

Effects of Income Generating Activities in Public Secondary Schools in Transmara Sub-County, Narok County, Kenya

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Abstract: This study examined the effects of income generating activities in public secondary schools in Transmara Sub-County, Narok County, Kenya. The population for the study comprised of all principals, teachers and bursars. Combinations of purposive and stratified random sampling techniques were applied to select a sample of 13 principals, 322 teachers and 13 bursars. Questionnaires and interview schedules were the main instruments used to collect data. The results of the study revealed that income from income generating activities eased burden on parents, increased enrolment in schools, improved academic performance and was used to motivate both students and teachers. The income was insufficient to cater for physical facilities and also did not cater for bursaries for needy students. Based on the findings, it is recommended that IGAs should be encouraged and enhance to support the academic programme. Further it recommended that strategies be put in place to improve the income from IGAs so that it can cater for needy students and improve physical facilities on schools.

Keywords: Income generating activities, Financing, Public secondary education.

I. INTRODUCTION

Income generating activities in educational institutions have gained prevalence worldwide. This has been created by the high demand for education which has resulted in economic and physical pressure on the examiner (World Bank, 1995). A World Bank study (2010) in China reveal that almost all public secondary schools were engaged in "creation of income," or simply Income Generating Activities (IGAs).

The activities that the schools engaged in to raise funds included: school run factories, printing press and chemical plants synthesizing high tech polymer coating, decoration, operating retail shops and renting out school premises among others. Many of these institutions were able to raise funds from agro-based activities like vegetable production and livestock based activities like: dairy farming and beef management. There has been also the managing of restaurants and cloth-making. The report further revealed that, in Shanghai (China), 50% of the higher institutions in 2013 operated about 700 enterprises like training courses of newly employed in legal issues in state owned enterprises (World Bank, 2012).

The government of Kenya is committed to the provision of quality education in accordance with the international convention on human rights, Education For All and Vision 2030. It's for this reason that the government introduced and implemented free primary education and free secondary education. Despite its efforts the cost of providing quality secondary education has been escalating due to perennial budgetary constraints (Onsomu, 2006).

The Kenya government in an attempt to cope up with the high cost of education introduced cost sharing in education through Sessional paper No. 6 of 1988 on education and manpower policy for the next decade and beyond, (Republic of

International Journal of Novel Research in Interdisciplinary Studies

Vol. 4, Issue 6, pp: (1-8), Month: November-December 2017, Available at: www.noveltyjournals.com

Kenya, 1988). The cost sharing policy required the cost of education to be shared between government and service recipients. The government provided professional and sometimes administrative staff while other costs e.g. tuition, food, text books and development funds were to be provided by parents and community at large.

In trying to fill the gap of financing education left by cost-sharing programme, the Republic of Kenya (2005) introduced Kenya Education Sector Support Programme (KESSP) which was an investment programme for the entire education sector, but it did not emphasize on how available resources would be well utilized to have a positive effect in education.

In the larger Narok County, Muriungi (2009) did a study on an analysis of income generating activities in public secondary schools. The study established that although secondary schools in Mulot Division of Narok South District have made some efforts to generate income to supplement what they get from traditional sources, not all opportunities had been effectively utilized.

This study therefore, sought to establish the effects of IGAs in financing education in public secondary schools in Transmara Sub-County, Narok County, Kenya.

Statement of the problem:

Inadequate financing of public secondary schools in Transmara Sub-County. Due to this reason, most secondary schools came up with alternative ways of financing their operations and the common one was income generating activities. World Bank report (2008).

Public secondary schools in Transmara Sub-County instituted IGAs with a view of generating funds to meet budgetary deficit and improve on quality of education in the sub-county.

Some of the IGAs introduced in schools include: crop production, bee keeping, fish farming, poultry keeping, bricks making and hire of school land.

Purpose of the study:

The purpose of the study was to investigate the effect of income generating activities (IGAs) in financing public secondary schools' education in Transmara Sub-County, Narok County.

Significance of the study:

The findings of this study will shade more light on the types and importance of income generating activities in financing education in public secondary schools in Kenya. Thus this will help educational planners in the Ministry of Education (MOE) to formulate appropriate policies regarding IGAs, transmit the same to schools' Boards of Management (BOM), teachers, parents and students for proper implementation.

II. LITERATURE REVIEW

Financing secondary education is important as it constitutes an investment in education that yields considerable social and private returns despite being a burden to all countries in the world (Bregman & Tallmeister, 2002). Different countries in Africa with different resources endowment have tried different methods of running the IGAs in African region and making proper utilization of income generated from IGAs in financing education. While the study of Bregman and Tallmeister focused on African nations with a view of assessing their development with regard to the role of income generating activities, this study was concerned with utilization of IGAs in Transmara Sub – County only.

Bray (2000) state that Singapore a country with buoyant economy and continued budget surplus in the 1990s brought a philosophy that higher education institutions should develop their own sources of revenue and reduce dependence on government. While Bray's statement suggests that higher educational institutions should develop their own sources of revenue to reduce overdependence on government, this study looked at the role of IGAs in financing public secondary school's education in Transmara Sub-count, Kenya.

Lewin and Chang (2001) states that in China school running businesses is an old phenomenon whose main function was to generate income to cover the running expenses of schools which include construction of teachers' house, bursaries and scholarship for poor students and fuelling school vans. School buildings are also being rented to generate income. Chang affirms that with proper utilization of income from IGAs, school expenditure will be cut down considerably. While in

China School running IGAs is an old phenomenon, this study looks at the role of IGAs in Transmara Sub-county, Kenya at the moment.

Kimuyi and Igwe (1998) did a study in Nigeria to establish the utilization of income from IGAs in financing education in public universities. The research study employed a descriptive research design that involved use of frequency distribution tables, pie charts and bar graphs. The target population was 10 chancellors of public universities in Nigeria. Simple random sampling was used to come up with right sample size because the population under study was heterogeneous. Data collection was done using questionnaires and interview schedules. Responses from questionnaires and interview schedules were organized according to pertinent aspects of the study analyzed and reported using descriptive statistics such as frequencies, charts, graphs and percentages. Kimuyi & Igwe (1998) found out that the use of IGAs as a financing option was viable at higher institutions of learning. Especially when structural adjustment programmes (SAPs) were introduced in Nigeria, income generating activities such as research work and consultancy were used to help meet the deficit by Nigerian universities. The study concluded that IGAs played a major role in supplementing funds from government and therefore recommended that further research be carried out to determine the effect of IGAs in all universities in the country. While his study was on utilization of income from IGAs in financing education in public universities in Nigeria, this study was concerned with the role of IGAs in financing public secondary school's education in Transmara West Sub-county in Narok County and not universities.

Butare (2004) did a study in Kigali institute of science and technology (KIST) in Rwanda to find out how universities can utilise available potential resources to supplement government funding in order to meet their budgetary deficit. In his findings he recommended that universities should engage in some income generating activities like: running ICT centers, ICT skills training centers, starting programmes for long distance learning, promoting of cottage industries, research and consultancy. His study was concern with utilization of resources in Rwandan universities while this was concern with utilisation of IGAs in public secondary schools in Transmara Sub-county of Narok County.

Khatete (2014) did a study in Vihiga District to establish the utilization of income from IGAs in financing education in public secondary schools. The study used descriptive survey research design. A total of 22 schools were targeted and used in the study. The respondents were the school principals, the school bursars and the form four students. The questionnaires were the major instruments used collaborated by the interviews and observations. The editing and coding of the returned instruments was done immediately the data from the field was obtained. Since the study yielded a variety of data containing both qualitative and quantitative information, the responses were categorized into information according to the objectives of the study. The data was then analyzed using descriptive statements and presented in tables from which conclusions were made. Since collected data were none standardized the analysis was done through the use of conceptualization. This involved incorporating the findings in the researchers' interpretation on the basis of reviewed literature and field experiences or conclusions from previous similar studies which is acceptable in research (Mugenda and Mugenda, 2003). From the data collected and presented, 22.7 percent of the students enrolled in form one did not complete form four in their schools or from elsewhere due to problems arising from lack of school fees.

On the establishment of IGAs, it was revealed that a few public secondary schools in Vihiga district embraced IGAs. The activities in place included; maize farming, dairy farming and horticulture as well as rental staff housing. The study further established that most of the income earned from income generating activities in schools went towards teacher's welfare mainly in the provision of meals and academic trips. The other funds went to pay wages and other minor expenditures in schools. There was no school however that used such funds on students or in a way that could facilitate participation of students in schools. Khatete (2014) recommended that though teachers' motivation is necessary in enhancing their performance, schools should give preference in the expenditure of IGAs funds to needy students to enhance their access, retention and transition through bursaries and scholarships. While Khatete's study dealt with utilization of income from IGAs in Vihiga District, this study focused on the role of IGAs in financing education in public secondary school in Transmara Sub-county where this study had never been done.

III. RESEARCH METHODOLOGY

Research design:

The study employed descriptive survey research design to find out the effect of IGAs on financing public secondary schools in Transmara Sub-County. Survey was concerned with describing, recording, analyzing and reporting conditions that exist or have existed (Kothari, 2003).

Sample size and sampling procedures:

The researcher employed stratified random sampling and purposive sampling to get the desired sample. 30% of the respondents were randomly selected from each stratum to form the sample size (Mugenda & Mugenda, 2003).

Research instruments:

Questionnaires and interview schedules were used to collect data. The researcher administered questionnaires and interview schedules personally to respondents. Questionnaires were administered and collected the same day in each school this was to avoid alterations by respondents discussing their different views and hence get influence or intimidation.

IV. RESULTS AND DISCUSSIONS

13 principals responded to the questions on the extent to which IGAs affect education in public secondary schools. They filled the Likert scale below to elaborate their responses.

Table 1. Responses of Principals on the Extent to Which IGAs Affect Financing of Education

Item	SD	D	N	A	SA	Total Frequency	Total Score	Average Score	% Score
Financing Physical Facilities	9	4	0	0	0	13	61	4.7	94
Support Academic Programmes	5	4	2	2	0	13	51	3.9	78
Motivation of Staff and Students	0	2	1	8	2	13	29	2.2	44
Bursaries for Needy Students	13	0	0	0	0	13	65	5	100
Improved Access to Education	6	2	0	5	0	13	48	3.7	74
Improved Retention and Completion	5	3	1	3	1	13	47	3.6	72
Increased Enrolment	2	1	0	8	2	13	32	2.5	50
Improved Academic Performance	1	2	2	5	3	13	32	2.5	50
Eased Burden on Parents	3	2	1	5	2	13	38	2.9	58

Classification of individual score: (SD- strongly disagree=5, D-disagree=4, N-neutral=3, A-agree=2, SA-strongly agree=1)

When asked to score on the Likert Scale, the response of the principals on the extent to which IGAs affect financing of education in public secondary schools in Transmara Sub-county, the principals scored an average of 4.7(94%) on the item financing physical facilities. This means that they strongly disagree on the item; scored an average of 3.9(78%) on the item support academic programmes, this shows that they disagree on the item; scored an average of 2.2(44%) on the item motivation of staff and students, this means that they agree on the item; scored an average of 5.0(100%) on the item bursaries for needy students which means they strongly disagreed; scored an average of 3.7(74%) on the item improved access to education, this means that they disagreed on the item; scored an average of 3.6(72%) on the item improved retention and completion, this means they disagreed on the item; scored an average of 2.5(50%) on the item increased enrolment, this means they were neutral on the item; scored an average of 2.5(50%) on the item increased academic performance, this means that they were neutral on the item; finally they scored an average of 2.9(58%) on the item eased burden on parents, this means that they were neutral on the item. From the table above it is clear that no school has enough resources to cater for its needs. This is evidence by the responses of all the 13 (100%) principals that no single school is able to offer bursaries for needy students and 9(69.2%) principals strongly disagree on financing physical facilities. This finding concurs with Jiefang (2000) who pointed out that some schools may raise insignificant income through the IGAs hence not sufficient to cater for crucial needs.

International Journal of Novel Research in Interdisciplinary Studies

Vol. 4, Issue 6, pp: (1-8), Month: November-December 2017, Available at: www.noveltyjournals.com

Table 2: Bursar’s response on amount of money generated from IGAs in yearly basis (n=12)

Amount of IGAs generated (per year)	Frequency	percent	
Below 250,000	1	8.3	
250,000-500,000	3	25	
500,001-750,000	2	16.7	
750,000-1,000,000	4	33.3	
Above 1,000,000	2	16.7	

The information above was plotted in a graph

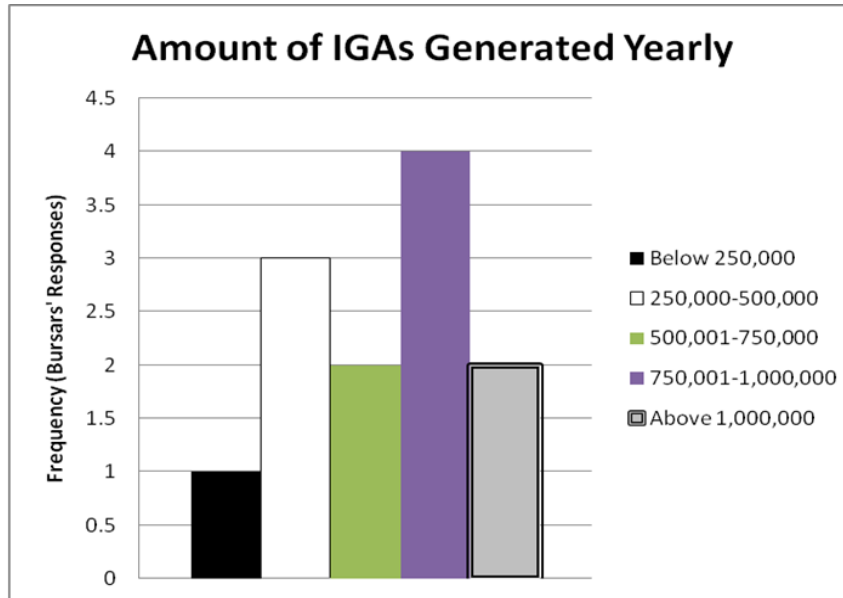


Figure 1. Showing average amount of incomes generated by schools on yearly basis

Figure 1 above shows averagely most 4(33.3%) schools have an average income ranging between 750,000-1,000,000, 1(8.3%) generate income less than Kshs 250,000, 3(25%) have an income ranging between Kshs 250,000-500,000; 2(16.7%) generate revenue between 500,000-750,000 and 2(16.7%) generate income above 1,000,000. This is a clear indication that most schools generate more income from IGAs to fund their activities yearly. Most principals complained of lack of cooperation from BOMs to develop other potential IGAs. This concurs with Getange. K (2005) who found out that all schools had potentials to generate additional income from IGAs for supplementing the financing of secondary education in Kisii Central District

Table 3. Bursars’ response on extent to which IGAs affect financing of education in public secondary schools

Item	Below 50,000	50,001-100,000	100,001-150,000	150,001-200,000	Above 200,001	Total Frequency
Financing Physical Facilities	10	2	0	0	0	12
Support Academic Programmes	5	4	1	2	0	12
Motivation of Staff and Students	0	2	1	7	2	12
Bursaries for Needy Students	12	0	0	0	0	12
Improved Access to Education	6	2	0	4	0	12
Improved Retention and Completion	5	3	1	2	1	12
Increased Enrolment	2	1	0	7	2	12
Improved Academic Performance	1	2	2	4	3	12
Eased Burden on Parents	3	2	1	4	2	12

International Journal of Novel Research in Interdisciplinary Studies

Vol. 4, Issue 6, pp: (1-8), Month: November-December 2017, Available at: www.noveltyjournals.com

The findings in Table 2 above show that majority of the bursars 10(83.3%) indicated that they spent less than 50,000 in financing physical facilities and only 2(16.7%) of the bursars indicated spending between 50,000-100,000. This is because most of the funding for infrastructure is met by parents in the form of development money making schools to use IGAs income for other expenses.

Majority of the respondents 5(41.7%) spent less than 50,000 to finance academic programmes. 4(33.2%) of the bursars indicated spending between 50,000 and 100,000, 1(8.33%) of the bursars indicated spending between 100,000 and 150,000 and 2(16.7%) of the bursars indicated spending between 150,000 and 200,000 to finance academic programmes. These findings are in line with those of (Nyonje 2013) who found out that there is a relationship between IGAs and financing of academic programmes. This can be attributed by delay in government to disburse the capitation to schools that forces schools to spend the IGAs funds to finance academic programmes. Nyonje identified academic programmes financed by IGAs mostly as provision of extra tuition and purchasing of teachers guides. He found out that there is a relationship between income generating activities and availability of tuition programmes and teachers guides in schools.

Most schools 7(58.3%) spent between 150,000-200,000 to finance motivation of students and teachers, 2(16.7 %) spent between 50,000-100,000.

On motivation of teachers and students 2 (16.7%) of the bursars indicated that their schools spent between 50,000 and 100,000, 1 (8.33%) indicated spending between 100,000 and 150,000, 7(58.3%) of the bursars recorded spending between 150,000 and 200,000 and 2(16.7%) bursars indicated spending above 200,001 in motivation of teachers. Motivation of students and staff is in the form of gifts and presents given to them. Housing for teachers was also catered for. Increased motivation from both the students and staff enhances academic performance of schools.

All the schools spent less than 50,000 to finance bursaries for needy students. This could mean no income from IGAs could be spent on bursaries. This is due to shortage of funds hence most students who are needy are financed by Constituency Development Funds (CDF) or other agencies. Also most schools give fees waiver in form of exemption to paying development funds to the needy students to make them afford the cost of education.

Schools spent some substantial amount of money to improve access to education. From the study it was noted that majority of schools 6 (50%) spent less than 50,000, 4(33.3%) of the schools spent between 150,000-200,000 and 2(16.7%) of the schools spent between 50,000 and 100,000. Improved access to education is by subscription to online materials, purchase of reference books and motivating the disadvantaged in the society. 5(41.7%)of the schools spend less than 50,000 to improve completion and retention rates of students in studies, 3(25%) spent between 50,000-100,000 ,1(7.6%) spent 100,000-150,2(16.7%) spent 150,000-200,00 and 1(8.33%) spent above 200,000 for retention and completion . This IGAs money is spent in offsetting the debts by students in the form of un-cleared fees and meeting some expenses.

On increased enrolment,2(16.7%) of the bursars indicated spending below 50,000 and 1(8.33%) indicated spending 50,000 to 100,000 to increase enrolment. 7(58.3%) of the bursars indicated spending between 150,000 and 200,000 to increase enrolment and 2(16.7%) recorded spending above 200,000.

On improving academic performance, 4(33.3%) of the school spent between 150,000 to200,000, 3 (25%) of the bursars indicated using above 200,000 to improve academic performance, while 2 (16.7%) of the bursars indicated spending between 100,000 and 150,000 . another 2 (16.7%) of the schools spent between 50,000 and 100,000, while 1(8.33%) recorded spending below 50,000 for improving academic performance.

On easing burden on parents from incurring high costs on education of their children, 3(25%) of the schools spent below 50,000, 2(16.7%) of the bursars indicated spending between 50,000 and 100,000 while 1(8.33%) indicated spending between 100,000 and 150,000 on the same. 4(33.3%) of the bursars recorded spending between 150,000 and 200,000, while 2(16.7%) indicated spending above 200,000.

This finance goes to joint examinations with other schools and purchase of revision materials for the students.

International Journal of Novel Research in Interdisciplinary Studies

Vol. 4, Issue 6, pp: (1-8), Month: November-December 2017, Available at: www.noveltyjournals.com

V. CONCLUSIONS

Based on the findings, the study concludes that IGAs to a greater extent supports motivation of both students and teachers, increased enrolment in schools and also eases burden on parents, but does not cater for physical facilities and does not offer bursaries to needy students.

VI. RECOMMENDATIONS

Based on the study findings, the researcher made the following recommendations:

- i. Income generating projects which can generate supplementary income in the study area such as dairy farming, bee keeping, crop farming and poultry keeping should be enhanced in order to cater for needy students and improve physical facilities in schools.
- ii. Due to rampant lack of skilled personnel in the management IGAs, the study recommends that the government to train all public secondary schools principals in management of income generating activities so that IGAs can be used in a more effective way.
- iii. The study recommends school managers and the government to allocate more funds for IGAs development and management.
- iv. Lack of participation from stakeholders was noted, therefore the study recommends sensitization on the importance of IGAs in schools to all stakeholders.

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