

Full Length Research Paper

Effects of school based investments on access and financing of secondary education in Homa-bay District, Kenya

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The Government of Kenya is committed to the provision of quality education. This is in accordance with the international conventions on human rights, Education for All and Vision 2030. However, the implementation of Free Primary Education and Free Secondary Education weighs heavily on the exchequer. Homa Bay District is characterized by high poverty level of 77.5%, low income averaging between Kshs. 1000.00 and Kshs. 2000.00 a month and high Human Immune Virus and Acquired Immunity Deficiency Syndrome education costs besides the basic human needs. In view of this the government advised institutions to establish new sources of finance aimed at reducing financial burden currently weighing down on the government. It was envisaged that exploring additional funds from other sources like Income Generating Activities could possibly increase access. The study sought to assess the effects of school based income generating activities on access and financing of secondary education between the years 2000-2004. It employed cross sectional survey design. A study sample of one District Education Officer, 33 head teachers and 297 students was used. Questionnaires were used as data collection tools. In order to ensure validity and reliability, 4 (10%) of schools outside the study sample were used in a pilot study. Descriptive statistics were used to analyse Income Generating Activities effects on access and financing of education in Homa Bay District. Study findings revealed that the dominant Income Generating Activities carried out were: Crop farming 41.4%, livestock keeping 31.8% and brick making 12.3%. Further findings revealed that profits from Income Generating Activities lowered the overhead cost of education and subsequently increased access. Income Generating Activities reportedly made invaluable contribution towards secondary education. Money generated was used to purchase learning materials and provide physical facilities. Ministry of Education should therefore formulate policies which encourage schools to engage in varied Income Generating Activities to reduce dependence government on financing secondary education.

Keywords: Effects, school based investments, access, financing secondary education, Homa-bay district, Kenya.

INTRODUCTION

While the Kenya government is committed to implementation of Free Primary Education and Free Secondary Education, there are financial deficits which undermine the full implementation of Free Secondary Education. For instance, the Kenya Education Sector

Support Program and Homa-Bay District Action Plan (2005-2010) projected that in order to carry out their education plans; a total of Kshs. 4.0 Billion is required. It is important to take into account that this is only a requirement for one district. Therefore, much more will be needed in all the districts in the country. Hence there is need to explore alternative ways of financing education.

This study analyzed the effects of school based investment on access and financing to secondary school

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education in Homa-Bay District. The district is characterized by high dropout rates possibly due to inability of some parents to raise fees (Republic of Kenya, 1997a). In developing countries, poverty is always associated with low levels of educational attainments and low enrolment rates. Low incomes make it difficult to finance educational investment. Wage earning in Homa-Bay district are low, averaging between Kshs. 1,000 and Kshs. 2,189.50 per month. The poverty level is high; it stood at 77.49 per cent by 2004, which was above the Nyanza province level of 63 per cent and national level of 52 per cent. This shows that the level of income is low. In addition to this, the district development plan reveals that various classes of population have been affected by Human Immune Virus and Acquired Immunity Deficiency Syndrome scourge. This has orphaned many children, leaving them destitute and unable to meet their housing, educational, health, food and clothing needs. According to Homa bay district development plan, for 2002/2008, the total dropout rate by gender stands at 10% for boys and 15% for girls while the average year of school attendance by gender is only three years for both genders. If this trend is not checked then enrolment of students at secondary schools in Homa-Bay District might worsen hence the need to evaluate alternative ways of salvaging the situation. Poverty is central to the whole question of access to education. It remains one of the most serious challenges. Despite the abolition of fees, parents still have to pay for shelter, healthcare and basic domestic requirements such as food and clothing in addition to uniforms, shoes, transport and lunch for their children. They also have to contribute to the cost of infrastructure development in schools. As opportunity cost of participating in school programs increase, the chances of poor children remaining and completing school diminish (Alex, 2004).

The biggest challenge with respect to secondary education in Kenya is how to satisfy the increasing demand for limited places in secondary schools. It is against this background that a number of studies have been undertaken. For instance, Olembo (1985) examined the financing of secondary education in Kenya. He reported that about K£ 3.4 million was spent as recurrent expenditure in 1977/78. The figure rose to about K£ 11.5 million in 1979 (Olembo, 1985). This sum of money indicates that education accounts for a good proportion of government budget. The Kenya government has already allocated over 20% - 40% of her budget to Ministry of Education in the last 20 years. The Government therefore saw the need to reduce expenditure on education by 10% (i.e. from 40% to 30%; Republic of Kenya, 1997b). Unfortunately reducing the high costs of education only addresses one issue amongst myriad of problems facing educational attainment and access in Kenya. Despite these measures, the study done by World Bank cautioned that secondary education is expensive in Africa. For example, public recurrent expenditure per

secondary school student ranged from less than US \$ 50 in Ghana and Guinea Bissau to more than US \$ 100 in Cote D'voire and Tanzania (World Bank, 1988). Therefore given the tight limits on public resources in Africa and soaring poverty levels in Kenya, enrolment is declining at secondary school level because ability to pay is now a condition that determines access. For example, World education report indicates that enrolment has gone down by about 14% in Kenya in the past one decade (UNESCO, 1989).

Todaro (1994) reckons that in spite of the existence of free and universal primary education in the Less Developed Countries. Children of the poor, especially in rural areas are seldom able to proceed beyond the first few years of schooling and that their relatively poor school performance may have nothing to do with the lack of cognitive abilities (i.e. may merely reflect their disadvantaged economic circumstances). It has also been observed that the soaring poverty levels in Kenya have ensured that some children go without meals, which affect their enrolment and participation. The latest development plan indicates that 47% of Kenya's populations. About 11 million out of the estimated 26 million people live below poverty line (Republic of Kenya, 1997b). It is the children from poorest families that are most likely to leave school due to lack of essential supplies such as textbooks, uniform and shoes and a day time meal. Not all the schools are likely to be well equipped with libraries, quality teaching and learning materials. Hunger at school undermines children access to education. A running story in the local media warned, "School fees to go up by 28 percent. Due to increased costs of food, electricity and transport, parents should brace for a harder times ahead" (The Standard, 27th November, 2008). In view of the deteriorating enrolment levels, other social indicators that support financing of secondary education are also not fully in place. For example, the contribution of household income is minimal given the district's poverty level. It therefore means that the schools rely purely on the government to raise funds for the institution, which is a costly burden to shoulder. There is therefore need to explore alternative methods of financing education and more specifically if schools themselves could raise additional revenue by engaging in Income Generating Activities. Given this background, income generating activities could be a useful alternative of financing secondary education. However, there is insufficient data to show the effects of school based investment (Income Generating Activities) on access and financing of secondary education in Kenya.

Research questions

- i) Which economic activities (Income Generating Activities) do secondary schools engage in to generate income in Homa-Bay districts?

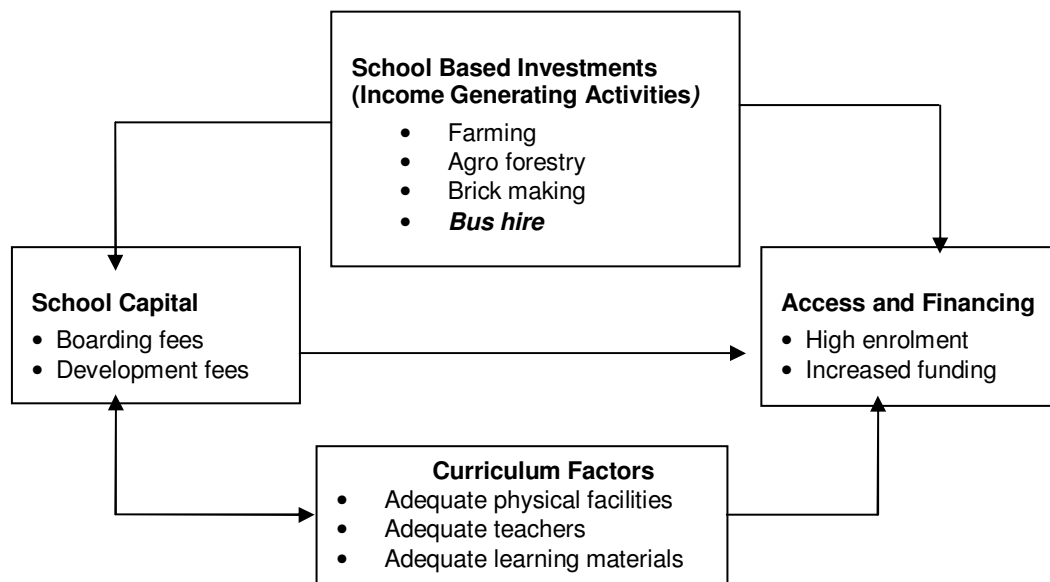


Figure 1. Conceptual framework showing variables affecting access and financing
Source: Adapted from UNESCO (1997).

- ii) To what extent do school based investments (Income Generating Activities) influence access to secondary education in Homa –Bay district?
- iii) To what extent do economic activities (Income Generating Activities) carried out by secondary schools affect financing of secondary education in Homa-Bay district?

Conceptual framework

The conceptual framework postulates the effects of school based investments (Income Generating Activities) on access and financing of secondary education.

The desire to create a better world found its expression in the formation of the United Nations and its charter. The declaration of Human Rights that followed in 1948 included the right to each individual to education. There was unprecedented and enormous demand for education which has not yet been satisfied. This expansion has meant that education has become a major industry in all countries which require resources to increase access to the services of education (Ayot and Briggs, 1992). The main influence on a country's volume of production is normally the quantity of its factors of production, that is, the inputs used in the production of goods and services, hinges on land, labour and capital. Todaro, (1994) argued that the concept of capital cannot be restricted to physical capital but human capital hence the human capital theory. They defined land to include all natural resources such as minerals and land. Capital were the goods produced and used for further production of other goods so as to increase productivity. These

include buildings, machines and finances while labour was treated as the personnel. Investment in human beings through formal education improves the development of the countries concerned therefore investment in education by both the society and individuals is widely accepted as vital for economic growth (Ayot and Briggs, 1992). However, this argument puzzles scholars in the following ways:

First, is spending in education an investment? If yes then how does it compare with other investments? Secondly, if investment in education is worthwhile, how should it be financed; by society, the individual or both? This is the concern of this study to explore the effects of school based investments Income Generating Activities on access and financing of secondary education. The school requires its capital from Boarding fees, development fees and the government, that is, Tuition fees. In this study it is proposed that the school based investments Income Generating Activities like farming, agro forestry, bus hire and brick making could possibly generate additional funds and thus raise the capital base of the school. In turn, these investments could be used to purchase or pay for curriculum factors required in education. These include physical facilities like land, offices, learning materials like textbooks and additional teachers paid by Board of Governors to cushion schools against teachers' shortages. It is hoped that with increased financing from the school investments Income Generating Activities then, there would be high enrolment hence increased access and funding as demonstrated in Figure 1. This conceptual framework helped the study to focus on the vital variables of the study.

Table 1. Income Generating Activities (n=33)

Income Generating Activities	Percentages (%)
Crop farming	41.4
Livestock keeping	31.8
Brick making	12.3
Poultry Keeping	3.5
Bus hire	2.9
Agro-forestry	2.6
School Canteen	2.3
Water Kiosk	1.5
Others	2.4

RESEARCH METHODOLOGY

The Government of Kenya is committed to the provision of quality education. This is in accordance with the international conventions on human rights, Education for All and Vision 2030. However, the implementation of Free Primary Education and Free Secondary Education weighs heavily on the exchequer. Homa Bay District is characterized by high poverty level of 77.5%, low income averaging between Kshs. 1000.00 and 2000.00 a month and high Human Immune Virus and Acquired Immunity Deficiency Syndrome prevalence. Most households in the district are unable to meet their secondary education costs besides the basic human needs. In view of this the government advised institutions to establish new sources of finance aimed at reducing financial burden currently weighing down on the government. It was envisaged that exploring additional funds from other sources like Income Generating Activities could possibly increase access. The study sought to assess the effects of school based income generating activities on access and financing of secondary education between the years 2000-2004. It employed cross sectional survey design. A study sample of one District Education Officer, 33 head teachers and 297 students was used. Questionnaires were used as data collection tools. In order to ensure validity and reliability, 4 (10%) of schools of the population outside the study sample were used in a pilot study. Descriptive statistics were used to analyse Income Generating Activities effects on access and financing of education in Homa Bay District.

RESULTS

The return rate of the questionnaire was 100%.

Research question 1

The research question responded to was: Which Economic Activities (Income Generating Activities) do

Secondary Schools engage in to generate Income in Homa-Bay districts?

The data from Table 1 reveals that out of the 33 schools studied, 15 (45.5%) had at least one Income Generating Activities while 18 (54.6%) did not have Income Generating Activities. From table above the study established that a number of Income Generating Activities have been started in secondary schools in Homa Bay district as presented in the table. These include crop farming 41.4%, Livestock keeping 31.8%, Brick making 12.3%, poultry keeping 3.5%, Bus hire 2.9%, Agro forestry 2.6%, school canteen 2.3%, water Kiosk 1.5% and others like selling of school uniform, leasing of school land for farming, selling grass, club activities and rental houses accounted for 2.4% of all the Income Generating Activities carried out in schools.

Research question 2

The research question responded to was: To what extent do School Based Investments Income Generating Activities influence access to secondary education in Homa –Bay district?

The District Education Office reported that initiating income generating projects like farming or investment in real estates and treasury bonds were sure ways of generating additional funds from the schools. Five schools were reported to have initiated Income Generating Activities and this led to improvement in physical facilities and learning materials. The schools were also reported to be having surplus food supply. They grew maize, vegetables and dairy cattle for milk farming. Due to this there reduced expenditure on food items. While examining the extent to which Income Generating Activities affect access to secondary education in Homa-bay district, the research established that 84.9 percent of teachers mentioned that profits from school investments contributed to lowering the cost of education and thus increasing enrollment, while only 15.1 percent disagreed. Response from the study was further

Table 2. Annual Fees Charged Per Student in Secondary Schools in Homa-Bay District (n=33)

Fees charged (Kshs)	f	%
Less than 10000	3	(9.09)
10001-15000	4	(12.12)
15001-20000	17	(51.52)
20001-25000	8	(24.24)
More than 25000	1	(3.03)

Table 3. Ability of Parents to Pay Fees According to Head teachers (n=33)

School fees payer's	f	%
All parents	1	3.03
Half the parents	16	48.48
very few parents	16	48.48

Table 4. Affordability of Fees According to Students (n=33)

School Fees Affordability	f	%
All the students	5	1.69
Most Students	60	20.22
Only a few	232	78.09

shown in Tables 2, 3 and 4.

The average school fee charged was Kshs. 18,224 per student per year. The wide variation from the minimum and maximum fee charged could be likely due to levy of other fees like Parents Teachers Association, bloating of school fee guideless since some schools charged more than is recommended in fees guidelines and some charging additional levies for the purchase of books, buses and for construction of other physical facilities. This consequently increases cost of secondary education. However, compared to National Schools which charged Kshs. 27,407 on average, parents in Homa-Bay should ideally be able to afford the school fee charged in other schools other than national schools (Ministry of Education Report, 2008). Data obtained from this study indicated otherwise.

The data revealed that very few parents paid school fees regularly. At the same time only half of the parents were reported to be regular in paying school fees according to the school head teachers.

Data from students further indicated that only a few of their parents could afford to pay school fee.

According to the students' responses, the majority of the parents were not able to meet the full cost of secondary education as noted in Table 4 above. The data revealed that majority of the students (78.09) felt that only a few of their parents could afford to pay the school fees

thus confirming what the head teachers had alluded to in their respective responses. The reasons provided for the inability to afford paying the school fee were as follows: low income, unemployment, large families and increased number of orphans. The researcher also assessed whether parents were regular in paying schools fees for their children. The head teachers 48.5% indicated that half the parents were regular in fee payment while 30 percent of the head teachers reported that very few parents were regular in paying boarding and development fees for their children. The researcher established that parents were the main source of development and boarding fees making a total of 67.6 percent. The other fee payers were students' relatives (15.4 percent), well wishers (4.8 percent) while only 1.5 percent received government bursaries. Since the parents were the main fee payers it was necessary to assess their ability by seeking information on their occupations. It was established that 28.5 percent of parents were peasants, 11.6 percent were civil servants, and 4.3 percent were engaged in business and 5.4 percent were in non- formal sector according the students interviewed. Data obtained from parents' occupation indicated that 15 percent of the parents were civil servants and business people. These were the same people who indicated they could afford to pay fee for their children. The rest of the parents relied on agriculture.

Table 5. Effects of Income Generating Activities on Financing Secondary Education in Homa-Bay District (n=33)

Source of Financing	Contribution %
Parents Teachers Association	40
Harambees	14
Income Generating Activates	2
Church	4
Non Governmental Organizations	6
Donors	10
Bursary	18
Other sources	6
Total	100

Due to unreliable climate, the parents indicated that they could not comfortably pay boarding and development fees. When the students were asked on whether their parents could afford fees, 76.8 percent indicated only a few parents could afford to do so. Further, the researcher established that lack of fees was the major cause of drop outs in Homa bay district. The data from students indicated that 89.5 percent dropped out of school due to lack of fees. As cited elsewhere Income Generating Activities affect access to secondary education in Homa-Bay district. The study established that 84.9% of teachers mentioned that profits from school investments contributed to the lowering of cost of education and thus increasing enrolment.

Research question 3

The research question responded to was: To what extent do Economic Activities carried out by Secondary Schools affect Financing of Secondary Education in Homa-Bay district?

The result shows that Parents Teachers Association accounted for 40% of all finances generated by schools followed by harambee 14%, Income Generating Activities 2%, church 4%, Non Government Organization 6%, donors 10%, Bursary 18% and other sources like alumni charity organizations and sponsors all constituted 6%. However, the main concern of the study was to explore the extent to which school based Investments Income Generating Activities) affect financing of education in Homa-Bay district. Therefore other sources though provide useful comparison is not relevant for our study. Further responses from the study are as shown in Figure 2.

The result shows that there was a steady increase from Income Generating Activities between the year 2000 and 2004. The data obtained from the fifteen schools that reported having Income Generating Activities shows that they earned an average income of Kshs. 55,000 per annum. One particular school which generated the

highest income from Homa-Bay district reported an income of Kshs. 326,000 per annum.

DISCUSSION

Income Generating Activities included crop farming, Livestock keeping, Brick making, poultry keeping, bus hire, agro-forestry, school canteen and water kiosk. This concurs with studies by Gogo (2003) in Rachuonyo District and Sika (2003) in Siaya District. A report of the taskforce in affordable Secondary Education also found out that in Rongai Secondary School in Nakuru, Kenya. The school grew maize and beans which were consumed by students and excess sold for cash. The cash crops were sold to various co-operative societies for processing (Ministry of Education, 2007). Livestock keeping which accounted for 31.8% of all the Income Generating Activities carried out included dairy farming mainly for milk, livestock rearing mainly for meat, namely: rabbit keeping and piggery. The products like milk and meat were consumed in school and the excess sold for cash. In addition, poultry keeping constituted 3.5%. This was meant to provide eggs and meat which were either consumed or sold for cash used in schools. Ministry of Education had earlier observed that some schools practiced livestock and poultry keeping as source of income and increased food production for schools involved (Republic of Kenya, 2006). The study also identified bus hire 2.9% as form of Income Generating Activities carried out in schools. The cost of transport and fuel are high while quite a number of activities are carried out in schools like sports, academic tours and motivational tours for teachers and students. Schools have resorted to purchases of these buses purposely to cut cost of transport and raise additional money through bus hire (Olel, 2000) but Ojwang et al. (2011) add that from her findings, school bus was a sign of prestige and status. Agro forestry constituted 2.6% the head teachers mentioned that due to increasing prices of gas fuel and rising cost of transporting wood fuel, some with reason-

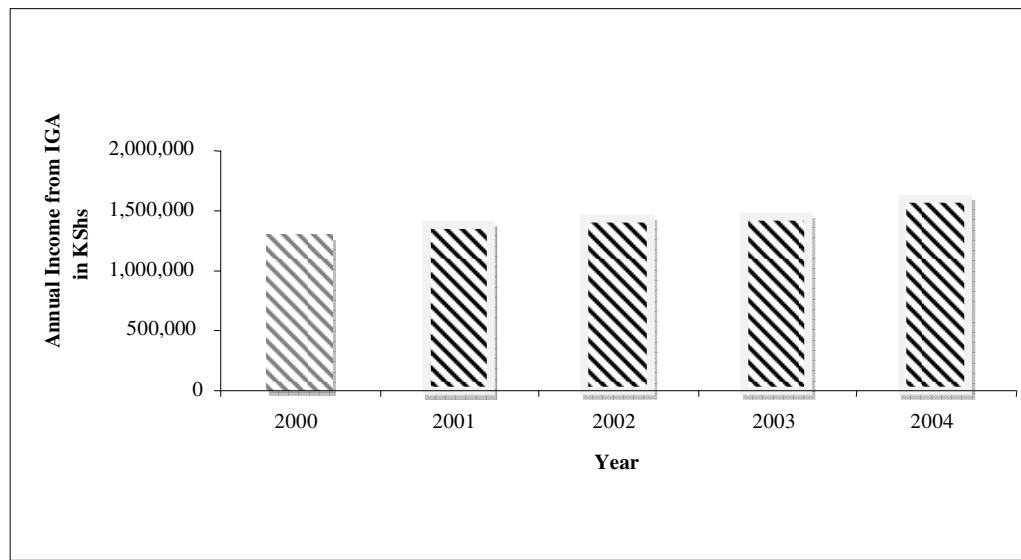


Figure 2. Annual Income from Income Generating Activities: Homa –Bay District (2000-2004)

Key: IGA – Income Generating Activity

able size of land planted trees to provide the school with wood fuel. This reduced expenditure on boarding expenses. The head teachers also reported that they have school canteen constituting 2.3% and water Kiosk 1.5% respectively of all the Income Generating Activities generated in schools in Homa Bay district. Water Kiosk provided water for school use and the neighboring residents also fetch water at a fee from school water kiosk. Canteens supplied the school community (teachers and students) with necessities like bread, drinks and personal effects. Profits from the items sold in the school canteen and water kiosk form part of school income. In other instances there was need to provide additional physical facilities like classrooms, dormitories and laboratories for additional number of students. The pressure for additional space prompted schools to look for extra funds or materials for putting up the buildings. Hence brick production which constituted 12.3% of Income Generating Activities formed part of school income. Three schools indicated that they had build two additional classrooms by making brick used for the construction.

The results indicated that Income Generating Activities is a practice adopted in many 15(45.5) of the schools studied. The 18(54.6) schools studied also indicated an intention to invest in Income Generating Activities. Therefore Income Generating Activities is a useful venture which should be adopted by many schools all over the country to generate income. The data revealed that very few parents paid school fees regularly. At the same time only half of the parents were reported to be regular in paying school fees according to the school head teachers. As cited elsewhere Income Generating

Activities affect access to secondary education in Homa-Bay district. The study established that 84.9% of teachers mentioned that profits from school investments contributed to the lowering of cost of education and thus increasing enrolment. This result is in agreement with Olel (2000) who established that schools which mobilized resources to generate income experienced reduction in unit cost, Sika (2003) and Kiage (2003) in their studies in Siaya and Nyamira respectively concurred that schools should be encouraged to venture in Income Generating Activities to subsidise on fees paid to enhance access. Kiage (2003) from his findings further reported that the total number of drop outs for the period of study (1999-2002) against other various factors indicated that dropout due to lack of fees and other levies led as the major factor influencing school dropout in Nyamira district. Subsequently Republic of Kenya (1999), report on the inquiry into the education system of Kenya, observed that providing quality, relevant and equitable education to an increasing number of children is both a challenge and opportunity for Kenya. He reiterated that it is a challenge because of the persistent disequilibrium between the rates of economic growth which limits the government budgetary allocation to meet the increasing demand for education. This mismatch he argued, has delayed the achievement of education for all. The document suggests that there is need to mobilize alternative sources of funding for the expansion and development of education at all levels. He said that this scenario calls for a different approach to the provision, delivery, management and financing of education, to ensure access, equity, relevance and quality. The latter were not a concern for this study.

From this presentation it is evident that the government alone cannot fulfill all the financial needs of education. In view of the prevailing economic situation in the country, that is, late remittance to FSE and acute shortage of teachers, new methods of financing education must be intensified hence the idea of Income Generating Activities Republic of Kenya (1999). As cited in the literature review, even the Free Primary Education and Free Secondary Education which was thought to be a panacea to the problem of financing education is serious troubled following cases of massive fraud in the Ministry of Education (Nyaega, 2011). In the provision of Education the following are necessary for curriculum delivery namely: learning and teaching materials, physical facilities, Teachers, support services like electricity and water, support staff. The cost of all these are enormous and some scholars have suggested that the following sources can supplement the government efforts in financing education. Parents, communities, Non Government Organizations, private sector, students work programme, Education levies, Free Primary Education, Free Secondary Education and Income Generating Activities. The latter was the concern of this study but Maruti (1998) assessed the contribution of private sector in financing education and gave his findings. Moreover, the recommendation in the Sessional Paper number 1 of 2005 on a policy Framework for Education Training and Research together with Ministry of Education (2007), report of the Task Force on Affordable Secondary Education, led the Government to implemented Free Secondary education which is now in trouble. Other areas are potential for further inquiry. However, Income Generating Activities have a significant contribution for financing secondary education which influences access of secondary school level. From this observation the data revealed that Income Generating Activities was not the only source of funds for putting up physical facilities in secondary schools. However, the schools with Income Generating Activities had additional advantage of generating additional resources hence higher percentage of adequacy of physical facilities. The District Education Office confirmed that initiating income generating activities like farming were possible ways of generating additional funds for secondary schools.

Gogo (2003) as cited elsewhere established that various sources of revenue were used in financing secondary education in Rachuonyo district. Fees paid by parents accounted for 46.41 percent. It was followed by Government subsidies 47.3 percent, bursaries 0.45% and Income Generating Activities 0.30 percent. This is a contrast to my findings which accounted for 0.2 percent financing of secondary education. This is a significant contribution as opposed to Gogo (2003) who concluded that schools did not rely on Income Generating Activities in financing secondary education. Getange (2005)

supported the argument that Income Generating Activities contribute significantly in financing secondary education. In his study of Kisii Central District, he examined institutional initiatives in supplementing financing of secondary education. His findings revealed that schools in Kisii Central District initiated diversified income resourcing activities. Total annual average income realized from these Income Generating Activities per school was Kshs. 825,176, Kshs. 309, 971 and 252, 689 in Provincial Boarding Schools, Provincial Day Schools and District Day Schools respectively. Getange reported that head teachers interviewing indicated that IRAs and Income Generating Activities had played a significant role in reducing fee deficits hereby making the management of schools easier.

Ojwang et al. (2011) assessed the contributions of Income Generating Activities to Financing Secondary School Education in Eldoret, Kenya and she did not indicate the percentage contribution of Income Generating Activities to financing of education. However, she concurred with Getange that Income Generating Activities have a significant contribution to financing of secondary education. Between 280,000-400,000 was spent by 2(22.2%) schools to purchase land for school expansion. Six (66.7%) of the schools had constructed classrooms from money generated through Income Generating Activities amounting to Kshs. 92,000-2.2 million. Seven (77%) of the schools had acquired computers used in Information Communication Technology classes. Between 23,000-750000 was raised through Income Generating Activities for this project. All the schools 9(100%) of the schools had purchased furniture and laboratory equipment from finances generated through Income Generating Activities. Concerning school buses 4(44.4%) of the schools had purchased school buses from Income Generating Activities at a cost of between 5.6 million to 8 million. These findings are in agreement with the study which reported that from the cross tabulation majority of the schools (86.7%) that reported having Income Generating Activities also indicated that they had physical facilities and vice versa. Hence Income Generating Activities have a significant contribution in financing secondary education especially with regard to purchases and establishment of physical facilities, learning and other financial needs. In contrast to this study, Ojwang et al (2011) went further to explore the challenges faced by principals in managing Income Generating Activities in public secondary schools in Eldoret municipality. It established that lack of qualified personnel; land limitation, lack of support from staff, inadequate funds and lack of support from Board of Governors are serious challenges facing management of Income Generating Activities in secondary schools. This is a potential area which should be assessed by other scholars of Econo-

mics of Education with a view to suggesting ways forward for these challenges.

CONCLUSION

Based on the findings of the study which examined the effects of school based investments Income Generating Activities on access and financing of secondary school education in Homa-Bay district, the following conclusions were made: Concerning economic activities Income Generating Activities carried out in secondary schools, the study concluded that the main types of Income Generating Activities in Homa Bay district are: Crop farming, Livestock keeping, Brick making, poultry keeping, Bus hire, agro-forestry, school canteen, water kiosk and others like selling school uniform, leasing of school land and rented houses. With regard to influence of income generating activities on access to secondary education, the study concluded that profits from school investments Income Generating Activities lower the cost of secondary education and thus increase enrolment. However, there are other factors which were not studied like Parents Teachers Association funds; Bursary, Non Government Organizations and Alumni contributions which could possibly promote access. Concerning the effects of Income Generating Activities on financing of secondary education, the study reveals that Income Generating Activities make available invaluable contribution towards financing education (2.0%). Money generated through Income Generating Activities is used to purchase learning and teaching materials, physical facilities and increasing the school land acreage.

RECOMMENDATIONS

Encourage schools to engage in varied income generating activities like crop farming, livestock keeping and agro-forestry amongst other possible alternatives.

Establish basic standard diet for all schools based on food stuffs available and produced through Income Generating Activities in order to reduce schools costs on food.

The Ministry of Education should advise schools to accept fees payment in kind. Parents and even students could provide labour in school farms and thus raise schools fees, under a program known as "work study."

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