

THE IMPACT OF COST-SHARING POLICY ON THE LIVING CONDITIONS OF STUDENTS IN KENYAN PUBLIC UNIVERSITIES: THE CASE OF NAIROBI AND MOI UNIVERSITIES.

ON THEME: IMPACT OF GLOBALIZATION ON AFRICAN UNIVERSITIES, INFORMATION TECHNOLOGY, EDUCATION, PRIVATIZATION AND EDUCATION POLICY

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ABSTRACT

Structural Adjustment Programmes (SAPs) propagated by International Monetary Bank (IMF) and World Bank in the 1980s in Kenya occurred against a background of the country's declining economic performance, which increased poverty levels (Republic of Kenya, 1997). The SAPs further contributed to economic recession resulting in the Government reducing per capita expenditure on education among other social services (Republic of Kenya, 1999a). The result was the introduction of cost sharing at all levels of education in Kenya. Cost sharing policy has adversely affected many aspects of education culminating in low enrolment rates at all levels, insufficient provision of learning resources and deterioration in the quality of educational provision. University education was not spared by this economic decline (UNESCO, 1995, World Bank, 1997).

Cost sharing policy was applied in public universities in 1991/92 academic year (Republic of Kenya, 1999b). Under the programme, the government no longer paid full tuition fees and government loans were no longer automatically accessible to all university students as was the case before the implementation of the policy. Also, students were to pay for their meals, accommodation, stationery and other personal needs directly. In order to assist those students, who could not pay the whole or part of these costs, the Government established a new loaning system, the Higher Education Loans Board (HELB) in 1995. The main objective of (HELB) was to provide financial assistance to students who could not afford university education after the introduction of cost sharing (Nafukho, 2001). However, since its inception, the Board has been faced with many financial and administrative problems and as a result it is not in a position to provide adequate loans to the increasing deserving applicants. The *Report of the Vice Chancellors' Committee on the Causes of Disturbance /Riots in Public Universities*, (2000), attributes the inadequate loans from HELB to economic recession in the country.

In the past, the state subsidized university education and consequently all students were capable of meeting their needs from the state funds (World bank, 1997). Cost sharing has made the cost of education unaffordable to many students. The increasing economic difficulties associated with the cost sharing have meant that financing of education has become more costly. Further, some parents and guardians still hold the misconception that the government should meet the cost of their children's education as before. Hence, they do not provide sufficient financial support to match the latter's needs. Subsequently, students have become increasingly involved in small business enterprises as a way of raising additional income. This paper provides research findings on the phenomenon of university students' involvement in

income generating activities (IGAs) on campus as a response to cost sharing. These activities are not only time consuming but some are rather immoral and anti-social, all of which have implications on the students' academic work and social life.

A survey of 366 randomly selected students of both Moi and Nairobi universities were studied on their involvement in income generating activities (IGAs). Using a single questionnaire, in-depth oral interviews, and focused group discussions, the study sought to find out the respondents' characteristics, types of income generating activities (IGAs), reasons for starting IGAs, time spent on IGAs, the impact of IGAs on students academic work and their views on IGAs. The main finding of the study was that financial assistance to most of the students is inadequate. Of the total students surveyed, 35.5 % reported that they engaged in 18 different trading activities. Over seventy percent resorted to doing business mainly to meet living expenses. The remaining 29.8 % viewed their involvement in business while on campus as a precursor to their future career in self-employment given the reality of rising graduate unemployment. About half (49.4 %) of all the businesses students involved in were those that provided essential services to fellow students. These were mainly trading in foodstuffs and computer services. However, some students engaged in antisocial activities such as drug peddling and cohabiting. More than sixty percent of the students view IGAs as beneficial in assisting them meet living expenses. In spite of this, 37.1 % of the respondents pointed out that the engagement of students in trading activities in their hostels interrupted attention to their studies and the required academic environment. Respondents indicated that engagement on IGAs negatively affected academic work. About eighty-eight percent (87.7%) of students spent between four to nine hours daily on their businesses. To cope with academic activities, this category depended on photocopied notes from their colleagues to prepare for their examinations. Some in the same group were also said to copy assignments from their friends to meet their academic obligations. The overall impact of involvement in IGAs is illustrated by over seventy percent respondents (71.1%) who indicated that they missed or were inattentive during several lectures, and those who did not complete projects or assignments on time. This paper also recommends ways to improve the existing student loans and bursaries to provide adequate funding for student to meet living expenses. In conclusion, these results have useful implications on financing university education in Kenya, and other African countries where the cost sharing is being implemented, policy on student trading activities on campus and the university curriculum in general.

Introduction

The funding of university education in Kenya has been a matter of major concern to the government since independence. The government attaches great value to university education because the graduates are expected to 'respond to the demands of national development and emerging socio-economic needs with a view to finding solutions to problems facing society' (Republic of Kenya 1988: 69). Due to this high regard for university education, there has been increasing demand for it (Sifuna 1990: 131). Consequently, increase in enrollment and number of universities followed. For instance, whereas in 1963, there was only one University College, Nairobi with 565 students, by 1973 the number had increased ten-fold (Republic of Kenya, 1988). By 1990/91, there were four public universities with thirty thousand students; currently (1999/2000) there are forty thousand students in six public universities. This increase in intake, and many drastic economic, political, and social changes adversely affected the financing of university education (Ministry of Education 1988).

The government's full responsibility in financing university education ended in 1974. A new policy of cost sharing was implemented in 1974/75 academic year. Financing of university education was to be shared between the students and the government (Eshiwani, 1993: 143). Each student was automatically entitled to a loan to meet their accommodation and catering services when they qualified to join university. The government paid tuition fees and released loans for catering and accommodation for each student directly to each University's centralized body - the University Students' Accommodation Board (USAB) to meet the said costs of the services. Loan for book allowance or practical attachments were, however, paid directly to each student, popularly referred to as 'boom' (Ministry of Education, 1988).

This system of loaning to all students ensured that accommodation; catering and stationery needs of each student were taken care of adequately. But this practice of loaning did not last long. In 1991/92, the existing loaning system was scrapped due to the Structural Adjustment Programme being implemented by the government. There were also administrative inefficiencies, and malpractice in loan repayment (Bogonko, 1992). Therefore, from 1991/92, the government no longer paid for tuition fees and loans were no longer automatically accessible to all university students. Only students who would prove that they were unable to raise full or part of the fees were awarded loans. Also, included was the cafeteria system where students were to pay directly for their meals. This new system of

meeting personal student's catering needs became popularly known as 'pay as you eat' (PAYE). They were further to pay for their accommodation and stationery needs directly. Both the students and their parents considered these changes quite drastic and there was countrywide fund raising for this purpose (Nafukho, 1994, p.46). In fact, this was met with a lot of resistance from the students and culminated in riots in all public universities in 1991/92, which were subsequently closed that academic year (Republic of Kenya, 1992).

The Higher Education Loans Board (HELB) was set up in 1995 to run the new loaning system. It was also to follow up repayment of loans by beneficiaries of the former loaning system. Since its inception, the Board has been faced with many financial and administrative problems and as a result it is not in a position to provide adequate loans to the increasing deserving applicants. The money allocated to HELB by the government is inadequate hence minimizing the loans which increases its competitiveness. Besides, the Board does not take into consideration the actual costs for degree programmes in different faculties. Most parents and guardians still hold the misconception that the government should meet the cost of their children's education as before. Hence, they do not provide sufficient support and commit money to match the latter's needs. The increasing economic difficulties associated with the SAPs and the rapid increase in population in Kenya has meant that parents have found more difficult to meet the welfare needs, particularly that of financing education

Therefore, to meet the various financial needs, students have resorted to several ways of raising money. Cases of criminal activities such as stealing university property or other students' property have become common. Students have also become increasingly involved in Income Generating Activities (IGAs) (Nafukho, 1996, p.83). These activities are not only time consuming but rather some are immoral and anti-social, all of which negatively affect their academic performance.

When the students cannot meet their basic needs such as food, clothing personal effects, and learning materials, they are unlikely to concentrate fully in achieving a higher need of getting a degree (Nafukho, 1996). According to Maslow's hierarchy of needs, human beings have five needs ranging from basic to highest needs. Individuals only aspire to achieve the higher needs when the basics have been taken care of (Maslow, 1954). This study is, therefore, a needs analysis of the students financial needs which if fulfilled will enable full concentration on their academic obligations. The results of the research will thus enable the Higher Education Loans Board to re-evaluate its strategies in addressing and prioritizing the university loan system.

In view of the foregoing, there is need to investigate the incidences of IGAs in public

universities. Further, it will be necessary to document the impact of the IGAs on the social and academic life of students in public universities.

Statement of the Problem

Education, especially at the university level plays an important role in achieving the needs of national development (Republic of Kenya, 1996:30). The provision of quality education and the production of a well-balanced individual are paramount to meet the aims of education in national development. The government underscores the significance of giving the correct guidance to the youth so that they may grow into useful citizens and leaders of tomorrow (Ibid, 40).

It can be inferred from the foregoing that university education is important in the future of a nation. University education must be guarded to ensure that it targets achievement of the desired societal objectives. Although the income generating activities (IGAs) that some students engage in may be useful, it may also be time- wasting and anti-social. The IGAs are unlikely to enable most university students achieve one of the objectives of university education of promoting cultural development and the highest ideas and values of society (Ministry of Education, 1988, p.30). However, some of the activities in which IGAs students engage in are contrary to the national education objective of promoting social justice, and morality, social obligations and responsibility (Ibid. 4). The increasing involvement of students in IGAs is likely to negatively affect their academic performance and moral well being. This study analyzes the social, economic, and academic environment of the students in public universities with a view to determine whether it enhances quality education.

Since the implementation of the current system of financing university education, few studies have been done to examine the impact of such policies on the social-academic needs of the students. In the absence of such data, it is difficult to know the problems facing the students, in their pursuit of academic and educational objectives. Also, since quality education is to promote justice and morality, this study investigated the unorthodox and anti-social practices associated with student IGAs increasingly being observed on public university campuses.

The Purpose and objectives of the Study

Specifically, the purposes of the study were to:

1. describe the characteristics of students involved in IGAs
2. document incidences of student business enterprises in public universities.
- 3 find out reasons for students involvement in IGAs.
4. investigate the amount of time spent on IGAs by students.
5. find out the impact of the IGAs generally on students' academic work in terms of missing lectures, missing continuous assessment tests, missing examinations, incomplete projects and assignments and failing in examinations.
7. document students' views on IGAs.

Significance and Justification of the Study

As Kenya aims at achieving industrialization, poverty eradication, and sustainable development by the year 2020 (Republic of Kenya, 1997), it is crucial that university graduates receive quality education. This can be achieved by ensuring that there are no obstacles interfering with the quality of education being offered. If the financial status of the student is inadequate, this is likely to negatively affect one's attitude to learning. In turn, this may also affect, negatively, the student's ability to learn effectively, in spite of the high quality education offered. Since the introduction of the cost-sharing policy, incidences of IGAs among students in public universities have been on the increase. Yet, little has been documented about the IGAs among students in public universities. Even less is known about the impact of the IGAs on the social life and academic performance of the students. It is expected that the results of this study will contribute to knowledge and ways of enhancing effective learning environment.

By documenting incidences of IGAs and their impact on the social life and academic performance of students since the inception of the new cost - sharing policy, the results of this study will sensitize universities to look into ways and means of raising bursaries and loans to supplement government efforts. The results of this study will also contribute to knowledge of university students changing socio-academic obligation and responsibilities. The findings of the study will provide useful information to the parents and the government on the need to provide lasting solutions to the issue of financing higher education. The results of this study will also be useful to other partners and stakeholders who stand to gain from graduates who will have gained quality education in the universities. The stakeholders include industry, business, research bodies and NGOs who, based on these research findings, can also augment the government's efforts in ensuring the youth receive quality education.

This being a needs assessment study is expected to enable the main actors responsible for the setting up and implementation of university policies to make precise management decisions to meet the expected living conditions for university students. Since this is also an evaluation research on policy, it is hoped that the outcome will influence other African countries that have or are about to implement cost sharing to review their decisions in the light of the findings.

The findings of this research are expected to influence government policy makers to put in place changes that would enhance suitable learning environment for university students. It is hoped that such a move will keep the quality of African universities' graduates at par with fellow graduates from any other university in the world.

Literature Review

Literature on student trading activities on campus is limited probably because student entrepreneurship is a recent phenomenon. This section reviewed mainly documentation on recommendations for successful implementation of cost-sharing policy, and its effects on university students.

UNESCO (1995) discusses the trends in higher education as regards relevance and quality. It points out that cost sharing has resulted from increasing demand for formal education, which has come at a time when there are constraints on public budgets. It, therefore, recommends a shift of financing education from public to private sources, but it cautions that this will have far reaching implications for the “student body, governance and public standing”.

Acknowledging the economic realities, UNESCO advocates for cost-sharing and advises: “Above all, due attention should be paid to accompanying fees with adequate provision of support for needy students in form of grants and loans” (Ibid. 27). On student quality, the paper points out that there is need for each institution to take action to tackle specific problems affecting the students. It argues that an academic environment should be conducive in order to enhance quality teaching, learning and provide positive institutional culture. It points out that this is necessary given the fact that modern societies need “quality assurance” from graduates of higher education.

The importance of a conducive learning environment is emphasized further by Matiru et al, (1995). They expound that learning is an outcome of many complex processes, which need an enabling academic environment for its success. Central to effective university learning

is the welfare of the student. She argues that the socio-economic problems which students face can distract them from quality academic pursuits. Matiru et al observed, “due to lack of money to purchase such items as stationary, clothing, or even food, these students may become depressed and almost inactive in their studies” (Ibid, p. 93). The present study found that insufficient funding constrained effective learning in the Kenyan universities.

Similarly, UNICEF workshop report (1989) recommends that since cost-sharing is unavoidable, scholarships should be granted to all needy students. The report further point out that fees schedule should be rearranged so that parents pay per month rather than per semester to alleviate the burden of paying large amounts of money at once. Further, Opondo, and Mohammed (1989) agree that cost sharing should take into account the geographical and economic disparities in Kenya and should have in build arrangements to ensure that families with limited material means are not further disadvantaged because they cannot pay fees for their children. They recommend scholarships for bright students as well as those from poor families.

The present study found out that the above recommendations were not taken into consideration during the implementation of cost sharing. Consequently, there is insufficient financial support for many needy students. Most of the students affected by inadequate funding have responded by engaging in trading activities in their halls of residence to make ends meet. This has negatively impacted on their learning environment.

On the effects of cost sharing on students living conditions, Nafukho (1996) argues that there have been increased trading activities in students’ halls of residence. From his study of 80 ‘A’ level third year Moi University students, nearly half of them (45%) strongly agreed that they engaged in trading activities due to insufficient financial support from their parents. This study was done on a small number of 7-4-2-3 system of education students who were older than the present students. There is need to study the present 8-4-4 system of education students to see whether the increasing economic hardship has any impact on student involvement in IGAs.

Further, Nafukho (1994) indicates that the immediate response to the implementation of cost-sharing policy was the organization of fund-raising (*harambee*) throughout Kenya. He points out that the contributions to assist university students in public universities for the first time “spread like bush fire all over the country”. From his findings, there is a clear indication of disparities in funds collected depending on the economic endowment of different regions. This tally with concerns raised by Opondo and Mohammed above. The money collected was also targeted for tuition payment and not for living expenses. This is indicative of lack of

sensitivity to provide adequate funds for students' living and personal expenses. The above findings on effects of cost sharing policy on university students' welfare were done just at the beginning of the implementation of the policy.

Since then, several changes have taken place. The book allowance for each student that was paid directly to the university bookshop has been scrapped. Tuition fees has been increased from Kenya Shillings KShs 6000 (US\$85) per year to KShs 16000 (US\$230) per year (Moi University, 1999). The fund-raising have also declined as the economic difficulties have increased. The current study extended Nafukho's work to other public universities in Kenya and tested more variables on a larger sample of students. It brings out the current state of the survival techniques of the university students and recommends appropriate measures to the relevant stakeholders.

A similar study in University of Zimbabwe (Maphosa, 1999) concluded that students in that institution engaged in trading activities due to inadequate financial support and the need to develop business skills for self employment given the reality of graduate unemployment. The findings are similar to the reasons given by their Kenyan counterparts in this study. It suggests therefore that African countries face similar challenges that require concerted efforts to solve.

Since the inception of cost-sharing policy, the print media has also been reporting cases of hawking, peddling drugs, selling stolen property and other anti-social income generating activities of university students (Mwangi, 2000, pp. 2-3). Aduda (1996 p. 18) attributes this to "cost-sharing policy at the universities which occasioned financial difficulties to the students." Although these news paper reports may not be accurate, they serve to point out that cost sharing has impacted negatively on students' welfare at the universities concerned. It also indicates that the students might be compromising their study time for survival needs. This study carried out and documented current information on this emerging phenomenon among the university students, has affected their academic and living environment

Research Design and Methodology

The study employed multidimensional approach in data collection and analysis. The study was descriptive in nature and used both quantitative and qualitative approaches. Sambili (2000, p.163) supports the combination of these methods in order to "reveal several dimensions of a phenomenon, to deal with shortcomings of each approach and to double -check the findings by, examining them from several different vantage points."

This study concentrated in two public universities in Kenya: Moi University and University of Nairobi. Moi University in Eldoret is situated in a rural setting, 350 kilometers

north of Nairobi. University of Nairobi is in Kenya's capital city, Nairobi. The choice of the two universities provided a representation of both rural and urban institutions of higher learning in Kenya. The location of the institutions brought in two different dimensions of the impact of cost sharing policy on university students' living conditions in urban and rural Kenya.

The target population for the study comprised regular undergraduate students of Moi and Nairobi Universities who were sampled per faculty. The respondents were selected using stratified random sampling. They were stratified in terms of faculties, year of study, and gender. A proportionate random sampling technique was carried out on all eligible respondents. A third of each stratum was sampled. A total of 366 respondents, 216 males, and 150 females were sampled for the study.

Findings, Interpretation and Discussion

This section deals with results, interpretation and discussion of the study. The findings are represented in the following order: respondents' characteristics, types of income generating activities (IGAs) and reasons for starting IGAs. It also deals with time spent on IGAs, impact of IGAs on students' academic work in terms of; missing lectures, and continuous assessment tests, incomplete projects and assignments, and failing examinations. It further covers students' views on IGAs, summary, implications, and recommendations.

(a) Characteristics of Respondents

The characteristics of respondents that were investigated and analyzed for this study were: gender, age, marital status, family background, number of siblings, parents level of education and income brackets, degree course, year of study, and place of residence.

Male respondents constituted 59.0% while females were 41.0% of the sample. Although the admissions ratio in Kenyan public universities of male to female is generally 3:1 (National Development Plan 1997-2001), the sampling method in this study ensured that subjects were proportionately represented. In spite of this, there are faculties like medicine and technology where the number of female students is negligible. Similarly, departments of home science and arts related courses had a higher proportion of women than male students did. Over eighty nine

percent (89.1%) of students were aged between 20-24 years. This is the age bracket when majority of students enroll for regular undergraduate studies in Kenya.

The respondents were spread in the following faculties: Social Cultural Studies 100(27.3%), Education 81(22.1%), Medicine 66(18.0%), Information Sciences 41(11.2%), Technology 36(9.8%), Architecture, Drawing and Design 17(4.6%), Science 15(4.1%) and Land Economics 10(2.7%). Arts related and Education courses admit majority of students and hence their high representation in the study. The year groups were represented as follows: second 83(22.7%), Third 161(44.0%), Fourth 90(24.6%), Fifth 19(5.2%) and Sixth 13(3.5%). First year students were excluded from the study because at the time of the fieldwork they were then freshmen and had not been fully integrated into Campus life. Thus, their involvement in the study could have affected the quality of information processed from collected data.

Out of 366 students 352(96.4%) reside on campus while 14(3.6%) reside outside campus. Most students prefer university residence because it is cheap and secure. Campus environment also facilitates unlimited access to the library and social amenities, which are unavailable or unaffordable to most university students outside Campus. Campus residence also saves time and money that could be used in travelling.

About ninety two percent (92.3 %) of the respondents indicated that they were single, while 6.1% were married and 1.6 % indicated that they were cohabiting. Cohabiting in University halls of residence is contrary to University rules and regulation. One of the reasons for students engaging in this habit could be to reduce living expenses, besides emotional relationships amongst the students.

The sample was drawn from varied family backgrounds, ranging from monogamous 225(70.1%), polygamous 61(16.8%), and single parent 43(11.7%) to orphaned 7(1.9%). Students from the last two categories are normally needy and would require full financial support for their tuition and upkeep. More than fifty percent (50.5 %) indicated that they had had between 5-8 siblings, which is characteristic of most Kenyan families. Majority of students' fathers' average level of education was diploma 112(33.8%) while the mothers was primary 111(31.3 %). About forty percent (37.9%) of students indicated their fathers' monthly income to be over (Ksh 14,000, US\$ 17.5). On the contrary, 62.8% of the students indicated

their mother's monthly income to be between (KShs. 2001 – 8000 US\$ 25-100). Generally the respondents appear to come from families where financial resources are insufficient to meet all their obligations given the economic difficulties in the country. It could be hypothesized that some of the students engage in IGAs to support their siblings especially where the parents were poor.

Types of Income Generating Activities (IGAs)

Of the 366 respondents who participated in the study, (35.52 %) indicated that they participated in IGAs. There were 180 businesses operated by 130 students. The respondents in most cases participated in more than one business enterprise, 93 students did single business while 37 engaged in multiple IGAs. There were 18 different types of businesses captured in the study as indicated in **Table 1**.

Table 1: Types of Income Generating Activities (IGAs) operated by the respondents

Commodity	Frequency	Percentage %
Foodstuffs	42	23.3
Computer services	29	16.1
Electronics	17	9.4
Soft Drinks	12	6.6
Artwork	11	6.1
Clothes	11	6.1
Cigarettes	10	5.6
Saloon	08	4.4
Tuck shop (<i>Kiosk</i>)	07	3.9
Beauty Products	07	3.9
Beer	06	3.3
Hotel Services	05	2.8
Barber (<i>Kinyozi</i>)	04	2.2
Photography	03	1.7
Stationary	03	1.7
Commercial Entertainment	03	1.7
Footwear	01	0.6

Kitchenware	01	0.6
Total	180	100

N=130

Source: Data collected from Nairobi and Moi Universities Students, February- April (2001).

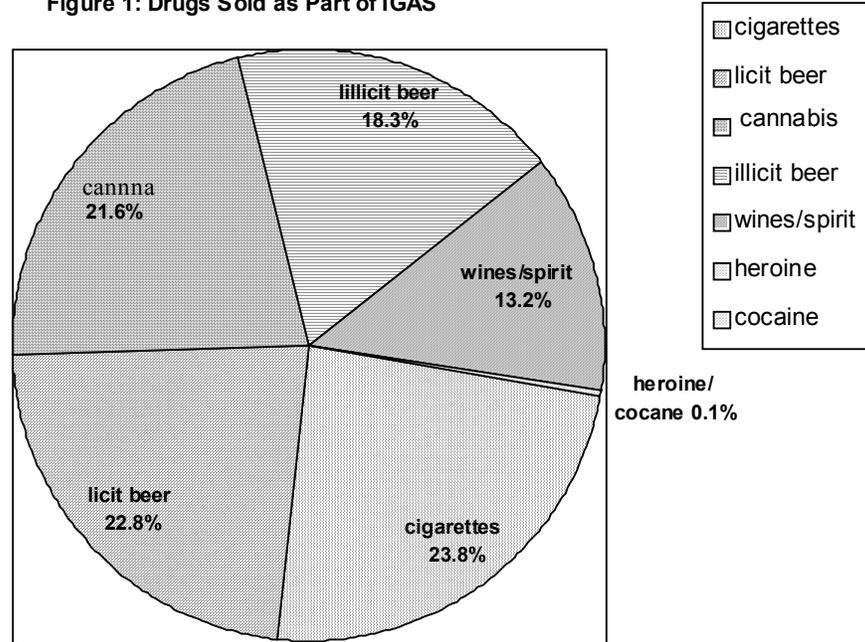
Most of the respondents' operated IGAs that provided essential services mainly to fellow students. For instance, foodstuffs and computer services attracted 42(23.3 %) and 29(16.1%) of all the businesses respectively. The selling of foodstuffs was a favorite business since many students prefer cooking their own meals to buying from the university kitchens, which they perceive as relatively expensive and /or of poor quality. Focus group interviews revealed that this has resulted to many students cooking foodstuffs in their rooms either for sale or for consumption. The foodstuffs sold included mainly; cereals, flour, milk, bread, vegetables, sugar, pastries, and fruits. The respondents indicated computer services as the second best enterprise, which entails training in computer packages, repair, printing, typing and sale of related accessories. The respondents attributed this to the requirement for computer literacy for the job market. Perhaps students seeking the training are responding to this need. The universities are not offering or not adequately meeting the students' requirements in this regard. According to data gathered during focused group discussions, there are limited facilities in relation to the numbers of students who need training in this area. Additionally, packages offered may not be updated to meet the contemporary needs of the computer-oriented jobs. Further, most arts based programs do not offer courses in this field thus resulting in many students seeking alternative training. A scrutiny of the data indicates that this type of business was more frequent in Moi University than Nairobi. Those who engaged in this business in Nairobi cited stiff competition from cheap places in the city centre as reasons for lack of this type of business. The location of Moi University 35 kilometers away from Eldoret town was said to be prohibitive in terms of distance for students to seek training outside the university. It is also interesting to note that mainly students taking Information Science courses are the ones who offered computer services as business enterprises.

Other types of IGAs included electronics 17(9.4 %) in which students were selling and repairing of electronic equipment. Artwork and clothes each comprised 11 (6.1%). Students

involved in artwork claimed to have started it as a hobby, but ended up doing it as an IGAS. The clothes mostly sold were secondhand because they were affordable to most students. The sale of cigarettes was 10(5.6 %), while salon was 08 (4.4%), and beauty products were 07(3.9%). Students who operated salons also sold beauty products. Smaller businesses included tuck shops (*kiosks*), beer selling, hotel services, barber (*kinyozi*), photography, stationary, commercial entertainment, footwear and kitchenware with less than 4 % respondents as shown in Table1. Respondents pointed out that the sale of stationery was prevalent because student traders sell their merchandise far below the university bookshop prices. It implies that probably they get their supplies from cheaper sources, which makes them compete favorably with university bookshops. Interviews further revealed that students also prefer to buy from fellow students, as their merchandise is available for longer hours and were perceived to be of better quality than the bookshop.

The sale of alcoholic drinks and hard drugs was also indicated as a major part of IGAs. Out of the 366 sampled respondents, (327) 80.4% indicated that sale of drugs, as part of IGAs exists in the universities. When asked to indicate the most commonly sold drugs, the respondents gave multiple combinations of several drugs as indicated in **Figure 1**.

Figure 1: Drugs Sold as Part of IGAS



Source: Data collected from students of Nairobi and Moi Universities, February- April (2001).

This implies that those who participate in this trade combined the sale of more than two drugs. The two most commonly sold drugs were cigarettes 23.8 % and licit beer 22.8 %. The sale and consumption of cigarettes and licit beer is legal in Kenya. The other licit alcoholic beverages allowed by Kenyan Laws include wines and spirits, which formed 13.2 % of the drugs sold. According to the respondents, wines and spirits are expensive and consequently out of reach for many and especially the students.

The sale of cannabis sativa (*bhang*) was at 21.6% while cocaine and heroine were 0.1%. The sale of these drugs is illegal in Kenya and carries maximum prison sentence of ten years. In spite of this, cannabis sativa (*bhang*) is openly and commonly sold around the students' residence. The respondents attributed this to its availability and affordability since it is grown locally. On the contrary, cocaine and heroine are imported and are expensive for most students. This would be the reason why only 0.1 % of respondents reported the sale of these drugs. Another 18.3 % of respondents indicated the sale of illicit liquor was common. Focused group discussions indicated that most students prefer the illicit liquors to licit beer. The former is preferred because it is cheaper and consumption of a little amount of it is enough to make one 'feel high'. For example, *changaa* with up to 50% alcohol by volume was said to be the most commonly sold and consumed. Other illicit liquors were '*muratina*' made from honey/sugar and '*busaa*' made from fermented flour. Illicit liquor is prohibited in Kenya in

terms of manufacture, distribution, and consumption. Focus group discussions also revealed that some community members from within the neighborhoods of most campuses supplied these products to student partners to sell in the hostels. It was further reported that some students brew illicit alcoholic drinks in their hostel rooms for purposes of consumption and selling to fellow students as part of IGAs. This has implications to the campus security.

The above findings are similar to a study by Johnston (2000) on the rampant drug use in Kenya. It indicates that 92 % of Kenyan adolescents and young adults (16-26 years) have experimented with drugs. While 89 % are involved in regular consumption of mainly beer, spirit, cigarettes, local brew, spirits and cannabis sativa (bhang). In another related study, Standa, (2000) points out that:

The use of drugs such as marijuana, bhang, heroine, as well as heavy consumption of various types of alcoholic drinks by students in public universities has become alarmingly high and dangerous to the physical and mental health of those addicted.

The report further found that drug use and abuse among the youth in Kenyan schools and universities, has been the main cause of failure in examinations, student riots with its consequent destruction of property and loss of life.

The study was also interested in finding out whether students engaged in commercial sex as part of IGAs. More than half (52 %) of the respondents indicated commercial sex, to be frequent on their campuses as a form of IGAs. They pointed out that both male and female students were engaged in it. However, majority of those who participated in this trade were not necessarily practicing it on campus premises. Therefore, it is difficult to get an accurate data on the prevalence of this type of IGAs. But the fact that more than fifty percent of the respondents acknowledge its existence proves its prevalence. A further scrutiny of the data shows that the practice was reported to be more prevalent in Nairobi than Moi University. Nairobi University is situated in the city. Due to its cosmopolitan nature, it is possible that immorality has given rise to commercial sex.

The respondents also pointed out that the motive for this practice is for students to make money to support their upkeep. Yet, commercial sex is considered immoral and illegal in the laws of Kenya Cap.63, section 153 and 154 of the penal code. With the advent of HIV/AIDS, commercial sex is a risky behavior. In 1999, the government declared HIV/AIDS a national disaster, and it is unfortunate that those who are expected to understand best how the HIV virus is spread engage in risky behavior. Further, it also makes the hostel environment not

conducive for the majority who do not condone such sexual behavior

Student involvement in IGAs by faculty and year of study

About seventy percent (68 %) of the students involved in IGAs were in third and fourth years. This implies that those who have been in the university longest have greater awareness of availability of business opportunities or experience. Similarly, they are also advantaged in the networking needed in establishing business around campus. Data gathered indicates that students in faculties of Medicine, Architecture, Drawing, and Design were not involved in IGAs. They attributed this to Problem Based Learning design of their courses, which do not allow them much spare time. In all the other faculties, the trend was almost homogenous, although the faculties of Arts and Education had a slightly high number compared to the rest. The respondents attributed this to the fact that liberal arts are conceptual courses that only demand application and therefore do not demand extensive reading compared to the science and technology courses.

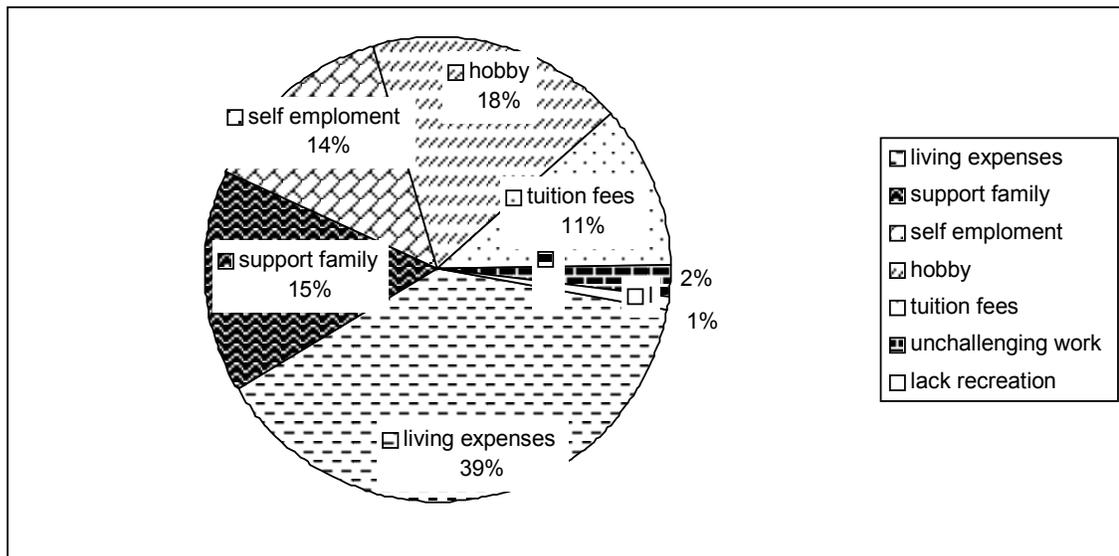
Location and Persons Operating IGAs

Most of the respondents involved in business, 76.2 %, indicated that they did business in their rooms. This leaves little space for study during the hours when the library is closed. Such an environment is also not conducive for academic work for both the owners of the business and the roommate. Other businesses, 7.4 % operated it in open air, while 5.7 % carried out in hostel common rooms. The remaining 2.5 % operated in official designated areas in Students' Centre. Most of the businesses, 69.4 % are self-operated, while 14.5% run businesses with fellow student partners. The rest of the respondents 13.7 % and 2.4 % indicated that outside partners and staff member partners operated their businesses respectively. From this statistics, it is evident that the students operate over 83.9 % of all the businesses. The implication is that students engaged in IGAs spend a lot of academic time trading, instead of concentrating on their studies. This is likely to have negative impact on their overall academic achievement.

Reasons for Students' Engagement in IGAs

Figure 2 shows varied reasons given by respondents for engaging in businesses while at the university. About forty percent (39.0 %) of the respondents indicated that they engage in IGAs to meet living expenses such as food, accommodation, and transport. This is probable since majority of the respondents in the study indicated that they came from families with high number of dependants on limited resources. If students mainly engage in IGAs to meet living expenses, it implies that either the family or the government has not been fully supportive or that students engage in IGAs so as to earn extra income. It also implies that students who go to the extent of engaging in business to generate funds for their university expense view education as worth the sacrifice.

Figure 2: Reasons for engaging in IGAs



Source: Data collected from students of Nairobi and Moi Universities, February- April (2001).

Those who engaged in IGAs as a hobby were 17.7 % and they mostly did photography and artwork. This category of students was revealed in focus group discussions not to be necessarily needy but do not mind extra money from their hobbies. Those involved in this trade charge competitive prices though they claim to be exploiting their talents. Another 15.5% indicated that they do IGAs to support their families. Two implications can be derived

here; they are either supporting their parents and siblings or their own spouses or children. More than thirteen percent (13.6 %) indicated that they do this as a preparation for self-employment. This could be occasioned by the current graduate unemployment, which has made many graduates seek self-employment after graduation (Nafukho, 1996 and Maphosa, 1999). Over ten percent (11.4 %) indicated that they run businesses to supplement their tuition fees. Focus group discussions revealed that some parents have either not understood or have rejected the cost sharing policy in university education. They have therefore left their children to depend wholly on loan from HELB. Further, others have questioned the value of university education amidst high levels of graduate unemployment and were unwilling to meet financial obligations of their children in the university. Others resorted to running businesses due to unchallenging academic work (4.1 %) and lack of recreational facilities (1.7 %).

From these statistics, it would appear that most of the respondents were prompted into IGAs largely for survival reasons in order to cater for their basic needs. This may be inferred from their family backgrounds, which indicates that most of them came from humble and needy homes. Previously, it was indicated that majority of the respondents were either first or second borns in their families. This means that their parents have other dependants and may not adequately meet the financial needs of one or two university students. Also nationally, it is estimated that 54 % of the Kenyan population live below the poverty line (National Development Plan 1997-2001). It implies that many may not be capable of adequately paying fees and meeting living expenses. Currently, public universities have been experiencing high students dropping out, deferring their studies or living under very stressful conditions because they cannot afford fees and living expenses (Cheruiyot, 2001). In this study, 4.1% of the respondents indicated that they had deferred their studies more than once on financial grounds. In an effort to arrest this trend, some universities have introduced work-study programs to assist such needy students to meet their living expenses. Such students work during the evenings and weekends. However, students complain that payment is meager and it can only absorb a limited number. For instance, currently a student is paid Kshs.20 (US\$ 0.25) per hour in Moi University Library. Coupled with this, there is no guarantee that work-study would be available at the time of need. Moreover, the university has its own permanent staff.

These findings are comparable in most aspects to a similar study done in University of Zimbabwe (Maphosa, 1999). The study concluded that the main reason for students undertaking business was to raise additional income due to the financial constraints occasioned by economic recession.

Time Spent on IGAs Per Day and Semester

Table 2 indicates the number of hours respondents spend per day operating their IGAs. Over fifty percent (55.4%) spend equal to or less than 4 hours, while 32.3% used 5 - 9 hours. 6.9 % devoted 10 - 14 hours while 5.4 % operated their IGAs between 15 - 18 hours.

Table 2: Time Spend on IGAs Per Day

Time (hours)	Frequency	Percentage %
≤4	72	55.4
5 - 9	42	32.3
10 - 14	09	6.9
15 - 18	07	5.4
Total	130	100

N=130

Source: Data collected from students of Nairobi and Moi Universities, February- April (2001).

University education is very challenging and demanding. It requires sufficient time and concentration for students to succeed. It is noteworthy that universities in Kenya have classes and other academic activities running between 8am and 7pm and this translates to an average of 12 hours of active studies. Consequently, students who engage in IGAs as well as study, sacrifice part of their study time, since as noted earlier, 83.9 % of IGAs are operated by students for several hours during the semester. There, is therefore, the possibility that academic performance of the students who engage in IGAs will be negatively affected due to lack of attention to their studies.

On semester basis **Table 3** indicates the weeks of the semester the respondents operated

their IGAs. More than forth six percent (46.4%) from the 1 - 8 week of the semester, 38.5 % from the beginning to end of semester while those who operate their IGAs from the 9th to 12th week were 8.5 %. Another 6.2 % operated business from 13-16 week.

Table 3: Period of Semester that IGAs are Operated

Week	Frequency	Percentage %
1-8	61	46.9
1-16	50	38.5
9-12	11	8.5
13-16	8	6.2
Total	130	100

N=130

Source: Data collected from students of Nairobi and Moi Universities, February- April (2001).

In practice, the university semester program has lectures beginning from the first week to 8th week. The 9th week to 13th week is mainly characterized by lectures and continuous assessment tests (CATs), projects, and assignments while from 14th to 16th week is devoted to the end of semester examinations. Students are not penalized for non-attendance of lectures.

This could explain why 46.9% of the respondents in **Table 3** engaged in IGAs during the first 8 weeks of semester. However, 38.5 % of respondents engaged in IGAs irrespective of the semesters' academic programs. Focus Group discussions revealed that students in this category depended on photocopied notes from their colleagues to prepare for their examinations. Some in the same group were also said to copy assignments from their friends to cope with their academic obligations. This could be the students who indicated in **Table 4** that they missed lectures or were inattentive, experienced fatigue or felt depressed and missed examinations due to their involvement in IGAs. Possibly these students were also involved in IGAs from first to the last week of the semester to clear their merchandise. The intensity of their involvement, however, diminishes as the semester wears out. The other reason could be to make money for upkeep and to meet other necessities such as clothes and personal effects.

Students find it hard to stop operating IGAs once they start because their needs in most cases are tied to their income.

Impact of IGAs on Academic Activities

Table 4 shows the impact of student involvement in IGAs on various academic activities in the university.

Table 4: Impact of IGAs on Academic Activities

Impact	Frequency	Percentage %
Missed several lectures	58	31.7
Missed to complete assignments on time	36	19.7
Inattentive during lectures	36	19.7
Failure to complete projects on time	26	14.2
Missed continuous assessment tests (CATs)	13	07.1
Fatigue and depression	12	06.6
Failed examinations	2	00.9
Total	183*	100.0

N=130

**Frequencies add more than 130 due to multiple responses*

Source: Data collected from students of Nairobi and Moi Universities, February- April (2001).

Over thirty percent (31.7%) of the respondents missed several lectures because of participating in IGAs. The categories that failed to complete assignments on time and those who were inattentive during lectures each comprised of 19.7%. Another group of 14.5% failed to complete academic projects on time while 7.1% missed continuous assessment tests. Some 6.6 % of the respondents indicated that they were fatigued and depressed and smaller group of 0.9 % failed examinations. In total, 26.3 % respondents were inattentive, fatigued or depressed. Medically, fatigue and depression will probably result in lack of concentration on their academic work. This group is likely to be those who were spending a lot of time on IGAs. The implication here is that some of the students may end up performing poorly in examinations due to a pile up of stress associated with difficulties in meeting the basic

necessities and involvement in IGAs when they are required to be studying.

Students Views on IGAs

The study was interested in the opinions of the university students regarding trading activities on campus. Respondents expressed both positive and negative views on university students' involvement in IGAs as indicated in **Table 5**.

Table 5: Students Views on IGAs

Views	Frequency	Percentage (%)
<i>(a) Positive</i>		
Meeting living expenses	139	43.4
Self employment	44	12.0
Pay tuition fees	33	9.0
Support family	19	5.2
A hobby	04	1.1
<i>(b) Negative</i>		
Wastes study time	86	23.5
Lower quality of education	21	5.7
Total	366	100

N=366

Source: Data collected from students of Nairobi and Moi Universities, February- April (2001).

More than seventy percent (70.7 %) of the respondents considered students' involvement on IGAs favorably. Of these, 43.4 % held the view that IGAs facilitated some students to meet living expenses, while 12.0 % felt that IGAs encouraged the development of entrepreneurial skills, which are necessary for self-employment after graduation. Another 9.0 % viewed engagement in IGAs as a way supporting those who received inadequate loan to raise extra money to pay tuition fees. Over five percent 5.2% indicated that they used IGAs to support their families while 1.1 % are involved in IGAs because it is their hobby.

On the other hand, 29.3 % of respondents view university students' involvement in

IGAs negatively. Just about a quarter of them (23.5 %) were of the opinion that it wastes time meant for academic pursuits and hence distracts them from engaging in their core business, academics. In addition, 5.7 % think university students' involvement in IGAs lowers the quality of education.

Focus group discussions indicated that students concur that IGAs enhances illicit and immoral activities, which are incongruent with learning environment. It is interesting and rather unexpected that over (70.7 %) of the respondents considered students' involvement on IGAs favorably.

Summary, Implications and Recommendations

Public universities in Kenya have in the recent times been faced with severe funding problems and students are the most affected by the financial constraints. Some of the students have responded to these hardships by initiating small business enterprises while on campus. Most of the students' entrepreneurs who engage in business while on campus come from humble backgrounds, and are therefore compelled to do business to make ends meet. The amount of loan awarded to students is hardly sufficient to cater for the students' multiple needs (Nafukho, 2001 and Standa, 2000). Consequently, the Government might need to rethink the policy of cost sharing and increase its funding to all deserving students to alleviate the pressure on the students and minimize their financial burdens. Policy makers in HELB should come up with innovative ways of assessing student needs that take into account specific local circumstances. The loan needs assessment-testing instrument should continuously be under review to ensure that no deserving student is denied the chance to pursue university education. There should be guaranteed student loan scheme that is available to students based on need.

Trading by university students is contrary to the objectives of the university admissions. The findings from this study point out that IGAs negatively impacts on the social and academic life of the students. Consequently, there is need for public university administrators to address the issue of IGAs among the students. The university should work out modalities for controlled and diversified work-study programmes that would assist many needy students without necessarily affecting their studies. There is also need for public universities to establish links

with industries that would support poor but brilliant students (Nafukho, 1996). In the same way public universities should encourage rich Kenyans to set up foundations associated with research and other academic activities that could assist brilliant but poor students. When such activities are implemented, it is likely to stop the trading activities by students and create a conducive academic environment.

Although the majority of the respondents resorted to running business as a survival mechanism, a significant proportion also used this as training ground and basis for a future career in self-employment. This is important as it implies that students appreciate the economic hardships facing their parents and limited capacity for formal employment. The kind of businesses the respondents were running can be useful for the nurturing of an entrepreneurial culture and preparing for self-employment, which is a prerequisite in the creation of wealth and employment in a developing country (Bosire, 2000). Students who undertake IGAs to learn entrepreneurship skills concurred during focus group discussions that some of their experiences have been very invaluable in teaching them an enterprising culture. For instance, they point out that they have gained experiences in solving problems, taking timely decisions, creativity, and effective communication. Given that the government is calling upon public universities to start income generating units (IGUs) to generate additional funds to supplement government funding, the universities should take the lead in cultivating an entrepreneurship culture. The most appropriate persons to start such a culture are the university students who are the future managers. This would be a difficult undertaking since the findings of the study indicate that student entrepreneurs used academically unorthodox ways to balance their business activities and studies. They photocopied notes and copied assignments from their colleagues to compensate for the lost study time. It can be deduced from these activities that students' involvement in IGAs does negatively their socio-academic work. This has grave implications on the quality of public university graduates.

These findings have important implications on the university curriculum. University students seem to have an interest in entrepreneurial activities; yet, the university curriculum does not prepare them for this. Neither is it preparing them for self-employment, especially in the informal sector, which is the prime mover in the employment creation in Kenya today

(Republic of Kenya, 1997). It is important to note that the growth of entrepreneurial culture is essential for the future of this country (ibid.). The university should, therefore, include entrepreneurship education as an integral part of its entire academic programmes. It would also develop appropriate business infrastructure away from hostels for student entrepreneurs to carry out some business activities during their spare time. Hopefully it will encourage student entrepreneurs to removed their businesses from student rooms to designated areas and minimize interference of academic programmes. Also, majority of these entrepreneurs were third and fourth year students in faculties of education and arts based degree programmes. However, students from the mentioned faculties are not necessarily the majority in the public universities. This proportional representation in entrepreneurship could be a reflection of their being more business-minded than their colleagues, or their degree programmes are less demanding than those from other faculties. This would be an interesting area of study. It would also be interesting to find out how those students in the under represented faculties coped with financial difficulties.

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