ANALYSIS OF INCOME GENERATING ACTIVITIES IN
PUBLIC SECONDARY SCHOOLS IN MULOT DIVISION OF
NAROK SOUTH DISTRICT, KENYA

BY

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

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To my parents David and Naomi, wife Lydia, brothers Peter and Jacob, sisters Debora, Rose, Dorothy and Joyce.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>v</td>
</tr>
<tr>
<td>List of Tables</td>
<td>viii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>ix</td>
</tr>
<tr>
<td>Acronyms and Abbreviations</td>
<td>x</td>
</tr>
<tr>
<td>Abstract</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER ONE:

**INTRODUCTION**

1.1 Background to the Study ................................................................. 1
1.2 Statement of the Problem ................................................................. 3
1.3 Purpose of the Study ........................................................................... 4
1.4 Objectives of the Study ..................................................................... 5
1.5 Research Questions ............................................................................. 5
1.6 Significance of the Study .................................................................. 6
1.7 Assumptions of the Study .................................................................... 6
1.8 Scope of the Study .............................................................................. 7
1.9 Delimitations of the Study .................................................................. 7
1.10 Theoretical Framework ....................................................................... 7
1.11 Conceptual Framework ....................................................................... 9
1.12 Definition of Significant Terms ...................................................... 11

## CHAPTER TWO:

**LITERATURE REVIEW**

2.0 Introduction ......................................................................................... 12
2.1 The Cost of Education in Kenya ....................................................... 12
2.2 An Overview on Financing of Education in other Parts of the World ...... 13
CHAPTER THREE:
METHODOLOGY
3.0 Introduction
3.1 Research Design
3.2 Study Locale
3.3 Target Population
3.4 Sample and Sampling Procedures
3.5 Research Instruments
3.5.1 Headteachers’ Questionnaire
3.5.2 Observation Schedule
3.6 Pilot Study
3.6.1 Validity of the Instruments
3.6.2 Reliability of the Instruments
3.7 Data Collection Procedure
3.8 Data Analysis

CHAPTER FOUR:
DATA PRESENTATION AND DISCUSSION
4.1 Introduction
4.2 Available Resources and Opportunities for Income Generating Activities
4.3 Ways in which Schools had Utilized Available Resources to Raise Funds
4.4 Contribution of Income Generating Activities to Annual School Budgets
4.5 Challenges Faced in Management of Income Generating Activities
4.6 Ways through Which Challenges Faced in Management of School-Based Initiatives can be overcome

CHAPTER FIVE:
SUMMARY, CONCLUSION AND RECOMMENDATIONS
5.1 Introduction
5.2 Summary of the Study Findings
5.3 Conclusion
5.4 Recommendations ----------------------------------------------- 45
5.5 Suggestions for Further Research -------------------------------- 46

REFERENCES ---------------------------------------------------- 47

APPENDICES
Appendix A: Questionnaire for the Head teachers ------------------ 50
Appendix B: Observation Schedule --------------------------------- 56
LIST OF TABLES

Table 3.1 Number of secondary schools in Narok South District -------------- 22
Table 4.1: Available resources that could generate income for schools --------- 27
Table 4.2: Ways in which school land was being utilized ---------------------- 29
Table 4.3: Other resources used by schools to generate additional funds ------- 30
Table 4.4: Annual income earned through income generating activities -------- 32
Table 4.5: Other observed potential sources of income for the schools --------- 33
Table 4.6: Challenges faced in implementation of income generating activities ---- 35
Table 4.7: Challenges faced in management of income generating activities ------ 36
LIST OF FIGURES

Figure 1.1 Cost-Effectiveness Model-------------------------------------8
Figure 1.2 Conceptual Framework -------------------------------------9
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GNP</td>
<td>Gross National Product</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>MTEF</td>
<td>Medium Term Expenditure Framework</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>PSRP</td>
<td>Poverty Strategic Reduction Programme</td>
</tr>
<tr>
<td>SASA</td>
<td>South Africa School Act</td>
</tr>
<tr>
<td>US</td>
<td>United States</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
</tbody>
</table>
ABSTRACT

Recent research has shown that almost all secondary schools in Kenya face serious financial difficulties due to failure by parents to pay fees. As a result, schools are unable to meet their budgetary estimates, and this compromises the quality of secondary education in the country. Furthermore, there is rising concern about the amount of study time wasted by students as they are sent home for fees. At the same time, some headteachers feel that the recommended fees structure should be amended to allow schools to increase school fees in line with rising cost of living in the country. The problem addressed by this study, therefore, was that of the need for schools to make efficient use of all available opportunities to raise supplementary finances for funding their programs. The study therefore sought to find out how secondary schools in Narok South District had utilized existing school resources and income generating opportunities to raise extra funds for financing their programs. The study was carried out in secondary schools in Mulot Division of Narok South District in Rift Valley Province. From the 11 schools in Mulot Division, one school was randomly selected for a pilot study. All the remaining 10 schools took part in the final study. All the headteachers from the ten schools participated in the study. The research instruments employed were questionnaires for headteachers and an observation schedule. After all data was collected, it was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, means and frequencies were used to report the data, which was reported in summary form using frequency distribution tables. The study established that although secondary schools in Mulot Division of Narok South District have made some efforts to generate income to supplement what they get from traditional sources, not all opportunities had been utilized. The schools earned between KShs 180,000 and KShs 16,000 annually from income generating activities, which is an indication that school-based income generating activities can be profitable ventures that schools could tap into to raise extra funds for financing educational programmes. Instead of over relying on the government and parents to raise funds for schools, headteachers should become more innovative and lead their schools to initiate activities that would be profitable for the schools. Furthermore, some of the initiatives are important learning opportunities for students. By incorporating participatory planning and innovative technologies, school headteachers will be able to overcome most of the challenges faced in implementation and management of school-based income generating initiatives.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The Government of Kenya (GoK) has steadily invested heavily in the education sector in relation to other sectors since independence, especially in the provision of basic education. Empirical evidence suggests that more than 60 percent of the investment in education is derived from the public sector and translates to about 6-7 percent of Gross Domestic Product (GDP) (Onsomu, Mungai, Oulai, Sankale and Mujidi, 2004). More precisely, in recent years, the government has sought to restructure expenditure allocations across sectors towards basic functions that include financing of broad-based programmes in education and health services in line with the Medium Term Expenditure Framework (MTEF) and the Poverty Strategic Reduction Programme (PRSP). In Kenya, there are two types of schools that are formally recognized, inter alia public/government and private schools. But in the recent past, non-formal centres have evolved and taken various forms including community schools.

Public/government schools constitute the largest proportion of schools in the country. The distinctive feature of these schools is that the government is responsible for payment of teachers’ salaries and provides subsidies in terms of textbooks and school feeding (Onsomu et al., 2004). Schools also receive support in terms of supervision, curriculum development, pedagogical development, and in some schools the non-teaching staff salaries are met by local authorities. Most of these schools were initiated through the Harambee (self-help) initiative but were later taken up by the government. Community
involvement consists of construction of school buildings, salaries for non-teaching staff and other operational costs (Nyaga 2005).

Private schools are owned by private entrepreneurs, companies, churches, trusts and other recognized bodies. The proprietors finance and manage the schools mainly through school fees and contributions from the sponsors. They are therefore diversely resourced depending on location, ranging from well-funded elite schools to the poorly funded schools. Some of these schools are based in private premises (Nyaga 2005).

Community schools are schools established by the communities and which are financed and administered by the communities themselves. Prior to free primary education in 2003, the government provided little financial support to these schools. In some cases, people identified from the community provide supervision services. Some of the schools have outside sponsors such as churches and other NGOs, which participate in the financing of the schools and, at times, in the management of the schools, while some others rely only on the contribution of local communities (Mukundi 2004). In February 2008, the Government of Kenya officially launched the free secondary education programme, whereby tuition fee payment for public secondary schools was abolished (Sawamura and Sifuna, 2008).

Development of education and training at the secondary level in Kenya is financed mainly through the policy of cost-sharing between the Government and the parents and communities put in place in 1988 as a measure for education sector reform with the aim of containing and sustaining education expenditures without jeopardizing the provision of other basic social services or raising the overall level of government budget through support of donors, non-governmental organizations and private sector, who are our
partners in development (MoEST, 1996). Essentially, the role of the Government is to provide for teachers' salaries, curriculum development, school inspection/supervision services, and bursaries/loans for secondary and University education. Parents provide for teaching/learning materials, textbooks, physical infrastructure at secondary levels of education, and the necessary indirect costs to education at large (MoEST, 1996).

The primary constraint in the implementation of the cost-sharing policy in education and training, as in other social services sectors of the economy, has been lack of sustained economic growth to absorb the short-term reform shocks. Consequently, the level of poverty in the country has gone up and the plight of the poor aggravated to an extent where many Kenyans can no longer get access to these basic needs because they simply cannot cost-share. It was for this reason that the government launched the free secondary education policy in 2008. However, the free secondary education policy does not imply that parents are not expected to meet any costs of education financing. This is because there still are other costs that are not covered in the policy, such as boarding fees, money for buying uniform, and transport costs (Ohba, 2009). As such, there is need for secondary schools to come up with ways of raising supplementary finances to fund their programs. This study sought to find out how secondary schools in Narok South District had utilized existing school resources and income generating opportunities to raise extra funds for financing their programs.

1.2 Statement of the Problem

Education is central in any country's development and wherever education lacks, development is painfully slow. According to Psacharopoulous and Woodhall (1989) education is perceived as a means of increasing the number of skilled workers, raising
political and social consciousness, eliminating social and economic irregularities and most of all poverty. As such, the government spends a lion's share of its national budget towards the development of education in the country (Republic of Kenya 2008). However, the highest proportion of these colossal amounts of money goes towards the payment of teachers’ salaries and allowances, leaving little resources for the development of teaching and learning resources, (Republic of Kenya 2000). To make matters worse, the government's educational resources are mostly concentrated in the provision of basic education at the expense of secondary and higher education.

Recent research has shown that almost all secondary schools in the country face serious financial difficulties due to failure by parents to pay fees (Nyaga, 2005). As a result, the schools are unable to meet their budgetary estimates, and this compromises the quality of secondary education in the country. Furthermore, there is rising concern about the amount of study time wasted by students as they are sent home for fees. At the same time, as noted by Mukundi (2004), some headteachers feel that the recommended fees structure should be amended to allow schools to increase school fees in line with the rising cost of living in the country. The problem addressed by this study, therefore, was that of the need for schools to make efficient use of all available opportunities to raise supplementary finances for funding their programs.

1.3 Purpose of the Study

The study sought to find out the extent to which secondary schools in Narok South District had utilized existing school resources and income generating opportunities to raise extra funds for financing their programs.
1.4 **Objectives of the Study**

The study had the following objectives:

(a) To find out the available resources and opportunities that schools could utilize to raise additional finances.

(b) To find out how secondary schools have utilized the available resources and opportunities to generate additional finances.

(c) To determine whether utilization of available resources and opportunities to generate finances has a significant contribution to the schools’ financial needs.

(d) To determine the major challenges that head teachers face in management of income generating activities and suggest ways of dealing with the problems.

1.5 **Research Questions**

The study sought answers to the following research questions:

(a) Which resources and opportunities are available that schools could utilize to raise additional finances for funding their educational programs?

(b) How have secondary schools utilized the available resources and opportunities to raise additional finances for financing their educational programs?

(c) Do the funds generated through income generating initiatives significantly contribute to the schools’ financial needs?

(d) What problems do school headteachers face in implementation and management of school income generating activities?

(e) What measures could be taken to improve the level at which secondary schools make use of available resources and opportunities to raise additional finances for financing their educational programs?
1.6 **Significance of the Study**

The findings of this study could guide all stakeholders to understand the constraints faced by secondary school heads in management of supplementary sources of funds. The study findings could enable head teachers and other stakeholders to identify additional sources of finances and suggest ways of utilizing these sources to ensure effective teaching and learning process. In addition, the study offers recommendations for effective financing of secondary schools in order to achieve qualitative and quantitative aspects of education.

Secondary school headteachers could gain data that may help them in appraising their efficiency in utilization of financial opportunities, and the study challenges them to take more initiatives to start income generating activities for their schools.

The study findings could benefit the government and national and international NGOs concerned with financing of education, by pointing to the need for them to initiate sustainable income generating activities for schools and monitor the progress as a way of finding a lasting solution to the problem of funding secondary education in Kenya.

1.7 **Assumptions of the Study**

The study was based on the following assumptions: -

i. There exist in each secondary school resources and opportunities that could be utilized for financial gain.

ii. The responses given by respondents were true and free of outside influence.

iii. The head teachers were in a position to give data on sources of funds for their schools and the percentage contribution of these sources to the school budget.
1.8 Scope of the Study

The study established the extent to which secondary schools had utilized existing school resources and income generating opportunities to raise extra funds for financing their programs. Data for the study were collected using a headteachers’ questionnaire and an observation schedule. The study covered ten public secondary schools in Mulot Division of Narok South District.

1.9 Limitations of the Study

The study did not concern itself with private schools. The study was carried out in one rural district in Kenya, and the findings may not reflect the situation in other districts in the country. The study was limited by the fact that some schools did not have accurate records of income generated from income generating activities, and thus it was not possible to find out the total contribution of these activities to the school budgets.

1.10 Theoretical Framework

The theoretical framework for this study is centered on the ‘Cost-Effectiveness Model’ also called the ‘Evaluation Model’ presented by Alkin (1970). Alkin (1970) used the model to discuss how to evaluate instructional programmes in schools. Figure 1.1 shows the cost-effectiveness model. The cost-effectiveness model has been modified slightly to suit this study.

The model comprises of the following elements: - external systems, students’ inputs, financial inputs, manipulatable characteristics and their outcomes. The external systems in this case refer to numerous social systems within which the school is placed. Students’
inputs refer to the nature of students entering the programme from the social system to be evaluated. Financial inputs refer to financial resources that are to be made available for carrying out the programme.

**Figure 1.1: Cost-Effectiveness Model**

![Cost-Effectiveness Model Diagram]


Manipulatable characteristics are the descriptive characteristics of the way in which financial inputs have to be utilized within the programme in combination with the students’ inputs. Lastly, the outcome means changes that have taken place in the schools after they have been provided with the necessary instructional facilities and the impact brought to systems external to the school.

The external system within which a public secondary school has been placed consists of parents, community, sponsor and government that finance the provision of educational
facilities in cash or kind. The school, on the other hand, is expected to generate its own income by involving itself in income-generating activities. The income that has been received from within and without the school forms the financial inputs of the school.

The school’s financial inputs at the manipulation characteristics stage get utilized in providing the required educational facilities. It is the mode of manipulation characteristics (utilization) of the financial inputs which determines the amount of educational facilities that can be provided per school.

The outcome of the manipulation characteristics of the financial inputs is determined by quantifying the educational facilities that the school require and make available through the cost-sharing mechanism. It is the outcome of the manipulation characteristics of financial inputs that determine the quality of educational facilities that are provided in the public secondary schools. These educational facilities in return get utilized by both the students from the external system and the members of external system generally.

1.11 Conceptual Framework

The cost effective model presented above has shown how various elements interrelate to result in quality of educational facilities/nature of student graduates. The elements include external systems, students’ inputs, financial inputs, manipulatable characteristics and their outcomes. Figure 1.2 presents the conceptual framework of the study, showing the dependent and the independent variables of the study. The independent variables for the study were:

- The resources available to schools that could be utilized for income generation
• Headteacher characteristics: training in financial management, professional qualifications, and work experience.

The dependent variable for the study was the extent to which schools had utilized available resources and opportunities for income generation.

The outcome of adequately utilizing available resources and opportunities for generating extra funds for schools are improvement of the quality of educational facilities, which in turn positively influences the nature of student graduates.

**Figure 1.2 Conceptual Framework**

<table>
<thead>
<tr>
<th>Resources available to schools</th>
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</thead>
<tbody>
<tr>
<td>• Land</td>
</tr>
<tr>
<td>• Physical facilities</td>
</tr>
<tr>
<td>• Student activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Headteacher characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Training financial management</td>
</tr>
<tr>
<td>• Professional qualifications</td>
</tr>
<tr>
<td>• Work experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extent implementation of income generating activities</th>
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</table>

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of educational facilities/nature of student graduates</td>
</tr>
</tbody>
</table>

| Independent variables | Dependent variable |

**Source:** Researcher (2009)
1.12 Definition of Significant Terms

**Development Expenditure** - Refers to the costs incurred and mostly covers more than the financial year.

**Economic activities** - Any activity initiated by the school rather than the conventional ones already in place for financing education.

**Quasi-public good** - Refers to a service or commodity the benefits from which do not accrue individually or separately to the individuals but to the whole society.

**Rates of Return to Education** - This refers to the net benefits accruing to an individual (private rate of return) or society as a whole (social rate of return) upon completion of education.

**Recurrent Expenditure** - Refers to costs which are incurred and they mostly cover one financial year only e.g. textbooks, salaries and chalk.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this chapter, a review of literature related to the study is presented. First, a review is made on the cost of education in Kenya. The second section covers literature on financing education in other parts of the world, after which a review is made on the problem of financing education in Kenya. The fourth section covers a review of literature on the alternative sources of funds for Kenyan schools.

2.1 The Cost of Education in Kenya

Nations, societies and individuals in the world invest heavily in education for economic development and social status. According to Olembo (1986), education is a non-material good that cannot be free because to provide it, money is required for the training of personnel, employment of professionals, land, buildings, and teaching and learning materials. As a durable good, education is costly. However, it has a multiplier effect in that it benefits the government, society at large and individuals. The benefits of education to the individual can be through increased earnings or developing capacity for entrepreneurial thought and action, which leads to improvements in socioeconomic status, as well as health benefits. Education is a producer as well as a consumer good. It is a commodity to sell in order to enhance one’s life and to be bought for the learner’s benefit.

Education is one of the basic human rights. Articles 28 and 29 of the United Nations Convention on the Rights of the Child (1989) state that, it is the right of every child to
have access to education. In the Constitution of Kenya (1969), Chapter 5 Section 72, all Kenyans have a right to education, which is one of the Fundamental Human Rights under protection of freedoms of the individual. In its effort to provide education for all citizens, the Government’s expenditure on education in Kenya continues to rise (Eshiwani, 1993) and requires both the parents and beneficiaries to contribute towards it. This has previously been done to some extent through community efforts like ‘Harambees’ (fund raising activities) that helped lower the government development expenditure on education.

The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) recommended that parents and community supplement the government effort by providing educational institutions with equipment and funds to procure teaching and learning materials in the spirit of the cost sharing policy. Parents have also to provide their children with other requirements of the school, which include books, prescribed items, uniform and boarding requirements among others. The cost sharing policy was to be continued and strengthened as one of the strategies to help the government achieve the stated objectives in the financing of education and training. The Government finances education by providing administration and professional services while parents and guardians meet all other costs through payment of school fees. Since 2008, the Government has been covering tuition fees for public secondary schools (Sawamura and Sifuna, 2008).

2.2 An Overview on Financing of Education in other Parts of the World

While most African countries are still struggling to offer free compulsory primary education let alone the secondary education, in developed countries education beyond the
compulsory level is usually financed in part and sometimes wholly by the state. In
Britain, education up to secondary school level is fully financed by the government
(Moon and Mayes, 1994). Parents are only required to ensure that children attend school.
In Britain, Education Authority and Central Government are required by Section 7 of the
1944 Act to make education facilities available. This enables parents to carry out their
legal duty. Parents are seen as the schools' prime legal clients until the child is 16 years
of age (van Wyk, 2003).

In Japan, the government fiscal policies provide for free education up to secondary school
level. Those of school going age have no option other than attend school to acquire
education that is fully funded by the government (Daily Nation, 12th November, 2001). In
the United States of America (USA), the Federal Government supports public education
(Roe and Edgar 1960). The government is empowered by the Constitution Welfare
Clause, Article 1 Section 8, to levy taxes and collect revenues for the support of
education. However, the extent of such support is decided by Congress. About forty
percent of the funds for schools are furnished by the individual states. There is a wide
range between ten percent to more than seventy percent so that a natural average is not
meaningful. States' money comes from appropriations from state general funds, taxes
that are earmarked for education and earnings of permanent school funds or school lands.

The following are the categories of allocations:

(i) General Purpose Grants: For these, the state does not specify how the money
must be used.

(ii) Special Purpose Grants: These are made for such designated services like pupil
transportation, special education or school building constructions.
(iii) Flat Grants: These are uniform allocations distributed to schools throughout the state. A flat rate is calculated on the basis of each child in Average Daily Attendance or Average Daily Membership.

(iv) Equalization Grants: These are made to school districts according to their needs.

By furnishing this additional aid to poorer districts, the state attempts to alleviate financial inequities among districts and ensure minimum standards of quality. Public education in the US is fully funded by the state up to secondary level.

However, not all countries have succeeded in ensuring that the governments fully finance education. This is as a result of economic constraints facing many countries in the world and particularly the developing countries. In Canada, school fees are an integral part of the education system. Parents are asked to contribute to their children’s education through payment of fees (Education Minister, 2001). However, the government recognizes that some parents are sincerely not in a position to pay and so the government makes provisions to ensure that a child is not denied access to education because of an honest inability to pay fees. The department of education works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are implemented consistently in all the provinces.

In South Africa, user fees are identified as a barrier to education (Veriava, 2002). While school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly. The South Africa School Act (SASA) provides that a majority of parents at a public school may determine whether or not school fees are charged and the amount to be paid. There is, however, an
exemption from paying school fees for parents who cannot afford to pay. Exemption is extended to parents whose income is less than 30 times, but not more than 10 times the amount of fees. According to Van Wyk (2003), almost any education will fail if it does not have support from two essential constituencies; those who are expected to benefit from it and those expected to implement it. It therefore means that the government, teachers and parents need to be in a meaningful partnership for the benefit of all parties and particularly the learner.

From the above examples, it is evident that education cost has to be borne either by the state or by the state in conjunction with parents and other beneficiaries. Only effective financing of education will enable nations to achieve Education for All (EFA).

2.3 Financing of Public Secondary Education in Kenya

Since independence, the Kenya government has continued to give education financing a priority. Education Recurrent Budget has been on the rise from 22.5% at independence (1963) to 37.7% in 1987 rising to approximately 40% in 2005 (Republic of Kenya, 2005). This emphasizes the urgent need for soliciting alternative resources for financing education. The high cost of education has tended to create financial gaps between what is approved and what is actually disbursed or remitted to the schools from public sources. Recent complaints by secondary school headteachers over delays in disbursement of tuition fees by the government attest to this.

High cost of secondary education is given as one of the explanations for lower gross enrolment rate of secondary schools than that of primary schools. The government no longer remits grants to secondary schools, they began by becoming irregular (Eshiwani.1993), until as Griffins (1994:16), says:
Years have passed when schools were snugly and safely financed through grants. Nowadays the head must be both a fund-raiser and a public relations expert.

Griffins (1994) further says that for the average school head, the sources of money are limited to fees and to an occasional fund-raising function. Bursaries though diminishing in importance in relation to other financing methods, still feature in secondary education financing (Oyodo, 1989). They are however restricted to students from needy families who perform well in school.

In an effort to reduce the financial burden of poor families in financing secondary education, the Government of Kenya established the Secondary School Education Bursary Fund (SEBF) in 1993/4 through a Presidential pronouncement. SEBF aims to cushion the country’s poor and vulnerable groups against the high and increasing cost of secondary education, therefore reducing inequalities (KIPPRA, 2007). It also aims to increase enrolment in (and completion of) secondary school. In summary, the objectives of the bursary scheme in Kenya are:

(a) To increase access for poor households to secondary schools.
(b) To ensure retention of those who enter secondary schools.
(c) To enhance completion by those who enter secondary schools.
(d) To reduce disparities and inequalities in the provision of secondary school education.

The fund targets orphans and girl children as well as those from poor households and urban slums, who are able to achieve good results. Students send their applications through their respective school heads. Secondary School Education Bursary Fund is not
based on a fixed share of the national budget (KIPPPRA, 2007). Allocations vary depending on the Ministry of Education’s annual provisions, the number of students enrolled in secondary schools within each constituency, national secondary school enrolments and poverty indices. The government has continued to increase bursary allocations for secondary schools over the period. SEBF allocation rose from KShs 20 million in the period 1996-97 to KShs 800 million for the period 2005-06.

The recent introduction of tuition-free secondary education for public schools came as a relief to Kenyans, especially those from poor regions. However, even with such heavy government investment on education, there is need for schools to look into sources of additional funds. For long, schools have depended on traditional sources of funds to support their programmes. However, this is not adequate to meet institutional resource demands for effective teaching and learning and ensure quality, relevance and access. School-based alternative sources of funds are a good option to supplement the traditional sources of finances. It was with this in mind that the Ministry of Education (2008), while giving guidelines for implementation of free secondary education, advised that schools should start income generating activities where there are none, adding that funds from such activities will be used for approved projects such as infrastructure development. This study sought to determine the effectiveness of school based initiatives in supplementing educational finances.

2.4 Alternative Sources of Funds for Schools in Kenya

The education system inherited by the Kenyan nation at the time of independence was inadequate to meet the needs of the new country for self-governance and rapid economic growth. From this low starting point, the progress achieved after 40 years of self-
governance is spectacular. Quantitative and qualitative education has been achieved though the combined effort of the government, the people of Kenya, and to some extent external aid.

Historically, communities and parents in Kenya have made considerable contributions to the cost of education. Before independence education in Kenya was almost exclusively the responsibility of the community and the local church groups which paid the teachers while the local communities were asked to contribute funds or even materials for maintenance, school equipment and furniture, school construction or even land. This shows that Kenyan self-help phenomenon (Harambee), which means "Let’s pull together" has its roots in the communal activities of the Kenyan people from the start of introduction of formal education in Kenya. After independence the government assumed a higher share of financing of education at all levels. But since 1986 following the 8-4-4 system of education, a substantial proportion of the financing education was shifted to the parents through cost-sharing policy. Secondary schools, however, require additional funds to supplement existing sources, which are becoming increasingly strained. The funds are required for provision of the much needed educational facilities, materials and equipment.

Waithaka (1990) noted that more than half of the physical facilities required for the implementation of the cost-sharing policy had not been completed in the country’s secondary schools. He noted "we are below fifty percent in all cases." Even where physical facilities had been completed, they have not been equipped. He gave the breakdown of the needed facilities as:

Out of 5,544 science laboratories required in schools, a meagre 2,100 had been completed, while 1,328 workshops had been constructed out
of a required number of 3,131, and of the 2,342 home science rooms needed, only 553 had been completed.

There is therefore a need to explore schools based economic activities to supplement existing source of income to alleviate the financial burden on parents, community and the government.

The concern for additional resources for secondary education finances has been shown by education administrators, scholars, education writers and even the government. Gravenier (1991) states that over-emphasis on education in terms of allocation from the budget will not only generate disequilibrium in socio-economic development but will also affect education adversely in that the education system will be producing graduates from each level at a rate faster than the economy can absorb. He suggests that a combination of alternative methods of financing education, including cost sharing and the generation of extra funds by institutions of learning seems unavoidable in the near future. Gravenier (1991) stresses that the generation of extra funds by educational institutions should play an important role in financing secondary education.

Achola (1988) observes that many secondary schools as well as tertiary educational institutions operate with insufficient funds to meet their boarding costs, learning material requirements, needs for adequate physical facilities and organization of education tours and sporting activities. He warns that the possibility of raising further funds for education from parents is already diminishing rapidly. The prevailing situation is that most parents and guardians are already over-burdened with school related expenses. A parent in Kenya has to meet secondary school expenses, which exceed the GNP per capita. A preponderant number of Kenyan parents earn income that can hardly meet educational expenses. One consequence of this has been a gross under-representation of children
from economically deprived social backgrounds in the nation’s secondary and higher institutions (Achola, 1988).

Achola (1988) recommends that since the economy and other agencies (parents and communities) are no longer able to provide the massive funds required by the education sector, new sources of educational financing should be found “to maintain, let alone improve current educational enrolments and quality.” Achola (1988) further suggests that some of the new sources, apart from those of central government, for example, educational levy; private sources, like private business sector; and sources of funds within the education system for instance schools producing their own food to cut down on the cost of feeding students; and undertaking commercial activities by some schools.

The government outlines in Sessional Paper No. 6 of 1988 the need to cost effectively use resources at the disposal of schools including land, finances, teachers, time, facilities and equipment to bring about efficient provision of quality and relevance in education (Republic of Kenya, 1988). It observes that the Board of Governors, school committees and managers of educational institutions should plan the most economic way of utilizing available institutional land. In particular land should be planned and utilized to the optimum on a master plan and generate revenue for educational institutions. The government concern shows how secondary schools should exploit their resources for supplementing the government’s, community’s and parents’ efforts.

Olembo and Omoka (1982) examined the various ways of financing primary education in Kenya. They note that schools using direct labour from students generated income from their farms by sale of coffee, tea, or sugarcane. They recommended that schools that have sizeable acreage of land should generate income from the same. Although their
recommendation is mainly for primary school finance, the activities involved can be used at the secondary school level to generate income.

In his discussion of financing secondary education, Olembo (1986), deals with the major financial sources for this level and examines school-based economic activities such as agricultural activities. He indicates that few schools, however, have ventured in any forms of alternative methods of financing. Olembo (1986) maintains that under proper guidance from teachers, the students could convert these pieces of land for agricultural and livestock production, and thus, into a major source of revenue. The discussion by Olembo (1986) therefore indicates that alternative financing mechanisms at school level is viable and should be used to provide the much-needed finance for secondary schools.

2.5 Summary

This chapter has presented literature related to the study on the extent to which secondary schools in Narok South District had utilized existing school resources and income generating opportunities to raise extra funds for financing their programs. It emerges from the literature review that schools can generate finances from existing resources, which could supplement finances from traditional sources. However, the researcher did not come across studies on income generating activities for schools in Narok South District. It is therefore not clear what opportunities exist for utilization by schools in the district to generate additional income, or the challenges experienced in the implementation and management of such initiatives. The study will fill this gap by finding out the extent to which secondary schools in Narok South District had utilized existing school resources and income generating opportunities to raise extra funds for financing their programs.
3.0 **Introduction**

This chapter presents the procedures that were used to conduct the study. It focuses on research design, target population, sample and sampling procedures, research instruments, and data collection and analysis.

3.1 **Research Design**

This study employed a descriptive survey design to investigate the extent to which secondary schools in Narok South District had utilized existing school resources and income generating opportunities to raise extra funds for financing their programs. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho 2002). Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.2 **Study Locale**

The study was carried out in secondary schools Narok South District of Rift Valley Province. Narok South District is divided into eight educational divisions headed by an Area Education Officer (AEO). As noted by Singleton (1993), the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Narok South District was chosen because it was easily accessible to the researcher. He was familiar with most schools hence data
collection was hindered by any hostility due to suspicion. Secondary schools in the district also faced a major challenge in collection of school fees from parents due to their nomadic lifestyle, which results to financial constraints. As such, the district was an ideal setting for the study, the findings of which could be of benefit to the community.

3.3 Target Population

There were 16 registered public secondary schools in Narok South District as at September 2009 (DEO - Statistics Record) (Table 3.1).

Table 3.1 Number of secondary schools in Narok South District

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mara</td>
<td>1</td>
</tr>
<tr>
<td>Loita</td>
<td>1</td>
</tr>
<tr>
<td>Ololunga</td>
<td>3</td>
</tr>
<tr>
<td>Mulot</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Source: District Education Office, Narok South (2009)

Of the 30 secondary schools in Narok South District, the 11 secondary schools in Mulot Division were targeted for the study.

3.4 Sample and Sampling Procedures

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho 2002). It is however agreed that the larger the sample the smaller the sampling error. The study targeted Mulot Division of Narok South District, which has 11 public secondary schools (Table 3.1). From these 11 schools, the researcher randomly selected 10 schools to take part in the study. All the headteachers from the ten schools participated in the study.
3.5 Research Instruments

The research instruments employed in this study were a questionnaire and an observation schedule. The questionnaire was used for data collection because, as Kiess and Bloomquist (1985) observe, it offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. Details about the instruments are presented below.

3.5.1 Headteachers' Questionnaire

The researcher used a self-made questionnaire to collect data from the headteachers. The questionnaire comprised of four sections: Section one collected the background information of headteachers, while section two collected data on the resources available that could be utilized for income generation. Section three collected data on the extent to which the schools had utilized identified resources for income generation. Section four sought information on the problems faced in implementation and management of income generating activities and measures that could be taken to solve the problems.

3.5.2 Observation Schedule

The researcher used an observation schedule to make observations on existing resources that could be utilized for income generation and the existing income generating activities.
3.6 Pilot Study

Before data is collected, the researcher carried out a pilot study in a population similar to the target population. This was done in two secondary schools in Narok South District, which were not used in the final study. The pilot study helped to improve reliability of the research instruments.

3.6.1 Validity of the Instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of his supervisors in order to help improve validity of the instrument.

3.6.2 Reliability of the Instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated administration. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found vague were modified to improve the quality of the research instrument thus increasing its reliability. Test retest method of reliability testing was employed, whereby the respondents in the two pilot schools were visited twice and given the questionnaire to fill, with a one week interval. The responses from the first and second questionnaire administration periods were then assessed for consistency. Since the pilot
respondents were few (only 2 headteachers), it was not possible to compute a reliability coefficient like Spearman Rank Order or Pearson Correlation coefficient. However, by comparing the headteachers' responses item by item, the researcher was able to identify questions where responses were inconsistent, signifying that the items could have been unclear. Such items were adjusted accordingly, thereby improving reliability of the questionnaire.

3.7 Data Collection Procedure

A research permit was obtained from the Ministry of Education. Thereafter the office of the District Education Officer for Narok South was contacted before the start of the study. The researcher then visited two schools in Narok South District to conduct the pilot study. The two schools were not included in the actual study. The sampled schools were then visited and the questionnaire administered to the respondents. The researcher personally administered the questionnaire to the headteachers and the teachers. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The filled-in questionnaires were collected after one week.

3.8 Data Analysis

Data collected from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). The data collected was quantitative and qualitative, and therefore quantitative and qualitative analysis techniques were employed. The quantitative data was analysed in form of percentages and frequencies. Qualitative data was analyzed using content analysis, whereby responses from open-ended items were reported in narrative form.
CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, results of the study and discussions of the main findings. The main goal of this study was to analyze income generating activities in secondary schools in Mulot Division, Narok South District and how the funds generated from those projects are appropriate in financing educational programmes in the schools. Moreover, the study also sought to determine the problems experienced in initiating and managing income generating projects and seek possible solutions to the problems.

Data for the study was collected from ten secondary schools selected from all the secondary schools in Mulot Division, Narok South District. Data analyses were based on raw data obtained by administering questionnaires to headteachers. Additional information was obtained through observations in the sample schools. Frequency distribution tables, graphs, and pie charts have been used to represent the data collected. All the headteachers from the ten schools participated in the study, and therefore there was a response rate of 100%.

4.2 Available Resources and Opportunities for Income Generating Activities

Out of the ten headteachers who took part in the study, 9 (90%) indicated that the funds from traditional sources (government and parents) were inadequate for running of the schools, while one (10%) headteacher indicated that the funds were very inadequate. This implies that majority of the schools were in dire need of extra funds to effectively run their educational programmes. This finding is in line with the National Development Plan
2002-2008 (Republic of Kenya, 2002), which cited inadequacy of funds as one of the challenges in education faced by Kenyan educational institutions. Setting up school-based income generating activities would enable schools to raise the much needed funds.

One of the major goals of this study was to examine available resources and opportunities that schools could utilize to generate additional income. As such, the headteachers were asked to state the available resources and opportunities for income generating activities in their schools, to which they responded as shown in Table 4.1.

**Table 4.1: Available resources that could generate income for schools: Headteachers’ responses (n = 10)**

<table>
<thead>
<tr>
<th>Resource/opportunities</th>
<th>No of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Halls/Classrooms</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Clubs/Societies</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>School canteen</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>School Bus</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Computers</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

From the above observations, all the 10 (100%) head teachers agreed that land was available in their schools and could be put into various uses to generate additional funds for the schools. The size of school land which was singled out as major opportunity/resources in all the school ranged from 6 to 22 acres. Head teachers indicated that if put into various uses it could be a major source of additional funds.
Other resources were available in the schools for income generation halls and classrooms (100%), clubs and societies (100%), school canteens (50%), and school bus and computers which were available in only one (10%) of the schools. The extent to which those resources could be utilized depended upon individual schools initiatives. Findings presented above indicate that the schools in Mulot Division of Narok South District have resources that can be utilized to generate extra income for running their educational programmes. This is in line with UNESCO’s publication, *Better Schools: Resource Materials for School Heads in Africa* (UNESCO, 2004), which proposes that schools generate extra income through: hiring school facilities to the community, for example, halls, vehicles, playgrounds; and engaging in money generating projects such as livestock farming, running a canteen and operating workshops.

### 4.3 Ways in which Schools had Utilized Available Resources to Raise Funds

Having established that the schools had resources that could be utilized to generate extra funds, the next goal of the study was to find out the ways in which these schools had utilized available resources to raise funds. A questionnaire and an observation schedule were used to determine how the available resources had been utilized by the secondary schools in Mulot Division in Narok South district. As earlier established, all the 10 (100%) schools did have land that could be utilized to generate income. Table 4.2 shows the income generating activities that were taking place in the school land.
Table 4.2: Ways in which school land was being utilized

<table>
<thead>
<tr>
<th>Type of use</th>
<th>f</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crop farming</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Dairy farming</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Horticulture</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Lease</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Bee keeping</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

School land constituted a significant resource that schools could utilize to generate additional funds. As shown in Table 4.2, five (50%) of the schools engaged in crop farming, four (40%) engaged in dairy farming, while 2 (20%) schools engaged in horticulture. Other activities within school land included leasing land (10%) and bee keeping (10%).

Studies conducted in the past indicate that school facilities can be an important source of funds. For example, Wanderi (2006) conducted a study to find out the alternative sources of funding secondary school education in Nyeri Municipality of Nyeri District. The study established that alternative sources included the school farm, income from renting buildings and other income generating activities, bursary and donor funds. Funds from income generating activities contributed less than 5% of the school budget. Wanderi however established that the schools had not fully utilized the resources available to generate income.

Through proper management, and if government regulations allow, school plant may generate substantial funds. UNESCO (2004) suggests that some of the ways of doing this...
may include: hiring school facilities to the community, for example, halls, vehicles, playgrounds; and engaging in money generating projects such as livestock farming, running a canteen and operating workshops.

Table 4.3 shows how the other school resources were being utilized to generate additional funds.

**Table 4.3: Other resources used by schools to generate additional funds**

<table>
<thead>
<tr>
<th>Activity</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student activities</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Hire of school bus</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Hire of school halls</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>School dispensary</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.3, very few other activities were being engaged in by the schools other than utilization of school land. Four (40%) of the schools engaged in various student activities such as drama and tree planting, while one (10%) school each hired out school bus, school halls, and operated a school dispensary.

It is notable from the above that only 4 (40%) schools utilized student activities for income generation. This is despite the fact that this is a potential source of income and, through organized activities, students also stand a chance of applying what they learn in class practically, thereby inculcating an entrepreneurial culture. In a previous study, Olembo and Omoka (1982) note that schools using direct labour from students generated income from their farms by sale of coffee, tea, or sugarcane. They recommended that schools which have sizeable acreage of land should generate income from the same.
Similarly, Olembo (1986) maintains that students under proper guidance from teachers could convert school land for agricultural and livestock production, and thus, into a major source of revenue. UNESCO (2004) also agrees with this by stating that students may be good sources of school funds if they can see the benefit both for themselves and their school. Developing this resource depends on the good management of the school head and staff. The following ways of involving students may be considered: generating funds through such activities as agriculture, keeping poultry, pigs and cattle, making crafts and bee keeping; and fund raising activities, for example, music, dance, drama, games and sports, exhibitions, charity walks and jumbo sales.

Olembo (1986), in an address to the 6th Regional Conference of the Commonwealth Council for Education Administration, indicated that the key to end cash crisis in secondary schools lies in the generation of income by schools themselves. He noted that the 8-4-4 system of education and the practical subjects it offers could be used to make students to generate income for their schools. It is evident from the findings that the secondary schools in Mulot Division in Narok South district were not engaging in enough activities that could generate income to supplement what they get from traditional sources. This is despite the fact that the schools had many resources that could be used for income generation.
4.4 Contribution of Income Generating Activities to Annual School Budgets

The researcher sought to find out whether utilization of available resources and opportunities to generate finances has a significant contribution to the schools’ financial needs. Two of the schools did not have data on income generated from the activities engaged in. Table 4.4 shows the annual income earned from the various income generating activities for the schools where data was available.

Table 4.4: Annual income earned through income generating activities

<table>
<thead>
<tr>
<th>School</th>
<th>Amount earned annually (KShs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>180,000.00</td>
</tr>
<tr>
<td>B</td>
<td>150,000.00</td>
</tr>
<tr>
<td>C</td>
<td>110,000.00</td>
</tr>
<tr>
<td>D</td>
<td>51,000.00</td>
</tr>
<tr>
<td>E</td>
<td>40,000.00</td>
</tr>
<tr>
<td>F</td>
<td>31,000.00</td>
</tr>
<tr>
<td>G</td>
<td>20,000.00</td>
</tr>
<tr>
<td>H</td>
<td>16,000.00</td>
</tr>
<tr>
<td>I</td>
<td>No data</td>
</tr>
<tr>
<td>J</td>
<td>No data</td>
</tr>
</tbody>
</table>

As shown in Table 4.4, the schools earned between KShs 180,000 and KShs 16,000 annually. These findings indicate that income generating initiatives can be very productive ventures for schools. Schools should therefore seriously consider initiating such initiatives, for as Griffin (1994) says, years have passed when schools were snugly
and safely financed through grants; nowadays the head must be both a fund-raiser and a public relations expert. It is notable that the schools covered in the study had not fully utilized the resources available for income generation.

Observations made by the researcher on available resources revealed that the schools could utilize the opportunities presented in Table 4.5.

Table 4.5: Other observed potential sources of income for the schools

<table>
<thead>
<tr>
<th>Potential sources of income</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash crops – wheat, maize, horticulture</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Poultry keeping</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Livestock rearing</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Posho mill</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Computer services/IT training</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Hiring halls and staff houses</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Bakery</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Bee keeping</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 4.5, which is based on field observations conducted by the researcher, shows that based on the resources at the disposal of the schools under study, the following activities could be initiated: cash crop farming (70%), poultry keeping (40%), livestock rearing (40%), posho mills (30%), computer services and ICT training (20%), hiring of halls and staff houses (20%), bakery (10%), and bee keeping (10%).

What is notable among the above potential sources of income is that some of them could be initiated by students, thereby giving them a learning experience as they generate
income. For example, computer services could be initiated by students who intend to pursue ICT courses, while agriculture oriented students could gain practical experience through activities like horticultural farming and livestock rearing. Incorporating modern methods of farming such as organic farming and tissue culture technology could give students more insight into the practical applicability of what they learn in class. This would support the government's Strategy for Revitalizing Agriculture (SRA), which was launched in March 2004 as a national policy aiming at steering development of the agricultural sector in Kenya for the period unto 2014.

4.5 Challenges Faced in Management of Income Generating Activities

Another objective of the study was to find out the major problems that head teachers face in management of income generating activities and ways through which the problems can be dealt with. School headteachers may be faced with a number of challenges related to management of income generating activities. For instance, management of income generating activities requires that headteachers are knowledgeable about project management. Project management involves coordinating various aspects of a project in order to bring forth a positive result. This coordination can include elements such as personnel, materials, procedures and facilities.

The researcher expected that school headteachers would face similar challenges like those faced by project managers in any other fields. In addition, challenges related to lack of time, lack of skills and cooperation from teachers, and lack of capital were expected. The headteachers were asked to indicate the challenges that they face in implementation of income generating activities in their schools, to which they responded as shown in Table 4.6.
Table 4.6: Challenges faced in implementation of income generating activities:  
Headteachers’ responses (n = 10)

<table>
<thead>
<tr>
<th>Challenges faced</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High labour costs</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Unfavourable weather conditions</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Lack of farm inputs</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Lack of ready market</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Insufficient funds to initiate activities</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Lack of adequate time due to other school management issues</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Inefficiency due to inadequate knowledge and skills</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Lack of competent personnel</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Inadequate land and other resources</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Lack of goodwill from BoG members</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Poor record keeping</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Expensive maintenance and service costs for machines and vehicles</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Negative attitudes by BoG and teachers</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Political interference</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Lack of enough water</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Loss of livestock through diseases and theft</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Lack of adequate land for farming</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Shortage of storage facilities</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 4.6 shows that the schools were facing a number of challenges in the implementation of income generating initiatives. These included high labour costs, unfavourable weather conditions, lack of farm inputs and lack of ready market among others. It is notable from the table that some of the challenges faced could be easily dealt with, for example through training. According to Eshiwani (1993), there is a need for systematic upgrading and training programs for primary, secondary and third-level
teaching staff through long-term and short-term courses and for upgrading the management skills of the headteachers through in-service training. Training headteachers and key personnel in project management would improve the performance of income generating activities, resulting into more financial resources for the schools.

Table 4.7 shows the challenges faced by the schools in relation to management of the existing income generating initiatives.

**Table 4.7: Challenges faced in management of income generating activities:**

<table>
<thead>
<tr>
<th>Headteachers’ responses (n = 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges faced</td>
</tr>
<tr>
<td>Too much workload in relation to school management</td>
</tr>
<tr>
<td>Unfavourable climatic conditions</td>
</tr>
<tr>
<td>Lack of profits from the activities</td>
</tr>
<tr>
<td>Lack of proper records</td>
</tr>
<tr>
<td>Laxity and ignorance among employees</td>
</tr>
<tr>
<td>Negative attitude towards work among employees</td>
</tr>
<tr>
<td>Lack of money to hire skilled personnel</td>
</tr>
<tr>
<td>Lack of support from BoGs and teachers</td>
</tr>
<tr>
<td>Pests and diseases</td>
</tr>
<tr>
<td>Insecurity/theft</td>
</tr>
</tbody>
</table>

As shown in Table 4.7, the schools faced a number of challenges in management of income generating activities, key among them being too much workload in relation to school management (70%), unfavourable climatic conditions (60%), lack of profits from the activities (60%), and lack of proper records (40%) among others. The headteachers,
being the vision bearers in a school setting, ought to mobilize support from teachers, students, board of governors (BoG), parents and the entire community to support school programmes. Lack of support from teachers and BoG members could mean that headteachers do not involve these groups in school development planning, and therefore they fail to buy into the vision of the headteachers.

4.6 Ways through which Challenges Faced in Management of School-Based Initiatives can be Overcome

Another objective of the study was to establish measures that could be taken to improve the level at which secondary schools make use of available resources and opportunities to raise additional finances for financing their educational programs. To find out this, the headteachers were asked to suggest ways through which the problems encountered in the implementation and management of income generating activities could be minimized. In response, the headteachers proposed the following measures:

- Training of personnel
- External funding should be set up to initiate the activities
- Installing permanent water systems
- Attending courses on how to run the initiatives
- Employ a project manager
- Parents to be involved in initiatives so that they support the programmes
- More finances should be allocated to projects
- Training on project management
- Loan facilities by financial institutions to schools
- Cost of inputs should be reduced through government subsidies
- Proper accounting records should be kept
- Purchase of additional land
- Stakeholders support is required
- Select projects that are viable with readily available markets
- School community to own the projects

Majority (90%) of the headteachers agreed that lack of management skills is a major challenge in running school-based income generating activities. These headteachers indicated that training of headteachers in project management or entrepreneurship can help them initiate and manage income-generating activities in their schools more effectively.

It is clear from the above that headteachers were aware of the solutions to the challenges faced in implementation and management of school based initiatives for income generation. However, being the chief executive of the school, the headteacher is the key to success or failure of such projects. A prime task of school headteacher is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision. According to Sullivan and Glanz (2000) the headteacher should adopt school improvement as the centre of gravity, whereby the headteacher, in making school-related decisions, always has school improvement in mind. Hill (2006) on the other hand notes that the headteacher is, as it were, the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended learning outcomes. This implies that the headteacher is able to articulate the significance of all key elements, to justify their design and configuration,
and to be in a position to make judgments regarding the operational effectiveness of each element and of the total impact of all of the elements as they function in combination with one another. When outcomes are not being realized, or when evidence accumulates that particular elements are not working effectively, the head is responsible for ensuring that the redesign work is carried out (Hill, 2006). This could mean minor readjustments but, in cases of endemic failure to reach required standards, is more likely to involve transforming the whole ecology of the school in order to obtain the desired result.
CHAPTER FIVE

SUMMARY DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents the conclusion, recommendations and suggestions for further research. The purpose of the study was to analyze income generating activities in public secondary schools in Mulot Division of Narok South District.

5.2 Summary of the Study Findings

The study was conducted in 10 secondary schools selected from all the secondary schools in Mulot Division of Narok South District. The main sources of data were headteachers and field observations made by the researcher. Given below is a summary of the major research findings.

Out of the ten headteachers who took part in the study, 9 (90%) indicated that the funds from traditional sources (government and parents) were inadequate for running of the schools, while one (10%) headteacher indicated that the funds were very inadequate. This implies that all of the schools were in dire need of extra funds to effectively run their educational programmes.

All the 10 (100%) head teachers agreed that land was available in their schools and could be put into various uses to generate additional funds for the schools. The size of school land which was singled out as major opportunity/resources in all the school ranged from 6 to 22 acres. Head teachers indicated that if put into various uses it could be a major
source of additional funds. Other resources were available in the schools for income
generation halls and classrooms (100%), clubs and societies (100%), school canteens
(50%), and school bus and computers which were available in only one (10%) of the
schools. The extent to which those resources could be utilized depended upon individual
school initiatives.

School land constituted a significant resource that schools could utilize to generate
additional funds. As regards activities on school land, the study established that five
(50%) of the schools engaged in crop farming, four (40%) engaged in dairy farming,
while 2 (20%) schools engaged in horticulture. Other activities within school land
included leasing land (10%) and bee keeping (10%). It emerged that very few other
activities were being engaged in by the schools other than utilization of school land. Four
(40%) of the schools engaged in various student activities such as drama and tree
planting, while one (10%) school each hired out school bus, school halls, and operated a
school dispensary.

Two of the schools did not have data on income generated from the activities engaged in.
The other schools earned between KShs 180,000 and KShs 16,000 annually. The findings
confirmed the fact that income generating initiatives can be very productive ventures for
schools. Based on field observations conducted by the researcher, it emerged that based
on the resources at the disposal of the schools under study, the following activities could
be initiated: cash crop farming (70%), poultry keeping (40%), livestock rearing (40%),
posho mills (30%), computer services and ICT training (20%), hiring of halls and staff
houses (20%), bakery (10%), and bee keeping (10%).
The schools were facing a number of challenges in the implementation of income generating initiatives. These included high labour costs (90%), unfavourable weather conditions (80%), lack of farm inputs (80%), lack of ready market (70%), insufficient funds to initiate activities (70%), lack of adequate time due to other school management issues (50%), inefficiency in management due to lack of knowledge and skills (50%), and lack of competent personnel (50%). The schools also faced a number of challenges in management of income generating activities, key among them being too much workload in relation to school management (70%), unfavourable climatic conditions (60%), lack of profits from the activities (60%), and lack of proper records (40%) among others.

The headteachers proposed a number of measures that could be taken to enable schools engage in viable income generating activities. Majority (90%) of the headteachers agreed that lack of management skills is a major challenge in running school-based income generating activities. These headteachers indicated that training of headteachers in project management or entrepreneurship can help them initiate and manage income-generating activities in their schools more effectively.

5.3 Conclusion

Based on the findings of the study, the researcher concludes that:

i. Although secondary schools in Mulot Division of Narok South District have made some efforts to generate income to supplement what they get from traditional sources, not all opportunities had been utilized.

ii. The schools earned between KShs 180,000 and KShs 16,000 annually from income generating activities, which is an indication that school-based income generating
activities can be profitable ventures that schools could tap into to raise extra funds for financing educational programmes.

iii. Some of the initiatives are important learning opportunities for students. By incorporating participatory planning and innovative technologies, school headteachers could overcome most of the challenges faced in implementation and management of school-based income generating initiatives.

5.4 Recommendations

Based on the findings of the study, the researcher makes the following recommendations:

i. Policy direction from the Ministry of Education is necessary to enable schools focus on income generating activities besides concentrating on instructional design and supervision.

ii. There is need for the Ministry of Education, in conjunction with the Kenya Education Staff Institute (KESI) to organize training courses for headteachers and members of the Board of Governors (BoGs) so as to equip them with entrepreneurial skills to initiate and manage the projects.

iii. School should factor in funds from income-generating projects in their budgets so as to enhance accountability.

iv. The government should zero-rate material equipments and machinery sought by schools to start income generating activities.

v. Teachers, parents, BoG members, and students should be more involved in the school-based initiatives. For instance, students can be involved in farming (poultry, tree planting); agriculture teachers can participate by helping to manage the farm by giving ideas instead of hiring somebody from outside.
vi. The headteachers should ensure that up-to-date records are kept for all income generating activities to ensure accountability and enable them calculate profitability of the activities.

5.5 Suggestions for Further Research

i. A similar study needs to be carried out in other regions of Kenya with a different social-economic and environmental background to establish whether schools face similar challenges related to implementation of income-generating activities.

ii. A study could be conducted on other available options for financing secondary education in Kenya.

iii. A wide region for instance a district or a province should be considered for research to find out the extent to which schools have utilized the varying resources and opportunities.
REFERENCES


APPENDIX A

QUESTIONNAIRE FOR THE HEADTEACHERS

This research is meant for academic purpose. It will try to find out the existing supplementary sources of funds to finance quality education in public secondary schools. You are kindly requested to provide answers to the questions as honestly and precisely as possible. The researcher assures you that the information gathered will be treated with utmost confidentiality.

Please tick (✓) where appropriate or fill in the required information.

Section 1: Background Information

Gender
- Male (  )
- Female (  )

Age (years)
- 20 - 29 (  )
- 30 - 39 (  )
- 40 - 49 (  )
- 50 and above (  )

Level of Education
- PhD (  )
- Masters (  )
- Bachelors Degree (  )
- PGDE (  )
- B. Ed (  )
- Diploma (  )
- Others (Specify) ..................................................

Years of experience in headship ......................... years

Have you ever attended any management/entrepreneurship course(s)?

Yes (  )

No (  )
If yes for the above, please specify the nature and duration.

<table>
<thead>
<tr>
<th>Nature</th>
<th>Duration (Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
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</tbody>
</table>

Type of school

- Boys Boarding ( )
- Boys Day ( )
- Girls Boarding ( )
- Girls Day ( )
- Mixed Boarding Day ( )
- Mixed Day ( )
- Other (Specify) ..........................................

School Enrolment

- Boys ........ Girls ........ Total ........

Number of Streams

- Single ( )
- Double ( )
- Triple ( )
- Others (Specify) ..........................................

Number of teaching staff

- Under TSC ............
- Under BOG ............
- Others (Specify) ..........................................

Number of Non-Teaching Staff ..................................

Section 2: Sources of Finance and Financial Constraints

1. Give the main sources of funds for your school

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Amount earned (in Kshs per year)</th>
<th>Percentage (%) of total budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
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<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>
2. To what extent would you rate the adequacy of funds available in running your school’s educational programs?

1. Very adequate ( )
2. Adequate ( )
3. Inadequate ( )
4. Very inadequate ( )

3. If the sources of funds for your school are inadequate, how has this hindered the smooth running of educational programmes in your school?
   Briefly explain.................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................

4. Suggest ways in which the inadequate source of funds for your school can be improved.
   1. ............................................................................................................................................
   2. ............................................................................................................................................
   3. ............................................................................................................................................
   4. ............................................................................................................................................

Section 3: Resources Available for Income Generation

Instructions
This section will collect data on resources available in your school that you feel could be utilized to generate income. For each resource, please indicate whether it is available and state briefly how the resource could be utilized.

1. Land
   Available [ ] Not available [ ]

How could land available in your school be utilized to generate income?
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
2. Buildings – Halls
   Available [ ]       Not available [ ]

   How could buildings available in your school be utilized to generate income?

3. School bus
   Available [ ]       Not available [ ]

   How could school bus available in your school be utilized to generate income?

4. Computer Lab
   Available [ ]       Not available [ ]

   How could computers available in your school be utilized to generate income?

5. Student activities – home science, drama, tree planting etc (please indicate the ones available).

   How could student activities available in your school be utilized to generate income?

6. School canteen
   Available [ ]       Not available [ ]

7. Other Resources and Activities available (Please state activity and how it could be utilized)
Section 4: Utilization of Existing Resources for Income Generation

Instructions
This section will collect data on income generating activities existing in your school. Please indicate the existing project, the amount earned from the project per annum, and the percentage contribution of this to the school budget.

<table>
<thead>
<tr>
<th>Project</th>
<th>Amount earned (in Kshs per year)</th>
<th>Percentage(%) of total budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td>2</td>
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<td>4</td>
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</table>

Total amount earned through the projects

2. How many acres of land are owned by your school? ______________ acres

3. Give the breakdown (in acres) on how the land has been utilized.
   1. Activity __________________________ Acres ________
   2. Activity __________________________ Acres ________
   3. Activity __________________________ Acres ________
   4. Activity __________________________ Acres ________
   5. Activity __________________________ Acres ________

4. Does your school keep records for the income generating activities?
   Yes ( )  No ( )

5. Are these records monitored?
   Yes ( )  No ( )

6. Please name other income-generating activities you think secondary schools can engage in.
   1. __________________________________________________________
   2. __________________________________________________________
   3. __________________________________________________________
7. How is the income from economic activities run by the school utilized?
Briefly explain

Section 5: Problems Encountered in Management of Income Generating Activities
1. What problems do you encounter in the implementation of income-generating projects in your school?
   1.
   2.
   3.
   4.
   5.

2. Suggest ways through which the problems encountered in the implementation and management of income generating activities can be minimized.
   1.
   2.
   3.
   4.

3. Do you think training of head teachers in project management or entrepreneurship can help head teachers initiate and manage income-generating activities in your school better?
   Yes () No ()

4. If yes, (to question 3 above) give reasons.
   1.
   2.
   3.
   4.

5. If No (to question 3) above give reasons.
   1.
   2.
   3.
   4.
APPENDIX B

OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>Economic Activity</th>
<th>Satisfactory</th>
<th>Not Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td>2</td>
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<td>7</td>
<td></td>
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<tr>
<td>8</td>
<td></td>
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</tr>
</tbody>
</table>

2. Facilities

A. Classrooms

1. Very adequate [ ]
2. Adequate [ ]
3. Inadequate [ ]
4. Crowded [ ]
5. Not crowded [ ]

B. Library

1. Available [ ]
2. Not available [ ]
3. Well equipped [ ]
4. Not well equipped [ ]
C. **Laboratories**

<table>
<thead>
<tr>
<th></th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td>[ ]</td>
</tr>
<tr>
<td>Not available</td>
<td>[ ]</td>
</tr>
<tr>
<td>Adequately equipped</td>
<td>[ ]</td>
</tr>
<tr>
<td>Not adequately equipped</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

D. **Workshops/Home science rooms**

<table>
<thead>
<tr>
<th></th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td>[ ]</td>
</tr>
<tr>
<td>Not available</td>
<td>[ ]</td>
</tr>
<tr>
<td>Adequate</td>
<td>[ ]</td>
</tr>
<tr>
<td>Inadequate</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

3. **Potential income generating activities**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

57