IOSR Journal of Business and Management (IOSR-JBM)
e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 20, Issue 3. Ver. X (March. 2018), PP 64-68
www.iosrjournals.org

Determinants Of Implementation Of Income Generating Projects In Public Secondary Schools In Konoin District, Bomet County, Kenya

Chepkwony Samwel Kipkoech
Kenyatta University, Kenya.
Corresponding Author: Chepkwony Samwel Kipkoech

Abstract*: This paper sought to establish the determinants for implementing income generating projects in public secondary schools in Konoin District of Bomet County. The specific objectives of the study were: to establish whether financial and physical resources affect the implementation of income generating project in public secondary schools in Konoin District; to determine the effect of head teacher transfers on the implementation of income generating project in public secondary schools in Konoin District; to establish the role of political interference on the implementation of income generating project in public secondary schools in Konoin District and to establish whether management skills affect the implementation of income generating project in public secondary schools in Konoin District. A survey design was used where principals in public secondary schools in the district were targeted. A census of the 30 principals in these secondary schools was done. Data was collected using a semi structured questionnaire between April and May 2013. Data was entered and analyzed using SPSS Version 20. Descriptive and inferential statistics were performed, with reporting of the inferential statistics done using the Odds Ratio (OR) at 95% Confidence Interval (CI). The study established that engagement in IGPs in public secondary schools in Konoin District was determined by the adequacy of resources both financial (OR: 7.380; p= 0.036) and physical OR: 1.036; p= 0.042), low frequency of head teacher transfers (OR: 1.060; p= 0.032) and low level of politics especially on IGP profits management (OR: 2.068; p= 0.003) and tendering for IGP supplies (OR: 3.186; p= 0.046). It is concluded that the implementation of school income generating project in Konoin District is determined by adequacy of financial and physical resources, frequency of head teacher transfers and the level of politics relating to income generating project profits and tendering. The study recommended stakeholder sensitization of the importance of school income generating project coupled with equitable sharing of income generating project profits through initiation of school development papers, payment of school fees for students from poor backgrounds and/or subsidization of school fees in order to turn around the negative misperceptions about school income generating project among the parents. Effective stakeholder communication can also alley the unfounded fears of dilution of quality of education.*

Key words: *determinants, implementation, income generating projects.*

Date of Submission: 10-03-2018 Date of acceptance: 29-03-2018

I. Introduction

Statement of the Problem

The inception of free secondary education (FSE) in Kenya in 2008 was significant step towards ensuring access to quality secondary education for all. In the FSE program, the government has a uniform allocation criterion for secondary tuition for all students. Parents and other stakeholders contribute towards expenses relating to physical infrastructure development and maintenance, payments for public examinations, catering and accommodation in boarding schools and student's personal expenses. The inadequacy of government funding to schools has been a common subject in debates pitting the Ministry of Education and Heads of schools with the latter insisting that the allocations are not adequate and often requesting to be allowed to pass on the burden to parents. Although the government through the Ministry of Education has rejected such requests, the cost burden in many schools is often passed on to parents ultimately resulting high fees particularly in National and Provincial level schools. The funding gaps in secondary schools have necessitated new strategies raise funds through investment in income generating projects. These ventures have been recommended in recent studies (Omukoba *et al*., 2011; Kiveu and Maiyo, 2009) as viable solutions to bridge funding gaps in public secondary schools. However initiating the income generating projects and ensuring their sustainability is often constrained by financial and human resources among other factors, thus rendering most projects unable to meet their objective. Income generation in most public schools is a radical shift given the nonprofit orientation of these institutions. The capacity of the school leadership to steer successful income generation ventures is vital and requires delicate balancing between the quality of learning and the many complex stakeholder issues. A clear understanding of the key factors in necessary for the implementation of income generating projects in public schools is needed as it will serve as a guide and motivation to schools that these ventures can indeed be a viable source the much needed funds. The purpose of this study therefore was to establish the determinants for implementation of income generating projects in public secondary schools. The study sought to identify these determinants by surveying public secondary schools in Konoin District of Bomet County in Kenya.

II. Literature

Development of Secondary Education in Kenya

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

The number of primary and secondary schools also increased from 6,058 and 150 in 1963 to about 19,713 and 4,111 in 2004, respectively. Despite this notable increase in the number of schools, such expansion has not kept pace with the increase in school-age population, especially at the secondary school level and access to secondary education in Kenya is still very low (Ngware, Muthaka, Manda and Onsumu, 2006).

Income Generating Projects

Income generating projects may be defined as activities that act as a means for gaining or increasing income. School income generating projects serve two major purposes: first is educating the students in an entrepreneurial environment in which technical knowledge is combined with the business practices and business management that will make them successful upon graduating from the school. The second reason is to generate income to support the financial self-sufficiency of the school (Acosta et al, 2008).

The initial step is the identification of the business opportunities that the school may have. In order to do this, the productive resources of the school, as well as the market, should be taken into account. Record keeping, monitoring and a good understanding of the market are maintained throughout the project's existence (Acosta et al., 2008).

Determinants of Implementation of Income Generating Projects

Research shows that three out of five business enterprises started in Kenya fail within the first few months (Bowen, Morara and Mureithi, 2009). Literature on the factors necessary for public schools to implement income generating projects is limited however several factors influencing the successful implementation of projects geared towards income generation emerge in diverse literature reviewed.

Project Management/ Business Management Skills

Income generating project in public schools are run in the same way as those geared towards the same goal but in business establishments. The importance of the requisite business and project management skills is paramount. Kigen (2006) reported that lack of feasibility studies and sound financial management are among the major factors that significantly affect the viability of income generating projects in secondary schools in Koibatek District. A similar finding was also reported in a different study by Owuor (2008) whose study found that head teachers' lack of entrepreneurial skills which posed a major challenge in the management of school income generating projects. Investment in income generation projects in schools adds extra managerial responsibility to the already burdened heads of schools. This if not well handled may not only compromise the running of the projects but also the quality of learning within the school. Managerial and administrative factors related to heads of schools can potentially impact on the success of these projects. A recent study in Southern Sudan indeed cited administrative and management as impediments to profit making in income generation projects, (Kibuku, 2009).

Obstacles to the successful income generating projects have also been attributed to lack of business management skills, adequate literacy and lack of marketing and production skills (Rogers *et al*., 1999; Mulu, 2001). Illiteracy was found to limit effective management, record keeping, identification and expansion of markets (Mulu, 2001).

Business management skills essential for successful management of income generating projects include managerial and financial management skills, stock control and personnel management (Carlton, 2001). In a Kenyan study (Buckley, 1988), lack of transparency by business/project managers was cited as a cause of disputes among stakeholders of income generating projects. Insufficient market research occasioned by failure to undertake feasibility studies was found to be a major hindrance to the sustainability and/or expansion of projects due to lack of a good understanding of the market and customers (Agar, 1999; Carlton, 2001)

Resources

Projects are endeavors which consume both human and non human resources. The alignment of these in the right quality and quantity ensures the realization of the institutional goals and objectives (Macibi, 2003).

Studies have underscored the critical role played by financial resources as a means for the acquisition of other necessary resources. Mobegi *et al*., (2010) and Owuor (2008) established that financial constraints were a major challenge which impacted negatively on physical facilities, teaching and learning materials, and teaching methods. One of the study (Mobegi *et al*., 2010) recommends that headteachers should devise school income generating projects to improve on financial problems that currently result in student absenteeism, transfers and inadequate facilities. But limited budgets continue to be a major hindrance to initiation of income generating projects which are more likely to be viewed as non-priority by schools' stakeholders.

Owuor (2008) cites the lack of capital and time by school heads to manage income generating projects. Head teachers tend to focus more on what they perceive to be their core duties like student well-being and academic performance. This perception is perpetrated by systems used by the teachers' service commission in teacher promotions. Finance has also been identified as a constraint to the startup and sustainability of income generating projects (Chandra *et al*., 2007; Ngcobo, 2003).

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

Politics

In the Kenyan case, management of secondary schools by boards of governors (BOGs) came into place after independence following recommendation by the Kenya education commission report by Ominde (Republic of Kenya, 1964). This aimed at giving each school its own personality and decentralization of authority for effectiveness. Education Act Cap. 211 and Sessional paper No. 1 of 2005 state that the boards of governors (today these are known as Boards of Management) have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and the provision of teaching and learning materials (Sessional Paper No. 1, 2005: 63).

Politics related to school income generating projects occur when two or more groups of stakeholders jostle for control over aspects of the project often because they hold different views. Sources of politics can be internal (within the school) or external (outside) school forces. The implication is that school Boards of Management the support of all major stakeholders (teachers, parents and the community) in order for projects to succeed. Obtaining the support and consensus of all these stakeholders has the potential to affect income generating projects in either positive or negative ways. One study documented that board members lost their positions owing to politics related to school development projects (Schmieg, 1990).

III. Methodology

Research Design

The study used a descriptive design to survey selected public schools in Konoin District in Bomet County. The design is appropriate because it allowed for the gathering of data relevant to the study objectives from the key individuals largely involved in the implementation of school income generating projects thus making it possible to generalize the findings in the district.

Target Population

The target population consisted of principals heading public secondary schools in the district. Secondary School management in Kenya is the responsibility of the board of Management (BOM). Since it is the principals who oversee the day to day running of the school they are in a much better position to provide information relevant to the study topic.

Sample Size Determination and Sampling Procedure

The sample size in this study was 30 principals in line with the total number of public secondary schools in Konoin District. The confidence level was 95% with a margin error of 5%. A census of all the principals was taken.

Methods of Data Collection

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

Validity and Reliability

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

To ensure reliability a pilot test of the questionnaires was done on principals in public schools in the neighboring Bureti District. Further, the reliability of the data collection instrument was determined using an indicator for internal consistency, the Cronbach's alpha coefficient and found to be 0.781. This according to DeVellis (2003) indicates a good level of reliability.

Methods of Data Analysis and Presentation

The data collected was analyzed using SPSS. Descriptive statics performed included frequencies and percentages. Logistic Regression was performed where the Odds Ratio (OR) were calculated to identify the independent predictors of engagement in IGPs in public secondary schools in Konoin District. Presentation was done using of tables and figures.

Ethical Considerations

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

IV. Results

This paper sought to establish the determinants for implementing IGPs in public schools in Konoin District. Further, a study was conducted to identify the key predictors for sustainable IGPs in the same area. A cross sectional survey was also done to identify potential partners in school IGPs as well as their funding requirements.

This paper further sought to establish the factors likely to predict engagement in school IGPs in Konoin District. The findings showed that whereas financial resources were not adequate, most schools had adequate physical resources. Both types of resources were found to be independent predictors of engagement (present or future) of a school IGP. Head teachers transfers were average and respondents reported that the relationship between these transfers and the management of IGPs was a close one. Transfers were found to predict the principal's willingness to engage in a school IGP.

Four skills considered vital in successful management of IGPs were investigated. These included; financial management, human resource management, project planning, monitoring and evaluation. This study did not find any of these skills to useful in predicting the likelihood of a school to engage in an IGP. Parents and local political leaders were to commonly mentioned originators of politics in school IGPs. Political interference relating to management of IGP profits and IGP tendering were the only factors found by this study to independently predict engagement in school IGP. High levels of struggle in these areas decrease the likelihood of a school to engage in an IGP.

V. Discussions

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

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

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

Effective stakeholder communication can also alley the unfounded fears of dilution of quality of education. Since the Ministry of Education may not provide adequate funds for even the essential school needs, public schools inevitably focus on identifying and collaborating with sponsors and or partners to establish sustainable school IGPs.

References

[1] Acosta, C., Arrua, L., Burt, M., Cateura, L., Charles, D., Jose de Domenico, Kafka, N., Kehler, M.L., Radford, N., Salomon, J.S., Sanabria, L.F., and Stephenson,J., (2008). Teach a Man How to Fish. Manual Four. Paraguay.

[2] Ariko, C.O and Simatwa, E.M.W. (2011). Factors Influencing Secondary School Teacher Transfer Requests in Suba District, Kenya: Analytical Assessment. Educational Research, 2(7)1270-1280.

[3] Chabari, E.B., (2010). Challenges Facing Effective Implementation of Free Secondary Education in Public Secondary Schools in Kangundo District, Kenya. ChukaUniversity. Chuka.

[4] Kiveu, N.M. and Mayio, J., (2009). The impact of cost sharing on internal efficiency of public secondary schools in Ndivisi division, Bungoma District, Kenya. Educational Research and Review Vol. 4 (5), pp. 272-284.

[5] Mobegi, F.O., A., Ondigi, B., and Oburu, P. O (2010) . Secondary school headteachers' quality assurance strategies and challenges in Gucha district, Kenya. Educational Research and Reviews Vol. 5(7), pp. 408-414.

[6] Ndolo, M. A., Simatwa, E.M., and Ayodo, T.M.O. (2011). Effects of school based investments on access and financing of secondary education in Homa-Bay District, Kenya. Educational Research, Vol. 2(12) pp. 1821-1830

[7] Ngware, M., Onsumu, E., N., Muthaka, I. D. and Manda, D. K.,(2006). Improving access to secondary education in Kenya: what can be done? Equal Opportunities International Vol. 25 No. 7, 2006 pp. 523-543

[8] Republic of Kenya (2005). Sessional paper no.1 of year 2005 on a Policy Frame Work for Education, Training and Research, Nairobi: Government Printer

[9] Omukoba, H.O., Simatwa, E.M. and Ayodo, T.M.O. (2011). Contribution of income generating activities to financing secondary school education in Kenya: a case study of Eldoret municipality. Educational Research Vol. 2(2) pp. 884-897

[10] Oiro, M.W., Mwabu, G. and Manda, D.K. (2004), Poverty and Employment in Kenya, KIPPRA DP/33, Kenya Institute for Public Policy Research and Analysis, Nairobi.

[11] Onsumu, E.N., Ngware, M., Muthaka, D., and Kisombei, G., (2006). Financing of Secondary Education in Kenya: Costs and Options. KIPPRA Discussion Paper No. 55. Institute for Public Policy Research and Analysis.

[12] Owuor, F.O. (2008). The generation of supplementary funds by secondary schools in Turbo division, Uasin Gishu District, Kenya.

[13] Republic of Kenya (2006). Ministerial Public Expenditure 2006/07.

[14] Government of Kenya (2003). Education sector review and development, Nairobi: Government Printer

[15] Government of Kenya (2005). Sessional Paper No. 1 of 2005 on policy framework for education, training and research, Nairobi: Government Printer

[16] Woodward,D. and Rolfe, R. (2011). The Viability of Informal Microenterprise in South Africa. Journal of Developmental Entrepreneurship Vol. 16, No. 1 (2011) 65–86.

Chepkwony Samwel Kipkoech "Determinants Of Implementation Of Income Generating Projects In Public Secondary Schools In Konini District, Biomet County, Kenya." IOSR Journal of Business and Management (IOSR-JBM) 20.3 (2018): 64-68.