

**EVALUATION OF INFLUENCE OF INCOME GENERATING PROJECTS ON
EDUCATIONAL OUTCOMES IN PUBLIC SECONDARY SCHOOLS OF
MOMBASA COUNTY, KENYA**

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ABSTRACT

Income Generating Projects have become one of the most acceptable means of raising funds to help support curriculum programs in Kenyan public secondary schools in the face of fast rising enrollment rates and high poverty levels which hinder fee payments. These projects have thus been devised in the public secondary schools to help boost educational outcomes in the said schools. The purpose of this study was to evaluate the Income Generating Projects on educational outcomes in Mombasa County public secondary schools. The study was guided by the following objectives: to establish the types of Income Generating Projects being operated to realize educational outcomes in public secondary schools of Mombasa County, to evaluate the viability of the IGPs on educational outcomes in public secondary schools of Mombasa County, to find out the ways of curbing wastages in IGPs in enhancement of positive educational outcomes in Public Secondary schools of Mombasa County and to determine the influence of IGPs on educational outcomes in public secondary schools of Mombasa County. The locale of study was Mombasa County which is administratively divided into four sub counties of Mombasa, Kisauni, Changamwe and Kisauni. The Research methodology adopted in this research study was the survey research design which involved the collection of quantitative data and the main research instrument used was the questionnaire. The target population was the 35 public secondary schools in Mombasa County. The sample size of 12 schools which is 34% of the target population was derived through stratified random sampling which resulted to 4 strata being created according to administrative zones of Sub Counties and each stratum consisted of schools sampled proportionately depending on the number of schools in the Sub County. The researcher then used purposive sampling to select one deputy principal and one head of department per school as respondents. 10 students per each participating school were also selected through simple random sampling to participate in the study as respondents. In total, 24 teachers and 120 students participated as respondents. The collected data was then analyzed using SPSS 21 software whereby descriptive statistical analyses were used to analyze all the research questions, and thereafter data was presented using percentages, mean, tables and charts in order to summarize the findings. The study established that most of the sampled schools have at least one or more IGPs but they lack variety as most operate school buses as IGPs and very few schools have agricultural based IGPs. The study also found out that the IGPs are not viable since they do not generate adequate revenue to support educational outcomes. This study also found out that management measures such as proper financial records and marketing which could result in the IGPs being financially viable so as to support educational outcomes are not being practiced in public secondary schools of Mombasa County. The study thus recommends that the schools should diversify the types of IGPs and even run many more IGPs, embrace IGP management practices that would curb wastage and finally to request for regular auditing of IGP revenues by the auditors from the County Education Office.