

ABSTRACT

This research was carried out in order to establish the impact of double-intake programmes on the physical infrastructural learning environment at the University of Nairobi, Kenya. It had one objective and one research question. Using descriptive survey research design the target population consisted of 61,000 regular students enrolled in 43 schools/faculties, 5,900 students in their fourth year of study and 2,000 teaching staff. Calmorin and Calmorin (2007) formula for scientifically determining sample size yielded a total of 489 respondents. Simple random sampling was used to select 251 fourth year students while stratified random sampling was used to select 238 teaching staff as actual respondents. Data were collected using questionnaires, document analysis, observation and interview. Quantitative and qualitative data analysis methods were used with the aid of statistical package for social sciences (SPSS) version 26. The findings show that the double-intake programmes intervention was not well thought out resulting in a physical environment that was most unsupportive of teaching and learning— to say the least. Consequently, the research recommends that any envisaged growth in programmes and enrolments be preceded by government meeting infrastructural needs of the university so as not to compromise the quality of university education.