International Journal of African and Asian Studies
ISSN 2409-6938 An International Peer-reviewed Journal
Vol.21, 2016

An Evaluation of Income Generating Projects in Public Secondary Schools in Nairobi County

Hezron Nyagaka Nyamwega
Catholic university of eastern Africa Department of educational research and evaluation

Abstract
Research that almost all secondary schools in Kenya face serious financial difficulties due to failure by parents to pay fees. As a result, schools are unable to meet their budgetary estimates, and this compromises the quality of secondary education in the country. Furthermore, there is rising concern about the amount of study time wasted by students as they are sent home for fees. At the same time, some head teachers feel that the recommended fees structure should be amended to allow schools to increase school fees in line with rising cost of living in the country. The problem addressed by this study, therefore, was that of the need for schools to make efficient use of all available opportunities to raise supplementary finances for funding their programs. The study therefore sought to find out how secondary schools in Nairobi County had utilized existing school resources and income generating opportunities to raise extra funds for financing their programs. The study was carried out in secondary schools in Nairobi county 11 schools in the county were selected representing 13% of the 60 public secondary schools in the county. All the head teachers from the schools participated in the study. The research instruments employed were questionnaires for head teachers and an observation schedule. After all data was collected, it was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, means and frequencies were used to report the data, which was reported in summary form using frequency distribution tables. The schools earned between KShs 680,000 and KShs 6,000,000 annually from income generating activities, which is an indication that school-based income generating activities can be profitable ventures that schools could tap into to raise extra funds for financing educational programmes. Instead of over relying on the government and parents to raise funds for schools, head teachers should become more innovative and lead their schools to initiate activities that would be profitable for the schools. Furthermore, some of the initiatives are important learning opportunities for students. By incorporating participatory planning and innovative technologies, school head teachers will be able to overcome most of the challenges faced in implementation and management of school-based income generating initiatives.

Introduction

Income generating activities are those activities which can be undertaken by an organization so as to raise revenue to enhance the project or enhance school finances. In many public secondary schools there is need to have additional activities which generate revenue to the school and which can supplement the fees paid by students.

The main types of revenue generating activities include the following: school buses, farms, hire of classroom for use by churches and other social activities like ceremonies or crusades, horticulture where some schools raise vegetables and fruits for use, within and outside the school, clubs and societies etc.

Public/government schools constitute the largest proportion of schools in the country. The distinctive feature of these schools is that the government is responsible for payment of teachers' salaries and provides subsidies in terms of textbooks and school feeding (Onsomu, E, Mungai, J, Oulai, D., Sankale, J. and Mujidi, 2004). Schools also receive support in terms of supervision, curriculum development, pedagogical development, and in some schools the non-teaching staff salaries are met by local authorities. Most of these schools were initiated through the Harambee (self-help) initiative but were later taken up by the government. Community involvement consists of construction of school buildings, salaries for non-teaching staff and other operational costs (Nyaga 2005). This study was limited to public secondary schools in Nairobi County.

Private schools are owned by private entrepreneurs, companies, churches, trusts and other recognized bodies. The proprietors finance and manage the schools mainly through school fees and contributions from the sponsors. They are therefore diversely resourced depending on location, ranging from well-funded 7lite schools to the poorly funded schools. Some of these schools are based in private premises (Nyaga, 2005). This study did not look at private secondary schools as they are diversely financed.

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

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

Statement of the problem

Rapid and profound social economic developments in the Kenyan society such as economic demographic growth and political changes have continuously presented demands for Kenyan educational sector to increasingly adopt more roles and meet challenges in educational systems (Republic of Kenya Koech Report, 1999). These changes have resulted in a myriad of problems in educational sector such as overcrowded classrooms, poor results and deficiency in resources (Koech , 1999). Many studies have been undertaken on evaluation of education curriculum e.g. (Wambua, 2010) investigated evaluation of curriculum instruction materials, he dealt with provision of materials and financing but his concern did not touch on income generation.

Kelei, (2012) also did an evaluation of effectiveness of school feeding micro projects in public primary schools and income generating activities for schools. The study was limited to primary schools and was conducted in a rural set up; he concluded that most schools utilize less than 15% of resources to generate income for schools, this study sought to evaluate how schools are able to generate income without any ceiling on what amount can be used to generate income. Mulinge (2002) indicated that income generating activities offer viable substitutes for state finances however his studies were based on universities, this study sought to evaluate income generating activities in public secondary schools in Nairobi County. Moore, (1994) avers that school feeding program especially canteens increase retention and enrollment; he didn't look at canteens as income generating activities.

Omukoba Simatwa and Ayodo (2012) in a study on contribution of income generating activities to financing secondary school education talks of contribution of income generating activities. The study indicated that schools should initiate income generating activities to supplement government efforts. This study centered on types of income generating activities which exist, in Eldoret municipality, Eldoret municipality is about 60% rural and 40% urban therefore the need to look at a purely urban set up like Nairobi County was necessary for replication. Again the above was an investigation of types of income generating activities but the current study was out to do an evaluation of income generating activities.

Another study by (Mayora, 2010) on income generating activities focused on determinants of income generating activities in secondary schools in Nyamira district a rural setting. The study established that head teachers age and professional qualifications have no relationship with income generating activities. This study therefore centered on determinants of income generating activities, the current study looks at evaluation of income generating activities.

Njihia (2005) did a research on income generating activities contribution to provision of teaching and learning resources in national polytechnics in Kenya. The study was done specifically in reference to national polytechnics, the current study sought to evaluate income generating activities in secondary schools in Nairobi County.

This study sought to look at the above gaps and provide a basis for policy direction on income generating activities especially on public secondary schools in an urban set up which has not been looked into in detail.

Evaluation questions

i. What contribution have income generating activities made to the schools?
ii. To what extent is community /school involved in this projects
iii. To what extent has capacity of school managers been developed to run these projects?
iv. What are the attitudes of stakeholders towards income generating activities
v. Are the income generating activities efficiently and effectively managed?
vi. What challenges are facing implementation of income generating activities in schools

Literature Review

The Cost of Education in Kenya

Nations, societies and individuals in the world invest heavily in education for economic development and social status. According to Olembo (1986), education is a non-material good that cannot be free because to provide it, money is required for the training of personnel, employment of professionals, land, buildings, and teaching and learning materials. As a durable good, education is costly. However, it has a multiplier effect in that it benefits the government, society at large and individuals. The benefits of education to the individual can be through increased earnings or developing capacity for entrepreneurial thought and action, which leads to improvements in socioeconomic status, as well as health benefits. Education is a producer as well as a consumer good. It is a commodity to sell in order to enhance one's life and to be bought for the learner's benefit. Education is one of the basic human rights. Articles 28 and 29 of the United Nations Convention on the Rights of the Child (1989) state that, it is the right of every child to 12 have access to education. In the Constitution of Kenya (1969), Chapter 5 Section 72, all Kenyans have a right to education, which is one of the Fundamental Human Rights under protection of freedoms of the individual. In its effort to provide education for all citizens, the Government's expenditure on education in Kenya continues to rise (Eshiwani, 1993) and requires both the parents and beneficiaries to contribute towards it. This has previously been done to some extent through community efforts like 'Harambees' (fund raising activities) that helped lower the government development expenditure on education.

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

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

While most African countries are still struggling to offer free compulsory primary education let alone the secondary education, in developed countries education beyond the 13 compulsory levels is usually financed in part and sometimes wholly by the state. In Britain, education up to secondary school level is fully financed by the government (Moon and Mayes, 1994). Parents are only required to ensure that children attend school. In Britain, Education Authority and Central Government are required by Section 7 of the 1944 Act to make education facilities available. This enables parents to carry out their legal duty. Parents are seen as the schools' prime legal clients until the child is 16 years of age (Van Wyk, 2003). In Japan, the government fiscal policies provide for free education up to secondary school level. Those of school going age have no option other than attend school to acquire education that is fully funded by the government (Daily Nation, November, 2001). In the United States of America (USA), the Federal Government supports public education (Roe and Edgar 1960). The government is empowered by the Constitution welfare Clause, Article 1 Section 8, to levy taxes and collect revenues for the support of education. However, the extent of such support is decided by Congress. About forty percent of the funds for schools are furnished by the individual states. There is a wide range between ten percent to more than seventy percent so that a natural average is not meaningful. States' money comes from appropriations from state general funds, taxes that are earmarked for education and earnings of permanent school funds or school lands. The following are the categories of allocations:

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

(ii) Special Purpose Grants: These are made for such designated services like pupil transportation, special education or school building constructions.

(iii) Flat Grants: These are uniform allocations distributed to schools throughout the state. A flat rate is calculated on the basis of each child in Average Daily Attendance or Average Daily Membership.

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

By furnishing this additional aid to poorer districts, the state attempts to alleviate financial inequities among districts and ensure minimum standards of quality. Public education in the US is fully funded by the state up to secondary level. However, not all countries have succeeded in ensuring that the governments fully finance education. This is as a result of economic constraints facing many countries in the world and particularly the developing countries. In Canada, school fees are an integral part of the education system. Parents are asked to contribute to their children's education through payment of fees (Education Minister, 2001). However, the government recognizes that some parents are sincerely not in a position to pay and so the government makes provisions to ensure that a child is not denied access to education because of an honest inability to pay fees. The department of education works with school boards, parents, teachers, and other partners to ensure that policies governing school fees are implemented consistently in all the provinces.

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

Financing of Public Secondary Education in Kenya

Since independence, the Kenya government has continued to give education financing a priority. Education Recurrent Budget has been on the rise from 22.5% at independence (1963) to 37.7% in 1987 rising to approximately 40% in 2005 (Republic of Kenya, 2005).

This emphasizes the urgent need for soliciting alternative resources for financing education. The high cost of education has tended to create financial gaps between what is approved and what is actually disbursed or remitted to the schools from public sources. Recent complaints by secondary school head teachers over delays in disbursement of tuition fees by the government attest to this. High cost of secondary education is given as one of the explanations for lower gross enrolment rate of secondary schools than that of primary schools. The government no longer remits grants to secondary schools, they began by becoming irregular (Eshiwani.1993), until as Griffins (1994:16), says:

"Years have passed when schools were snugly and safely financed through grants. Nowadays the head must be both a fund-raiser and a public relations expert."

Griffins (1994) further say that for the average school head, the sources of money are limited to fees and to an occasional fund- raising function. Bursaries though diminishing in importance in relation to other financing methods, still feature in secondary education financing (Oyodo, 1989). They are however restricted to students from needy families who perform well in school. In an effort to reduce the financial burden of poor families in financing secondary education, the Government of Kenya established the Secondary School Education Bursary Fund (SEBF) in 1993/4 through a Presidential pronouncement. SEBF aims to cushion the country's poor and vulnerable groups against the high and increasing cost of secondary education, therefore reducing inequalities (KIPPRA, 2007). It also aims to increase enrolment in (and completion of) secondary school. In summary, the objectives of the bursary scheme in Kenya are:

(a) To increase access for poor households to secondary schools.
(b) To ensure retention of those who enter secondary schools.
(c) To enhance completion by those who enter secondary schools.
(d) To reduce disparities and inequalities in the provision of secondary school education. The fund targets orphans and girl children as well as those from poor households and urban slums, who are able to achieve good results. Students send their applications through their respective school heads. Secondary School Education Bursary Fund is not based on a fixed share of the national budget (KlPPRA, 2007). Allocations vary depending on the Ministry of Education's annual provisions, the number of students enrolled in secondary schools within each constituency, national secondary school enrolments and poverty indices. The government has continued to increase bursary allocations for secondary schools over the period. SEBF allocation rose from KShs 20 million in the period 1996-97 to KShs 800 million for the period 2005-06. The recent introduction of tuition-free secondary education for public schools came as a relief to Kenyans, especially those from poor regions. However, even with such heavy government investment on education, there is need for schools to look into sources of additional funds. For long, schools have depended on traditional sources of funds to support their programmes. However, this is not adequate to meet institutional resource demands for effective teaching and learning and ensure quality, relevance and access. School-based alternative sources of funds are a good option to supplement the traditional sources of finances. It was with this in mind that the Ministry of Education (2008), while giving guidelines for implementation of free secondary education, advised that schools should start income generating activities where there are none, adding that funds from such activities will be used for approved projects such as infrastructure development. This study sought to determine the effectiveness of school based initiatives in supplementing educational finances.

Alternative Sources of Funds for Schools in Kenya

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

Historically, communities and parents in Kenya have made considerable contributions to the cost of education. Before independence education in Kenya was almost exclusively the responsibility of the community and the local church groups which paid the teachers while the local communities were asked to contribute funds or even materials for maintenance, school equipment and furniture, school construction or even land. This shows that Kenyan self-help phenomenon (Harambee), which means. "Let's pull together" has its roots in the communal activities of the Kenyan people from the start of introduction of formal education in Kenya. After independence the government assumed a higher share of financing of education at all levels. But since 1986 following the 8-4-4 system of education, a substantial proportion of the financing education was shifted to the parents through cost-sharing policy. Secondary schools, however, require additional funds to supplement existing sources, which are becoming increasingly strained. The funds are required for provision of the much needed educational facilities, materials and equipment. Waithaka (1990) noted that more than half of the physical facilities required for the implementation of the cost-sharing policy had not been completed in the country's secondary schools. He noted "we are below fifty percent in all cases." Even where physical facilities had been completed, they have not been equipped. He gave the breakdown of the needed facilities as: Out of 5,544 science laboratories required in schools, a meager 2,100 had been completed, while 1,328 workshops had been constructed out of a required number of 3,131, and of the 2,342 home science rooms needed, only 553 had been completed.

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

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

Achola (1988) recommends that since the economy and other agencies (parents and communities) are no longer able to provide the massive funds required by the education sector, new sources of educational financing should be found "to maintain, let alone improve current educational enrolments and quality." Achola (1988) further suggests that some of the new sources, apart from those of central government, for example, educational levy; private sources, like private business sector; and sources of funds within the education system for instance schools producing their own food to cut down on the cost of feeding students; and undertaking commercial activities by some schools. The government outlines in Sessional Paper No.6 of 1988 the need to cost effectively use resources at the disposal of schools including land, finances, teachers, time, facilities and equipment to bring about efficient provision of quality and relevance in education (Republic of Kenya, 1988). It observes that the Board of Governors, school committees and managers of educational institutions should plan the most economic way of utilizing available institutional land. In particular land should be planned and utilized to the optimum on a master plan and generate revenue for educational institutions. The government concern shows how secondary schools should exploit their resources for supplementing the government's, community's and parents' efforts. Olembo and Omoka (1982) examined the various ways of financing primary education in Kenya. They note that schools using direct labour from students generated income from their farms by sale of coffee, tea, or sugarcane. They recommended that schools that have sizeable acreage of land should generate income from the same. Although their recommendation is mainly for primary school finance, the activities involved can be used at the secondary school level to generate income.

In his discussion of financing secondary education, Olembo (1986), deals with the major financial sources for this level and examines school-based economic activities such as agricultural activities. He indicates that few schools, however, have ventured in any forms of alternative methods of financing. Olembo (1986) maintains that under proper guidance from teachers, the students could convert these pieces of land for agricultural and livestock production, and thus, into a major source of revenue. The discussion by Olembo (1986) therefore indicates that alternative financing mechanisms at school level is viable and should be used to provide the much-needed finance for secondary schools. No literature exists touching on evaluation of effectiveness of income generating economic activities especially in Nairobi County.

Findings

A Sample of 7 Schools was chosen randomly which represented 10% of the Public Secondary Schools in Nairobi County. Nairobi County has approximately 60 public secondary schools.

In Terms of gender of the respondents head teachers 43% were female and 57% were male as shown in figure 1 below.

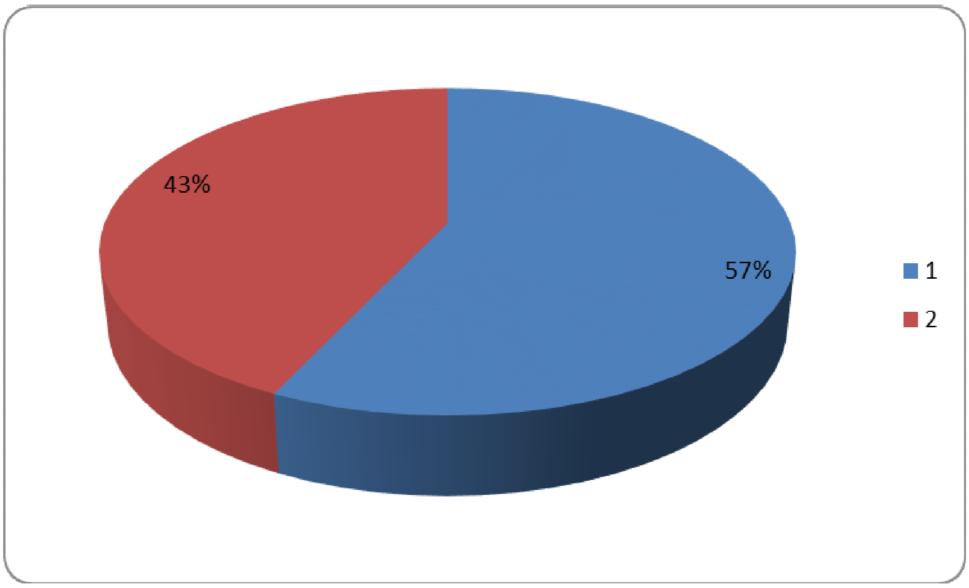

Figure 1: Gender representation of respondents

This was also on indication that in Leadership there is almost a fifty percent presentation by gender both male and female. Majority of the respondents 57% were in the age bracket of 40-49 years old and another 43% were above 50 years. This could be a worrying trend because of the aging population.

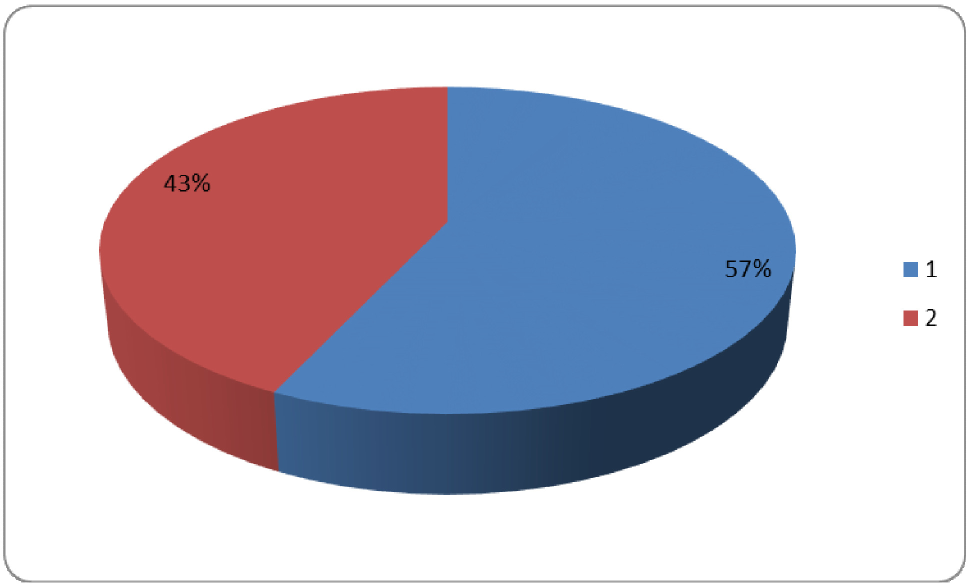

Figure2 age of respondents

In terms of age representation it can be seen that majority of the respondents were in the age bracket of 40-49 years of age 57% and those above 50 years were about 43% this shows that many school heads are aging and there is need to have younger head teachers in top management of schools.

In terms of the of the level of education almost all head teachers had bachelor of education degree 57% and 43% had a Masters of arts degree in education or a masters degree in management or related disciplines.

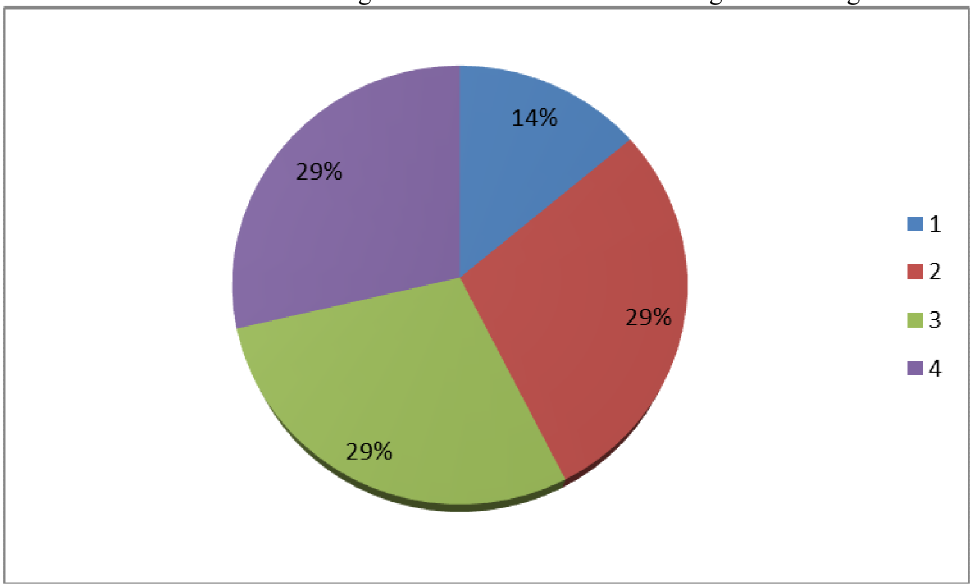

Figure 3; experience in years

On years of experience 29% of the respondents had 6-10 years experience another 29% had experience of between 11- 15 years of work and a similar percentage who had 21 years plus 14% had 1-5 years of teaching as head teachers. Overall most head teachers had adequate experience in headship and management. Most of the schools sampled were boarding schools 86% and 14% were day school. In terms of enrollment majority of the Schools sampled had an enrollment of between 650-1280 students per Schools.

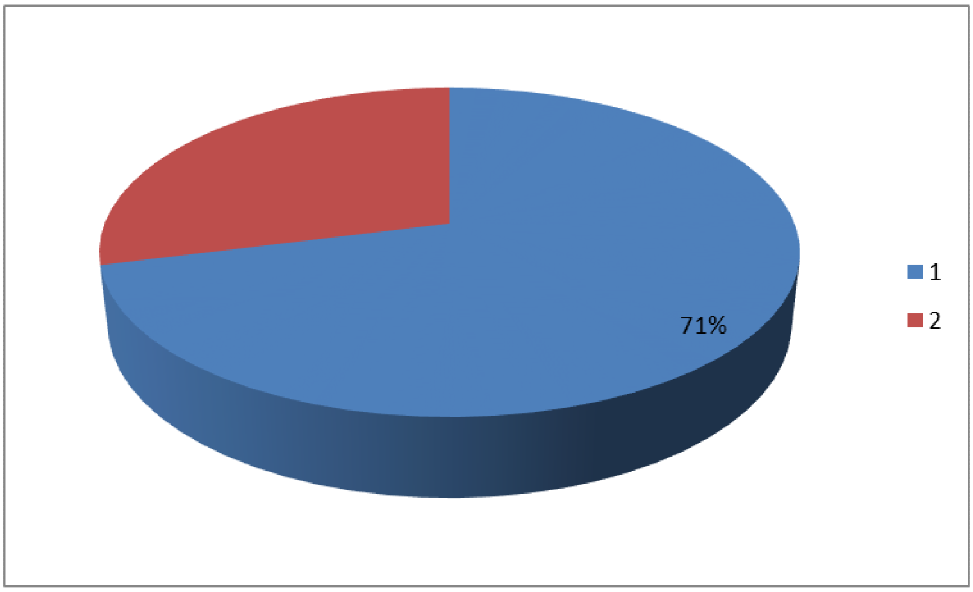

Figure 4; enrollment in the schools

On availability of income generating activities which are available in the Schools 86% indicated to have Halls and school buses, while 14% did indicate that they do not have halls or school buses.

About 29% of the Schools have Swimming pools while almost 71% do not have swimming pools. On sports grounds 57% of the Schools have got sporting grounds for various types of games while 47% indicated that they do not have sporting grounds do not have. Those which do not have indicated that they borrow sporting grounds from mother primary schools or neighboring schools.

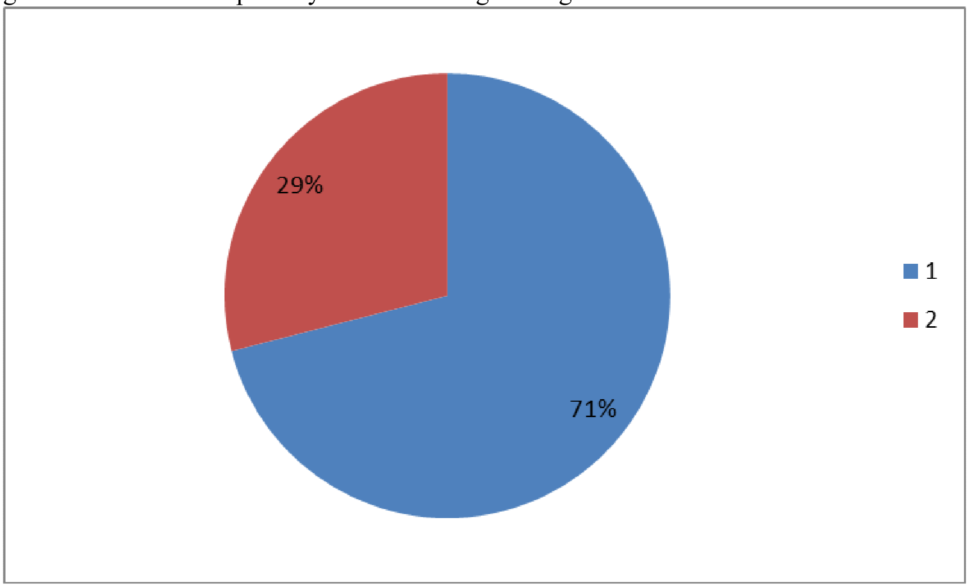

Figure 5; availability of computer laboratories

Also on computer laboratories 71% of the Schools have computer laboratories while about 29% do not have. On the school canteen 86% of the schools have schools canteens while 14% did indicate that they do not have those facilities. On school farms and farming it was realized that 57% of the Schools sampled have School farms about 47% of those sampled do not have farms. Those with farms the Main activities include Chicken, Vegetable Cows, Crops and Green Houses which produce milk and vegetable and other fruits for use in the school. For schools with farms managed by students the produce is sold to the schools at some reasonable cost.
About 71% of the Schools sampled did indicate that they have some student extra curricula activities and about 29% indicated they do not have. The main student activities are drama and music and in some schools they raise some revenue to sustain the school.

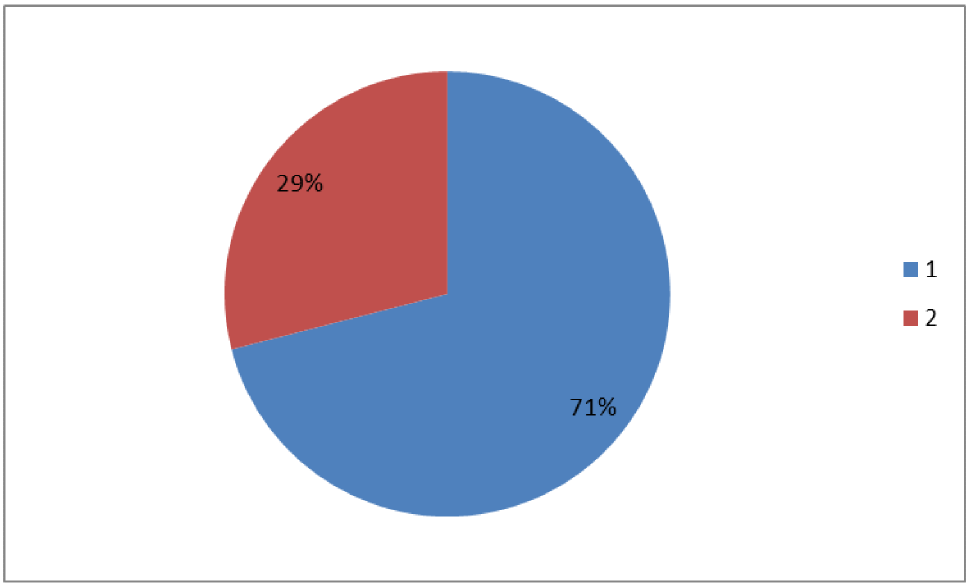

Figure 6; extra curricula activities;

Home Science activities are available in about 29% of Schools Sampled while about 71% do not have Home Science. Those with Home Science the main activities are making detergents and a baking bread which generates substantial income for the school.

About 57% of Schools Sampled have got trees plants and about 47% do not . The trees are not used to generate any form of income to the schools. Other income generating activities which generate income for schools were Rental houses and Car Parking which generate substantial amount of income to the schools which have got the parking space.

Most of the Schools did not co-operate in giving information on income generating activities. Equally they did not provide School budget, insisting that it can only be sanctioned by the School board of governors.

Most of the Schools sampled had income generating activities ranging from1million to 6 million. About 42.86% indicated they have revenue of between 0-1.5 million Kenya Shillings. Also about 29% had total income of about 1.5 million to 2.5 million. While another significant number of 29% of the schools had between 2.5 million to 10 million Kenya Shillings.

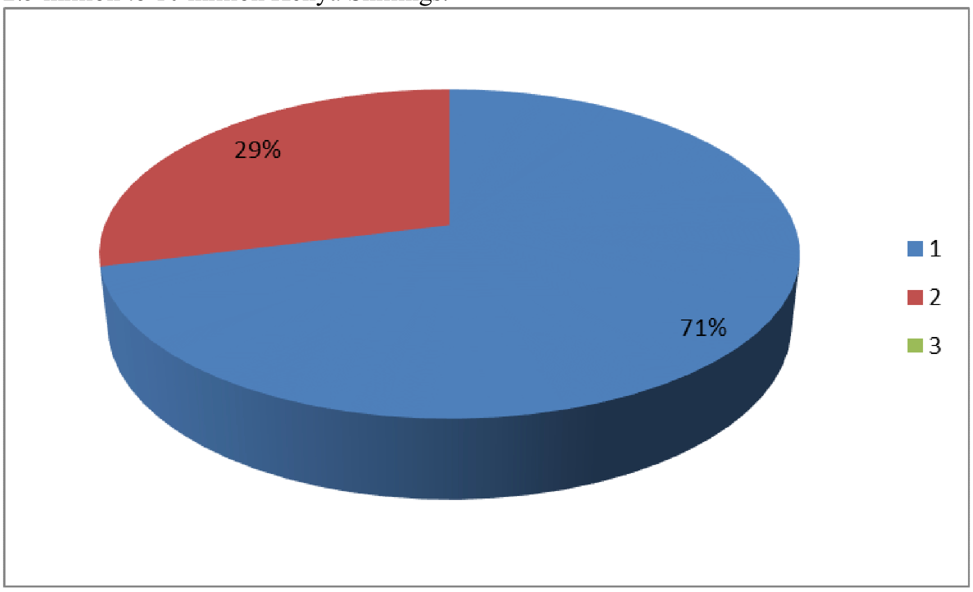

Figure 7; income of schools

On what the monies generated are used for majority of the respondents at least 50% said they are used to subsidize on schools fees. The other uses are for staff retreats subsidize staff lunch upgrade infrastructures, motivating students and teachers, repayment of School bus loan supplement school housing project, purchase of school vehicles, sourcing professional speakers to speak to students. Pay for remedial classes, buy cops and plates for the school generate more income and repair of tools equipment and vehicles.

On whether the revenue generated from incoming activities is sufficient. It could be insufficient because 100% of the respondents said it is not. They did indicate the main reasons could be high cost of production, a lot of needy students, the farm produce are whether dependent, fluctuation of number of people looking for accommodation. Others indicated the money is too little that it is not enough, it is generated seasonally, high cost of production and that it is used to repair and maintain school buses fields and halls.

Plans available to the school to expand income base include, hire out unutilized land for farming & parking, sell bread neighboring schools expand vegetable production improve on physical facilities to attract more people. Hire out more hotels introduction of big farming and inviting Kenya National Examination Council to use their facilities. Others did indicate that is not a core activity for the school.

On whether the school is able to maximize utilization of the available resources 71% said no it is not possible while 29% said that yes it is possible.

The explanation given by those who said NO were lack of initial capital, security problem, schools lack of perimeter wall on schools houses on leaving activities, income generation is a secondary engagement. They also have challenges of finance manpower management and control. Others did indicate it is difficult to market school.

On school acreage most of the schools have acreage ranging from 3.5 acres to 248 acres and most of it is either for fields or under buildings. Most of the school keeps records for income generation activities. This is positive responsibility. Also on the same note they indicated that the income generating activities are monitored and audited.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation brought to the fore details of income generation options which exist but have not been exploited. It revealed that there is shortages of qualified staff to run income generating activities as most of them are run by head teacher and the school bursar who may not be the best to be entrusted with such assignments. It was realized that schools like Huruma Girls have specific projects to help needy students, in fact they have a bakery where profits specifically help needy students pay fees, they also make cleaning detergents for that purpose, this was one of the most well managed income generating project in schools. From the evaluation it can be said that some institutions have very large pieces of land but still they are not performing so well in any specific activity. It was realized that a substantial number of schools selected in the evaluation use this revenue from income generating activities to motivate teachers, workers and students, they are not necessarily for helping needy cases but for organizing trips and retreats as a form of motivation staff and students.

RECOMMENDATIONS

It can be recommended as follows;

1) That the income generating activities be diversified so that they can generating more revenue to schools.
2) Instead of the projects being by the workers without adequate technical information more people especially those with knowledge in business or business education teachers be allowed to run the business
3) Schools with small pieces of land can do poultry farming or vegetable farming instead of procrastinating that they need enough land, even the little acreage schools can be able to generate adequate revenue depending on what they want to invest in.
4) Schools can market the facilities and the activities they have to their students and the surrounding community, so that awareness of what is available is created as a strategy in the future.
5) Proper accountings of income generating activities because most of the schools sampled the head teachers were reluctant to give hard copy information on revenue flows instead of showing budget figures only.

REFERENCES

Achola, P. P. W. (1988). Mobilizing Additional Funds for Secondary and Higher Education in Kenya. *Kenya Journal of Education* Vol. 4 No.11988: 47- 48.

Eshiwani, G. S (1993). *Education in Kenya since Independence.* Nairobi: East African Educational Publishers Ltd.

Gravenier, F. Q. (1991). An Assessment of Trends in Public Financing of Education in Kenya, *Kenya Journal of Education Vol.* 5 *No.1.*

Griffins, G. (1994). *School Mastery: Straight Talk about Boarding School Management.* Nairobi: Lectern Publication.

Hill, P. W. (2006). *What heads need to know about teaching and learning,* Melbourne: National College for School Leadership.

Huse'n, E. F. et al (1994). *Behaviour in Organizations: A Systems Approach to Managing.* London: Addison-

Wesley.

Kerei ,K.O(2012) evaluation of effectiveness of school feeding programme income generating micro-projects in public schools in Kajiado county unpublished PhD dissertation.

Kiess, H. O. and Bloomquist, D. W. (1985). *Psychological Research Methods: A Conceptual Approach.* Boston: Allyn and Bacon.

KIPPRA (2007): *Secondary School Education Bursary Fund (SEBF):* Nairobi: Kenya Institute of Public Policy Research and Advocacy http://www.kippra.org/Secondary .asp

Mayora,T.N(2005). Income generating activities and choices in secondary school in Kenya. A case of Nyamira district, Kisii Kenya unpublished M,ed thesis Moi University.

MoEST (1996). *Development of Education in Kenya:* 1995 *to* 1996. Nairobi, Ministry of Education, Science and Technology.

Moon, B. and Mayes, A. S. (1994). *Teaching and Learning in Secondary Schools,* London: Routledge.

Moore, E, C (1994). *Evaluation of Burkina Faso School Feeding Program*. Unpublished catholic Relief Services, consultant report

Mukundi, J. W. (2004).The Role of Secondary School Principals in the Management of / School Finances: The Case of OL Kalou Division, Nyandarua District: Unpublished M.Ed Thesis: Kenyatta University.

Mulinge M.M (2002) "Rethinking the role of the state in higher education in Africa in 21st century. A case of the state financier " a paper presented during the General Assembly held at the Nile International Conference Centre, Kampala,Uganda from 8-12 December 2012.

Njihia ,M.S(2005). income generating activities and their contribution to the provision of teaching learning resources in national polythecnics in Kenya, unpublished thesis Kenyatta University .

Nyaga, B. M. (2005). Effects of Delayed Fees Payments on the Teaching and Learning Process in Public Secondary Schools in Mbeere District, Kenya: Unpublished MEd Thesis, Kenyatta University.

Ohba, A. (2009). *Influence of the Abolition of Fees on Transition to Secondary School: Evidence from Rural Kenya.* Nairobi: Consortium for Research on Educational Access, Transitions and Equity (Create).

Olembo, 1. (1986). *Financing Education in Kenya: Prospects,* Regional conference of the commonwealth Council for Education Administration

Olembo, 1. and Omoka, H. (1986). *Financing Primary School Education in Kenya.* BER Research Paper No. 1092; Kenyatta University, Nairobi .

Omukoba ,H.O ,Simatwa ,M.W and Ayodo,T.M.O(2011) Contribution of income generating activities to financing secondary school Education in Kenya . A case of Eldoret municipality

Onsomu, E. N., Mungai, J. N., Oulai, D., Sankale, J. and Mujidi, 1. (2004). *Community schools in Kenya: Case study on community participation in funding and managing schools.* Paris: UNESCO.

Orodho J. A. (2002). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences.* Nairobi: Masola Publishers.

Oyodo, T. M. O. (1989). *Educational Financing in Kenya: Practices and Issues since Ominde Commission.* Moi University.

Psacharopoulous, G. and Woodhall, M. (1985). *Education and Development: An Analysis , of Investment Choices.* Oxford University Press: New York.

Republic of Kenya (1988). *Report of the Presidential Working Party of Education and Manpower. Training for the Next Decade and Beyond.* Nairobi: Government Printer.

Republic of Kenya (1988). *Sessional Paper No.* 6 *on Education and Manpower training For the Next Decade and Beyond:* Nairobi: Government Printer.

Republic of Kenya, (2000). *Hand Book for inspection of Educational Institutions,*Nairobi: Government Printer.

Republic of Kenya (2002). *National Development Plan 2002-2008.* Nairobi: Government Printer.

Republic of Kenya (2005). *Sessional Paper No. I of 2005,* Nairobi: Government Printer. Republic of Kenya (2008). *Economic Survey 2008.* Nairobi: Kenya National Bureau of Statistics.

Roe L. 1. and Edgar L. M (1960). *Findings the Public Schools.* Englewood Cliffs, New Jersey: Prentice Hall Publishers.

Sawamura, N. and Sifuna, D. (2008). Universalizing Primary Education in Kenya: Is It Beneficial and Sustainable? *Journal of International Cooperation in Education,* Vol. 11 No.3, pp. 103 – 118

Singleton, R. A. (1993). *Approaches to Social Research.* New York: Oxford University Press.

Van Wyk, N. (2003). *Parents as Partners in Decision Making: The South African Experience.* http://www.schoolboardscotland.com/south%20africa.htm

Veriava, F. (2002). *Eradicating Barriers to Education.* An Introduction to the Education Rights Project.

Wanderi, A. N. (2006). Alternative sources of funding secondary school education in Nyeri Municipality of Nyeri District, Central Province, Kenya; Unpublished M.Ed Project, Kenyatta University.