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Privatization of Higher Education in Public Universities in Kenya: A Recipe for Sustainable Development

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Abstract:

In pursuit of the millennium Development Goals (MDGs) and Education for All (EFA) goals, Kenya institutionalized free primary education (2003) and free secondary education (2008) to accord the citizenry indiscriminate access to quality public education regardless of their socio-economic and cultural orientations. These remarkable developments in education have culminated in an ever increasing demand for higher education in the country and beyond. On an annual basis, available slots in public universities are far outweighed by the overwhelming number of school leavers who qualify for admission into these institutions. This inexorable thirst for higher education has not only generated debate in many formal and informal circles, but is of great concern among relevant government authorities. This is because higher education and training is instrumental in transforming Kenya into a newly industrializing middle income economy. The imbalance between available places at public universities vis-a-vis the consistently growing number of applicants has prompted re-invention and expansion of public universities' education programmes to accommodate the private segment of education and training in the institutions. These private programmes are popularly known as module II or Privately Sponsored Students Programmes (PSSP). The official recognition and entrenchment of PSSP in public universities' academic calendars confirms that privatization of higher education is a significant recipe for sustainable development and therefore an initiative which is probably here to stay. The beneficiaries of education and training at this higher level are empowered with knowledge, skills and techniques to engage in meaningful productive activities that enhance generation of wealth to the individual and the nation. This paper surveys the essence of privatization of higher education in public universities in Kenya in a bid to appraise and offer functional adjustments to enhance its impact on sustainable development.

Keywords: Privatization, higher education, public universities, recipe, sustainable development

1. Introduction

Universally, it remains unquestionable that education plays a distinctive role in fostering development in the entire spectrum of socio-economic, cultural and political fabric of a country. Talestra (2004), while in support of this world view submits that education is always related to the economic, social and cultural development of society. However, concerning higher education per se, the Association of Commonwealth Universities (ACU,2015) is categorical that higher education is instrumental in alleviating global maladies such as poverty, food insecurity and disease to mention but a few. ACU (ibid), further argues that in order to obtain the much needed scientific and technological skills for development purposes, universities must be in the forefront because these are the only education institutions that can produce and sustain such requisite skills. In support of the preceding view, Malik (2014), while analyzing the role of universities in the socio-economic development of Pakistan, submits that '...universities ...are the central mechanisms that can raise the declining social and economic infrastructure of the country' (on-line,n.p.). This assertion clearly recognizes the crucial role in universities in national development. Kwesiga (2002), amplifies the mandate of universities as centres that produce the much needed human capital to enhance development of nations. Kwesiga (2002), posits that the contribution of higher education to societies is multidimensional namely; functional, cultural, social and individual. They are briefly examined as follows;

- Functional; this dimension views universities double, first as citadels of learning where knowledge and truth is pursued for their own sake, and secondly as centres concerned with appropriate application of knowledge in order to enhance directly or indirectly the socio-economic well-being of populations.
- Cultural; here, universities are custodians of culture as they are presumed to uphold, bequeath, and preserve indispensable ingredients of the cultural fabric of a nation.
- Social Service; this is the dimension in which universities serve to perpetuate the citizenry's inalienable right to education as enshrined in many national constitutions and UN (United Nations) conventions.

- Individual; while benefits in this dimension may be implicit in nature, their determination of individual actions cannot be under estimated. On the personal front, higher education presumably bestows on one, objectivity of judgement, broad view about issues, flexibility, increased political awareness and independent thought. The importance of wise decision making and self-discipline at individual level cannot be ignored as it contributes immensely to the wider context of national development.

A more elaborate standpoint on the vitality of higher education is expressed by an agency, African Common Position on Human and Social Development in Africa (1994), cited in Kwesiga (2002) thus;

- ‘...the role of university education is closely linked to development, and prepares and supports people in positions of responsibility in government, business and the professions... the key role of universities as centres of development-related research in fields ranging from economics to environment and natural resources to nationality issues; and minimises the importance of the link between indigenous knowledge, human resources and the indigenisation of the development process. Without acquiring the scientific and technological knowledge that is so crucial for the acceleration and sustainability of growth and development, Africa will have no future to speak of and the role of Africa’s higher learning institutions in this regard is crucial’ p.⁴⁴

The preceding excerpt seems to strengthen the thesis of this paper to the effect that higher education and training are instrumental to a country’s development because it is at this level that people are empowered with skills to enable them engage in productive activities that lead to wealth creation. The overall contribution that higher education makes to national development is further underscored by King (2005) as follows;

- ‘Higher education can be viewed as an investment with dividends manifested in increases to the gross national income by raising the productivity of educated people. However, the goals of higher education go beyond the economic dimension to include social advancement and scientific and cultural productivity in all its forms’ p¹⁰⁴.

Other exponents of this school of thought that universities play a pivotal role in national development include Banya(2001); Otunga, Odero, & Barasa (2011) Boit and Kipkoech (2012).In fact,Boit and Kipkoech (2012) are particularly succinct on the influence of higher education upon national development and proceed to identify four conduits through which such impact is channelled. Firstly, through training highly qualified professionals including managers and technocrats to occupy positions of authority and decision making in the country; secondly, such education equips people with research skills especially at the post graduate level in the hope that the experience would enable the learners to develop innovative, inventive and imaginative minds which are a prerequisite for national development. Thirdly, higher education acts as a receptacle for information, knowledge and expertise thereby offering a platform for productive academic discourses. At such forums, viable ideas, philosophies and theories are birthed which if implemented would go a long way to positively transform a nation. Fourthly, there is the promotion of social justice, national unity and identity, ideals that ordinarily tend to characterize environments of higher education.

While consequences of higher education seem to be innumerable, the point of departure however is that efforts made by governments, especially the Kenya government, to provide higher education to her citizenry have not been without hiccups. In fact, over the last three decades, institutions of higher learning in Kenya, precisely universities have consistently lacked the capacity to absorb all university qualifiers thereby denying a significant percentage of this youthful segment of population the much esteemed higher education. It has been argued that the primary factor that has aggravated this situation in Kenya is the institutionalization of free primary(2003 and free secondary (2008) education. Withdrawal of school fees which had in earlier years hindered thousands of young learners from accessing basic education has now plunged higher education into an enrolment crisis. Every year registers a steady increase in student applications and enrolments at university. While corroborating the foregoing, Bogonko (1992) cited in Otunga et al (2011), also cites the unlimited expansion of basic education in Kenya as responsible for the steady rise in student enrolments at university level. In addition, however, Bogonko (ibid), adds other factors such as liberalization of the economy which has culminated in generation of resources to support university education and lastly, the relative prevalence of peace which has enabled the country to implement her development plans without disruption. In spite of these positive developments, it may also be argued that currently the resources that enabled universities to thrive in earlier years have dwindled tremendously, prompting these institutions to seek funding from other quarters as is highlighted elsewhere in this paper. A study of Table1 clearly shows the consistent increase in university admissions from 1990’s to the dawn of the current millennium. For example, between the years1996 and 1998 and 1996-2000 there was approximately 10.6 and 15.6 percent rise in student enrolments for university respectively.

Type of University	1996-1997	1997-1998	1998-1999	1999-2000
Public	34,852	38,526	40,570	41,275
Private Accredited	5,210	4,024	6,032	7,002
Other Private	754	946	959	1,123
Total	40,816	43,496	47,561	49,400

Table 1: Undergraduate Student Enrolment at Kenyan Public and Private Universities from Academic Years 1996-1997 to 1999-2000
Adapted from Ngome 2003, cited in Otunga et al, 2011p.222

The perennially surging numbers of student enrolments in higher education over the years has been described by Banya (2001); Otunga et al (2011); Wabwoba and Mwakondo (2011) and Kibui and Kubunia (2015) ascritical and deplorable, not only in Kenya, but

in entire sub-Saharan Africa especially with increasingly limited state funding. They point out that the turmoil in higher education especially in public universities is glaringly manifest in huge student enrolments (many still awaiting admission), rising unemployment among university graduates, faculty apathy, irrelevant curricula, declining quality standards and fiscal challenges.

Of the many strategies available to address the issue of surging student numbers in higher education, the step which has been taken by the Kenya government to partially privatize this segment of education is perhaps the most viable. It (privatization) makes the thrust of this paper, therefore the subsequent portions of the paper deal with antecedents of privatization in brief, followed by conceptualization and contextualization of privatization of higher education in Kenya. Lastly, a survey is made of essentials of privatization traversed with proposals of instrumental adjustments in the hope that they would go a long way to intensify the impact of privatization on sustainable development.

2. Privatization: Chronicled, Conceptualized and Contextualized

Privatization of higher education in public universities is not an isolated Kenyan affair but a phenomenon with global face. Other countries like Uganda, Senegal, Nigeria, China and Israel to mention a few have at one point or another adopted privatization in a bid to stem rising student enrolments. Munene (2016), submits that by the year 2004 both the University of Lagos (UNILAG), Nigeria and Chiek Auta Diop University in Senegal had already established satellite campuses in an effort to address the insatiable demand for higher education in these countries. Munene (ibid), in the survey on impact of globalization on African universities reiterates that consequences of globalization such as growth in university institutions and increased demand in higher education could only be reciprocated in equal measure by a paradigm shift embedded in privatization of higher education in Africa which can be realized in both private universities and increased privatization of public universities. While the foregoing captures the twin occurrence of privatization as an element of both private and public universities, the latter dimension forms the basis of this paper side-lining the former because it is not within the scope of this write-up.

The issue that now begs understanding is what privatization means in the context of public higher education. As if in response, Johnstone (2016) posits that privatization in the context of higher education refers to a process or a tendency of a public university to adopt characteristics of or operational norms associated with private enterprises. Johnstone (ibid), emphasizes that privatization connotes a greater inclination to students as 'customer's, on one hand while viewing higher education as a 'product' on the other. Privatization also entails utilization of management practices associated with private sector businesses like outsourcing of personnel, ideas or even products. In both private and public enterprises privatization thrives in an environment where faculties or academic programs contribute immense to profitability. Johnstone (ibid) further observes that luminaries of privatization of higher education claim that it makes universities more sensitive to the needs of students and employers besides enhancing efficiencies that are crucial for attainment of institutional goals. An easier way to grasp the notion of privatization is conveyed in Table 2 below. A closer examination of the table reveals that privatization occurs in a continuum so that gradually as it intensifies with reference to the four main dimensions identified in the table, it sheds off 'publicness' characteristics on its way to achieving those attributes of 'privateness'. A keener study of table 2 reveals that many public universities in Kenya are now enmeshed in the region of Greater Privatization along the privatization continuum. More detailed references to the table will be made in latter sections of this paper. It is important to note that the information in the table has been customized to suit the purposes of this paper.

Dimensions	Highly public	Continua of Privatization (Greater Privatization)		Highly Private
1.Mission	Serves a clear "public" mission as determined by the state or faculty.	Serves both public and private mission as defined by faculty	To respond to students' private interests, mainly vocational	Serves private interests of students, clients and owners
2.Ownership	Publicly owned; can be altered or even closed by state.	Public corporation or constitutional entity.	Private non-profit;clear public accountability	Private for- profit
3.Source of Revenue	All taxpayer, or public revenue.	Mainly public, but some tuition, or cost –sharing.	Mainly private but public assistance to needy students	All private revenue:mainly tuition dependent
4.Control by Government	High state control through agency or ministry	Subject to controls, but less than other state agencies.	High degree of autonomy; control limited to oversight.	Limited to those over any other businesses
5.Norms of Management	Academic norms; shared governance, authoritarianism.	Academic norms, but acceptance of need for effective management	Limited homage to academic norms, high management control.	Operated like a business; norms from world of management

Table 2: Privatization in Higher Education as Direction or Tendency on Multiple Dimensions

Adapted from Johnstone (2016) at <http://gse.buffalo.edu/fas/johnston/privatization.html>

According to Johnstone (online-2016) a more summarized way of characterizing degree of privatization of higher education in public universities may consist of the following factors;

- Seeking greater autonomy from government which may include getting relief from state budget while as well moving toward lump-sum budgeting.

- Raising tuition fee.
- Dedicating considerable resources and managerial attention to marketing.
- Adopting the concept of enrolment management which considers financial assistance or price discounts to the students whom the institution most aspires to have on one hand and also require the least discounts to matriculate on the other.
- Adopting the practice of service to the student as a client.
- Contracting out auxiliary enterprises such as food services as to compete with private providers.
- Resorting to other sources of generating funds to reduce dependence on state taxpayers.
- Trimming departments and units that seem redundant and do not attract students or research funds.

As depicted above, it becomes more or less evident that public universities have resorted to finding implicit mechanisms in a bid to address the critical issue of surging numbers of qualifiers against a backdrop of limited state funding that does not at the moment necessarily support building of physical structures. Rather than build new universities which takes time. 'mother' universities have resorted to transforming already existing premises be they teacher training colleges or institutes of tertiary education, into satellite campuses. This move has however been countered by calls for the need to ensure that standards of higher education are not eroded. This is because some of these offshoot campuses may be ill-equipped with teaching and learning resources and qualified staff. Simply put therefore, privatization in the context described above denotes expanding access to higher education by opening up more spaces or opportunities to those qualifiers who would ordinarily forfeit such an education for lack of vacancies. It is vital to note that the fulcrum of privatization of higher education is virtually students' self-sponsorship.

The subsequent section of this paper focuses on the essentials that later privatization of higher education in public universities in Kenya and a discussion done on how they can be adjusted to sharpen the effect of privatization upon sustainable development.

3. Essentials of Privatization

It has been emphasized elsewhere in this paper that the primary purpose of privatization is to increase admission slots for those qualifiers who would have otherwise forfeited university education on the basis of lack of chance according to Osokonya (2007); Otunga et al (2011) and Otieno (2016). There are several attendant factors that act as 'cogs' in the wheel of privatization. They range from admissions, staffing, to linkages and partnerships. A host of them are discussed below including certain suggestions that can increase the functionality of privatization hence foster sustainable development. The factors are;

3.1. Modes of Admission

Akin to their government sponsored counterparts, student qualifiers seeking admission into public universities in 'private' capacity must first attain the minimum university entry grade of C+ in the Kenya Certificate of Secondary Education (KCSE). This is in line with the expectations of the current 8-4-4 system of education cited in Otunga et al (2011) and Kibui and Kubania (2015). However, unlike the mainstream qualifiers who are subsequently subjected to the only officially and legally mandated body, the Kenya Universities and Colleges Central Placement Services (KUCCPS) for placement in public universities, students seeking Self Sponsored Programs (SSP) in these public universities engage in competitive search first, for space and secondly, for course of choice. As mentioned earlier in this paper, there are few chances that all SSP students would easily join a university of their choice to pursue their desired course for instance engineering, which is offered in very few public universities. Secondly, colossal sums of money are charged as fees for some of these prime courses even in public universities. Such fees may be beyond the reach of an aspiring SSP student hence many young people may end up being deprived of higher education.

Fees as an obstacle to too many a student's entry into SSP has been reiterated by Matano (1992), who presents a grimmer scenario by observing that African (read Kenyan) universities are going to have to struggle to admit the growing numbers of students that qualify for university education. These hindrances are however not insurmountable as certain measures are already in place and others may be suggested in a bid to open access to higher education. On the fiscal front, government subsidization of SSP students would be a viable proposal however meagre such funds may be. This seems inevitable in the near future as presently a fraction of students admitted to private universities under the auspices of KUCCPS have recently obtained government sponsorship. On the other hand, the prevalence of flexible modes of admission of SSP students into public universities also provides options that out of which students choose the most convenient. The varying admission modes are tailored to suit the needs of potential students so that they settle for the best option. Modes of admission include the following options.

3.1.1. Regular Semester/Third Semester admissions

Students admitted under this mode tend to go through more or less similar experiences as government sponsored students in the sense that programs are offered within a full semester without breaks, followed by end of semester examinations after which students go in recess awaiting advent of another full semester to re-embark on studies. Students are usually expected to take in a single semester a number of courses that would ordinarily befit two semesters. It is informative that while normal public university academic year falls into two semesters (first and second semester usually from September-December, and January-April respectively), this additional third semester (May-August) is conveniently fixed in this stipulated time to serve the purpose of privatization. Usually, this mode of admission realizes mass enrolments, and programs similar to those of government sponsored students are usually on offer so long as SSP students qualify to pursue them. The cut-throat expectations of this sandwiched semester for both students and faculty have been described by Bennet, Peck & Higgins (1996) as 'madness' that has left many students confused and anxious, while staff run in ever decreasing circles trying to meet unreasonable deadlines so that formal assessments can take place. This scenario definitely calls for proper planning, trimming and streamlining of these programs to enable their effective implementation and assessment so that they generate worthwhile returns to the individual student and other education stakeholders.

3.1.2. School Based Admissions/Institution Based Programs

These admissions are very popular with teachers who may join in under pre-service or in-service category. Programs are usually on offer during school holidays in the months of April, August and December. This allows especially many teachers chance to enrol for higher education which in the long run enables them to acquire both professional and academic competences to enhance their performance in the teaching profession. Programs offered under this admission range from Diploma, Undergraduate and Post Graduate Programs in several areas of professional interest for the teachers by. It is however vital to note that while this program has impacted positively on many a teacher by equipping them with the necessary work skills, its fragmented (many sessions in a given academic year with many work carry-overs) nature poses many challenges to students, faculty staff and entire university management. It would be probably prudent to streamline admissions to occur once or twice in an academic year unlike the current practice where every school holiday is enrolment time. Also, sessions could be organized in such a way that would enable students do their studies and eventually sit for exams without having a spill-over of such studies and especially examinations into a subsequent session or another academic year because they lead to academic retrogression thus affecting quality of higher education.

3.1.3. Part-time/Evening/Weekend Programs

These programs are ideally offered by public universities within urban settings or their satellite campuses in these locations. Most of the programs under this mode of admission are usually business oriented and range from certificate to postgraduate levels. Programs under this admission mode suffer limited time for both the student and faculty as expressed by Magutu (2013) thus;

- 'Given the short semester hours available for student to take their core courses and other graduate business courses in the selected area, the student is expected to choose a specific area of interest where he/she can conduct a practical research...'p¹⁵.

Cases such as the one described above call for due diligence and discipline for both students and staff. Besides exercising excellent time management skills, other complementary teaching and learning strategies such as library and internet search could also be adopted to ease completion of course content within schedule. Another issue that has not been well received by certain education stakeholders is the fact that in their SSPs schemes, public universities have on many occasions delved into offering some courses (especially in areas of education and business) at certificate or even diploma levels. This venture has been vehemently opposed by many education stakeholders in Kenya who argue that universities need not expand their function unduly- but that they (universities) need to co-operate with other institutions concerned with higher education and not assume absolute monopoly. It has been argued in many forums that certificate and diploma oriented courses be left outside university functions. This is because it is argued that other middle level colleges can concentrate on these trainings as universities focus on research, graduate and undergraduate courses. This balanced sharing of higher education mandates would enable these institutions (universities) to sharpen their programs as they would tailor them towards specific targets unlike stretching out too much at the expense of quality (this is arguable though).

3.1.4. Open and Distance Learning (ODEL)

The contribution of ODEL in opening more opportunities for learners to study regardless of geographic, socio-economic or other constraints has been submitted by Talestra (2004); Otunga et al(2011); Boit and Kipkoech (2012) and Kabaji (2016). Boit and Kipkoech (2012) are even more assertive that Open and Distance learning are key education strategies of making equity and access to higher education realizable in Kenya. This mode of admission incurs teaching and learning through electronic or printed technologies. It allows open admissions, freedom of selection of what, when and where one wants to learn. Many students prefer ODEL as it defies geographical distance; it is relatively cheaper; flexible; can be combined with work and generally promotes learning and professional development in the workplace. Public universities that have instituted ODEL now need to have effective management structures and technologies in place for ease of monitoring its operations for maximum benefits so as to corroborate Talestra's (2004) submission that ODEL increases productivity and supports the development of communication and other work related skills.

Table 3 below presents an elaborate graphic summary of the steady growth in numbers of SSP admissions between the year 2000 and 2004 in Kenya's main universities namely Nairobi, Kenyatta and Moi irrespective of their mode of admission. It is informative to note from Table 3 that just as Joint Admission Board's (now KUCCPS) admission increased with an increase in years, so did SSP numbers.

University	2000/2001	2001/2002	2002/2003	2003/2004
Nairobi				
JAB	11,724	13,174	13,591	12,009
SSP	3,109	11,522	12,098	12,703
Kenyatta				
JAB	7,529	9,367	8,301	8,716
SSP	2,424	2,448	7,434	7,000
Moi				
JAB	7,209	7,245	7,281	7,318
SSP	1,310	2,093	3,542	3,129

Table 3: Student Enrolment by Type of Admission in Kenya's Public Universities
Adapted from Munene(Online 2016) –Retrieved on 25/07/2016.

In sum therefore, it becomes imperative to note that the mode of the above admissions has expanded opportunities for local graduates to undertake study at university level thus promoting privatization of higher education.

3.2. Pedagogical Issues (Teaching, Learning and Resources)

An academic a university set-up traditionally has four roles to play namely teaching, research, administration and public service. While the first role seems to be more prominent of the four roles, its execution is at times wanting especially in the more demanding environment of privatization. Two types of university teachers abide namely full-time and part-time, with the former employed on more permanent basis while the latter performs under contractual terms. It is important to submit that majority of part-time staff handle SSP lectures in many public universities in Kenya. This is because apart from maintaining additional income, this group also aspires to have university teaching experience which more often provides lee-way into permanent employment as a teacher at university level. None the less, whether an academic is on contractual lectureship or otherwise, research submissions indicate that in many public universities teaching is wanting (Bennet et al,1996; Boit and Kipkoech, 2012; and Amutabi, 2012).While teachers at university are usually overburdened due to large class sizes that they handle, inadequately equipped libraries and laboratories, and insufficient time to engage in research activities hamper the performance of staff. In some cases, though, these teachers have been indicted for outright mediocrity on their part. Amutabi (2012) for example, registers disappointment by the fact some university teachers lack confidence and cannot teach without resorting to dictation of notes, as Bennet et al (1996) also chides that ‘...higher education was failing in its duty to prepare students for wealth creation since lecturers were following their own interests’^{p22}. To mitigate these anomalies, there is need for elaborate training (for teachers lacking in initial professional teaching background) and retraining (refresher courses) of university teachers especially in contemporary methodologies and issues in higher education. On unmanageable large class sizes due to large student enrolments, it would be prudent to trim such classes into appropriately sizeable groups, and where and when necessary, sound amplifiers be made available to facilitate interactive teaching styles. On the other hand, scarce library and laboratory resources may require complete restocking and equipping with latest print and electronic sources where feasible. Also, arrangement of inter-university and student exchange programs and schemes can be revamped as they provide enriching information and knowledge forums to participants.

3.3. Administration

As indicated elsewhere in this paper, administration is an important responsibility of university staff. As far as management of SSP is concerned, it is normally incumbent upon the ‘mother’ faculty or department to streamline the operations of this vital segment of higher education. In many public universities, the onus has been on faculties or departments of education (by virtue of many enrolments herein) to plan, organize, supervise and appraise the functioning of SSPs. This additional responsibility has often stretched the area of jurisdiction of administrative, teaching and even support staff in these departments. In recent times however, new developments in the operations of SSP such as invention of new courses to match market and societal demands, diverse learner and staff needs, characteristics and expectations just to mention a few have necessitated complete re-organization and re-engineering of SSPs so that this program would ideally befit the status of a ‘School’ or ‘Directorate’ just like other near similar mega initiatives in public universities. To found such an organ as proposed above would necessitate making appointments of appropriate and highly dedicated faculty that would be empowered to administer all the affairs pertaining SSP save for those issues that require outright involvement of other offices like finance, admission controls and physical constructions just to mention a few. With such restructuring in place, issues that have dogged SSPs for so long such as course registrations, teaching allocations, timetabling, setting of exams, administration of exams, marking and grading of exams just to mention but a few, would be resolved with ease. And when the SSPs operate as planned then objectives and goals would be realized at all levels ranging from personal to national levels and this is a prerequisite for sustainable development.

4. Conclusion and Recommendations

Privatization of higher education in public universities in Kenya seems to be an initiative that is not diminishing anytime soon. Instead, it is entrenching and spreading its tentacles even much farther, beyond its centre of origin (mainstream universities). The huge module II student admissions in public universities, the continuous creation of satellite campuses within and outside the country and the enacting of linkages and partnerships with colleges and institutes of higher learning as a way of opening more access to higher education, are but some of the attestations to the fact that the impact of privatization, and its role in wealth creation is bound to be felt for long. It is this pervasive nature of privatization evident in nearly every part of the country that makes it to be regarded as a recipe for sustainable development. The essentials that promote the functionality of privatization have been discussed and some suggestions made that would enable its execution to realize greater success and subsequently intensify its impact upon humanity. The best way to realize this is to engage in thorough re-organization and restructuring of SSPs in public universities backed by broad based, comprehensive and empirical research findings. Should this be done, then there would be an increase in the capacity of privatization to immensely contribute to sustainable development.

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