

**INCOME GENERATING ACTIVITIES AND THEIR CONTRIBUTION TO
FINANCIAL PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN
NYAMIRA COUNTY, KENYA**


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**A RESEARCH PROJECT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS IN
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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This project is dedicated to my parents, my wife and my children for their moral support throughout the project and their love and encouragement. Your collective strength, understanding, and endless encouragement have made this journey possible. Thank you for standing by me through every challenge and celebrating every achievement. This accomplishment is as much yours as it is mine.

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ABBREVIATIONS AND ACRONYMS

CDF	- Constituency Development Fund
FDSE	- Free Day Secondary Education
FSE	- Free Secondary Education
IGAs	- Income Generating Activities
MoE	- Ministry of Education
NCLSC	- National College for Leadership of Schools and Children's Services
RDT	- Resource Dependence Theory

ABSTRACT

The purpose of this study was to investigate income generating activities and their contribution to financial performance of public secondary school in Nyamira County. Budgetary constraints have made it difficult for public secondary schools in Nyamira County to provide quality education and maintain crucial infrastructure. The expansion of educational institutions' needs has made conventional funding mechanisms including government grants and school fees insufficient. This study was guided by the following objectives: To identify the types of income-generating activities engaged in by public secondary schools in Nyamira County. To investigate the relationship between the management of income-generating activities and financial performance of public secondary schools in Nyamira County. To assess the relationship between allocation of proceeds from income-generating activities and the financial performance of public secondary schools in Nyamira County. To investigate the challenges faced by managers of public secondary schools in management of income generating activities in public secondary schools in Nyamira County. This research was anchored on the Resource Dependence Theory by Pfeffer and Salancik (1978) as part of the theoretical framework. The study adopted descriptive research design with a target population for the study was 5 County Education Officers, 147 principals, 1076 teachers and 37,070 students in Nyamira County. Purposive and simple random sampling was used to select the sample size who were a total of 368 respondents. Data collection techniques utilized included interview schedules and questionnaires. Data collected was edited, coded and analyzed using Statistical Package for Social Science (SPSS) version 23. Research findings indicate that livestock keeping is the most popular activity among principals, teachers, and students respectively. Crop farming is also significant, especially among students and to a lesser extent among principals and teachers. Further, research findings reveal that principals believe the success of income-generating activities in public secondary schools is influenced by several key aspects such as management capacity and adequate capital investment. A few of the respondents indicated inadequate capital as the primary challenge affecting income generating activities. The study recommends that schools should seek potential partners and sponsors to finance IGAs and conduct regular training of teachers and principals in charge of IGAs.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter contains the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the study, limitations and the delimitations of the study, assumptions of the study, theoretical framework of the study, a conceptual framework of the study and the operational definition of terms.

1.1 Background to the Study

Education is one of the sectors in any government where financing is vital because it entails an investment that has huge social and private returns. African countries with diverse resources and abilities have embraced diverse approaches to running income-generating undertakings in African nations and making good use of income from income-generating activities in financing education (Getange & Lwakasana, 2017).

Government-owned secondary schools engage in Income -generating activities. The undertakings that learning institutions take part in include running factories, cyber café services, publications, and chemical plants synthesizing high-tech polymer coating, running wholesale shops, decorations, and renting out school structures (Getange & Lwakasana, 2017). Income generation is a method of accumulating self-generated revenue that can provide a learning institution with extra finances it might require for classroom patronage, employment of workers and other institutional needs. Learning institutions can hire out amenities and structures to provide an important source of income that can be used when learners are not in school

especially in the evenings, over the holidays at weekends, and during the holiday (N. C. L. S. C. S, 2010).

In the United States of America, an investigation conducted in 2009 established that operations can progress efficiently in secondary schools only when there are enough finances for everyday expenses incurred by educational institutions. This comprises procuring instructor's guides, students' test books, maps, and computers. It is for this reason that schools need to engage themselves in IGAs to milk additional income (Slavin, 2009).

According to Abdelkarim et al., (2008), subventions in secondary schools in the United Kingdom take three forms. Firstly, awards were discussed to full-time learners who were from destitute backgrounds. Secondly, there existed minute support to learners whose courses were believed not to be advanced. Last but not least, there was cost sharing where learners were required to pay a percentage of the education expenses while the remaining expenses were catered for by the government. According to this study, the subsidies in the United Kingdom were mainly meant for tertiary educational institutions. It mainly aimed at supporting learners from low and middle-income families.

Jacobson (2016) to explore IGAs in Britain, discovered that school budgets escalated year after year and this made it difficult for the schools to bank exclusively on government financing to carry out their strategies aimed at development, both in the short and long term. According to this study, this made the schools seek alternative ways of raising extra funds by venturing into the IGAs.

In Malaysia in an investigation on income generating activities embraced by the teaching staff, it was established that there were numerous revenue-making undertakings embraced by the university dons which comprised research and consultancy. The researcher additionally pointed out that commercialization remained a significant action because it provided the utmost cumulative revenue to the institution of higher education (Ahmad, Soon & Ting, 2015).

In the Philippines, it was established that institutions embraced income-generating activities escalation, growth of revenue-making endeavors augmented in addition to the organization's capabilities to raise supplementary monies for the educational centers. Additionally, the researcher established that the relationship between the time in which the income-generating activities had existed and the institution's operations had enhanced the financial condition of the tertiary institutions (Tenedero, Fiel-Miranda & Celestino, 2016).

In South Africa, Masimbwa (2010) discovered that the agencies managing public secondary schools had come up with guidelines that were meant to help those institutions raise more funds to add-on the government subsidizations to individual schools.

In Nigeria, schools engaged in agricultural activities ranging from crop farming to livestock and poultry keeping (Nwakpa, 2016). Kafka and Stephenson (2006) focusing the various ways through which learning institutions in Asian countries and those in developing countries raised extra funds. Research revealed that those schools that engaged in agricultural activities realized more income and that this was essential for improved learner retention during the learning period since they were able to meet the cost of lunch, school uniform, transport expenses in addition to field

trips for the academically gifted students from humble backgrounds using finances drawn from agricultural investments.

In Tanzania, it was established by Gebreyes (2010) that learning institutions were sponsored by the Catholic Church. These institutions had been founded before independence proficient in swift development because they had been engaged for a long time in institutions based on revenue generating accomplishments in addition to contributions from other supporters such as religious organizations, and politicians. Secondary schools needed to teach technical subjects such as entrepreneur -based subjects.

In the republic of Kenya, Free Secondary Education (FSE) was initiated to make sure there is free admission to quality knowledge acquisition for all. The regime was made responsible for making available schooling finances for every student in all government-owned institutions even though parents take up the expenditure such as construction of school facilities, repairs, examinations fees, accommodation, catering in boarding schools, and learner's upkeep. (Chepkwony, 2018).

Despite the valuable insights gained from the earlier investigations, several gaps still need to be addressed. The studies generally focus on the types and benefits of IGAs, without delving deeply into the challenges that schools encounter while adopting these activities. There is also a need for comparison and analysis of various forms of IGAs and their relative efficiency. Furthermore, most research is geographically restricted, limiting the findings' generalizability. Each country's unique context, such as economic conditions, cultural considerations, and government policies, is critical to the success of IGAs, and current studies do not adequately address this. While Kenya's Free Secondary Education (FSE) project strives to provide decent

education, it still places major financial responsibility on parents, demonstrating a partial reliance on public funding.

An investigation conducted in Isiolo North Sub-County indicated that the revenue making undertakings for learning institutions does not get right administration and teaching staffs are involved in the resolution on the IGAs to be executed. The inadequate finances were a main obstruction to the operationalization of IGAs. The research recommended schools to make financial plan on time for income making undertakings and the financial plan must be sternly followed. It was believed that there would be a boom in the sum of finances produced by the revenue making ventures. The government through the Ministry of Education (MoE) ought to carry out training programs on project administration on regular basis. Head teachers have to be inducted on monitoring and evaluation and financial management skills in schools (Adan & Keiyoro, 2017). According to Thuva and Muturi (2017) operational expenses had an important negative consequence on internal controls and financial performance of revenue making undertakings by higher educational institutions in Kenya.

Lichoro (2013) in his study conducted in Tigania East established that Free Day Secondary Education (FDSE) together with school fees were the major sources for school funding. Management of the Income Generating Activities (IGAs) was a major challenge to the school head teachers in public primary schools. The scholar commended that head teachers should get involved in pertinent regime officers within the district to assist them pinpoint the most feasible revenue making plans. Learning institutions also need to embrace relevant technologies, to inhibit the challenges encountered. Lichoro's research provides important insights into the

financial dynamics and managerial issues facing public primary schools. It correctly identifies areas for improvement and offers realistic answers. However, the study may benefit from a more in-depth study of the particular challenges associated with maintaining IGAs, a broader focus that covers secondary schools that this study intends to conduct.

According to Getange and Lwakasana (2017), income-generating activities (IGAs) have reduced parents' financial burdens for school fees, increasing secondary school enrollment and academic attainment. However, the study discovered that the cash collected was insufficient to fund school infrastructure and provide financial assistance to underprivileged pupils. The researchers proposed that IGAs be supported and strengthened to better fund academic programs. They advocated for legislation targeted at raising money from IGAs, which might help low-income students and expand physical facilities at educational institutions. The study falls short of providing detailed strategies for improving IGAs and explicit policy recommendations. Furthermore, the report may benefit from more specific situations and data to back up its allegations of financial inadequacy and offer alternatives.

According to a study carried out in Konoin by Chepkwony (2018), the study exposed that presence of financial, and physical resources, reduced head teachers delocalization, and low political interference on income generating programs benefit the school administration and Income generating programs provisions determined the engagement in income generation programs in public secondary schools in Konoin Sub-County. The investigation recommended the necessity of the shareholder's sensitization on the significance of learning institution revenue-making scheme together with a justifiable allotment of revenue-making project profits

through the commencement of school development projects, payment of school fees for learners from destitute families as well as subsidization of school fees to turn around the negative misunderstandings about school revenue making projects among the parents. This study points to a failure to provide comprehensive implementation plans and possible challenges.

According to Chepkoech (2012), income-generating activities might have alleviated the burden of educational financing which stood unexploited. The study indicated that the majority of the school administrators did not have entrepreneurial, supervision expertise and business know-how to make use of income-generating undertakings as a substitute source of education funding to stimulate learner retention. This study focuses on identifying problems rather than providing tangible answers. It also emphasizes the importance of professional development and training programs for school administrators in bridging the skills gap. The study could also benefit from a more in-depth examination of the precise IGAs that would be most effective in an educational setting.

In public secondary schools, entrepreneurial inspiration and financial management are key in the performance of Income Generating undertakings (Mwangi & Namusonge, 2016). According to Obadha(2012) the following aspects were highlighted as the main IGAs embraced by the learning institutions. They encompass; sugarcane farming, corn farming, milk production and hiring out school amenities intended for diverse objectives. It was additionally distinguished that the revenue making actions generated a lot of income which the institutions used in making available physical amenities, refurbishing the old amenities, paying recurring expenditures for example educators employed by the school Board of

Management as well as fees payments for the bright but destitute learners. It was suggested that the Ministry of Education must inspire secondary schools in Kenya to take on income producing undertakings that would lessen economic restraints in public secondary schools.

The Table 1.1 displays the summary of finances allocated to the secondary schools

Table 1.1: Government Budgetary Allocations to Schools per Student

Financial Year	Allocation	Expected	Percentage Shortfall %
2016	12,870	30,000	57.1
2017	12,870	30,000	51.1
2018	22,244	30,000	25.9
2019	22,244	30,000	25.9

Source: Nyamira County Ministry of Education (2019)

Table 1.1 displays the national government fiscal apportionment to schools per capita for learners as from two thousand and sixteen to two thousand and nineteen. It is apparent that secondary schools were underfunded by over fifty-seven point one percent in the financial year two thousand and sixteen and two thousand and seventeen and by twenty-six percent in financial year two thousand and nineteen, considering the expenditures that wait in the secondary schools. This is a clear indication that finances disbursed by the national government are inadequate to meet the financial requirements for the secondary schools.

Secondary schools in Nyamira County have initiated various income generating activities in an attempt to meet their infrastructural needs. According to the Nyamira County Spatial plan 2021-2030, the education sector in the County experiences

several challenges such as; High number of students in boarding schools resulting to overstretched infrastructural facilities and services and poor waste management characterized by burning of solid waste in the open while inadequate land sizes constrain construction of additional pit latrines.

According to Mayora (2010) Secondary schools in the Nyamira County are equipped to establish a range of revenue-generating ventures. However, some schools just select one or two projects, some of which are completed quite quickly. Conversely, some of the schools have not even one project that generates revenue, despite facing financial difficulties due to unpaid tuition. The secondary schools located in the Nyamira district are facing an issue because the IGA decisions made are not producing enough revenue to support the schools and are therefore not effectively mitigating their financial difficulties.

Despite the existence of income generating activities in secondary schools in Nyamira, there is inadequate data on the contribution of income generating activities to financial performance of secondary schools in Nyamira County which this study intends to address. Further, the research shall also address gaps such as the relationship between the management of income generating activities and financial performance and also relationship between allocation of proceeds from IGA and financial performance.

1.2 Statement of the Problem

Budgetary constraints have made it difficult for public secondary schools in Nyamira County to provide quality education and maintain crucial infrastructure. The expansion of educational institutions' needs has made conventional funding mechanisms including government grants and school fees insufficient.

Consequently, secondary schools in Nyamira County have resorted to income-generating activities (IGAs) as an additional source of funding. Despite this, there exists a knowledge gap on the contribution of IGAs to the financial performance of secondary schools in Nyamira County.

Nyamira County as the rest of the Counties in Kenya benefits from education financing in various ways, for instance Constituency Development Fund (CDF), Bursary, and Local Authority Transfer Fund. Despite the government's efforts to finance education, secondary schools in Nyamira County still have poor general infrastructure and need further finance from other sources which made this study necessary which has led to the establishment of Income Generating Activities in secondary schools. The study of income generating activities was sought to find out how income activities can impact the various areas of secondary schools of the County. These range from infrastructures, books and various projects. Consequently, this investigation purposes to seal the gap on the influence of revenue creating undertakings on the financial performance of secondary school in Nyamira County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate income generating activities and their contribution to financial performance of public secondary schools in Nyamira County Kenya, and avail data that could assist in the management and financial sustainability of IGAs in secondary schools.

1.4 Research Objectives

The following objectives were considered:

- i To identify the types of income-generating activities engaged in by public secondary schools in Nyamira County.
- ii To investigate the relationship between the management of income-generating activities and financial performance of public secondary schools in Nyamira County.
- iii To assess the relationship between allocation of proceeds from income-generating activities and the financial performance of public secondary schools in Nyamira County.
- iv To investigate the challenges faced by managers of public secondary schools in management of income generating activities in public secondary schools in Nyamira County.

1.5 Research Questions

This study sought to answer the following research questions:

- i What are the types of income generating undertakings embraced in by public secondary schools in Nyamira County?
- ii How does the management of income generating activities impact the financial performance of public secondary schools in Nyamira County?
- iii How does the allocation of proceeds from income generating activities affect the financial performance of public secondary schools in Nyamira County?
- iv What are the challenges experienced by administrators of public secondary schools in starting and managing income generating undertakings in public secondary schools in Nyamira County?

1.6 Significance of the Study

The findings may help school principals and administrators make informed choices about which income-generating activities they should engage in and how to manage

them effectively. Further, the study may help policymakers create supporting policies and procedures that encourage and regulate income-generating activities in public schools, ensuring that they contribute positively to financial success while maintaining educational quality.

Schools can utilize the study's findings to compare their performance to others and implement best practices in generating revenue, resulting in overall improvement in financial management across the County. The study also contributes to the field of academia by providing empirical data on the influence of income-generating activities in public secondary education, thereby filling the gap in the existing literature.

1.7 Limitations of the Study

The following were the research limitations:

- i This research was limited to public secondary schools in Nyamira County.
- ii The research questionnaires could not be filled in one day due to busy schedules for the teachers and students. Therefore, the researcher adjusted the schedule to accommodate the delays.
- iii Owing to fear of victimization, participants would not be free to give authentic responses. The respondents were guaranteed of confidentiality of information rendered.
- iv It was not possible to meet the respondents in day secondary schools over the weekends and during the holidays. Special arrangements were arranged for groups or individuals when they were flexible.

1.8 Delimitations of the Study

This study was restricted to state-owned secondary schools in Nyamira County. Despite the government's efforts to fund education, secondary schools in Nyamira County continue to have poor general infrastructure and require more funding from other sources, necessitating the conduct of this study.

Income generating activities were the only emphasis of this research. By focusing on income generating activities, researcher intends to present a comprehensive, contextually relevant examination of how Income income-generating activities (IGAs) can considerably contribute to the financial performance and general sustainability of public secondary schools.

1.9 Assumptions of the Study

The following were study assumptions;

- i The participants gave honest information.
- ii Secondary schools in the region engaged in Income Generating Activities.
- iii Secondary schools need more finances to start or maintain their projects.
- iv The government and ministry of education have no restrictions on the lawful IGAS the schools should engage in.
- v The researcher assumed that the sample population selected reflects the whole County population.

1.10 Theoretical Framework of the Study

This investigation was anchored on the Resource Dependence Theory (RDT) as developed by Pfeffer and Salancik (1978). Pfeffer and Salancik argue that organizations do not have adequate resources which make the organizations dependent on other sources to support its operations and other projects. Due to

inadequate resources, urge to decrease risks of insolvency organizations start income generating projects. External control can be executed by organizations or the government that may have a noteworthy effect on internal operations because too much dependency on external resources might fetch forth ambiguity as a result revealing the institution to the jeopardy of extrinsic control. This theory is adopted to pronounce the behavior of educational centers to establish business enterprises for complementing returns to keep the organization afloat.

According to Ahmad et al. (2013), the fundamental feature of the resource Dependence Theory is the necessity of property acquisition in terms of finances or data from the surroundings prompted the organizations to be contingent on the extrinsic sources of assets. This theory of RDT is used as the basis to this study as it explains the influences of environments on organizational relations. It further explains how the external resources of organizations affect the behavior of the organization. Too much dependency on external resources creates uncertainty, which leaves organizations subject to the risk of external control. External control may be imposed by government or other organizations, and can have a significant effect on internal operations, such as funding or personnel policies. Managers should strategize alternative business plans in order to lower this risk (Hilman & Collins, 2009).

According to Resource Dependency Theory, organizations must seek for and secure the resources they need from their environment in order to survive and develop. Identifying the types of IGAs that schools participate in sheds light on how these institutions obtain money beyond regular funding sources. The Resource Dependency Theory highlights the significance of taking deliberate efforts to

manage external dependencies. Effective IGA management can help a school acquire and use resources more efficiently, boosting financial performance.

Resource Dependency Theory is also concerned with the way these resources are allocated and used. The allocation of Income Generating Activity earnings has a direct impact on schools' financial health and performance. By analyzing the allocation of IGA proceeds, the study may establish whether schools are strategically spending these funds in areas that improve operational efficiency and educational outcomes, which is consistent with RDT's emphasis on strategic resource management. Resource Dependence theory recognizes that organizations function in a larger context than both constrains and gives opportunities. Investigating managers' issues reveal both external and internal variables that complicate resource management. The theory states that companies must successfully navigate and manage their dependencies. Identifying challenges aids in understanding the obstacles to successful dependency management and the solutions required to overcome them, resulting in improved IGA management and financial performance.

1.11 Conceptual Framework of the Study.

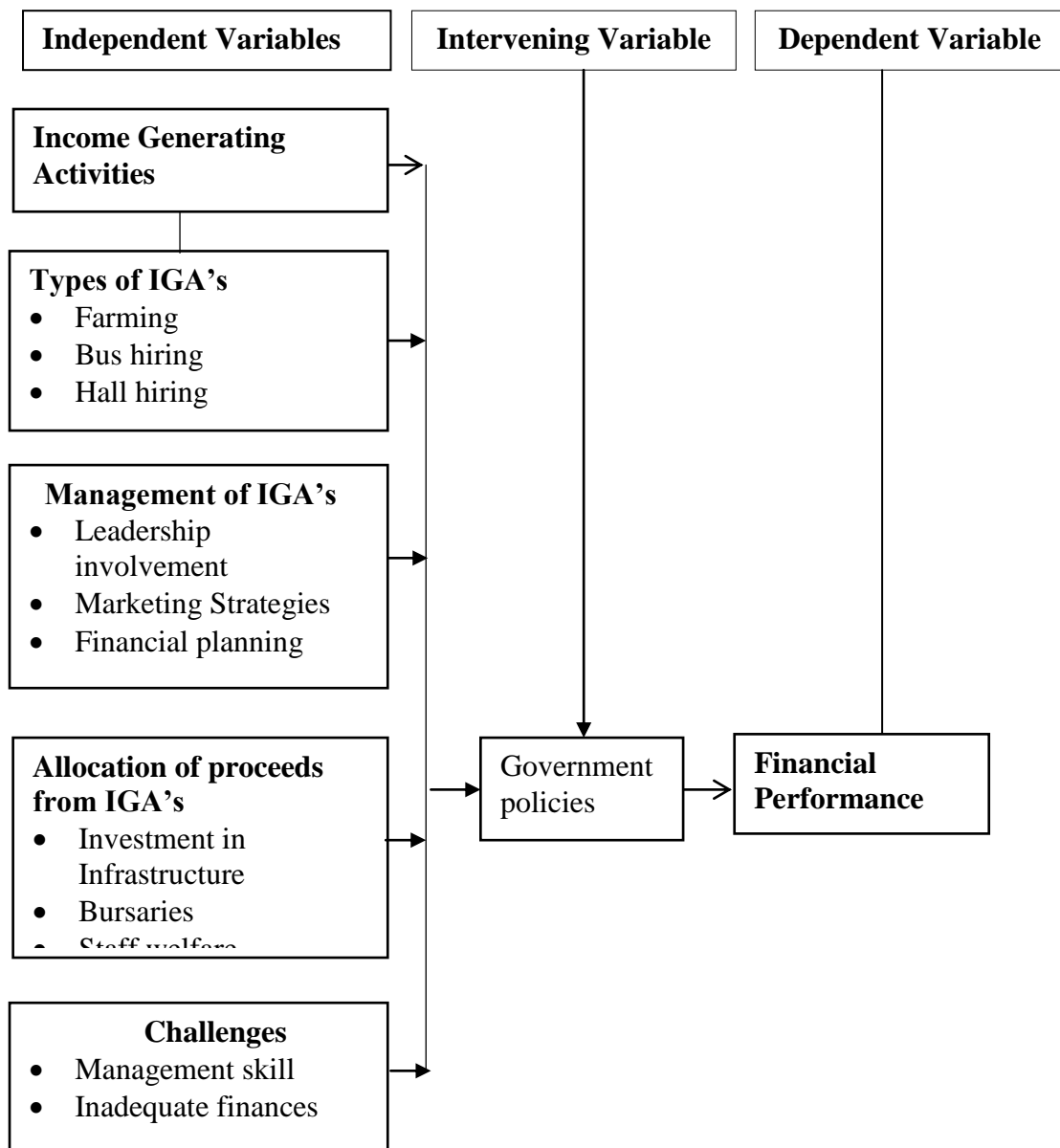


Figure 1.1: Conceptual Framework of the Study

Source: Researcher, (2021).

The research independent variable is Income generating activities whereas the dependent variable is financial performance. It is acknowledged that there exist different types of income generating activities that schools which can practice to generate income. They include crop cultivation, livestock rearing, bus hiring and

hall hiring. Schools can generate finances by leasing out school buses and halls or starting farming projects. Management refers to the strategic and operational decisions taken by school administrators and stakeholders to guarantee the successful implementation and oversight of revenue-generating activities. This includes leadership involvement, marketing strategies and financial planning. Allocation of proceeds from IGAs involves the distribution or use of funds generated from IGAs which includes investment in infrastructure, bursaries and staff welfare. Learning institutions encounter challenges like inadequate finances, and management skills which affect performance of the IGAs.

1.12 Operational Definitions of Terms

Adequacy of financial and non-financial resources: Refers to the sufficiency and appropriateness of both monetary (financial) and non-monetary (non-financial) assets and support available for the income-generating activities.

Adequate capital investment: Refers to sufficient initial and ongoing financial resources allocated to start and sustain income-generating projects or activities within the school.

Board of Management: Refers to a group of people given the responsibility to help the school manager in running the school.

Financial Performance: Refers to the increase of income in schools in terms of Academic support and assets

Fixed assets: Refers to school properties with a life span of over one year. generating endeavors.

Frequency of head teacher transfers: Refers to the regularity or frequency with which head teachers or principals are reassigned or transferred, which can affect continuity and stability in managing income-generating activities.

Infrastructure: Refers to physical amenities in schools

Income Generating Activities: Refers to Income-generating undertakings that secondary schools embrace to get extra finances in the school.

Internal controls: Refers to the systems, processes, and procedures implemented to ensure compliance, accuracy, and accountability in managing finances and operations related to income-generating activities.

Level of development of the school: Refers to the extent of infrastructure, facilities, and overall institutional development, which can impact the feasibility and success of income-generating initiatives.

Management capacity: Refers to the competence and capability of school leadership and administration in planning, implementing, and overseeing income-generating activities effectively

Politics: Refers to the influence of political aspects, policies, and governance structures on the operation, regulation, and sustainability of income-generating activities in public schools.

Public secondary schools: Refers to secondary schools financed by government of Kenya

Revenue growth: Refers to an enterprise increase in total income

School's liquidity: Refers to the school's ability to meet its short-term financial obligations and fund its operations without causing significant disruption or financial strain.

Size of the project/units: Refers to the scale or magnitude of the income-generating project or units within the school, which can affect its profitability and operational efficiency.

Support from staff members: Refers to the level of encouragement, engagement, and participation of school staff in supporting and contributing to the success of income-

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section presents a review of related literature on income generating activities and their contribution to financial performance of public secondary schools in Nyamira County. The chapter is divided into the following subtitles,

- i Types of income-generating activities engaged in by public secondary schools in Nyamira County.
- ii The relationship between the management of income-generating activities and financial performance of public secondary schools in Nyamira County
- iii The relationship between allocation of proceeds from income-generating activities and the financial performance of public secondary schools in Nyamira County.
- iv The challenges faced by managers of public secondary schools in management of income generating activities in public secondary schools in Nyamira County.
- v Summary of related literature review and research gap.

2.1 Types of Income Generating Activities in Public Secondary Schools

Secondary schools engage in various revenue making undertakings to make coins for the school. Some schools hire school buses, designs and decoration, start factories, chemical manufacturing plants, printing films, renting of school amenities and opening whole sale shops (Getange & Lwakasana, 2017). Other schools practice textiles activities, crop cultivation, livestock keeping and starting restaurants.

High schools need more than just financial resources, and as Orodho (2013) notes, human and physical resources are also important in any school set up. Human resources include teachers, students and the support staff while the physical resources include infrastructure in the school. Schools and their boards of management are left to cater for some of the resources that they need. The schools have to cover salaries for the non-teaching staff such as cooks and watchmen and salaries for teachers employed by the board. In addition to this, there are also aspects of infrastructure in the schools, which are to cater for the increased number of students enrolling for secondary education such as classes and dormitories. The living standards in Kenya have tremendously increased, which means that parents and communities, especially those in the rural areas with poor backgrounds, find it hard to chip in the support for free secondary education. Mobilization of resources has an impact on the development of the organization in terms of internal efficiency and improving the students' performance. In order to meet gaps that are experienced in the schools in terms of resources that are available, the schools have to embark on resource mobilization activities.

Resource mobilization is a process concerned with expanding relations with resource providers and imparting skills, knowledge and capacity, which is necessary for proper use of resources (Babybonela, 2018). Through the mobilization of knowledge, skills and services, organizations are able to achieve their mission. Resource mobilization does not only refer to fundraising, which achieves financial resources but also other resources such as physical or human resources that are needed in the proper functioning of an organization.

According to a research conducted in Philippines by Celestino et al., (2016) on the diverse IGAs embraced by different government sponsored learning institution, it was found that there was no direct effect of length of operations on implementation of the IGPs. It was also found that implementation of IGPs was not dependent on the number of staff in the institution. On the other hand, the researcher found out that implementation of IGPs seriously influenced the average number of clients served.

In Ebony state of Nigeria, it was established that secondary schools raise finances through organizing fund raisers, old students associations donations, endowments, parents teachers associations donations, starting school farms and community involvement (Nwakpa, 2016).

According to a research conducted in Uganda by Jada (2010) that purposed to establish if there was a relationship among rural women and IGAs, it was established that ladies who practiced income generating activities experienced more growth economically as well as freedom hence enriching their prominence. The research detailed that Women practice several IGAs activities that enhanced their independence. These include tailoring, livestock rearing, cash crop cultivation, Aquaculture, poultry keeping and baking. In Tanzania, schools under Moshi Catholic Diocese practice poultry farming and crop cultivation. The monies obtained from selling the farm produce is used in purchasing learning and teaching materials (Koda & Onesmo, 2018). In coastal Tanzania region, it was discovered that whole sale business, aquaculture, farming and animal husbandry are the main IGAs activities embraced by the community (Kasikazi, 2015).

Ayodo et al. (2011) stated that secondary schools in Kenya embraced horticulture, aquaculture, running a Posho mill, daily farming, poultry farming and hiring out school bus. Institutions of higher education embrace activities like farming, cyber café services, and guest house services, bookshops, hiring out institutional facilities and catering services to generate more finances for the institutions (Murage & Onyuma, 2015). The studies, however do not consider the perceptions and involvement of different stakeholders such as students, teachers, parents, and community members in these IGAs. This could provide insights into how to better integrate these activities within the school community and enhance their effectiveness. This study gathered the perception of students, principals and government officials in an attempt to address this gap.

In Kenya, an exploration on the effect of IGAs on retention rates revealed that the following were the main IGAs practiced; hiring out school buses, dairy farming and maize cultivation. Nonetheless, the study specified that the mentioned income generating activities were not money-spinning ventures as far as generations of finances were concerned (Chepkoech, 2012). Additionally, a research conducted in 2014 established that both crop cultivation and dairy farming were the most common income generating activities practiced by secondary schools (Lunani, 2014). Both studies acknowledge the existence of IGAs but do not delve into the specific management and implementation challenges that schools face in running these ventures effectively which were addressed in this study.

A study by Syacumpi (2012) indicates that when it comes to the implementation of resource mobilization activities, there is a lack of verification in terms of the successes and predictability. There is also a lack of information on how adequate the

activities are; since there is no institutional framework guiding the implementation of these activities. It then becomes difficult to understand the effect of the resource mobilization activities in the development of schools. This study, therefore, sought to fill this research gap and provide a source of reference, which adds to the scarce body of knowledge that exists in the context of resource mobilization and high school physical infrastructural development. The research focused on the effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

A study by Odundo and Rambo (2013) sought to determine the value that the income-generating projects in schools have on the financial performance of public high schools in Kenya. The study showed that schools that have income-generating projects have a 1.9 times more likelihood of owning school assets as compared to schools that do not have income generating projects. Additionally, the study showed that there is a lack of policy guidelines on how income generating projects in schools should be initiated, managed, reviewed and reported. It is, therefore, of no surprise that income-generating projects do better in some schools than in others.

Nakhumicha and Macharia (2017) conducted a study on aspects that influence the completion of development projects in high schools in Imenti North Sub County in Kenya. The study adopted descriptive survey research, and a census was used whereby sixty respondents participated in the study. The study recognized that schools need to come up with other sources of resources other than the funding that is received from the government. It is vital to note that school projects can be used to generate income for the benefit of the school and the students.

2.2 Relationship between Management of IGAs and Financial Performance of Public Secondary Schools

It is clear that different aspects affect the performance of IGAs. According to investigation carried out in Sudan by Dawoud et al., (2015), it was reported that women employment status, age and other sources of finances influence implementation of IGAs. In Puntland Somalia, management capacity, resources allocation and internal control systems were the underlying forces that impacted financial performance of Internal generating activities among the government owned higher institutions of learning (Mohamed & Muturi, 2016).

Bennel and Ntagaramba(2008) argue that when school heads effectively govern and allow participatory management to take course, teachers feel energized and motivated, and their sense of ownership and empowerment increases as this has the dictates of the budget and how the school is managed against. Well implemented school plans can increase collegiality and give teachers the satisfaction to commit themselves to school improvement goals as budget affects up to the students. Therefore, the quality of the education is not compromised. Highly motivated teachers are the key aspects of a successful educational system (Seead & Rizwani, 2012). For an educational system to be deemed to provide quality education, it depends on the precincts of how the resources are utilized as this affects the learning process, the running of the school and all these depends on external forces that's basically the market which has a spiraling effect as it keeps on soaring.

In Konoin sub County Kenya, it was revealed that both financial and non-financial aspects influenced the enactment of Income Generating Activities (IGAs) (Chepkwony, 2018). It was also reported that principals' transfers and turnover

affected performances of IGAs. Minimal political interference on administration and giving out tenders were the major aspects that made performance of IGAs better. According to Ayodo et al., (2011) size of school compound and the number of facilities available to a great extent influenced the IGAs performance in secondary schools.

The search for quality education has not however been exempted from the current economic crisis which makes the cost of goods and services to rise. Many African countries have been forced to cut down on public spending, especially on education where the government has come up with ways to have the fee guidelines put in place. These fundamental facts sharply constrain the options open to provision of quality education and have serious implications on education sector. Education in Kenya has been exerting a lot of pressure on the national budget due to its rapid growth. This rapid growth has however not been met by a proportionate increase in resources available. The zeal that characterized many nations at independence to massively invest in education soon waned off due to high costs. The available resources from the government could not equitably be distributed to all sectors for maximum development. Many sectors, notably education had to seek involvement of other partners in meeting its financial requirements. In Kenya, there was an already felt need of discovering new or improving old ways of raising money and this has to be done carefully without compromising the quality of education.

A study carried out by Muturi and Thuva (2017) in public Universities on issues influencing performance of IGAs, revealed that public universities had established pertinent operational and internal controls that influenced implementation of IGAs. All the same, the study was not able to pinpoint a few practical correlations amid of

the universities' liquidity unit arrangement and also brought forth additional returns to the universities. The researcher recommended the universities' managements to manage their operating cost efficiently and to ensure that organizations do not impact financial performance.

Deliberate efforts have been made by the government to cut down on recurrent expenditure on formal education under the Ministry of Education to less than 30 percent (Republic of Kenya; 2015). The difference in terms of the ministry's monetary requirements is to be realized through cost-sharing and in the employment of more cost-effective measures in the use of educational resources. Under such a separation, it calls upon educational institutions, especially secondary schools to establish a means of broadening their resource base to avoid transferring the whole burden to parents, which scrutinizes the budgeting and the prudent use of resources in schools vis a vis the quality of education provided (Kasikazi, 2015). One of the main challenges schools face in budgeting with regards to the rising cost entails the use of available physical resources for maximum returns. Institutions of learning have a major part to play in generation of the extra funds needed for their smooth running. The possibility of raising further funds for education from parents is already diminishing rapidly with the government fee guideline which according to the ministry should be adhered to strictly. Therefore, this calls for prudent strategies of education financing in schools, let alone improving current education quality (Mahonja, 2010).

An investigation conducted in Kakamega East Sub County indicated that liquidity had a positive effect while leverage had a negative impact on financial management (Mahonja, 2010). According to Kituku (2010), age, liquidity and size of units

influenced financial performance. The process of putting into practice income generating projects in Isiolo North Sub County are positively influenced by staff qualification, enough finances, investments, stake holders' support, and supervision (Adan & Keiyo, 2017). It was reported that performance of IGAs in universities was affected by internal controls and inflation (Mugambi & Tsuma, 2014).

2.3 The Relationship between Allocation of proceeds from Income-Generating Activities and the Financial Performance of Public Secondary Schools

As noted by the World Bank (2008) provision of good quality secondary education is a critical tool in generating opportunities and benefits of socio-economic development. Educating people mean putting opportunities in their hands, and is recognized as one of the best anti-poverty strategies ever. Despite its importance in national development, the cost of providing quality secondary education has been escalating, while resources have been dwindling due to perennial budgetary constraints (Onsomu et al., 2016; Omukoba, Simatwa , & Ayodo, 2018). Secondary school managers have the gigantic task of balancing meager resources between subsistence and development needs as well as good performance in national examinations. However, macro-economic shocks such as inflation, fuel shortage, and crop failure, among others, often militate against the success of public schools. School-based IGAs enable public schools to cope with external economic shocks, without necessarily passing down budgetary adjustments to parents. However, the country lacks a clear policy guideline to facilitate the initiation, management, accounting, reviewing, and financial reporting of IGA projects.

Finance was considered a significant element in the provision of education yet from different authors and newspapers, it was evident that finance was a major problem facing schools, international organizations and various agencies. The seventh conference of Africa Education of April 2010, pointed out that in many African countries many children were dropping out of school due to lack of fees and inadequate learning resources. In terms of national recurrent budget, education has been given priority relative to other sectors or the economy. Ozigzi (2017) echoed the view that no organization could survive or carry out its functions without adequate financing resources at its disposal. One could not talk of schools and education without talking of how a school or an education programme was to be funded. Vassey (2019), in a study of cost of education in the United Kingdom stated that every teacher, councilor or parent had to be aware that the grave inadequacies past and present of the educational provision could be described in large to inadequate expenditure. It was therefore vital that funds were provided to enable schools run smoothly. This was because education contributed to the growth of National income by providing skills and productive capacities of the labour (Denison, 2018). A good education system was the pillar of the economy. This study was intended to inform the general public the importance of providing adequate finances to schools.

In Philippines, IGAs programs are vital to public institutions because they generate income that is used in constructions of infrastructures, organizing trips and paying workers' salaries (Miranda et al., 2016). In Somalia Puntland State University, it was reported that there exists a positive association between the resources allocated and performing of the income generating activities among financial performance,

internal controls and amid administrative aptitude of IGAs and financial management (Mohamed & Muturi, 2016).

In Kenya Ayodo ,T.M.O Simatwa M.W,Omukoba. (2011) revealed that the learning institutions utilized finances obtained from IGAs to construct new school facilities, renovate old facilities and to remunerate Board of Management (BOM) teachers. The investigation commended up to date and proper record keeping on IGPs to ensure accountability is enhanced and auditing should be done two times per year.

Nyangaresi, Onderi and Mwebi (2016) indicated that finances obtained from the IGAs were used to cater for the needs of bright students from humble back grounds. Bright but poor students are given tea, lunch and supper and in so doing, retention is improved in learning institutions. As a result, learning institutions experienced increased enrolments, reduced absenteeism, improved completion rates and improved school attendance.

In Nairobi Kenya, public secondary schools manufacture cleaning detergents and run bakeries. Income from these activities is used to pay school fees for poor students, and give staff and students motivational tokens with an aim of spurring them (Nyamwega, 2016).

Omukoba (2017) reported that learning institutions use finances obtained from IGAs such as agricultural activities and commercial endeavors to purchase instructional resources, maintenance and renovation of school amenities, construction of new facilities as well as motivating students and teachers. The researcher commended the government to establish a long lasting outline to be utilized in administration of IGAs and in policy formulation.

2.4 The challenges faced by managers of public secondary schools in management of Income Generating activities in Public Secondary Schools

In Malaysia institutions of higher learning experienced challenges in conducting Income Generating Activities (IGAs). The challenges include lack of staff support, poor supervision and poor program implementation. The researcher endorsed that staff need to be educated on the finest techniques of supervising the IGAs (Ahmad, Soon and Ting, 2015).

In Philippines institutions experienced challenges such as poor record keeping, lack of support to the managers and inadequate transparency and accountability in utilization of Income Generating Activities (IGAs) (Caestino et al., 2016). In Nigeria, Ebony states challenges such as supervisor incompetence, lack of land and absence of accountability impeded ability of IGAs to raise additional income (Nwakpa, 2016).

In Tanzania, it was reported by Onesmo and Koda (2018) that stakeholders did not have relevant entrepreneurship skills, lack of accountability and transparency. The investigation suggested trainings for students, teachers and headteachers on relevant skills required in running IGAs. The study conducted by Kibusange & Shauri (2007) in Tanzania reveals that the teaching profession requires large number of qualified teachers, constant availability of teaching and learning resources. It will therefore demand very large amount of money to cater for the needs of the institution. At the same time schools are depending on external sources of funds to run their activities. The researchers concluded that, lack of sufficient funds hinders the implementations

of curricular and ex-curricular activities necessary for improving educational provisions.

Ngando (2010) conducted a study on the time management behaviour among secondary school personnel in Kinango district which indicated that majority of teachers and students do not report on time to the school-based IGAs due to lack of motivation forces (Waweru & Orodho, 2013). The recent study on assessment of School Facilities and Resources in the Context of Free Basic Education in Tanzania done by Kapinga (2016) verified that the main determinants of quality education include provision of adequate text books and teaching staff, a conducive learning environment (including water and sanitation facilities and classrooms), as well as a broad-based curriculum that is implemented through students-centred interactive teaching methodologies. School facilities are one of the basic educational requirements that must be maintained in terms of safety and quality. Moreover, Mwelumbini (2014) verified that efficient schools include learning with all supportive actions. Unfortunately, there were no individualized programs for special needs and low performance students due to insufficient teachers and poor social services in public secondary schools.

In Kenya Vihiga County, challenges such as inadequate finances make institutions afraid of taking risk and small pieces of land impede assumption of IGAs projects (Chepkoech, 2012). In determination to find out the impediments that are encountered by learning institutions while engaging in revenue making undertakings, Obadha (2013) clustered the challenges into three groupings; Agrarian undertakings, service based challenges, and marketable centered challenges and other agricultural based impediments that include expensive crop maintenance cost,

disease control, pests control, glut, and produce competitions in the market. Tear and wear and fast depreciation were the major service based impediments while the commercial based challenges included poor record keeping and supervision, and lack of market for the produce. The study conducted on the aspects influencing academic performance of ward secondary schools: a case of selected schools in Moshi Municipality done by Komba et al. (2014); identified the associate challenges which faced heads of schools in management of school-based income generating activities. These included a few number of teachers per subject taught in relation to the number of students, poor teaching environment and fewer learning materials compared to the number of students (Martins, 2011). Other constraints included fewer and un-qualified teachers, lack of proper libraries including lack of staff, few alternative readings and few books, unavailability of or underfunded laboratories and weak relation between teachers and parents associations. The study conducted by using both quantitative and qualitative approaches on the analysis of stakeholders views on the quality of education in community secondary schools in Moshi rural district by Tondi (2014) indicated that student complained on having few teachers for science subjects; parents view that, fees are low but other contributions such as uniforms, meals and stationary are much higher; teachers views that, schools do not have enough infrastructures for quality teaching and classes are overcrowded. Jodi (2010) argued that, the most challenges affecting income generating activities in the study of IGAs and social mobilization were drought which affect farming, weak leadership, shortage of land, low access to bank loans and conflicts of interests among the stakeholders.

According to Lunani (2014), the main challenges that affected headteachers in administration of IGAs were school manager's negative attitudes, inadequate land, poor record keeping, poor entrepreneurial skills and insufficient finances. The investigator suggested incorporation of entrepreneurship and business courses on teacher training curriculums. In Embu North Sub County, institutions that practiced IGAs did it in small scale and the school administration lack relevant skills to run the IGAs (Nzoka & Orodho, 2014). According to Nyangaresi (2016), stake holders did not possess relevant record keeping skills which in turn affect management of IGAs in learning institutions in Kenya.

According to Nyangaresi (2016), stakeholders lack appropriate record-keeping abilities, which have an impact on IGAs management. However, the study does not identify these stakeholders, nor does it look into other skills they may need or how to engage them successfully. Furthermore, the study does not address how these obstacles and potential solutions affect educational outcomes or educational quality in schools. The study does not consider the influence of government policies or institutional support structures in facilitating or impeding the effective administration of IGAs. Addressing these gaps would provide an understanding of the issues and potential solutions to managing IGAs in schools which is what this study intended to do.

2.5 Summary of Literature Review and Research Gap

The literature studied in this chapter indicates that various aspects contributed to income generating activities in Nyamira County. It was also mentioned that IGAs impacted financial performances in secondary schools. From the related literature reviews, it is clear that there is little documented data on the contributions of

revenue making undertakings on financial performances of public secondary schools. As a result, this is the gap that this investigation purposes to bridge.

Syacumpi (2012) points up major gaps in the implementation of resource mobilization efforts in schools. Specifically, there is a lack of verification of the activities' success and predictability. Furthermore, the effectiveness of the activities is uncertain due to the lack of an institutional structure to guide their execution. This makes it difficult to evaluate the influence of resource mobilization on school development. The study intends to solve this research gap and contribute to the limited body of knowledge about resource mobilization and high school physical infrastructure development.

Muturi and Thuva (2017) investigate the aspects that affect the performance of income-generating activities (IGAs) in public institutions. They discover that operational and internal controls play an important role in the implementation of IGAs. However, the study does not show any actual linkages between university liquidity, unit structures, and the development of additional returns.

According to Nyangaresi (2016), a lack of suitable record-keeping skills among stakeholders is a significant issue influencing IGAs administration in schools. However, the study does not identify these stakeholders, nor does it investigate other required skills or how to successfully involve stakeholders. Furthermore, the study does not look at how these obstacles and potential solutions affect educational outcomes or educational quality in schools. It also ignores the significance of government policies and institutional support structures in the implementation of IGAs. Addressing these gaps would improve our understanding of the problems and potential solutions for managing IGAs in educational institutions.

A study conducted in Kenya on the influence of IGAs on retention rates indicated that the following were the most common IGAs used: hiring out school buses, dairy farming, and maize cultivation. Nonetheless, the study stated that the aforementioned income-generating activities were not profitable in terms of financial generation (Chepkoech, 2012). Furthermore, a 2014 study found that agricultural cultivation and dairy farming were the most popular income-generating activities done by secondary schools (Lunani). Both studies acknowledge the existence of IGAs, but neither delves into the specific management and implementation problems that schools confront in properly running these enterprises, which were addressed in this study.

According to Ayodo, T.M.O, Simatwa M.W, Omukoba H.O (2011), secondary schools in Kenya have embraced horticulture, aquaculture, running a Posho mill, dairy farming, chicken farming, and hiring out school buses. Higher education institutions engage in enterprises such as farming, computer, café and guest home services, bookshops, renting out institutional buildings, and catering services to create additional revenue (Murage & Onyuma, 2015). However, the studies do not take into account the perspectives and engagement of other stakeholders in these IGAs, including students, teachers, parents, and community members. This could provide information on how to better incorporate these activities into the school community and increase their efficacy. In order to close this gap, this study gathered perspectives from students, principals, and government officials.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section encompasses the research design, target population, sampling techniques and sample size, pilot study, validity and reliability of the research instruments, data collection procedure, methods of data analysis, logistical and ethical considerations in data collections.

3.1 Research Design

Research design refers to procedures and plans embraced in data gathering and analysis. This study was anchored on descriptive survey design. Descriptive research can be used to amass data on respondent's thoughts, feelings, and habits and diverse social issues (Orodho, 2016). According to Orodho (2017,) descriptive survey designs purposes to provide significant aspects and data concerning education to the policy makers. In this research, the researcher had no regulation over the variables; the matters were presented as they were. Descriptive research design supports the utilization of descriptive statistics to summarize data such as mean, mode median and standard deviation while presenting a clear picture of the contribution of income generating activities across the schools. This design minimizes mistakes in the process of data collection with the use of standardized data collection instruments such as questionnaires, surveys and checklist.

This investigation used both quantitative and qualitative methods to gather data on contributions of IGAs to financial performances state owned secondary schools in Nyamira County. This research design intends to adopt interview schedules as well as research questionnaires in gathering detailed primary data from the respondents.

This research is the most appropriate in data collection because it helped the researcher describe, analyze and report the existing happenings and how these conditions impact revenue making undertakings in state secondary schools in Nyamira County.

3.1.1 Description of Study Variables

Table 3.1: Description of Research variables

Variable	Variables and Indicators
Independent	<p>Types of Income Generating Activities</p> <ul style="list-style-type: none"> • Farming • Bus hiring • Hall hiring <p>Management of Income Generating Activities</p> <ul style="list-style-type: none"> • Leadership involvement • Marketing strategies • Financial planning <p>Allocation of Proceeds from IGA</p> <ul style="list-style-type: none"> • Investment in infrastructure • Bursaries • Staff welfare <p>Challenges</p> <ul style="list-style-type: none"> • Management skills • Inadequate finances
Dependent	<p>Financial Performance</p> <ul style="list-style-type: none"> • Revenue growth • Increased academic support • Increase fixed assets
Intervening	Government polices

Source: Researcher (2022)

The study had the following independent variables, types of Income Generating Activities (IGA), management of IGAs, allocation of proceeds from IGAs and challenges. The success of IGAs in contributing to school financial performance is primarily determined by the activities chosen. Farming, bus hiring, and hall hiring are all distinct sources of revenue, each with its own set of needs, risks and potential returns. Effective management is critical to the success of IGAs. Leadership engagement ensures that IGAs receive attention and choices are made wisely. Good marketing methods can help you attract more customers and increase your revenue. Comprehensive financial planning ensures that resources are efficiently used, risks are reduced, and earnings are maximized.

The manner in which IGAs revenue is distributed has a direct impact on the school's overall financial success and sustainability. Investing in infrastructure can increase a school's capability and attractiveness, resulting in higher enrollment and better amenities. Bursaries can help impoverished students gain access to education, increasing the school's social effect. Improving staff wellbeing can boost morale and retention, benefiting the school's academic achievements. Schools frequently experience challenges handling IGAs properly. Management abilities are required to properly plan and implement IGAs. Lack of these skills might result in inefficiencies and failures. Furthermore, inadequate finances can limit the scope of IGAs, making it difficult to realize considerable financial gains.

Financial performance acted as the dependent variable. The major measure for IGAs' success is their contribution to the school's financial performance. Revenue increase reflects IGAs' financial health and long-term viability. Increased academic support has a positive influence on both educational quality and student results.

Fixed asset growth represents long-term benefits and the investing of IGA proceeds, which contributes to the school's development. Government policies acted as the intervening variable. Government policies strongly influence the environment in which IGAs operate. Supportive policies can help to establish and grow IGAs, but restrictive regulations might stymie their advancement. In order to realize fully profits from their IGAs, schools must skillfully negotiate these policies.

3.2 Location of the Study

Nyamira County is situated in the Western Kenya 306 Km from Nairobi and city 88 Km from Kisumu City. It lies between Longitude 35° 00' West, 59° 99' North, Latitude 0° 44' and South 0° 00' East. The region population stands at Six hundred and five thousands five hundred and seventy six people (2019 census) and an area of nine hundred and twelve point five square kilometers (Nyamira County, 2019). Nyamira County borders Kisii County to the West, Bomet County to the East, Homa Bay County to the North, and Narok County to the South. The County is made up of the following sub counties: Borabu, Masaba North, Manga, Nyamira South, and Nyamira North. The source of livelihood in the region is crop cultivation and livestock rearing.

The County is the most suitable region for this investigation because it is a home for people from all the Kenyan sub tribes and it is nonviolent all through electioneering period. During political violence, the County is always peaceful, transfers are minimal hence retention rates are high. According to Orodho (2017), locale for data collection must be accessible to the investigator and that provides good rapport with the respondents.

According to the Nyamira County Spatial plan 2021-2030, the education sector in the County experiences challenges such as; High number of pupils/students in boarding schools resulting to overstretched infrastructural facilities and services, poor waste management characterized by burning of solid waste in the open while inadequate land sizes constrains construction of additional pit latrines, poor accessibility of some of the schools within the rural areas due to impassable roads during the rainy season; inadequate support infrastructure like appropriate sanitation facilities and learning materials; delay in disbursement of funds to public schools affecting the smooth operation of school programs; high student teacher ratios in the public schools leading to overstretched teaching staff and poor performance of the pupils in national exams.

This made Nyamira County the best locale for this research. Consequently, the research findings may be replicated in other regions. The other reason for carrying research in this area was because the general outlook of the infrastructure of schools is very inadequate in all levels.

3.3 Target Population

Target population refers to the subtotal number of the respondents the researcher purposes to include in a research. For a survey, target population is used to get vital information required for the investigation (Kombo & Tromp, 2006). The target population consisted of students, teachers, and the County educational officers in Nyamira County. The target population indicates the number of the units for which the researcher purposes to generalize. The table below shows the target population.

Table 3.2: Target Population

Category	Target Population
County Education Officers	05
Principals	147
Teachers	1,076
Students	37,070
Total	38,297

Source: Ministry of Education (2022).

3.4 Sampling Technique and Sample Size

3.4.1 Sampling techniques

The researcher embraced simple random sampling method to sample teachers, students and head teachers. Simple random sampling was adopted because it gives the population equal chances of being included in the sample (McColl, 2011). County educational officers were selected by use of Non-probability method that is purposive sampling. Purposive sampling helps the researcher to select samples of the respondents with the required information (Orodho, 2016).

3.4.2 Sample Size

To calculate the sample size, Cochran's formula for a population proportion was used:

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1 - p)}{e^2 \cdot (N - 1) + Z^2 \cdot p \cdot (1 - p)}$$

Where:

n = Sample size

N = Population size

Z= Z-score (the critical value from the Z-distribution table, which depends on the confidence level, e.g., 1.96 for 95% confidence level)

p = Estimated proportion of an attribute that is present in the population (if unknown, use 0.5 for maximum variability)

e = Margin of error (the precision you want to achieve, often expressed as a decimal, e.g., 0.05 for 5%)

substituting

$$n = \frac{38,297 \cdot (1.96)^2 \cdot 0.5 \cdot (1 - 0.5)}{(0.05)^2 \cdot (38,297 - 1) + (1.96)^2 \cdot 0.5 \cdot (1 - 0.5)}$$

$$n = \frac{38,297 \cdot 3.8416 \cdot 0.25}{0.0025 \cdot 38,296 + 3.8416 \cdot 0.25}$$

$$n = \frac{36,719.97}{96.24}$$

$$n \approx 368$$

Therefore, a sample of 368 was used in the study to investigate the contribution of income-generating activities to the financial performance of public secondary schools in Nyamira County, Kenya.

Table 3.3: Sample Size Computation

Respondents/Group	Population Size (n)	Sample size(n)	Percentage %
County Education Officers	5	05	100.0
Principals	147	15	10.2
Teachers	1,076	108	10.0
Students	37,070	240	0.64
TOTAL	38,297	368	1.0

Source: Researcher (2022).

Purposive sampling was used for County Education Officers due to their small size and importance in the function, ensuring everyone was included. Simple random sampling was utilized to choose a representative sample from each group of principals, teachers, and students, offering a fair perspective of the influence of income-generating activities on the financial performance of Nyamira County's public secondary schools. This combination of sampling strategies assisted in collecting complete and accurate data for the study.

3.5 Research Instruments

Interview schedules and research questionnaires were used to gather data.

3.5.1 Research Questionnaires for Teachers and Principals

Research questionnaires are vital in data collection. Questionnaires assist the investigator to amass data from a large population in diverse regions while confidentiality is assured. Researchers are able to save time (Kombo & Tromp, 2006). Questionnaires were ideal in collecting data from principals and teachers in different schools. Semi structured research questionnaires were used to pull together data from the learners, instructors and principals. The questionnaires had both closed and open ended questions. Open ended questions gave respondents opportunity to make their own suggestions and explanations.

3.5.2 Interview Schedules for the County Education Officials

Interview schedules entails collection of data orally one on one from the respondents while the investigator records down the data thematically in relation to the research objectives (Orodho, 2017). County Education Officials have particular expertise and experience with income-generating activities. Interviews allowed these authorities to elaborate on complex subjects, provide expert viewpoints, and go over the

implementation and impact of IGAs in depth. Structured interview schedules were embraced to amass data from the County Education Officers. Interviews were giving the County Education Officials an opportunity to give their explanations on income generating programs embraced in the County.

3.6 Piloting

The researcher piloted the research tools in two secondary schools in Nyamira County. Pilot study was vital because it helped the investigator highlight deficiencies on the research questionnaires and makes necessary changes on the instruments before the actual data collection process.

3.6.1 Instruments Validity

Validation of research tools is done through analysis of the content and construction through pre-testing of the research instruments (Grimm, 2011). Research instruments validity test was done to make sure the tools collect relevant data on the four objectives to ensure that data collected is authentic. For content validity the researcher used expert judgment from Kenyatta university department of educational management by seeking expert's opinions on the relevance of the content on the research questionnaires.

3.6.2 Instruments Reliability

Reliability of research tools refers to the capability of a research tool to give consistent results after several trials on a sample (Andale, 2016). The study adopted test retest method to confirm the reliability of the research instrument. Piloting was conducted on the selected respondents by administering the research interview schedules and questionnaires. The researcher reissued the questionnaires to the same group after two weeks. The data gathered was computed to establish if there is

correlation between the responses from the two tests. A correlation coefficient of 0.7 was obtained which was considered satisfactory. According to Orodho (2017) a correlation coefficient of between 0.7-1.0 is accepted. The study adopted Pearson Product Moment Correlation Coefficient formula to calculate the correlation coefficient.

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Whereby

n = Number of paired scores

$\sum xy$ = Sum of the products of paired scores

$\sum x$ = Sum of x scores

$\sum y$ = Sum of y scores

$\sum x^2$ = Sum of x squared scores

$\sum y^2$ = sum of y squared scores

3.7 Data Collection Procedure

The researcher sought authorization to carry out research from the Graduate school Kenyatta University, followed by a research permit from the National Council for Science, Technology and Innovation. The investigator visited Nyamira County Director for Education and County Commissioner for permission to visit the secondary schools. The researcher booked for interviews from the County Education Officials. The researcher booked appointment with principals on the intention to carry out data collections in their institutions. The researcher visited the schools to issue the research questionnaires to the students, teachers and principals. The investigator assured the respondents confidentiality of the data given. The researcher

issued the respondents with research questionnaire after which the research questionnaires were collected.

3.8 Data Analysis

Data analysis entails careful scrutiny of the coded data and making deductions (Orodho, 2016). The researcher examined data collected to authenticate the completeness and accuracy. Items that were wrongly linked, items with spelling mistakes and blank spaces. Data gathered was organized using statistical packages for social science (SPSS) version 23. Quantitative data was analyzed using descriptive statistics. The analyzed data was presented using pie charts and frequency distribution tables in order to answer research questions. Frequencies and percentages were used to simplify complex data sets into accessible summaries, making it easier to express crucial insights without being overwhelmed with raw numbers. Qualitative data analyzed by coding classifying the data into major themes. Narratives were used to present Qualitative Data.

3.8.1 Types of Income Generating Activities Engaged In By Public Secondary Schools in Nyamira County

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective one, these are the issues on which data was collected and analyzed; types of projects, implementation of projects, the source of funds, location of projects, etc.

Data was collected and analyzed through calculation of percentages of which statistical presentations of the information was graphs, frequency tables and pie-charts. The data was collected using questionnaires distributed to all respondents.

3.8.2 Relationship between Management of Income Generating Activities and Financial Performance in Public Secondary Schools in Nyamira County

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective two, these are the issues on which data was collected and analyzed; management styles, personnel handling projects, responsibilities and roles, information from accounting officers, etc

Data was collected and analyzed through calculations of percentages of which statistical presentations of the information was graphs, frequency tables and pie-charts. The data was collected by using questionnaires distributed to all respondents

3.8.3 Relationship Between Allocation of Proceeds From Income Generating Activities and the Financial Performance of Public Secondary Schools in Nyamira County

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective three, these are the issues on which data was to be collected and analyzed to give information on utilization of proceeds, types of investments, beneficiaries of the projects, etc.

Data was collected and analyzed through calculations of percentages of which statistical presentations of the information was graphs, frequency tables and pie-charts. The data was collected by using questionnaires distributed to all respondents.

3.8.4 Challenges Faced by Managers of Public Secondary Schools in Starting and Management of Income Generating Activities in Public Secondary Schools In Nyamira County.

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective four these are the issues on which data was collected and analyzed to give the hardships that the stake holders are experiencing, find out the losses and profits, how they struggle to get funds, etc.

Data was collected and analyzed through calculations of percentages of which statistical presentations of the information were graphs, frequency tables and pie-charts. The data was collected by using questionnaires distributed to all respondents.

Table 3.4: Data Analysis Plan

Objectives	Data Type	Statistics	Presentation Method
To examine the type of income generating activities engaged in by public secondary schools in Nyamira County	Qualitative Quantitative	Percentages	Graphs, Frequency tables Pie-charts
To investigate the relationship between management of Income Generating Activities and financial performance in public secondary schools in Nyamira County.	Qualitative Quantitative	Percentages	Graphs, Frequency tables Pie-charts Narrations
To assess the relationship between allocation of proceeds from income generating activities and the financial performance of public secondary schools in Nyamira County.	Qualitative Quantitative	Percentages	Graphs Frequency tables Pie-charts Narrations
To investigate the challenges faced by managers of public secondary schools in initiating and managing income generating activities in public secondary schools in Nyamira County.	Qualitative Quantitative	Percentages	Themes Narrations Frequency distribution tables

Source; Researcher (2022)

3.9 Ethical and Logistical Considerations

The researcher sought approval from Kenyatta University Graduate School then obtained permission from National Commission for Science Technology and Innovation before going to the field to gather data. Respondents were guaranteed absolute confidentiality and anonymity when making their responses. Respondents were informed of the purpose of the study. Any communication concerning research was conducted in an honest and transparent manner.

The researcher requested for permission from the participants by notifying them about data collections process and the likely hazards involved in advance before issuing the research instruments. Additionally, voluntary participation of the respondents was allowed. The investigator also allowed the respondents to pull out at any stage of data collections process.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This subdivision presents a systematic and broad analysis, presentation and discussion of the data collected. This study purposed to document the contribution of income generating activities to financial performance of public secondary schools in Nyamira County. The data was collected from 5 County Education Officers, 15 principals, 108 teachers and 240 students using research questionnaires and interview schedules. The study outcomes have been summarized and presented in form of frequency distribution tables, bar graphs, pie charts and narrations.

Analysis of the data was done as per the following research objectives:

- i To identify the types of income-generating activities engaged in by public secondary schools in Nyamira County.
- ii To investigate the relationship between the management of income-generating activities and financial performance of public secondary schools in Nyamira County
- iii To assess the relationship between allocation of proceeds from income-generating activities and the financial performance of public secondary schools in Nyamira County.
- iv To investigate the challenges faced by managers of public secondary schools in management of income generating activities in public secondary schools in Nyamira County.

4.1 Questionnaire Return Rate

Research instruments were issued to 368 respondents (5 County Education Officers, 15 Principals, 108 Teachers and 240 Students). A sum total of 343 duly filled questionnaires were returned by the participants. Table 4.1 displays participant's questionnaire return rate

Table 4.1: Questionnaire Return Rate

Designation	Questionnaires Administered	Questionnaires Returned	Percentage %
County Education Officers	05	04	1.2
Principals	15	15	4.3
Teachers	108	108	31.5
Students	240	216	63
Total	368	343	100

Source: Researcher (2022).

The investigator made efforts to make sure the research questionnaires were filled by the respondents and returned, but it was not possible. All 15 principals, 04 County Education Officers, all the teachers, and only 216 of the students returned the filled questionnaires. The unreturned research instrument did not have any implications on the data gathered.

The 343 returned questionnaires computed represent a response rate of 80% for the County Education Officers, 100% for the principals, 100% for the teachers, and 90% for the students. A questionnaire return rate of 60% is deemed adequate for data analysis (Oso & Onen, 2009). The high questionnaire return rate in this investigation may be attributed to self-administration of research tools and good rapport created

between the investigator and the respondents. The questionnaire return rate in this study was above 60% which was very good and therefore suitable for data analysis.

4.2 Demographic Information of the Respondents

The Demographic information of the County Education Officers, Principals, Teachers and students was based on gender, age, academic qualifications and years of experience. This data was gathered to understand the general characteristics of the respondents in this study.

4.2.1 Gender of the Respondents

The gender of the respondents was categorized into either male or female. The participants' gender is presented in Table 4.2.

Table 4.2: Distribution of the Respondents by Gender

Gender	County Education officer		Principal		Teachers		Students	
	F	%	F	%	F	%	F	%
Male	3	75.0	10	66.7	58	53.7	101	46.8
Female	1	25.0	5	33.3	50	46.3	115	53.2
Total	4	100.0	15	100.0	108	100.0	216	100.0

Source: Researcher (2022).

On gender, majority of the County Education Officers 3(75%) were male while only 1(25%) were female. Majority of the principals 10(66.7%) were male while only 5(33.3%) of the principals were female. This is a clear indication that most of the schools are headed by male Principals in Nyamira County.

For teachers, 58(53.7%) were male while only 50(46.3%) of the teachers were female. On the other hand, majority of the students 115(53.2%) were female while only 101 (46.8%) were male. This investigation reveals that the teaching profession in Nyamira County is mainly occupied by male while most of the students are female. These findings differ with Drudy (2008) that teaching professional is well-matched profession for women. The gender inequality among County Education Officers, principals, teachers and students was not expected to have any effect on the research because questions posed were not gender biased while issues as a result of sexual characteristic discrepancy may perhaps be accepted.

4.2.2 Distribution of County Education Officers, Principals and Teachers by Age

Mbiti (2007) pointed out that the Age of County Education Officers, Principals and Teachers is vital in secondary school administration as it influences authority through experience. The participants' Age is displayed in Table 4.3.

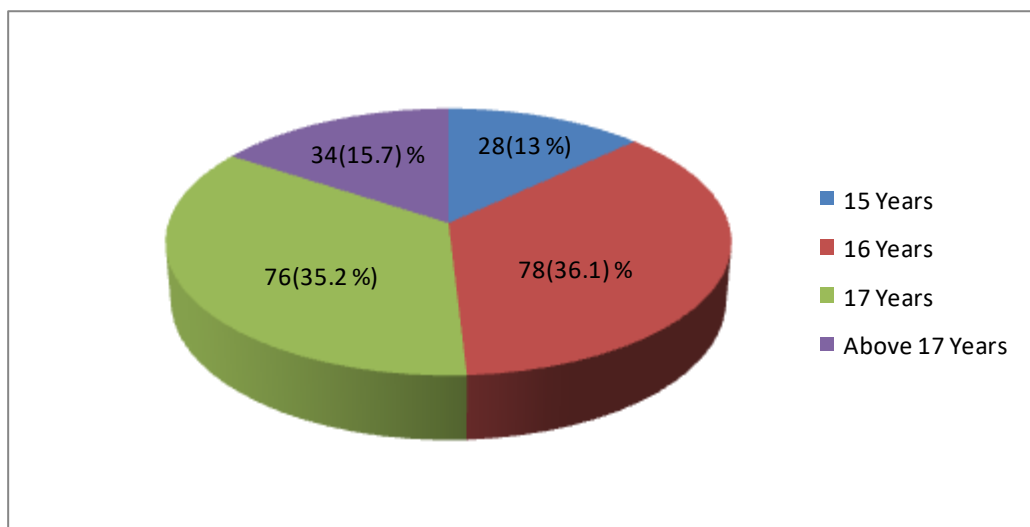
Table 4.3: Distribution of Principals and Teachers by Age

Age in Years	County Education Officers		Principals		Teachers	
	Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %
20-29	0	0	0	0	4	3.7
30-39	0	0	0	0	38	35.2
40-49	1	25.0	3	20.0	46	42.6
Over 49	3	75.0	12	80.0	20	18.5
Total	4	100.0	15	100.0	108	100.0

Source: Researcher (2022).

On age, most of the County Education Officers 3(75%) were above 49 years while only 1 (25%) were between the ages of 40-49 years. Majority of the principals 12(20%) were above 49 years while only 3(20%) were between the ages of 40-49 years. The majority of the teachers 46(42.6%) were between the ages of 40-49 years, 38 (35.2%) of the teachers were between 30-39 years, 20(18.5%) of the teachers were above 49 years while only 4(3.7%) of the teachers were between the ages of 20-29 years. From these findings it is evident that the respondents were mature and experienced to handle students and income generating programs in the learning institutions.

The investigator further sought to know the ages of the learners in order to understand them well. The ages of the students are shown in Figure 4.1



Source: Researcher (2022).

Figure 4.1: Distribution of Learners by Age

On distribution of learners by age, Majority of the students 78 (36.1%) who took part in this study were 16 years, 76(35.2%) of the learners were 17 years, 34(15.7%) were above 17 years while only 28(13%) were 15 years. Based on these findings, it

is evident that the learners were within the accepted age for students in secondary schools hence would understand the income generating partakings and its contribution on financial performance of public secondary schools in Nyamira County.

4.2.3 Distribution of the Teachers, Principals and County Education Officers by Highest Academic Qualifications

The researcher purposed to find out the highest academic qualifications for the teachers, principals and County Educational Officers. Professional qualification is vital in running income generating activities in the learning institutions. Lahm and Fung (2010) pointed out that teacher’s qualifications are indispensable in carrying out day to day learning activities, handling learners in learning institutions and guiding them well. Table 4.5 shows County Education Officers, principals and Teachers Academic Qualifications.

Table 4.4: Academic Qualifications of Principals and Teachers

Academic Qualification	County Education Officer		Principal		Teachers	
	Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %
Certificate	0	0.0	0	0.0	0	0.0
Diploma	0	0.0	1	6.7	20	18.5
Bachelor’s Degree	0	20.0	9	60.0	76	70.4
Master’s Degree	3	60.0	5	33.3	12	11.1
PhD	1	20.0	0	0.0	0	0.0
Total	4	100.0	15	100.0	108	100.0

Source: Researcher (2022).

On academic qualifications, a good number of the County Education Officers 3(60%) had master’s degree while 1(20%) had Doctor of Philosophy Degree. Majority of the school principals 9(60%) had Bachelor’s degrees, 5(33%) had Master’s degree while only 1(20%) had a Diploma. For teachers, 76(70.4%) had Bachelor’s degree, 20(18.5%) had diploma while 12(11.1%) had masters’ degrees. Based on these findings, it is evident that all the respondents were well qualified and experienced to teach and understand income generating activities and its contribution on financial performance in their learning institutions. It is also clear that the teachers and principals were well qualified and had broad know how on the contribution of income generating activities on financial performance in Nyamira County.

4.2.4 Teachers, Principals and County Education Officers Duration of Service

The researcher purposed to find out the distribution of the respondents based on duration of service in Nyamira County. This was based on the period of time the respondents had stayed and worked in this particular County. The findings are shown in Table 4.5

Table 4.5: Principals and Teachers Working Experience

Duration	County Education Officer		Principals		Teachers	
	F	%	F	%	F	%
1-4 Years	1	25.0	4	26.7	16	14.8
5-9 Years	2	50.0	3	20.0	8	7.4
10-15Years	1	25.0	6	40.0	35	32.4
Over 15 Years	0	0.0	2	13.3	49	45.4
Total	4	100.0	15	100.0	108	100.0

Source: Researcher 2022.

On working experience, most of the County Education Officers 2 (50%) had stayed and worked in the County between 5-9 years, 1 (25%) had worked between 1-4 years while 1(25%) had served between 10-15 years. Majority of the principals 6(40%) had worked between 10-15 years, 4(26.7%) had stayed and worked between 5-9 years, 3(20%) between 5-9 years and only 2(13.3%) had worked for over 15 years. On the other hand, majority of the teachers 49(45.4%) had served for over 15 years, 35(32.4%) between 10-15 years, 16(14.8%) were between 1-4 years while on 8(7.4%) had served between 5-9 years.

Evaluation of the County Officers, principals and teacher's duration of service in Nyamira was very essential because it portrays knowhow on income generating activities embraced and their contribution in financial performance. The investigator assumed that respondents who had served for many years had more knowledge on matters concerning income generating activities and its contribution on financial performance of schools in the Nyamira County.

Objective One: To Identify Types of Income Generating Activities Engaged in Public Secondary Schools in Nyamira County.

The first objective of the study was to examine the type of income generating activities engaged in public secondary schools in Nyamira County. The students, teachers and principals were given questionnaires and requested to identify the types of income generating activities their schools engage in. Their responses are shown in Table 4.6.

Table 4.6: Types of Income Generating Activities in Public Secondary Schools

Income generating Activity	Principals		Teachers		Students	
	Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %
Crop farming	3	20.0	17	15.7	63	29.2
Livestock keeping	4	26.7	43	39.8	71	32.9
Poultry keeping	1	6.7	12	11.1	12	5.6
Bus hiring	3	20.0	11	10.2	27	12.5
Agro-forestry	1	6.7	10	9.3	6	2.8
School canteen	1	6.7	14	13.0	20	9.3
Renting out school premises	2	13.3	1	0.9	17	7.9
Total	15	100.0	108	100.0	216	100.0

On types of income generating activities engaged in public secondary schools in Nyamira county, majority of the principals 4(26.7%) indicated that they practice livestock rearing to generate some income, 3(13.3%) of the schools practiced crop farming, 3(13.3%) of the principals hire school bus to generate some income, 2(13%) rent out school premises to make money, 1(6.7%) of the principals practices poultry as income generating activities, 1(6.7%) practiced Agro-forestry while 1(6.7%) were running school canteen in order to generate some income.

The findings in Table 4.6, further shows that majority of the teaching staff 43(39.8%) indicated that their schools keep livestock, 17(15.7%) crop farming, 14(13%) invested in school canteen, 12(11.1%) poultry keeping, 11(10.2%) of schools engage in bus hiring, 10(9.3%) agroforestry while 1 (0.9%) indicated that they rent out school premises to generate some income.

On the other hand majority of the students 71(32.9%) indicated that they practiced livestock rearing, 63(29.2%) cultivation of crops, 27(12.5%) bus hiring, 20(9.3%) run school canteen, 17(7.9%) rent out school premises, 12(5.6%) practice poultry keeping and only 6(2.8%) engage in agroforestry. From the interviews, the County Education Officers concurred with the descriptive revelations in Table 4.6. One of the County Education Officers 001 added this:

“Schools management in this County keep livestock, cultivate crops, and run canteens, rent out school facilities in order to generate some finances. These finances enable the schools to perform well financially. The choice of income generating activities is based on various aspects including location of the school and size of the school land. We encourage our schools without income generating activities to have one because by doing so we will end perennial monetary crisis in our secondary schools.”

Based on the above responses it is evident that most of the schools have income generating activities that they engage in, most of schools engage in livestock rearing and crop cultivation in order to raise more finances for the schools. Crops cultivated are either sold or used to supplement the food stuff. Livestock kept produce milk that the school uses while extra milk is sold to the community around the schools. Finances generated from these income generating activities contributes greatly to financial performance of learning institution in Nyamira County. These research findings agree with Kasikazi (2015) that learning institution embrace farming and animal husbandry in order to generate some incomes that make the learning institutions perform better financially. Consequentially, Kigotho (2012) while conducting his research in Muranga County assets that some schools engage in IGAs, such as fish farming, dairy farming, and poultry keeping, to increase revenue in order to support school operations and finances.

Objective Two: To Investigate the Relationship Between the Management of Income-Generating Activities and Financial Performance of Public Secondary Schools in Nyamira County.

The second objective of the study was to determine the relationship between the financial performance and income generating activities in public secondary schools in Nyamira County. The study participants were asked to indicate how their schools reviewed different aspects over time. The study results are presented in table 4.7

Table 4.7: Management of Income Generating Activities Aspects and their Influence on Financial Performance in Public Secondary Schools

Aspect	Not sure	Rarely	Monthly	Yearly	In 5 years
Resource Availability	22 (18.1%)	8 (6.8%)	65 (53.2%)	20 (16.5%)	7 (5.4%)
Management and Leadership	21 (17.1%)	21 (17.1%)	0 (0%)	39 (31.4%)	42 (34.3%)
Community Support	0 (0%)	0 (0%)	0 (0%)	42 (34.3%)	81 (65.7%)
Training and Skills	42 (34.3%)	39 (31.4%)	0 (0%)	21 (17.1%)	21 (17.1%)
Government Policies	21 (17.1%)	21 (17.1%)	0 (0%)	62 (50%)	19 (15.7%)
Market Access	21 (17.1%)	0 (0%)	40 (32.9%)	21 (17.1%)	40 (32.9%)
Student Engagement	0 (0%)	0 (0%)	0 (0%)	81 (65.7%)	42 (34.3%)
Infrastructure and Facilities	0 (0%)	0 (0%)	21 (17.1%)	21 (17.1%)	81 (65.7%)
Monitoring and Evaluation	0 (0%)	0 (0%)	21 (17.1%)	60 (48.6%)	42 (34.3%)

Source: Researcher 2022.

On resource availability, it emerged as a recurring issue with 65 (53.2%) of respondents indicating it as a quarterly concern, 23(18.1%) of respondents were not sure, 20(16.5%) indicated yearly while 8 (6.8%) indicated rarely and 7 (5.4%) said resource availability has an impact in five years' time suggesting the need for regular and adequate allocation of resources. This was confirmed by Orodho (2013) who noted that resource availability both human and physical are required to improve performance of income generating activities in Public Schools.

On Management and leadership, it showed mixed perceptions, with 42(34.3%) expecting significant impact in 5 years,39 ((31.4%) yearly ,21 (17.1%) rarely ,21 (17.1%) not sure while none indicated monthly. Highlighting the need for improved leadership practices and accountability mechanisms.

On Community support, it was identified as crucial aspect with 81 (65.7%) of respondents projecting its importance in 5 years while 42(34.3%) indicated yearly thus emphasizing the need for long-term community engagement strategies. Murage and Onyuma (2015) highlighted community support is crucial to get information on how to better incorporate income generation activities in Public Secondary Schools.

On Training and skills development, it appeared inconsistent with 42 (34.3%) unsure and 39 (31.4%) indicating rare influence, 21 (17.1%) yearly influence and 21 (17.1%) indicating influence in 5 years, underscoring the necessity for continuous training programs.

On Government policies, they were recognized as having a yearly influence by 62 (50%) of respondents, suggesting a need for clearer and more supportive policies, the other two lots representing 21(17.1%) were not sure and the other indicated that

they rarely influence the performance. At the same time 19 (15.7%) affect the performance within 5 years whereas none (0%) of the respondents indicated that government policies affect the performance. On Market access, it showed variability with 40 (32.9%) indicating both quarterly and 5-year influences, pointing to the need for better market development and access strategies, while 21(17.1%) indicating both yearly and not sure. Muturi and Tuva (2017) noted that Government policies should be made friendly to support income generating activities in Public Secondary Schools.

On Student engagement, it deemed highly important, with 81(65.7%) indicating yearly influence,42(34.3%) indicating within five years while none indicated not sure, rarely and monthly thus highlighting the immediate and long-term benefits of involving students in these activities. On Infrastructure and facilities, they were seen as critical in the long term with 81 (65.7%) recognizing their importance in 5 years, indicating the need for sustained investment whereas 21(17.1%) both indicated monthly and yearly influence respectively. On Monitoring and evaluation, they acknowledged as necessary with 60 (48.6%) noting yearly importance and 42 (34.3%) seeing a 5-year impact while 21(17.1%) indicated monthly influence, underscoring the need for robust evaluation frameworks. The findings correspond with the study done by Onsomu et al (2016) that student engagement ultimately improves performance of income generating activities and should be emphasized.

Furthermore, the participants were asked to rate how different aspects affect the performance and sustainability of income-generating activities in public secondary schools in Nyamira County. The results for statements for each aspect and a Likert scale to rate the influence of each statement on the performance of income-

generating activities in public secondary schools is shown in Table 4.8. The Likert scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 4.8: Rating of Aspects that Influence the Performance of Income Generating Activities in Public Secondary

Statement	1 Strongly Disagree	2 Agree	3 Neutral	4 Agree	5 Strongly agree
Adequate financial, human, and material resources are available for income-generating activities.	0 (0%)	0 (0%)	21 (17.1%)	81 (65.7%)	21 (17.1%)
The school management effectively plans and supervises income-generating activities.	0 (0%)	0 (0%)	0 (0%)	81 (65.7%)	42 (34.3%)
The local community actively supports and participates in the school's income-generating activities.	0 (0%)	0 (0%)	21 (17.1%)	60 (48.6%)	42 (34.3%)
Training programs for staff and students in business management are regularly conducted.	0 (0%)	21 (17.1%)	0 (0%)	42 (34.3%)	60 (48.6%)
Government policies and support positively impact our income-generating activities.	0 (0%)	0 (0%)	0 (0%)	63 (51.4%)	60 (48.6%)
We have easy access to markets to sell our products or services from income-generating activities.	0 (0%)	0 (0%)	21 (17.1%)	60 (48.6%)	42 (34.3%)
Students are highly engaged and motivated to participate in income-generating activities.	0 (0%)	21 (17.1%)	0 (0%)	62 (50%)	41 (32.9%)
The school has adequate infrastructure and facilities to support income-generating activities.	0 (0%)	0 (0%)	21 (17.1%)	21 (17.1%)	81 (65.7%)
Regular monitoring and evaluation of income-generating activities are conducted.	5 (4.3%)	7 (5.7%)	21 (17.1%)	21 (17.1%)	69 (55.7%)

The data reveals several key aspects that significantly influence the performance of income-generating activities in public secondary schools in Nyamira County.

On adequate financial, human, and material resources were viewed positively, with 21 (17.1%) of respondents agreeing and 81 (65.7%) strongly agreeing that these resources are available, indicating strong resource availability while 21(17.1%) were not able to make a decision.

On School management, it was perceived positively as well, with 81 (65.7%) agreeing and 42 (34.3%) strongly agreeing on effective planning and supervision.

On Community support, it was also seen favorable, with 60 (48.6%) agreeing and 42 (34.3%) strongly agreeing on active participation in the school's income-generating activities whereas 21(17.1%) were neutral.

On local community, 60(48,6%) it was observed that support the school's income generating activities,42(34.3) strongly agree and 21(17.1%) were neutral on this aspect.

On Training programs for staff and students received positive feedback, with 42 (34.3%) agreeing and 60 (48.6%) strongly agreeing on their regularity while 21(17.1%) being neutral. while On Government policies and support are recognized as beneficial, with 63 (51.4%) agreeing and 60 (48.6%) strongly agreeing on their positive impact.

Market access is well-regarded, with 60 (48.6%) agreeing and 42 (34.3%) strongly agreeing that it is easy to sell products or services whereas 21(17.1) were neutral.

Student engagement shows a positive trend, with 62 (50%) agreeing and 41 (32.9%) strongly agreeing on high motivation levels while 21(17.1%) were neutral.

On Infrastructure and facilities receive strong approval, with 81 (65.7%) strongly agreeing on their adequacy whereas 21(17.1%) agreeing and others being neutral on equal measure. Monitoring and evaluation are viewed positively, with 21 (17.1%) agreeing and 69 (55.7%) strongly agreeing on their regularity,21(17.1%) were neutral while 7(5.7%) did not support the idea and 5(4.3%) strongly opposed that regular monitoring and evaluation does not influence performance of income generating activities.

Ahmad et al. (2015) studied income-generating activities at Malaysia's public higher education institutions. The study found that commercial operations were successful due to the use of skilled people and increased output levels. The skilled workers followed up on IGAs, which increased the output of items in the market. Furthermore, IGAs did well because the institutions provided school managers with training courses on positive school management contributed to these successes.

The school managers were requested to point out the extent to which these aspects influence the performance of income-generating activities. Principal's responses are shown in Table 4.9

Table 4.9: Principals' Responses on aspects that influence the Performance of Income Generating Activities in Public Schools

Aspects	Principals Responses									
	Very High Extent		High Extent		Moderate Extent		Low Extent		Very Low Extent	
	F	%	F	%	F	%	F	%	F	%
Size of the project/units	6	40.0	1	6.7	0	0.0	4	26.7	4	26.7
School's liquidity	10	66.7	1	6.7	0	0.0	0	0.0	4	26.7
Adequacy of financial and non-financial resources	7	46.7	0	0.0	0	0.0	1	6.7	7	46.7
Level of development of the school	6	40.0	0	0.0	1	6.7	0	0.0	8	53.3
Management capacity	9	60.0	0	0.0	0	0.0	0	0.0	6	40.0
Adequate capital investment	8	53.3	0	0.0	0	0.0	0	0.0	7	46.7
support from staff members	7	46.7	0	0.0	2	13.3	0	0.0	6	40.0
Frequency of head teacher transfers	8	53.3	0	0.0	0	0.0	0	0.0	7	46.7
Politics	8	53.3	0	0.0	1	6.7	0	0.0	6	40.0
Internal controls	5	33.3	5	33.3	3	20.0	0	0.0	2	13.3
Supervision	8	53.3	1	6.7	0	0.0	0	0.0	6	40.0
Operating costs	6	40.0	3	20.0	0	0.0	1	6.7	5	33.3

Majority of the principals 4(26.7%) indicated that size of project/units influence performance of income generating activities to a very low extent and a similar figure also indicated a relatively low extent while 6 (40%) indicated that size of the project affects income generating activities to a high extent and 1(6.7%) indicated a relatively high influence.

On school liquidity, majority of the principals 10 (66.7%) indicated that to a very high extent liquidity influence income generating activities, 1(6.7%) indicated a high extent while only 4(26.7%) pointed out liquidity influence income generating activities to a low extent. This is in support of an investigation conducted in Kakamega East Sub County which indicated that liquidity had a positive effect while leverage had a negative impact on financial management (Mahonja, 2010).

Majority of the principals 7(46.7%) indicated that adequacy of financial and non-financial resources influenced income generating activities to a very low extent, 1(6.7%) indicated low influence while only 7(46.7%) of the respondents pointed out adequacy of financial and non-financial resources influenced income generating activities to a very high extent. This concurs with a study conducted by Chepkwony (2018) who stated that both financial and non-financial aspects influenced the enactment of Income Generating Activities (IGAs). Majority of the principals 8(53.3%), pointed out level of development of the school to a very low extent influence income generating activities while 6(40%) indicated that level of development in school influence income generating activity to a very high extent whereas 1(6.7%) principal indicated that the influence is moderate.

Adequate capital investment was found to influence income generating activities. This was supported by majority of the principals 8(53.3%) to a very high extent while only 7(46.7%) indicated adequate capital investment influence income generating activities to a very low extent. Support from the teaching staff was found to influence income generating activities according to majority of the respondents 7(46.7%) while 6(40.0%) of the respondents said that support from teaching staff influence income generating to a low extent and 2(13.3%) indicated a moderate extent. Frequency of principals transfers was found to influence income generating activities to a very high extent 8(53.3%) while only 7(46.7%) of the principals indicated that it influences income generating activities to low extent. Majority of the principals 8(53.3%) pointed out that school politics influence income generating activities to a very high extent,6(40%) indicated a very low extent while 1(6.7%) indicated a moderate extent.

To a high extent supervision influence income generating activities. This was supported by majority of the principals 8(53.3 %) while to a very low extent was supported by 6(40%) of the principals and 1(6.7%) a relatively high extent. Bennel and Ntagaramba (2008) argue that when school heads effectively govern and allow participatory management to take course, teachers feel energized and motivated, and their sense of ownership and empowerment increases as this has the dictates of the budget and how the school is managed. Operating costs were found to be supported to a very high extent by majority of the principals 6(40%),3(20%) indicated a relatively high extent, 5(33.3%) indicated the influence being very low whereas 1 principal (6.7%) indicated a relatively low influence.

4.2.5 Teacher's Responses on aspects that Influence the Performance of Income Generating Activities in Public Schools.

The teachers were requested to point out the extent to which the listed aspects influenced performance of income generating activities. Teacher's responses are displayed in Table 4.10

Table 4.10: Teacher's responses on aspects that influence the Performance of Income Generating Activities in Public Schools

Statements	Teacher's Responses									
	Very High Extent		High Extent		Moderate Extent		Low Extent		Very Low Extent	
	F	%	F	%	F	%	F	%	F	%
Size of the project/units	56	51.9	26	24.1	18	16.7	3	2.8	5	4.6
School's liquidity	61	56.5	20	18.5	10	9.3	4	3.7	13	12.0
Adequacy of financial and non-financial resources	60	55.6	15	13.9	7	6.5	2	1.9	24	22.2
Level of development of the school	40	37.0	12	11.1	10	9.3	27	25.0	19	17.6
Management capacity	83	76.9	2	1.9	3	2.8	2	1.9	18	16.7
Adequate capital investment	66	61.1	14	13.0	6	5.6	7	6.5	15	13.9
support from staff members	38	35.2	3	2.8	46	42.6	1	0.9	20	18.5
Frequency of head teacher transfers	32	29.6	4	3.7	4	3.7	6	5.6	62	57.4
Politics	38	35.2	15	13.9	24	22.2	7	6.5	24	22.2
Internal controls	33	30.6	18	16.7	18	16.7	5	4.6	34	31.5
Supervision	43	39.8	19	17.6	14	13.0	7	6.5	25	23.1
Operating costs	38	35.2	18	16.7	18	16.7	7	6.5	27	25.0

Source: Researcher (2022).

Majority of the teachers 56(51.9%), indicated that size of the project influences performance of income generating activities to a very high extent,26(24.1%) indicated a relatively high extent while 18(16.7%) indicated a moderate extent, 5(4.6%) pointed out that it influences performance of income generating activities to a very low extent and 3(2.8%) indicated a relatively low extent. A majority of the teachers 61(56.5 %) pointed out that to a very high extent school liquidity influences performance of income generating activities while minority that is 17(15.7%), indicated that to a low extent school liquidity influence income generating activities in secondary schools in Nyamira County.

These findings contend with majority of the teachers 60(55.6%) who indicated that adequacy of financial and non-financial resources influence performance of income generating programs to a very high extent, 15(13.9%) indicated a relatively high extent, while only 7(6.5%) pointed out that adequacy of financial resources influence performance of income generating activities to a moderate extent,2(1.9%) indicated a low extent and 24(22.2%)indicated that it influences to a very low extent.

Table 4.10 further shows that, majority of teachers 83 (76.9%) indicated that management capacity influenced performance of income generating activities to a very high extent,2(1.9%) indicated a relatively high extent,3(2.8%) indicated influence to a moderate extent while only 18(16.7%) of the teachers indicated that management capacity influences income generating activities to a very low extent. These results are in agreement with Adan (2017) that lack of professionalism and poor management capabilities among the principals and teachers affected income generating activities.

Support from the staff members was found to influence the performance of income generating activities to a moderate extent according to 46(42%) of the teachers while 38(35.2%) of the teachers pointed out that support of the staff influence performance of income generating activities to a high extent. On the other hand,20(18.5%) indicated a very low extent.

According to majority of the teachers 62(57.4%) frequency of principals transfers affect income generating activities to a very low extent,4(3.7%) indicated a relatively high extent,4(3.7) indicated a moderate extent while 32 (29.6%) of the teacher indicated that frequency of principals transfer affects performance of income generating activities to a very high extent. These findings agree with (Chepkwony, 2018) that school principals transfers affected income generating activities in learning institutions.

According to majority of the teachers 38(35.2%) politics to a high extent influenced performance of income generating activities, 15(13.9%) indicated a relatively high extent24(22.2%) moderate extent, while 24(31.5%) of the teachers pointed out that politics to a very low extent influence performance of income generating activities in secondary schools in Nyamira. Also in Table 4.9, Majority of the teachers 43(39.8) indicated that supervision of income generating activities influence its performance to a very high extent ,19(17.6) indicated a high extent,14(13.0%) indicated a moderate extent while 25(23.1 %) of the teachers pointed out that to a very low extent supervision of income generating activities influence its performances in Nyamira County. These findings were supported by the County Education interviews:

County Education Officer 02:

“In my region we have numerous issues that influence income generating activities that is; inadequate finances that has led to stagnation of income generating activities, some of the teachers and principals lack relevant competency to run income generating activities in our schools. Frequent transfer of school management has also led to abandonment of vital income generating activities.”

County Education officer 03:

“In some schools, Teachers do not support the income generating activities hence the school management is not able to run the income generating activities. We have also experienced cases where finances from income generating activities being embezzled and mismanaged by those in charge. It is not easy to run income generating activities without supervision but in most cases our school teachers and head teachers do not supervise the income generating activities hence this affects its performance”.

Based on these findings, it is evident that this research agrees with Chepkwony (2018) that various aspects like operating costs, internal control, school liquidity school politics, management capacity influence school engagement in income generating activities that in turn contribute to the financial performance of the learning institutions.

Objective Three: To Assess the Relationship Between Allocation of Proceeds from Income-Generating Activities and the Financial Performance of Public Secondary Schools In Nyamira County.

Students, teachers and principals were requested to give their views on the uses of income generating activities in public secondary schools in Nyamira County. Their reactions are presented in Table 4.11.

Table 4.11: Allocation of Income Generating Activities in Public Secondary Schools

Statement	Principals				Teachers				Students			
	Yes		No		Yes		No		Yes		No	
	F	%	F	%	F	%	F	%	F	%	F	%
Revenue Allocation for school activities	11	73.3	4	26.7	68	61.1	42	38.9	126	58.9	88	41.1
Accountability in the use of the funds from income generating activities	13	86.7	2	13.3	58	53.7	50	46.3	118	54.6	98	45.4

Source: Researcher (2022).

On Allocation of Income Generating Activities in Public Secondary Schools, Majority of the principals 11(73.3%) pointed out that funds generated from the schools' income generating activities are used for school activities while 4(26.7%) of the principals indicated that the finances gotten from income generating activities are not used for the school activities. Majority of the teachers 68(61.1%) pointed

out that monies generated from the school income generating activities are used for school activities while 42(38.9%) of teachers disagreed.

Furthermore, Majority of the students 126(58.9%) indicated that funds generated from income generating activities are used for school activities while 88(41.1%) indicated that the finances generated are not used for school activities. Utilization of finances generated in income generating activities in schools helps in improving and enhancing financial performances of the secondary schools.

On accountability in the use of the funds from income generating activities, majority of the principals 13(86.7%) indicated there exists accountability in the use of the funds from income generating activities while 2 (13.3%) of the principals indicated that there is no accountability in the use of the funds from income generating activities. Majority of the teachers 58(53.7%) indicated that there is accountability in the use of finances generated from income generating activities while only 50(46.3%) of the teachers pointed out there is no accountability in the utilization of funds from income generating activities.

Most of the students 118(54.6%) pointed out that there is accountability in the utilization of finances from income generating activities while 98(45.4%) indicated that there is no accountability on how finances obtained from income generating activities are utilized. Accountability of the finances generated in income generating activities enables the school stakeholders to have more confidence in investing in income generating activities. When finances are properly recorded auditing of the learning institutions becomes easy hence this enhances financial performance of secondary schools (Ayodo et al., 2011).

To understand how finances generated from income generating activities are used in Public Secondary Schools, respondents were requested to point out areas where income generated finances are used in their institutions.

The principals', teachers' and students' responses are shown in Table 4.12.

Table 4.12: Areas where the Income Generated is used

Income generating Activity	Principals		Teachers		Students	
	F	%	F	%	F	%
Paying BOM teachers	2	13.3	9	8.3	28	13.0
Improving school facilities	3	26.7	14	13.0	30	13.9
Providing needy but bright students with tea break	1	6.7	4	3.7	20	9.3
Supplementing students' lunch and supper	1	6.7	27	25.0	59	27.3
Paying fee for needy students	1	6.7	4	3.7	13	6.0
Motivating teachers, workers and students	2	13.3	6	5.6	14	6.5
Organizing trips and retreats	1	6.7	2	1.9	16	7.4
Funding purchase of Teaching /learning materials	2	13.3	18	16.7	15	6.9
Repair maintenance and improvement	1	6.7	17	15.7	10	4.6
Infrastructure development	1	6.7	7	6.5	11	5.1
Total	15	100.0	108	100.0	216	100.0

Source: Researcher (2022).

Majority of the principals 3(26.7%), indicated that the finances are used to improve the school facilities, 2(13.3 %) paying BOM teachers, 2(13.3 %) motivating teachers, 2(13.3 %) workers and students, 2(13.3 %) purchasing teaching and

learning materials, 1(6.7%) providing need bright students with break fasts, 1(6.7%) supplementing students lunch and supper and 1(6.7%) school infrastructure development.

Table 4.12 also shows that, Majority of the teachers 27 (25%) pointed out that finances from income generating activities are used to supplement students' lunch and supper, 18(16.7%) of the teachers indicated that the income is used to purchase teaching and learning materials, 17(15.7%) repair maintenance improvement, 14(13.0%) improving school facilities, 9(8.3%) paying BOM teachers, 7(6.5%) infrastructure development,6(5.6%) used to motivate teachers, workers and students while 4 (3.7%) of the principals indicated that the income is used to pay school fees for the needy students. These revelations concur with Lwakasana and Getange's (2017) study that revealed that income from IGAs lessens parents' financial obligations, intensifies academic achievement, increases enrollment, and motivates educators and students.

Further Table 4.10, shows that most of the students 59(27.3%) indicated that the income generated is used to supplement their meals, 30(13.9%) improving school facilities, 28(13%) said the finances are used to pay BOM teachers, 20(9.35%) indicated that the income is used to provide for the needy but bright students with breakfast, 16(7.4%) organizing educational trips and retreats,15(6.9%) purchase of teaching and learning materials 14(6.5%) indicated that the income is used to motivate teachers, 13(6%) paying fees for the needy students,10(4.6%) repair maintenance and improvement of the school.

County Education officer 004 added that:

“Income generating activities play a big role in supplementing meals in schools, paying non-teaching staff, purchasing teaching/ learning materials, and construction of school facilities and sponsoring needy students. Utilization of income generated in income generating activities differs from one school to the other depending on the school needs”.

The revelations in this investigation agree with (Omukoba, 2017) that learning institutions utilize finances obtained from income generating activities to maintain and renovate the school amenities, purchase of instructional resources, payments of non-teaching staff, and construction of new school facilities.

Research findings concur with that of Onesmo and Koda (2018) that school canteens allowed heads of schools to offer necessary commodities for the staff and pupils, which in turn assisted the schools in securing continual profit from such trade activity at school-based IGAs in secondary schools.

Objective Four: To Investigate the Challenges Faced by Managers of Public Secondary Schools in Managing Income-Generating Activities in Public Secondary Schools In Nyamira County

The fourth objective of the study was to investigate the challenges faced by managers in managing income-generating undertakings in public secondary schools in Nyamira County. The principals, teachers, and students were requested to give their views on the challenges faced in commencing and managing income-generating activities. Table 4.11 shows responses from principals, teachers and students on the challenges faced by managers of public secondary schools in management of income-generating activities.

Table 4.13: Challenges Faced by Managers of Public Secondary Schools in Managing Income Generating Activities in Public Secondary Schools

Challenge	Principals		Teachers		Students	
	F	%	F	%	F	%
Inadequate land	0	0.0	21	19.4	35	16.2
Risk associated with income generation	2	13.3	14	13.0	26	12.0
Inadequate capital	8	53.3	40	37.0	38	17.6
Poor management skills	4	26.7	10	9.3	31	14.4
Glut	0	0.0	1	0.9	11	5.1
Diseases and pests	0	0.0	5	4.6	23	10.6
Market competition	0	0.0	0	0.0	12	5.6
High maintenance costs	0	0.0	8	8.3	13	6.0
Fast depreciation	0	0.0	2	1.9	10	4.6
Poor record management	1	6.7	7	6.5	12	5.6
Lack of market	0	0.0	0	0.0	5	2.3
Total	15	100.0	108	100.0	216	100.0

Source: Researcher (2022).

Majority of the principals 8(53.3%) listed inadequate capital as a challenge when starting income generating activities, 4(26.7%) of the principals indicated that poor management skills affect income generating activities, 2(13.3%) identified risk associated with income generation as a major impediment of income generating activities while 1(6.7%) of the principals identified poor record management as a major challenge to income generating activities.

On the other hand, majority of the teachers 40(37%) indicated that inadequate capital was a major challenge affecting income generating activities, 21(19.4%) of the teachers indicated inadequate land was a challenge affecting income generating

activities, 14(13%) of the teachers identified risk associated with income generation as a major hindrance to income generating activities, 10(9.3%) of the teachers indicated that poor management skills as a challenge facing income generating activities, 8(8.3%) of the teachers identified high maintenance costs as an impediment to income generating activities, 7(6.5%) of the teachers identified poor record management as a challenge to income generating activities, 5(4.6%) of the teachers identified diseases and pests as a challenge to cultivation of crops and livestock rearing, 2(1.9%) of the teachers identified fast depreciation as a challenge to income generating activities while only 1(0.9%) identified glut as a big challenge to income generating activities.

Table 4.12 further shows that, Majority of the students 38(17.6%), identified inadequate capital as a challenge to income generating activities, 35(16.2%) of the students pointed out that inadequate land as a challenge when starting income generating activities, 31(14.4%) of the students listed poor management skills as a hindrance to income generating activities, 26(12%) of the learners pointed out risk associated with income generation as a major hindrance to income generating activities, 23(10.6%) of the learners identified diseases and pests as a key challenge to cultivation of crops in the learning institutions, 12(5.6%) pointed out that poor record management is a challenge to income generating activities, 5(2.3%) of the learners identified lack of market as challenge to the income generating products.

County Education Officer two added that:

“The major challenge facing income generating activities includes inadequate finances to finance income generating activities, majority of the school managers lack competency in management of income generating

activities, income obtained from the income generating activities are not recorded well hence this makes it difficult to monitor projects. In some schools the land is small and it is not easy to engage in crop cultivation or livestock keeping through challenges that affect income generating activities differ from one school to the other.”

The revelations of this investigation are in agreement with Obadha (2013) that income generating activities face challenges like inadequate finances to fund the income generating activities. Diseases and pests destroy crops. Sometimes the produce faces a lot of competition in the market. Political interference is also a challenge among the stakeholders especially when managing IGA profits. Poor record keeping and management also affect income generating activities which in turn affects financial performances of Secondary schools in Nyamira County.

Research findings also confirms assertions made by Lunani (2014) that the main challenges that affected principals in administration of IGAs were school manager’s negative attitudes, inadequate land, poor record keeping, poor entrepreneurial skills and insufficient finances. In addition, Nyangaresi (2016) argues that stakeholders lack appropriate record-keeping abilities, which have an impact on IGA management

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section presents the summary, conclusions as well as recommendations drawn from the research findings as per the research objectives.

5.1 Summary of the Findings.

The summary of the study is based in the research findings as per the research objectives.

5.1.1 Demographic information

On gender, Majority of County Education Officers 3(75%) were male and majority of Principals 10(66.7%) were male. This is a clear indication that most of the schools are headed by male. For teachers, majority was male 58(53.7%) and on the other hand majority of the students 115(53.2%) were female. This shows that the teaching profession in Nyamira County is mainly occupied by male while most of the students are female.

On age, majority of the County Education Officers 3(75%) were above 49 years. Majority of the principals 12 (20%) were above 49 years and Majority of teachers 46(42.6%) were above 49 years. From these findings it evident that the respondents were mature and experienced to handle students and income generating programs in the learning institutions. Majority of the students 78 (36.1%) who took part in this study were 16 years. The findings reveal that the learners were within the accepted age for students in secondary schools hence would understand the income generating partaking and its contribution on financial performance of public secondary schools.

On academic qualifications, Majority of the County Education Officers 3(60%) had masters' degree. Majority of the principals 9(60%) and Majority of teachers 76(70.4%) had bachelors' degree. This shows that the County Education Officers, principals and teachers were well qualified and had broad know how on the contribution of income generating activities on financial performances in Nyamira County.

On working experience, majority of the County Education Officers 2 (50%) had stayed and worked in the County between 5-9 years. Majority of Principals 6(40%) had worked between 10-15 years, and majority of the teachers 49(45.4%) had served for over 15 years. The investigator assumed that respondents who had served for many years had more knowledge on matters concerning income generating activities and its contribution on financial performances of schools in the Nyamira County.

Objective One: To Identify Types of Income Generating Activities Engaged in by Public Secondary Schools in Nyamira County.

The first objective of the study revealed that secondary schools in Nyamira County embrace different types of income generating activities. The income generating activity that schools embraced varied from one school to the other based on location of the school, finances available to start income generating activity, size of school farm, stakeholders support and ecological conditions around the schools.

The research findings also indicate that livestock keeping is the most popular activity among principals (26.7%), teachers (39.8%), and students (32.9%). Crop farming is also significant, especially among students (29.2%) and to a lesser extent among principals (20%) and teachers (15.7%). Other activities include bus hiring, favored by (20%) of principals and (12.5%) of students; school canteens, which are

preferred by (13%) of teachers and 9.3% of students; and renting out school premises, which is more common among principals (13.3%). Poultry keeping, agro-forestry, and renting out school premises are less frequently pursued, indicating varying levels of engagement and perceived effectiveness among the different stakeholder groups.

Objective Two: To Investigate the Relationship between Income-Generating Activities and Financial Performance of in Public Secondary Schools in Nyamira County

The second objective of the study revealed that numerous aspects influence the performance of income-generating activities. The size of the project/units was found to influence the performance of income-generating activities. Frequent transfers of the head teachers were found to impact income-generating activities in secondary schools. In some learning institutions, after the transfer of the school's managers, some income generation was not able to thrive again. Some institutions did not have adequate finances to support income-generating activities. The level of development around the schools influenced the income-generating activity that the learning institution could engage in.

The research findings reveal that principals believe the success of income-generating activities in public secondary schools is influenced by several key aspects. Management capacity is critical, with 76.9% of principals rating it to a very high extent. The size of the project or units (51.9%) and the school's liquidity (56.5%) are also highly rated as important aspects. Adequacy of financial and non-financial resources is similarly emphasized, with 55.6% of principals rating it to a very high extent. Adequate capital investment is also crucial, with 61.1% of principals

highlighting its importance to a very high extent. However, support from staff members is more moderately recognized, with 42.6% rating it to a moderate extent and only 35.2% to a very high extent.

The frequency of head teacher transfers is seen as a major issue, with 57.4% rating it to a very low extent. Internal controls are perceived with mixed importance, with 30.6% rating them to a very high extent and 31.5% to a very low extent. Supervision and operating costs also have mixed ratings, highlighting diverse perceptions of their impact on the success of income-generating activities.

Objective Three: To Assess the Relationship between the Allocation of Proceeds from Income-Generating Activities and the financial performance in Public Secondary Schools in Nyamira County.

The third objective of the study revealed that the finances generated from the learning institutions were used for school activities as majority of the respondents pointed out. Principals primarily focus on improving school facilities (26.7%) and paying BOM (Board of Management) teachers, motivating staff and students, and funding the purchase of teaching/learning materials (each 13.3%). Less emphasis is placed on providing tea breaks and supplementing meals for students, with each of these activities only accounting for 6.7% of the principals' focus. This distribution reflects principals' prioritization of infrastructure and staff remuneration over direct student welfare initiatives.

Teachers and students have different priorities compared to principals. Teachers are most focused on supplementing students' lunch and supper (25%) and funding teaching/learning materials (16.7%). Improving school facilities (13%) and repair maintenance and improvement (15.7%) are also significant. Students, on the other

hand, prioritize supplementing lunch and supper (27.3%) and improving school facilities (13.9%), indicating their immediate needs for nutrition and a conducive learning environment. Paying BOM teachers, motivating staff and students, and organizing trips and retreats are less emphasized by both teachers and students.

Objective Four: To Investigate The Challenges Faced by Managers of Public Secondary Schools in Management of Income Generating Activities in Public Secondary Schools in Nyamira County.

The fourth objective of the study was to find out the challenges that principals experienced in starting and management of income generating activities in the learning institutions in Nyamira County. The research findings indicate that the primary challenge affecting income-generating activities (IGAs) in public secondary schools, as perceived by teachers, is inadequate capital, cited by 37% of the respondents. Inadequate land is also a significant issue, noted by 19.4% of teachers, while 13% identified the risks associated with income generation as a major hindrance. Other challenges include poor management skills (9.3%), high maintenance costs (8.3%), poor record management (6.5%), diseases and pests (4.6%), fast depreciation of assets (1.9%), and glut (0.9%). These findings suggest that financial and resource constraints, coupled with management and operational challenges, significantly impact the effectiveness of IGAs in schools.

Similarly, students identified inadequate capital as the main challenge (17.6%), followed by inadequate land (16.2%) and poor management skills (14.4%). Additional challenges recognized by students include the risks associated with income generation (12%), diseases and pests (10.6%), and poor record management (5.6%). A smaller percentage of students (2.3%) noted a lack of market as a

significant barrier to successful IGAs. These findings align with those of the teachers, emphasizing financial constraints and resource limitations as major obstacles. Both groups also highlight the need for better management practices and strategies to mitigate risks and operational issues in supporting the sustainability of IGAs in schools.

5.2 Conclusions of the Study

Based on the above research findings, the following conclusions were made:

Objective One: To Identify Types of Income Generating Activities Engaged in by Public Secondary Schools in Nyamira County.

Most schools in Nyamira County keep livestock, cultivate crops and rent out school facilities in order to generate some income. Choice of income generating activities is influenced by aspects such location of land and size of school land.

Objective Two: To investigate The Relationship between Incomes-Generating Activities and Financial Performance of in Public Secondary Schools in Nyamira County

Issues that influence income generating activities include; inadequate finances, lack of relevant competencies to run the income generated activities, frequent transfer of school management, embezzlement and mismanagement. This has led to negative impact on the performance of income generating activities.

Objective Three: To Assess the Relationship Between the Allocation of the Proceeds from Income-Generating Activities and the Financial Performance In Public Secondary Schools in Nyamira County:

Income generated from income generating activities is important because they help the learning institutions in paying teaching and non-teaching staff. In repairing school infrastructure and ensuring learning activities run well. All the finances generated from the school income generating activities help to reduce schools' financial burden.

Objective Four: To Investigate The Challenges Faced By Managers of Public Secondary Schools In Management Of Income Generating Activities In Public Secondary Schools In Nyamira County.

Numerous challenges like inadequate land, inadequate finances, poor management skills, lack of market and risk associated with income generating activities affected income generating activities. Overcoming these challenges is vital to the performances of income generating activities in schools in Nyamira County.

5.3 Recommendations from the Study

Based on the findings and conclusions of the study, the study recommends the following views with income generating activities;

5.3.1 Policy Recommendations

- i. The ministry of education should empower teachers and principals on how to run income generating activities. Capitation should be set aside to support income generating activities in learning institutions.
- ii. Policies should be set on how the finances generated from income generating activities are used to avoid misappropriation and embezzlement of finances

generated from income generating activities. Principals and bursars should be encouraged to have proper record keeping and utilization of the finances.

- iii. In terms of challenges affecting income generating activities, teachers and principals in charge of the income generating programs should be enlightened on how to overcome the challenges and ensure the income generating activity thrives. Regular seminars and workshops should be organized in Nyamira County to ensure the principals and teachers in charge of income generating activities are abreast with world changes to be able to overcome all the challenges.
- iv. Learning institutions should look for potential partners and sponsors to finance income generating activities in their schools.

5.3.2 Recommendations for Further Research

- i. Contribution of income generating on financial performance of primary schools.
- ii. Undertake longitudinal research to examine the long-term effects of frequent head teacher transfers on the sustainability and performance of IGAs. This would involve tracking schools over several years to assess continuity in management and its impact on IGA outcomes.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Elias Bwoma
P.O BOX 234
Nyamira.

Dear Sir/Madam,

I am a student at Kenyatta University, Main Campus, taking a degree in Master of Economics of Education. I therefore humbly request you to answer these questions in the attached questionnaire which will be used for analysis in the research. The information so obtained will be treated as CONFIDENTIAL and will not be used for any other purpose other than the research.

Thanks in advance,

Elias Bwoma Nyang'au

APPENDIX II: QUESTIONNAIRE (For Teachers)

Instructions: Thank you for accepting to participate in this survey. Kindly respond to this questions as honestly as you can. We assure you that the information you give will only be used in this research only.

1. Please indicate your gender

Male

Female

2. Please indicate your age bracket

20-29 years

30-39 years

40-49 years

Above 49 years

3. For how long have you worked in this school?

1-4 years

5-9 years

10-15 years

Over 15 years

4. What is the average amount of income generated from your Income Generated Activities over the following years?

Year	Amount
------	--------

2018

2017

2016

2015

Objective One: To Identify Types Of Income Generating Activities In Public Secondary Schools In Nyamira County.

5. Please identify the type of Income Generating Activities that are available in your school from the list below (Tick all that apply)

Income Generating Activity	Tick
Crop farming	
Livestock keeping	
School run factories	
Printing press	
Brick making	
Poultry keeping	
Bus hiring	
Agro-forestry	
School canteen	
Chemical plants	
Renting out school premises	
Decoration	

6. Besides the activities listed above, please list down any other income generating activities that are undertaken in your school

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

(a) Objective Two; To Investigate the Relationship Between Income-Generating Activities and Financial Performance of in Public Secondary Schools.

7. By placing a tick in the appropriate box, please identify the extent to which the following influence the performance of Income Generating Activities in your school, where; 5=Very High Extent, 4=High Extent, 3=Moderate Extent, 2=Low Extent, 1=Very Low Extent

Statement	Very High Extent 5	High Extent 4	Moderate Extent 3	Low Extent 2	Very Low Extent 1
Size of the project/units					
School's liquidity					
Adequacy of financial and non-financial resources					
Level of development of the school					
Management capacity					
Adequate capital investment					
support from staff members					
Frequency of head teacher transfers					
Politics					
Internal controls					
Supervision					
Operating costs					

Objective Three: To Assess The The Relationship Between the Allocation of The Proceeds from Income-Generating Activities and the Financial Performance in Public Secondary Schools in Nyamira County.

8. Are the funds generated from the schools' income generating activities used for school activities?

Yes [] No []

9. Do you think there is accountability in the use of the funds from income generating activities?

Yes [] No []

10. From the list below, please identify the various areas where the income from the schools' income generated activities are used (tick all that apply)

Use of Income Generating Activity	Tick
Paying BOM teachers	
Improving school facilities	
Providing needy but bright students with tea break	
Supplementing students' lunch and supper	
Paying fee for needy students	
Motivate teachers, workers and students	
Organizing trips and retreats	
Funding purchase of Teaching /learning material	
Repair maintenance and improvement	
Infrastructure development	

11. Besides the uses listed above, please list down any other uses into which your school put the income generated funds

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

Objective Four: To Investigate The Challenges Faced By Managers Of Public Secondary Schools In Management Of Income Generating Activities In Public Secondary Schools In Nyamira County.

12. By placing a tick in the appropriate box, please identify the challenge(s) which your school faces when trying to implement income generating activities (tick all that apply)

Challenge	Tick
Inadequate land	
Risk associated with income generation	
Inadequate capital	
Poor management skills	
Glut	
Diseases and pests	
Market competition	
High maintenance costs	
Fast depreciation	
Poor record management	
Lack of market	

13. Besides the challenges listed above, please list down any other challenges which your school experiences when acquiring income generated funds

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

THANK YOU

APPENDIX III: QUESTIONNAIRE (For County Education Officers)

Instructions: Thank you for accepting to participate in this survey. Kindly respond to this questions as honestly as you can. We assure you that the information you give will only be used in this research only.

1. Please indicate your gender

Male

Female

2. Please indicate your age bracket

20-29 years

30-39 years

40-49 years

Above 49 years

3. For how long have you worked in this County?

1-4 years

5-9 years

10-15 years

Over 15 years

4. What is the approximate percentage of schools in your County engage in income generating activities?.....

Objective One: To Identify Types Of Income Generating Activities In Public Secondary Schools In Nyamira County.

5. Please identify the type of Income Generating Activities that are available in the schools in your County from the list below (Tick all that apply)

Income Generating Activity	Tick
Crop farming	
Livestock keeping	
School run factories	
Printing press	
Brick making	
Poultry keeping	
Bus hiring	
Agro-forestry	
School canteen	
Chemical plants	
Renting out school premises	
Decoration	

6. Besides the activities listed above, please list down any other income generating activities that are undertaken in the school

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

Objective Two; To Investigate The Relationship Between Income-Generating Activities And Financial Performance In Public Secondary Schools in Nyamira county.

7. By placing a tick in the appropriate box, please identify the extent to which the following influence the performance of Income Generating Activities in your school, where; 5=Very High Extent, 4=High Extent, 3=Moderate Extent, 2=Low Extent, 1=Very Low Extent

	Very High Extent 5	High Extent 4	Moderate Extent 3	Low Extent 2	Very Low Extent 1
Size of the project/units					
School's liquidity					
Adequacy of financial and non-financial resources					
Level of development of the school					
Management capacity					
Adequate capital investment					
support from staff members					
Frequency of head teacher transfers					
Politics					
Internal controls					
Supervision					
Operating costs					

8. Besides the activities listed above, please list down any other aspects which influence performance of Income Generating Activities in your school

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

Objective Three: To Assess the the Relationship Between the Allocation of the Proceeds from Income-Generating Activities and the Financial Performance in Public Secondary Schools in Nyamira County.

9. Are the funds generated from the schools’ income generating activities used for school activities?

Yes [] No []

10. Do you think there is accountability in the use of the funds from income generating activities?

Yes [] No []

11. From the list below, please identify the various areas where the income from the schools’ income generated activities are used (tick all that apply)

Use of Income Generating Activity	Tick
Paying BOM teachers	
Improving school facilities	
Providing needy but bright students with tea break	
Supplementing students’ lunch and supper	
Paying fee for needy students	
Motivate teachers, workers and students	
Organizing trips and retreats	
Funding purchase of Teaching /learning material	
Repair maintenance and improvement	
Infrastructure development	

12. Besides the uses listed above, please list down any other uses into which the schools put the income generated funds

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

Objective Four: To Investigate the Challenges Faced by Managers of Public Secondary Schools in Management Of Income Generating Activities in Public Secondary Schools in Nyamira County.

13. By placing a tick in the appropriate box, please identify the challenge(s) which the school faces when trying to implement income generating activities (tick all that apply)

Challenge	Tick
Inadequate land	
Risk associated with income generation	
Inadequate capital	
Poor management skills	
Glut	
Diseases and pests	
Market competition	
High maintenance costs	
Fast depreciation	
Poor record management	
Lack of market	

14. Besides the challenges listed above, please list down any other challenges which your school experiences when acquiring income generated funds

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

THANK YOU

APPENDIX IV: QUESTIONNAIRE (For Students) Instructions:

Thank you for accepting to participate in this survey. Kindly respond to these questions as honestly as you can. We assure you that the information you give will only be used in this research only.

1. Please indicate your gender

Male

Female

2. Please indicate your age bracket

15 years

16 years

17 years

Above 17 years

Objective One: To Identify Types Of Income Generating Activities In Public Secondary Schools In Nyamira County.

3. Please identify the type of Income Generating Activities that are available in your school from the list below (Tick all that apply)

Income Generating Activity	Tick
Crop farming	
Livestock keeping	
School run factories	
Printing press	
Brick making	
Poultry keeping	
Bus hiring	
Agro-forestry	
School canteen	
Chemical plants	
Renting out school premises	
Decoration	

4. Besides the activities listed above, please list down any other income generating activities that are undertaken in your school

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

Objective Two; To Investigate the Relationship Between Income-Generating Activities And Financial Performance in Public Secondary Schools in Nyamira county.

5. By placing a tick in the appropriate box, please identify the extent to which the following influence the performance of Income Generating Activities in your school, where; 5=Very High Extent, 4=High Extent, 3=Moderate Extent, 2=Low Extent, 1=Very Low Extent

	Very High Extent 5	High Extent 4	Moderate Extent 3	Low Extent 2	Very Low Extent 1
Size of the project/units					
School's liquidity					
Adequacy of financial and non-financial resources					
Level of development of the school					
Management capacity					
Adequate capital investment					
support from staff members					
Frequency of head teacher transfers					
Politics					
Internal controls					
Supervision					
Operating costs					

Objective Three: To Assess the Relationship Between the Allocation of the Proceeds From Income-Generating Activities and the Financial Performance In Public Secondary Schools In Nyamira County.

6. Are the funds generated from the schools' income generating activities used for school activities?

Yes [] No []

7. Do you think there is accountability in the use of the funds from income generating activities?

Yes [] No []

8. From the list below, please identify the various areas where the income from the schools' income generated activities are used (tick all that apply)

Use of Income Generating Activity	Tick
Paying BOM teachers	
Improving school facilities	
Providing needy but bright students with tea break	
Supplementing students' lunch and supper	
Paying fee for needy students	
Motivate teachers, workers and students	
Organizing trips and retreats	
Funding purchase of Teaching /learning material	
Repair maintenance and improvement	
Infrastructure development	

8. Besides the uses listed above, please list down any other uses into which your school put the income generated funds

- i.
- ii.
- iii.

Objective Four: To Investigate the Challenges Faced by Managers of Public Secondary Schools in Management of Income Generating Activities in Public Secondary Schools in Nyamira County.

9. By placing a tick in the appropriate box, please identify the challenge(s) which your school faces when trying to implement income generating activities (tick all that apply)

Challenge	Tick
Inadequate land	
Risk associated with income generation	
Inadequate capital	
Poor management skills	
Glut	
Diseases and pests	
Market competition	
High maintenance costs	
Fast depreciation	
Poor record management	
Lack of market	

10. Besides the challenges listed above, please list down any other challenges which your school experiences when acquiring income generated funds

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

THANK YOU

APPENDIX V: INTERVIEW SCHEDULE (For County Education Officer)

Objective One: To Identify Types of Income Generating Activities In Public Secondary Schools in Nyamira county.

1. Please tell me types of income generating undertakings embraced in by public secondary schools in Nyamira County.

Objective Two; To Investigate The Relationship Between Income-Generating Activities And Financial Performance In Public Secondary Schools in Nyamira county.

2. How does the management of income generating activities impact the financial performance of public secondary schools in Nyamira County?

Objective Three: To Assess The Relationship Between The Allocation Of The Proceeds From Income-Generating Activities And The Financial Performance In Public Secondary Schools In Nyamira County.

3. How does the allocation of proceeds from income generating activities affect the financial performance of public secondary schools in Nyamira County?

Objective Four: To Investigate the Challenges Faced By Managers Of Public Secondary Schools In Management Of Income Generating Activities In Public Secondary Schools In Nyamira County

4. What are the challenges experienced by administrators of public secondary schools in starting and managing income generating undertakings in public secondary schools in Nyamira County?
5. Please suggest some possible ways of overcoming challenges faced by school managers in commencing and management of income generating activities in public secondary schools in Nyamira County.

THANK YOU FOR YOUR PARTICIPATION

APPENDIX VI: APPROVAL OF RESEARCH PROJECT



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 7th June, 2022

TO: Elias Bwona Nyang'au
C/o Ed. Mgt. Pol & Curriculum Studies Dept.

REF: E55/37500/2017

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 25th August, 2021 approved your Research Project Proposal for the M.Ed Degree Entitled, "Income Generating Activities and its Contribution to Financial Performance of Public Secondary Schools in Nyamira County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Education Management Policy and Curriculum Studies Department.

Supervisors:

1. Dr. Gabriel Madanji
C/o Department of Edu. Mgt Policy & Curriculum Studies
Kenyatta University

EM/2022

APPENDIX VII: LETTER OF AUTHORIZATION



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/37500/2017

DATE: 7th June, 2022

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR ELIAS BWOMA NYANG'AU – REG. NO. E55/37500/2017.

I write to introduce Elias Bwoma Nyang'au who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Education Management Policy and Curriculum Studies.

Elias intends to conduct research for a M.Ed Project Proposal entitled, "Income Generating Activities and Its Contribution to Financial Performance of Public Secondary Schools in Nyamira County, Kenya".






Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
AG. DEAN, GRADUATE SCHOOL

EM/inn

APPENDIX VIII: PERMISSION FROM NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 235955	Date of Issue: 21/July/2022
RESEARCH LICENSE	
	
This is to Certify that Mr. Elias Bwoma Nyangau of Kenyatta University, has been licensed to conduct research in Nyamira on the topic: income generating activities and its contribution to financial performance public of public secondary in nyamira county,kenya for the period ending : 21/July/2023.	
License No: NACOSTI/P/22/19032	
235955 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
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