are 'pushed' out of their countries because of conflicts and wars, decimation of educational infrastructure, lack of employment prospects and insecurity for educated elites. The flow of information among current

foreign students, former students and prospective students serve as feedback loops, consistent with the migration systems theory (Mabojunge, 1970). In addition, the reliance on networks of friends, family, associates, University and programme co-ordinators in origin countries as well as those at the destination and scholarship institutions all constitute nodes in the cross-border networks that are exploited by foreign students in order to realize the international mobility aspirations.

5.3 Recommendations

In light of the findings of this study, the following policy recommendations are made:

1. Governments and education ministries of developing countries need to adopt a proactive approach to recruiting international students in to their higher education institutions. This would help increase their market share of international students at the global level.
2. There is the need for formal exchange programmes to be negotiated between Universities that tend to send students from developed countries to institutions in developing ones in order to guarantee mutual benefits to students at both ends.
3. Ghana needs to take advantage of her current political and economic stability to attract foreign students into her higher education institutions. This would require properly coordinated actions by government Ministries, departments and agencies such as the Ministry of Education, Ministry of Trade and Tourism, Ministry of the Interior and the Ministry of Foreign Affairs and Regional Integration and the Ghana Immigration Service.

4. Ghana should continue to play a leading role in enforcing the agreements under the ECOWAS Free Movement Protocol in order to encourage the mobility of foreign students, especially of students within the sub-region.
5. The International Programmes Office of the University of Ghana should intensify and increase the help they offer to foreign students in terms of guidance and counseling to facilitate their integration and the adaptation process.
6. The International Programmes Office of the University of Ghana should continue to organize events and programmes annually such as Foreign Students Day for foreign students to come together and learn Ghanaian culture such as the language and cultural dances to promote exciting educational and cultural experiences at the University of Ghana.
7. The University of Ghana should expand and improve educational facilities such as libraries, laboratories and international student facilities in order to continue to attract foreign students. Again the fees paid by foreign students should be reviewed and concessionary rates should be given to students from poor African countries.
8. A larger scale research needs to be funded into the needs and experiences of international students into academic institutions in developing countries to enable comparisons and generalizations to be drawn.

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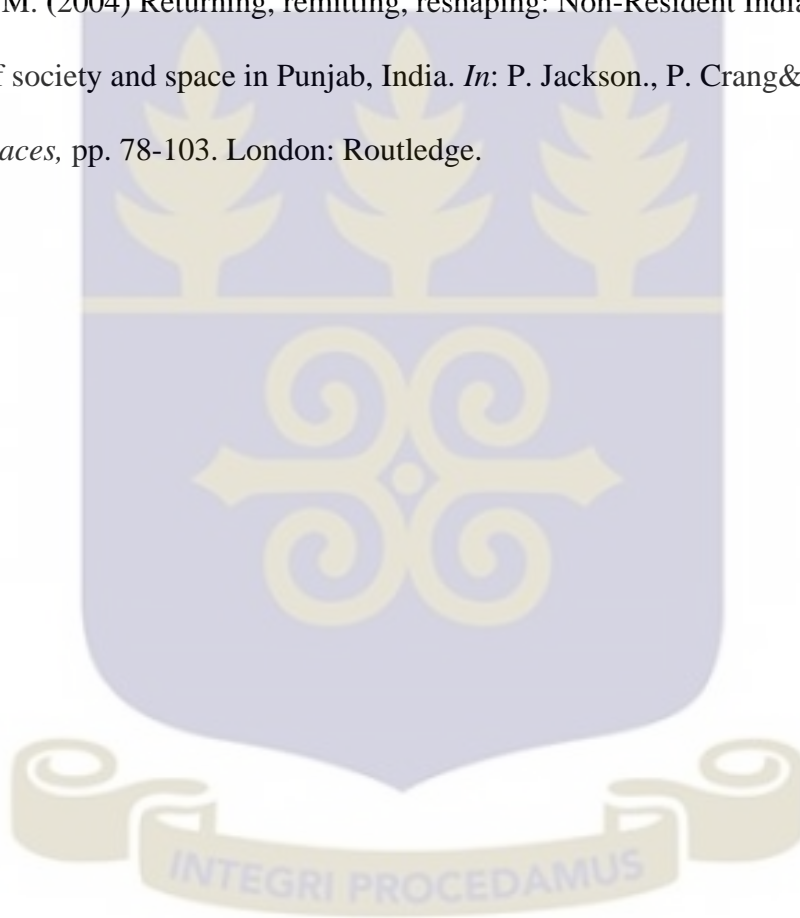
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7.0. Appendices

Questionnaire Design

The questionnaire which had both open and close- ended questions consisted of six sections namely sections A, B, C, D, E and F. This was used to solicit data on the Socio- demographic characteristics of the respondents, Cost of education, Decision making process and Motivations, Migration Experiences and Perceptions.

a) Socio-demographic characteristics of respondents

- Sex
- Age
- Religion
- Nationality
- Marital status
- Student status
- Place of residence in Ghana
- Employment status

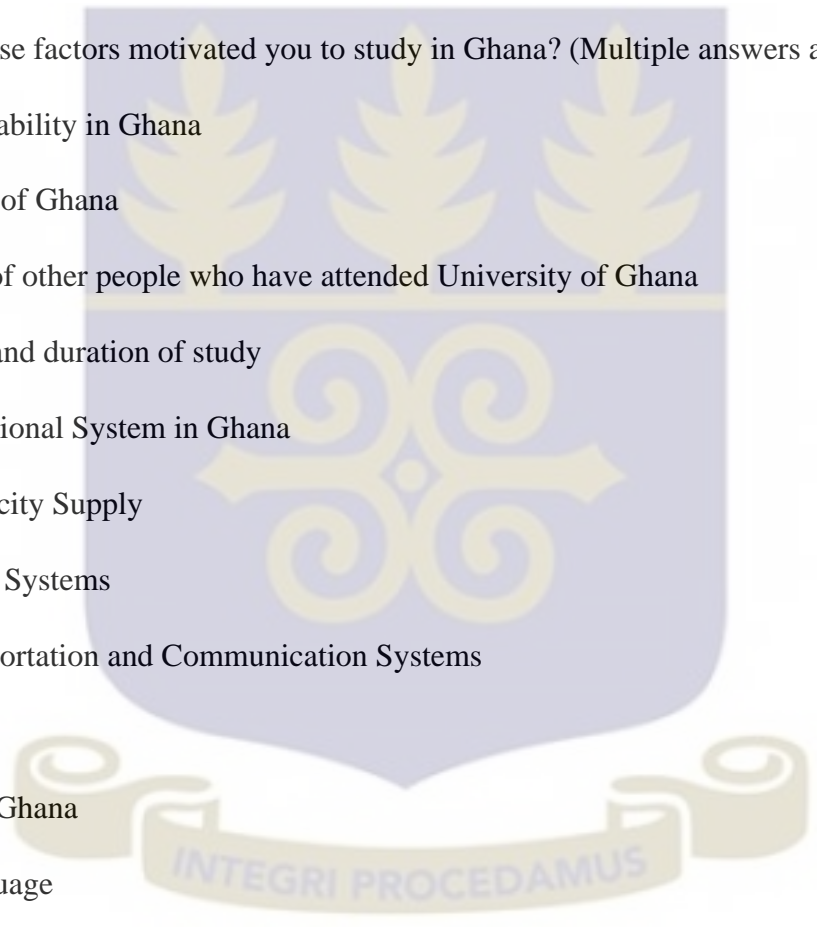
b) Cost of Education

- How much do you have to pay in tuition fees for your study period in Ghana?
- How much does your current accommodation cost per month?
- Compared with other countries, would you say the cost of tertiary education in Ghana is
1. Very Cheap 2. Cheap 3. Expensive 4. Very Expensive

- Who is sponsoring your studies in Ghana? 1. Self 2. Parents 3.Scholarship from government
4. Scholarship from NGO 5. Other Please specify.....
- Are you involved in any income activities whilst being a student in Ghana?1. Yes 2. No if
yes, please specify.....

c) Decision Making Process and Motivation

- Which of these factors motivated you to study in Ghana? (Multiple answers allowed)
- Peace and Stability in Ghana
- The location of Ghana
- Knowledge of other people who have attended University of Ghana
- Programme and duration of study
- Good Educational System in Ghana
- Good Electricity Supply
- Good Health Systems
- Good Transportation and Communication Systems
- Rich Culture
- No Ebola in Ghana
- English language
- Other
(Specify).....
- Which one of the factors you have chosen above is your strongest or main consideration to
study in Ghana?



- Since when did you have the intention to study in Ghana?
.....
- Who made the decision for you to study at the University of Ghana? 1. Self 2. Family
3.University 4. Friends 5. Other.....
- Once the decision was made, how easy was it for you to actually come to Ghana?
.....
- How did you finance your travel to Ghana? 1. Self 2. Family 3. Friends 4. Other
(Specify).....
- How did hear about the University of Ghana? 1. Through relatives 2. Through friends
3.Through internet 4.Newspapers 5.Other (Specify)
- How will your studies at the University of Ghana help your future career?
.....

d) Migration Experiences

- Did you find your classroom/lecture hall and other physical facilities provided conducive for learning? 1. Yes 2. No
- Does the curriculum for your course meet your expectations? 1. Yes 2. No
- Would you say that so far the university's academic calendar has strictly been followed? 1. Yes 2.No
- Do you believe that students participate effectively during lectures?1. Yes 2. No
- Do you believe that your lecturers are competent in their areas of specialty? A. Yes 2. No
- Are there avenues for you to provide feedback on the performance of your lecturers?
1. Yes 2. No

- Is there adequate communication between students and lecturers on academic issues?

1. Yes 2. No

- Is there adequate communication between students and lecturers on non-academic issues? 1.

Yes 2. No

- Are there enough recreational activities for students at the University of Ghana?

1. Yes 2. No

- Are there adequate banking facilities for students at the University of Ghana?

1. Yes 2.No

- Do you believe that internet facilities in the University of Ghana are: A. Excellent

B. Very Good C. Good D. Poor E. Very Poor

- Have you had any challenges since the start of your programme? 1. Yes 2. No If yes, please specify

- How do you manage these challenges?

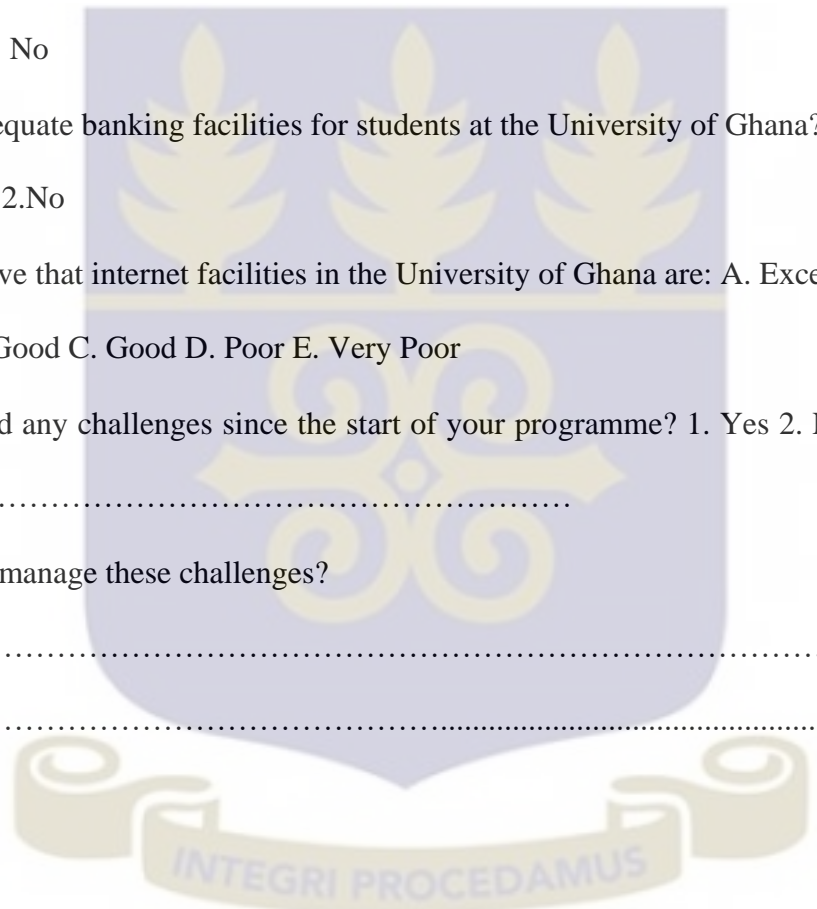
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e) Perceptions

- What was your previous rating of the University of Ghana the time you applied for admission?

1. Very High 2. High 3. Somewhat High 4. Somewhat Low 5. Low

- What is your current rating of the University of Ghana? 1. Very High 2. High 3. Somewhat High 4. Somewhat Low 5. Low



- How would you rate your own academic performance so far?
1. Very High 2.High 3.SomewhatHigh4.Somewhat Low 5. Low
- Are your expectations of the University of Ghana met? 1. Yes 2. No

f) Cultural Experiences

- Do you like Ghanaian dishes? 1. Yes 2.No
- Do you like Ghanaian clothing? 1. Yes 2. No
- Do you have Ghanaian clothing? 1. Yes 2. No
- Do you speak any Ghanaian language? 1. Yes 2. No
- If yes, which of the languages do you speak?
1. Twi 2.Ewe 3.Ga 4.Fante 5.Others (Please specify).....

- Do you have Ghanaian friends? 1. Yes 2. No
- Please list three positive experiences you have had as a student in Ghana.
.....
.....
.....

- Please list three negative experiences you have had as a student in Ghana.
.....
.....

.....
.....

- Would you recommend studying in Ghana to other students? 1. Yes 2. No
- Please give reasons for your answer

.....
.....
.....
.....

- What do you think are the reasons why other foreign students come to Ghana for higher education?

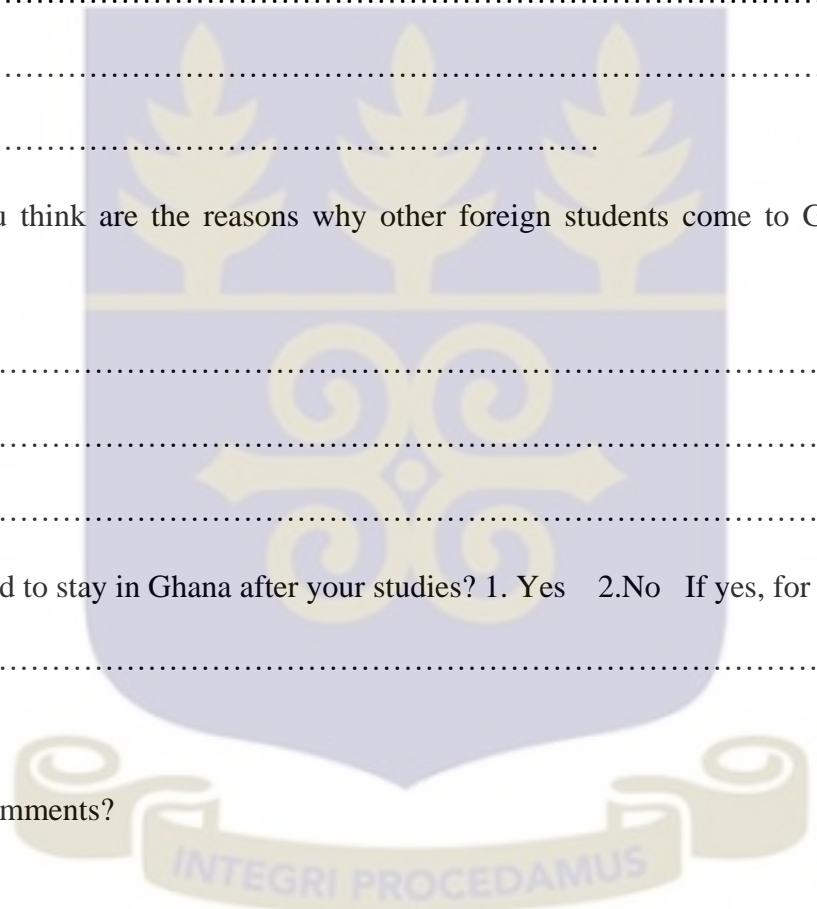
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- Do you intend to stay in Ghana after your studies? 1. Yes 2.No If yes, for how long?

.....

- Any other comments?

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Interview Guide for Foreign Students

Date: 5th July, 2015

My name is Akua Korang Frempong, an M.A .Student of the Centre for Migration Studies, University of Ghana. I am conducting a research into foreign students' mobility to Ghana, their motivations and implications on Ghana as a receiving country. I would be very grateful if you could make time, out of your busy schedule to grant me an interview lasting an hour. You are assured that any information provided will be treated as confidential and used for academic purposes only.

Thank you for co-operation

a) Socio-demographic characteristics of respondents

- Sex Age.....
- Religion..... Nationality
- Marital status Student status.....
- Place of residence in Ghana
- Employment status.....

b) Cost of Education

1. Can you tell me how much you spend for your entire study period in Ghana?

Probe for the following:

- Source of funding
- Cost of tuition fees

- Cost of hostel fees
- Cost of other travelling expenses

c) Decision Making Process and Motivation

Can you tell me what factors motivated you to come to Ghana for studies?

Probe for the following:

Strongest motivating factor and why

- Time of intention for studying in Ghana.
- Decision to study in Ghana.
- How easy it was to actually come to Ghana.
- Intention to stay in Ghana after your studies?

d) Migration Experience

How do you find lecture hall and other physical facilities for learning?

Probe for the following:

- Expectations of curriculum
- Competence of lecturers
- Students' participation
- Effective communication between lecturers and Students.
- Negative and positive experiences since the start of your programme?

- Would you recommend studying in Ghana to other students?

e) Perceptions

How would you rate the University of Ghana in general?

What have been your expectations at the University of Ghana and have they been met?

f) Cultural Experiences

What have your cultural experiences since u came to Ghana?

Probe further into

- Ghanaian Dishes
- Ghanaian Language
- Ghanaian Clothings
- Ghanaian friends?

