



Performance of Income Generating Activities in Secondary Schools in Muleba District, Kagera Region, Tanzania

Maro Marera John

Orcid: <https://orcid.org/0000-0003-2425-3654>

Department of Education Foundations, Saint Augustine University of Tanzania

Email: marojohn592@gmail.com

Laison Kaganga, PhD

Orcid: <https://orcid.org/0000-0002-6669-4872>

Department of Geography, Saint Augustine University of Tanzania

Email: kagangalais@yahoo.com

Corresponding Author: kagangalais@yahoo.com

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Abstract: The purpose of the study was to establish the performance of income generating activities (IGAs) in secondary schools in Muleba District of Tanzania. The study adopted the Resource Dependency Theory (RDT) which was proposed by Pfeiffer and Salancik in 1978. Qualitative research approach was adopted and multiple case study design was employed. The study involved 18 purposefully selected participants from six study schools in the district. There were 6 heads of schools, 6 teachers and 6 students. The teachers and students included only those who were supervising IGAs' projects in schools. Data was collected using in-depth interview, observation and documentary review methods and was analysed thematically. The findings indicate that different income generating activities performed differently. The income generating activities which performed well included bananas, horticulture, forestry, fish and cow farming, poultry project and stationery services. Others were school shops and petrol station activities. The study revealed that there were different factors that contributed to better performance which included, among other things, the hiring of skilled personnel and close monitoring of the projects. On the other hand, goat farming and coffee farming did not do well due to diseases and fluctuation of prices in the market, respectively. Hence, the study recommends the need for provision of knowledge and skills on IGAs to students, heads of school and teachers for a fruitful operation, hence improving teaching and learning environment in schools.

Keywords: Performance; Income Generating Activities (IGAs); School Programmes; Secondary Schools.

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Introduction

The discussions on the performance of income generating activities in schools cannot be taken for granted due to the fact that developed and developing countries are overstretched in terms of economic and physical resources as they fail to finance educational developments satisfactorily (World Bank 2010 as cited in Chirchir, Ngendo and Ngure 2019). Hence, secondary schools, in

particular, are compelled to have alternative sources of incomes- the school-based income generating activities or projects. This aims to cover the government budgetary deficit in schools (Adan & Kayoro, 2017). For instance, the United States Agencies for International Development- USAID (2020) underscores the need for schools to have Income Generation Activities (IGAs) as they improve the teaching and learning environment in

schools (Elena, Tulloch & Harris-Van Keuren, 2020). A study done in Kenya on the determinants of implementation of income generating projects in public secondary schools in Bomet County shows that IGAs contributed to the improvement of financial resources, physical facilities and low job transfer (Chepkwony, 2018).

In the context of Tanzania, Mwalimu Julius Kambarage Nyerere, the first President of the United Republic of Tanzania wanted to have the society whose education system is structured within the philosophy of Education for Self-Reliance. The president's philosophy aimed at involving all schools in self-reliant activities to produce quality goods and services and to reduce the national economic dependence. This was because self-reliance activities including IGAs were thought to have a great effect in supporting secondary school programmes in both private and public schools. As a result, the education policies of 1967 and 1995 insisted on the need for schools to have IGAs as a source of income.

Income generating activities have appeared to be of great importance in schools in various forms. For instance, Hasunga (2018) underscores that schools with IGAs had more chances of increasing their students' academic performance by 48.46 per cent than those with no school projects. This was because IGAs funds were generated and spent on training of teachers who then facilitated learning to students by imparting them with skills and knowledge. That eventually promoted academic performance in schools. As a result, in the latest policy of Education and Training (ETP) of 2014, the government stipulate the need for schools to explore different sources of incomes to finance education and training in Tanzania.

Muleba District in Kagera Region, just like many other districts in the country, has many secondary schools with different IGAs established to offset the budgetary deficit from other sources of income. The types of IGAs established in the district include crop and animal farming and non-farm activities. However, there is scant information that shows how these IGAs are performing. This study, therefore, aimed to establish the performance of income generating activities (IGAs) in secondary schools in Muleba District. Specifically, the study was guided by the following objectives:

1. To establish how crop farming was performing in the study schools.
2. To assess the effectiveness of animal farming activities.
3. To establish the non-farm income generating activities performance in the study schools.

Literature Review

Theoretical Literature Review

This study was guided by the Resource Dependence Theory (RDT) which was founded by Pfeiffer and Salancik in 1978. The theory states that organizations' behaviour is affected by the external resources they possess as external resources are important to the organizational survival, e.g. recruitment of employees, production strategies, organizational external links, etc. Hence, there is a need for an organization to interact with the external environment to secure access to the resources in order to cope with micro-economic changes of the institution. The theory also assumes that an organization depends on critical resources which influence the action and behaviour of the organization. The theory further maintains that to understand the action and organization decisions, one must understand the context of the organization. An organization needs resources to sustain its existence in the long term (Zehir, Findikli & Celtekliligil, 2018).

Thus, many secondary schools in Muleba District had resources that were either allocated from the government or contributions from parents for schooling their children but were not sufficient to support different school programmes in the schools. Eventually, this led to the commencement of income generating activities (IGAs) which aimed to ensure effective running of different school activities. Therefore, most of the schools became contingent on external resources to support their operations and desires (Onesmo & Koda, 2018).

The Performance of Income Generating Activities in Secondary Schools

This section presents the review of literature and studies about performance of income generating activities in secondary schools.

Ahmad, Soon and Ting (2015) conducted a study on income generating activities in public higher education institutions in Malaysia. The findings

indicated that commercial activities that were initiated were performing well as the institutions had employed skilled workers, and it was identified through the increase in the production.

The skilled workers made follow up on IGAs that enhanced the increase of production of goods in the market. Additionally, IGAs performed well due to availability of training courses that the institutions provided to the school managers on positive management of the school IGAs by imparting them with IGAs skills. Similarly, the findings of Olatoun (2012) who investigated on the relationship between resource utilization and internal efficiency in Nigerian public secondary schools found out that resources were vital for education system production function. The availability of resources including human resource in schools and empowerment especially of teachers and students dealing with school IGAs appeared to be of paramount. Emeya (2012) on investigating the social benefits of school farms in secondary schools in Rivers State in Nigeria's cow farming and fish rearing projects found out that the projects were performing well because schools had employed skilled human resource with skills in caring for fish and animals. Therefore, with this regard, skilled human resources were one of the factors required for good performance of farming projects in schools.

Moreover, Kaene and Ross (2014) conducted a research on various income generating projects in Gauteng Province, South Africa where they revealed that agricultural activities did not perform well. This was observed from the decrease in production. There was poor performance demonstrated by the managers who were accountable for monitoring IGAs as they did not monitor correctly, did not visit IGAs frequently, did not read monthly reports that sketched IGA challenges and did not provide support for the projects. This caused collapse of IGAs within a short period of time since IGAs were initiated in the institution. However, Gongera and Okoth's (2013) findings in Kisii County, Kenya revealed that 45% of agricultural activities performed well as the harvest increased from 10 to 50 sacks of maize per year after the IGAs supervisors had attended short courses pertaining to IGAs. The skills that the workers attained helped the school to perform well in IGAs. Likewise, IGAs performed well as the executive and the people working in the scheme were

trained on all necessary responsibilities identified during the planning stage and post-performance phase of the project (Westland, 2007). Thus, the training offered enhanced excellence and matched with the project necessities to ensure active and well-organized post- performance of the IGAs in secondary schools.

Semma (2010) illustrates that participants from selected government TVET colleges in Addis Ababa reported that schools were not active in performing the IGAs due to lack of full involvement of members of staff in implementing income generating activity plans; lack of clear fiscal procedures were the major difficulties of the institutions. This led to poor performance of animal farming and non-farm activities. This was detected by the decline in production. This means that the performance of IGAs needs skills that facilitate effective management of the income generating activities. On the other hand, failure of managers to visit projects frequently and read of IGAs monthly reports attributed to poor performance of IGAs (Kaene & Ross, 2014). This caused collapse of IGAs within a short period of time after initiation in the institution. Likewise, Ainamoi Sub-County in Kenya secondary schools did not perform well in goat and pig keeping projects since the school management lacked experts who could advise them about the project but they practiced vegetable farming and cattle husbandry as the main agriculture-based income generating activities due to low initial capital and available resources (Nyangaresi, Onderi & Mwebi, 2016).

Karanja (2013) indicates that renting school facilities like shops, stationery service points, school buses and school halls for different social functions were performing well in Kangema District, Murang'a County, Kenya. This was observed through the increase in the income generated from the project. These activities were performing well as the school had expended the shop and added the stationery service project. This was because of strong cooperation and follow up among students and teachers in making decision on the progress of the school activities. Additionally, monitoring and evaluation of the projects were seen important as it was supported by students to monitor all rented non-farm activities. This was also justified by Nyamwega (2016) in the study on evaluation of income generating projects in public secondary schools in

Nairobi County which adopted quantitative research approach and used questionnaire and observation to collect information. The findings indicated that most of the students were involved in bakery and detergent making activities. Bakery and detergent were performing well due to increased products that were supplied around Nairobi County. Consequently, active cooperation and close monitoring of teachers and students in performing the school activities were the cornerstone of its effectiveness.

Furthermore, Onesmo and Koda (2018) found that the Catholic Diocese of Moshi secondary schools favored agriculture-based income generating activities due to their little startup cost. These schools were involved in poultry farming, crop farming and livestock rearing like cattle and goats. The poultry farming was identified to do well within a short period of time. This was observed in the increase in production because the schools were advised with Livestock Field Officer (LFO) to choose well-hybrid animals that were resistant to diseases. On the other hand, Mtorobo (2019) recommended that for performance of any income generating activities in public primary schools in Busega, there is a need for the provision of training skills related to the performance of IGAs to the project controllers at the school level. This was because the findings revealed that sheep farming and watermelon growing that they were engaged in did not do well for more than ten years due to lack of skills on IGAs in schools.

Using insights from different countries, the literature unfolds the best practices and shortcomings in the operation of various income generating activities in secondary schools. The basic argument is that if income generating activities perform well, they will improve the teaching and learning environment in schools. Therefore, establishing an understanding on the performance of income generating activities (IGAs) in secondary schools in Muleba District in Tanzania is of great importance as it informs education stakeholders in the country.

Research Methodology

Research Design

The study adopted qualitative research approach under which multiple case study design was used. Multiple case research design helped to understand the performance of different IGAs in

the study schools. The multiple case research design was devised in a cross-case analysis which enabled to establish the driving factors for the performance of each IGA project.

Population and Sampling

The purposive sampling techniques were used in choosing six secondary schools that had IGAs projects and the respective heads of school. To avoid getting information from immature projects, these IGAs were to be in operation for more than five years since they started. In addition, one teacher and one student from each school who were the supervisors of IGA projects were as well selected purposefully.

Instruments

The interview guides, observation checklist and documentary review were used for data collection. The interview guides through in-depth interviews were administered to heads of school, teachers and students and they helped to establish the driving factors for different performance of IGAs. Also, the field observation helped to identify the physical characteristics of projects and gave more insights on their performance. Lastly, the review of documents from different sources helped to obtain secondary data which formed the cornerstone of this study as it provided fundamental insights in the identification of the research gap, selection of methodologies, and the discussion of findings.

Validity and Reliability

The trustworthiness of the research instruments were ensured through conformability, transferability and credibility. The use of different data collection methods helped to produce a more comprehensive set of findings.

Statistical Treatment of Data

Data was subjected to thematic analysis where the data recorded were transformed into writings. The quotations were used where necessary to present participants' opinions and views.

Ethical Considerations

The ethical consideration was adhered to through seeking authorisation from the authorities such as the Vice Chancellor's office at St. Augustine University of Tanzania, the Regional Administrative Secretary in Kagera Region and the District Administrative Secretary in Muleba District before collecting data from each school. Participants were informed about the purpose

and the importance of the study. Anonymity and confidentiality were ensured in the process of data collection and analysis.

Results and Discussion

The study sought to establish the general performance of income generating activities in secondary schools in Muleba District. The analysis and results section was guided by research objectives.

Objective 1: To establish how crop farming was performing in the study schools.

The findings indicated that crop farming was one of the IGAs carried out in some of the study schools namely school U, Y, Z, X and V. The types of crops produced included banana, coffee, forest trees and horticulture. The general performance of these crops was not the same. For instance, the study findings show that the project of banana at school Y was performing well in three years consecutively as the harvests were increasing and the sales too. When participants were asked to state how they managed to perform well in this particular project, they said that the school management had put proper personnel to supervise the projects and the day-to-day monitoring and follow ups enabled the project to perform well. The head of School Y had this to say:

In our school, banana project has been performing well. At the beginning, we started with two acres of bananas but because the project went well we decided to expand by adding another one acre. This has been the case because the project masters in our school have been able to supervise very well the project. Not only that but also they are good at marketing our bananas. As a result, we are among the best suppliers of banana to many markets in the country. Briefly, I can say that, apart from that, we normally work as a team, engaging in all parties in our school. This has rendered cooperation that helped to make this project a success (Teacher from School Y, September 2021).

This means that for any banana project to performance well, the school management ought to have proper personnel and influence from other staff members to work as a team. Adan and Kaiyoro (2017) who insists that lack of proper

supervision of income generating projects and low involvement of staff members in decision-making hampered the implementation of many income generating projects. Therefore, proper school management of IGAs is a key to growth. However, despite the good performance of the banana project at school Y, this study learned that school timetable and diseases were among the setbacks of the project reported so far.

On the contrary, it was found out that the coffee project at school X was not performing well for three consecutive years. The findings revealed that yields dropped from 200 kilogrammes to 150 kilogrammes when the new marketing system was introduced by the government that demanded farmers to sell coffee to primary cooperative societies (PCS) only. The new system lowered prices as there was no competition. Previously, schools/farmers were able to sell coffee to any buyers (free market). This increased competition among the buyers that raised the price of coffee in the market. Interference of the government compelled coffee sellers to open bank accounts for depositing money after sale. However, the PCS did not make payments on time, there were some delays. This demoralized farmers who then reduced the production of coffee. As it was narrated by one teacher at school X:

In our school, coffee production project has not been doing well. This has been the case since the government restricted free trade of selling coffee to any buyers which resulted to poor performance of coffee projects. The government prohibited individuals who bought coffee from farmers and the farmers were directed to sell their products to cooperative societies. We were told to open an account and we will be receiving money through our opened bank accounts. Unfortunately, in most of the times, payments are delayed (Teacher, School, X, September 2021).

This implies that the production and marketing of coffee is affected by unstable prices in the market that keeps fluctuating now and then. Therefore, there is a need for the government to provide education and awareness before enforcing new system of selling and buying crops.

Furthermore, the findings report that coffee crop production was stagnant due to lack of agricultural extension officers. The participants

revealed that they had few agricultural officers who would advise farmers on how to cultivate crops for good production in order to have better harvest. This also setbacks the growth of coffee production in the studied schools as head of school described.

Furthermore, it was observed that school U was engaged in forest plantation. The school had more than three acres of trees. The results revealed that forest tree project was performing well as it yielded some reasonable profits to the school. It was found that the project was in operation and was performing well for almost fifteen years. Good supervision and the presence of bylaws on how to manage fire from engulfing those forests were the reasons mentioned to have helped the project to perform well.

Moreover, the head of school said that the community supported the school crop production projects during school or parent meeting (with parents). The meeting agreed that the school needed to have forest trees that would reduce the cost from buying timber during school infrastructure construction. Also, it would help to reduce other costs that the school incurs always through collective and regular meetings. Then, it helped the community to be aware with importance of having trees at school. Hence, the community safeguarded school trees from enemies. This is in line with Karanja (2013) who found that strong follow-ups among students, teachers, community cooperative decision making improve the progress of the school projects.

Nonetheless, the tree planting programme that compelled every student who joined the efforts to plant a tree by the slogan of "Every healthy student to plant a tree" enabled the school to be successful. In an interview, the head of school U said that:

Planting of trees for every student was established in the school as an endless process aimed at having as many acres as possible. However, frequent fire outbreaks, climate change and diseases appeared to massively affect a large number of forest trees in our school.

Additionally, the findings revealed that school X had horticultural activities including fruits and vegetables (cabbages, spinach, tomatoes and eggplants). The results from the participants

indicated that the school project was performing well as the school started with one garden but during the study time, it had more than two gardens. Also, the harvest was increasing with an average of 50 baskets per annum which was equivalent to 100,000 Tanzanian shillings (45 US\$). The project was doing well because the school management employed skilled workers and sometimes it consulted Agricultural Field Officers to provide technical advice. This aided the output and the advice given helped the school to use modern seeds whose products weigh the heaviest compared to other products in the garden. Furthermore, the school increased close monitoring and evaluation, support from both staff and non-staff members in performing this activity. Besides that, conducive environment and good climatic conditions with heavy rainfall around the region helped to serve insufficient human resource during the irrigation season. A student at school X explained:

We have been involved in garden more than three years because since I was in Form One, I found one garden farm that was in operation, but now we have expanded to two garden farms and we added another for fruits. The gardens do well, because the school has employed skilled worker, and we invite Agriculture field officer for advice. Furthermore, we have ample time to involve in farming after class hours (Student, School, X, September 2021).

This argument implies that making follow-ups and using experts in horticultural activities are crucial for horticultural growth. Again, it was observed that most of the schools that were located outside the town had enough land that encouraged crop production compared to those located in Muleba town. Similarly, Onesmo and Koda (2018) on the contribution of school-based income generating activities in quality education provision in secondary schools managed by the Catholic Diocese of Moshi (CDM) indicated that crops and vegetables were school-based IGAs in secondary schools that were managed by the CDM because of availability of skilled personnel and large land for cultivation. Additionally, it was commented by head of school V as:

The large areas of this district have fertile soil and good climate that favors crop production. In our

school, we have decided to establish a school garden. The school garden performs well as the school has employed skilled personnel who supervise the project. Actually, its outcome has increased to the extent of obtaining greens for vitamin C for students. It also reduces the cost that could be used to buy greens and then, that money is remitted to other school expenditure (Head of School V, September 2021).

This implies that the skilled personnel and good climatic condition in Muleba District supports school gardens. Therefore, it is the duty of a school to invest its effort in the performance of IGAs to support schools programs in secondary schools. The school also can carry out school activities that are persistent with available climatic condition. This ensured school to perform projects that operate well because sometimes climate is subjected to changes.

Objective 2: To assess the effectiveness of animal farming activities.

The findings indicated that the studied secondary schools were engaging in animal keeping activities as well. The interviewees revealed that the performance of animal farming in school showed differences as in some studied schools animals increased and in other schools decreased. Therefore, the general performance of animal keeping was not the same as the findings indicated. For example, study findings demonstrated that poultry keeping at school W had been performing well for more than five years.

Then, the findings revealed that the output had been increasing from 200 hens to 657 within three years with an average increase in profit of 1,000,000 Tanzanian shillings (454 US \$) per annum. When a teacher at school W was asked to state how they managed to perform well in this specific project, he said that the school management employed skilled workers who provided day-to-day care, treatment and made follow up. This enabled the project to perform well. Again, the head of school X had the following to say on poultry keeping:

Poultry farming project in our school is performing well. The school started with 50 hens but at present we have 200+ hens. This increase has motivated the school to hire one more skilled person from one to two workers who provide care

and treatment within a short period of time. This was because the increase of hens from 50 to 200 was caused by school hiring skilled personnel (Teacher, School, X, September 2021).

This statement shows that poultry keeping needs skilled human resource to perform well. This study relates with Mtorobo (2019) who conducted a study in Simiyu Region and revealed that animal farming needs skilled workers who will be looking after them. Similarly, the results indicated that poultry keeping at school Z had been performing well for more than five years. The high increase of poultry keeping from 100 to 600 since 2017 was because school Z was able to hire knowledgeable employees outside the school activities who were dealing with school projects only. It was said that before employing expert the project was not performing well because the school project was operated with students who had no knowledge of poultry keeping activities.

Furthermore, the findings from school Y indicated that they were satisfied with goats farming which was performing well as they started with three goats but at the time of the interview they had increased to more than twelve goats. This increase was because the school management team had been consulting veterinary field officers for technical advice that enforced the school to have hybrids of goats. The technical advice made the school to improve monitoring and care because of its progress. The student from school Y reported as follows:

In our school, the goat project performs well. We started with three goats but now we have 12. We managed to perform well in goat rearing because of close monitoring from students and staff who support the project. Furthermore, the school invites livestock keeping field officers for assistance. Our project generates more than Tshs 100,000 (45 US\$) per week and last month we had class football competitions where the first and the second winners were awarded two goats and one goat respectively. Therefore, direct incomes are experienced by students and teachers academically and non-academically like in sports and games (Student of School Y, September 2021).

This implies that the school goats rearing project performed well because students and staff

members were able to handle and care for the projects. Moreover, the location of the schools and climatic condition allowed school to rear goats easily compared to other types of animal husbandry. Also, availability of favorable vegetation influenced the school to have goats rather than other types of animal farming.

In addition, cow farming was found to have good performance. For instance, the study findings indicated that cow keeping at school Z was performing well in the previous six years. The findings revealed that the harvests have been growing suddenly as the school started with one cow but then the school had 8 cows. When participants were asked to state how they managed to perform well on that actual activity, they said that the school had employed a veterinary officer. The expert helped to treat and instruct kind of medicine reliable to a particular disease, and how to wash them. Availability of vast area capacitated with green pastures and hiring people to look for them all the time increased the performance of cows at school. A teacher at school Z said:

The school has cow farming activity that performs well. The school started with one cow but now we have 8 cows. This project is doing well because of the availability of green pastures and the presence of veterinary officers who help us on medical treatment in some particular animal diseases. Our school gets a lot of money and manure from cows. The money obtained helps to employ workers to upkeep and hire qualified veterinary. In our school, we don't use students in our projects. We involve them as part of learning only. Now it can be said that our projects run other projects (Head of School, Z, and September 2021).

This statement entails that the performance of cow farming in school was good due to having expert, availability of green pastures and close care. The project helped the school to employ skilled and knowledgeable manpower that performs school activities and they are knowledgeable for better performance of cow project. This is in line with Okpa (2019) who contended that education institutions would use present assets and facilities skilfully and advance strategies for commercial renting of important

institutional physical resources to generate revenue. Revenue generated becomes critical resources that determine the decision and behaviour of organization toward achieving schools objectives.

However, in school X, cow keeping was not performing well because of various problems as interviewees said that they had enough land and good pastures for grazing their cows but the project was faced with shortage of skilled personnel who could help them in treating them from different diseases.

Lastly, pig keeping was observed to be performing well as school V strengthened piggery shield through accessibility of food leftovers from school canteen, hotels and food vendors that helped school to have sufficient food to feed the project. Also, the head of school when asked how they managed to perform well in the piggery project, he said that the school had employed shepherds who take care of them by regularly ordering foods from different hotels. Furthermore, the project was growing because the school started with twenty pigs in 2014. By the time of this study, they had more than four hundred pigs although sometimes there was got loss and some pigs were sold at low cost because of diseases. This was caused by poor shield that they started with as well as lack of skilled personnel who could advise on how to run the project. It was perceived that availability of old empty piggery shields was empty because many pigs died that time at school V. Therefore, this suggests that there is a need for schools to use modern methods for farming piggery projects. Modern methods would help to have well hybrids of pigs.

Objective 3: To establish the non-farm income generating activities performance in the study schools.

The findings revealed that secondary schools studied in Muleba were performing various non-farm income generating activities including running the oil station with petrol, diesel and kerosene, a cafeteria, school shops, stationery services and hiring school facilities like school halls. The general performance of these activities varied significantly. In some schools, non-farming activities performed well but others were not performing well.

During the interview, the study sought to examine the performance of non-farm activities in secondary schools in Muleba District. The findings revealed that school Z had a petrol station which was performing well. The head of school said, "The oil station performs well because the school employed skilled people who have knowledge on the business. This has stimulated high performance of project as we started with little capital but at present we are in a good position and we want to launch another petrol station. The area has already been surveyed by NEMC." This means that the program was performing well because the project was operated by skilled people that reduced competition among the oil supplies.

The results indicated that the location where the station was located reduced competition in the area around the customers. It was also observed that most of customers who were receiving services were happy with the service that the school offered. This helped the school to run the project effectively. The skilled personnel from the community raised school projects and became a famous station as Plate 1 indicates. Thus, the school employed knowledgeable manpower, to supply quality service.

However, the teacher dealing with IGAs recommended that even if the school performed this particular project well, it was encountered with some challenges like market fluctuation and high transport cost of oil. This minimizes the performance of school projects. A teacher at school Z emphasized:

Oil station in our school is doing well. Within seven years, we have been observing the growth and returns of capital that were invested. This has been increasing due to the project have close follow up by skilled personnel. Also, there is a little competition of the services provide in the area. Other stations are allocated far away from the customers; hence it is only our station that serves this area. Though, sometimes customers condemn us about prices but our employees educate them and they understand (Teacher from School Z, September 2021).

This testimony means that the school ran the oil station project well because of school having employed skilled manpower and little competition in the area. Therefore, a little competition and location of where the project is located matters for income generating project planning.



Plate 1: School's employee at work at school Z

This entails that the school hired the workforce from the community and the students were involved in IGAs as part of their learning. That gave the students time for class hours and

minimized the time spent on doing extra activities.

Furthermore, it was observed that most of the schools had school shops that were performing well as the profits were increasing from time to

time. For instance, one of the heads of schools was asked whether the project was performing well or not. The head of school said, "The school shop is performing well..." The reason he gave is that they decided to hire a skilled shopkeeper from the community. The skills, knowledge and experiences on business made the shopkeeper help to plan and manage the project well. Also, the shopkeeper was able to order goods that were needed by customers. This made the school shop to sell different goods within and outside the schools. Moreover, it was observed that schools W and Y rented their cafeteria and school shops because before renting to people, the projects were performing badly due to little skills and the time the school spent on school shop business. After that, they started renting the facilities. Consequently, the performance changed and became well. This study disagrees with the findings of the study conducted by Nyamwega (2016) who found that students were involved in bakery activities where the projects were performed by students because they helped students with poor background to pay fees. Thus, renting school cafeteria and shops were observed to be a better option to run IGAs well.

Therefore, the studied schools managed to perform well these activities because they rented the cafeteria and shops and received rent in return. The taxes helped the school to hire some experts in supervising oil station and other school projects effectively in secondary schools in Muleba District. Collective meetings in decision-making helped to know the challenges that faced non-IGAs and discovered alternative strategies to handle them to attain the pre-determined goals. This concurs with Kaene and Ross (2014) from South Africa who found that for improvement of IGAs, there is a need for employing knowledgeable and skilled personnel in operating IGAs. This would help to decide and participate fully in decision-making. Therefore, having experts in decision-making is crucial for the growth of IGAs in secondary schools.

Conclusions and Recommendations

This section presents the conclusions of the study based on the major findings analysed under the study.

Conclusions

First, it is concluded that good performance of projects was due to good management and

involvement of staff members in decision-making. On the other hand, the poor performance of crop farming project especially coffee was due to the fluctuation of prices in market. This was because the government introduced new market system which hampered the functioning of free market system. It is therefore, recommended that having good management of crop projects and allowing free market system to operate are prerequisites for the success of crop farming projects in schools.

Secondly, it is concluded that the service rendered by agricultural extension officers was the key for having positive results in the animal farming projects. It is recommended that there is a need for the government to invest more by training more agricultural extension officers for the schools to access their services with minimal cost.

Last, the projects needed large initial capital for the projects to start. Furthermore, employment of skilled workers with business knowledge was a prerequisite for smooth operation of the projects. The study recommends that there is a need for schools to employ human resources who would run well the non-farm income generating projects.

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