IMPACT OF INCOME GENERATING ACTIVITIES ON FINANCING SECONDARY SCHOOLS EDUCATION IN MIGORI COUNTY, KENYA

BY

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Impact of income generating activities
DECLARATION

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

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DEDICATION

This research project is dedicated to my family for bearing with me all difficult circumstances throughout the course and to my late mother Mary Obadha for her unlimited support and encouragement which enabled me to pursue my education with determination to fulfill her dreams though she has rested. May God rest her soul in eternal peace.
ACKNOWLEDGEMENTS

The writing of this research project would have not been possible without the assistance of several people whom I would like to thank for their help although it may not be possible to name all who contributed in one way or another to the writing of this research.

I would first and foremost like to thank Kenyatta University for giving me the opportunity to pursue a Master of Education programme in the Department of Education Management, Policy and Curriculum Studies in the School of Education.

I highly appreciate the work of my supervisors Dr. Norbert Ogeta and Dr. Levi Libese who worked with a lot of commitment to shape this study from its inception to completion. My wife Martha and my children Lewis, Prudence and JB deserve special mention for their continued moral support and encouragement as I pursue my masters’ course. I would also like to thank my classmates for support and encouragement. May God bless you all.
ABSTRACT

The purpose of this study was to investigate the impact of income generating activities on education in secondary schools in Migori County, whereby the specific objectives were: to find out whether the Principals and other stakeholders were positive towards IGAs, to identify the proportion of the school budget taken over by the IGAs; to determine the estimated amount of money that IGAs were able to raise towards financing secondary education and to find out the type of IGAs at the disposal of the secondary schools. The study targeted all 114 secondary schools in Migori County whereby 20% were randomly sampled producing 22 secondary schools. A questionnaire was administered to the Principals of the selected secondary schools, Interview schedules administered to the BOG and PTA chairpersons and observation schedule was used during the visit to the sampled schools to corroborate the information from the other instruments. A pilot study on five public secondary schools randomly sampled from the neighbouring Homabay County was used to test the construct and content validity and reliability of the instruments. The data was analyzed using SPSS and given in frequencies and percentages then the results were summarized and presented in graphs and tables. The findings indicated that all the stakeholders were positive of the idea of introducing Income Generating Activities in secondary schools. It was also revealed that the money realized from these income generating activities were to be used in availing physical facilities, maintaining them, pay recurrent expenditures e.g. teachers employed by the BOG and others including paying fees to the bright but needy students. These IGAs identified included sugarcane cultivation, maize cultivation, rearing dairy cows, hiring out school facilities for different purposes. The findings also revealed that these IGAs could give quite substantial amount of money that could contribute significantly towards development of the schools. It concludes that there was a positive impact of IGA on financing secondary schools education in Migori County. The study recommends that the Ministry of Education encourage secondary schools in Kenya to practice income generating activities that would reduce economic constraints in public secondary schools. Schools should be encouraged to accept fees payment in kind. The study proposes further investigation in to potential income generating activities in all public learning institution and another study to analyze strategies for reducing costs in learning institutions.
ABBREVIATIONS AND ACRONYMS

BOG Board of Governors
CDF Constituency Development Funds
GNP Gross National Product
HOD Head of Department
IGA Income generating activities
LATF Local Authority Transfer Fund
MOEST Ministry of Education Science and Technology
MR Marginal Revenue
NGO Non Governmental Organization
PTA Parents, Teachers Associations
SPSS Statistical Package for Social Sciences
TC Total Cost
TR Total Revenue
TW Tuition Waiver
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The United Nations General Assembly in 1948 acknowledged that education is a basic human need such as food, shelter and clothing. It thus stated that everyone has the right to education. It declared that education should be free at least in the basic and fundamental stage and that elementary education be compulsory, Versper, (1984). Education is an essential undertaking in the development of any society. It is perceived as a means of not only raising political and social consciousness but also for increasing the number of skilled workers and raising the level of trained manpower. These benefits together with visible gains for individuals have lead to increased numbers of students in primary, secondary and university level ,World Bank (1990). At the time of Kenya’s independence, shortage of skilled labour was a major constraint to the achievement of the national development goals.

To address this challenge, the Kenya government has constantly devoted a large share of its budget to the expansion of education. For instance the education sector took up to 29 percent of the total government budget in 1998 and has remained as high as 27 percent in the fiscal year 2004/2005, Government of Kenya, (2006). After independence, the government embarked on the expansion policy and most of the expansion took place at the primary school level especially following the free primary education introduced in the mid 1970. During the 1960s and 1970s there was also a rapid expansion on secondary
school education following increased enrolment in primary schools. Students' enrolment in primary and secondary schools increased from 900,000 and 30,000 in 1963 to 7.4 million and 926,149 in 2004 respectively, (Republic of Kenya, 2006).

Whereas the cost of education is born both by the public and private sectors of the economy, the share of public expenditure on education is becoming a major issue now than ever before, given that it is weighing very heavily on the exchequer. In an attempt to address this problem, the government through sessional paper No 1 of 1986 on Economic Management for Renewed Growth has reduced the budget allocation on education from 38 percent, Republic of Kenya (1986) to 36%. The objective was reiterated in the sessional paper No 6 of 1988 on education and manpower training for the next decade and beyond, where the government asserted among other things that in order to halt the increasing claim of the educational sector on national resources, the government would introduce a cost sharing system through which both public and private sector expenditures of education would be nationalized, Republic of Kenya (1988).

Trends in educational development in Kenya points to the need for more competence in the management at the school level. This is due to the increased student enrolment at the individual schools and structural changes that impose new strategies. First, there has been a move by the government to abolish the categorization of schools into high cost and low cost according to the sessional paper no 6 of 1988, Republic of Kenya (1988). Schools were to be either public or private. Further, the government adopted a policy of expansion of existing secondary schools. By this policy the single stream
schools were required to increase their capacities to at least a minimum of three streams. This was seen as a cost effective way of increasing enrolment. In addition, the government also adopted the 8-4-4 system which is heavily vocationalised.

The development was bound to increase expenditure on education which the government has been trying to cut down. The government in the cost sharing policy shifted the responsibility of acquiring resources to the local communities and schools, Republic of Kenya (1988). As regards this need the government, Republic of Kenya (1988) says in part indicates, thus:-

"The government expects that various resources available to education including land, finance, teachers, time, facilities and equipment are managed properly and utilized in the most cost effective manner to bring about efficient provision of quality and relevance in education."

The Board of Governors (BOG), the school committees and manages of educational institutions should adopt the most economic way of utilizing available institutional land. The World Bank (1990) has emphasized sourcing of additional sources of financial to support or reducing the unit cost. This brings about greater efficiency as the solution to the increasing demands of education on public finance at a time when government funds are stagnant or even declining in many developing countries. The Kenya government has recently come up with a move to control the burdens of financing education on the parents by providing fees guidelines. Principals have found it difficult to run schools with the limited amounts that will be collected from school fees. In response to this issue,
principals were thus called upon to initiate appropriate institutional strategies such as income generating activities aimed at enhancing resource mobilization in order to run their schools effectively, (District Education officers, 2007). In the financial year 2007/2008 when the government introduced free secondary Education the national budgetary allocation for the program was between Ksh. 25million to Ksh. 39.7 billion. However, the figures were projected to rise between Ksh.28.3 billion and Ksh.74.3billion in 2011, (Republic of Kenya, 2008). This heavy commitment has contributed significantly to the government deficit and hence becoming a major constraint on the government efforts to stabilize the economy.

To cope with the above problem, the schools management boards were advised to consider alternative sources of enhancing financing of education in order to supplement the government and parents efforts particularly at secondary school level in view of the fact that secondary schools had high potential of operating income generating activities such as dairy farming, crop farming, hire of school bus. However there are challenges to content with while managing the income generating activities like inadequate capital, lack of entrepreneurial skills to manage them professionally. Therefore it is necessary to conduct a study to establish the impact of income generating activities to financing secondary school education to selected school in Migori County determined by purposive sampling.
1.2 Statement of the Problem

Mitua (1975) notes that historical analysis of financing education in Kenya reveals an existence of partnership between the state, households and communities. Migori County as the rest of the counties in Kenya benefits from education financing in various ways e.g. Constituency Development Fund (CDF), Bursary, and Local Authority Transfer Fund. Despite the government’s efforts to finance education, secondary schools in Migori County still have poor physical infrastructure and need further finance from other sources which made this study necessary. The study of income generating activities was sought to find out how income activities can impact the various areas of secondary schools of the country. These ranged from infrastructures, books and various projects.

1.3 Purpose of the Study

Based on the stated problem, the study was supposed to investigate the impact of income generating activities on Education financing in secondary schools in Migori County.

1.4 Objectives of the Study

The objectives of the study were;

i) To find out whether the principals and other stakeholders were positive towards these income generating activities to supplement other ways of financing school budget in these secondary schools.

ii) To identify what proportion of school budget would be taken over by these income generating activities.
iii) To determine the estimate amount of money that income generating activities are able to raise towards financing of secondary education

iv) To find out which type of income generating activities are at the disposal of these secondary schools.

1.5 Research Questions

The study was guided by the following research questions;

i) How positive are the stakeholders about introducing the income generating activities to supplement school budget in these secondary schools?

ii) How would these income generating activities contribute towards physical facilities, recurrent expenditure and even fees payment to needy students?

iii) To what extent in terms of monetary value can these income generating activities contribute towards financing education in these secondary schools?

iv) What are the income generating activities which can do well within these secondary school environments?

1.6 Assumptions of the Study

The study assumed that;

i) All respondents were co-operative and responded honestly to the research instruments.

ii) Any funding received by the institutions was used to develop the institutions or funded the students’ education.
1.7 Significance of the Study

- The research study was significant in the sense that regardless of the nature of the education system, its success in achieving its educational objectives largely depends on the availability of resources.
- In this respect education financing is of core importance. The findings provided information that will guide all stakeholders to understand the constraints faced by secondary schools.
- The stakeholders here include teachers, learners, educators and policy makers. In which case, the head teacher, PTA and the board members will identify additional sources of finance which are also referred to as income generating activities.
- The contribution to education financing will ensure effective teaching and learning processes. In additional the study offered recommendations for effective financing of secondary schools in order to achieve qualitative and quantitative aspects of education.

1.8 Scope of the Study

The research study attempted to establish the viability of extra financial initiative also known as income generating activities by public secondary schools determined through random, purposive sampling in Migori County. The study did not concern itself with private schools and the study of each school in the seven districts covered was selected randomly but purposive sampling was used to select girls’ schools, boys’ schools or mixed schools. The schools sampled made 22 percent of the total populations of schools.
1.9 Limitations of the Study

The study was carried out in 20 percent of the secondary schools in the county making a smaller percentage of the schools in Nyanza region. Income generating activities differed remarkably depending on factors such as endowment, morale and other factors such as proximity to towns and head teachers drive. Also this being a self sponsored study resources and time at the disposal of the researcher were limiting. However, the sampling techniques that was applied were fairly accurate and without bias.

1.10 Delimitation of the Study

a) The study limited itself to only a few schools within the seven districts due to time and financial constrains. The findings would have been more conclusive if more schools than these were sampled which was not possible because of the mentioned constrains including vastness of the county.

b) The study confined itself to students, teachers and stakeholders in public secondary schools who benefited directly from the Government's participation in education; Private secondary schools were excluded as they don't enjoy GOK findings.

c) Other factors that might be affecting secondary school education attendance apart from education financing were assumed.
1.11 Theoretical Framework

This study was based on the theory of the firm also referred to as the model of profit maximization by Wilkinson, (1994). Wilkinson developed a model to show that the prime objective of any organization is to make profit in which case all inputs, seen as the factors of production are used to produce outputs inform of goods and services which the consumers demand. This however should not be mistaken to mean that the schools are profit making organizations. Income generating activities should be looked at as units within the school organization. For their continuity to survival, they should be making money e.g. dairy unit. The profit so made makes them survive but would be useful to finance school projects.

The above can be defined by an equation.

Total profit = total revenue – total cost

\[ TP = (TR) - (TC) \]

The total costs consider factors of input multiplied by the factor prices

\[ TC + Q = P \]

The optimal profit maximization is reached when the marginal revenue equals marginal costs for each product.

\[ MR = MC \]

As mentioned earlier, the schools are not income generating organization like other income generating activities like house rents, hiring school facilities like fields, halls etc. Others like dairy unit, poultry should generate money to survive.
1.12 Conceptual Framework

**AGRICULTURAL BASED IGAS**
- Poultry
- Dairy cows
- Sugarcane cultivation
- Tobacco cultivation

**CHALLENGES**
- glut
- Disease & Pests
- Market Competition
- High maintenance Costs.

**COMMERCIAL BASED IGAS**
- Canteen
- Posho mill

**CHALLENGES**
- Poor record management
- Market

**SERVICE BASED IGAS**
- Hire of Bus
- Hire of furniture
- Hire of fields
- Hire of Halls
- Hire of Tents
- Renting Houses.

**CHALLENGES**
- Wear & Tea
- Fast depreciation.

**FINANCING OF EDUCATION**
- Physical facilities
- Academic support
- Modernized equipment
- Teacher motivation
- Food program

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*Figure 1.1 Conceptual Perspective of the Study*
Source: Researcher (2012)

The arrows in the figure show the interconnections between the income generating activities. The arrows points one way to financing of education indicating that the income so obtained will finance education. As shown in the Figure 1.1 above, the study was directed by a conceptual framework, whereby the independent variables were there are three main types of income generating activities. These are agriculture based income generating activities such as poultry etc, commercial based income generating activities e.g. Posho mill and finally service based income generating activities e.g. hire of furniture. The income so obtained is supposed to finance education as indicated by arrows.

Each of them however had different challenges for instance agricultural products are prone to factors like glut, diseases and pests, market competition and high maintenance costs. Others challenges were also indicated such as, wear and tear, in service-base income generating activities. The arrows indicate that all income generating activities complement each other and supplement the development of the schools.

1.13 Operational Definitions of Terms

Basic Needs:
This refers to the most essential requirements that are helpful as far as survival is concerned. These include shelter, food and clothing.

Cost-effective:
An activity is said to be cost effective if advantages of pricing overweighs disadvantages. Such an activity should be ventured on.

**Deficit:**
A deficit is a shortfall in terms of revenue. A deficit is not very desirable to because it is less than expectation.

**An Entrepreneur:**
An entrepreneur is one who owns a business and is a risk taker. He/she takes full responsibility for the outcome of an enterprise.

**Exchequer:**
This refers to government accounts e.g. local authorities accounts, state corporations, statutory boards, courts, etc.

**Monetary Value:**
This refers to national reading on how revenue was spent I the previous year and how it will be achieved and used in the beginning financial year.

**Profit maximization:**
This is whereby if production takes place in a firm, it should be done at a point where the returns are greatest.

**Public finance:**
This refers to the role of government in the economy in terms of efficient allocation of resources and distribution of income.

**Optimum Output:**
This refers to production at the most suitable point or at a desirable point.

**Tuition Waiver:**
This refers to waiving tuition and fees under certain criteria so that studies become less expensive.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature related to the investigated problem. Finance is considered as a significant element in the provision of education and from several sources; it is clear that finances are a major headache to schools smooth and efficient running. It reviews literature relating to the financing of education in countries outside Africa and African countries. It also examines the literature relating to the financing of school development projects in Kenya before and after independence. It ends with studies and views on financing school Development projects in Kenya, need for adequate financing of school development projects and summary of literature review.

2.2 Related Literature from Countries outside Africa

2.2.1 United States of America

According to Moehiman (1987) the America political belief that man was created equal and was entitled to life, liberty and pursuit of happiness was reflected in many ways in the USA education. Each state was sovereign with reference to education. The same study however postulates that a common trend could have been traced in all the states as far as education finance was concerned. In his studies on the system of school financing in America notes that there was one source of revenue for public schools. In respect to public schools as well as to other forms of public revenue there are no new sources. All the money must come from single source-the people by the method of levying and
assessment-taxation. This was true assertion as it was the people that the public schools served. The people needed to employ all means to raise revenue for public schools. Moehiman (1987) observed that total expenses of a program, financial ability of the community to pay and the method of raising funds to meet the expenses were the factors to be considered when constructing school building. He however states that the ability to pay for such projects was dependent in part, at least on the extent to which the community desired to make further sacrifice to satisfy the practical need.

2.2.2 France

The French education system was traditionally associated with the Catholic Church. The Catholic Church managed education and therefore, it was its responsibility to finance it. Gercia (1994), states that financing education in France was from various sources such as the state and local authorities, educational establishments having their own funds, certain private institution such as the church, various associations and movements households, commercial and industrial firms. However the questions of state aid to education continued to be a bone of contention in France. This study intended to find out if the source adopted in France compare in any way to the ones practiced in Migori County or further research would be justified.

2.2.3 South America and the Caribbean

According to the World Bank discussion paper 257, (World Bank, 1991), on the quality of education in Latin America and the Caribbean, it was noted that compared to other
developing regions. Latin America spends the smallest share on secondary and primary education in their GNP. The paper points out that all the investments in education, the teachers were the most expensive. The financing of education in Guyana involved donation from industrial and commercial sectors near the school donations of land by individuals contributions in the form of building materials and labour substantial funds were also raised through the organization of funds-drive activities such as fares, food sales and craft sales, (Paul and Randolph, 1968). The Table 2.1 below shows that less than 1% of the total education budget is spent on learning materials.

Table 2.1: Public financing of Education materials in Mexico, Costa Rica & Venezuela

<table>
<thead>
<tr>
<th>Budget Allocations</th>
<th>Mexico</th>
<th>Costa Rica</th>
<th>Venezuela</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Unit Cost</td>
<td>$ 114</td>
<td>$ 181</td>
<td>$ 213</td>
</tr>
<tr>
<td>Primary Unit Cost spent on Education material</td>
<td>$ 4.50</td>
<td>$ 3.93</td>
<td>$ 1.50</td>
</tr>
<tr>
<td>Education material Expenditure as % of Primary</td>
<td>4%</td>
<td>2%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Education material Expenditures as % of Education Budget</td>
<td>1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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2.2.4 Asia

Most of the countries in Asia, for example Burma, parents' teachers associations are the major sources of inputs in financing of education. A 1972 to 1973 survey by the ministry of Education revealed that PTAs provided 21.2% of the cost of building 63.8% of the
cost of furniture and equipment 63.4% of repairs and 87.7% of general contingents. Burma had 41.5% UNICEF 22.8% and the local community 35.6% of the repair costs of 434 introduced an innovative program where the government contributes new schools. This scheme represented a unity of state, foreign organization and local community in the financing of education Scandles and Black, (1980) Information as to whether this was the case with Migori county is missing hence requiring this research.

In Vietnam the parents Association (PA) had come to play a central role in the construction and maintenance of school buildings and facilities. In association with the local education council, persuaded and encouraged local production and trading establishments in building educational facilities. The association was also involved in the maintenance; repair of schools and in the provision of desks, benches, teaching and etc for schools Thinh (1991). This study was meant to highlight the involvement of Parents Teachers Association in financing school development project in Migori County.

2.3 Related Literature from African Countries.

After independence many Africa countries concentrated attention on the expansion of education facilities in order to increase access to and equalize education opportunities. This is because many people and governments in Africa and indeed in the developing countries believe that education was the key to development, (Olembo et. al, 1992).
Rwanda

Ayot and Briggs (1992) quote an article on, 'Income generating activities in Higher Education a case for Kigali Institute of Science, Technology and management Rwanda' that argues on developing a positive attitude towards income generation in higher institutions of learning. It says that the idea that pursuing aggressive income generating activities in an academic setting will compromise the quality of education is not correct. It is actually wrong conservative attitude. On the contrary, teaching and learning themes should be translated into market commodities and services in order to increase the relevance of the institutes study programmes.) They also also support the idea of school investments in income generating activities on access and financing of secondary education.

Nigeria

In Nigeria, local community was responsible for the provision and maintenance of primary and secondary education. Though the local government council were by law vested with the responsibility of running schools under the supervisory control of the state ministry of Education, many local governments did not have the financial capacity to manage the schools, so they looked up to the state government to supply funds which in turn called communities to regard schools as their own and hence support the schools with cash and kind (Olembo et. al, 1992). Ozigzi (1977) discussed the source of finances for school to development projects in Nigeria as grants from state donations from
philanthropic organization or individuals and school based sources such as proceeds from the sale of school magazines or from student’s activities such as drama performance.

Kenya

Many schools produce their own teaching and as well as some crafts and garden crops for local sale (Ogbu and Gallagher, 1991). This had a direct bearing on the secondary education in Kenya where the 8-4-4 system with its practical subjects such as woodwork, agriculture, metalwork and home science could have been used to generate additional income for the schools. The colonial government in Kenya started financing public education in 1909 when financial grants were made to mission schools conducting industrial training (Mutua, 1975). Following Frazer’s recommendations and the Board of Education formed in 1910 started to consider giving grants to missions in their education efforts. Frazer commission recommendations on the provision of stratified racial education led to a large amount of money being spent on the improvement of European schools while those of other races like Africans were left in very poor conditions (Otiende et al, 1992).

2.4 Historical Review of Financing Secondary School Development Projects in Kenya

According to (Bogonko, 1992), in 1963 the government committed itself to offering a minimum of seven years free education. This meant that efforts had to be made to provide facilities in secondary schools to absorb the rising number of primary school
leavers. Therefore the main thrust of the Kenya government’s education was in the direction of expanding the base of secondary technical teacher colleges and university education. Thus the government went ahead to raise resource not only for the capital cost for erecting move secondary schools but also for their upkeep. To that end, a loan from the International Development Agency (IDA) worth Kshs 52.5 million was secured to augment local resource, (Bogonko, 1992).

In terms of capital cost and recurrent expenditures the government ended up spending on secondary education than on primary education. What lessened the government responsibility in secondary education however were the self-help or harambee efforts of wananchi and paying of school fees by pupils in all types built by the local communities county wide on their own initiatives were born with the coming of the independence, although there exists independence schools during the colonial period, (Bogonko, 1992).

In applying the cost sharing formula, the government would meet administrative and professional services cost whereas parents and beneficiaries of education would take up those costs related to the development and provision of educational facilities like text books, building equipments and personal services, Mackey Report (1981), Kamunge Report (1988). Under the policy of cost sharing it was the responsibility of parents to provide physical facilities such as classrooms, workshops, home science room, libraries, teacher’s houses etc while the government provided teachers, Republic of Kenya (1992). This study was only concerned with the responsibility of providing physical facilities to secondary schools.
2.5 Studies and View on Financing School Development Project in Kenya

Nguru (1975) recognizes income tax as the principal source of educational revenue in Kenya. He however points out that capital development and maintenance of schools in Kenya have been based almost entirely on the efforts of community self-help. Financing the construction of school facilities in Kenya requires that an equitable taxation structure be established so that regional, district or local school community tax payers would provide some funds to help finance school development projects, (Olembo, 1985).

However, the contribution by the communities and individuals were also not uniform throughout the country. Other regions particularly those that were economically advantaged had an upper hand in terms of the amount collected. Eswiwani (1993) points out those economically richer districts were able to put up classroom, workshops, home science rooms and laboratories in secondary schools. But a study by Githinji (1990), in Nyeri revealed that most public goods suffered from serious shortages of teaching/learning materials like text books and science equipments among others. Also Wanjau (1990) found that 90 percent of the public schools in Nairobi province lacked adequate physical facilities whereas a mere 10 percent had adequate facilities. It was further found that three of these schools had facilities that were old and were in need of repair. Information as to whether this was the case with Migori county secondary school was not adequate hence required this research. Rono (1988) argued that cost sharing was the only viable solution to easing the burden of financing education on the government.
He pointed out that if the education system was to keep on expanding without adversely affecting the quality of education then the beneficiaries of education had to contribute to its financing. From effects of school based investments on access and financing of secondary education in Homa – Bay District Kenya, T.M.O Ayodo et al, (2001) published paper revealed that the dominant income generating activities carried out were: livestock keeping 31.8%, crop farming 41.4% and brick making 12.3%. Further findings revealed that profits from income generating activities lowered the overhead cost of education and subsequently increased access. Income generating activities reportedly made invaluable contributions towards secondary education. Money generated was used to purchase learning materials and provide physical facilities.

The availability and use of teaching aids in schools were ranked among the most influential factors which could explain the characteristics of poor examination results (Kombo, 1988). A study carried out by Mbaabu (1983), revealed that lack of physical facilities materials equipments and tools were the major inter-organization problems that head teachers were faced with in Kenya. The study found out that due to increased number of children the education facilities were not enough and therefore those that were there were congested. In most schools, classes had over fifty children. This study intended to find out if this revelation is true in secondary schools in Migori County.
2.6 Need for Adequate Financing of Schools Development Project

Finance was considered a significant element in the provision of education yet from different authors and newspaper, it was evident that finance was a major problem facing schools international organizations and various agencies in seventh conference of Africa Education of April 1988, pointed out that in many African countries many children were dropping out of school due to lack of fees and inadequate learning resources.

In terms of national recurrent budget education has been given priority relative to other sectors of the economy. Ozigzi (1977) echoed the view that no organization could survive or carry out its functions without adequate financing resources at its disposal. One could not talk of schools and education without talking of how a school or an education programme was to be funded. Vassey (1958), in a study of cost of education in the United Kingdom stated that every teacher council or parent had to be aware that the grave inadequacies past and present of the educational provision could be described in large to inadequate expenditure. It was therefore vital that funds were provided to enable schools run smoothly. This was because education contributed to the growth of National income by providing skills and productive capacities of the labour (Denison, 1962). A good education system was the pillar of the economy. This study was intended to inform the general public the importance of providing adequate finances to schools.
2.7 Summary

The general concerns on all the related literature from within and without this country points to the fact that the research available are very scarce and the needs are endless. We therefore need to finance secondary schools effectively. Not much has been researched on income generation activities which are at the disposal of our secondary schools to supplement other sources of funds for financing our secondary schools and more so in Migori County. This makes this study necessary to find out exact position of income generating activities and the extent to which they can be utilized in order to raise extra funds.
CHAPTER THREE
METHODOLOGY

3.1 Introduction

The purpose of this study was to explore the impact of income Generating Activities to Education Financing in secondary schools. This chapter deals with methods and procedures that were used in the research study. It focuses on research design, the locale, the target population, sample and sampling procedures, data collection techniques, data analysis and the mode into which the data is presented.

3.2 Research Design

The study adopted a descriptive survey design to establish the impact of income Generating Activities to education financing in secondary schools in Migori County. Gay (1976) notes that descriptive survey research method of study is used to investigate educational problems and to determine and report the way things are or were. Similarly according to Lokesh (1984), descriptive survey research studies are designed to obtained pertinent and precise information concerning the correct status of phenomenon and whether possible to draw general conclusion from the facts obtained. Bell (1993), on the other hand notes that surveys aim at obtaining information which is analyzed pattern extracted and comparisons made. Description survey method of study rely on the administration of questionnaires and the analysis of documents as the principal data
collection procedures, the methods are however non-experimental since they rely on the collection, analysis and interpretation of data.

3.3 Location of the Study

The study was conducted in public secondary schools in Migori County. It is located in South Western Kenya bordering Homa – Bay, Kisii and Narok counties. Most schools in Migori County have started income generating activities but no research has been done. Therefore the study intended to carry out the impact of such activities in financing education within Migori County.

3.4 Target Population

The study population comprised of school stakeholders from 114 public secondary schools in Migori County.

3.5 Sampling Procedures and Sample Size

According to Gay (1976), simple random technique provides the best form of the sampling procedures. The procedure gives all members of the population equal and unbiased chances of being included in the sample. According to Mugenda and Mugenda, (2003), at least 10% of the target population can be a reasonable sample to draw generalization. The study therefore took a random sample of 20% of the total 114 public secondary schools in Migori County. The researcher then further targeted the following three stakeholders from each school for the necessary data collection thus Head Teacher,
BOG Chairperson and PTA Chairperson. This produced a total sample population of 66 respondents, (22 Head Teachers, 22 BOG chairpersons and 22 PTA chairpersons.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CATEGORY</th>
<th>TARGET POPULALTION (n)</th>
<th>NUMBER SAMPLED (n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Head Teachers</td>
<td>114</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>BOG Chairperson</td>
<td>114</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>PTA Chairperson</td>
<td>114</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>342</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>

The researcher used the simple random sampling technique due to various limitations that did not allow researching the whole population.

3.6 Research Instruments

The study adopted the use of questionnaires as research instrument.

3.6.1 Questionnaires

Questionnaire (appendix a) with open and closed ended questions were administered to the school Principals. According to Fraenkel and Wallen (2000) it is easy to collect data from a large number of respondents using such an instrument. Babbie (1993) also argues that questionnaires are appropriate for such study because of their simplicity of administration and high reliability.
3.6.2 Interview schedule.

An in-depth interview (see appendix b) was administered to chairpersons of BOG and PTA. The instrument provided the researcher with an opportunity to observe the subject in the total situation in which they were responding.

3.6.3 Observation schedule

The study adopted a structured observation check list comprising seven items, with the principal researcher as the observer for eleven days, where two schools were visited in one day. This was a technique involving systematic, watching and recording facilities and activities of the schools. It was done through non-participant observations, where the observer watched the situation and took note of the observed phenomena. Observations in this survey served the following purposes:

- Offered additional, more accurate information on certain aspects of the study than the interviews and the questionnaires.

- It equally acted as a check on information collected as well as supplementing verbal statements made by respondents. Observations equally assisted in validating and strengthening quality of the data gathered.

3.7 Piloting of the Research Instruments

After the supervisors approved the proposal and the questionnaires for use by the researcher, a piloting of the instruments was done in five schools which were in the study population but not in the study sample. Five questionnaires were given to the principals of five schools in randomly sampled from the neighboring Homabay County. The piloted...
instruments were modified then passed to the supervisor for approval. This enhanced the reliability of the instruments. According to Kerligrer (1964), piloting enhances reliability (dependability accuracy) of the instruments since the responses from the respondents will indicate whether the instruments will measure what they purport to measure.

3.7.1 Validity

Gay (1976), defined validity as the degree to which an instrument measures what it is supposed to measure. The process of constructing the research instruments is a threat to internal validity of any research instruments. Validity of the research instruments was ensured by seeking opinion of experts especially my supervisors in the field of study and pre-testing. The pre-testing ensured the research instruments measured whatever they were intended to measure.

3.7.2 Reliability

According to Mugenda et al (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The lesser the variations produced by an instrument on subsequent trials, the more reliable it is. The questionnaires were tested for reliability by use of the test – retest method. This was done by administering the questionnaires to the pilot group twice with one week lapse between the two times of administration. According to Mugenda and Mugenda (2003), a high degree of reliability with Pearson Coefficient (r) of 0.80 was deemed to be high enough to judge the instrument as reliable for the study. The Pearson Product-Moment
Correlation Coefficient formula was used to calculate the correlation coefficient. Upon calculation, a correlation coefficient of + 0.56 was obtained which indicated a perfect relationship between the first and the second results.

3.8 Data Collection

The researcher applied and obtained authority (research permit) to conduct research from the National Council for science and Technology facilitated by the University. The researcher visited schools and introduced himself to the head teachers. He explained the purpose of the visit and produced the research permit from the National council for science and Technology and written authority from the District Education officer. The researcher made second visit to the sampled schools to administer the questionnaires in person to each respondent with the aim of achieving 100 percent return ratio. This helped to give respondents time to seek clarification on any item that could not easily be understood.

3.9 Data Analysis and Presentation

Data cleaning was done to eliminate errors made by respondents. Coding was done to translate questions responses into specific categories e.g. level of knowledge on income generating activities. Coding further helped to organize and reduce research data into manageable summaries. The coded items were analyzed using SPSS, and was then presented inform of frequency tables, and bar graphs.

3.10 Logistical and Ethical Consideration
a) Logistical Consideration

The research involved a lot of funds in terms of making trips to the selected schools in Migori County, and also in terms of printing, typing, binding, consultation and photocopying. In such circumstances it was advisable to tighten the budget in order to maximize the expenditure without distorting the whole exercise. Therefore, the researcher introduced wisely cost-saving measures to be precise. The factor of time was very crucial since the distances between the selected schools was great as it consumed a lot of time to cover the whole county. It was advisable for the researcher to make prior arrangements for faster and efficient means of accessing the areas especially on the selected areas only.

b) Ethical Consideration

Participation in research was voluntary and people had the right to refuse or divulge certain information about them. Participants were made aware of the positive and negative aspects or consequences of participation. The informed consent involved two main factors. First, the consent of the subjects was disclosed to the researcher, secondly, assurances of confidential use of research data collected on individuals. The researcher sought permission to conduct the research from the National Council for Science and Technology through the Kenyatta University Graduate School. The researcher avoided deception in case of limited finance or volatile situations. Plagiarism, which was tantamount to stealing other people’s works, which could erode the integrity of the researcher and lead to serious professional repercussions, was avoided. The researcher also avoided fraud, in terms of the researcher faking the data.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This study sought to investigate the impact of income generating activities on financing education in secondary schools in Migori County. This study was conducted in 22 public secondary schools randomly sampled from the total 114 in the county. The principals and the chairpersons of BOG and PTA of these schools were targeted for responses. The related literature review on impact of income generating activities on financing secondary schools education was critiqued in areas including United States of America, France, South America and the Caribbean, Asia, African countries and Kenya. The following discussion arising from the data collected from Migori County will provide information on similarities and any variation in income generating activities and their impact in the schools.

Background Information

Table 4.1 Category of schools

<table>
<thead>
<tr>
<th>Category of institution</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys day</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Girls day</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mixed day</td>
<td>12</td>
<td>55</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>N = 22</td>
<td>100%</td>
</tr>
</tbody>
</table>
Majority of the respondents 12 (55%) indicated were from mixed day schools followed by each 4 (18%) from girls boarding and mixed boarding schools. Only 2 (9%) were from boys boarding schools. None were from boys day and girls day schools.

Figure 4.1 Period of stay in the present position

![Bar chart showing percentage of respondents staying in the present position for different periods.]

80% of the respondents had stayed in the present position for a period of between one to five years while 20% had stayed for between six to ten years. None had stayed for less than one year or for eleven years and above.

Table 4.2 Students Enrolment

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>51 - 150</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>151 - 250</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>251 - 350</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>
Table 4.2 shows that majority of the respondents 11(50%) had between 151 and 250 students while 7(32%) had between 351 and above students. Only 4(18%) had between 251 and 350 students. None had one to 150 students.

<table>
<thead>
<tr>
<th>No. of teachers</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 10</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>11 - 20</td>
<td>14</td>
<td>60</td>
</tr>
<tr>
<td>21 - 30</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>31 &amp; above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>N = 22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.3 shows that majority of the schools 14(60%) had between eleven to twenty teachers followed by 7(30%) who had between one to seven teachers. Only 1(10%) had twenty one to thirty teachers. None had thirty one and above teachers.
Figure 4.2 Number of Teachers Employed by BOG

Figure 4.2 indicates that majority of the respondents 60% indicated that they had between one to five teachers while 30% had between six to ten teachers. Only 10% had eleven teachers and above.

Objective One: Principals and other stakeholders' attitude towards this income generating activities to supplement other ways of financing school budget in these secondary schools.
Figure 4.3 Support for Income Generating Projects

Figure 4.3 indicates that majority of the respondent 80% often supported income generating projects while only 20% supported them sometimes. None of the respondents failed to support income generating projects in schools. Ozigzi (1977) discussed the source of finances for school to development projects in Nigeria as grants from state donations from philanthropic organization or individuals and school based sources such as proceeds from the sale of school magazines or from student’s activities such as drama performance.
Figure 4.4 shows that majority of the respondents 90% indicated that the income generating projects in schools were not adequate while 10% said these projects were adequate. Rono (1988) argued that cost sharing was the only viable solution to easing the burden of financing education on the government. He pointed out that if the education system was to keep on expanding without adversely affecting the quality of education then the beneficiaries of education had to contribute to its financing.

Table 4.4 Financing of Income Generating Projects

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td>11.1</td>
</tr>
<tr>
<td>NGOs</td>
<td>7.4</td>
</tr>
<tr>
<td>CDF</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Harambee</td>
<td>14.8</td>
</tr>
<tr>
<td>Well wishers</td>
<td>11.1</td>
</tr>
<tr>
<td>PTA</td>
<td>22.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

N = 22

Most respondents in Table 4.4 indicated that the CDF contributed more 33.3% to the financing of income generating projects followed by PTA who contributed 22.3%. Another contributor was harambees at 14.8 followed by church and well wishers at 11.1% each. Least was NGOs at 7.4%. Mackey Report (1981), Kamunge Report (1988).

Under the policy of cost sharing it was the responsibility of parents to provide physical facilities such as classrooms, workshops, home science room, libraries, teacher’s houses etc while the government provided teachers, Republic of Kenya (1992). This study was only concerned with the responsibility of providing physical facilities to secondary schools.
Figure 4.5 indicates that majority of the respondents 67% rated their income activities as average while 22% rated them as valuable. Only 11% rated them as not valuable.

Table 4.5 Involvement in Income Generating Project

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>20.9</td>
</tr>
<tr>
<td>Community</td>
<td>16.3</td>
</tr>
<tr>
<td>Parents</td>
<td>18.6</td>
</tr>
<tr>
<td>Education Officers</td>
<td>2.3</td>
</tr>
<tr>
<td>PTAs</td>
<td>18.6</td>
</tr>
<tr>
<td>BOG</td>
<td>23.3</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.5 showed that more involvement in income generating projects 23.3% came from BOG followed by 20.9% by teacher. Parents and PTAs each were involved at 18.6% and the community’s involvement was at 16.3%. A 1972 to 1973 survey by the ministry of Education revealed that PTAs provided 21.2% of the cost of building 63.8% of the cost of furniture and equipment 63.4% of repairs and 87.7% of general contingents. Burma had 41.5% UNICEF 22.8% and the local community 35.6% of the repair costs of 434 introduced an innovative program where the government contributes new schools.

The following list of benefits accrued from income generating activities from the respondent school, thus:- Supplementary school income, Financing/sustaining school projects Assist in the partial payment of fees to the needy students, Payment of remedial lessons.

Others benefits were, Building of students toilets, Helps in the payment of support staff salaries, Paying fees for orphans who are bright, Maintenance of school properties for example furniture and buildings, Buying stationeries, Renovation and building other classes, Supporting income generating activities, Building other classes. In addition, the following still were reported as accrued benefits to the schools and the community nearby: - Generation of employment opportunities, Paying the salaries of BOG teachers, Sharing interests among members, Installation of water tanks and Supporting community activities.
Figure 4.6 showed majority of the respondents 60% indicated that those in charge were sometimes trained on income generating projects while 40% were not trained. Only 10% of the respondents said they had been trained. The following reasons were given for the above reactions on training given to those in charge of income generating projects. Thus:- To enable them acquire managerial skills, to maximize on school income, for efficiency in running the income generating activities in order for a better output, for members to acquire skills needed for effective management of these incomes generating activities, in order to achieve the required goals, so that they are able to manage finances well, not trained due to inadequacy of funds, acquiring land for farming, e.g. sugarcane plantation and no money put aside for the training.
Objective two: Proportion of school budget would be taken over these income generating activities.

Table 4.6 Range of Percentage in Relation to Income Generating Projects

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 25%</td>
<td>15</td>
<td>68</td>
</tr>
<tr>
<td>25% to 50%</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>50% to 75%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>75% to 100%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>N = 22</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6 indicates that majority of the respondents 15(68%) indicated that their range of percentage in relation to their income generating activities was between zero to twenty five per cent while 7(32%) indicated their range was between twenty five and fifty percent. Finance was considered a significant element in the provision of education yet from different authors and newspaper, it was evident that finance was a major problem facing schools international organizations and various agencies in seventh conference of Africa Education of April 1988, pointed out that in many African countries many children were dropping out of school due to lack of fees and inadequate learning resources.
Figure 4.7 Consumption in relation to income generating activities

Figure 4.7 indicates that majority of the respondents 29.4% think that food and support staff salaries consume a lot in relation to income generating activities while teaching and learning resources consume 23.5%. Fees for poor students and teachers salaries consume 11.8% and 5.9% respectively. Latin America spends the smallest share on secondary and primary education in their GNP. The paper points out that all the investments in education, the teachers were the most expensive.

Objective three: Estimating the amount of money that income generating activities are able to raise towards financing of secondary education.
Table 4.7 Estimate Accrued from Income Generating Projects

<table>
<thead>
<tr>
<th>Estimates per month</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 500,000</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>500,000 to 1,000,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1,000,000 to 1,500,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1,500,000 and above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N = 22</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.7 indicates that all the respondents 22(100%) had an estimate of less than Ksh.500,000 per month.

Figure 4.8 Percentage income from Initial Cash Investment

Figure 4.8 indicates that majority of the respondents 82% showed that their percentage income that they make from the initial cash investment is between one to twenty five percentages followed by 18% with 25% to 50% percent income.
Objective Four: Type of income generating activities is at the disposal of these secondary schools

Table 4.8 Type of Income Generating Project

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>50</td>
</tr>
<tr>
<td>Tuition</td>
<td>10</td>
</tr>
<tr>
<td>Hiring Services</td>
<td>10</td>
</tr>
<tr>
<td>Shares</td>
<td>0</td>
</tr>
<tr>
<td>Selling products</td>
<td>25</td>
</tr>
<tr>
<td>Rents</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.8 indicates that majority 50% had agriculture as their type of income generating activity followed by 25% of income from selling product. Tuition and hiring services had 10% each while rent brought in 5% income.

Table 4.9 Source of Labour in Income Generating Activities

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>16.7</td>
</tr>
<tr>
<td>Non Teaching Staff</td>
<td>44.4</td>
</tr>
<tr>
<td>Community Labour</td>
<td>11.1</td>
</tr>
<tr>
<td>Volunteers</td>
<td>5.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Table 4.9 Indicates that majority of the respondents 44.4% showed that their source of labour in income generating activities were non teaching staff while teachers were 22.2%.
Students contributed 11.1% while 16.7%. T.M.O Ayodo et al, (2001) published paper revealed that the dominant income generating activities carried out were: livestock keeping 31.8%, crop farming 41.4% and brick making 12.3%. Further findings revealed that profits from income generating activities lowered the overhead cost of education and subsequently increased access.

Figure 4.9 Rating maintenance of Income Generating Activities

Figure 4.9 showed that majority of the respondents 70% rated the maintenance of income generating activities in terms of finance as average while 20% rated the maintenance as expensive. Only 10% rated this maintenance as cheap.
Table 4.10 Profit on Income Generating Activities

<table>
<thead>
<tr>
<th>Any profit on income generating activities</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
</tr>
<tr>
<td>Sometimes</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.10 indicates that majority of the respondent 60% showed that they sometimes made profits on income generating activities while 40% agreed that they made profits on the income generating activities in secondary schools.

Objective five: Possible solutions for better income generating activities in secondary schools. The following were the suggestions given by the respondents for the possible solutions for better income generating activities in secondary schools. Thus:- More involvement of the community members, Acquiring of assets such as school bus/van to boost income by hiring of services, Involvement of students/support staff in voluntary work to earn community’s goodwill, Organizing workshops to educate more persons to join in the income generating activities, Planning on a large scale production of poultry and poultry products such as eggs, Advertising and promoting products in the local markets in order to engage or achieve high profits, Hiring of land and farming, Allow school bus to be hired by the community.

Other suggestions were: - Training students on income generating activities, advising teachers to take part in income generating activities, More collection of funds from
government, Engaging in large scale farming e.g. sugarcane, coffee, keeping of grade cattle, More involvement of community members, Hiring classes for some services in return for money, Hiring fields for various sports, Involvement of experts in projects and Engage in cheaper income generating activities.

**Interview Schedule**

Interviews were also conducted among the BOG and the PTA members to supplement information obtained from the principals’ questionnaire (see appendix B). Most of the BOG/PTA members stressed the importance of income generating activities in their schools saying that part of it would finance fees for the less advantaged students from poor families and pay salaries to BOG teachers. Most of them also stressed advantages of income generating activities e.g. additional income received would provide financial stability of the schools. Some of them gave their opinions concerning better management of income generating activities saying that at least one teacher and a school bursar be trained on the same. On the type of income generating activities in the school, they had a divided opinion; some say it should be agricultural based and others say their school compounds are not big enough say for dairy cattle and farms, and prefer canteen, hiring classes of perhaps poultry. In all they were positive but were generally doubtful on the side of financial management as far as income generating activities are concerned.
Observation Guideline

The observation guideline (See appendix C) was used to supplement the questionnaire and the interviews, for more depth information. An observation schedule allowed the researcher fast hand information on income generating activities in various schools. The researcher observed that some schools (n=11 or 50%) had school buses or vans, while another half (or 50%) did not have such facilities. The researcher also observed that some schools (n=8 or 30%) had agricultural plantation farms of varying sizes, while other schools the majority (or 70%) did not have such facilities. That some school were near the main roads, allowing for accessibility, which encouraged the hiring of their facilities like classrooms, sport-fields and dinning halls. It was also observed that a few school (n=9 or 41%), had dairy farms, which supplemented their foodstuffs in terms of milk, thereby saving on finances. Majority of the schools (n=17 or 87%) had school canteens.
CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the results of the study were discussed and recommendations are made.

5.1 Summary of the Findings

5.1.1 Summary of the findings for the 1st research question: As shown in figure 4.3, the principals and other stakeholders were very positive on the idea of income generating activities whereby, the majority of the respondent 80% often supported income generating projects while only 20% supported them sometimes. None of the respondents failed to support income generating projects in schools.

5.1.2 Summary of the results for the second research question

The majority of the respondents indicated that the range of percentage in relation to their income generating activities was between 0-25%, while 32% indicated range 25-50%, which was moderate, implying that the contribution was equal to or less than half.

5.1.3 Summary of the results for the third research question

Findings show that the amount of money estimated was less than average, as shown in figure 4.8, which indicates that 80% of the respondents gave 0-25%.
5.1.4 Summary of the results for the fourth research question was that income generating activities from agriculture was 50% while 25% and below were from selling products. Other views from the respondents the same research question produced that the income generating activities which can do well within these secondary school environments include: hiring out school facilities, opening school canteens, having school agricultural farms for crop and dairy farming and offering outreach activities to the community and other institutions at a fee.

5.2 Conclusion

The analyzed results from respondents support the idea of introducing income generating activities in secondary schools in Migori County. This idea concurs with that of the case of Kigali Institute of Science Technology and Management KIST. It has also been supported by Ayot and Briggs, (1992) on investing on income generating activities in schools. It is therefore an idea that is helpful to majority of secondary schools in Kenya notwithstanding the fact that other schools elsewhere may face challenges different from the ones in Migori County.

5.3 Recommendations

- Following the above summary of finding and conclusion the study recommends that the Ministry of Education should encourage secondary schools in Kenya to be involved in Income Generating Activities. This would supplement their income and reduce economic constrains. This would also assist the schools to develop
physical facilities, pay salaries for B.O.G teachers and support the needy bright students with fees.

➢ That the Ministry of Education should develop a policy that allows schools to accept fees payment in kind e.g. through agricultural produce of equivalent. Here, parents and even children could provide labour in schools, farms and thus raise school fees under program known as “work study”. This would reduce financial costs to the parents in terms of fees.

➢ Those schools should be responsive to the food supplies form the environment in the neighborhood, and include in the school diet the food stuff common in the locality.

5.4 Suggestions for Further Research

Based the findings and gaps that I was not able to fill because of limitation of time, financial constrains and geographical vastness of the county, the following is suggested for further research.

5.4.1 Another study could be done on assessing potential income generating activities in all public learning institutions in the country.

5.4.2 A study can also be done to analyze the strategies to reduce education costs in higher learning institutions.
This study concentrated on public secondary schools. A similar research to this can be done to look into the impact of income generating activities on financing education in private secondary schools.

REFERENCES


Kombo, R (1983) "Factors influencing student’s poor performance in KCE Examinations among Harambee secondary schools in Katheri Division"


APPENDIX A

QUESTIONNAIRE FOR PRINCIPALS

You are kindly requested to give information concerning the financing of school developments that can take place within the school by filling the questionnaires. Responses to these questions will be treated strictly confidential and will be only used for this study. Please put a tick on the category which is appropriate to your school.

SECTION A

Background Information

1. Name of institution ______________________
   a) Boys day ( ) b) Girls’ day ( ) c) Mixed day ( )
   d) Boys Boarding ( ) e) Girls’ Boarding ( ) f) Mixed Boarding ( )

2. Period of stay in present position in this school
   a) Less than one year ( ) b) One to 5 years ( ) c) 6 to 10 years ( ) d) 11 years and above ( )

3. How many students are in your school?
   a) 0 to 50 ( ) b) 51-150 ( ) c) 151 to 250 ( ) d) 251-350 ( ) e) Above 351 students ( )

4. How many teachers are in your school?
   a) 1 to 10 ( ) b) 11 to 20 ( ) c) 21 to 30 ( ) d) 31 and Above ( )

5. How many of the teachers are employed by the BOG?
a) 1-5( ) b) 6-10( ) c) 11 and Above ( )

SECTION B

OBJECTIVE ONE: To find out whether Principals and other stakeholders were positive towards this income generating activities to supplement other ways of financing school budget in these secondary schools.

6. Do you support income generating activities in your school?
   i) a) Often( ) b) sometimes( ) c) don’t support ( )
   ii) If no, give reasons

7. Are the income generating in your school
   a) Adequate ( ) b) Not Adequate ( )

8. How do you finance your income generation activities in your school? Please tick.

<table>
<thead>
<tr>
<th>Category</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td></td>
</tr>
<tr>
<td>NGOs</td>
<td></td>
</tr>
<tr>
<td>CDF</td>
<td></td>
</tr>
<tr>
<td>Harambee</td>
<td></td>
</tr>
<tr>
<td>Well wishers</td>
<td></td>
</tr>
<tr>
<td>PTA</td>
<td></td>
</tr>
</tbody>
</table>
9. How do you rate your income generating activities in your school?
   a) Not valuable ( )   b) Valuable ( )   c) Average ( )

10. Whom do you in income generating activities in your school?

<table>
<thead>
<tr>
<th>Category</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Community members</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Education Officers</td>
<td></td>
</tr>
<tr>
<td>PTAs</td>
<td></td>
</tr>
<tr>
<td>BOG</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

11. List down the benefits accrued from income generating activities from your school.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. Do you train members of your school who are in charge of this income generating activities in your school?
OBJECTIVE TWO: To identify what proportion of school budget would be taken over these income generating activities.

13. Kindly tick the appropriate range of percentage in relation to your income generating activities in your school.

<table>
<thead>
<tr>
<th>Category</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 25%</td>
<td></td>
</tr>
<tr>
<td>25% to 50%</td>
<td></td>
</tr>
<tr>
<td>50% to 75%</td>
<td></td>
</tr>
<tr>
<td>75% to 100%</td>
<td></td>
</tr>
</tbody>
</table>

14. What do you think consumes a lot in relation to income generating activities?

<table>
<thead>
<tr>
<th>Category</th>
<th>Tick</th>
</tr>
</thead>
</table>
OBJECTIVE THREE: To determine the estimate amount of money that income generating activities are able to raise towards financing of secondary education.

15. What is your estimate in Kenya shillings (KSH) accrued from income generating activities in your school?

<table>
<thead>
<tr>
<th>Estimates per month</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 500,000</td>
<td></td>
</tr>
<tr>
<td>500,000 to 1,000,000</td>
<td></td>
</tr>
<tr>
<td>1,000,000 to 1,500,000</td>
<td></td>
</tr>
<tr>
<td>1,500,000 and Above</td>
<td></td>
</tr>
</tbody>
</table>

16. What is the percentage of the income do you make from the initial cash investment?

<table>
<thead>
<tr>
<th>Category</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 25%</td>
<td></td>
</tr>
<tr>
<td>25% to 50%</td>
<td></td>
</tr>
<tr>
<td>50% to 75%</td>
<td></td>
</tr>
</tbody>
</table>
**OBJECTIVE FOUR:** To find out which type of income generating activities are at the disposal of these secondary schools?

17. Kindly tick the kind of income generating activities in your school.

i)

<table>
<thead>
<tr>
<th>Category</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Hiring Services</td>
<td></td>
</tr>
<tr>
<td>Shares</td>
<td></td>
</tr>
<tr>
<td>Selling products</td>
<td></td>
</tr>
<tr>
<td>Rents</td>
<td></td>
</tr>
</tbody>
</table>

ii) Indicate any other(s)_________________________

18. What is the source of labour in your income generating activities in your school?

i)

<table>
<thead>
<tr>
<th>Category</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Non teaching staff</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--</td>
</tr>
<tr>
<td>Community Labour</td>
<td></td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
</tbody>
</table>

ii) Indicate any other(s)

19. How do you rate the maintenance of income generating activities in terms of finance in your school?
   a) Expensive ( )       b) Average ( )   c) Cheap ( )

20. Do you make profits on the income generating activities in your school?
   a) Yes ( )             b) Sometimes ( ) c) No ( )

**OBJECTIVE FIVE:** To determine possible solutions for better income generating activities in secondary schools.

21. Give your suggestions on better income generating activities in your school
# APPENDIX B

**Interview Schedule for BOG/PTA Chairpersons**

<table>
<thead>
<tr>
<th>Name of the School</th>
<th>Date</th>
</tr>
</thead>
</table>

1. Briefly explain the importance of income generating activities in your school?

2. What are the advantages and disadvantages of income generating activities in your school?

3. What is your opinion on better management of income generating activities do you think can do well in your school?

4. What advice can you give between service based and agricultural based income generating activities in your school?
### Observation Guideline

<table>
<thead>
<tr>
<th>Income Generating Activities</th>
<th>TICK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Agricultural/Plantation</td>
<td></td>
</tr>
<tr>
<td>2 Availability of Buses/ Vans</td>
<td></td>
</tr>
<tr>
<td>3 Status, number and size of classroom</td>
<td></td>
</tr>
<tr>
<td>4 Status of the sports-fields and facilities</td>
<td></td>
</tr>
<tr>
<td>5 Dairy cattle rearing</td>
<td></td>
</tr>
<tr>
<td>6 Cyber café facilities</td>
<td></td>
</tr>
<tr>
<td>7 Status and size dining hall</td>
<td></td>
</tr>
<tr>
<td>8 Availability of extra Building for rentals</td>
<td></td>
</tr>
<tr>
<td>9 Other IGAs e.g. Mobile phone operations</td>
<td></td>
</tr>
</tbody>
</table>

**Signature**

1. DR. LEVI LIBESE
2. Senior Lecturer
3. Department of Educational Management, Policy and Curriculum Studies
4. Kenyatta University
# APPENDIX E

## RESEARCH BUDGET ESTIMATION

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ACTIVITY</th>
<th>UNIT</th>
<th>QTY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>KSHS</td>
<td>KSHS</td>
</tr>
<tr>
<td>1</td>
<td>Typing and printing</td>
<td>Stationary, typing &amp;</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td>questionnaires</td>
<td>printing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Data collection</td>
<td>Transport</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>3</td>
<td>Sample analysis</td>
<td>Computer expenses</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td></td>
<td>using SPSS software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Stationary</td>
<td>Printing papers</td>
<td>3,000</td>
<td>28,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flash disk</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photocopying and</td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>binding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Labour charges</td>
<td>Typying expenses</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL COST</strong></td>
<td></td>
<td></td>
<td><strong>64,000</strong></td>
</tr>
</tbody>
</table>
THIS IS TO CERTIFY THAT
Prof./Dr./Mr./Mrs./Miss/Institution
Richard Okeyo Obadha
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi,
has been permitted to conduct research in
Location
Migori
District
Nyangia
Province
on the topic: Impact of income generating
activities on financing education in secondary
schools in Migori County (Selected Schools)

Research Permit No. NCST/RCG/14/012/943
Date of issue
6th July, 2012
Fee received
KSH. 1,000

Applicant's
Signature

Secretary
National Council for
Science & Technology

KENYATTA UNIVERSITY LIBRARY
REF: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Impact of income generating activities on financing education in secondary schools in Migori County (selected schools)" I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 31st December, 2012.

You are advised to report to the District Commissioners and the District Education Officers, Migori County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
District Commissioners
District Education Officers
Migori County