

## CONTRIBUTION OF SCHOOL-BASED INCOME GENERATING ACTIVITIES IN QUALITY EDUCATION PROVISION IN SECONDARY SCHOOLS MANAGED BY THE CATHOLIC DIOCESE OF MOSHI, TANZANIA

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**ABSTRACT:** *The purpose of this study was to find out the contribution of school-based income generating activities (IGAs) in quality education provision in secondary schools managed by the Catholic Diocese of Moshi (CDM). This study was conducted in October, 2017 in 12 secondary schools managed by the CDM comprising 8 co-education, 2 girls and 2 boys' secondary schools. The study adopted a quantitative approach under a cross-sectional survey research design. A sample size of 252 respondents was selected to be part of this study; this included a total of 168 Students and 72 Teachers using stratified and simple random sampling. The study also automatically involved 12 Heads of schools. Data was collected through self-administering Questionnaires to the Heads of schools, Teachers and Students; and Document Analysis Schedule for examine Form Four National Examination results from secondary schools selected as a sample of the study. The data obtained was analyzed through Statistical Package for Social Sciences (SPSS) version 14, into percentages and frequencies; and presented by using tables. The results of this study indicated that; crops, vegetable and poultry farming were the main school-based IGAs in secondary schools managed by the CDM; provision of teaching and learning materials as the most contribution of school-based IGAs to the secondary schools managed by the CDM; lack of entrepreneurship skills among the school-based IGAs stakeholders was the main challenge affecting Heads of Schools in management of school-based IGAs in secondary schools managed by the CDM; and finally a suggestion of creation of awareness and cooperation's among the school-based IGAs stakeholders were the main possible solution to challenges facing Heads of Schools in management of school-based IGAs in the secondary schools managed by the CDM. This study concluded that school-based IGAs are very useful alternative ways of producing additional funds as they enable secondary schools managed by the CDM to solve financial problems. The study recommended that; Heads of Schools, Teachers and Students should be given special entrepreneurship training on transparency and accountability before the design and implementation of any school-based IGAs in secondary schools managed by the CDM.*

**KEYWORDS:** Income Generating, Quality Education, Secondary Schools, Education Sector, Tanzania

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## INTRODUCTION

### Background

Education is one of the largest sectors in the World, its core purpose is to provide quality impartation of knowledge, skills and attitudes to the learners which can enable them to master their environment by eradicating poverty, ignorance and diseases (Chernus, 2012; Steers & Smith, 2015). The milestone of quality education in the 20<sup>th</sup> Century manifested itself since long time ago, during the era of universal declaration of human rights of 10 December 1948

as it emphasized that, quality education should be positioned as one of the human right for every member of the society in the World (United Nations, 2013; Gnanam & Stella, 2015). Secondary education at that time was largely oriented towards preparing students for entry to university or equivalent level education (UNESCO, 2005). This was until in 1965 Convention against Discrimination in Education which made secondary education to be available, accessible, acceptable and adaptable to all (Aurora, 2016).

In African continent, since 1990 Jomtien World Conference on Education for All (EFA), and more so in the 2000 Dakar World Education Forum which described the great extend in which Africans values the secondary school education as a strategy of eradicating ignorance, poverty and diseases (Charles, 2012; Kalolo, 2016). Through provision of quality education, African countries will disengage themselves from their common enemy called Neo-colonialism (Hilary, 2017). The continental organization (African Union by then Organisation of African Unity) with its Headquarters in Addis Ababa, Ethiopia; has united African countries to put their hands together in the whole process of giving out quality education for the future African continent (Steers & Smith, 2015).

The provision of quality education in secondary schools in Tanzania had a great connection with the massive enrolment expansion in Tanzania mainland which started shortly after its independence from the United Kingdom on 9<sup>th</sup> December, 1961 (Katundu & Umber, 2015). Before independence, educational access was very restricted and mostly given by the colonial government and missionaries to the sons and daughters of Chiefs; and few Africans who were ready to accept Christian values and rituals (Danaher, 2015). The Arusha Declaration was followed in 1967 by the policy document "Education for Self-Reliance (ESR)" as chaired by the first President of Tanzania, Nyerere J.K, in which education was assigned a seminal role in the transformation of the country to an African socialist society by nationalize the major means of production including education sector for the benefit of poorest people in the society (Nyerere, 1968; Mmari, 1995 ; Connell, 2016).

However, by the early 1980s, the education sector saw a huge reduction in resources that lead to a reversal of progress made towards quality education during the 1970s (Carpenter, 2013). This was caused by external hurdles such as oil crises, low coffee prices, drought, and war with Uganda; and deficient internal economic policy caused an economic crisis that needed to be resolved through Structural Adjustments Programmes by the support of the World Bank and the International Monetary Fund (URT, 2014). As a result, from 1980 to 1990's the Government of Tanzania encouraged the interests of the Non- Government Organizations (NGOs), religious groups and other education benefactors to invest their capital in establishment and consolidation of secondary school education in order to enhance the quality education provision (Laddunuri, 2012; Nambuya, 2013). This was also supported by the Presidential commission on education under the leadership of Jackson Makwetta in 1982 report which allowed the expansion of secondary school education by involving other education stakeholders. Such educational institutions have assisted the Government which has prime role of providing education to raise enrolment rates of students at lower and upper secondary school levels (URT, 2000).

Following the Tanzanian participation in the World Conference on Education held in Dakar - Senegal at the turn of the new millennium in 2000, adopted the Dakar Framework for Action for implementation of the program of Education for All which aimed to improve quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy and essential life skills (UNESCO, 2004;

Makombe, 2010). It is also implementing “Tanzania Development Vision 2025,” which amongst other areas, accords high priority to education as instrumental in bringing about social-economic transformation in the lives of Tanzanians and integrates them in Industrial Development Strategy (MKUKUTA, 2012; URT, 2015). According to the vision, “Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to completely solve the development challenges” (URT, 2015).

Secondary schools managed by the Catholic Diocese Moshi (CDM) started to emerge before Tanzania mainland got its independence and most of them expanded in the years between 1980’s and 2000 (Gebreyes, 2010). These schools are mobilizing their funds from the school fees paid by parents, conducting fundraising programmes, establishment of school-based income generating activities and donations from other well-wishers such as religious organizations, politicians, World Bank and International Monetary Fund’s (Gupta, 1967; Juran, 1995; Hilman & Collins, 2009; Kasim, 2011; Mode, 2013). These efforts intended to enable heads of schools to hire more qualified teachers, improve and maintain school facilities, teach new subjects such as entrepreneurs based subjects, reduce school fees to students, offer free food to students and staff members and provide scholarships to poorer students (Siswanto & Idrus, 2013; Steers & Smith, 2015).

Despite of all efforts made by different sources of mobilizing school funds for financing quality education, but still heads of schools in secondary schools managed by the CDM; are lamenting that, the funds obtained are not enough to cater the need of quality education provision (Mulkeen, 2010). This resulted to the increase of the school fees which became burden to the parents; schools prove failure to secure constant supply of teaching and learning materials, motivating teaching and non-teaching staff, shortage of qualified teaching staff for science subjects, poor school infrastructures, decline of students enrolment rates and finally poor academic performance of students in their National Examinations (UNESCO, 2013).

This has evidenced by poor performance of students in their national examinations from 2012-2017 as showing in examination in Certificate of Secondary School (CSEE) Results Percentages by division in secondary school which indicated that, secondary schools performance results in CSEE in Secondary schools managed by CDM as from 2012 to 2016 range from Division I-III which was 66.02% as good results, and from Division IV –O which was 33.98% as poor results (NECTA, 2016). This implies that, schools have good plans to improve the provision of quality education that will eradicate Division IV & O (33.98%); and at the same time their suffering from financial difficulty to implement their plans.

This is probably caused by poor provision of quality education due to insufficient of funds to managed teaching and learning processes (Okumbe, 2001; Wachter, 2012; Oliver & Streete, 2013). This situation made heads of schools to establish alternative source of additional funds by generating their own income through school-based income generating activities (Ganti & Kolluri, 1979; Deming, 1986; Henrekson, 1990; Beath & Poyogo, 2014; CDM, 2017). Therefore, this study focused on finding out if there is any contribution of the school-based income generating activities (IGAs) as an alternative source of generating additional funds for financing quality education provision in secondary schools managed by the CDM.

## LITERATURE REVIEW

### Review of Related Theories

This study was guided by four theories;

**Resource dependence theory (RDT).** This theory was propounded by Pfeffer & Salancik (1978). The theory was founded on the principles of the open system theory, which postulates that, even though all organizations have internal resources, most of them are not self-sufficient, and therefore, most of them depend on external resources to support their operations and aspirations. On this basis, deficiency in resources is perceived as the key force driving organizations to initiate business ventures to reduce uncertainty and risks of bankruptcy. This theory of RDT used as the bases to this study as it explains the influences of environments on organizational relations. It further explains on how the external resources of organizations affect the behavior of the organization. Too much dependency on external resources creates uncertainty, which leaves organizations subject to risk of external control. External control may be imposed by government or other organizations, and can have a significant effect on internal operations, such as funding or personnel policies. Managers should strategize alternative business plans in order to lower this risk (Peacock & Wiseman, 1961; Hilman & Collins, 2009).

**Cost-Effectiveness Analysis Theory.** The theory as advocated by Alkin (1970) compares the relative costs of running an institution to the outcomes (effects) of two or more courses of action. The theory was designed to assist managers in choosing among alternative courses of action or policies when resources are limited (Edejer, 2003). Most educational decisions face constraints in the availability of budgetary and other resources. Some alternatives may be more costly than others for the same results, meaning that society must sacrifice more resources to obtain a given end. It is desirable to choose those alternatives that are least costly for reaching a particular objective or that have the largest impact per unit of cost. This is intuitively obvious because the most cost-effective solution will free up resources for other uses or allow a greater impact for any given investment in comparison to a less cost-effective solution.

**Theory of Income Generation** This theory was propounded by Keynes (1936). This theory focused on the circular flow of income. This is the process by which payments flow from firms to households in the form of payment for the factors of production and from households back to firms in the form of inputs- land, labour, capital and entrepreneurship. In other words, government invests money in education, but ironically, the same government collects the money back from the parents in form of school fees and Parents Teachers Association levies, developmental levies among others. Under this circumstance, it left the school management without fund to embark on any project, which the government cannot embark upon.

**Capital Theory of School Effectiveness and Improvement (CTSEI).** This theory was developed by Hargreaves (2001) based on outcomes; both cognitive and moral; leverage which is the relation between teacher input and education output; intellectual capital, which is the sum of the school's knowledge and experience; and social capital that networks of trusts and collaborations. In this theory, Hargreaves (2001) argues that, the conventional model of measuring school-effectiveness (and by extension improvement) is a tool for the analyses of school success and failure.

## **Review of Empirical Studies**

This study on the contribution of school-based income generating activities in quality education provision in secondary schools managed by the Catholic Diocese of Moshi was guided by the following empirical studies, basing on research questions of this study;

### **The available school-based Income Generating Activities for producing additional Funds to finance quality education in secondary schools**

The study conducted by Omukoba, Simatwa & Ayodo (2011) on contribution of income generating activities to financing secondary school education, the findings indicated that the government of Kenya has initiated Investment Program for the entire sector of education in 2003 and Free Tuition Day Secondary Education in 2008. However, it is still evident that there are financial gaps that need additional funding; the government advised the schools managers to mobilize available institutional resources such as land, physical facilities and equipment to generate income through commercial, agricultural projects and renting school facilities to provide the necessary learning resources to enable the schools to run efficiently (Achumbi, 2012). The study conducted on understanding and improving quality of secondary school education in Tanzania by Jidamva (2012), emphasized that in 1967 Tanzania introduced the philosophy of education for self-reliance (ESR) aimed at equipping learners with skills for work and life (Nyerere, 1968; Benson, 2006). The advocacy in the education for self-reliance (ESR) was terminal and complete education (Nyerere, 1968). By terminal and complete it was meant that each level of education provides knowledge and skills that offer the necessary skills for work and life which would empower individuals to co-operatively develop their societies (Ishumi & Maliyamkono, 1995). The emphasis in ESR was co-operation, citizenship and work (Nyerere, 1968).

The recent study on the influence of school-based-income generating projects on students' retention rate in secondary education by Nyangaresi et. al (2016) which found that, secondary schools had various IGAs with majority of schools engaging in agricultural based projects; other activities were hiring of school facilities such as school bus, hall, tents, fields for recreation and houses for renting (Gongera & Okoth, 2013). This concur with the study on income generating activities and social mobilization in rural women in Uganda done by Jada (2010) which indicated the following IGAs; rearing of goats and cows, poultry farming, piggery, farming of food/cash crops, tailoring, selling fish and baking as the major projects that led to a greater economic dependence of women (Hajdu & Chipeta, 2011). Moreover; Getange, Onkeo & Orodho (2014) on their study of alternative sources of funds for secondary schools found that; Constituency development funds, local authority trust funds, donations, sponsorships and government subsidies as the main IGAs.

The study conducted by Nwakpa (2016) on the alternative sources of financing secondary education in Ebony State by the school administrators; identified the following sources of funds; Parents Teachers Associations pays levy to improve school facilities and motivating students and teachers; use of direct labors in carrying out school projects in order to reduce expenses instead of using contractors; payment for extra lessons for students after the official school hours which organized by school principals; proceeds from school activities such as sales of students handicrafts, sales of books and stationery, staging of school plays and raffles, sales of farm products from school farm, fund raising activity; appeal fund raising to wealthy persons in the community where the school is located for financial assistance, donations from NGOs and Old student's associations, which normally provides both cash and



materials for the growth of the school (Martin, 2011; Charles, 2012). Therefore; this study on the contribution of school-based income generating activities in secondary schools managed by the Catholic Diocese of Moshi sought to find out the available school-based IGAs in secondary schools managed by the CDM that can be used by Heads of Schools to generate additional funds to cater the school needs in terms of school economic shocks. In all the empirical studies surveyed by this study; none of them investigated in the secondary schools managed by the CDM.

### **Contribution of School-based Income Generating Activities on Quality Education Provision**

A study on the alternative sources of funding for free day secondary education in Kisii Central District in Kenya as conducted done by Getange, Onkeo & Orodho (2014); its findings noted that, school-based IGAs, has played an important role in reducing fee deficits; thus, making the management of schools easier. This study reflected the study on the use of the income-generating activities and perceptions of beneficiaries in Kavango Region of Namibia done by Kavetuna (2013); which indicated that, the additional funds generated by IGAs became useful in financial rewarding to the stakeholders, improving working conditions, and quality of work tools and promotes a sense of respect and appreciations. The study conducted on the value added by income generating activities on financial performance of public secondary schools done by Dundee & Rambo (2013), revealed that, IGAs enabled public schools to cope with external shocks, without necessarily passing down budgetary adjustments to parents. This study agree with the study conducted on the contribution of income generating activities to financing secondary school education which was done by Omukoba, Sonata & Ayodo (2011) found that; additional funds generated through school-based IGAs was used to purchase teaching and learning materials, facilities maintenance, infrastructure development and staff motivation in secondary schools found in Elmore municipality. Furthermore, IGAs are used by school managers as a tool of developing economies especially in economic social decision-making, mobility, access and control over resources (Duflo, 2012; Ola, 2014).

On top of that Ndolo et al (2011) noted that, profits from school-based IGAs lowered the overhead cost of education and subsequently increase the access and affordability to all members of the community, the proceeds were used to purchase learning materials and to provide physical facilities. Selina (2012) argued that; IGAs contributes on the students retention rates in public secondary schools by ensuring adequate supply of physical facilities such as classrooms, laboratories and human resources inform of teachers and staff support which are acquired based on availability of financial resources generated in schools; this makes financial resource to be a key resource in quality education provision (Mayama, 2012; Watima, 2013). One of the popular research study conducted on the study of analysis of income generating activities in public secondary schools conducted done by Mutegi (2009) has shown that, secondary schools in developing countries face serious financial difficulties due to failure by parents to pay fees on time. The study revealed that, there was a need for schools to make efficient use of all available opportunities such land, water bodies, climatic conditions and human resources available in school premises to raise supplementary finances for funding their programs (Obadha, 2012; Khatete, 2014). Therefore; this study wanted to establish the extent in which school-based IGAs contribute in quality education provision in secondary schools managed by the CDM as none of the studies surveyed concentrated in the Diocese schools. This created a motivation sphere for the study to be done in the secondary

schools managed by the CDM. The study was able to break the myths as far as this study concerns in the CDM.

### **Challenges facing Heads of Schools in the Management of School-based IGAs**

The study conducted by Kiusange & Shauri (2007) in Tanzania reveals that the teaching profession requires large number of qualified teachers, constant availability of teaching and learning resources. It will therefore demand very large amount of money to cater the needs of the institution. At the same time schools are depending on external sources of funds to run their activities. The researchers concluded that, due to lack of sufficient funds hinders the implementations of curricular and ex-curricular activities necessary for improving educational provisions. Ngando (2010); on the study of time management behaviour among secondary school personnel in Kinango district indicated that; majority of teachers and students do not report on time to the school-based IGAs due to lack of motivation forces (Waweru & Orodho, 2013). The recent study on assessment of School Facilities and Resources in the Context of Fee Free Basic Education in Tanzania done by Kapinga (2016) verified that; the main determinants of quality education include provision of adequate textbooks and teaching staff, a conducive learning environment (including water and sanitation facilities and classrooms), as well as a broad-based curriculum that is implemented through students-centred interactive teaching methodologies. School facilities are one of the basic educational requirements that must be maintained in terms of safety and quality. Moreover, Mwelumbini (2014) verified that; efficient schools include learning with all supportive actions; unfortunately there were no individualized programs for special needs and low performance students due to insufficient teachers and poor social services in public secondary schools.

The study conducted on the factors influencing academic performance of ward secondary schools: a case of selected schools in Moshi Municipality done by Komba, Hizza & Jonathan (2014); identified the associate challenges which faced heads of schools in management of school-based income generating activities; these included; few number of teachers per subject taught in relation to the number of students, poor teaching environment and fewer learning materials compared to the number of students (Martins, 2011). Other constraints included fewer and un-qualified teachers, lack of competent libraries including lack of staff, few alternative readings and few books, unavailability of or underfunded laboratories and weak relation between teachers and parents associations. The study conducted by using both quantitative and qualitative approaches on the analysis of stakeholders views on the quality of education in community secondary schools in Moshi rural district by Tondi (2014) indicated that; students complains on having few teachers for sciences subjects; parents view that, fees are low but other contributions such as uniforms, meals and stationary are much higher; teachers views that, schools do not have enough infrastructures for quality teaching and classes are overcrowded. Jodi (2010) argued that, the most challenges affecting income generating activities in the study of IGAs and social mobilization were drought which affect farming, weak leadership, shortage of land, low access to bank loans and conflicts of interests among the stakeholders.

The recent study on the constraints of implementing free secondary school education in Mandera done by Adan & Orodho (2015) found that; school managers faces challenges such as low management capacity of the principals, delay of time of funds disbursement to schools, unreliable parent support to the implementation of free secondary education and most of principals are only subjected to compulsory training in resources management,

without concentrating on the directorate of quality assurance and standards in order to increase the frequency of school-based IGAs supervision in order to produce quality outcomes of products. Therefore; the review of these empirical studies indicates that; none of the study done in the secondary schools managed by the CDM. This study enabled the researcher to identify the unique challenges which affects Heads of Schools in the management of school-based IGAs specifically in the secondary schools managed by the CDM.

**Strategies used to overcome the challenges facing Heads of Schools in improving School-based IGAs.** The study on the school management and students' academic performance by Tabitha (2014) sought to analyze the strategies in which school managers can apply to improve academic performance of students in schools under free day secondary education in Embu District established that; school managers should consistently monitoring instructional processes and student assessment, coordinating guidance and counseling programmes and investing enough capital on income generating activities to subsidize government funding through free day secondary education. On top of that, the study recommended that, school managers should undergo intensive leadership training on all aspects of school-based IGAs management for enhancing academic performance to be realized. The study on the contribution of IGAs in financing secondary school education which was conducted by Omukoba, Simatwa & Ayodo (2011) recommended that; IGAs are useful source of additional funds and therefore, the government should formulate a national framework for policy planning and administration of IGAs by initiating capacity buildings programmes for school managers to equip them with entrepreneurial skills and infuse entrepreneurship in order to manage IGAs effectively. Therefore; the surveyed empirical studies were conducted outside of secondary schools managed by the CDM. This prompted the study; to be done in secondary schools managed by the CDM; in order to find out the possible suggestions towards helping Heads of Schools to improve in their skills of managing school-based IGAs in relation to the quality education provision in the secondary schools managed by the CDM.

**Summary of Literature Review.** The review of empirical studies on the contribution of school-based IGAs in quality education provision in secondary schools managed by the CDM indicate that, bigger number of studies conducted outside Tanzania, and none of them done in the secondary schools managed by Catholic Diocese of Moshi. On top of that; none of them researched on the contribution of school-based income generating activities (IGAs) in quality education provision in secondary schools managed by the CDM. From all literatures surveyed, it is obvious that little has been done on the contribution of IGAs in quality education provision in secondary schools managed by the CDM. It is from this scenario that the researcher was inspired to conduct the current study because none of these studies have attempted to research on contribution of IGAs and the extend it raise extra funds for improving quality education provision. The research therefore, sought to find out, the extent in which quality education in secondary schools managed by Catholic Diocese of Moshi can be financed by using IGAs as alternative source of funds instead of depending from external sources only such as school fees, grants, aids, fundraisings and capitation



**Research Gap.** This chapter has presented literature related to the study on the contribution of school-based income generating activities in quality education provision in secondary schools managed by the Catholic Diocese of Moshi (CDM). However, the researcher did not come across to this study in secondary schools managed by the CDM. It is therefore not clear to different scholars and none of them attempted to rescue the situation. This study therefore; sought to fill in the gap that remained for many years by finding out the contribution of school-based IGAs in secondary schools managed by the CDM.

## RESEARCH METHODOLOGY

This study was conducted in 12 secondary schools managed by the CDM comprising 8 co-education, 2 girls and 2 boys secondary school. The study adopted quantitative approach under a cross-sectional survey research design. A sample size of 252 respondents was selected to be part of this study; this included a total of 168 Students and 72 Teachers using stratified and simple random sampling. The study also automatically involved 12 Heads of schools. Data was collected through self-administering Questionnaires to the Heads of schools, Teachers and Students; and Document Analysis Schedule for examine Form Four National Examination results from secondary schools selected as a sample of the study. The data obtained was analyzed through Statistical Package for Social Sciences (SPSS) version 14, into percentages and frequencies; and presented by using tables.

## RESULTS AND DISCUSSION

This study answered four research questions as follows;

**The available school-based IGAs in secondary schools managed by the CDM.** The findings show a bigger number of respondents which is 83.3% indicate that, the secondary schools managed by the CDM engage in crop and vegetable farming projects as their school-based activities than other activities, it followed by cattle rearing, school shop and piggery. The least number of respondents showed that secondary schools engaged in baking and poultry farming. This helped them to produce reliable source of food for their schools as well as surplus food for commercial activities (Ahmad, Soon & Ting 2015). This finding of the study concur with study conducted by Nyangaresi et al (2016) which indicated that, secondary schools had various IGAs with the majority of the schools engaging in agricultural based activities. This implies that; crop and vegetable farming IGAs was an activity which suits the geographical location of the CDM.

**Poultry farming;** the study findings show that, 36.1% of Teachers and 57.1% of Students indicated satisfactory; 19.4% of Teachers and 15.5% of Students indicated not satisfactory and 44.4% of Teachers and 27.4% of Students indicated that poultry farming was not available in schools managed by the CDM. The findings of this study showed that most of students' responses indicated satisfactory with poultry farming as it enables schools to get quick money and balanced diets for students, staffs and heads of schools, while the majority of teachers' responses indicated poultry farming was not available in their school. This implies that, most of respondents are not aware with the existence of poultry farming in their schools.

**Cattle Rearing;** the findings show that, 41.7% of Teachers and 76.2% of Students indicated satisfactory; 27.8% of Teachers and 15.5% of Students indicated not satisfactory and 30.6% of Teachers and 8.3% of Students indicated not available. The findings of this study show that, a bigger number of respondents (teachers and students) indicated satisfactory in cattle rearing activities. This implies that, rearing of cattle like cows and goats was very important income generating activity in secondary schools. It provided beef and milk for schools stakeholders.

**Piggery;** the findings show that; 55.6% of Teachers and 60.7% of Students indicated satisfactory; 8.3% of Teachers and 16.7% of Students indicated not satisfactory and 36.1% of Teachers and 22.6% of Students indicated not available. The findings of this study show that, the majority of respondents (teachers and students) indicated satisfactory rate in their questionnaire. This shows that, secondary schools managed by Catholic Diocese of Moshi (CDM) are not restricted from religious controversy that denied the pig rearing compared to other education institutions not managed by the CDM. This enables them to obtain reliable supply of beef and income necessary for financing quality education provision.

**Crops and vegetables Farming;** the findings show that; 61.1% of Teachers and 84.5% of Students indicated satisfactory; 8.3% of Teachers and 4.8% of Students indicated not satisfactory and 30.6% of Teachers and 10.7% of Students indicated not available. The findings of this study shows, a bigger number of respondents both teachers and students indicated satisfactory rate. This shows that, secondary schools managed by the CDM engage in this particular activity in order to produce food for their domestic and commercial use. This implies crops and vegetable farming was the main school-based income generating activities in almost all the secondary schools managed by the CDM. Thus shows that, schools have enough pieces of land and good climatic condition for this important activity.

**School shop;** the findings show that; 75.0% of Teachers and 72.8% of Students indicated satisfactory; 22.2% of Teachers and 15.5% of Students indicated not satisfactory and 2.8% of Teachers and 11.9% of Students indicated not available. The findings of this study showed that, most respondents indicated satisfactory rate in this income generating activity. This implies that, secondary schools create a conducive marketing environment for selling different goods to students and staff members. In this school-based income generating activities, it enables heads of schools to supply important commodities for the staffs and students, which in turn helped the schools to ensure constant profit from such trade activity.

**Baking project;** the findings show that, 41.7% of teachers and 39.3% of students indicated satisfactory; 16.7% of Teachers and 17.9% of Students indicated not satisfactory and 41.7% of Teachers and 42.9% of Students indicated not available. The findings of this study showed that, the least number of all respondents (teachers and students) indicated not satisfactory rate. This response indicates that, most of the secondary schools managed by the CDM are not engaging effectively in this particular project. This implies, baking projects demand high amount of capital, time and skilled personnel compared to other income generating activities like agricultural projects.

This findings concur with Jada (2010) who indicated in the study that; IGAs activities such as rearing of cows, poultry, farming of crops and vegetables, baking, piggery and business like opening of shops were among the main IGAs which can be used by different education stakeholders in the whole process of generating additional funds alternatively to the external sources. These have been noted by many recent scholars (Getenge, Onkeo & Orodho, 2014:

Odundo & Rambo, 2016; Nwakpa, 2016) who pointed out that, IGAs such as farming of crops, poultry and piggyery favored by the learning environment as they produce additional funds for secondary schools development.

This study emphasized that; secondary schools managed by the CDM have a potential land, water and capital that attracts the establishment and expansion of various IGAs. This finds agree with the Capital theory of Hargreaves (2001) which indicates that, secondary schools have enough capital to initiate IGAs. Heads of schools can use the available resources to initiates various projects for the purpose of improving the quality of education provision. The study found that; secondary schools managed by CDM have school-based IGAs which can enable them to produce additional funds that will be useful in times of financial shocks like delay of parents to pay school fees on time.

### **The extent in which school-based IGAs contribute in quality education provision in secondary schools managed by the CDM**

The study sought to know the extent in which school-based IGAs contribute in quality education provision in secondary schools managed by the CDM. The study employed Questionnaires to the Heads of Schools, Teachers and Students; and also the study examine documents on the form four national examinations mean score results from 2012 to 2016 to the secondary schools sampled for this study. Finally the study summarized the findings from documents analyzed in Table 4.7.

**Table 4.7: CSEE Results as from 2012-2016 in Mean Scores by Division in secondary schools (n=12) managed by the CDM selected as a sample of the study**

<b>School</b>	<b>Division I</b>	<b>Division II</b>	<b>Division III</b>	<b>Division IV</b>	<b>Division 0</b>
<b>A</b>	36.2	70.4	16.4	0.6	0.0
<b>B</b>	18.2	56.4	30.6	15.4	0.0
<b>C</b>	1.6	10.8	28.0	56.2	12.0
<b>D</b>	0.8	6.2	19.8	58.2	35.2
<b>E</b>	3.4	21.4	32.8	17.4	0.0
<b>F</b>	24.2	100.0	135.8	206.4	29.4
<b>G</b>	0.2	4.0	11.0	61.6	29.0
<b>H</b>	4.4	30.2	25.6	13.0	1.0
<b>I</b>	27.8	24.6	4.2	0.6	0.0
<b>J</b>	1.8	15.6	28.8	37.8	12.0
<b>K</b>	18.4	18.0	0.4	0.4	0.0
<b>L</b>	71	63.4	13.8	3.2	0.0
<b>Mean Scores</b>	<b>17.3</b>	<b>35.1</b>	<b>28.9</b>	<b>39.3</b>	<b>9.9</b>

**Source: Field Data, 2017**

The findings in Table 4.7 show the summary of documents examined on the CSEE results in the secondary schools managed by the CDM as collected by this study using documents analysis schedule instrument in order to find out the contribution of school-based IGAs in quality education provision in secondary schools managed by the CDM. The findings indicate a bigger number of schools managed by the CDM had good performance of students in national examinations. The study found out that, most of the secondary schools which performed better than others such as A, E I, H, K & L have invested much on the school-

based IGAs, while the secondary schools with poor performance such as school D, F, & G. have invested little in school-based IGAs. The findings implies that, the secondary schools managed by the CDM with many IGAs produce more additional funds for financing quality education provision compared to those with limited number of school-based IGAs.

The findings from Heads of schools Questionnaires responses; on the contribution of school-based IGAs in improving the quality of education provision show that; 100% of respondents indicated that, it help in help heads of schools in giving motivation to the students, teachers and other workers. 50.0% of respondents showed that; it helps students to get health and peace of mind by getting quality food; 33.3% of respondents indicated that, in enables the provision of academic remedial classes to the week students and it reduces stresses of ensuring reliable source of funds among the heads of schools. The least of number, that if 16.7% of respondents indicated that in helps heads of schools to produce additional funds for purchasing of sports gears, it facilitates the availability of teaching and learning facilities; and teachers and Students learn practically from school entrepreneurship project.

This findings, reflected the theory of Public Expenditure as used by this study in the theoretical frame work which was developed by Adolph Wagner at the end of 19<sup>th</sup> Century (Ganti & Kolluri, 1979) which indicated that the secondary schools managed by the CDM should develop their own source of fund through IGAs instead of depending on external sources only such as school fees, grants and donations.

The findings of this study imply that; the majority of the respondents use the profit obtained from school-based IGAs to motivate their students and staff members. This findings is reflected in the study of Odundo & Rambo (2013) on their study on the extent in which school-based IGAs add value to the financial performance of the schools which useful in motivating students and staff members. Nyerere (1968) emphasized on implementation of self-reliance education to students, which is equivalent to the school-based IGAs initiates a sense of cooperation, citizenship and work among the Tanzanian's citizen. Through involving students in school projects, they will be prepared for future generation.

As from the theoretical framework, the study proves the theory "Dependency theory" as proposed by Adolph Wagner (Ganti & Kolluri, 1979) which insisted that, the government cannot manage to support everything in the country. The same applies; school fees are not enough to cater the needs of secondary schools education. Therefore, there is a need of developing school-based IGAs. This study therefore; implies that, school-based IGAs enables secondary schools managed by the CDM to cope with external shocks, without necessarily passing down budgetary adjustments to students' parents. The profit obtained from school projects can be used to purchase quality teaching and learning materials (Keyness, 1936).

In regard to the findings of this study from teachers and students show that; a bigger number of respondents indicated that; school-based IGAs produce additional funds that contributes to a large extent in the improvement of health through the provision of balanced diets to the students and staff members, supply of teaching and learning materials, setting up remedial classes and installation of solar and generator power which essential ingredients of quality education provision. Komba, Hizza & Jonathan (2014) also agree with this findings that; secondary schools managed by the CDM needs to develop additional sources of funds to ensure that, qualified teachers, teaching and learning materials and infrastructures are available in school premises to influence quality academic performance of students in their national examinations.

On other hand, the least number of respondents indicated on their perception that; school-based IGAs produce an additional fund which contributes in provision of in-service training to the in-service staff members, building and maintenance of students and staffs accommodation and provision of free education to the less privileged students. Similarly study was done by Charles (2012) who maintained that private schools like the secondary schools managed by the CDM should also implement the principle of “Education for All” by sponsoring students from weak economic status. Kavetuna (2013) in an address to the use of the IGAs funds indicated that; secondary schools managed by the CDM are in position to produce additional funds for motivating their students and teachers in terms of financial rewards, respect and appreciation and improving working conditions.

The findings of this study agreed with the study on the contribution of IGAs to the financing of secondary school education conducted by Omukoba, Simatwa & Ayodo (2011) by stating that; the additional money generated by the IGAs has been used in purchasing of teaching and learning materials; repairing, maintenance and improvement of school infrastructures such as classrooms, libraries, laboratories and dormitories; and IGAs enable secondary schools to provide tangible motivation to the students and staff members. According to the cost- effectiveness theory which developed by Alkin (1970), maintain that; IGAs assists heads of schools to invest in various school-based activities aiming at generating alternative funds for financing schools programmes.

This findings agreed with the study conducted by Mwelumbini (2014) who maintained that, an effective secondary school include learning with all supportive actions, environment, physical and psychological assistances to the learners that directly affect positively learners’ choice, decisions and actions which guide learners to reach the fruits goal of schooling which is good performance in the national examinations. The findings corresponds to the Keynes (1936) theory of Income Generation which entails the return rate on investments; that is secondary schools with reliable IGAs were expected to produce additional funds which became useful in the provision of quality education by constant supply of teaching and learning resources.

### **Challenges facing heads of schools in managing school-based IGAs in secondary schools managed by the CDM**

This study sought to find out challenges facing heads of schools in managing their school-based IGAs in secondary schools. The study employed self administering questionnaire to the Heads of schools, Teachers and Students to collect data on the challenges facing Heads of schools.

As shown in the study findings, Heads of Schools faced a number of challenges towards managing school-based IGAs in secondary schools managed by the CDM, key among them being climatic challenges listed by a bigger number of respondents such as shortage of rains and diseases, lack of enough knowledge, experience and skills and lack of reliable sources of markets for schools products. The least number of respondents listed down; lack of cooperation among stakeholders, low enrolment rate of students, interference from other school activities and lack of transparent and accountability as among the challenges facing Heads of Schools in managing school-based IGAs.

This findings corresponds to Omukoba, Simatwa & Ayodo (2011) who asserted that; the main heads of school challenges of IGAs included lack of sufficient funds to initiate IGAs,



land limitation, poor records due to lack of qualified personnel. This is in line with Mayama (2012) who maintained that, the main challenge facing the IGAs was lack of proper records. Odundo & Rambo (2016) noted that; heads of secondary schools were afflicted with a number of challenges towards improving IGAs namely; lacks of a clear policy guidelines to facilitate the initiations of school projects, management accounting reviewing and financial reporting of IGAs.

Therefore; the study found that, most of challenges affecting heads of schools in the management of school-based IGAs were managerial related challenges such as; there was no documented information regarding to the actual value of additional funds generated by school-based IGAs and negative attitudes of students and staff members towards implementation of IGAs due to poor involvement in decision making. These challenges affect the prosperities of school-based IGAs in secondary schools managed by the CDM.

### **Opinions on what should be done for heads of schools to improve management of school-based IGAs and quality education in secondary schools in secondary schools managed by CDM**

In this research question number; the researcher study sought to find out the opinions on what should be done for heads of schools to improve their school-based IGAs and quality education in secondary schools managed by the CDM. The study employed Questionnaire instrument to the Heads of schools, Teachers and Students.

In regard to the study findings, respondents indicated a number of opinions towards improve management of school-based IGAs and quality education in secondary schools in secondary schools managed by the CDM. Majority of respondents indicated that; by encouraging parents to pay school fees on time by lowering school fees and helping the weak students; good school governance and transparency of funds and products obtained from IGAs; improving teaching and learning facilities; creating awareness among stakeholders by involving experts and cooperation among stakeholders. The least number of respondents indicated that, Heads of schools could use alternative ways of farming such as irrigation systems and balancing of school timetable in order to accommodate IGAs.

The findings of this study therefore reaffirm with Tabitha (2014) who carried out a study on the school management and students academic performance; suggested that heads of schools should undergo intensive leadership training on all aspects of school-based IGAs management and its importance in quality education provision in secondary schools managed by the CDM. The study noted that; there is a need to formulate an appropriate policy frame work to guide and standardize IGAs, initiate suitable training programmes for school IGAs managers as well as engage business development mangers to advice schools on IGAs matters.

### **Hypothesis Testing**

The study sought to test if there is a significant relationship between school-based income generating activities and quality education provision in secondary schools managed by the CDM. Chi-square test was used to check the relationship between two variables given. From the study findings, the calculated P-value was 0.005 which was observed to be less than the significance value 0.05. Hence based on the decision rule, study had sufficient evidence to reject the null hypothesis, hence the study accepted alternative hypothesis and concluded, that

based on chi-square result; there is a significance relationship between school-based income generating activities and quality education

## CONCLUSIONS

On the basis of the study results, it can be concluded that; Secondary schools managed by the Catholic Diocese of Moshi have adopted the new Education Policy in practical ways by engaging themselves in school-based activities. Most of secondary schools engaged in crop and vegetable farming, poultry and piggery as their main IGAs. Other school-based IGAs include cattle rearing and school shops. These enable them to produce food for their students and staff members as well as funds for financing quality education provision. This enables them to solve financial problems necessary for catering immediate needs in schools like teaching and learning materials instead of too much depending on school fees only. On top of that; these activities, enables the students to learning entrepreneurship skills which will be a great help in their future as far as Tanzania 2025 vision of industrial middle class economy concerns . Teaching and non-teaching staffs are in position of sharpen their talents and skills by engaging in various school-based income generating activities which in turn; they can decided to introduce their self-based projects for financing their families. Also the heads of schools improves their leadership and communication skills to their subordinates while their supervising school projects.

The findings show that; most of parents do not support school-based income generating activities in secondary schools managed by the CDM due to negative attitude towards school projects. This is manifested itself with the shortage of financial capital and expertise to run different school-based income generating projects. As a result, schools rely on school fees to get capital for their projects which are also not paid on time. Parents should be ready to participate effectively in school-based income generating activities by giving out their ideas, moral and material support to the schools on how to introduce and run school projects. This is so because, parents are coming from different geographical location with variations in terms of experiences, skills and knowledge of handling school projects.

In addition, the study findings show that; Students, teaching and non-teaching staffs are not highly involved in decision making as pertaining to the establishment and consolidation of school-based income generating activities. All the decisions are made by the schools administration and the profit obtained does not improve the living standards of subordinates. In order for a success of any school-based income generating activities, primary stakeholders such as students and staffs members should be involved in such projects in all stages; that from the design of project, implementation and evaluation of the projects. Through doing that; all stakeholders will consider themselves as part of school-based income generating activities.

**Contribution to Knowledge.** The study has made the following contributions to knowledge;

- (i) The information generated from this study can raise awareness to educational stakeholders on the need of improving the management of school-based IGAs to the secondary schools managed by the CDM and other educational institutions.
- (ii) The study has also generated useful information and data that will inform the Ministry of Education, Science and Technology, policy-makers, teachers, school management

committees and parents on the importance of school-based IGAs in enhancing the quality of secondary education.

## RECOMMENDATIONS

Basing on research findings, analysis, discussion and conclusion, the following recommendations are made.

**Recommendations for actions.** It is recommended that;

- (i) The study recommend that, secondary schools managed by the CDM, can initiate other school-based IGAs such as canteens for students and staffs, charging school rents to the staffs houses, use the available infrastructures such as assembly halls, dining halls, classrooms, school equipments such as tents, chairs and playing grounds so as they can produce more additional funds for financing quality education provision.
- (ii) The study recommended that; school-based IGAs are very important as they help heads of schools to produce additional funds for improving quality education provision in secondary schools rather than depending on school fees, loans and grants from donors which are sometimes not reliable.. Through this activities, heads of schools are in position of ensuring constant supply teaching and learning materials, construction and maintenance of physical infrastructures such as library, laboratories, dormitories, Dining and assembly halls, and staff houses and motivating students, teachers and non-teachers to do their work up to their best.

## Suggestions for Further Research

- (i) A similar study on contribution of school-based income generating projects in quality education provision, to be carried in community secondary schools in Tanzania.
- (ii) Another study to be carried on the impact of staff turnover in quality education provision in secondary schools managed by the Catholic Diocese of Moshi.

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