INCOME-GENERATING ACTIVITIES
IN SECONDARY SCHOOLS:
A CASE STUDY OF SUBA DISTRICT FROM 1998-2003

BY

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REG. NO. E54/0056/2000

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A RESEARCH PROJECT SUBMITTED TO THE
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KENYATTA UNIVERSITY

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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

ODOUGI AGUYA ANDREW

DATE

13-7-2003

This project has been submitted for examination with my approval as university supervisor.

PROF. JOTHAM OLEMBO

DATE

14/7/03

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Oduogi, A. A.
Income-generating activities in
DEDICATION

This work is dedicated to my brother Julius Okode Oduogi and my mother Susan Adhiambo Oduogi for having shown me the gate to education.

A lot of thanks I owe to my wife Mary Jane Akanto, for her encouragements, patience and moral support that enabled me to complete my studies in time.

I owe thanks to my son, Owain Oduogi for typing this work with dedication.

I want to thank my teachers at Masinya Secondary School for their encouragement.

They offered me an enabling environment that enabled me to study in peace. I thank Mr. Owain for his timely consultation during my studies.
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My sincere appreciation goes to my supervisor Professor Jotham Olembo for his organized supervisory work. His advice and supervision were timely and scholarly.

Mr. Julius Yiega deserves abundant recognition for his timely encouragement. He challenged me to try further studies with courage.

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A lot of thanks I owe to my wife Maureen Atieno who financially sponsored me in the first year of my course. Her financial, material and moral support enabled me to complete my studies in time.

My children, Akinyi Kunkia Akoto, Kiwazi Akoto, Nyagirowa Akoto and Mbwire Akoto inspired me as they looked forward to seeing me graduate in the University as a top number one in my class.

I owe thanks to Mary Omariba for typing this work with devotion.

The teachers of Kakiimba Secondary School share my appreciation. They offered me enabling environment that enabled me to study in peace. I thank Mr. Osodo for his timely consultation during my data analysis.
Mr. Otado stands on his own for his special generosity. He used all his property to assist me financially, materially and morally during hard moments in my study and may God reward him.

I will not forget to thank the School Board of Governors of Kakiimba together with District Education Office Suba, for both material and moral support during my study. Mr. A. D. Bojana deserves special gratitude for editing and proofreading the work.
ABSTRACT

Secondary school education, before and after independence, has witnessed increases of students' enrolments, number of schools registered and escalating running costs.

Parents have faced financial burdens from arbitrary fees increases in secondary schools by Board of Governors. There was public outcry about such fees increases. In response the government introduced fees guidelines for all categories of secondary schools in January 2000.

This study was therefore designed to look into resources available in secondary schools in providing additional sources of finances. The basic objective was to identify income-generating activities that have been put in place in secondary schools in the last 5 years.

The researcher has outlined theoretical and relevant conceptual framework about income-generating activities.

The literature reviewed on IGA has been covered under general, international, African region and local studies of different scholars.

The study was carried out in Suba District of Nyanza Province, from a sample of 12 schools out of 18 schools which represent 75% of all schools in the district. Stratified and purposive sampling technique was employed to select the sample.
Research instruments were questionnaires and an interview schedule used to supplement data elicited through headteachers questionnaires.

The instruments were piloted to test their reliability and validity. The collected data were subjected to qualitative and quantitative analysis and results were presented in frequency distributions, percentages and descriptive statistics.

Major findings were:
The day school fee guideline was unrealistic to the needs of secondary schools educations.

Secondary school in Suba District had financial inadequacy and depend on parents' fees and community harambee as major sources of finances. Income generating activities are still far from solving financial burdens secondary schools because they lack proper planning.

The subordinate staff running IGA have low levels of academic and professional training backgrounds. The study recommended that fee guidelines be reviewed. BOG should incorporate broader membership of stakeholders in the IGA decision-making process. The IGA should be properly planned in the school Development plan.
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Figure 1. School sales and earnings of school income-generating activity lifecycle. Adapted from, Fridson M. S. (1995): The cash flow and company lifecycle.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Since Western type of education was introduced in Kenya by missionaries in 1846, demand and costs of education continued to increase. Parents and communities put resources like land, labour, building materials and money to meet education needs. Parents contributed more to such development than any other stakeholders. Olembo (1985), highlighted such contributions to the extent that some were in kind and others in form of building materials besides labour.

Parents and communities continued to finance education even after colonial government and more schools were built and enrolments continued to increase. The reason for such increase was necessitated by the African demand for western education to enable them to get jobs. Anderson, (1973) pointed out that more pupils were enrolled and schools built by African natives as a result of the jobs offered to Africans by the colonial government.
When Kenya got independence in 1963, the demand for education increased more than ever before. The increase was in all tiers of education system, primary, secondary and tertiary. Immediately after independence, the first Republic of Kenya Education Commission was launched, chaired by the late Prof. Ominde. Some of its recommendations about Secondary Education were stipulated as stated below:

1. that rapid expansion of primary schools called for a determined expansion at secondary school levels that can contain the intake and avoid primary school leavers from falling out of school system.

2. that a four stream secondary school should be regarded as normal to provide room for some of the practical subjects alongside academic subjects.

3. that single stream self-help boarding schools that were set up in the locality, in the long-term, be converted, with little additional costs, and used for double or triple stream day schools. The dining facilities that existed be converted to provide cafeteria lines and that the dormitories provide additional classrooms as may be require by a day school.
4. that schools be large enough to secure the maximum economies in building and equipment.

5. that secondary school expansion programmes be strictly within the limits laid down by Central Government's Development Plans. The availability of resources, revenues and teachers set the limits which secondary schools can be expanded.

6. that the responsibility for the management of secondary schools be transferred to Board of Governors.

It is worth noting that some of the recommendations, above had impact on secondary school expansion programme in Kenya. The number was later controlled in the following year. According to the same Republic of Kenya Education Commission part I (1964) a total of 28 streams were authorized by Central Government's Development Plan. The impact on secondary schools, could be explained by studying the trend of enrolments.

In 1965, there were 47,974 students in secondary schools as compared to 31,120 in 1963, an increase of 16,854 students. This was equivalent to fifty four percent (54%) increase within a period
of three years. See table 1.1 below. At the close of year 2001, the
total students were 818,247.

<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>Total No. of students</th>
<th>Fiscal year</th>
<th>Total No. of students</th>
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<td>1983</td>
<td>43,700</td>
</tr>
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<td>1964</td>
<td>35,921</td>
<td>1984</td>
<td>510,943</td>
</tr>
<tr>
<td>1965</td>
<td>47,974</td>
<td>1985</td>
<td>401,978</td>
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<tr>
<td>1966</td>
<td>63,930</td>
<td>1986</td>
<td>458,712</td>
</tr>
<tr>
<td>1967</td>
<td>88,779</td>
<td>1987</td>
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<td>101,361</td>
<td>1988</td>
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<td>1969</td>
<td>115,246</td>
<td>1989</td>
<td>640,735</td>
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<td>1970</td>
<td>126,855</td>
<td>1990</td>
<td>618,461</td>
</tr>
<tr>
<td>1971</td>
<td>140,722</td>
<td>1991</td>
<td>614,610</td>
</tr>
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<td>1972</td>
<td>161,910</td>
<td>1992</td>
<td>629,062</td>
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<td>1973</td>
<td>137,325</td>
<td>1993</td>
<td>531,342</td>
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<tr>
<td>1974</td>
<td>195,832</td>
<td>1994</td>
<td>619,839</td>
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<tr>
<td>1975</td>
<td>22,833</td>
<td>1995</td>
<td>632,388</td>
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<td>280,388</td>
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<td>658,253</td>
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<td>1977</td>
<td>231,977</td>
<td>1997</td>
<td>687,473</td>
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<td>1978</td>
<td>354,459</td>
<td>1998</td>
<td>700,538</td>
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<tr>
<td>1979</td>
<td>376,782</td>
<td>1999</td>
<td>638,509</td>
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<tr>
<td>1980</td>
<td>419,201</td>
<td>2000</td>
<td>758,967</td>
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<tr>
<td></td>
<td></td>
<td>2001</td>
<td>818,247</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2002</td>
<td>Not available</td>
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Sources: Annual Education Survey 1963-2002
The students enrolments trend could not be financed fully by the Central Government. What resulted was the emergence of three categories of secondary schools, namely maintained, assisted and unaided secondary schools.

The maintained schools were fully financed by the Central Government in terms of resources, Grant Revenue and teachers' requirements. Parents paid minimal fees.

The assisted, also called, aided secondary schools were both financed by the Central Government and parents. The government supplied teachers while parents financed recurrent expenditure.

The unaided, were the self-help schools. Olembo (1985), referred to the unaided schools as 'harambee' secondary schools. Private schools, fell in this category. These were wholly financed by either the communities or missionaries and parents. However, the harambee secondary schools were allowed to operate up to form two, the junior secondary school level, according to Kenya Education Commission Report Part 1 (1964:88). The government realized its constraints to satisfy and maintain the secondary school requirements as was demanded by Kenyans as explained below.
So long as the public authority is unable to meet the whole of the country’s Education needs, it is legitimate and desirable for Private schools to attempt to meet needs that remain unsatisfied. (Kenya. Kenya Education Commission 1964).

The policy of encouraging the harambee schools could partly explain the government recurrent expenditure in 1972 in the table 1.2 below. The government spent K£5.00 million in 1972 compared to K£ 8.32 millions in 1970. This constituted a sixty percent (60%) reduction on recurrent expenditure to secondary schools budget allocation.

Although self-help and private schools were allowed to meet the extra needs that could not be financed by the government, they were to be controlled by Education Act. According to Education Act 1968, section 16, the management of any private school had to be approved and the school must be registered by the Chief Education Officer under section 56 of the same Act.

From the remarks of the chairman of the commission, the collection of large profits from the provision of educational services was intolerable in a country in which there was large, unsatisfied demand for such services and that the state only intervened where
necessary. This was a clear indication that the government could not meet the costs of running both recurrent and capital expenditure in all secondary schools.

Parents, communities and their leaders and companies shared the burden of secondary school education. In the National Development Plan (NDF) 1984-88, the government sought partnership in financing education both at primary and secondary levels. Ayot and Lilies (1988:151) outlined a session of the contents of the National Development Plan as follows:

The increase in demand for secondary education places is expected to be met in all harambee and private schools, while the development of physical facilities in all boarding costs, will be the responsibility of local communities and parents.

In their study, the two scholars gave examples of some of schools run by private commercial companies. The immediate example included.

- ICIPE established a primary school called Mbita Point International school in Suba District.
- Sony Sugar Company set up Sony Primary School, Migori District.
• Brookbond K. Ltd set up 17 schools in thirteen Districts, although the two scholars did not specify the names and where.

Although the researcher had no empirical evidence, it was believed that secondary schools like Kabarak, Kanga, Mumias and many academies in Kenya were started on the strength of the National Development Plan 1984-88. Parents, community leaders and commercial companies shared the responsibility of primary and secondary education.

Despite all difficulties experienced, in costs of running secondary education, neither community nor parents thought of setting income-generating activities in their schools. However, the government continued to support secondary education in meeting recurrent expenditures as seen in table 1.2. In 1994, the government spent KE158.80 on secondary schools on recurrent expenditure.
<table>
<thead>
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<th>Fiscal year</th>
<th>Recurrent Expenditures K£ million</th>
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<td>1970</td>
<td>8.32</td>
<td>1990</td>
<td>78.60</td>
</tr>
<tr>
<td>1971</td>
<td>7.00</td>
<td>1991</td>
<td>88.20</td>
</tr>
<tr>
<td>1972</td>
<td>5.00</td>
<td>1992</td>
<td>98.30</td>
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<td>1973</td>
<td>6.27</td>
<td>1993</td>
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<td>1975</td>
<td>8.40</td>
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<td>1976</td>
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<td>11.46</td>
<td>1997</td>
<td>27.12</td>
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<td>1998</td>
<td>15.96</td>
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<td>1980</td>
<td>13.52</td>
<td>1999</td>
<td>26.62</td>
</tr>
<tr>
<td>1981</td>
<td>18.09</td>
<td>2000</td>
<td>29.79</td>
</tr>
<tr>
<td>1982</td>
<td>21.34</td>
<td>2001</td>
<td>34.60</td>
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<td>1983</td>
<td>23.14</td>
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<td>1984</td>
<td>24.76</td>
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<tr>
<td>1985</td>
<td>30.09</td>
<td></td>
<td></td>
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<tr>
<td>1986</td>
<td>42.30</td>
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</tr>
<tr>
<td>1987</td>
<td>48.23</td>
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<td>1988</td>
<td>57.32</td>
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<tr>
<td>1989</td>
<td>71.60</td>
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The government officially introduced cost sharing in secondary schools in 1990 which made the secondary schools to finance both recurrent and capital expenditures. However, the government
continued financing teachers’ salaries subject to availability of funds and bursaries were only awarded to the needy but bright students. In mid 1990s, the donor community stopped their funding to Kenya, demanding total implementation of the Structural Adjustment Programmes (SAPs). The SAPs covered all sectors of the economy including education sector. In 1995 as a result, the government cut down its secondary recurrent expenditure to K£. 16.02 million from K£. 158.80 million in 1994 as shown in table 1.2 above.

The structural adjustment programme in education sector constrained the community and parents’ financing of secondary education in terms of extra costs than ever before. In its Blackboard column, the Daily Nation Newspaper reported that, according to “Education Sector Adjustment Programme”, the government was required by the donor institutions to move towards full cost recovery, where the public would meet the total costs of services offered in education. Daily Nation, 4 Sept 1992 p.14).

In real terms, the results of Education Sector Adjustment programmes were more costly to the parents and community than,
maybe, what Olembo and Rose (1992), could have imagined about the financial burden on parents.

In 1998, the views of Olembo and Rose (1992) about the parents' burden in cost-sharing, was later supported explicitly by Sifuna (1998), in the Daily Nation when he observed that:

The burden of educating a child in Kenya is enormous. Parents are expected to build and equip workshops, laboratory and classrooms besides buying textbooks, stationery, uniform, pay transport, meals and extra tuition. (Daily Nation 11 April 1998, page 13).

Although the researcher did not have data on individual parents’ complaints about cost sharing burden, their views were expressed by national political leaders and high ranking scholars in education. On the other hand, the government had other financial burdens. The most outstanding being servicing both domestic and foreign debts. For example in 1999, the World Bank’s publication in its "Education Now", magazine revealed that Kenya spends about four times of its resources on debt servicing than on education. The author of the magazine concluded by challenging countries with heavy foreign debts to convert liabilities into education opportunities.
Alongside the debts servicing, the government had to cope with HIV/AIDS problems. The then Assistant Minister for Health, Mr. Abdullahi gave statistics that people infected with HIV virus shot up from 1.4 million to 1.8 million people in 1996 and 1997 respectively, (Daily Nation 20 April, 2000 page 15).

This means that some of the people who died, included parents who financed schools. Therefore, there was need to look into alternative ways of supporting parents and communities in financing secondary education.

Former Board of Governors Chairmen in a school in Central Province, pointed out that the school boards should look for ways of cutting down financial costs in their respective schools to cope with the burden of cost-sharing. He suggested purchasing of goods and services from very competitive supplier, starting income-generating projects like rearing cattle, pigs, chicken, planting tree nursery, cabbages in the unused land, a cut on unnecessary expenses like tarmacking drive ways, and using students for cleaning compounds instead of employing workers. His views were published in the Daily Nation (20th April 2000).
1.2 Statement of the Problem

The large enrolment in secondary schools which was not backed with full fee payments seemed to be a burden to financing secondary education. Following government cut-down on its expenditures to secondary education, the secondary schools ran into more problems in meeting secondary education costs.

There was every reason to suppose that income-generating activities in secondary schools would result into extra source of financing the ever increasing student enrolment and running costs at secondary school level. The income-generating activities had to be assessed through a more detailed analysis in terms of both schools physical and human resources. However, income-generating activities could only be reliable as a source of additional finances, if school management ran it in a profitable scale. Care had to be taken to identify viable income-generating activities and avoid unnecessary collapse of such income activities. The research investigated income-generating activities in Suba District within the period of 5 years since 1998 to 2002.
1.3 The Purpose of the Study

The purpose of the study was to investigate the types of income-generating activities (IGAs), their organization and how they benefited the secondary schools in Suba District.

1.4 The Specific Objectives of the Study Were:

(1) To find out the trend in income generating activities for the period 1998 to 2002 in secondary schools in the District.

(2) To find out which resources that were utilized in income-generating activities.

(3) To identify qualifications of human personnel that handled income-generating activities in secondary schools.

(4) To establish areas where income so generated, was used and

(5) To find out the schools’ running cost that were financed by income-generating activities.

1.5 Research Questions

The following questions guided the study.

- To what extent had schools utilized the resources available, for income-generating activities between 1998 to 2002?
• Were income-generating activities able to provide sufficient additional funding to ease parents, community and government’s financial constraint in secondary schools?

• To what extent were school personnel qualified to run income-generating activities?

• Were income-generating activities run on a profitable motivated objectives?

• Which areas of school needs benefited from IGAs?

1.6 Significance of the Study

Sharma (1983) said that a research study must have importance for the society and its members. He said, the study should be of practical value for the society.

• In this study, the research findings could help the Ministry of Education to have additional reliable facts on which to base the fees guideline policy for secondary schools, taking into account the financial sources available to secondary schools.

Sharma (Ibid), said that the significance of the research problem helps in planning purposes. Planning fees guideline for Kenya secondary schools would be more realistic from the out come of this research.
• The findings from the study identified sources of additional partners in financing secondary school education in Kenya.

• Again, the outcome of the study could open up new opportunities to attract donor funding for secondary schools in Kenya in a bid to ease parents' burdens in cost sharing.

• The researcher intended that the findings of the study would be useful to secondary schools P.T.A for raising initial capital to start profit motivated activities in their respective schools.

1.7 Assumption of the Study

The basic assumptions in the study were:

1. that, there were secondary school resources that had been put to use for income-generating activities in the study sample.
2. that personnel in the secondary schools had knowledge and skills that would enable them operate in environmental business in profit-motivated activities.

3. that the income from such activities was put to use to meet some of the running costs in secondary schools.

4. that the respondents would give information related to the study without restraint and bias.

1.8 Limitations of the Study

Suba District had a unique characteristic that hampered part of the study. Some of them are highlighted below:

The District was such a small area in the country that could not be a proper representative of the whole country for accurate generalization. Sharma (1983): pointed out that, for accurate generalization, a representative sample should possess the characteristics of other units. The district does not possess all the characteristics of 70 other districts in Kenya.

There was scarcity of material and financial resources to cover extensive study in a large scale, within the study's time schedule.
The researcher only interviewed headteachers of secondary schools in Suba. A lot more information could have been obtained from the general public and members of P.T.A for such schools.

The researcher lacked adequate mechanism that could help him detect minor deliberate bias from the responses that might have been given in the course of collecting data.

The heavy rains experienced during April, coincided with the data collection. So, the researcher could not reach some schools within the scheduled time due to breakdown in transport. As a result, visits to schools delayed data collection on schedule by one week.

1.9 Theoretical Framework

Fridson (1999) developed the theory of cash and the company lifecycle while focusing on the Business Companies in U.S.A. He says that Business Enterprises typically go through phases of development that are, in many respect analogues to human beings' stages of life. He argues that just as children are susceptible to illnesses different from those of the elderly, the risks incurred when investing in a start-up company are different from risks inherent in mature companies. Accordingly, it is useful when analysing a
company sales, to understand which portion of the life-cycle it is in, and which financial pitfalls it is therefore most likely to face.

2. The Emerging Growth Phase

Fridson (1995), depicts the Company’s lifecycle in terms of sales and earnings growth over time by outlining five phases in the lifecycle, that effect the sales and earnings growth. The stages are as follows:

1. The start up phase

Revenue build gradually during the start-up phase, during which time, the company is just organizing itself and launching its products. At this stage, companies are “voracious” cash-users. They require funds to acquire facilities and pay the salaries of employees who plan to initiate attempts to produce goods and make sales.

Fridson observes that the risk is high when an organization fails to “gel”. If its backers, promoters, directors and managers are not well-capitalized, they may be forced to abandon the revenues by an expected delays in bringing the product to market or, by incurring unanticipated expenses. Fridson
concludes by saying that, it is prudent to build up a cash cushion when funds are still available.

2. The Emerging Growth Phase

At this stage, company’s cash requirements outweigh their abilities to generate cash.

Companies at this stage must aggressively expand their productive facilities to capitalize on demand, but this requires more cash than they can generate from their sources like earnings and depreciations or amortization, Fridson (1995:109).

At the stage, companies remain financially fragile. He points out that unless a company can grow rapidly enough to achieve an economics scale of production, it will be one of the firms “shaken out” in the inevitable consolidation achieved through absorption (merger) by other firms. Fridson concludes this phase by saying that the company, then, has no choice but to grow rapidly, if it is to serve its management.

3. Established Growth Phase

At this phase, companies nearly able to fund their growth internally. Depreciations are now substantial and with a large proportions of potential market penetration; some of the
problems of rapid growth remain, but in a less severe form. Fridson concludes by saying that the firms must now meet the challenges of intensified competitions for a more slowly growing market.

Pitfalls include, product obsolescence and failure to satisfy increasing sophisticated customers' demands for improved services and a wider range of product options.

4. Mature Industry Company Phase

At this stage, companies have modest capital requirement. Demands for their products grow slowly necessitating only a moderate pace of additional capacity. Diversification into business that provides higher growth and wider margins is possible. Fridson says, this is possible because depreciations and amortizations are large enough to cover capital expenditures. Earnings increase from sales, interests, dividends and profits that form part of savings that can be put into reinvestment. Fridson (1995:109) however warns that diversifications may introduce other charges or expenses associated with restructuring the business.
5. Declining Phase

This is when a company cannot generate the funds required for reinvestment in its business from the combination of its slim profit and depreciation flows. The company becomes a "net cash user" for different reasons. The company, instead of having an excess of attractive investment opportunities, the declining company has difficulty of maintaining its present business, as a consequence of its low profitability.

At this stage, the company struggles to preserve its dividends and borrow to remain viable instead of deployment of cash to high return ventures. Fridson (1995:111) concludes by pointing out that, thinking about the types of problems, a company is likely to encounter at a particular point in its lifecycle can, however steer the company analysts into the most pertinent areas of further investigation.
1.10 Conceptual Framework: School Income-Generating Activity Lifecycle

Financials to assist IGAs can be through all the four phases. School IGAs should employ aggressive sales and marketing strategies to catch up with the market demand. School management and management should come up with creative strategies to increase their sales and promotions. Much school management should be aware of these phases.

1.11 Definitions of Key Terms

BdG: Bond: The management body in a secondary school targeted with the responsibility of policy and financial decision-making, which a loan must be paid back to. Bond: Bondholders.

Diversification: diverse activities and earning sources of schools.

Earnings: Income from sales, goods and services, rent or any other income.

Market: Area of selling and potential purchasers of schools.

Phases

Figure 1.1 School sales and earnings of school income-generating activity lifecycle. Adapted from, Fridson M. S. (1995): The cash flow and company lifecycle.
From the above figure, PTA and BoG should allocate enough finances to assist IGAs sail through all the four phases. School IGAs should employ aggressive skilled market strategies to catch up with the market demand. Schoolworks and management should come out with aggressive advertisements and sales promotions. Much school income-generating activity may fall out at all these phases.

1.11 Definitions of Key terms

B.o.G: The management body in a secondary school charged with the responsibility of policy and giving authority to school administration.

Bond: A formal written document that specifies conditions under which a loan must be paid.

Expenditure: Money spent to finance daily activities and on durable asset resources of schools.

Earnings: Sales revenues from sales of goods and services, usually as gross revenues.

Market: The pool of existing and potential consumers that buy the goods and services.
PTA: Parents and teachers associations which help Board of Governors run schools affairs.

Resources: The wealth in terms of human and materials that are used in production of goods and services.

IGA: Income generating activities conducted as organized project with intention to raise revenue and profit.

2.2 General Literacy

Since missionary introduced Western education to Kenya in financing education has been a major issue to all stakeholders.

Olombe (1985:7), pointed out that missionary pioneers like Dr. Lindley Krogh and John Winter had to use their own resources to run their elementary schools. At one point, the missionary teachers had to use sweaters, jackets and other gifts in order to attract pupils.

The demand for education was not given priority by African Societies. The first primary missionary centers were those who went faced with famine, sickness and orphanage. (Anderson, 1973).

But the scenario did not last long. Africans realized the benefits of
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In the chapter, the literature is reviewed under general, international, regional and local scenes as follows.

2.2 General Literature Reviews

Since missionary introduced Western education to Kenya in 1847, financing education had been a major issue to all stakeholders. Olembo (1985:10) pointed out that missionary pioneers like Dr. Ludwing Kraph and John Rebman had to use their own resources to run their elementary schools. At one point, the missionary teachers had to use sweets, clothes and other gifts in order to attract pupils.

The demand for education was not given priority by African Societies. The first pupils in the missionary centres were those who were faced with famine, crimes and orphanage. (Anderson,1973). But the scenario did not take long. Africans realized the benefits of
Western education and soon demanded for more chances in missionary schools. The colonial government in Kenya added to more demand for education by Africans. Those who could write and read got employment in the colonial government. This triggered off clan or communities' competitions to have more of their children joining schools. Enrolment increased in schools.

Secondary education was expected to provide

The communities started to finance education. Both Anderson (1973) and Olembo (1985) agree that the communities' contributions did a lot in funding school buildings. The communities and parents contributed land, building materials, labour and fees to the running and building of the school facilities.

By the time of independence, demand for education was so high that the new Kenya government in 1963, had to appoint an Education Commission to set goals, aims and objectives of education for the independent Kenya.

The Kenya Education Commission (1964) gave prominence to secondary school education. The education was, up to the time of
independence, run on colonial separation and racial colour bars. The rich curriculum was given only to European and Asians, while very poor curriculum was given to Africans. Some of the relevant points from the Kenya Education Commission (Ibid) relevant to this study are outlined below.

1. Secondary school education was encouraged and open to all races, with emphasis on African students. Secondary education was expected to produce Kenya African elite who could take over the managerial posts left by colonial officials.

2. More secondary schools were encouraged and opened. More students enrolled than ever before in secondary schools. According to the Ministry of Education Annual Report 1969, there were 694 secondary schools with a total students population of 115,246 in Kenya.

To cater for increased enrolment in secondary schools, the government encouraged the registrations of self-help secondary schools. They were locally called "Harambee" secondary schools. This is because the government found it difficult to finance,
maintain and assist all secondary schools in Kenya, Olembo (1985:26).

Communities and parents took the centre stage in financing facilities and teachers' salaries in those harambee schools. Their efforts backed by early missionary secondary schools yielded academic benefits in Kenya. The most outstanding example of such academic benefits was in Meru.

The Kenya Times (13 July 1991) spotted Kaaga Area, what local people dubbed "the Kaaga Academic Village". In this small area, there were over 10 learning institutions providing different education services. According to the same paper, included in the area were: Kaaga girls, mixed, boys high, school for the deaf and school for mentally handicapped.

In the same Kaaga village, he mentioned, Meru school, Teachers Training College, Technical Training Institute, Vocational Training for the deaf and several other primary schools. But the harambee schools are found in every community in Kenya. However the income-generating activities, which was the subject of this study.
was never thought of despite the difficulties experienced in financing those harambee schools.

Another financial problem came in when the government decided to improve and control the quality of education services offered by the harambee schools. So in 1975, the government instituted its scheme of Aid to the unaided secondary schools, known as the "Secondary Schools Harambee Packing Programmes."

Ayot and Lilies (1987), added that the programme was followed by absorption of harambee students to maintained schools. Fifty schools per year were to be offered government aid in form of fully qualified teachers. Other assistance were:

1. Opportunity for a secondary schools in the area, using existing facilities and building and equipment.
2. Inspection reports and auditing.
3. Supply of SI teachers after purchasing of science equipment from Kenya Science Teachers College’s production Unit.
According to Ministry of Finance and Planning Statistical Abstract (1978), the government recurrent expenditure on secondary schools, shot from Kshs. 8.40 million in 1975, to Kshs. 11.46 million in 1978. Throughout the periods of 1960s to 1980s, the three parties, government, community, and parents bore the burden of financing secondary education in Kenya. No party developed any policy and initiatives for starting income-generating activities which was the concern of this study.

In 1990 the government had difficulties in financing both recurrent and development expenditures for all secondary schools. Secondary schools were encouraged to venture into profit-making activities or at least for subsidizing the costs in such schools. (Daily Nation, 27 March 1995). While addressing school Board and Parents at Chogoria Girls High School, the Director of Education urged schools to start up income-generating activities like growing crops and keeping animals to reduce the burdens of school fees on parents.

Although the director did not come up with a clear policy regarding income generating activities in secondary schools, he explained the difficulty the government faced due to the implementation of
Structural Adjustment Programme. The results of Educational
Structural Adjustment was, that the parents raise fees, finance
facilities and meet any other levies needed for running secondary
schools including text books. The government also reduced its
bursaries to schools.

Berry (2000), commented on the results of Structural Adjustment
Programmes.

Many countries have reduced their resources available to education just as the prices of
education input have increased.

Although Berry's report was based on the entire structural
adjustment programmes in African education, the Kenyan situation
experienced the same results in its education sector.

There was public outcry on the ever-increasing secondary school
fees. The sentiments of such outcry were clearly summarized by
Sifuna (1998) who said;

Education is becoming a rich man business in
Kenya. By becoming richmans harvest, it is
stratifying society. E.A Standard (11 April 1998
page 13).
In response, the government put "Fee Guidelines". This was a circular by Ministry of Education to all secondary schools. Schools were allowed to charge fees according to categories. These were, District schools, Provincial and National schools.

Recommended fees for District schools was, Ksh. 8,500, Provincial 20,400 and National Ksh. 25,000 exclusive of caution money and P.T.A of Kshs. 2000. The school fee guidelines had been since criticized by Kenya Secondary school Heads Association as unrealistic to the cost of materials and supplies.

So far no policy has been formulated to guide income-generating activities. Just as Wesonga, (1996) had put it, schools engaged in income generating activities out of creativity and for the purpose of bridging the gap between parents and government in financing education. He looked at bridging the gap as a form of supplementing schools' sources of finances.

The questions raised that needed answers were: should the secondary schools' just supplement the government and parents' efforts by engaging in income-generating activities? Could not it be a government policy, to use vast secondary school resources to
venture into active income-generating activities as sources for school funds?

Could not the Board of Governors and school administrators, put income-generating activities as a vote head in the school fees structures? Such vote head could calls for 'padding' the school budget in order to have balanced budget surplus, Okumbe (1998).

Okumbe did not cover income-generating activities, but his idea of padding the budget can be used by secondary schools to mobilize resources for income-generating activities. This type of view about the Government Policy on school profitable ventures had also been visited by Cray Lynton (1991:24). His views are quoted here:

In public Sector, organizations are not yet measured in terms of their profitability, but costs effectiveness in places of profitability.

His view might not be directly related to income-generating activities in secondary schools, but it is very applicable to the situation of using human and physical resources in planning for revenues in our Kenya secondary schools and public universities. Income-generating activities should be profit-oriented, not supplementary oriented as was stated by Wesonga (1996).
2.3 Literature Review from International Circles

Financing education had been a burden to all countries in the world. Different countries with different resource endowment, have tried different methods of running income-generating activities.

In Caribbean countries, Chrisman (1989), highlighted the income-generating activities operated in a bid to raise and supplement the efforts of self-sufficiency in finances. He mentioned the income-generating activities like sales of crops, repair and servicing motor vehicles, making of furniture. These paid services are offered by educational institutions, through their workshops. In United Kingdom, facilities were leased at a fee to generate income. However Chrisman did not come out clearly on how the income activities were to be separated from normal learning activities. Also, to be explained was the involvement of institutional personnel. The question which is to be answered is, did institutions plan separate staff to run the income-generating activities or did the institution workers doubled in providing general school services and carrying out income-generating activities? Lack of separation of duties was one of the weaknesses Wesonga (1996) mentioned.
as interfering with the time and management of institutional programmes when implementing income-generating activities.

In Guyana, Agriculture and Home Economics were the major activities. Una, Hannington and Williams (1986), carried out a study on the school-based income-generating activities. They recorded the importance of the two departments in earning revenues for the schools.

In Kenya, particularly the highlands, Agriculture can do better in most schools. The findings from Guyana can be applied in Kenya.

In United Kingdom, facilities were leased at a fee to generate income for the schools. The facilities included school halls. Other areas are students' concert activities that are organized in form of festivals. The gate collections are converted to school revenues and accounted for, to subsidize finances. William (Ibid) also, pointed out the involvement of parents associations in supporting such activities.

Such forms of income generating activities are likely to succeed in our Kenya schools, which formed the basis of this study. For examples: our secondary schools have large uncultivated land such
could be leased out under PTA projects to raise income for schools education services.

To be leased under P.T.A, are school bus/boat, tractors, workshops and tools. Some of the school facilities as can be seen in this study are under utilized.

When school buses are to be leased, clear policy should be set up concerning "Terms Insurance Policy", incase of damage, resulting from accidents. The parents associations should be close to the school administration and management in order to monitor income-generating activities, accountably and transparently.

Participation of school administration and management is emphasized by Hamilton and Rondolph (1986). In their work in Guyana, they came out with the specific activities the schools used to raise incomes.

The industrial arts and crafts departments of schools produced ornamental products that were sold out at a price. Schools organize fairs or shows and dingo, besides agricultural produce like vegetables. Home economics products like snacks and food are
sold to raise income. The canteens are organized to raise income for the schools at profitable scale.

The researcher observed the importance of departments of economics and arts products in Kenyatta University, in raising supplementary income to the institution even though the institution was not included in the study sample.

From Paul Hamilton and Rondolph's (1986) study, our secondary schools management can borrow a leaf, to expand some of our school canteens into organized school restaurants. The P.T.A. & B.o.G can raise substantial amount of incomes if the canteens were well organized and supervised by school administration. Food canteens and kiosks run by some schools can be developed as profitable restaurants even, if it means setting them at the local centres.

Olembo (1985:68), found that schools in U.S.A, engaged the district area property tax as a source of financing schools development. The sources of revenue was directed towards the construction of school buildings. Property taxes turned out to be reliable sources of school funds just to quote Olembo (1985:68).
tax payers of the local schools district throughout the United States, pay on an average, 5.9% of the total expenses of public and secondary education.

Now, the property tax revenues can have some problems in Kenya due to poor tax system because of low investment in Capital property in Kenya. However, with time and improvement in the government tax machinery, property tax would form reliable resources of funding district area schools. Still in U.S.A, Oleombo also looked at the issue of school bond, as a source of raising funds for the construction of school buildings, Oleombo (1985:68).

Bonds being capital loans, were borrowed by schools and paid with interests, by way of installments. Once the loans and interests had been paid the property remained for the schools.

In U.S.A, a general bonds are common as these types of bonds have no interests charged on them. So, schools raise income through the sales of general bonds.

Although bonds may be a source of revenue to our schools, it may turn out that no school has issued any bonds to raise revenue for capital or recurrent expenditures. Still, school's PTA can issue bonds for the purposes of getting loans to help in the constructions.
of classrooms, laboratories, equipment, machines and even rental houses.

Accordingly, they could only require Ministry of Education Guarantee, for committing payment by instalments. In records, only Nandi District attempted to acquire Bank loans for schools development, Olembo (1985:68).

Private Building Corporations are useful sources of school funds, in U.S.A. Olembo's (1985:69) findings were that agents of Private Building Corporations, bought sites, erected school buildings and leased the buildings to the schools corporations. The Building Corporations charged rent to the users of the buildings and use the rents to repay the principal and interests.

When the indebtedness is retired, the private corporations release the school facilities to the school district.

Olembo (1985), took the pains in arguing these types of sources of funds logically. He noticed that parastatals like National Housing Corporation, could advance loans to various P.T.A in Kenya. The principal loans and interests repayment, made from P.T.A levy, annually, just the same way P.T.A levy instalments, are used to
purchase a school bus. In this situation he argued, P.T.A can be able to build teachers’ rental houses, excess enough to attract the rent from non-teachers occupants, as a source of stable revenues to schools.

To make this source more reliable and feasible, he pinpoints out that with the help of the government, the National Housing Corporation, should have the powers of negotiating loans, even with the World Bank and other international lending organizations.

In this study, conducted in Suba District, not even a single mention was made of loans from any National Corporations, as a source of funds. Secondary schools being corporate entities as spelt in Kenya Government Education Act (1980) CAP 211 section 10 & 11, are at a better position of negotiating loans for schools income-generating activities to build estate property.

2.4 African Region Literature Review on School Income-Generating Activities

Ogbu and Galapher (1991), while investigating school income activities in Nigeria, came up with findings where schools had own production of teaching aids. These were productions of teaching
resources like charts and equipment, mathematics wire or wooden models, publication of reading materials, which were relevant to a subject, and question and answer pamphlets on teaching subjects. These were made available to other users at a fee. The fees from parts of various revenues to schools.

This study intends to investigate this form of revenue source from income generating activities. The publications of teaching materials are gaining prominence in Kenya secondary schools. The schools in Suba District have great potential of making revenues from such publications.

In Zambia, students’ accommodations form great source of schools’ revenue. Achola and Kuluba (1985), found that the hostels or dormitories charges, form part of schools revenue to be used in repair and maintenance and even build accommodation facilities in such schools.

The only problem with student’s accommodation in Kenya, is that it may further cause extra burden to the already overburdened parents, Olembo and Rose (1986). However, commercial accommodation facilities set in commercial towns, could still be
reliable sources of generating income. Schools can set income-generating departments to run such income activities.

Achola and Kaluba's (1986) study on accommodation, was supported by Riechi (1993). Maseno and Egerton universities had set up a reliable commercial accommodating facilities open to general public use. School can also have accommodation facilities as P.T.A income-generating activities. In Somalia, just like USA, community is a major source of revenue to schools. This was studied by Olembo (1985;71). The community in which schools are located contribute forty percent (40%) of the cost of primary education.

Although Olembo’s study was based on primary schools in Somalia, it can be applicable to secondary schools in Kenya as more members of the communities joined labourforce the amount of income and investment also increase, the forty percent (40%) contribution to schools would also increase proportionately.

In Kenya, communities are over burdened by 'harambee' contributions. As Olembo (1985:35) puts it, sometimes in a village five types of harambees could be organized at the same time. The
situation in Somalia may not be applicable to Kenya. As has been seen in this study, community’s support to schools development is registered in all public secondary schools. The only difference seen with Somalia is that, no percentage was fixed for the community’s contribution to schools. Otherwise the community has done a good job to schools development.

In Egypt, Parents Association Contract Private Holdings Company for building school facilities and renting them to the government. The government pays the rents to parents Association as parents pay the Holding companies. The rent is collected by PTA. Once loan is retired, the surplus revenues remain the income of schools. This type of source of income should be emulated by secondary schools in Kenya but it requires, clear major changes in government policy on financing education facilities. This is because private or public holding companies, participate in schools development by building their own facilities as has been mentioned in the cases of Mumias, Brookbond (K) Ltd and Sony sugar companies. Banks and other financial institutions have not come with a policy of loan mortgage to finance PTA development of schools in Kenya.
2.5 Literature Review from Kenya on Income Generating Activities in Secondary Schools

The problem of ever increasing enrolments in Kenya secondary schools and the costs experienced in secondary school education, prompted scholars to examine the financing of secondary education.

When the government announced the withdrawal of its grants for paying non-teaching staff salaries, many secondary schools did not come to grips with the alternative source of funds to use. The alternative the government gave, was also vague. The ministerial statement issued in 1992 by Mr. Adams Karauri, who was by then the minister for education, could clearly show the unpreparedness to offer the alternative source of financing non-teaching staff. He was quoted in a Daily paper.

> it is now to headteachers to liaise with the Board of Governors to look for alternative ways to pay the salaries of their non-teaching staff. (Daily Nation 27 April 1992 pg 1).

The alternatives most headteachers and board of governors turned to, was raising of school fees in order to meet such costs that were formerly financed by government grants. Secondary schools became very expensive. Parents met all the costs. The situation has not changed to date.
Karan (1995), conducted a research for the World Bank on secondary schools costs. She concluded that, schools were expensive because they were poorly managed. She found that low cost private schools, charged lower fees than low-cost public schools. Public schools had debts while private schools had surplus. Part of her findings is quoted below.

It cost Kshs. 19,372 to educate a child in a public boarding school and Kshs.10902 in a public day school whereas it costs Kshs 12,892 to educate a child in a private day school and Kshs. 5,094 to educate a child in a private day school.

The scenario expressed in the above statistics also explains what Olembo and Rose (1992) had observed on the parents' burden, with regard to Kenya public schools. Olembo and Rose (1992), studied the situation in the secondary schools finances firs the years the government withdraw The grants to schools.

The above scholars analyzed the need to have a fourth party in support of financing secondary education in Kenya. They explained that Government, community and parents had done a lot. It is on this basis that this study tried to investigate the possibility of secondary schools as a fourth partner to the financing secondary education, through income-generating activities.
Secondary schools should come up with a well-designed income generating activities that could play the role of a fourth party in financing secondary education.

The income generating activities had to run on a profitable way under the supervision of experts. Fridson (1999) advised those seeking to run a profitable project to carry out a diagnostic analysis on the lifecycle of a business. He advised that care must be taken to find out what stages of business the business is in his work, he says that starting a business is different from operating a mature stage business. Investment skills are required.

Now our secondary school administrators must equip themselves with proper skills in running income-generating activities. For if schools are to participate as a fourth partner in financing education through income-generating activities, there must be great need of personnel handling income activities to be of relevant expertise.

The government of Kenya (1988) on the sessional paper No 6, advocated cost-sharing. She put cost-sharing in all tiers of education system. However, it overlooked the need to document
policy on income-generating activities to ease cost-sharing burden.

The secondary level was the most disadvantaged with the sessional paper, because many students are in boarding schools. From the survey of Wesonga (1996), many secondary schools had not thought of using their resources for income-generating purposes. To some extent, public universities managed to run some viable profitable income undertakings.

Riechi (1993), carried out research on Kenyan public universities. He found out that University of Nairobi led in setting profitable income-generating activities. The university has large agricultural farms both at Kabete and Kibwezi, successful bookshop, printing firms and computer services.

Kenyatta University, despite having large farms, does not undertake agricultural activities except through cybercafe, Kenyatta University Virtual Learning, Schools offering residential programmes and Culture Village.
Riechi (1993:65) earlier found that all public universities had cafeterias except Maseno University College. Kenyatta University of Agriculture and Technology Egerton University and Maseno College generated income from guest houses and hotels. Only Egerton had an established Dairy Unit that processed packed milk and other related products as income-generating activities.

Riechi (1993) and Otolo's (1999) findings were very useful to secondary schools that were interested in engaging in income-generating activities. Schools have various physical and human resources that can be utilized to raise revenues.

Three years after Riechi's (1993) study, Wesonga (1996) looked at income-generating activities in secondary schools in Kakamega District. In Wesonga's (1996) findings, quite a number of secondary schools engaged in income generating activities. These included agriculture, livestock, dairy units, poultry, animal rearing and bus hire. The money raised is put to financing textbooks and other instructional programmes and learning materials.

But looking at Wesonga's (1996) work, the income-generating activities in secondary schools are far from being stable sources of
financing secondary schools. His findings reveal that subordinate staff are not trained on specialization of income-generating activities. Even most of the headteachers are far from being experts in income economies. He agreed with Riechi’s (1993) finding, that a lot of potential still existed in our educational institutions that could be utilized to generate income for running part of our institutional finance requirements.

Otolo and Karini (1999), carried out an assessment of the efficient and profitable income-generating activities a case of Kenyatta University, six years after Riechi (1993). They found that educational institutions could set up very liable profitable projects if proper feasibility studies could be carried out professionally.

From the Riechi (1993) and Otolo (1999), it could be deduced that Universities have the advantage over secondary schools, in that universities have well-established finance departments equipped with both physical and personnel resources which grossly lack in secondary schools. All the same, secondary school income-generating activities still stand out to be so central to financing secondary education.
This study investigated the income generating activities in Suba District. It studied some of the new dimensions highlighted above. The researcher investigated income-generating activities in secondary schools in the period of 1998 to 2002.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, research design, geographical location, the targeted study population, sample and sampling procedures, data collection procedures and method of data analysis are discussed.

3.2 Research Design

A simple survey design was used for purposes of this study. Wierma (1985), described a simple survey as a design that helps in gathering facts or to obtaining pertinent and precise information concerning the current status of phenomena, and whenever possible, to draw possible conclusions from the facts disclosed.

Since this study was based on gathering facts about school income generating activities, a simple survey research design was employed from which accurate conclusions were made on actual facts. The information was collected from actual secondary school environments in Suba District. The researcher used Headteachers' questionnaire, unguided observation schedule and interview schedule.
3.3 Geographical Locations

The study was based in Suba, Nyanza Province in Kenya. Geographically, the district is located in the south west of Nyanza, Province. The latitudes being $0^\circ.15'00''$ and $0^\circ.30'00''$ South Longitudes lie between $34^\circ 00'00''$ and $34^\circ 15'00''$ East. Half of the district is covered with Lake Victoria water. The central part of the district is the Central Division. The southern part, being Gwassi Division, Eastern constitutes Lambwe and Northern part, Mbita Division respectively. The extreme western side is Mfangano Island Division. It was noted that each division bordered part of the Lake Victoria water. The researcher found that the district was endowed with a wide range of economic resources. For example, most area of the district receives plenty of rainfall except the northern part, mainly Mbita Division, which receives only long rains between March and May.

According to the district agriculture and livestock sources, the rest of the district receives biannual rainfalls. The hilly parts of Gembe,
Gwassi and Mfangano island, receive, short rainfalls between the months of September and December. The amount of rains range between 800 mm and 2000 mm annually.

Temperatures according to district records ranged between 20°C-29°C in January and February, while March to May records between 18°C to 24°C annually. The district enjoys land and lake breezes throughout the year.

According to information gathered from Suba District records, breezes bring good gentle wind pattern that are non-destructive to physical structures and plants. In the morning normally, the breezes from eastern direction, the so called land breeze from Kisii highland blows to the lake. The afternoon breeze, the lake breeze, bellows back to kisii highland. The lake breeze is cool because it carries water vapour as it passes across the lake. These breezes are used by fishermen who sail across the lake, Some of the boat transporters also use the breeze to sail boats across. The breeze determines-the direction of the transport.

Humidity is very high during the rainy months of March to May and...
September to December, but low during January, February and then June to August.

The district is endowed with a lot of sunshine throughout the year. Maximum sunshine is experienced on the lake and shores. The sunshine attracted quite a number of tourists according to the Musiara Tourist Resort Camp based in Mfangano island.

The researcher observed that fishing activities constitute the major occupation of the population of Suba people. The common fish species in full harvest include Nile perch (mbuta), Dagaa (the small fish called omena) and tilapia and fuiu.

The district is rich in agriculture and the staple food is maize. Other crops grown are sorghum, beans, cowpeas, potatoes, vegetable and tomatoes constitute the major food crops. Livestock especially the traditional species, formed part of the economic activities next to food crops. Some poultry and beekeeping is also practiced.

Mining of sand from the lake beaches is part of thriving economic activities, but even this still lacks cooperative and commercial
supports. Building stones are available in the district. This also lacks the cooperative and commercial banks backing. Stone dressing in quarries is one of the economic activities besides forest resources and game parks. According to the then Kenya Wildlife Services boss, Mr. Michael Wamithi.

Ruma is no ordinary Park. It is a unique habitat with untapped potential for research and tourism... It is the home to the only viable population of the threatened Roan Antelope in Kenya...(Daily Nation 18 April 2003).

Besides the game park there are white sand beaches along the lake shore. The lake transport is popular and public roads are untarmacked.

3.4 The Study Population

The study targeted secondary schools in the five divisions of Suba District. There are a total of eighteen (18) secondary schools in the district. Fourteen (14) were started before 2002 and four (4) were started in January, 2003. Out of 18 schools, eleven (11) were mixed, four (4) pure boys and three (3) were pure girls secondary schools.
There are five provincial boarding schools and one provincial day secondary school out of the eighteen schools. The rest were district day schools.

The following table 3.1 shows the distributions of secondary schools per divisions.

Table 3.1: Secondary schools per divisions.

<table>
<thead>
<tr>
<th>Division</th>
<th>Mixed</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Gwassi</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Lambwe</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Mbita</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Mfangano</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>

Source: District Education Office-Suba.

The district had a total of 2779 students at the end of the year 2002.

3.5 Sample Size and Sampling Procedures

Sharma (1983) defined a sample as part of the population item that depicts the same characteristics of the main population that helps the researcher in generating his findings with more authenticity.
In the study a sample size of ten schools out of eighteen schools in the district was selected through a stratified random sampling.

1. All schools were stratified according to divisions as follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>4</td>
</tr>
<tr>
<td>Gwassi</td>
<td>3</td>
</tr>
<tr>
<td>Lambwe</td>
<td>2</td>
</tr>
<tr>
<td>Mbita</td>
<td>8</td>
</tr>
<tr>
<td>Mfangano</td>
<td>1</td>
</tr>
</tbody>
</table>

There was a lot of disproportional distributions of schools in the divisions.

2. Then schools which had not operated at least in the last three years, were purposively eliminated in the sample. The purpose was to get the income-generating activities trend, at least in the last three years of continuous service. Six (6) schools were eliminated on this ground and two (2) were used as piloting schools.

3. The researcher decided to have 50% of the schools per division, included in the sample except in Gwassi and Mfangano which had 67% and 100% respectively.
Gwassi had three schools. One had just been registered and so did not qualify to give 3 year trend of operation.

The remaining two were included in the sample being one mixed and a boys school giving 67% Mfangano had only one school in the division hence included in the sample hence 100% as shown in table 3.3 below.

In Central Division, two schools out of fours were purposively sampled. One boy and girls schools. The other two were registered in 2003, therefore did not qualify to be included in the sample.

Lambwe Division had a total of two schools, one was included purposively as the other was eliminated on the ground of having been recently registered.

Mbita division had the highest number of secondary schools. The researcher included four schools for study sample. Two boys schools, one mixed and one girls' schools.
Purposive sampling method was used. Two schools were used as piloting, while two were eliminated on the ground of recent registration.

The summary of the sampled schools is given in table 3.3 shown below.

<table>
<thead>
<tr>
<th>Division</th>
<th>Sample size (n)</th>
<th>Population (N)</th>
<th>Nature of school in</th>
<th>Sample size (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mixed M</td>
<td>Boys B</td>
</tr>
<tr>
<td>Central</td>
<td>2</td>
<td>4</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>Gwassi</td>
<td>2</td>
<td>3</td>
<td>M</td>
<td>B</td>
</tr>
<tr>
<td>Lambwe</td>
<td>1</td>
<td>2</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Mbita</td>
<td>4</td>
<td>8</td>
<td>M</td>
<td>B</td>
</tr>
<tr>
<td>Mfangano</td>
<td>1</td>
<td>1</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>18</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Key: M - Mixed sec. School  
B - Boys secondary school  
G - Girls secondary school.
3.6 Research instruments

The researcher used questionnaire, observation and interview schedules as the instruments for collecting data. A questionnaire is defined by Casley and Lury (1981:91) as “a group or, sequence of questions designed to elicit information upon a subject, from an informant”.

The questionnaire was used to seek information from secondary school headteachers as subjects or respondents by the researcher. The questionnaire forms were administered to headteachers only. From the observation made by the researcher, bursars or account clerks were involved by the headteachers in areas of financial records. They provided information under the authority of their headteachers.

The questionnaire fitted the study because it involved a survey of the data that had already been documented. The researcher also used the questionnaire because the researcher did not employ the services of research assistants, due to lack of money for paying them.
Questionnaire had three sections: part A was on general background information of the schools. Part B – concentrated on the physical facilities and resources endowment of the schools. Part C – dwelt on human personnel and the financial records of income generating activities. The researcher also used observation method to collect supplementary data.

An interview schedule method was employed by the researcher as an instrument for collecting data. The interview was only used after examining the questionnaire where incomplete responses were detected that needed in depth answers. It was therefore used to seek information on the items which were not clearly answered and those which the respondents considered confidential.

3.7 Pilot Study

The investigator conducted purposive pilot study. The piloting was done in schools which were not included in the sample. The investigator purposively chose two schools in Mbita Division a week before the study began. The results of the piloting were used to adjust any ambiguity in the questionnaire. After a week of piloting, the researcher distributed questionnaires to the sampled schools headteachers.
3.8 Data collection procedures

The university gave the researcher a letter of authority to collect data (see appendix 1). Having got the letter of authority to collect data, the researcher reported to the District Education office for another letter of introduction to all headteachers in the sampled schools, as shown on appendix 11.

Armed with the two letters, the researcher visited in person the sampled schools where he administered the questionnaires. All the questionnaires were delivered to the headteachers concerned on the same day. The researcher employed the services of a hired motor cycle at some fees, as a means of transport. It was a rainy season and most roads were impassable to ordinary motor vehicles. All heads agreed to give out the questionnaire after a week. However, all questionnaires were collected after two weeks. Three headteachers could not handle theirs in time.

The researcher took at least 30 minutes reading and assessing each questionnaire. Then he conducted oral interview on parts which needed further clarification.
During the interview the researcher took short notes and the respondents gave explanations.

3.9 Methods of Data Analysis

The researcher scored all the questionnaires and calculated frequency distributions into percentages. The results were interpreted and tabulated in the next chapter.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This research was about income-generating activities in secondary schools. The income generating activities (IGAs), were studied as sources of funds that could alleviate the problem of inadequate finances in secondary schools.

4.2 Background and Methodology

Having studied other works, this research aimed at finding out whether income-generating activities could be a fourth partner in supplementing the efforts of parents, community and government in financing secondary education needs.

The data collected was organized under the following: financial background of the secondary schools understudy, physical resources and utilization in the light of IGA, types of school workers involved in IGA, trends of IGA since 1998, expenditures financed by IGA, the challenges and problems.

The research data were collected from ten schools in Suba District in the month of June 2003. The ten schools were sampled from
eighteen schools in the district. The sampling procedures used were stratification and purposive sampling techniques. Ten headteachers of secondary schools formed the sample. The ten headteachers were given questionnaires. Where the information on the questionnaire omitted essential information the interview schedule was used as a follow-up. Observation was also used during the visits.

4.2 Background on Finances of the Ten Secondary Schools in Suba District

4.2.1 Recommended Charges

The Ministry of Education introduced secondary schools fees guidelines for different categories of secondary schools. The year 2000 circular categorized secondary schools into district, provincial and national. It also divided secondary schools into the day school and boarding.

In the ten schools studied in Suba District, were district and provincial schools and either day or boarding. There were no school in the national category. There were six provincial and four district secondary schools in the sample. Some provincial schools
had both day and boarding sections that used two different school fees structures.

Tables 4.1 and 4.2 shows the fees charged by secondary schools with boarding and day sections respectively in the year 2002.

Table 4.1: Boarding Levy in Secondary Schools Suba District, 2002

<table>
<thead>
<tr>
<th>Recommended charges Kshs. 22,900 p.a.</th>
<th>Boarding</th>
<th>Number of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than recommended</td>
<td>4</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Charged recommended</td>
<td>5</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>More than recommended</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 shows the schools which charged boarding fees. A total of nine schools had boarding section. The fees is inclusive of PTA levy of Kshs. 2000 p.a. From the table, four (4) out of nine (9) schools with boarding sections, charged less than the recommended fees guideline for boarding provincial schools of Kshs. 22,900. This represented forty-four percent (44%). Five (5)
out of nine (9) schools with boarding section charged the recommended fees. These represent fifty six percent (56%). None of the nine schools with boarding section charged more than the recommended government fees.

Table 4.2: Day Secondary Schools Levy in Suba District 2002

<table>
<thead>
<tr>
<th>Recommended Boarding charges</th>
<th>Number of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kshs. 10,500 p.a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than recommended</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Charged recommended</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>More than recommended</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

On the other hand, day schools according to table 4.2 above had one (1) out of five (5) schools equivalent of twenty percent (20%) charging less than the recommended fees. The other twenty percent (20%) charged the recommended fees of Kshs. 10,500 p.a. Three (3) out of five (5) school, equivalent of sixty percent (60%) charged more than the recommended Kshs. 10,500 p.a.

On the other hand, one (1) out of five (5) schools with day sections charged less than the recommended school fees of Kshs 10,500 p.a. inclusive of PTA levy of Kshs. 2000 p.a. one (1) out of five (5)
schools charged the recommended fees. This represented twenty percent (20%). Three (3) out of five (5) schools in the day category schools charged more than the recommended fees guidelines. This represented sixty percent (60%) of the schools in day school category.

Table 4.1 shows that one secondary school forty four percent (44%) of the ten schools under study, in the district, charged less than recommended. This probably indicated that the ministry fee guideline was too high to the already overburdened parents that some schools (44%) decided not to increase their fees further. This was supported by the fact that two (2) provincial boarding secondary schools out of nine (9) had opened day school section to help parents afford secondary education in the district. Fifty-six (56%) percent of the boarding schools in the district charged recommended fees, Kshs. 22,900.

The Day Schools according to two (2) headteachers equivalent to twenty (20%) percent of five schools, had problems of running their schools because of poverty.
It can be concluded that there was inadequacy of funds in the secondary schools in Suba District. The inadequacy of finances made different schools respond differently to the Ministry of Education fee guideline in order to strike a balance between parents' capacity and school needs. It also implied that schools were bound to have different financial requirements.

4.2.2. Financial Position of the Ten Secondary Schools

This study looked at the financial positions of the ten schools under study. Table 4.3 summarises the data.

Table 4.3: Financial Status of Ten Secondary Schools, 2002

<table>
<thead>
<tr>
<th>State of Financial position</th>
<th>Number of respondent</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not good</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Very good</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Excellent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table 4.3 above five (5) out of ten (10) schools indicated that their financial position was not good. This was equivalent to fifty (50%) percent. Four (4) out of ten (10) schools equivalent of
forty percent (40%) showed their position was good. Only one (1) out of ten schools that constituted ten (10%) percent indicated very good. None had excellent position. This gave a figure of ninety (90%) percent of ten schools with financial inadequacy.

It probably explained why some day schools resorted to charging more than the recommended fees in order to improve on their financial position. It pointed out that fifty percent (50%) had serious problems and could not meet all the annual costs of running secondary education needs.

It can be generalized that there was financial inadequacy in secondary schools in Suba District in 2002. Therefore, there was need to have income-generating activities to try to supplement finances in the secondary schools.

4.2.3 Registered Orphans in Secondary Schools

The researcher tried to look at the status of orphans in the secondary schools. Table 4.4 summarized the total registered orphans in ten secondary schools under the study.
### Table 4.4: Registered Orphans by Number, Sex and Form, 2002

<table>
<thead>
<tr>
<th>Form</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Percentage (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>59</td>
<td>35</td>
<td>94</td>
<td>63% 37%</td>
<td>100%</td>
</tr>
<tr>
<td>II</td>
<td>56</td>
<td>25</td>
<td>81</td>
<td>69% 31%</td>
<td>100%</td>
</tr>
<tr>
<td>III</td>
<td>64</td>
<td>18</td>
<td>82</td>
<td>78% 22%</td>
<td>100%</td>
</tr>
<tr>
<td>IV</td>
<td>65</td>
<td>18</td>
<td>83</td>
<td>78% 22%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>244</td>
<td>96</td>
<td>340</td>
<td>72% 28%</td>
<td>100%</td>
</tr>
</tbody>
</table>

District students Population was 2779 by December 2002

From table 4.4 above, there was a total of 244 boys constituting seventy two (72%) percent of the registered orphans in the ten secondary schools. Registered girls orphans were only twenty eight (28%) percent. Form I to IV registered larger percentage of boys orphans than girls. Form three and four registered seventy eight (78%) percent each, while girls registered twenty two (22%) percent each in the same respective forms. Form one and two registered higher percentage of girls orphans, being thirty seven (37%) percent and thirty one (31%) percent respectively.

The total orphans in the secondary schools in the district was 340 students equivalent of twelve percent (12%). Out of the total orphans, Form I registered twenty eight (28%) percent, Form II twenty four (24%) percent, Form III twenty four (24%) percent and Form IV also twenty four (24%) percent.
It seems that more boys remained in schools despite being orphans than girls who did not get support to continue with secondary education. The headteachers expressed that girls resorted to early marriages. In all forms boys maintained percentage above sixty percent (60%) while girls remained below thirty eight percent (38%).

The percentage of orphans in the secondary schools tended to point out that orphanage of students did not have serious implication in school financial position as it was only twelve percent (12%). Given that even some orphans pay full fees, it implies that there are other factors which contributed to financial inadequacy in the secondary schools in the district. It can be concluded that orphans in secondary schools did not have serious financial implication in the secondary schools in Suba District.

4.2.4. Main Sources of Finances

Headteachers were requested to list the first four main sources of finances of their schools. Out of the ten schools, the results were as follows:
Table 4.5: Sources of Finance in Secondary Schools in Suba District, 2002

<table>
<thead>
<tr>
<th>Source of Finance</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools fees</td>
<td>10</td>
</tr>
<tr>
<td>Harambee</td>
<td>10</td>
</tr>
<tr>
<td>Government bursary</td>
<td>8</td>
</tr>
<tr>
<td>Grants from government and other sponsors</td>
<td>4</td>
</tr>
</tbody>
</table>

N = 10

All ten schools listed parents’ fees and community harambee as first major sources of finance supported by government bursary and grants. The data in table 4.5 above seem to confirm the study carried by Olembo and Rose (1992) that parents, community and government had borne the burden of financing secondary education. Of the ten schools in the district; two were private, so did not qualify for government bursary and grants but had private sponsors. None of the ten schools listed income-generating activities of the first source of finances. It can be generalized that income generating activities have not featured prominently to form a major source of secondary school finances in the district.

4.2.5 PTA Development Levy

Table 4.6 below presents the findings about the PTA Development Levy in the year 2002. The maximum recommended PTA was Kshs. 2000 p.a.
Table 4.6: PTA Development Levy in Ten Secondary Schools (2002)

<table>
<thead>
<tr>
<th>Levy charged</th>
<th>Number of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below the Kshs 2000, recommended</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Charged the recommended levy Kshs. 2000</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Charged more than recommended Kshs. 2000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total schools</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

The maximum PTA Development Levy was Kshs. 2000 p.a. The levy is meant for only physical facilities development.

The data in the table above show that two schools out of ten, charged less than the recommend levy of Kshs. 2000. This represents twenty percent (20%) of the total respondents. Eight schools out of the ten under study charged the recommended PTA levy. This represents eighty percent (80%) of the respondents. None of the respondents charged above the recommended PTA Levy.

The two schools representing twenty percent (20%) of the respondents turned out to be the two private missionary schools in
the district. The remaining eight schools, representing eighty percent (80%) were the public secondary schools in the district.

It implied that eighty percent (80%) of the secondary schools in the district depend on the PTA development levy for their physical facilities. The PTA levy was part of parents' fees paid per year, which implies that parents financed the secondary schools' physical facility development, besides financing normal costs of running daily operations. This points out that it is likely that income generating activities could relieve parents of some of the financial burden in secondary schools. It can be generalized that the Annual PTA Development levy was relied upon as a source of capital expenditure by all secondary schools in the district. While only twenty percent charged less than the recommended Kshs. 2000 p.a., eighty percent (80%) charged maximum of Kshs. 2000 p.a.

4.2.6 Staffing of teachers in the Secondary Schools, 2002

The tables 4.7 gives a summary of staffing in the ten secondary schools in the district in 2002.
Table 4.7: **Staffing of Teachers in the Ten Secondary Schools in 2002**

<table>
<thead>
<tr>
<th>Staffing situation</th>
<th>Number of presentation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understaffed</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Staffed</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Overstaffed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

The above figure reflects only teachers posted by Teachers Service Commission.

From the findings summarized in table 4.7 above, eight (8) schools out of ten (10) representing eighty percent (80%) of schools sampled, had understaffing of teachers. Only two (2) schools out of ten (10) had their schools well staffed with teachers paid by the government. There was no school with overstaffing situation in human resource management.

The data imply that larger percentage of 80% was due to the hardship situation in the district. The district is gazetted as hardship area. It explains one of the causes of low financial position experienced in about 90% in secondary schools as was seen in table 4.3 of this chapter. It is likely that schools had to employ teachers, paid by parents to fill in the gaps of understaffing.
and this could pose serious financial implications to schools of overburdening parents. Given that school with the boarding section did not overcharge above the recommended fees, of Kshs. 22,900, the understaffing was likely to result in low quality education services in the district.

Given that income-generating activities were not rated in the top four sources of schools revenues, the understaffing may continue to persist in the district. Parents sources were likely to be over exploited in financing of secondary education such that, employing large number of Board of Governors teachers may not work in providing a solution in the understaffing in the district.

It can be generalized that secondary schools in Suba District were seriously understaffed (80%) to the extent that either Teachers Service Commission or Income Generating Activities could provide a remedy.
### 4.3.0 School Physical Facilities

#### Table 4.8: Summary of Secondary Schools Physical Facilities 2002

<table>
<thead>
<tr>
<th>Facility</th>
<th>Expected quantity</th>
<th>Available quantity</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shortage</td>
</tr>
<tr>
<td>Dining halls</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Students dormitories</td>
<td>40</td>
<td>27</td>
<td>13</td>
</tr>
<tr>
<td>Kitchen</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Science laboratories</td>
<td>30</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Home Science rooms</td>
<td>10</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Administration offices</td>
<td>10</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Classrooms</td>
<td>80</td>
<td>72</td>
<td>8</td>
</tr>
<tr>
<td>Staffrooms</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Libraries</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Workshops</td>
<td>10</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Teachers’ Houses</td>
<td>160</td>
<td>53</td>
<td>107</td>
</tr>
<tr>
<td>School Bus/Boat</td>
<td>10</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Students’ toilets</td>
<td>80</td>
<td>89</td>
<td>-</td>
</tr>
<tr>
<td>Duplicating machines</td>
<td>20</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Typewriters</td>
<td>20</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Computer sets</td>
<td>100</td>
<td>11</td>
<td>89</td>
</tr>
<tr>
<td>Office furniture</td>
<td>-</td>
<td>66</td>
<td>-</td>
</tr>
<tr>
<td>Student chairs</td>
<td>3200</td>
<td>2505</td>
<td>695</td>
</tr>
<tr>
<td>Standby generators</td>
<td>10</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Water pumps</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
The facilities listed were expected to raise revenue as part of income-generating activities.

4.3.1 Dining Halls and Kitchen
A total of ten (10) dining halls were registered in the ten schools in the district. The available quantity was six (6). The shortage was four (4). Of the six available, none was used to raise revenue for the schools. The headteachers of the six schools accepted that community and Non-Governmental Organizations used the halls free of charge. The six respondents expressed that the dining halls were inadequate in terms of required facilities needed in an equipped dining hall.

It can be generalized that sixty percent (60%) of dining halls in the district were not used to raise income for secondary schools. Dining halls have great potential because dining halls can be used to raise revenue as was practised in United Kingdom (Knight 1983).

4.3.2 Students’ Dormitories
Students dormitories were expected to be 40. Available students dormitories were 27 giving a shortage of 13. All twenty-seven dormitories were used by community and others free of charge.
Dormitories were used to provide accommodation for workshop, seminars and church camping during school holidays. Students from other schools used dormitories free of charge for accommodation during sports tournaments. In Zambia, students' hostels form essential parts of school revenues. Achola and Kaluba (1985). It can be generalized that secondary schools in Suba District underutilized students' dormitories as a source of generating income for their schools.

4.3.3 Science Laboratories

The expected quantities were estimated at thirty (30). Science laboratories available were thirteen (13); the shortage was seventeen (17). None of the science laboratories was used to raise revenue. Science laboratories could be used by other schools in the district at some fees. If well-equipped laboratory could prepare distilled water that could be sold to other schools. It may be concluded that all the laboratories in the secondary schools were underutilized as source of revenue.
4.3.4 Home Science Rooms

There were three (3) Home Science rooms in the district. The expected was ten (10); shortage was registered at seven (7). This shortage was due to the facts that only three schools offered home science subjects. Of the three available not even one was used to produce snacks for sale. The schools did not use home science as a restaurant to raise some extra income for the schools. It can be generalized that all the home science rooms available were used free of charge but had great potential as income-generating activities.

4.3.5 Administration Office

Total expected administration offices were ten (10). The available offices from ten respondents were seven (7). The shortage was three (3).

The seven (7) administrative offices available were not spacious enough. In two schools bursars, typists and account clerks shared rooms. The office premises lacked enough extra rooms where income-generating activities could be conducted. According to the two headteachers interviewed, schools had the priorities of building required classrooms before expansion of office premises.
The other facilities which were used free of charge by community, churches, non-governmental organizations were classrooms for wedding purposes and seminar workshops. All were used free of charge. School chairs and lockers were used during the funerals, weddings and seminars. The chairs and lockers were used free of charge too.

The workshop available was underutilized despite the serious shortage of nine (9) workshops in the district. These findings can be generalized that secondary schools did not use physical resources available to raise revenue that could help in alleviating the financial burdens experienced in the district.

The following facilities were used as income-generating activities

4.3.6 School Transport Facilities

Expected quantity of buses was ten (10). There was only one (1) school out of ten (10) schools in the district with a school boat equivalent to a bus. The school boat capacity of fifty-five passengers was rated just like a bus. Nine (9) schools out of ten (10) lacked a school bus. Three schools had small school vans.

The school boat was put to income-generating activities and raised
substantial revenue since 2000. In 2000, 2001 and 2002, the school boat raised Kshs. 319,350, 145,463 and 1,653,307 respectively. The boat plied a passenger route between Mbita town and Mfang’ano Island on a daily basis. The revenue collection is closely supervised and audited on daily basis. A school van of one of the secondary schools in the central division in the district raised Kshs. 90,000 p.a. from the hire. It can be generalized that school transport facilities have great potential of raising substantial revenue to subsidize secondary school operating costs. The shortage of school buses in the district limited potential sources of revenue to the schools in the district. It can also be concluded that proper planning and supervision are required to fully utilize the facilities in the schools for revenue generation.

4.3.7 Teachers’ Housing Facilities

There were a total of 53 teachers’ houses available in the district. The expected number was 160 houses. The shortage was calculated at 107 houses. One (1) school out of ten (10) charged teachers house rent on flat rate basis. The house rent rate was Kshs. 7,000 p.a. since 1998 to 2002 as indicated in table 4.15 in this chapter.
A total of Kshs. 285,000 was raised by the year 2002. The school had five teachers houses with an average of Kshs. 57,000 p.a. The secondary schools missed a lot of revenue from the available teachers' houses that were used free of charge by the teachers in the ten secondary schools in the district. Nine (9) respondents out of ten (10) indicated that the teachers occupy teachers' houses free of charge.

4.3.8 Water Supplies

There were five (5) school functioning water pumps in the district. The expected were ten (10). The shortage was registered at five (5). Two schools (2) out of the five (5) schools with water system sold water to the community as income-generating activities. A total of Kshs. 99,000 was raised from the sale of water in 2002. Other schools give water free of charge.

One school raised Kshs. 27,000/= and the other kshs. 72,000 in 2001. Both schools were in central division of the district. It can be generalized that water supplies were not fully exploited as income-generating activities. What was required was proper treatment to make it fit for human consumption. The lake water provided unlimited source of supply. Three (3) schools located
away from the lake have reliable sources of water supply in the school compound.

4.3.9 Lighting Facilities

One secondary school raised Kshs. 12,000 p.a. in 2002 from the light facilities in teachers' houses. Another school provided lighting services free of charge to a neighbouring primary school. The two schools used generator as a source of lighting services.

It can be concluded that light was not exploited as income generating activities. Out of five schools with generators, only one school charged light to raise revenue.

4.3.10 Computer Services

The available computer sets in ten secondary schools were eleven (11) and the expected quantity was one hundred (100) sets. There was a shortage of eighty nine sets (89). One school used computer set to raise income for school. The computer generated Kshs. 10,000 p.a. in 2002.

The other ten computer sets are used in classroom tuition in one of the schools in Mbita Division. The headteachers expressed that
lack of main lines of electricity in the district limited the need to have computers in the school budget.

It can be generalized from the findings that computer services were still not utilized due to lack of electricity powers in the district.

### 4.4 Land use in the Ten Secondary Schools in the District

Table 4.9 below summarized the land use in the sample secondary schools from 1998 to 2002.

**Table 4.9: Summary of the Land use in Ten Secondary Schools Since 1998-2002**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade cattle</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Local cattle</td>
<td>76,800</td>
<td>31,500</td>
<td>94,500</td>
<td>47,500</td>
<td>74,500</td>
<td>32,4800</td>
</tr>
<tr>
<td>Poultry</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Goats</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sheep</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Crops and fruits</td>
<td>4,000</td>
<td>13,000</td>
<td>39,600</td>
<td>4,000</td>
<td>15,000</td>
<td>75,600</td>
</tr>
<tr>
<td>Others: house</td>
<td>57,000</td>
<td>57,000</td>
<td>57,000</td>
<td>57,000</td>
<td>57,000</td>
<td>57,000</td>
</tr>
<tr>
<td>rent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>147,800</td>
<td>111,500</td>
<td>201,100</td>
<td>118,500</td>
<td>156,500</td>
<td>735,400</td>
</tr>
<tr>
<td>Average</td>
<td>36,950</td>
<td>27,875</td>
<td>50,275</td>
<td>29,625</td>
<td>39,125</td>
<td>147,080</td>
</tr>
</tbody>
</table>
Three schools raised local cattle, three schools grew crops. One school charged house rent and also raised sheep.

4.4.1 Rearing Animals

The finding summarized in table 4.9 above revealed that Grade Dairy cattle, had never been kept in the ten secondary schools since 1998 to 2002. The ten headteachers interviewed expressed the fear of disease and condition in the district coupled with close attention required by the grade dairy cattle. Therefore, the ten schools avoided starting any project involving grade cattle.

The local cattle were reared by three (3) schools out of ten secondary schools in the district. This constituted only thirty percent (30%) of the ten schools in the district.

The local cattle had a fluctuating revenue since 1998. The revenues ever recorded in the last five years were Kshs. 76,800 in 1998 and 94,500 in 2000. In 1999, the revenue recorded only Kshs. 31,500. Since 1998 to 2002, the gross revenue raised from local cattle was Kshs 324,800 and gives an average annual revenue of Kshs. 68,560 p.a. (324,800/5). The average revenue was far less than a quarter (1/4) million in a period of five years. In five
years, the three schools on average received Kshs. 22,353 p.a. Poultry and goats equally had not been raised in the secondary schools.
The two animals required close supervision which probably explained why ten schools in the sample could not keep them. Sheep rearing was recorded in one secondary school. It provided a stable income of Kshs. 10,000 p.a. both in gross and average. Since the sheep rearing requires less close supervision and had stable revenue, it can be kept by all schools as a stable source of revenue.

Although the average revenue from the sheep raised was stable over the last five years at Kshs. 10,000, the value was still very low to make an impact in a secondary school financial needs. The average, in five years, raised from the sheep was less than the Day school fees requirement of Kshs. 10,500 per student per year. It could not solve the inadequacy problems experienced in the secondary schools in the district.
4.4.2 Crops and Fruits

No school planted and sold fruits as an income-generating activity according to the survey carried out. The revenues recorded in table 4.9 were from foodcrops. No school grew cash crops as an income-generating activity. Three (3) schools out of ten (10) schools were involved in crop farming. This represented thirty percent (30%) of schools that were involved in crop agriculture. Seventy percent (70%) of ten schools in the sample were not involved in agricultural projects. The seven (70%) headteachers expressed poor weather conditions and diseases as a major problem hindering crop farming in their schools.

The three schools representing thirty percent (30%) involved in crop farming, experienced fluctuating revenues over the last five years. The revenues raised p.a. were Kshs. 4,000; 13,000; 4,000; 39,600 and 15,000 in the years 1998, 1999, 2000, 2001 and 2002 respectively. The revenue gave an average annual income of Kshs. 15,120/= p.a. The calculation being Kshs. \( (4000 + 13,000 + 39,600 + 4000 + 15,000) / 5 \) years. Given also that three schools involved in crop farming in the last five years, the average revenue per school in five years of three schools was Kshs. 15,120/3 (three schools) which is Kshs. 5040 p.a. The annual average revenue
from the crop farming is far too low to alleviate financial inadequacy experienced in secondary schools in the district.

4.4.2 Teachers’ House Rents

Teachers house rent provided a stable revenue of Kshs. 57,000 p.a. despite the fact that only one school representing 10% of the total ten schools in the sample, used it as an income generating activity. It can be concluded that teachers’ house rent has great potential in school income-generating activities. Despite the shortages of teachers’ houses in the ten secondary schools sampled in the district, all other schools could raise substantial revenue from such land use.

It can be generalized that despite the existence of the school land use in the ten sampled schools, the revenues raised from such land use are still far from solving financial problems in the secondary schools in the district. In the five year period from 1998 to 2002, the average revenue raised form all was only Kshs. 147,080.

All other land use activities except house rent had serious fluctuations in revenues, making them unreliable to invest in as an income-generating activity.
4.5.0 School Personnel Charged with Operation of the Income Generating Activities

This section of the questionnaire sought the information about who made decisions, who supervised and collected revenue from the income generating activities. It also looked at the qualification of workers in terms of academic, training level and duties of the workers as they conduct the income-generating activities. It concluded with the trend and earnings from income-generating activities since 1998 to 2002 and assessment of income-generating activities in the district in the year 2002.

4.5.1 Personnel Involved in the Decision Making

Table 4.10 gives a summary of information collected from ten (10) respondents on the personnel that are charged with decision making about income-generating activities in Suba District in 2002.

Table 4.10: Decision Makers on Income Generating Activities

<table>
<thead>
<tr>
<th>Personnel Involved</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BoG</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>PTA</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Headteacher</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BoG, PTA and headteacher</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>BoG, PTA, headteacher and staff</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.10 revealed that there was disparity in personnel involved in decision making on income-generating activities. Four (4) respondents representing forty (40%) put the decision in the hands of Board of Governors of their schools.

BoG in liaison with PTA executives and headteachers were involved in decision making in two (2) schools in the district. This was equivalent to twenty percent (20%).

The other two schools involved BoG, PTA, headteachers and school staff. The percentage of respondents was twenty percent (20%).

The other two schools mainly two missionary schools in the district used the boarding manager in charge of income-generating activities. The two schools also represented twenty percent (20%) of the total respondents.

**Board of Governors**

The decision on income-generating activities was vital to the development of secondary schools. Four schools, that is forty percent (40%) involved Board of Governors alone in the decision making. This was a narrow involvement and could lack other stakeholders’ support for the success of the income-generating
activities. BoG ought to have worked closely with PTA executives and headteachers who in turn could have involved their staff on the decision making process. However, the final activity rested with the School Board.

PTA and headteachers did not have the power of deciding on the school policy alone without the involvement of Board of Governors. This implies that all ten schools observed needed proper procedures in the decision making process including income-generating activities in the schools.

BoG, Headteachers and PTA

A team of Board of Governors, PTA executives and headteachers were involved in the decision making in two schools in the district. This represented twenty (20%) percent of the ten respondents.

It forms a broad panel but lacked other major stakeholders like staff and students. The twenty (20%) percent therefore represented only two schools out of ten schools in the sample.
BoG, PTA, Headteachers and Staff

Two schools out of ten equivalent of twenty (20%) percent of the respondents involved major stakeholders in decision making in the income-generating activities.

The BoG represents the broader interests of both community leaders and Ministry of Education in the decision. The PTA executives represented parents and teachers and the local community. The headteacher represented implementation officer of the decision. S/he is involved in mobilizing workers, students, teachers and other interested parties towards the outcome of the decision. The staff’s views in the decision making provides a checkpoint and balanced judgment.

The teaching staff work closely with the headteachers in the implementation of the decisions. Their involvement is required. They sensitize students, subordinate staff and their families towards supporting income generating activities. Two schools (2) representing twenty (20%) percent in relation to the ten schools delegated the decision making process to the Boarding managers.
It can be generalized that only two secondary schools representing twenty (20%) out of ten schools in the study, involved the correct parties in school decision making tasks on income-generating activities. The other six schools, that is, sixty percent (60%) left major stakeholders needed in decision making process. The six schools lacked wider perspective views needed. This seemed to be the cause of low success in the income generating activities conducted in the district.

4.5.2 Supervision of Income Generating Activities

The personnel that were involved in the supervision of income-generating activities were varied and in some cases, inconsistent with the education Act Cap 211 that governed school operations. Table 4.11 presents the findings from ten secondary schools in Suba District 2002.

<table>
<thead>
<tr>
<th>Types of personnel</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Governors</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>PTA</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Headteachers</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Bursars</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Accounts clerk</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
Others included boarding manager in a private school

The findings in table 4.11 above revealed that one out of ten schools under study the equivalent of ten (10%) percent involved board members in the supervision of income-generating activities.

Another school equivalent of ten percent (10%) listed PTA as supervisor and one more school in the sample mentioned bursar as a supervisor. One of the private school representing ten percent (10%) used boarding managers as supervisors of income-generating activities.

Five schools (5) of the ten (10) schools under this study listed the headteachers as the supervisors of the income-generating activities. The headteachers are required by the education Act Cap 211 of the Kenya Law to supervise all school activities including income generating activities. The headteachers are the executors of the Board of Governors’ decisions. The headteacher can delegate this authority to his staff but does not abdicate his authority. It can be concluded that fifty percent (50%) of the schools in Suba District used the right personnel to supervise their income-generating activities.
The other fifty (50%) percent of the ten schools delegated the work of supervisors to other school workers who played their role in the supervisory tasks.

The delegated authority in supervision, probably could be the contributing factors to low and fluctuating average revenues recorded in the school land use that was seen in table 4.7 of this chapter. The grade dairy cattle, poultry and goat rearing that need closest supervisory attention could have failed due to lack of supervision by the experts.

4.5.3 Academic and Professional Qualifications of School Workers

Table 4.12 shows academic qualification of school worker were involved in income-generating activities. A total of one hundred and two (102) workers were assessed in the ten schools sampled. Responses from both questionnaires and interviews are summarized in the table below.
Table 4.12: Academic Qualification of School Workers in Suba District, 2002

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Degree</th>
<th>A level/ KACE/ Equivalent</th>
<th>O level/ KCE/KCSE Equivalent</th>
<th>KJSE/ Equivalent</th>
<th>CPE/ KCPE/ Equivalent</th>
<th>Any other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bursars</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Accounts</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Clerk</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>-</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Typists</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>24</td>
<td>6</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Cooks</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>24</td>
<td>6</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Watchmen</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>5</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Storekeeper</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Ground men</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Matron</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cateress/caterer</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>2</td>
<td>32</td>
<td>12</td>
<td>35</td>
<td>21</td>
<td>102</td>
</tr>
<tr>
<td>Average %</td>
<td>-</td>
<td>2%</td>
<td>31%</td>
<td>12%</td>
<td>34%</td>
<td>21%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 4.12 above it can be seen that in the ten schools sampled in the district not even a single school worker had a degree certificate. Two workers had advanced education certificate of A level category. This represented two (2%) percent of the total workers in the ten sampled schools.
The workers with ordinary level certificate and its equivalent were thirty two (32). This represented thirty-one (31%) percent of the total workers.

The junior certificates holders were twelve (12) representing twelve (12%) percent of the total 102 workers. The primary school certificate holders totalled thirty five, (35). This represented thirty-four (34%) percent of the workers in the district.

Those without specified certificate but had some level of education were twenty one (21). The percentage was twenty one (21%) percent of the total 102 workers in the ten schools in the sample.

It implies that those workers with certificates below ordinary level were a total of sixty eighty constituting sixty-six 66% percent. This left only thirty-four (34%) percent of those with ordinary level certificates.

Workers with top education qualification were only two (2) same as two (2%) percent of the total population of workers.

Large percentage of 66% of workers without form four academic education pointed out that the essential quick instructions needed to take advantage in the competitive business would be hampered. Workers would work better with repetition or by correction of errors due to failure to get instruction in time.

Activities that involved detailed specification like measurements and analysis would also be hampered by low level of academic
knowledge yet the same workers participate in the income generating activities of the schools businesses.

Low quality services were likely to show in operations of income generating activities. This probably could explain the low productivity registered in the income-generating activities in the district.

Sixty six (66%) percent of all workers had no certificate or had certificates that were below ordinary level. Workers (2%) with advanced level certificate had little impact on the services offered by workers. Even a matron and a nurse had unspecified level of education. This tends to point the low growth rate in IGA registered in the district.

The professional qualification also followed closely the trend of academic qualification. Table 4.13 summarised the professional qualifications of 102 workers in the district.
### 4.5.4 Profession of Workers

**Table 4.13: Professional Qualifications of School Workers, 2002**

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Degree</th>
<th>Higher Diploma</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Others*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bursar</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Accounts Clerk</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Office Secretary</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Copy Typists</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Cook</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>34</td>
<td>36</td>
</tr>
<tr>
<td>Watchman</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Store</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Grounds Men</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Matron</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nurse</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cateress/Caterer</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>4</td>
<td>25</td>
<td>72</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>1%</td>
<td>4%</td>
<td>25%</td>
<td>70%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*others meant trained on the job experience, and certificate on merit.

* Former police officers with Form Four certificate.

From table 4.13 summary is shown that not even a single worker had a degree certificate in the ten schools in the district.
One bursar had a higher diploma training and three other bursars and a cateress had diploma certificates. The other workers twenty-five (25) had professional certificate which was equivalent to twenty five (25%) percent of the total workers in the schools.

A large number of workers seventy-two (72) of them representing seventy (70%) percent fell in the category of others who work on the job experience. It also meant certificate on merit.

The low level of professional training of cooks thirty-four cooks (34) and that of matron and nurse on others category implied that secondary schools in the district lacked personnel to carry out a diversified income-generating activities unless serious retraining took place.

Cooks' low training level could seriously limit schools to expand kitchen facilities into large income-generating activities. Matron and nurse should have had certificates above others to enable them handle their work professionally.

It can be concluded that those with low level of education were sixty six (66%) percent in the ten secondary schools fairly fell in
the category of those with low level of professional training qualification seventy (70%) percent.

Only two (2%) percent of workers had advanced level of education. This was fairly the same with the one (1%) percent of workers with higher diploma training.

It can be generalized that income generating activities in Suba District suffer from both low academic and professional training qualifications of workers that result to low growth and productivity in revenues.

Despite large number of workers with low academic and training qualification in secondary schools, in Suba District, the same workers were involved in the running of income generating activities carried out by the Schools. Table 4.14 shows the workers involved in running income activities.
Table 4.14: **School Workers Operating Income Generating Activities**

<table>
<thead>
<tr>
<th>Working criteria</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The same school workers run the income generating activities as they continue with their normal daily school activities</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>School workers who run income generating activities were not assigned other normal school duties</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Income generating activities were conducted by Boarding manager and students</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.14 above listed seven respondents out of ten respondents who expressed that some school workers carry both routine duty and alongside with school income-generating activities. Seventy 70% percent of the schools use this criterion of assigning workers double roles.
Two (2) respondents out of ten (10) used criteria of separating of running school duties from that of income-generating activities. This represented twenty (20%) percent of the total respondents.

One (1) school out of ten (10) schools in the district involved students in operating income-generating activities. This was equivalent of ten (10%) percent of all the respondents. This school used working criteria of involving school students in operating income-generating activities. Students worked in school vegetable garden and were supervised by boarding manager who was also incharge of income-generating activities. From the data the following implications were made.

The double role played by school workers tends to point out that workers had divided instructions hence divided authority which could slow success of income-generating activities.

Low level of education among the majority of workers representing sixty six (66%) percent of 102 workers had instructions got with confusion that, more likely led to the inefficiency in performing their duties.
Different pieces of work reduced mastery of work skills implies that seventy (70%) percent of the schools in the district operating income generating activities, more likely reduced workers' skills as the workers change jobs from IGA to normal school routine.

This finding confirms the findings of Wesonga (1986) study carried out in Kakamega. Workers in secondary schools in Kakamega District double their roles in carrying out normal schoolwork as well as operating income generating activities.

This was contrary to Riechi's (1993) study of public universities where workers were assigned to income generating activities alone. One of the successful IGA involving school transport services in this study, had its workers separated from normal school routine work.

4.5.6 Trends on Growth of Income Generating Activities

This section looked at the trend and growth of income-generating activities in Suba District in the period between 1998 and 2002.
Table 4.15: Growth and Revenues of Income Generating Activities, Suba District (1998-2002)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Food crops</td>
<td>4000</td>
<td>76600</td>
<td>66400</td>
<td>22000</td>
<td>21600</td>
<td>190600</td>
<td>38120</td>
</tr>
<tr>
<td>Local cattle</td>
<td>30000</td>
<td>31500</td>
<td>34500</td>
<td>29500</td>
<td>44500</td>
<td>170000</td>
<td>34000</td>
</tr>
<tr>
<td>Sheep</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
<td>50000</td>
<td>10000</td>
</tr>
<tr>
<td>Teachers</td>
<td>57000</td>
<td>57000</td>
<td>57000</td>
<td>57000</td>
<td>57000</td>
<td>285000</td>
<td>57000</td>
</tr>
<tr>
<td>House rent</td>
<td>-</td>
<td>-</td>
<td>319350</td>
<td>145463</td>
<td>1743307</td>
<td>3524120</td>
<td>1171373</td>
</tr>
<tr>
<td>Transport</td>
<td>-</td>
<td>-</td>
<td>5000</td>
<td>-</td>
<td>5000</td>
<td>5000</td>
<td>5000</td>
</tr>
<tr>
<td>Poultry</td>
<td>-</td>
<td>-</td>
<td>99000</td>
<td>-</td>
<td>99000</td>
<td>99000</td>
<td>99000</td>
</tr>
<tr>
<td>Water supplies</td>
<td>-</td>
<td>-</td>
<td>12000</td>
<td>12000</td>
<td>12000</td>
<td>12000</td>
<td>12000</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
</tr>
<tr>
<td>Total</td>
<td>101000</td>
<td>175100</td>
<td>487250</td>
<td>1574963</td>
<td>1997407</td>
<td>4335720</td>
<td>Average</td>
</tr>
<tr>
<td>Average</td>
<td>25250</td>
<td>43775</td>
<td>97450</td>
<td>263494</td>
<td>249676</td>
<td>481747</td>
<td>481747</td>
</tr>
</tbody>
</table>

Table 4.15 above indicates that income activities growth remained stagnant between 1998 and 1989. However, the average revenue in the same period increased by Kshs. 18,525 p.a. from Kshs. 25,250 to Kshs. 43775. Which represented seventy-three (73%) percent increase.
In the year 2000, the total IGA increased to five (5) from four (4) in 1998. Transport services supplemented crops, cattle sheep and teachers’ house rent.

Annual average income increased from Kshs. 43,775 in 1999 to Kshs. 97,450 p.a. in 2000. The average increase was Kshs. 53,675 in that year. The annual revenue growth was equivalent of one hundred and twenty three percent 123%.

The average annual revenue increased by Kshs. 166,044 revenue from Kshs. 7,450 to 265,494. This was the greatest growth rate in annual revenue ever recorded in the period between 1998 and 2002.

The average revenue grew by one hundred and seventy (170%) percent. This was quite encouraging trend of income-generating activities.

The year 2002 witnessed large growth in gross revenue of Kshs.1,997,407/= but the number of new income-generating activities made the annual average revenue reduce to Kshs. 249,676, that is Kshs. 1,997,407 / 8 (IGA total).
The annual average revenue reduced by deficit of Kshs. 13,818, from Kshs. 263,494 p.a. to Kshs. 249,679 p.a. in 2001 to 2002 respectively. This was a five (5%) percent p.a. decrease.

On the other hand, only transport services registered an average revenue of above one million within a period of three years. It had recorded average of Kshs. 1,171,373. All other income generating activities registered less than an average of Kshs. 100,000 in the five years period. The figure Kshs. 1,171,373 from boat average revenue is not conclusive because it was gross average revenue. It lacked the input costs to assist in determining its profitability.

The trend of income generating activities seen in table 4.15 implied that the growth of revenue sources for secondary schools has not been diversified. Many resources in the region are still unexploited. Fishing industry, goat rearing, poultry and beekeeping are still untapped.

The transport computer services and housing services showed good indicator of great success in secondary school income-generating activities. The trends indicate that service industry does not get
affected by harsh weather conditions but seemed to lack proper planning by the schools authorities.

It can be generalized that secondary schools in Suba district have picked the opportunity to utilize school resources in raising revenues, through income-generating activities. The evidence was seen in year 2002 which recorded eight (8) of activities compared to the year 1998 which only recorded four (4) income-generating activities.

Despite the remarkable growth in secondary school income generating activities in the district, the revenues received had not generated enough profit to support the financial burdens borne by the parents in such schools. The headteachers were requested to rate the profit generated by their respective schools' income generating activities.

### 4.6 Rating of Income Generating Activities

Table 4.16 has summarized the views of ten headteachers regarding profits from schools' income-generating activities.
Table 4.16: Rating Profitability of Income Generating Activities, Suba District 2002

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGA generate in adequate profit</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>IGA generate adequate profit</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>IGA generate more than adequate profit</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Seventy (70%) percent of respondents rated IGA as still under performing to ease the financial needs of secondary schools. Thirty (30%) percent expressed satisfaction that income generating activities profit was adequate to ease schools' financial burden. These findings also agree with those annual average trend in table 4.15 of this chapter; only transport activities raised average revenue above a million figure in a period of five years.

However, the gross income could have been more realistic if inputs costs were known. It can be generalized that IGA in the secondary schools in Suba District were still performing below capacity that they cannot be relied upon to solve the financial inadequacy facing the secondary schools.
School Vote Heads that Benefited from IGA

The little profit generated from schools income-generating activities were utilized by schools in different vote heads. The lists from different ten schools were summarized in table 4.17 below.

### Table 4.17: Area of Spending Income Generating Activities

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Number of school</th>
<th>Out of 10 schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vote heads</td>
<td>Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BES</td>
<td>3</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>BoG teachers</td>
<td>3</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>PTA development</td>
<td>3</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>RMI</td>
<td>2</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Teachers motivation</td>
<td>1</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>scheme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td>1</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous debts</td>
<td>1</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**Key**

- Bes-Boarding equipment and stores
- BOG teachers-teachers employed on contract
- PTA-Parents Teacher Association
- RMI-repair maintenance and improvement

The findings in table 4.17 reveal that three (3) schools, thirty (30%) percent out of ten (10) schools in the sample used revenues
from their respective income generating activities to subsidize, school boarding requirements, teachers' salaries and PTA development projects.

The percentage of thirty (30 %) percent also agrees with the thirty (30%) percent of the schools that generate adequate profit shown in the table 4.15 of this chapter.

Two schools spent the revenue on repair, maintenance and improvement. The school spent the revenue on teachers' motivation, stationery and on miscellaneous debts.

**BoG Teachers**

Three schools spent revenue from IGA to pay BoG teachers. This was to support the understaffing in the year 2002. (as indicated in table 4.7 of this chapter). It implies that income generating activities had great potential in supporting staffing needs that could not be met by government and parents.

**BES**

The vegetables, maize and milk from schools farm were effectively consumed by the boarding schools. Where revenues subsidized the
kitchen requirements. Three schools representing thirty (30%) percent used IGA to subsidise the boarding requirement.

PTA Development Projects

Out of three schools (3) that spent IGA revenues on PTA development, one school in Mfangano built office complex using revenue raised through the income generating activities. It was among the schools which succeeded in operating profitable transport services in the district. More than seventy percent (70%) of the ten schools in the sample could not finance their school budgets, vote heads from IGA due to the inadequacy of profit generated from IGA. Three schools that is thirty (30%) percent used IGA to finance some vote heads. It is also evident from table 4.17 that there was a wide range of schools financial needs that could be served by IGA revenues. This means that, it realized, profit from IGA can help schools finance variety of education needs.

4.7. Problems Facing Income Generating Activities in Secondary School

There was quite a wide range of problems that faced secondary schools income generating activities in the Suba district. Some of them are highlighted.
4.7.1 Location of Income Generating Activities

Most of income-generating activities were operating in a limited market areas, hardly beyond the school compound. The findings were summarized in table 4.18 below.

Table 4.18: Geographical Sites of Income Generating Activities in Suba District, 2002

<table>
<thead>
<tr>
<th>Place of Business</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating within schools compound</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Operating at the nearest trading centres</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Operating the district town</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Operating in the village</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Operation within the village included crop farms schools leased.

From table 4.18, sixty (60%) percent of ten sampled secondary schools in the district, operated their income-generating activities within the school compound. Most of the businesses were on small-scale involving school farms and animals.
The school income activities were also located within the school compound in order to enable school workers assist in running them.

The problem that came out was that income generating activities failed to get bigger market share from customers in towns. This seriously limited their operations and revenue earnings, resulting into inadequate profits. However, one school, ten (10%) percent out of ten schools whose business was located in a nearby town and used special workers, adequately raised revenue to support its financial needs.

4.7.2 Community Support Problem

The schools were requested to rate the level of community support about income generating activities (IGA). The results were summarized in table 4.19.

Table 4.19: Income Generating Activities and Community Support

<table>
<thead>
<tr>
<th>Rating criteria</th>
<th>Number of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGA lacks community support</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>IGA receive moderate community support</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>IGA receive strong community support</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
Six schools out of ten schools lacked community support. This constituted sixty (60%) percent. One school equivalent of ten (10%) percent of ten respondents, received moderate community support. Three schools representing thirty (30%) percent of the total respondents received strong community support.

Six schools that constituted sixty (60%) percent had income generating activities that served limited interests of the community. These activities were crop farming, animal rearing and house rent services. These activities were seen to be servicing self interests of the schools and not the community at large.

Three (3) schools representing thirty (30%) percent of the ten schools in the study received strong community support because they had IGA that provided special service to the community. It was noted that one school which operated boat transport, plying between the main land and the island at times when other transport means were lacking was among the three schools which received large customers and strong community support.

The other school, offered water supply at a subsided cost in an area where water had been a problem for years. The school got
strong community support from customers despite the fact that it operated its business within the school compound.

The other school offered the school van for hire during crisis. Since the school was located far from the main roads, it got strong community support because it was used as emergency van.

It can be generalized that school income generating activities face lack of community support and fail to raise adequate revenue because they do not focus on types of goods and services relevant to community interests.

4.7.3 Problems of Personnel Involved in the IGA

Sixty six percent (66%) of school workers in the secondary schools had low education below form four level of education. This limit the quality of workers involved in the income activities; such workers succumb to business challenges and fail to provide adequate information and analysis required in a competitive business market. The workers tend to lack creativity and flexibility required for the success of a typical profit making business. Besides academic qualification, seventy percent (70%) of secondary school workers lacked professional certificates.
It can be deduced that income-generating activities in the district were operated without relevant professional skills needed to become competitive. This contributed to slow growth and lack of diversity in the income-generating activities in the district. Schools lacked marketing personnel and strategists.

Moreover seventy (70%) percent of the respondents indicated that school workers doubled up the role of running school routine activities as well as operating income generating activities. It meant that IGA are to be within the school to enable workers operate. Workers became inefficient as income-generating activities remained below capacity probably servicing only students and teachers as main customers.

4.7.4 IGA Service Oriented as Opposed to Profit Geared

Income generating activities in secondary schools were being operated to give service on a welfare basis but not on aggressive profit oriented activities. Out of twenty one (21) different physical facilities listed in ten schools only three (3) were used to raise revenue. This represents only fourteen (14%) percent of facility used to raise profit for the school. The remaining eighteen (18)
physical facilities representing eighty-six (86%) percent were used free of charge by community and other users.

4.7.4 Lack of Priority Setting by Boards

When headteachers were asked to rate the priority given to school income generating activities, only two schools, that is, twenty (20%) percent of the ten schools under study, rated the high priority given by school board of governors. Of eight schools remaining only three (3) that is thirty (30%) percent got average priority and five schools (5) equivalent of fifty (50%) percent got low priority. This means eight (80%) percent of the ten schools in the sample did not include income-generating activities as top agenda in the school development plan.

Table 4.20 rated the priority given by board of governors in relation to IGA.

Table 4. 20: Priority Rating of IGA by Board of Governors as per School Development Plan

<table>
<thead>
<tr>
<th>Rating criteria</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No priority</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Low priority</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Average priority</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>High priority</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
Low priority support was likely to cause low community support on the income. Low priority makes workers less committed to the income generating activities that could have probably resulted into adequate profit.

It seemed that eighty percent (80%) of the school boards gave low priority to IGA which also coincide with eight percent 80% of schools which lacked broad based approach to decision making as seen in table 4.10 of this chapter. Twenty percent (20%) of the ten school boards included major stakeholders in the decision making process. Another twenty percent (20%) of the school boards gave IGA high priority.

It can be generalized that eighty percent (80%) of ten Boards of Governors of secondary schools in Suba District failed to give income-generating activities high priority in the school development plan.

4.7.5 Natural Calamities Problems

Weather condition was rated top on the problems that faced agricultural activities in the ten schools sampled for this study. Unreliable rainfall and dry spell made crop farming unstable and
unreliable as a source of revenues. This was in agreement with the fluctuating average revenue from agriculture given in table 4.15 of this chapter.

Livestock disease was another problem that hindered the rearing of grade cattle and poultry in the secondary schools. Ten schools expressed that the fear of diseases discouraged them from starting livestock project. Poor management in operating income-generating activities was listed by four schools. This is equivalent to forty (40%) percent using school workers to operate income-generating activities as they carry out their normal duties. This points to the same poor management by school administration.

Two school headteachers listed theft and lack of accountability as problems. This presents twenty (20%) percentage of the schools in the sample.

It can be concluded that apart from weather conditions and diseases problem there are numerous human problems that hinder rapid growth of income generating activities in secondary school in Suba district.
4.8. Some Remedies to the Challenges Facing IGA

Some of the remedies expressed by headteachers are discussed below.

4.8.1 Setting Priority in School Development Plan

Board of governor should include income-generating activities in their annual school development plan: the data from the district showed that fifty (50%) percent of the board of governors showed low priority as regards income generating activities. This should be done at the decision making stage. At the decision-making stage boards should include all stakeholders in the panel to set IGA priority that are included in the budget of the school.

4.8.2 Community Interest Projects

Boards of secondary schools should avoid starting income generating activities that do not serve interests of the immediate communities. Proper feasibility study should be carried out to determine income-generating activities that attract community support. In 2002, sixty (60%) percent of the income-generating activities in the district failed to attract community support.
4.8.3 Schools Personnel in Income Generating Activities

Seven headteachers (70%) expressed the need to employ serious, accountable and transparent faithful workers to run IGA in schools. The headteachers emphasized on the characters of workers involved in IGA without emphasis on workers' education and training. Commitment to work seemed to be the suggested solution to problem of IGA.

4.8.4 Diversification of Income Generating Activities

Five out of ten responses got from headteachers pointed out that schools should diversify their income-generating activities as a solution to making IGA self-supporting. This means fifty (50%) percent recognized that agriculture and livestock dominated the income generating activities in secondary schools in the district from 1998 to 2002 (table 4.15 show various activities in 2002). Non-agriculture and livestock activities like service industries would be remedies to many diseases and harsh weather conditions affecting IGA.

4.9 Conclusion

This study concluded by assessment of opinions about income generating activities. Headteachers were requested to rate their
opinions based on experience in income-generating activities. The results are shown in table 4.21 below.

Table 4.21: Schools Administrators Opinion on School Income Activities

<table>
<thead>
<tr>
<th>Rating criteria</th>
<th>Number of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGA is not necessary in secondary schools finances</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>IGA is necessary in secondary school finances</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>IGA is very necessary in secondary schools finances</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table 4.21, it was revealed that eight percent (80%) of out of ten school administrators rate income generating activities as very necessary source of secondary school finance.

It can be generalized that here is need for secondary schools to find ways and means that may help them succeed in setting up a viable income-generating activities that can raise adequate income to support secondary schools management.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusion and recommendations drawn from the findings of the study.

5.2 Summary

This study was conducted in Suba District with the following objectives:

1. To find out which resources were utilized in income generating activities.
2. To identify qualification of the subordinate staff that handle income-generating activities.
3. To find out the trend in income generating activities during the period between 1998 and 2002 in secondary schools in Suba District.
4. To identify challenges that faced the secondary schools in their effort to establishing income-generating activities.
5. To establish areas where monies generated are used.
To study the above objectives critically, ten secondary schools were selected from eighteen secondary schools in the district using stratification and purposive sampling procedures.

The ten headteachers of the sampled schools were served with questionnaires as instruments of data collection.

The findings are summarized below:

1. It was found that boarding levy for secondary schools was realistic to the needs of secondary schools in suba district. The day school fee guideline was not realistic to the needs of the day schools in secondary schools in the district.

2. The findings revealed that ninety percent (90%) of ten secondary schools in the sample had financial inadequacy. Based on this, it was concluded that income-generating activities was needed to supplement sources of finances for secondary schools.

3. The finding from the data revealed that there were 340 registered orphans in the ten secondary schools in the study sample. This constituted twelve percent (12%) of the total population of secondary students in the district enrolment of
2779 students. It was concluded that registered orphans had no serious impact on financial inadequacy in the secondary schools in Suba District. The sample was taken as representation that applied to all the schools within and out of the sample.

4. It was established that parents’ fees, community harambees and government ranked top three, respectively as major sources of school finances in the period between 1998 to 2002. From this data, it was concluded that income-generating activities had not alleviated parents and community’s burden of financing secondary education in Suba District.

Out of twenty one (21) different facilities in secondary schools in the district, only three (3) facilities were used in income-generating activities. This represented fourteen (14%) percent physical resource utilizations in secondary schools. The remaining eight-six (86%) percent were used free of charge. It was concluded that income-generating activities were performing below capacity because school facilities were used free of charge.
5. The data analysis revealed that in the period between 1998 to 2002, the revenues raised from secondary school land use totalled to an annual average of Ksh. 147,080. Based on this figure, it was concluded that school land use was still far from solving the problems of financial inadequacy experienced in the secondary schools.

6. Income-generating activities failed because they were decided upon without including all stakeholders in secondary school education. It was established that eight percent (80%) of the secondary schools did not involve all stakeholders in the decision making process.

7. Sixty-six percent (66%) of 102 school subordinate staff in ten secondary schools did not possess form four certificates of education. On the other hand, seventy percent (70%) of the 102 subordinate staff did not have formal training certificates. It was concluded that income-generating activities in secondary schools in Suba District were handled by unqualified subordinate staff.
5.2 Conclusion

It was concluded that the fee guidelines recommended for Day school was not realistic to the financial needs of the Day schools in Suba District.

The IGA has provided adequate revenue that can relief parents from financial burdens in the secondary school in Suba district. The schools still rely on parents as major financiers of schools.

Income generating activities showed positive growth and trend but still lack proper planning and priority in schools Annual Development Plans.

5.4 Recommendations

From the findings of the study the following recommendations were made.

1. Ministry of Education should increase the fee charged by day schools to enable them engage in income-generating activities. The review of District school fees will make it more realistic to such school needs.

2. The Ministry of Education should enact in the education Act a Law that can empower PTA Committee participate in the
2. The Ministry of Education should enact in the education Act a Law that can empower PTA Committee participate in the decision making and monitoring of income-generating activities carried out by secondary schools. This will enable them to participate fully as financiers and consultants in school income generating activities. Such Act will enhance community support needed in running income-generating activities. Parents and community will have ownership attitudes.

3. Board of Governors and school headteachers should discourage the "Free use" of school physical facilities and other school resources so that such schools can earn the needed revenues from the users of such facilities. This will create diversified sources of income-generating activities in secondary schools.

4. Boards of Governors of secondary schools should employ trained and holders of form four level of education certificate as a minimum qualification to avoid working with near illiterate and semi trained school workers in the income-generating activities. This would ensure income-generating activities are manned by professionally qualified persons.
5. Boards of Governors should give priority to the income-generating activities by including them in the School Development Plan. IGA department should be set up in schools. This will enable the income-generating activities operate with a profit motivate goal; such a department would have school workers assigned to income activities for efficiency and accountability. This would make income-generating department have competitive power to run businesses within and out of school premises.

6. Schools planning to run income-generating activities should carry out thorough feasibility study and choose one viable project at a time to avoid waste of scarce resources.

5.5 Recommendations for Further Research

1. A similar study should be carried out in a different region particularly in a town area to investigate the income-generating activities in such schools and establish their profitability.

2. A study should be conducted to have comparative results on income-generating activities which are service-oriented and those which are goods-oriented.

3. A detailed study on the factors that make BoG of secondary schools give low priority to income-generating activities should be established for the improvement on income-generating activities.
BIBLIOGRAPHY


Randolph (1986). *Participation of School Administration and Management.*


Letter to Headteacher

I am happy to identify with your school to enable me conduct a research entitled "the Income-generation activities in secondary schools in Suba District, Kenya".

I kindly request you to complete all parts of this questionnaire. I will uphold the ethics of the research by treating all information given as highly confidential and only meant for research purpose.

The research is about secondary school income-generating activities in Suba District from 1998 to 2002.

While filling the questionnaire please omit the name of your institution as well as your own. Reference will not be made to your institution or your name in this study.

I thank you most sincerely.

ODUOGI ANDREW
APPENDIX B

QUESTIONNAIRE TO THE HEADTEACHERS

Introduction

This questionnaire forms are given to the headteachers only.
The information gathered from these forms is strictly treated as
confidential and only meant for the purposes of this study.

You are requested to be as sincere and honest as possible while
giving out the information.

SECTION A:

BRIEF OVERVIEW OF THE SCHOOL

1. Fill in the blank spaces
   i) Which year was the school started? ................................

   ii) Tick the status of the school when it was started
        (a) Maintained government secondary school ( )
        (b) Assisted government school ( )
        (c) Unassisted/harambee secondary school ( )
        (d) Missionary secondary school ( )

   iii) Tick as applicable
        Did the school start as:
        (a) Boys' secondary school ( )
        (b) Girls' secondary school ( )
        (c) Mixed secondary school ( )
iv) Currently what is the status of the school?
(a) District Day girls’ Secondary School ( )
(b) District Day boys’ Secondary School ( )
(c) District Mixed Secondary School ( )
(d) Provincial Girls’ Secondary School ( )
(e) Provincial Boys’ Secondary School ( )
(f) Provincial Mixed Secondary School ( )

2. (a) What was the fee structure for the year 2002?
Kshs. ...................... Boarders,
Kshs. ...................... Days scholar

2(b) How would you rate the school financial position in the year 2002?
[ ] Not good [ ] Good [ ] Very good
[ ] Excellent

3. a) What was the school total number of students at the end of the year 2002? .........................................................

b) If your school was a mixed school, fill in the total number of boys and girls at the end of the year 2002
Boys ........................................
Girls ........................................

c) Indicate total number of boarders in 2002 ..............................................................
4. a) Does your school have students orphans? (Tick approximately)
   Yes.................No............ No data available.............

   b) If your answer to (a) above is yes, indicate the number as instructed below:

   **Total Form One:**
   Girls orphans............Boys orphans..............

   **Total Form Two:**
   Girls orphans............Boys orphans..............

   **Total Form Three:**
   Girls orphans............Boys orphans..............

   **Total Form Four:**
   Girls orphans............Boys orphans..............

5. a) Does your school benefit from any financial support or sponsorship apart from school fees collection and government bursary allocations?
   Yes........................................ No..........................

   b) List four major sources of finances that you have relied on.
   (i) .................................................................
   (ii) .................................................................
   (iii) .................................................................
   (iv) .................................................................

6. Among the items listed below tick all that which your school provides to students without extra levy.

   Mattresses ( ) Exercise books ( )
   Textbooks ( ) Desks and chairs ( )
   Gameskits ( ) Others not specified ( )
7.a) Indicate if any, the amount of bursary your school received from the government in the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount (Kshs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
</tr>
</tbody>
</table>

b) Did you charge PTA levy in the year 2002?
Yes ( ) NO ( )

IF yes indicate PTA levy per student
Kshs.

8.(i) Indicate the number of TSC teachers that were on duty at the end of 2002

(ii) How would you rate the staffing at the end of 2002?
Understaffed ( ) Staffed ( ) Overstaffed ( )

(iii) How would you rate your school book-keeping records?
Incomplete records ( ) Complete records ( ) Very comprehensive records ( )

SECTION B.
B1. Information in this Section seeks to find out the availability, the number available and adequacy of the facilities. Fill in as is applicable to your school.
<table>
<thead>
<tr>
<th>Name</th>
<th>Number available</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining hall</td>
<td>0, 1, 2, 3, 4, 5, 6, 7, 8 &amp; 9 above)</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Dormitories</td>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td>More than adequate</td>
</tr>
<tr>
<td>Science laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Science room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staffroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers' houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School canteen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Bus/boat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing nets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers' toilets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students'</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>toilet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duplicating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lockers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>generator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water pump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools farms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports fields</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B.2. In this section, the researcher would like to know the amount school charged as 'users fees' on its facilities to raise some income for the school in 2002. Where the use of facilities was allowed free of charge indicate in the column shown 'free of charge'.
<table>
<thead>
<tr>
<th>Facility</th>
<th>User fees Kshs./p.a.</th>
<th>Free of charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining hall</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Dormitories</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Science laboratories</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Computer sets</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Typewriter</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Duplicating machine</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Home Science room</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Staffroom</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Administration office</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Sports &amp; Computer set</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Light</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>School boat / Bus</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Chairs</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>Desk/lockers</td>
<td>per</td>
<td></td>
</tr>
</tbody>
</table>
B.3. (a) What is the school land size in acre units?

(i) [ ] Less than 1
[ ] 2 - 6
[ ] 7 - 15
[ ] above 15 acres

(ii) Tick the state of your school fence
[ ] Securely fenced
[ ] Partially fenced
[ ] Unfenced

(iii) Identify in the table below the use of land applicable to your school.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Keep School Diary Cattle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Local cattle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Keep poultry: Browlers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Keep Poultry: Layers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Keep goats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Keep sheep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Grow vegetable for sale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Grow fruits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>Grow crops</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>None of the above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(b) Does your school host sports tournaments?
   [ ] Yes  [ ] No
If Yes, do you charge tournament fee.
   [ ] Yes  [ ] No
   if yes, state the amount raised in
   1998 Kshs. ........................................
   1999 Kshs. ........................................
   2000 Kshs. ........................................
   2001 Kshs. ........................................
   2002 Kshs. ........................................

SECTION C

This section will try to find out more information about the personnel involved in Income-Generating Activities (IGA).

1.a) What is the total number of subordinate staff the school employed during 2002..............................
   b) Specify total males..............total females..................
   c) Specify their total wage bill in the year 2002. Kshs........................................

2. Use the number specifications shown below to answer question 2(a)
   Degree ( 1 )
   A Level/KACE ( 2 )
   KCE/KCSE ( 3 )
   KJSE ( 4 )
   CPE ( 5 )
   Any other ( 6 )
2 (b) Use the above numbers to indicate the right level of education for each of your school non-teaching staff listed below:

<table>
<thead>
<tr>
<th>Position</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bursar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Accounts clerk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Office secretary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Typist</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Cook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Watchman</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Storekeeper</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Groundsman</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>School matron</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>School nurse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Cateress/caterer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

2 (c) The researcher would like to identify the level of professional training of your school non-teaching staff as indicated with the numbers.

<table>
<thead>
<tr>
<th>Category</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td>Higher Diploma</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Use the numbers to show professional training level for each of the non-teaching staff listed below.
3. This part seeks the information about those who are involved in school income-generating activities, give your response sincerely

   (i) Who are involved in decision making on income generating activities.

   (ii) Who supervises the income-generating activities of your school?

   (iii) Who actually collects the daily revenue from income-generating activities.

<table>
<thead>
<tr>
<th>Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bursar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Accounts clerk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Office secretary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Typist</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Cook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Watchman</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Storekeeper</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Groundsman</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>School matron</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>School nurse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Cateress/caterer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
(iv) Who keeps records of income-generating activities?

4. The researcher would like to know fraction of the school running cost that was financed by income generating activities (IGA). Use the statements:

(i) Less than ¼ of the total running costs p.a.
(ii) ¼ of the total running costs p.a.
(iii) ½ of the total running costs p.a.
(iv) ¾ of the total running costs p.a.
(v) More than ¾ of the total running costs p.a.
(vi) Others specify.

From your financial records, what is the statement of the total school running costs p.a., above that was financed by IGA in

1998 ( )
1999 ( )
2000 ( )
2001 ( )
2002 ( )

5. Information about your income generating activities (IGAs)

(i) Name income-generating activities that your school was engaged in between 1998-2002.
1998 ............................................................
1999 ............................................................
2000 ............................................................
2001 ............................................................
2002 ............................................................

(ii) State in Kshs. the gross income per year from the listed IGAs above.

1999 Kshs........................................ P.a.
2000 Kshs........................................ p.a.
2001 Kshs........................................ p.a.

(iii) If your school did not engage in any school income-generating activities, give brief explanations for the reasons.

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

(iv) Indicate where your income-generating activities premises are located.

[   ] Within the school compound
[   ] In the nearby trading centre
[   ] In the commercial town within the district
[   ] None of the above

(v) Tick one of the statements below about community's support on your income-generating activities.
IGA lacks community support (  )
IGA receive moderate community support(  )
IGA received strong community support (  )

(vi) Between the two statements which one applies to your IGA?
(a) The same school subordinate staff are the ones running the income-generating activities as they continue with normal schoolwork they were employed to do. (  )
(b) IGAs are run by a special group selected on professional qualification (  )

(Tick the applicable)

(vii) How would you rate your income-generating activity:
[  ] Generate in-adequate profit
[  ] Generate adequate profit
[  ] Generate more than adequate profit

(viii) What problems have you experienced in running an income-generating activity? Be brief.
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

(ix) What steps have you taken or likely to take to solve the problems mentioned?
(x) Specify three areas where your school has spent the revenues from income-generating activities.

(xi) What rate of priority does the School Board of Governors give income-generating activities in School Development Plan? (Indicate the appropriate priority).

- No priority
- Low priority
- Average priority
- High priority

(xii) What advice would you give to your Board about income generating activity (IGA)?

- IGA is unnecessary in secondary schools
- IGA is necessary in secondary schools
- IGA is very necessary in secondary schools
APPENDIX C

INTERVIEW SCHEDULE

1. The researcher would like to know any income-generating activities your school board has initiated in the last five years 1998 to 2002.

2. What kind of resources the school has put in place to facilitate income generating activities? What number do you expect?

3. What obstacles that your school has encountered when setting up income generating activities?

4. Are there any income-generating activities that the school started but collapsed? If yes, what were the projects and what were the reasons for collapse.

5. In assessing human and physical resources available to your school, which income-generating activities would you
recommend to the Board of Governors for consideration? Explain your answers.

6. Is the community surrounding school ready to accept and support income-generating activities of the school? Yes __ No __

7. Indicate, identify two needs your school can finance using funds generated from school income projects.
Dear Sir/madam

SUBJECT: INFORMATION THE PROJECT

_________________________ Reg. No _____________ is a bonafide student of the Institute for Continuing Education, doing his/her M.Ed in _______________. For his/her project (mini research) he/she will need some data from your office. Please help him/her to get some of it if possible. Data will be strictly used for research work only.

Thank you.

PROF. M. M. PATEL
DEPUTY DIRECTOR,
INSTITUTE FOR CONTINUING EDUCATION.
This is to confirm that Mr. Oduogi Andrew who is a bonafide student of Kenyatta University and carrying out Masters Degree Programme is duly authorized to collect data and relevant information from Schools within the District.

Please note that the Data will strictly be used for research work only. The Programme will however end by July 2003.

G. NGAO
FOR DISTRICT EDUCATION OFFICER
SUBA DISTRICT

c.c
The Chairman
D.E.S
SUBA DISTRICT

The Chairman
SSHA
Box 91
MBITA