

FACTORS INFLUENCING THE IMPLEMENTATION OF INCOME GENERATING PROJECTS IN PUBLIC SECONDARY SCHOOLS IN ISIOLO NORTH SUB COUNTY, KENYA

Sadia Mohamud Adan

Master of Arts in Project Planning and Management, University of Nairobi, Kenya

Dr. Peter Keiyoro Ph.D

Senior Lecturer, University of Nairobi, Kenya

©2017

**International Academic Journal of Information Sciences and Project Management
(IAJISPM) | ISSN 2519-7711**

Received: 8th September 2017

Accepted: 14th September 2017

Full Length Research

Available Online at:

http://www.iajournals.org/articles/iajispm_v2_i1_558_573.pdf

Citation: Adan, S. M. & Keiyoro, P. (2017). Factors influencing the implementation of income generating projects in public secondary schools in Isiolo North sub county, Kenya. *International Academic Journal of Information Sciences and Project Management*, 2(1), 558-573

ABSTRACT

Education plays a significant role not only to the individuals but also to the society as a whole. Financing of education has been a shared partnership between the government and other development partners'. Government subsidy which is meant to cater for the tuition and operational expenses has been found to be inadequate. In this regard, secondary schools have been urged to initiate income-generating projects to support their budget deficits. The idea of school-based Income Generating Projects becomes necessary for schools to cope with macro-economic dynamics, without necessarily passing down budgetary adjustments to parents. Although the government has tried to intervene and support financing of public secondary schools in the country, the problem of financing still exist in our schools. The purpose of this study was to establish the factors influencing the implementation of income generating projects in public secondary schools in Isiolo North Sub County, Kenya. The study was guided by four objectives which sought to establish the influence of personnel qualifications, supervision, support from staff members and adequate capital investment influence the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County. The study used descriptive survey design. The target population consisted of 9 public secondary schools in Isiolo North Sub-County. The study targeted one Sub County director of Education 9

secondary school Principals, 9BOM members, and 9 chair persons of the PTA members in Isiolo North Sub-County. The sample size was nine principals; 9 chairpersons of the BOM and nine chairpersons of the PTA. Interview schedules, observation checklist and the questionnaires was used to collect data. Descriptive statistics such as frequencies, percentages was used to summarize the data. The study found that training in project management had been undertaken in many schools. The study found that most schools lack proper supervision procedures for their Income generating projects, that in most of the schools, members of staff are involved in the decision on the Income generating projects to be implemented and that lack of initial capital has hindered the implementation of Income generating projects. The study concluded that personnel qualifications, supervision, adequate capital investment and support from staff members influence implementation of Income Generating Projects positively. The study recommended that budgeting for the income generating projects should be executed at the right time and should be adhered to enhance implementation of Income generating projects and that the government through the Ministry of Education (MoE) should organize training programs on project management, financial management and monitoring and evaluation for school heads.

Key Words: *implementation, income generating projects, public secondary schools, Isiolo North sub county, Kenya*

INTRODUCTION

Education plays a significant role not only to the individuals but also to the society as a whole. The importance of education and training in an economy has been recognized world over and countries go to great length in committing public funds to the education sector, Global Monitoring Report (2012). Education helps in accelerating the economic growth through knowledge and skills development. It makes the individuals confident, aware and active (Unger, 2010).. This is so because education is a very important pillar in a persons' life. The achievement of universal educational goals increases the overall need for human capital investment. In recent years, voices have been made to scale up education expenditure to achieve Sustainable Development Goals and Education for All (EFA) by 2015 (UNESCO, GMR, 2012; Al- Samarrai, 2006). Many governments all over the world spend a significantly huge amount of their resources investing on its peoples' education.

Financing of education has been a shared partnership between the government and other development partners'. Development partners have had on –and –off-budget with the highest funding coming from Global Education Fund (formally Fast Track Initiative (40.6 %) and Department for International Development (23.7%). However there are other levies charged to parents which differ from one school to another. These extra levies include but not limited to: PA development project funds, Uniform fees, Motivational funds, Remedial (Tuition) fee, Computer fees, Special subject fees and Bus funds (Mugambi, 2013). There are still other material requirements which new parents/guardians are required such as photocopy papers, library books, exercise books and boarding requirements.

However this government subsidy which is meant to cater for the tuition and operational expenses has been found to be inadequate. Consequently, this made the government to increase the capitation by 25% in 2014/2015 financial year to Kshs 12,870 per student per year (Ng'ethe, 2016). Under this cost sharing strategy the parent/guardian is supposed to pay the lunch fees for students in day secondary school while those in boarding schools pays extra charges pegged on various approved vote heads such as: Boarding Equipment and Stores (BES), Repair, Maintenance and Improvement Personal emolument Electricity, Water and Conservancies Activity fee, medical, caution money and Local Transport and Travel With the approved fees guidelines from Ministry of Education as stipulated in Gazette notice No 1 of 10th march 2015, the secondary schools are supposed to charge the parents school fees within the approved ceiling of Kshs. 9,374 for a day secondary school and Kshs53, 553 for a boarding school (MoE, 2015).

The government has reacted to this situation with two most critical policy measures to enable parents and schools cope with financing difficulties (Omukobaet.al.,2011; Ndolo et al., 2011). In line with World Bank recommendations for alternative sources of education financing, emphasis has been put on setting up Income Generating Projectsto cope with financing difficulties (World Bank, 1990; Ndolo et al., 2011). In this regard, secondary schools have been urged to initiate

income-generating projects to support their budget deficits (Ndolo, 2011). The Income Development Projects are expected to help schools generate additional resources, cut down operational costs, and finance other projects at the school level. It was also expected to reduce the burden of education financing on the part of parents, by enabling schools to finance part of their operational costs from self-generated funds without necessarily passing the burden to parents (Kogolla, 2006).

In this regard, secondary schools have been urged to initiate income-generating projects to support their budget deficits. It was also expected to reduce the burden of education financing on the part of parents, by enabling schools to finance part of their operational costs from self-generated funds without necessarily passing the burden to parents (Kogolla, 2006). In this regard, the idea of school-based income generating projects has been promoted in various forums, including annual conferences of secondary school heads. Secondary school principals operate in a difficult environment of trying to balance between subsistence, development, and better performance in national examinations. In view of this, the idea of school-based Income Generating Projects becomes necessary for schools to cope with macro-economic dynamics, without necessarily passing down budgetary adjustments to parents (Omukoba et al., 2011; Ndolo et al., 201; Kogolla, 2006)

STATEMENT OF THE PROBLEM

Although the government has tried to intervene and support financing of public secondary schools in the country, the problem of financing still exist in our schools. Due to this issue public secondary schools came up with alternative ways of supporting their institutions financially a part from relying on government donations only. One of the most popular mechanism of financing schools was introduction of Income Generating Projects. Such projects are expected to help schools generate additional resources, cut down operational costs, and finance other Projects at the school level. Whereas some schools in Isiolo North Sub-County have initiated IGA projects, there are challenges that schools are still experiencing financial challenges. This study therefore aims at establishing the factors influencing the implementation of income generating projects in public secondary schools in Isiolo North Sub County, Kenya.

GENERAL OBJECTIVE

The purpose of the study was to establish factors influencing the implementation of Income Generating Projects in public secondary schools in Isiolo North Sub County, Kenya.

SPECIFIC OBJECTIVES

1. To establish the influence of personnel qualifications on the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County.

2. To determine the influence of supervision on the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County.
3. To assess the influence of support from staff members on the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County.
4. To establish the influence of adequate capital investment on the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County.

THEORETICAL FRAMEWORK

The study is based within postulates of the Resource Dependency Theory (RDT) to explain the behavior of public secondary schools to initiate business enterprises for supplementary income. As proposed by Odundo and Rambo (2013) in Kenya, Resource Dependency Theory is applied to describe the behaviour of education institutions to start up business enterprises for complementary income to ensure their survival. The characteristics of the theory as resource dependency is the need of obtaining resources, in terms of financial, physical or information, from the environment caused the institutions to be depended on the external sources of resources. The theory postulates that organizations have varying degrees of dependency on resources from the external environment, consequently, inadequate control of the external environment may interfere with the achievement of organizational goals and ultimately threaten the very existence of such organizations (Heeley, King, & Covin, 2006).

On this note, effectiveness may be related to proactive management of the competitive external environment to support its quest for acceptable outcomes and actions. To describe the notion of organizations managing the competitive environment to its advantage, Pfeffer (1987) coined the term Controlling Orientation (CO). The CO is propelled by the strategic need for an organization to proactively manage its competitive environment to achieve superior financial performance (Pfeffer&Salancik, 1978). In this regard, Pfeffer and Salancik (1978) came up with the conceptual framework illustrated in Figure 1 to analyze the cost and consequences of the CO. The framework may also be used to analyze how the dynamics of the model may change in response to changes in asymmetric inter-dependence.

RESEARCH METHODOLOGY

Research Design

According to Kothari (2004) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. The study used descriptive survey design. Borg and Gall, (2000) note that descriptive survey research is intended to produce statistical information about aspects of education that

interest policy makers and educators. The purpose of the descriptive survey was to describe existing conditions, identify the standards against which existing conditions can be compared, and investigate the relationships that may exist between events. The survey design enabled the researcher to collect data without manipulating the variables. The design is deemed appropriate for the study since it assisted in obtain information on the significance of IGAs in financing secondary education in Isiolo North Sub-County.

Target Population

A target population is defined as a group, which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell, 2009). The target population consisted of nine (9) public secondary schools in Isiolo North Sub-County. The study targeted one Sub County director of Education nine (9) secondary school Principals, nine (9) BOM members, nine (9) chair persons of the PTA members in Isiolo North Sub-County.

Sample Size

According to Mugenda and Mugenda (2003), a sample is a smaller group obtained from the accessible population. According to Wiersema (2009) who states that when the number is Thirty (30) or less, then the whole population is packed. This implies that the researcher picked all the nine (9) principals of the schools, the sub county director of education and the executive of the BOM. In the sampled school, the school principal were selected, the chairperson of the PTA and the BOM. The sample size was nine principals, nine (9) chairpersons of the BOM and nine chairpersons of the PTA. Sample size was therefore twenty seven (27) respondents.

Sampling Procedures

The study selected the respondents using stratified proportionate random sampling technique. Stratified random sampling is unbiased sampling method of grouping heterogeneous population into homogenous subsets then making a selection within the individual subset to ensure representativeness. The goal of stratified random sampling is to achieve the desired representation from various sub-groups in the population. In stratified random sampling subjects are selected in such a way that the existing sub-groups in the population are more or less represented in the sample (Kothari, 2004). The study used simple random sampling to pick the respondents in each stratum.

Research Instruments

The researcher used interview schedules, observation checklist and the questionnaires to collect data. This study used questionnaires, to collect data. It enables the researcher to collect both qualitative and quantitative data for research (Wiersema, 2009). In addition, the respondents felt free to give frank answers to sensitive or embarrassing questions especially if they were not

required to disclose their identity. Questionnaires were used to obtain information from the schools' principals. Kombo and Tromp (2006) support use of questionnaires as they see it as an important research instruments, which the respondents fill in answers in a written form. They proposed that the instrument could be distributed to the respondents by the researcher or research assistants where the respondents are given time to complete the form, which can then be collected later on a date, agreed upon. Interview schedules were also used as Orodho (2009) perceive this as a valuable research instrument as it gives room for probing. Interview schedules were used to collect qualitative data from the Sub-County Directors of Education. The interview was used for BOM, PTA and the sub county director of education. Observation checklist used to record observable information during the researcher's visit to the sample schools. Using the tool, the researcher collected data on the Income generating projects in schools.

Validity of the Instruments

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Mugenda & Mugenda, 2003). The study ensured instruments validity by checking on the responses from the questionnaires, to see if they would give the intended answers to the research questions. The researcher used content validity. In checking for content validity, the researcher checked for representation of the objectives in the questionnaire. The research instruments were appraised by the supervisors. The experts accessed the face content validity to see whether the instruments measured what they appear to measure according to the researchers' subjective judgments. The experts helped the researcher assess the extent to which the items in the questionnaire are related to the study topic. The researcher implemented the suggestions given by the supervisors.

Reliability of the Instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. This study was adopted test retest method to check for the reliability of the questions. This method involves administering the instruments to the respondents, and then read ministering them after duration of two weeks and then checking for the correlation of the scores of the two administrations. The scores were then be computed to establish the correlation of the scores of the two parts (Macmillan, 2004). Cronbach's Alpha Co-efficient was then be used to compute reliability of the data using the following formula. The reliability was calculated and a result of Cronbach's Coefficient for each questionnaire was obtained. A correlation coefficient of above 0.7 deemed the instruments reliable. Reliability coefficient of the research instrument was assessed using Cronbach's alpha (α) which is computed as follows:

$$A = \frac{k}{k-1} \times [1 - \frac{\sum (S^2)}{\sum S^2 \text{sum}}]$$

Where:

α = Cronbach's alpha

k = Number of responses

$\sum (S^2)$ = Variance of individual items summed up

$\sum S^2_{\text{sum}}$ = Variance of summed up scores

Data Collection Procedures

The researcher first obtained an introduction letter from the school of education, University of Nairobi. The researcher sought for a research permit from the National Commission of Science Technology and Innovation (NACOSTI) and then proceeded to seek permission from the Isiolo County Commissioner and County Director of Education to conduct research in public secondary schools in the County. He also sought the permission from each school principal of the schools in the sample conduct research in their schools. He interviewed the County and Sub-County Directors of Education and then administered the questionnaires to the principals, and the members of BOM and PTA.

Data Analysis Techniques

Data was analyzed using Statistical Package for Social Sciences (SPSS Version 24.0). All the questionnaires received were referenced and items in the questionnaire were coded to facilitate data entry. After data cleaning which entailed checking for errors in entry, descriptive statistics such as frequencies, percentages, mean score and standard deviation was estimated for all the quantitative variables and information presented in form of tables. The qualitative data from the open ended questions were analyzed using conceptual content analysis and presented in prose. Inferential data analysis was done using multiple regression analysis. Multiple regression analysis was used to establish the relations between the independent and dependent variables. Multiple regressions were used because it is the procedure that uses two or more independent variables to predict a dependent variable. In this study the multiple regression model generally assumed the following equation;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

Y = Implementation of income generating projects

β_0 = constant; $\beta_1, \beta_2, \beta_3$ and β_4 = regression coefficients

X_1 = Personnel qualifications; X_2 = Supervision by the principal

X_3 = Staff members' Support; X_4 = Capital investment; ϵ = Error Term

In testing the significance of the model, the coefficient of determination (R²) was used to measure the extent to which the variation in implementation of income generating projects is explained by the variations of the influencing factors. F-statistic was also computed at 95% confidence level to test whether there was any significant relationship between implementation of income generating projects and the factors affecting it.

RESEARCH FINDINGS

Reliability Analysis

Reliability analysis was subsequently done using Cronbach's Alpha which measures the internal consistency by establishing if certain items within a scale measure the same construct. Macmillan (2004) established the Alpha value threshold at 0.7, thus forming the study's benchmark.

Table 1: Reliability Analysis

	Cronbach's Alpha	Decision
Personnel qualifications	.819	Reliable
Supervision by the principal	.833	Reliable
Staff members' Support	.736	Reliable
Capital investment	.728	Reliable

Cronbach Alpha was established for every objective which formed a scale. The Supervision by the principal was the most reliable with an Alpha value of 0.833, followed by Personnel qualifications with an Alpha value of 0.819 then Staff members' Support with an Alpha value of 0.736 while Capital investment was the least reliable with an Alpha value of 0.728. This illustrates that all the four variables were reliable as their reliability values exceeded the prescribed threshold of 0.7 (Macmillan, 2004). This, therefore, depicts that the research instrument was reliable and therefore required no amendments.

Regression Analysis

The research study sought to establish factors influencing the implementation of Income Generating Projects in public secondary schools in Isiolo North Sub County, Kenya.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.865	0.748	0.689	0.448

The findings reveal that there was a strong positive relationship (R= 0.689) between the variables. The study also revealed that 68.9% of the implementation of Income Generating Projects could be explained by the independent variables under study as shown in table 2.

Table 3: Analysis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Significance.
Regression	11.946	4	2.987	12.633	5.96E-05
Residual	4.019	17	0.236		
Total	15.965	21			

The Analysis of Variance (ANOVA) findings reveal that, at 95% confidence level, the variables produce statistically significant values and can be relied on to explain Implementation of income generating projects. The F-critical was 3.92 while the F-calculated was 12.633 as shown in table 3. This shows that F-calculated was greater than the F-critical and hence there is a linear relationship between the independent variables and the dependent variable. In addition, the p-value was 0.000, which is less than the significance level (0.05). Therefore, the model can be considered to be a good fit for the data and hence it is appropriate in predicting the influence of the independent variables on implementation of Income Generating Projects.

Table 4: Regression Coefficients

	Un standardized Coefficients		Standardize d Coefficients	t	Significa nce.
	B	Std. Error			
(Constant)	0.854	0.253		3.38	0.001
Personnel qualifications	0.778	0.063	0.261	12.34	0.017
Supervision by the principal	0.677	0.07	0.152	9.67	0.001
Staff members' Support	0.614	0.054	0.014	11.37	0.008
Capital investment	0.883	0.072	0.457	12.26	0.016

The equation for the regression model is expressed as:

$$Y = 0.854 + 0.778X_1 + 0.677X_2 + 0.614X_3 + 0.883X_4$$

Y= Implementation of income generating projects; β_0 =constant; β_1 , β_2 , β_3 and β_4 = regression coefficients; X1= Personnel qualifications; X2= Supervision by the principal; X3= Staff members' Support; X4= Capital investment.

From this analysis it was evident that at 95% confidence level, the variables produce statistically significant values for this study (high t-values, $p < 0.05$). A positive effect is reported for all the factors under study hence influencing implementation of income generating projects. The results of the regression equation below shows that for a 1- point increase in the independent variables, implementation of income generating projects is predicted to increase by 0.854, if all the other factors are held constant. Again a unit increase in the scores of personnel qualifications would lead to 0.778 increases in the Implementation of income generating projects. Further a unit increase in the scores of supervision by the principal would lead to 0.677 increases in the

implementation of income generating projects. Again unit increase in the scores of staff members' support would lead to 0.614 increases in the implementation of income generating projects. Finally a unit increase in the scores of capital investment would lead to 0.883 increases in the implementation of income generating projects. Overall capital investment had the greatest effect followed by personnel qualifications then supervision by the principal while staff members' support had the least effect on implementation of income generating projects.

DISCUSSION

Personnel Qualifications

The study sought to establish the influence of personnel qualifications on the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County. The study found that training in project management had been undertaken in many schools, majority of schools have generating projects as source of alternative financing education. This is similar to El-Sabaa (2001) who points out that inter-personal skills appear to be the most important that an incumbent project manager will require.

The study also revealed that lack professional qualifications failure of many Income generating projects and that academic qualification effectively supervise income generating projects. The study also found that training staff fairly promotes the implementation of Income generating projects. This concurs with Wesonga (2012) in his study on factors that affected Income Generating Projects revealed most of the principals encountered various challenges such as lack of entrepreneurial skills, capital and time in an attempt to initiate and run income-generating Projects.

Supervision by the Principal

The study sought to determine the influence of supervision on the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County. The study findings revealed that most schools lack proper supervision procedures for their Income generating projects and that poor supervision has led to failure of many Income generating projects. This correlates with Avots (2014) who suggests that supervision is more efficient than traditional methods of management, such as the practice of functional divisions in a formal hierarchical organisation, for effective implementation of Income Generating Projects.

The study also showed that supervision is a major hindrance to successful implementation of Income generating projects, that most Income generating projects in schools lack qualified personnel in supervision and that school principals are not too busy to effectively supervise Income generating projects. This conforms to Otolo (2012) who found that unprofessional management of the Income Generating Projects, ineffective policy on Income Generating

Projects and inadequate central administration support and goodwill were also said to be affecting the efficiency of the Income Generating Projects.

Staff Members' Support

The study sought to assess the influence of support from staff members on the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County. The study found that in most of the schools, members of staff are involved in the decision on the Income generating projects to be implemented. This is in line with Otolu (2012) who conducted a research to assess the efficiency and profitability of the income-generating units at Kenyatta University.

The study found that Member of staff need to support the Income generating projects for them to be effectively implemented and that lack of involvement of members of staff make them not support the Income generating projects. The study also found that lack of support by members of staff hinders the implementation of Income generating projects, that most Income generating projects in schools lack support from members of staff and those members of staff are not too busy to support the Income generating projects. This concurs with Dema (2011) who observed that a good vision is that which is collective rather than imposed.

Capital Investment

The study sought to establish the influence of adequate capital investment on the implementation of Income Generating Projects as an alternative source of financing public secondary schools in Isiolo North Sub-County. The study found that lack of initial capital has hindered the implementation of Income generating projects and that most schools lack the required capital to start up Income generating projects. This is in line with Lulani (2014) whose study to investigate the selected factors influencing principals' management of income generating Projects in public secondary schools of Mumias District which targeted 33 registered public secondary schools in the District and adopted descriptive survey design showed that the major challenges faced by the principals in the management of income generating Projects were land limitation, inadequate capital and maintenance funds, lack of entrepreneurial skills, poor record keeping and principals' negative attitude.

The study found that schools have other pressing needs to take care of the Income generating projects, that running cost of the Income generating projects is at times too high for schools to afford and that most Income generating projects have failed due to lack of capital. This is similar to findings by Wesonga (2012) who found out that many schools were limited by lack of start-up capital hence were not able to properly implement the projects.

CONCLUSIONS

The study concluded that personnel qualifications influence implementation of Income Generating Projects positively. The study found that training in project management had been undertaken in many schools, majority of schools have generating projects as source of alternative financing education. The study also found that training staff fairly promotes the implementation of Income generating projects.

The study concluded that supervision influence of implementation of income generating projects. The study findings revealed that most schools lack proper supervision procedures for their Income generating projects and that poor supervision has led to failure of many Income generating projects. The study also showed that most Income generating projects in schools lack qualified personnel in supervision and that school principals are not too busy to effectively supervise Income generating projects.

The study concluded that support from staff members influence implementation of Income Generating Projects positively. The study found that in most of the schools, members of staff are involved in the decision on the Income generating projects to be implemented. The study also found that lack of support by members of staff hinders the implementation of Income generating projects, that most Income generating projects in schools lack support from members of staff and those members of staff are not too busy to support the Income generating projects.

The study concluded that adequate capital investment influence implementation of income generating projects. The study deduced that lack of initial capital has hindered the implementation of Income generating projects, that schools have other pressing needs to take care of the Income generating projects, that running cost of the Income generating projects is at times too high for schools to afford and that most Income generating projects have failed due to lack of capital.

RECOMMENDATIONS

1. Budgeting for the income generating projects should be executed at the right time and should be adhered to enhance implementation of Income generating projects.
2. In composing committee, competences of the members should be considered. This will ensure that all the members have knowledge about the Income generating projects. Team work should be made a policy in the institutions and that no new plans should be introduced before completion of the old ones.
3. The government through the Ministry of Education (MoE) should organize training programs on project management, financial management and monitoring and evaluation for school heads. This will equip them with the requisite skills.
4. Ministry of education should encourage principals to take personal responsibility and initiatives in equipping themselves with general management and project management

skills through self-study, reading literature, attending seminars and workshops out of their own personal volition.

5. The government should increase funding for educational projects to some of the secondary schools. Equally the government should enhance monitoring of all the educational projects being under taken in secondary schools so as to enhance efficiency, effectiveness and timeliness
6. Parents should increase their level of participation in planning of educational projects. This is supported by the fact that the level of funding from the parents was high because the government allowed the schools to charge project levy.
7. More funding could come from the parents to supplement the little funding the government gives to schools and that parents in the BOM should be involved more in monitoring all educational projects in the schools in spite of who sponsors them so as to enhance project quality and customer satisfaction.
8. It is recommended that the BOM participation level in project implementation is maintained at a very high level in planning and monitoring of educational projects to ensure that project objectives are met. Its members should be involved in sourcing for more funds from donors. It is also recommended that students should be included in project implementation to a certain level so as to enhance their ownership to the project.

REFERENCES

- Al-Samarrai, S. (2006). Achieving education for all: how much does money matter?..*Journal of international development*, 18(2), 179-206.
- Gay, L. (1992). *Educational Research: Competence for Analysis and Application 4th edition*. New York: Macmillan publisher.
- Getange, K (2005). *Institutional Initiatives in Supplementing the Financing of Secondary Education in Kisii District*. Unpublished M.ED Thesis, Maseno University, Kisumu, Kenya.
- Heeley, M. B., King, D. R., &Covin, J. G. (2006). Effects of firm R&D investment and environment on acquisition likelihood. *Journal of Management Studies*, 43(1), 1513-1535.
- Kogolla, T. (2006). Funding of secondary education as a tool of poverty reduction in Kenya. Proceedings from *the Kenya Secondary School Heads Association National Conference*, Nairobi.
- Kombo, D.K.& Tromp, D.L.A.(2006) *Project and Thesis Writing*. Nairobi: Pauline Publications.
- Kothari, C.R. (2007). *Research Methodology: Methods and Techniques*. New Delhi: Willey Eastern Ltd.
- Lichoro, P.K. (2012). Income generating projects and their influence on academic performance in public secondary schools in Tigania East District, Kenya. Unpublished MED Thesis, Nairobi University.

- Lulani, M.A. (2014). *Selected factors influencing principals' management of income generating projects in public secondary schools of Mumias District, Kenya*. Unpublished MEd Thesis, Moi University.
- MacMillan, J. H (2004) *Educational Research: Fundamental for the consumer* (4th Edition) Boston: Pearson Education, Inc.
- Mincer, J. A. (2013). Schooling and earnings. In *Schooling, experience, and earnings* (pp. 41-63). Columbia University Press.
- Mugambi, M. (2012). *Secondary Schools Raise Fees Ahead of First Term*. BusinessDaily. Nairobi.
- Mugenda, O.M. & Mugenda, A.G. (1999). *Research methods: Qualitative and Quantitative Approaches*. Nairobi, Act Press.
- Mutegi, M. J. (2009). *Analysis of income generating projects in secondary schools in Mulot division of Narok south district, Kenya*. Unpublished master of education project, Kenyatta University.
- Ndolo, M. A., Simatwa, E. M., & Ayodo, T. M. (2011). Effects of school based investments on access and financing of secondary education in Homa-bay District, Kenya. *Education Research*, 2(12), 1821-1830.
- Ng'ethe, V. (2016). *Free school still failing millions of Kenya's youth*. *The Daily Nation* 3rd March 2016, Nairobi.
- Omukoba, H.O, Simatwa, M.W & Ayodo, T.M (2011). *Contribution of income generating projects to financing secondary school education in Kenya: A case study of Eldoret Municipality*. *Educational Research*, 2 (2), 884-897.
- Onsomu, E. N., Muthaka, D., Ngware, M., & Kosimbei, G. (2006). *Financing of secondary education in Kenya: Costs and options*. Discussion Paper No. 55. Nairobi: KIPPRA.
- Onsomu, Et. al. (2012). *Financing Secondary Education in Kenya: Cost Reduction and Financing Options*. Education Policy Analysis Archives. www.epaa.edu Accessed on 5th/10/2014.
- Orodho J.A (2009). *Elements of education & social sciences research methods*, Maseno. Kenezja publishers
- Otolo, M. K. (2012). *An assessment of the operating efficiency and profitability of income - generating activities*: Unpublished MBA Project; Kenyatta University.
- Owuor, F. O. (2012). *The generation of supplementary funds by secondary schools in Turbo division, UasinGishu District, Kenya*. Unpublished MEd Thesis, Kenyatta University.
- Pbada, R.O (2012). *Impact of income generating projects on financing secondary school education in Migori County, Kenya*. Unpublished master of education thesis. Kenyatta University.

- Pfeffer, J. (1987). A resource dependence perspective on inter-organizational relations. In M. S. Mizruchi, & M. Schwartz (Eds.), *Interorganizational relations: The structural analysis of business* (pp. 22-55). Cambridge, UK: Cambridge University Press.
- Pfeffer, J., & Salancik, G. R. (1978). *The external control of organizations: A resource dependence perspective*. New York: Harper and Row.
- Sabates, R., Akyeampong, K., Westbrook, J., & Hunt, F. (2010). *School Drop out: Patterns, Causes, Changes and Policies*. Background Paper for the UNESCO GMR.
- UNESCO (2012). *Youth and Skills: Putting Education to work*. EFA Monitoring Report .
- UNESCO (2013). *A New Global Partnership: Eradicating Poverty and Transform Economy through Sustainable Development*. The Report of the High-Level Panel of Eminent Persons on the Post- 2015 Development Agenda. The United Nations.
- Wesonga, D. M. (2012). *Supplementary sources of funds for secondary education in Kenya: a survey of Kakamega district*. Unpublished MEd Thesis, Kenyatta University.