

**DETERMINANTS OF MANAGING INCOME GENERATING  
PROJECTS FOR SUSTAINABILITY IN PUBLIC SECONDARY  
SCHOOLS IN KONON SUB-COUNTY OF BOMET COUNTY,  
KENYA.**

**By**

**Chepkwony Samwel Kipkoech**

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**SEPTEMBER, 2013.**

## DECLARATION

### Declaration by the candidate:-

This project is my original work and has not been submitted for a degree in any other university. No part of this proposal may be reproduced, stored in retrieval system, or transmitted in any form or any means; electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the author or Kenyatta University.

Signature:..........Date: 18/10/2013.....

**Chepkwony Samwel Kipkoech - D53/KER/PT/24575/2010**

### Recommendation by the supervisor:-

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

Signature:..........Date: 18/10/13.....

**Dr. Charles Y. Tibbs - Senior Lecturer.**

### Recommendation by the chairman of the Department:-

This research project has been submitted for examination with my approval as the chairman of the department.

Signature..........Date: 28/11/13.....

**Muathe, SMA (PhD),**

Chairman,

Department of Business Administration,

Kenyatta University.

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## **DEDICATION**

This research project is dedicated to the following people: - My wife Hellen Chepkwony and children Kevin, Ivy, Prudence, and Patience for their moral support, sacrifice, encouragement and prayers during the study period. Mr. Emmanuel Ngurai Kirui, the Deputy Principal- Kipkorir Salat Sec. School, for willingly accepting to take up most of my administrative duties at my work station during my study period. Mr. Charles Ng'enh Teacher/Boarding Master and Mr. Bernard Mitei - Bursar and Leonard Mutai Kose, Laboratory assistant, all of Kipkorir Salat Secondary School for their support during the study period.

## ACRONYMS

|      |   |                            |
|------|---|----------------------------|
| BOG  | - | Board of Governors         |
| BOM  | - | Board of Management        |
| FPE  | - | Free primary education     |
| IGPs | - | Income generating projects |

## ABSTRACT

The Ministry of Education fees guidelines to schools in the current cost sharing system leave funding gaps. Income generating projects (IGPs) by schools have been suggested as a method to bridge these gaps. However, initiating and managing these projects normally fail to be sustainable. This study sought to establish the specific determinants of managing IGPs' for sustainability in public secondary schools in Konoin Sub-county of Bomet County in Kenya. The study had these specific objectives:- to establish the extent to which non-human resources like finances, time, physical facilities, technology, etc. affect the management of income generating projects; to determine the extent to which principals' transfers affect the implementation of income generating projects; to establish the extent of internal and external political interference on the management of income generating projects by local politicians and Board of Management; to establish the extent to which (project) management skills affect the implementation of income generating projects. A survey design was used where all principals in public secondary schools in Konoin Sub-county will be targeted. Data was collected using a questionnaire during the month of July, 2013. Data was analyzed for descriptive and inferential statistics. The study's findings were presented using tables, pie charts, graphs and figures. Validity was ensured through developing of the questionnaire on the basis of the study objectives. To ensure reliability, a pilot test of the questionnaires was done on principals in public secondary schools in the neighboring Bureti Sub-county. Ethical consideration was upheld by ensuring that the study was approved by the board of post graduate studies of Kenyatta University and the researcher sought verbal consent from the respondents before administering the questionnaire; and that the information obtained from them was kept confidential.

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# CHAPTER ONE

## 1.0 Introduction

This study purposed to shed light on the status of public secondary school education with regards to enrollment and financing. It progressed to build a strong case for the study by detailing the problem statement and study objectives. The significance, delimitation, as well as the scope of the study, was also included in this chapter.

## 1.1 Background of the Study

Provision of quality secondary education in Kenya as in many other African countries is important in generating the opportunities and benefits of social and economic development (Onsumu, E.N., Ngware, M., Muthaka, D., and Kisombe, G., 2006). The demand for secondary education has been on a steady increase since the introduction of Free Primary Education in 2003, which targeted 70 percent transition rate by 2008 (Government of Kenya, 2003). Secondary enrolment is further expected to grow by 115 percent from 0.9 million in 2004 to 2.7million by 2015 a situation that calls for increased resource mobilization towards secondary education sub-sector in recurrent and physical infrastructure expansion (Onsumu,E.N., *et al.*, 2006). The expenditure on secondary education takes a substantial amount of government revenue. In 2004/5, expenditure on secondary education as a percentage of Gross Domestic Product and total education budget was 1.6 percent and 21.7 percent, respectively (Government of Kenya, 2005).

In Kenya, education financing is based on the cost-sharing policy introduced by Kenya Government in1988, which requires most costs in education to be met through partnerships between public sector and Non-Governmental Organizations (NGOs), religious organizations, development partners, communities/parents and private sector (Government of Kenya, 1988).

Within this funding policy framework, overall government role includes professional development, teachers' remuneration in public institutions, provision of infrastructure, administration and management, and provision of bursaries and scholarships for needy students. Responsibilities for other players include physical infrastructure development and maintenance, payment of fees for tuition, public examinations, catering and accommodation in boarding schools and post-school institutions, school/college amenities (transport, water, energy and communication), student's personal expenses and remuneration of school/college non-teaching staff (Government of Kenya, 2003). Most parents perceive the cost sharing approach as a burden (Kiveu, N.M. and Maiyo, J., 2009).

Currently, the country is facing constraints in mobilizing additional public and private resources to meet the high cost of providing and expanding access to quality secondary education (Omukoba,H.O., Simatwa,E.M. and Ayodo,T.M.O., 2011; Onsumu,E.N., *et al.*, 2006). Indeed the government fees-guidelines which principals have to adhere to and the cost sharing system still leave financial gaps in schools (Omukoba,H.O., *et al.*, 2011). To fill these gaps, the schools managers have been urged to mobilize available institutional resources such as land, physical facilities and equipment to generate income to provide the necessary learning resources to enable the schools to run efficiently (Omukoba,H.O., *et al.*, 2011; Kiveu,N.M. and Maiyo,J., 2009).

Recent studies have revealed that public secondary schools have the potential to generate additional income ranging from agricultural to commercial (Omukoba,H.O., *et al.*, 2011; Ndolo,M.A., Simatwa,E.M. and Ayodo,T.M.O., 2011). The funds generated can be used to fill the funding gaps.

But just like other entrepreneurial projects, school income generating activities started often fail to remain sustainable. Studies on causes of failure of income generating projects have largely been projects started by communities, groups and individuals. Lack of business management skills, illiteracy, lack of production and marketing skills and mismanagement are among the factors commonly associated with business project failure (Carlton,T., 2001). School income generating projects may be unique considering the number of stakeholders involved and their diverse interests. Literature on challenges faced in managing income generating projects in non-profit making organizations, particularly schools, is deficient.

## **1.2 Statement of the Problem**

Funding gaps in secondary schools have necessitated schools to invest in income generating projects. Although income generating projects have been recommended as viable solutions to bridge funding gaps in public secondary schools, initiating them and ensuring their sustainability are major challenges which render most projects unable to meet their objective. The potential by these schools to start income generating projects is not in doubt, but deficiencies in literature on the challenges such schools face owing to their non-profit nature and the complex stakeholder issues common in them exist. The purpose of this study, therefore, was to identify the determinants of managing income generating projects for sustainability in public secondary schools in Konoin Sub-county of Bomet County - Kenya.

### **1.3 Research Objectives**

These refer to a summary of what is to be achieved by the study ([www.edu.vn/guidelines/scienific](http://www.edu.vn/guidelines/scienific)). These entails the general and specific objectives as highlighted here-below.

#### **1.3.1 General Objective**

The purpose of this study was to identify the determinants of managing income generating projects for sustainability in public secondary schools.

#### **1.3.2 Specific Objectives**

The following are the specific objectives that this study aims to achieve:-

- i) To establish the extent to which non-human resources like finances and physical facilities affect the management of income generating projects in public secondary schools in Konoin Sub-county;
- ii) To determine the extent to which principals' transfers affect the implementation of income generating projects in public secondary schools in Konoin Sub-county;
- iii) To establish the extent of political interference on the management of income generating projects in public secondary schools in Konoin Sub-county by local politicians and Board of Management.
- iv) To establish the extent to which (project) management skills affect the implementation of income generating projects in public secondary schools in Konoin Sub-county.

## **1.4 Research Hypothesis**

The following were the research hypotheses the study sought to address:-

**H<sub>0</sub>:** There are no determinants for implementing school IGPs in public secondary schools in Konoin District.

**H<sub>A</sub>:** There are determinants for implementing school IGPs in public secondary schools in Konoin District.

## **1.5 Research Questions**

The following are the research questions that the study aims to address:-

- i). To what extent do human resources and non-human resources like finances, time, physical facilities, technology, etc. affect the management of income generating projects in public secondary schools in Konoin Sub-county?
- ii). To what extent do school principals' transfers affect the implementation of income generating projects in public secondary schools in Konoin Sub-county?
- iii) To what extent does political interference by the local politicians and Board of Management affect the management of income generating projects in public secondary schools in Konoin Sub-county?
- iv) To what extent do (project) management skills affect the implementation of income generating projects in public secondary schools in Konoin Sub-county?

## **1.6 Significance of the Study**

The findings of this study purposed to shed light on the specific determinants of successful management of income generating projects in public secondary schools. This study's findings would serve to inform the Ministry of Education, school sponsors and

other stakeholders of the areas where school management may need capacity building or otherwise to identify and implement income generating projects successfully. Additionally, the findings would enrich the existing literature on determinants of successful management of income generating projects in non-profit making organizations like public secondary schools.

### **1.7 De-limitations of the Study**

The study was limited to only 30 public secondary schools in Konoin Sub-county of Bomet County in Kenya, which may not be a representative sample of all such kinds of schools in the whole country. Hence caution has to be exercised when making generalizations and application of its findings to all public secondary schools in Kenya.

### **1.8 Scope of the Study**

This research was undertaken in Konoin Sub-county of Bomet County in Kenya. It was confined to public secondary schools which were of district and county level category. The research was undertaken for a period of four months between July and October, 2013. The respondents were the principals heading those schools since they were the ones who were in charge of the day today running of the schools. Additionally, they were also the secretaries to the Board of Management (BOM).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The chapter introduced the development of secondary education since independence and progressed to discuss specific factors and challenges faced by organizations in managing income generating projects. It concluded by summarizing the major gaps in literature and the gap that this study sought to bridge.

#### **2.1 Development of Secondary Education in Kenya**

At the time of Kenya's independence, shortage of skilled labor was a major constraint to the achievement of the government's development goals. To address this challenge, the Kenyan government has consistently devoted a large share of its budget to education expansion. For instance, the education sector took up 29 per cent of total government budget in 1998 and has remained high – 27 per cent in the fiscal year 2004/2005 (Government of Kenya, 2006). In the earlier decades after independence, most of the expansion took place at the primary school level, especially following the free primary education introduced in the mid-1970s. During the 1960s and 1970s, there was also a rapid expansion in secondary school education, largely in response to the high demand for secondary education following increased enrollment in primary schools. Student enrollment in primary and secondary schools increased from 900,000 and 30,000 in 1963 to 7.4 million and 926,149 in 2004, respectively (Government of Kenya, 2006).

The number of primary and secondary schools also increased from 6,058 and 150 in 1963 to about 19,713 and 4,111 in 2004, respectively. Despite this notable increase in the number of schools, such expansion has not kept pace with the increase in school-age population, especially at the secondary school level and access to secondary education in

Kenya is still very low (Ngware,M., Muthaka,I.D., Manda,D.K. and Onsumu,E.N., 2006).

## **2.2 Role of Secondary Education and Government Investment into Secondary Education**

Provision of quality secondary education is important in generating the opportunities and benefits of social and economic development. Studies have conclusively established a direct effect of education on earnings, with those with higher education earning more and less likely to suffer poverty compared to those with lower level or without education (Onsumu,E.N., *et al.*, 2006; Oiro,M.W., Mwabu,G. and Manda,D.K., 2004; Manda,D.K., Mwabu,G. and Kimenyi,M.S., 2002). Apart from reducing poverty, improved access to secondary school education can help reduce disparities in earnings.

Access to secondary school education is likely to worsen with the huge increase in primary school enrollment following the introduction of free primary education in 2003. The long-term plan for secondary education sub-sector in Kenya is to include the sector under basic education (Ministry of Education,). In the medium term, educational needs for secondary education are likely to increase due to the introduction of Free Primary Education in 2003 and the targeted 70 percent transition rate by 2008. Secondary enrolment is expected to grow by 115 percent from 0.9 million in 2004 to 2.7million by 2015 (Onsumu,E.N. *et al.*, 2006).

Financing of the envisaged expansion of secondary education thus calls for identification of sustainable financing options that maximize on cost effectiveness in resource utilization.

In 2004/5, expenditure on secondary education as a percentage of Gross Domestic Product and total education budget was 1.6 percent and 21.7 percent, respectively. Public financing is predominantly recurrent expenditure that goes to salaries while the proportion of secondary non-salary expenditure, including bursaries and development was estimated at 6.5 percent, implying high household financing mainly through user charges (Government of Kenya, 2005). In the last decade, the increased public demand for education and training has stretched the Government budget to the sector [Education For All (EFA), 2000].

Education financing in Kenya is based on the cost-sharing policy introduced in 1988, which requires most costs in education to be met through partnerships between public sector and Non-Governmental Organizations (NGOs), religious organizations, development partners, communities/parents and private sector (Government of Kenya, 1988). The government's role includes professional development, teachers' remuneration in public institutions, provision of infrastructure, administration and management, and provision of bursaries and scholarships for needy students. The other stakeholders play roles including physical infrastructure development and maintenance, payment of fees for tuition and public examinations, catering and accommodation in boarding schools, and post-school institutions, student's personal expenses and remuneration of school/college non-teaching staff (Government of Kenya, 2003).

The country is facing constraints in mobilizing additional public and private resources to meet the high cost of providing and expanding access to quality secondary education (Omukoba, H.O. *et al.*, 2011; Onsumu, E.N. *et al.*, 2006).

The government fees-guidelines which principals have to adhere to and the cost sharing system still leave financial gaps in the schools (Omukoba,H.O. *et al.*, 2011). To fill these gaps, the schools managers have been urged to mobilize available institutional resources such as land, physical facilities and equipment to generate income to provide the necessary learning resources to enable the schools to run efficiently (Omukoba,H.O. *et al.*, 2011; Kiveu,N.M. and Maiyo,J., 2009).

### **2.3 Income Generating Projects**

Income generating projects may be defined as activities that act as a means for gaining or increasing income. School income generating projects serve two major purposes: first is educating the students in an entrepreneurial environment in which technical knowledge is combined with the business practices and business management that will make them successful upon graduating from the school. The second reason is to generate income to support the financial self-sufficiency of the school.

The initial step is the identification of the business opportunities that the school may have. In order to do this, the productive resources of the school, as well as the market, should be taken into account. Record keeping, monitoring and a good understanding of the market are maintained throughout the project's existence.

### **2.4 Determinants of Managing Income Generating Projects**

Research shows that three out of five business enterprises started in Kenya fail within the first few months (Bowen, Morara and Mureithi, 2009). Literature on the determinants of managing income generating projects in public secondary schools is limited; however several determinants seem common in other organizations, and can be applied here in this context.

### **2.4.1 Project Management/ Business Management Skills**

According to Kigen,W.K., (2006), lack of feasibility study and sound financial management are major factors that have significantly affected the viability of income generating projects in secondary schools in Koibatek District. Owuor,F.O., (2008) found that head teachers' lack of entrepreneurial skills which posed a major challenge in the management of school income generating projects. Kibuku (2009) found that many school income generation projects in schools in Southern Sudan could neither make substantial profit nor remain sustainable because their administrative and management structures lacked the required clarity and effectiveness.

Obstacles to the successful income generating projects have also been attributed to lack of business management skills, adequate literacy and lack of marketing and production skills (Mulu,M., 2001). Illiteracy was found to limit effective management, record keeping, identification and expansion of markets (Mulu,M., 2001).

Business management skills essential for successful management of income generating projects include managerial and financial management skills, stock control and personnel management (Carlton,T., 2001). In a Kenyan study (Buckley,G.,1988), lack of transparency by business/project managers was cited as a cause of disputes among stakeholders of income generating projects.

Insufficient market research occasioned by failure to undertake feasibility studies was found to be a major hindrance to the sustainability and/or expansion of projects due to lack of a good understanding of the market and customers (Agar,J., 1999; Carlton,T., 2001)

### **2.4.2 Non-Human Resources**

Mobegi,F.O., Ondigi, B. and Oburu,P.O., (2010) and Owuor,F.O. (2008) established that financial constraints were a major challenge which impacted negatively on physical facilities, teaching and learning materials, and teaching methods. One of the study (Mobegi *et al.*, 2010) recommends that head-teachers should devise school income generating projects to improve on financial problems that currently result in student absenteeism, transfers and inadequate facilities. But limited budgets continue to be a major hindrance to initiation of income generating projects which are more likely to be viewed as non-priority by schools' stakeholders.

Owuor,F.O. (2008) cites the lack of capital and time by school heads to manage income generating projects. Head teachers tend to focus more on what they perceive to be their core duties like student well-being and academic performance. This perception is perpetrated by systems used by the teachers' service commission in teacher promotions. Finance has also been identified as a constraint to the startup and sustainability of income generating projects (Chandra,V., Moorty,L., Nganou,J., Rajaratam,B. and Schaeffer,K., 2001; Ngcobo, 2003).

Woodward,D. and Rolfe,R. (2011) tested the influence of urbanization externalities and initial capital on performance of income generating projects and concluded that both have a strong influence on the ability to generate a sustainable livelihood for entrepreneurs.

### **2.4.3 Politics**

In the Kenyan case, management of secondary schools by boards of governors (BOGs) came into place after independence following recommendation by the Kenya Education Commission report by Ominde (Republic of Kenya, 1964). This aimed at giving each

school its own personality and decentralization of authority for effectiveness. Education Act Cap. 211 and Sessional paper No. 1 of 2005 state that the boards of governors have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and the provision of teaching and learning materials (Sessional Paper No. 1, 2005: 63).

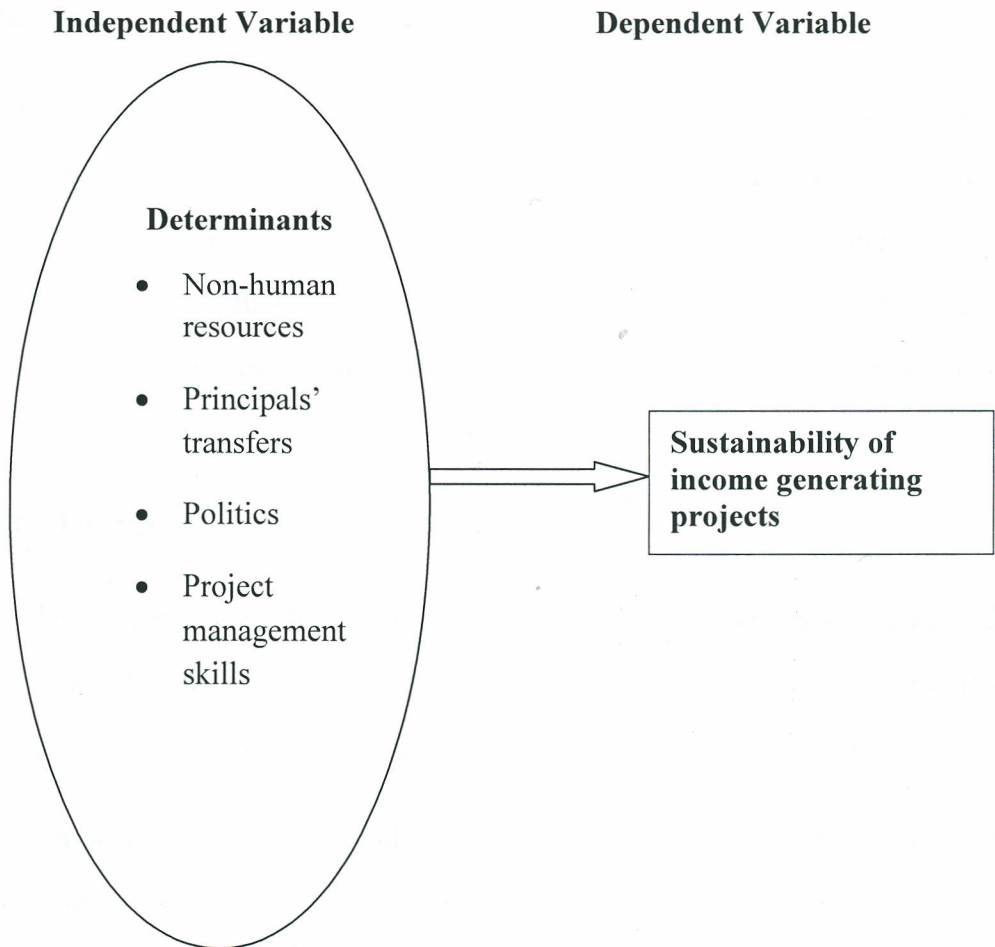
The implication is that school income generating projects need the support of this important group as well as that of other stakeholders (teachers, parents and the community) in order to succeed. Obtaining consensus of all these stakeholders is challenging. Indeed studies have documented that board members have lost their positions owing to politics related to school development projects (Schmieg, 1990).

#### **2.4.4 Head Teacher Transfers**

Head teacher transfers are sometimes arbitrary and have often been seen as being politically instigated (Gichana, 2011). High rate of teacher mobility not only impacts negatively on school improvement efforts by disrupting the stability and continuity of teaching (Ariko,C.O. and Simatwa,E.M.W., 2011) but can also impact on school projects.

Whereas high-performing schools are distinguished by stability and continuity of teaching, studies show that teaching traditionally has been characterized as an occupation with high levels of transfers (Bryk,A.S., Lee,V.E. and Smith,J.B., 1990). Ingersoll,R. (2001) and Feng,T. (2005) contend that since teacher transfer does not contribute to a net loss in the total supply of public school teachers in a country, most empirical research have assumed that it is less significant. But this perception is likely to change considering the role head teachers play as project leaders and champions

## 2.5 Conceptual Framework



The conceptual framework highlights a linkage between the independent variables and dependent variable. The independent variables will be the determinants of managing income generating projects, viz. non-human resources, principals' transfers, politics and project management skills; and how these can have an influence on the dependent variable, which is sustainability of income generating projects.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This study was conducted through a survey research, wholly by questionnaire designed to obtain information related to the determinants of managing income generating projects for sustainability in public secondary schools. The study was therefore largely quantitative research. Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect.

#### **3.1 Research Design**

The research design constitutes the collection, measurement and analysis of data and forms the plan and the structure of carrying out the investigation; it is guide for the researcher which outlines the procedure at every stage (Cooper & Schindler, 2003)

The study used a survey design. The study therefore surveyed all the public secondary schools in Konoin Sub-county of Bomet County, Kenya. The design was appropriate because the study's aim was to provide a detailed account of the variables of the study as they were in the district.

#### **3.2 Target Population**

A population refers to a group of people or study subject who are similar in one or similar ways and which form the subject of study in a particular study, (Kothari, C.R., 2003).

The target population consisted of principals heading public secondary schools in the district. Secondary School management in Kenya is the responsibility of the board of

management (BOM). Since it is the principals who oversee the day to day running of the schools, they were in a much better position to provide information relevant to the study topic.

### **3.3 Sample Size Determination**

The total number of public secondary schools in Konoin Sub-county was 30. The study targeted all these public secondary schools in the district because this was a small population size, i.e. a census of all the principals was taken. The target respondents in those public secondary schools were the 30 principals heading those schools. The confidence level was 95% with a margin error of 5%.

### **3.4 Methods of Data Collection**

Data refers to all the information collected by the researcher to complete the study. The data collection will be facts and figures relating to a particular activity under study.

Data collection was done using semi-structured questionnaires. The questionnaire was self administered because the respondents were literate. A self administered questionnaire was also appropriate as it allowed them the privacy needed to provide responses to sensitive items. The questionnaires were dropped by the researcher in the schools and picked after 2 days.

### **3.5 Validity and Reliability**

Validity was ensured through developing of the questionnaire on the basis of the study objectives. Further in-depth literature review of the study variables had been done and continuous expert judgment of specialists in income generating projects was sought

throughout the study. To ensure reliability, a pilot test of the questionnaires was done on principals in public secondary schools in the neighboring Bureti Sub-county.

Further the reliability of the data collection instrument was determined using an indicator for internal consistency, the Cronbach's alpha coefficient and found to be 0.781. This according to DeVellis (2003) indicates a good level of reliability.

### **3.6 Methods of Data Analysis and Presentation**

The data analysis is the whole process which starts immediately after data collection is completed and ends at the point of interpretation and processing of the results. Data is of no value merely as data; it has to be analyzed in order to give meaning that provides answers to the research problem.

The data collected was analyzed using descriptive statistics which included mean, median, mode, standard deviation and variance.

Data was presented using tables, graphs, charts and figures.

### **3.7 Ethical Considerations**

The study was approved by the board of post graduate studies of Kenyatta University and the researcher sought verbal consent from the respondents before administering the questionnaire. The information obtained from the respondents was kept confidential.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

The chapter contains analysis of the background information of the public secondary schools in Konoin District and then progresses to provide the results of the various variables investigated in relation to the management of IGPs.

#### 4.1 Background Information

##### 4.1.1 School Type

According to Table 1, most of the schools 21(70%) in Konoin District are mixed, 5(16.7%) are girls' schools and only 4(13.3%) were boys' schools. Out of the 21 mixed schools, 16(53.3%) were day schools and 5(16.7%) are day and boarding schools.

**Table 1: School Type**

| Type of School | Boarding Status   |                        |                                | Total Frequency (%) |
|----------------|-------------------|------------------------|--------------------------------|---------------------|
|                | Day Frequency (%) | Boarding Frequency (%) | Day and Boarding Frequency (%) |                     |
| Mixed          | 16(53.3)          | 0(0)                   | 5(16.7)                        | 21(70)              |
| Boys           | 0(0)              | 4(12)                  | 0(0)                           | 4(13.3)             |
| Girls          | 1(3.3)            | 3(10)                  | 1(3.3)                         | 5(16.7)             |
| <b>Total</b>   | <b>17</b>         | <b>7</b>               | <b>6</b>                       | <b>30</b>           |

Source:- Field data (2013).

Two (8%) of the girls schools were boarding while the remaining 4 are day (4%) and day

and boarding respectively. All the boys only schools in Konoin District were board.

#### 4.1.2 Number of Streams and Student Population

According to Table 2, most of the schools, 19(63.3%) had a single stream, 8(26.7%) had two streams and only 3(10%) had three streams. This indicates that most schools in Konoin Sub-County are relatively small.

**Table 2: Number of Streams**

| <b>Number of Streams</b> | <b>Frequency</b> | <b>Percent</b> |
|--------------------------|------------------|----------------|
| One                      | 19               | 63.3           |
| Two                      | 8                | 26.7           |
| Three                    | 3                | 10             |
| <b>Total</b>             | <b>30</b>        | <b>100</b>     |

**Source:- Field data (2013).**

Ten (33.3%) of the schools had a student population of less than 200 while 20(63.7%) had a population of over 200 students.

#### 4.1.3 Number of Years Served as Principal in the current School

According to Table 3, most (70%) of the school heads had served as heads of schools for durations ranging between 1-4 years while only 20% had over 4 years experience as school heads. The minority (10%) had less than 1 years experience as school heads.

**Table 3: Number of Years Served as School Principal**

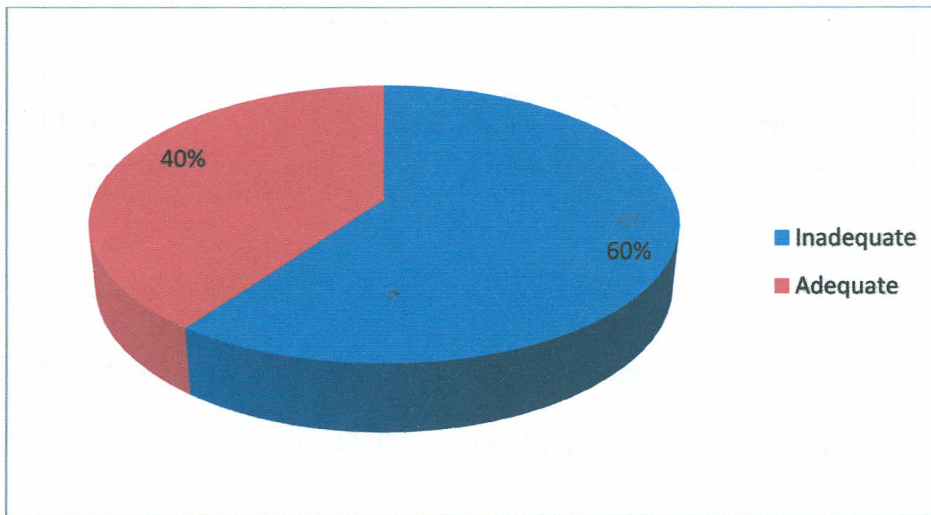
| Number of Years | Frequency | Percent    |
|-----------------|-----------|------------|
| Less than 1     | 3         | 10         |
| 1- 4            | 21        | 70         |
| Over 4          | 6         | 20         |
| <b>Total</b>    | <b>30</b> | <b>100</b> |

Source:- Field data (2013).

## 4.2 Determinants of Managing School IGPs

### 4.2.1 Financial Resources

According to Figure 2, (60%) of the principals reported that the finances available in the school were not adequate for effective management of a school IGP while 40% felt that the resources available in their school were adequate.



**Figure 2: Principals Rating on the Adequacy of Financial Resources.**

#### 4.2.2 Source of Funds for Initiation and Management of School IGP

Public schools in Konoin Sub-County reported several sources of funds for the start up and management of school IGPs. According to Table 4, the Constituency Development Fund (CDF) was the most common source of finance as reported by 60% of the respondents followed by fundraising (20%). Existing IGPs and Sponsors/Donors were reported both as sources of finances by 10% of the respondents. This indicates that well managed school IGPs are potential of the finances needed to sustain such investments.

**Table 4: Common Sources of Funds for IGP Start Up in Public Secondary Schools**

| Sources of Funds for Start Up and Management of IGPs | Frequency | Percent    |
|------------------------------------------------------|-----------|------------|
| CDF                                                  | 18        | 60         |
| Fundraising                                          | 6         | 20         |
| Existing IGPs                                        | 3         | 10         |
| Sponsors/Donors                                      | 3         | 10         |
| <b>Total</b>                                         | <b>30</b> | <b>100</b> |

Source:- Field data (2013).

#### 4.2.3 Physical Resources

Seventeen (56.7%) of the respondents reported that the physical resources in the schools were adequate, while 43.4% reported these resources as inadequate. The findings show that more than half of the schools in Konoin District have physical resources which can be harnessed to generate finances, (Table 5).

**Table 5: Adequacy of School Resources**

| <b>Physical Resources</b> | <b>Frequency</b> | <b>Percent</b> |
|---------------------------|------------------|----------------|
| Adequate                  | 17               | 56.7           |
| Inadequate                | 13               | 43.3           |
| <b>Total</b>              | <b>30</b>        | <b>100</b>     |

**Source:- Field data (2013).**

#### **4.2.4 Logistic Regression Analysis for Adequacy of Financial and Physical**

##### **Resources and Management of School IGPs**

Both financial and physical resources were found to be significant predictors/determinants of effective management of school IGPs in Konoin Sub-County.

School principals who reported adequacy of financial resources were 7 times likely to be engaging in a school IGPs compared to those who reported inadequacy of financial resources (OR: 7.380;  $p= 0.036$ ). This finding indicates that financial resources are a significant determinant for engagement in school IGPs in Konoin Sub-county, (Table).

School principals who reported adequacy of physical resources in their schools were 1.036 times likely to be engaging or to engage in school IGP compared to those who reported inadequacy of this resource (OR: 1.036 ;  $p= 0.042$ ), Table 6.

**Table 6: Results of Logistic Regression Analysis for Financial and Physical Resources**

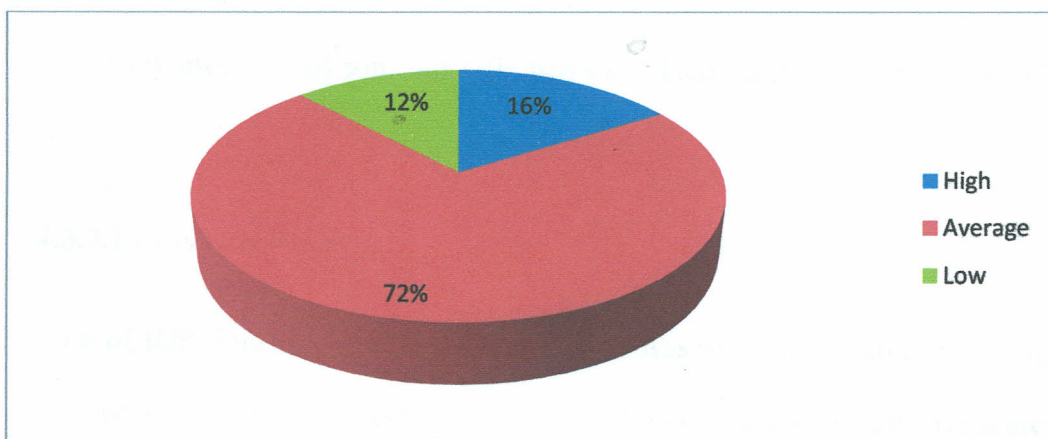
| Type of Resource |                     | B     | S.E.  | Wald  | df | Sig.  | Exp(B) | 95% C.I. for EXP(B) |       |
|------------------|---------------------|-------|-------|-------|----|-------|--------|---------------------|-------|
|                  |                     |       |       |       |    |       |        | Lower               | Upper |
|                  | Financial Resources | 1.999 | 1.331 | 2.255 | 1  | 0.036 | 7.380  | 4.543               | 8.256 |
|                  | Physical Resources  | 0.035 | 0.989 | 0.791 | 1  | 0.042 | 1.036  | 1.002               | 3.198 |

Source:- Field data (2013).

### 4.3 Head Teacher Transfers

#### 4.3.1 Frequency of Head Teacher Transfers

Majority (72%) of the respondents perceived the frequency of Head Teacher transfers as being average while only 16% and 12% rated the frequency as being high and low respectively, Figure 3.



**Figure 3: Principals' Perception of the Frequency of Head Teacher Transfers.**

### 4.3.2 Perceived Relationship between Head Teacher Transfers and Performance of School IGP

The larger proportion of respondents (60%) felt that the performance of school IGPs could be affected by the transfer of school heads because of the close relationship they perceived to exist between the school IGPs and head teacher transfers. Only 13.3% of the respondents perceived that there would be no relationship between the transfers and the performance of the school IGPs, Table 7.

**Table 7: Relationship between Head Teacher Transfers and School IGPs**

| <b>Relationship</b> | <b>Frequency</b> | <b>Percent</b> |
|---------------------|------------------|----------------|
| No Relationship     | 4                | 13.3           |
| Some Relationship   | 8                | 26.7           |
| Close Relationship  | 18               | 60             |
| <b>Total</b>        | <b>30</b>        | <b>100</b>     |

**Source:- Field data (2013).**

### 4.3.3 Effects of Head Teacher Transfers on School IGPS

The study investigated some specific ways in which head teacher transfers affects school IGPs.

#### 4.3.3.1 Loss of IGP Funds

Loss of IGP funds as a result of the transfers was reported to have an average effect on projects by 53.3% of the respondents, 30% felt that transfers would have a great effect on the loss of IGP funds while 16.7% felt that transfers would have a low effect on the projects, Table 8.

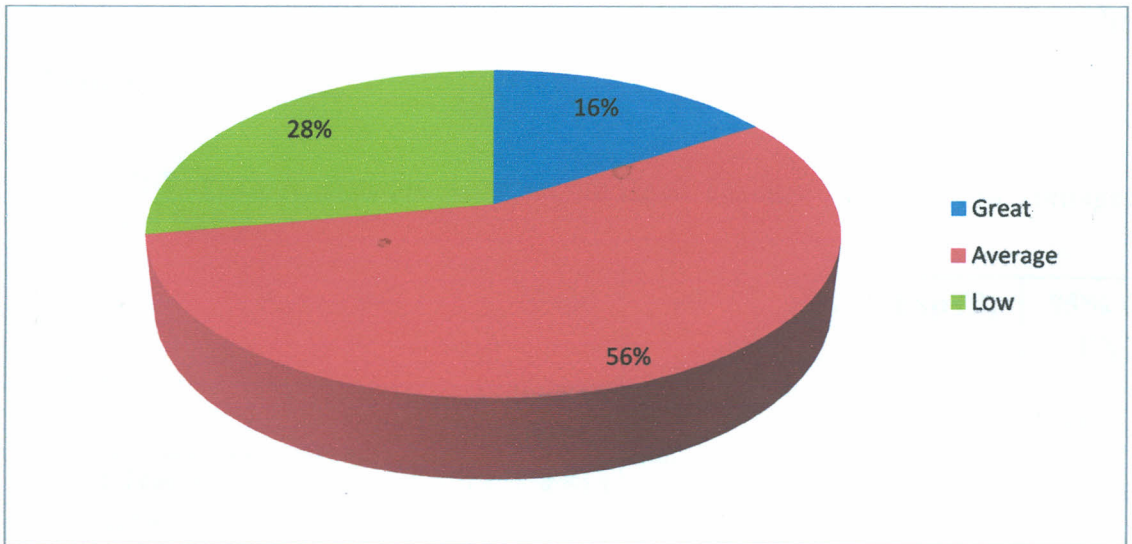
**Table 8: Effect of Head Teacher Transfers on Loss of IGP Funds**

| <b>Effect of Head Teacher Transfers on Loss of IGP Funds</b> | <b>Frequency</b> | <b>Percent</b> |
|--------------------------------------------------------------|------------------|----------------|
| Great                                                        | 16               | 53.3           |
| Average                                                      | 9                | 30             |
| Low                                                          | 5                | 16.7           |
| <b>Total</b>                                                 | <b>30</b>        | <b>100</b>     |

Source:- Field data (2013).

**4.3.3.2 Loss of IGP Partners**

Majority of the respondents (56%) felt that transferring head teachers would have an average effect on loss of IGP partners, 16% reported a great effect of transfers on loss of IGP partners and 28% felt that these transfers would have a low effect on loss of IGP partners, figure 4.



**Figure 4: Effect of Head Teacher Transfers on Loss of IGP Partners.**

### 4.3.3.3 Continuity of School IGPs

The study also sought principals' opinion on the effect that the transfers of school heads would have on the continuity of the IGPs. Forty four (44%) felt that the transfers would have a great effect on project continuity, 48% reported transfers would affect the continuity of the projects in an average way and only 8% felt that transfers would have a low effect on IGP continuity.

### 4.3.4 Logistic Regression Analysis for Head Teacher Transfer and Management of School IGPs

A logistic regression analysis performed in order to determine whether head teacher transfers was an independent predictor of likelihood of engaging in a school IGP showed that transfers was a significant independent predictor of engagement in a school IGP, with an Odds Ratio (OR) of 1.060 ( $p= 0.032$ ). This indicates that school principals who reported average and high frequency of transfers were 1.060 times unlikely to engage in school IGPs compared to those who reported low frequency of head teacher transfers, Table 9.

**Table 9: Logistic Regression Analysis for Head Teacher Transfer and Management of School IGPs.**

|                        | B      | S.E   | Wald  | df | Sig. | Exp (B) | 95% C.I. for EXP (B) |       |
|------------------------|--------|-------|-------|----|------|---------|----------------------|-------|
|                        |        |       |       |    |      |         | Lower                | Upper |
| Head Teacher Transfers | -2.816 | 1.311 | 4.614 | 1  | .032 | 1.060   | 0.75                 | 1.782 |

## 4.4 Project Management Skills

### 4.4.1 Experience in Managing School IGP and Source of Project Management Skills

Most of the respondents 22 (73.3%) had over 2 years of experience in managing school IGPs and 8 (26.7%) reported having experience of less than 2 years. The larger proportion of the school principals (53.3%) acquired project management skills through experience/exposure to projects, 30% acquired their skills in managing projects through a combination of training and exposure to real IGPs and only 16.7% of the principals reported having acquired project management skills through training alone, (Table 10).

**Table 10: Source of Skills in Project Management**

| Source of Project Management Skills | Frequency | Percent    |
|-------------------------------------|-----------|------------|
| Training                            | 5         | 16.7       |
| Experience                          | 16        | 53.3       |
| Training and Experience             | 9         | 30         |
| <b>Total</b>                        | <b>30</b> | <b>100</b> |

Source:- Field data (2013).

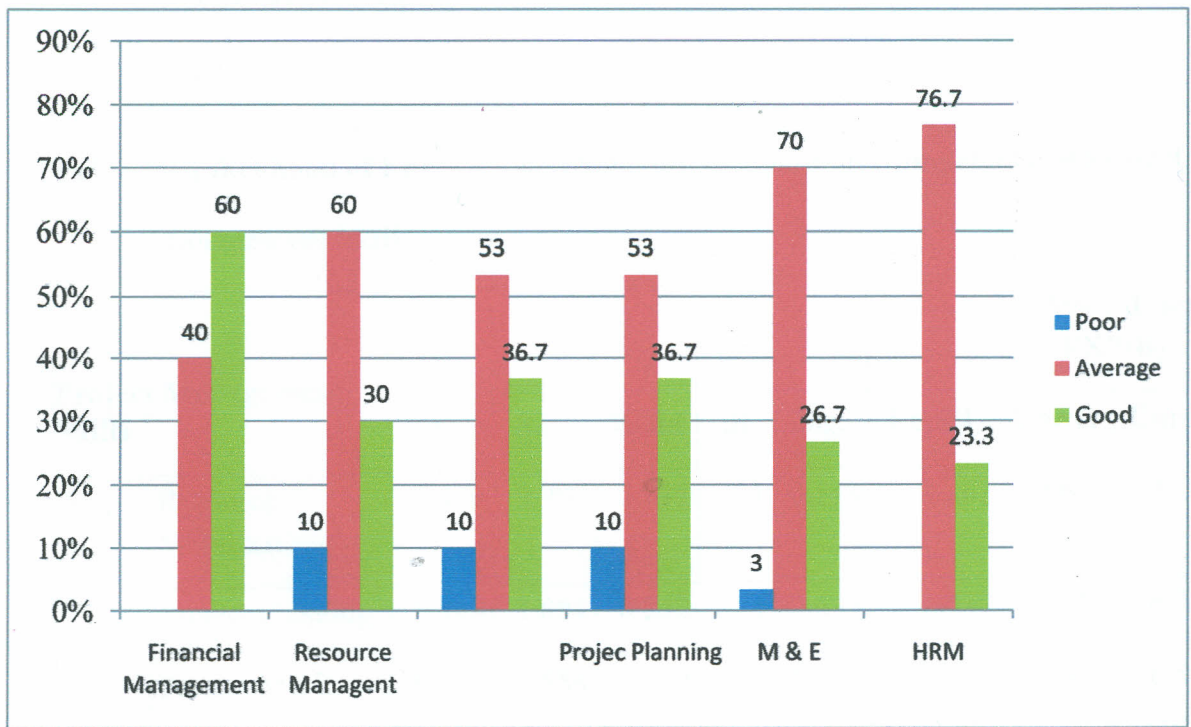
### 4.4.2 Principals' Personal Rating on Competence in Various Project Management Skills

Eighteen (60%) of the secondary school principals surveyed perceived themselves as being average in resource mobilization skills, 9 (30%) felt that they were good in resource mobilization and 3(10%) felt inadequate in the same skills. Majority 18 (60%) rated themselves as having good financial management skills, 12(40%) rated themselves

as average and none felt inadequate in financial management skills.

Most of the principals 16 (52%) reported average competence in project planning skills while 11 (36.7%) rated themselves as good in these skills. Less than half (26.7%) rated themselves as good in project monitoring and evaluation and majority 21 (70%) rated themselves as average. Only 3 (3.3%) felt that their project monitoring and evaluation skills were poor.

The highest number of principals 23 (76.7%) rated themselves as good in human resource management and 7 (24%) rated themselves as average, (Figure 5).



**Figure 5: Principals’ Personal Rating on Competence in Project Management Skills**

The good personal rating in both financial management and human resource management may be a reflection of utilization of the recently introduced management courses for

school heads.

#### 4.4.3 Logistic Regression Analysis for Project Management Skills and Management of School IGPs

The findings in table (11) below show that none of the independent variables made a unique statistically significant contribution to the model {resource mobilization (OR:4.262; p= 0.143), project planning, (OR:0.412; p=0.637 ) project monitoring and evaluation skills, (OR: 0.412; p=0.637 ) financial management, (OR:0.804; p=0.422) and human resource management, (OR:0.632; p=0.611 )}. This study did not find any of the investigated project management skills to predict engagement of secondary schools in IGPs, Table 11.

**Table 11: Likelihood of Engaging in a School IGP Based on Competence in Project Management Skills**

| Project Management Skills |                       | B     | S.E.  | Wald  | df | Sig.  | Exp(B) | 95% C.I. for EXP(B) |        |
|---------------------------|-----------------------|-------|-------|-------|----|-------|--------|---------------------|--------|
|                           |                       |       |       |       |    |       |        | Lower               | Upper  |
| Step 1 <sup>a</sup>       | Resource Mobilization | 1.450 | 0.990 | 2.145 | 1  | 0.143 | 4.262  | 0.612               | 29.668 |
|                           | Project Planning      | 0.888 | 1.884 | 0.222 | 1  | 0.637 | 0.412  | 0.010               | 16.521 |
|                           | Project M&E           | 0.888 | 1.884 | 0.222 | 1  | 0.637 | 0.412  | 0.010               | 16.521 |
|                           | Financial Management  | 1.341 | 0.785 | 0.456 | 1  | 0.422 | 0.804  | 0.217               | 2.732  |
|                           | HR Management         | 0.872 | 1.569 | 0.346 | 1  | 0.611 | 0.632  | 0.447               | 1.755  |

Source:- Field data (2013).

## 4.5 Politics

### 4.5.1 Source of Politics in School IGPs

The larger proportion, 13 (43.3%) of respondents cited parents as the commonest source of power struggles in school IGPs. Nine (30%) cited local politicians, 3 (10%) cited sponsors and 3 (10%) felt that teachers were sources of interference with school IGPs, (Table 12).

**Table 12: Sources of Power Struggle (Politics) in School IGPs**

| Source of Politics in School IGPs | Frequency | Percent    |
|-----------------------------------|-----------|------------|
| Parents                           | 13        | 43.3       |
| Local Political Leaders           | 9         | 30         |
| Sponsor                           | 3         | 10         |
| Teachers                          | 3         | 10         |
| Board of Management               | 2         | 6.7        |
| <b>Total</b>                      | <b>30</b> | <b>100</b> |

**Source:- Field data (2013).**

These findings show that one of the most important school stakeholders, the parents, are some of the potent source of power struggles in school IGPs. But the role of local political leaders cannot be ignored, especially because of the great influence they wielded on CDF in the old constitution.

### 4.5.2 Nature and Level of Political Interference

The level of interference by the various school stakeholders in decision making on the

type of IGP a school will invest in was reported to be low by the larger proportion, 15(50%) of the respondents.

Eleven (36.7%) reported average interference and 4(13.3%) felt that interference was high at this stage of IGP, Table 13.

Over half (53.3%) of the respondents reported interference they rated as average on decisions concerning the funding limit for the IGPs, 26.7% felt rated the interference at this stage as low while 20% rated the interference as high, Table 13.

On the management of profits from school IGPs, 19(63.3%) rated the level of interference as high and 8(26.7%) rated the political interference as average.

The level of power struggle on matters concerning the marketing of school IGP products, 14(46.7%) felt the level of interference was average and 10(33.3%) rated it as high.

The level of interference in the tendering process for IGP suppliers and contractors was rated as high by 17(56.7%) of the respondents and average by 8(26.7%) of the respondents. Only 4(13.3%) rated the level of interference as being low, Table 13. These findings allude to the sensitivity of school stakeholders to issues relating to financial aspects of school IGPs, Table 13.

**Table 13: Nature and Level of Political Interference**

| Nature of Political Interference              | Perceived Level of Interference |                  |               | Total          |
|-----------------------------------------------|---------------------------------|------------------|---------------|----------------|
|                                               | Low<br>F (%)                    | Average<br>F (%) | High<br>F (%) |                |
| Decision making on type of IGP(s)             | 15(50)                          | 11(36.7)         | 4(13.3)       | <b>30(100)</b> |
| Funding limit for IGP(s)                      | 8(26.7)                         | 16(53.3)         | 6(20)         | <b>30(100)</b> |
| Management of profits from IGP(s)             | 3(10)                           | 8(26.7)          | 19(63.3)      | <b>30(100)</b> |
| Marketing of IGP(s) products                  | 6(20)                           | 14(46.7)         | 10(33.3)      | <b>30(100)</b> |
| Tendering for IGPs' suppliers and contractors | 4(13.3)                         | 8(26.7)          | 17(56.7)      | <b>30(100)</b> |

Source:- Field data (2013).

#### 4.5.3 Logistic Regression Analysis for Nature of Politics and Management of School IGPs

Logistic analysis was done to determine the nature of politics which independently predict engagement in an IGP. The results of the analysis found interference in the management of profits from IGP(s) with an Odds Ratio (OR) of 2.068 ( $p= 0.003$ ) to be an independent predictor of engagement in a school IGP. Additionally politics relating to tendering for school IGPs was found to be an independent predictor of engagement in school IGP (OR: 3.186;  $p= 0.046$ ).

**Table 14: Logistic Regression Analysis for Nature of Politics and Management of School IGPs.**

| Nature of Politics  |                           | B      | S.E.  | Wald  | df | Sig.  | Exp(B) | 95% C.I. for EXP(B) |        |
|---------------------|---------------------------|--------|-------|-------|----|-------|--------|---------------------|--------|
|                     |                           |        |       |       |    |       |        | Lower               | Upper  |
| Step 1 <sup>a</sup> | Project Type              | 0.116  | 1.453 | 0.006 | 1  | 0.936 | 0.890  | 0.052               | 15.356 |
|                     | Management of IGP Profits | -20.09 | 2.907 | 0.790 | 1  | 0.003 | 2.068  | 1.000               | 5.479  |
|                     | Marketing of IGP Products | -0.529 | 1.261 | 0.176 | 1  | 0.675 | 0.589  | 0.050               | 6.980  |
|                     | Tendering for IGPs        | -0.307 | 1.132 | 0.974 | 1  | 0.046 | 3.186  | 0.148               | 12.505 |
|                     | Funding Limit for IGPs    | 0.910  | 1.315 | 0.479 | 1  | 0.489 | 0.403  | 0.031               | 5.301  |

**Source:- Field data (2013).**

Thus school principals who rated politics relating to management of profits from school IGPs and the tendering process for the IGPs as high were 2 and 3 times likely not to engage in a school IGP, Table 14.

#### **4.6 Discussion**

Most of the public secondary schools in Konoin Sub-county are mixed, that is, they admit both boys and girls. A notable proportion of public schools (33.3%) have a student population of less than 200. This may be an indicator of the low access to secondary school education in Konoin Sub-county like many other Sub-counties in Kenya. According to a World Bank Report released in 2009, the secondary school net enrollment rate was approximately 50% (World Bank, 2009).

This may be attributable to the low primary-to-secondary school transition rate in Konoin Sub-county given the national rate is still considered as low at 55% (MOE, 2010). The study found majority of the principals to possess adequate administrative experience with having served as heads of schools for durations ranging between 1-4 years.

#### **4.6.1. Determinants of Managing School IGPs**

##### **4.6.1.1 Financial and Physical Resources**

Adequacy of financial resources is vital for the smooth operations in public secondary schools. Studies have reported financial gaps in most secondary schools (Omukoba, H.O., *et al.*, 2011) which have necessitated a shift for schools to identify IGPs. This study established that the CDF was one of the key sources of funds invested in school IGPs. Fundraisings and existing IGPs were also identified by this study to be important sources of income. In spite of these sources of income for start up of school IGPs, most principals felt that financial resources were still inadequate. Indeed this study established adequacy of financial resources as an independent predictor of engagement in a school IGP in Konoin Sub-county. A study by Owour (2008) found lack of capital to be a major hindrance to the start up of school IGPs.

School IGPs additionally require physical resources such as land, infrastructure, material and equipment resources. The most commonly reported IGPs which schools reported engaging in were tea farms, dairy and poultry farming, *Posho* mill and vegetable farming. Over half, (56.7%), of the schools surveyed reported adequacy of physical resources needed for start up of an IGP. This is true considering that the commonly reported IGPs did not require complex infrastructure and except for the tea farm which require large

tracts of land. This study found adequacy of physical resources to be an independent predictor of engagement in a school IGP. Schools reporting inadequate physical resources were unlikely to be engaging in an IGP and would not consider engaging in one in future. The limited financial resources tend to be allocated to the priority needs in the school thus acquisition of resources like land for investment in an IGP may not be considered as a priority.

#### **4.6.1.2 Head Teacher Transfers**

Head teachers play key roles in the identification, provision of strategic leadership and the management of school IGPs. Frequent transfers thus have some direct impacts on the continuity of school IGPs. Majority of the principals reported that there was close relationship between transfer of school heads and effective management of the schools IGP. The frequency of head teacher transfers was found to be average in Konoin Sub-county but majority (53.3%) felt that loss of IGP funds as a result of transfers greatly affected school IGPs. This study found head teacher transfers to be an important predictor of current and future engagement in a school IGP. High frequency of transfers was found to decrease the likelihood of the principals to initiate an IGP. This may be because school heads would want to be in a school long enough to implement the strategic vision of the school's IGPs and uncertainty occasioned by frequent transfers is often interpreted as a waste of time, effort and other resources as one will not have the opportunity to experience the fruits of their effort. Further frequent transfers do not allow a school head adequate time to understand the strengths of the institutions which can be translated into income generating opportunities.

#### **4.6.1.3 Project Management Skills**

School IGPs' main aim is to generate financial income which can be used to bridge the funding gaps. Thus like other business establishment, these projects require a mix of financial, planning, human resource management and monitoring and evaluation skills in order to succeed.

Most of the school principals reported possessing experience of over 2 years in managing a school IGP and knowledge in project management was mainly acquired through experience. Most rated themselves as good in financial management and in human resources management while larger proportions rated themselves as average in project planning, monitoring and evaluation.

Although other studies have reported lack of financial/business management skills as one of the factors contributing to the collapse of IGPs (Kigen, 2006; Carlton, 2001; Mulu, 2001; Rodgers et al., 1999), this study did not find financial management, human resource management, project planning, monitoring and evaluation skills to be independent predictors of engagement in school IGP among principals in Konoin Sub-county.

#### **4.6.1.4 Politics**

Public secondary schools exist to offer quality education and prepare students for progression into diverse career paths. Whereas this is true, these institutions require resources to fulfill this mission and which, in most cases, are not adequate thus alternative funding sources like IGPs have to be adopted. But this is often not without

misconception and sometimes resistance of IGPs by school stakeholders. This study found that parents (43.3%) and local political leaders (30%) to be the most commonly cited source of power struggles in schools' IGPs.

Parents may resist school IGPs for fear that the costs of start up and sustenance may be shifted to their already overstretched budgets. According to the 2005 Kenya Integrated Household budget, secondary school expenditures on average accounted for approximately 55% of annual per capita household expenditures. Additionally there may be a misperception that starting IGPs will dilute the quality of learning in public schools.

Over the past few years, the CDF has been a major source of funds for public school development projects. The local politicians had a lot of influence on the disbursement of its funds and may have given them an opportunity to influence decisions in public schools.

This study established high level of political interference on matters relating to the management of profits from IGPs (63.3%) and tendering for IGPs (56.7%). The study further found high level of politics relating to the above aspects of school IGPs to be independent predictors of engagement in IGPs. High level of politics on management of IGP profits and tendering were found to discourage investment in school IGPs.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

The chapter contains the summary, implication of the study findings, conclusions, recommendation and further research.

#### 5.1 Summary of the Findings

This study sought to establish the factors likely to predict engagement in school IGPs in Konoin Sub-county. The findings showed that whereas financial resources were not adequate, most schools had adequate physical resources. Both types of resources were found to be independent predictors of engagement (present or future) of a school IGP.

Head teachers transfers were average and respondents reported that the relationship between these transfers and the management of IGPs was a close one. Transfers were found to predict the principal's willingness to engage in a school IGP.

Four skills considered vital in successful management of IGPs were investigated. These included; financial management, human resource management, project planning, monitoring and evaluation. This study did not find any of these skills to be useful in predicting the likelihood of a school to engage in an IGP.

Parents and local political leaders were the commonly mentioned originators of politics in school IGPs. Political interference relating to management of IGP profits and IGP tendering were the only factors found by this study to independently predict engagement

in school IGP. High levels of struggle in these areas decrease the likelihood of a school to engage in an IGP.

## **5.2 Conclusion**

Engagement in IGPs in public secondary schools in Konoin Sub-County was found to be determined by the adequacy of resources, both financial and physical, low frequency of head teacher transfers and low level of politics especially on IGP profits management and tendering for IGP supplies. Project management skills were not found to determine schools' engagement in IGPs.

This study sought to test the following hypotheses;  $H_0$ : There are no determinants for implementing school IGPs in public secondary schools in Konoin Sub-County; and  $H_A$ : There are determinants for implementing school IGPs in public secondary schools in Konoin Sub-County. Based on the above findings, the  $H_0$  was rejected and thus the conclusion that there are indeed factors which determine the implementation of IGPs in public schools in Konoin Sub-County.

## **5.3 Recommendations**

Stakeholder sensitization of the importance of school IGPs coupled with sharing of the benefits of IGPs' profits through initiation of school development projects, payment of school fees for students from poor backgrounds and subsidization of school fees can be useful approaches in turning around the negative misperceptions about school IGPs among the parents.

Effective stakeholder communication can also allay the unfounded fears of dilution of quality of education.

Since the Ministry of Education may not provide adequate funds for even the essential school needs, public schools inevitably focus on identifying and collaborating with sponsors and or

partners to establish sustainable school IGPs.

## 5.4 Further Research

This study sought to establish the determinants for implementing IGPs in public schools in Konoin Sub-County. Further, a cross sectional survey can also be done to identify potential partners in school IGPs as well as their funding requirements.

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## APPENDICES

### Appendix1:- Letter of introduction.

NGERERIT VILLAGE,  
P.O.BOX 778-20210,  
LITEIN.  
5<sup>TH</sup> APRIL, 2012.

MR/MRS/MS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam,

#### **REF: PARTICIPATION IN RESEARCH**

I am Chepkwony Samwel K., a postgraduate student at Kenyatta University (Kericho Campus) pursuing my Master of Business Administration degree on Entrepreneurship.

In my research, I'll seek to find out the determinants of managing income generating projects for sustainability in public Secondary Schools in Konoin Sub-county and make proper recommendations on how such determinants can be utilized for successful implementation of such projects.

I kindly request you to participate in this research by way of responding to the guiding questions voluntarily and as honestly as is possible.

Any information obtained from you will be treated with utmost confidentiality and will be used solely for the purpose of this study and recommendations for their use in improving the growth of entrepreneurial activities in the region and in Kenya.

The information will not be used for any other purpose whatsoever.

Your voluntary participation will be appreciated.  
Thankyou.

Yours faithfully,

Chepkwony Samwel Kipkoech  
D53/KER/PT/24575/2010.

## Appendix2:- Questionnaire

### PART 1 – BACKGROUND INFORMATION

Division \_\_\_\_\_

1. School name (optional) \_\_\_\_\_

2. Select the type and category in which your school belongs

| TYPE  | CATEGORY |          |                  |
|-------|----------|----------|------------------|
|       | Day      | Boarding | Day and Boarding |
| Mixed |          |          |                  |
| Girls |          |          |                  |
| Boys  |          |          |                  |

3. How many streams does your school have?

1

2

3

4

5 and more

**4. How many students do your school have?**

Less than 200     201-500     501-700     Over 701

**5. How many years do you have as a principal in the present school?**

Less than 1 year     1-4 years     Over 4 years

**PART 2- NON-HUMAN RESOURCES (FINANCIAL & PHYSICAL)**

**10. How would you rate the adequacy of financial resources in your school?**

Inadequate     Adequate     Very adequate

**11. How would you rate the adequacy of physical resources in your school?**

Inadequate     Adequate     Very adequate

**12. Name the source of funds for your school besides the ministry of education and parents?**

IGPs     Sponsor     NGOs     CDF

**13. To what extent have resources limited the start and /or growth of existing IGPs in the school?**

Less extent     Some extent     Large extent

### **PART 3 – HEADTEACHER TRANSFERS**

**14. How would you rate the frequency of head teacher transfers in Konoin Sub-couny?**

High

Average

Low

**15. In your opinion and to the best of your knowledge, how would you rate the relationship between the head teacher transfers and IGPs?**

No relationship

Some relationship

Close relationship

**16. How in your opinion do head teacher transfers interfere with IGPs in Schools?**

| <b>Nature of Interference</b> | <b>Level</b> |                |             |
|-------------------------------|--------------|----------------|-------------|
|                               | <b>Low</b>   | <b>Average</b> | <b>High</b> |
| Loss of IGPs' funds           |              |                |             |
| Loss of partners              |              |                |             |
| Lack of continuity            |              |                |             |

### **PART 4 – (PROJECT) MANAGEMENT SKILLS**

**17. How many years of experience do you have in managing school income generating projects?**

Less than 1 year     1-4 years     Over 4 years

**18. Categorize the source of IGPs skills you have.**

Training     Experience     Training and experience

**19. How would you rate yourself in the following project management skills?**

| Skill                            | Rating |         |      |
|----------------------------------|--------|---------|------|
|                                  | Poor   | Average | Good |
| Resource mobilization            |        |         |      |
| Financial management             |        |         |      |
| Project planning<br>(Scheduling) |        |         |      |
| Monitoring and evaluation        |        |         |      |
| Human resource<br>management     |        |         |      |

**20. In which of the above three areas would you require capacity building in?**

**(List in order of priority)**

i.....

ii.....

iii.....

**PART 5- POLITICS**

**21. Which of the following stakeholders are sources of politics (at any stage) in**

**school IGPs?**

- Parents     
  Teachers     
  BOG     
  Sponsor  
 Local political leaders  
 Others (specify).....

**22. Select the nature and level of political interference on school IGPs?**

| Political Interference                          | Level |         |      |
|-------------------------------------------------|-------|---------|------|
|                                                 | Low   | Average | High |
| Type of project                                 |       |         |      |
| Funding limit                                   |       |         |      |
| Financial management of IGP profits             |       |         |      |
| Clientele of IGPs products                      |       |         |      |
| Tendering for IGPs' Suppliers, Contractors etc. |       |         |      |

**15. List the IGPs your school is currently running**

- i.....
- ii.....
- iii.....
- iv.....