

INFLUENCE OF INCOME GENERATING ACTIVITIES ON TEACHING AND LEARNING ENVIRONMENT IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA SOUTH DISTRICT-KENYA

Degree Programme: [MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT](#) [1]

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ABSTRACT

Although the government has tried to intervene and support financing of Public Secondary School in the country through Free Secondary Education Program, 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 undertaken for this purpose was introduction of Income Generating Activities(IGA). Different projects were started in many schools in the country to create some money for the schools operations. This research study sought to identify the influences produced by income generating activities on teaching and learning environment in public secondary schools in Bungoma South District. The study also has an aim of establishing other unexploited IGA advantages that can be acquired by all schools in the Country undertaking these project. The study addressed the following objectives to investigate the extend to which IGA influence teachers working conditions, to determine the level at which IGA influence students learning process, to examine how IGA influence curriculum implementation and to investigate the extend to which IGA influence support system in Secondary schools. The research design that was employed for this study was descriptive survey. It involved collection of data by administering questionnaires to a sample of individuals. The questionnaires were given to ten Head teachers, ten Bursars and one hundred and forty two heads of departments who form up in total a sample size of one hundred and sixty two. After data collection the responses were organized, coded and entered into the computer for analysis using descriptive statistics. The analysis was give out basing on percentages, mean, mode, median, frequency and standard deviations. From the research findings it was evident that factors relating to adoptions of IGA activities in schools are categorized in three broad categories namely: Teacher Working Conditions, Student Learning Factors and Improvement in Curriculum. Further studies were recommended for future researchers on the topic so as to compare their results with the ones of this report.

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