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Research Article

Examining the Effects of Income Generating Activities on Physical Infrastructural Development among Public High Schools in Molo Sub-County of Nakuru County, Kenya

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Abstract: The objective of this study was to assess the effects of income-generating activities on physical infrastructural development among public high schools in Molo Sub County Nakuru County. This study was anchored upon the resource mobilisation theory. A descriptive survey design was utilised to describe the effect the study variables have on each other. The target population for the study was all the thirty-three public high schools found in Molo Sub County, Nakuru County. The small number of schools justified the use of a census method. The study targeted thirty-three school principals, thirty-three PTA chairpersons, and two key informants, which meant that sixty-eight respondents participated in the study. The research instruments were an interview schedule and structured questionnaire. Qualitative data was analysed based on themes while quantitative data was analysed through the use of SPSS version 22, which assisted in analysing descriptive and inferential statistics. The data was presented in the form of tables, pie charts, graphs and narratives. The findings of the study showed that income-generating activities have a statistically significant relationship with physical infrastructural development among public high schools in Molo Sub County, Nakuru County. The study recommends the need for guidance on the procedures for resource mobilisation activities to be provided to give the schools direction on resource mobilisation for physical infrastructural development.
Keywords: income-generating activities, physical infrastructural development, resource.

INTRODUCTION

Education plays an important role in the local and national development of any country. Education is also important for human development. There is the existence of a body of literature which points out that education fast-tracks economic growth, national productivity and political stability (Harttgen, & Klasen, 2009). This recognition has led to strategies that are aimed at improving the educational sector. This worldwide recognition is not for developing countries only, but also for developed countries (Ohba, 2009). Developed countries have already established institutional structures and effective education delivery systems, which have contributed to high participation in the education systems.

In Kenya, the drive to expand education, just like many other countries, is funded by the increase in education public expenditure which is justified by amplifying the social, economic and political benefits of education (Mwendwa, 2015). Mwendwa further states that the recurrent education expenditure in 1963/64 was 22.5% of the national budget. In 1998/9, expenditure rose to 38% of the national budget. The increase has continued steadily to this date. In the 2019/2020 national budget, the education sector received KES 208.9 billion, of which KES 1.5 billion was allocated for infrastructural development. When the government is unable to meet the high educational demands, the local communities, donors and well-wishers take over the initiative to develop schools in the community. This is through building schools and other infrastructure in the schools such as libraries.

The adoption of "Education for All" goals has been critical in the achievement of Kenya's Vision 2030. Vision 2030 is the country's blueprint, which focuses on the period from 2008 to 2030. The blueprint is geared towards national development in which the citizens of the country gain a high-quality life (The Republic of Kenya, 2008). This is in line with the achievement of the Sustainable Development Goals 4,

which advocate for the provision of quality education. The support for educational development has been enacted in the Constitution of Kenya 2010, which has given Kenyans an opportunity to access education and achieve full potential in education for each child, youth and adult. In line with this, the Basic Education Act 2013 is a legal framework, which continues to push the agenda free and compulsory education in Kenya.

A free day High school tuition plan that was introduced in 2008 saw the Kenyan government meeting the cost of tuition while the parents met the cost of the school uniforms (Orodho, 2014). The Free Tuition Secondary Education plan has also experienced challenges in disbursing funds on time. To meet their part of the arrangement, the parents and the school board have to come up with ways to ensure that they have resources that are needed to ensure effective and efficient operation of the schools. Families and communities, therefore, come together to ensure that they play an enhanced role in the provision of secondary education.

High schools need more than just financial resources, and as Orodho *et al.,* (2013) note, human and physical resources are also important in any school set up. Human resources include teachers, students and the support staff while the physical resources include infrastructure in the school. Schools and their boards of management are left to cater to some of the resources that they need. The schools have to cover salaries for the non-teaching staff such as cooks and watchmen, salaries for teachers employed by the board. In addition to this, there are also aspects of infrastructure in the schools, which are to cater for the increased number of students enrolling for secondary education such as classes and dormitories. The living standards in Kenya have tremendously increased, which means that parents and communities, especially those in the rural areas with poor backgrounds, find it hard to chip in the support for free secondary education. Mobilisation of resources has an impact on the development of the organisation in terms of internal efficiency and improving the students' performance. In order to meet gaps that are experienced in the schools in terms of resources that are available, the schools have to embark on resource mobilisation activities.

Resource mobilisation is a process concerned with expanding relations with resource providers and imparting skills, knowledge and capacity, which is necessary for proper use of resources (Babyebonela, 2013). Through the mobilisation of knowledge, skills and services, organisations are able to achieve their mission. Resource mobilisation does not only refer to fundraising, which achieves financial resources since there are other resources such as physical or human resources that are needed in the proper functioning of an organisation.

Historically, Kenya has experienced rampant politically instigated clashes, which have been encapsulated in issues such as ethnicity and land. This led to the loss of life and destruction of property. Hard hit areas have been in the Rift Valley region in areas such as Molo and Kuresoi Sub Counties. The clashes affect the political, social and economic development of the areas (Waaranperä, 2018). According to Kates (2018), a multi-dimensional view of development is important if sustainability is to be achieved. The aspect of development focuses on the wellbeing of individuals. In organisations, development focuses on ensuring the employees and all other stakeholders feel part of the organisation and that their wellbeing is upheld. Schools as organisations, also focus on development, which is encompassed on social, academic and infrastructural development.

The Government of Kenya has made strides in ensuring that post-primary education is provided for all. The Economic Survey by the Kenya National Bureau of Statistics (KNBS, 2018) indicates that in 2017, enrollment in high schools increased by 4.1 per cent to 2.83 million. Enrollment in itself should not be viewed as the only objective; there has to be quality service that is provided to ensure the achievement of meaningful and sustainable long-term development outcomes. The transition from primary level to high school level is more than what had been anticipated. A formidable challenge is faced coupled with various issues in the country, such as high corruption cases and an increase in the inflation rates. Schools are also faced with poor capacity and a challenging political economy. This has led to higher costs of secondary education (Ojwang, 2015).

The free tuition plan for high schools in Kenya was for the public schools in the country, which include National, County, Sub County and Extra County schools. A report by the Ministry of Education (2018) indicated that the secondary school infrastructural development allocation of funds in Kenya is skewed. National schools enjoy more infrastructural development funds with up to KES 60 million every year since the financial year of 2013/2014. This is at the expense of the extra-county, county and sub-county schools which every year receive as little as KES 1 million. For instance, in the financial year of 2017/2018, a total of KES 197 million was disbursed for infrastructural development in secondary schools. National schools received a huge chunk of up to KES. 100 million, while other schools received an average of KES 1 million each. It was expected that in 2019, about 1,000,000 would join form one in extra county, county and Sub County levels as compared to 30,000 who were selected to join 103 national schools. In this case, for 100 per cent transition to be achieved, Sub County schools had to admit 722, 318, which is beyond the infrastructural capacity. This has an effect on the transition of students from primary to secondary school.

The strain on existing infrastructure has forced public high schools to look for alternative ways of financing their infrastructural development. There is, however, a lack of clarity as to whether the efforts are enough to ensure the realisation of infrastructural development.

A study by Syacumpi (2012) indicates that when it comes to the implementation of resource mobilisation activities, there is a lack of verification in terms of the successes and predictability. There is also a lack of information on how adequate the activities are; since there is no institutional framework guiding the implementation of these activities. It then becomes difficult to understand the effect of the resource mobilisation activities in the development of schools. This study, therefore, sought to fill this research gap and provide a source of reference, which adds to the scarce body of knowledge that exists in the context of resource mobilisation and high school physical infrastructural development. The research focused on the effects of resource mobilisation activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

LITERATURE REVIEW
Income Generating Activities and High School Physical Infrastructural Development
A study by Odundo and Rambo (2013) sought to determine the value that the income-generating projects in schools have on the financial performance of public high schools in Kenya. The study showed that schools that have income-generating projects have a 1.9 times more likelihood of owning school assets as compared to schools that do not have income-generating projects. Additionally, the study showed that there is a lack of policy guidelines on how income-generating projects in schools should be initiated, managed, reviewed and reported. It is, therefore, of no astonishment that income-generating projects do better in some schools than in others.

Income generation for schools differs based on the setup of the individual schools. Nyamwega (2016) conducted an evaluation of projects that generate income in public high schools in Nairobi County. The study indicated that there is a difference between the school projects that are undertaken in urban and rural setups. The study was undertaken in Nairobi County which is predominantly an urban set up with school projects that include swimming pool that generate money from the public as well as school buses which can be rented out to the public members. On the opposite vein, a study by Getange, Onkeo and Orodho (2014) on alternative sources of funding for the FDSE, indicated that in rural setups, the resource mobilisation activities differ from those in urban setups. The schools in rural setups embark on resource mobilisation activities such as dairy farming, poultry keeping, and cultivating Napier grass. The schools do not have modern facilities such as swimming pools.

Nakhumicha and Macharia (2017) conducted a study on factors that influence the completion of development projects in high schools in Imenti North Sub County in Kenya. The study adopted descriptive survey research, and a census was used whereby sixty respondents participated in the study. The study recognised that schools need to come up with other sources of resources other than the funding that is received from the government. It is vital to note that school projects can be used to generate income for the benefit of the school and the student.

A school has to understand the determinants that lead to income generation. A study by Chepkwony (2018) sought to understand what determines the implementation of projects that generate income in public high schools in Bomet County. A descriptive design was used, and the census method applied whereby all the principals in the high schools were used in the study. The study found out that financial resources were not adequate and resource mobilisation activities were important. Engagement in income-generating projects depends on the adequacy of resources. The current study sought to find out whether the high schools in Molo Sub County engage in income-generating activities and if so identify these activities.

Resource Mobilisation Theory
The resource mobilisation theory came into the limelight in the 1970s as a response to the criticism of collective behaviour action such as flash mobs (Hassan, 2018). Essentially, the theory was developed in relation to social movements and how these movements were organised to form networks and ties between individuals. According to Assawarotjanamitre (2017), the collective behaviour action offered a way of studying grievances in groups by understanding the people who joined social movements. However, there was a failure in understanding the resources that were used, whether material or support from society, which helped to create a social movement. Developing on this foundation, scholars such as McCarthy and Zald brought in to the limelight that resource utilisation was important in determining whether a movement would be successful or would be a failure. Over the years, the theory has been used in understanding how resources are utilised in the organisation and how these resources can lead to organisational development.

The resource mobilisation theory is based on contextual processes, which include decisions that are made on resource management, dynamics in the organisation, and changes in the political sector (Hassan, 2018). The theory holds that there are rational actors who develop strategies and interact with their environment to pursue their interests. Two main approaches are found in the resource mobilisation theory as presented by Eduardo Canel as cited by (Ojwang, 2015). The first approach is an interactive

political model, which examines social movements from a political stance. The examination is of issues such as political power, political resources, group solidarity and political interests. The second model, which was presented by McCarthy and Zald focuses on organisational, entrepreneurial models which focus on organisational dynamics, resource management and organisational leadership (McCarthy, 2013).

This study focused on the resource mobilisation theory as presented by McCarthy and Zald. This resource mobilisation theory applies theories on economics and organisations to study how to make connections for resource competition, packaging, social entrepreneurship, product differentiation and social movements in the organisation (Ojwang, 2015). Resource mobilisation theorists argue that there are always resources in the society such as money and intellectual classes that can be generated to help social movements such as a community providing funds to build a community library. Assawarotjanamitre (2017) argues that in affluent societies, it is easier to donate resources to which help to further social developments. This study also deems that, while monetary donations are hard to come by, resources such as labour are offered to further social developments. In order to achieve development, it is important for individuals to organise action for change.

In a general aspect, Snow, Soule, and Kriesi (2008) suggest that resource mobilisation theory is about how groups organise themselves to make their ends meet through mobilisation and management of resources. The resource management view sees resources as being created permanently, consumed, being transferred, and being lost. Therefore, resources are always being fought for as new ones are being created. For instance, in order to develop high schools, there has to be an action that is geared towards change. In as much as financial resources are received from the government for some schools, it is important to get other avenues to raise resources that are needed, which also include human and material resources. This study used the resource mobilisation theory as it is pegged to the resource mobilisation activities.

RESEARCH METHODOLOGY

This study used a descriptive survey design with quantitative approaches. The study targeted the school principals, PTA chairpersons and two key informants. This means that 68 respondents were used for this study. This study used qualitative and quantitative data, which was collected using an interview schedule and structured questionnaire, respectively. The interview responses were transcribed and analysed thematically according to the objectives of this study. The questionnaires were collected from the respondents, cleaned, coded and then analysed using SPSS version 22 software. The descriptive statistics were analysed using the frequencies and percentages,

which were used to discuss the findings. Moreover, inferential statistics were also analysed by using the Pearson Product-Moment Correlation Coefficient, which was computed to analyse the relationship between the study variables. A multiple regression analysis was also used to establish the effect the independent variables had on the dependent variables. The variables were transformed through recoding them into new variables, which were considered as the indicator variables or dummy variables. After analysis of data, the findings were presented in the form of tables, pie charts, graphs and narratives.

RESULTS
Engagement in Income Generating Activities

The study sought to understand whether public high schools engage in income-generating activities to raise funds. The findings are shown in Table 1.

Table 1: Engagement in Income Generating Activities

Response	Frequency	Per cent
Yes	50	75.8
No	16	24.2
Total	**66**	**100.0**

Table 1 shows that majority of the respondents (75.8%) indicated that their schools to participate in income-generating activities. The study went on further to establish which income-generating activities the school embarked on, and the responses are shown in Table 2.

Table 2: Income Generating Activity

Activity	Frequency	Per cent
School Farm	28	56.0
Water Kiosk	2	4.0
Field Hire	7	14.0
Bus Hire	13	26.0
Total	**50**	**100.0**

The findings on Table 2 indicate that 26.0% of the respondents indicated that bus hire was their main income-generating activity in which the buses are hired out to individuals for ceremonies such as weddings and also to churches, 14.0% indicated field hire as their income-generating activity in which the school field is used for different functions such as community meetings especially when school is not in session while only 4.0% of the respondents indicated that water kiosk was their main income-generating activity in which water is sold to the community members.

Majority of the respondents (56.0%) indicated that their schools engage in school farming. As indicated by a respondent;

Our school mainly focuses on the school farm as the main income-generating activity. Most of the schools in this area focus on dairy farming due to the climatic conditions of this area. The by-products are sold to the surrounding communities, which have been particularly supportive as they know that they are also supporting the schools (Respondent 8, 2019).

This finding was corroborated by other respondents who acknowledged that dairy farming is practised by most high schools in Molo Sub County, Nakuru County in Kenya.

The findings of the study by Getange *et al.,* (2014) also agree with the findings of this current study in which it is agreed that schools in rural setups tend to engage more in activities such as school farming. The study found out that dairy farming for those who undertook school farming generates the highest income. This is because the school is able to sell products such as meat and milk to the community, and the monies received are directed towards the development of the schools.

Physical Infrastructural Development Projects

The study sought to understand whether there had been physical infrastructural development projects in the schools in the last five years. The results are shown in Figure 1.
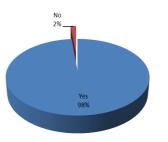

Figure 1: Physical Infrastructural Development Projects

The results show that 98% of the respondents agreed that there had been physical infrastructural development projects in the school in the last five years. From these respondents, the study sought to know if the projects had been completed on time, and the results are shown in Table 3.

Table 3: Timely Completion of Physical Infrastructural Projects

Response	Frequency	Per cent
Yes	42	64.6
No	23	35.4
Total	**65**	**100**

The results show that 64.6% of the respondents said that the physical infrastructural development projects are completed on time, while 35.4% indicated that the projects are not completed on time. The reason provided for not completing the projects on time is because of funding. Most of the respondents indicated that the funds took too long to be disbursed to the schools for the development projects to take place. The respondents also indicated that since the school only relied on the CDF funding, the bureaucracies faced in releasing the funds slowed down the project development process. A few of the respondents indicated that the delays in completion of the physical infrastructural development projects were because of the contractors who did not perform as required. In agreement with these findings, the Key Informants said that most of the schools did not finish their projects on time due to a number of reasons for example as one of the informants said;

There are a number of factors that affect the completion of infrastructural development projects. For instance, poor planning, whereby you find that some of the school administrators are not accountable for the resources they receive either from the government or from other sources such as private organisations. There are also instances where there are delays from the government sources, and this is a problem and mechanisms are being put in place to curb this (KII, 2019)

Resounding with these findings are those by Nakhumicha and Macharia (2017) who stated that the importance of undertaking resource mobilisation activities is to raise funds which can be used by the schools for infrastructural development especially when there is a delay in the disbursement of funds from the government. Still, other factors such as poor funds management influence delays in the completion of the physical infrastructural development projects in public high schools. There should be transparency in the manner in which the mobilised resources are utilised. Proper planning of resource utilisation should also be factored in to prevent the delays.

Effects of Resource Mobilisation Activities and High School Physical Infrastructural Development in Public Schools

In order to establish the effects, first, the study sought to understand the collinearity between the variables to avoid drawbacks associated with a high correlation of the independent variables. Thereafter, a Pearson Correlation coefficient was analysed to understand the strength of the linear relationship between the independent and the dependent variables. However, this strength only provided the direction of the relationship and not the effect that the variables in the study had on each other. Therefore, the study conducted a regression analysis.

Collinearity Diagnostics

Collinearity diagnostic was conducted as a multicollinearity test, and the results are as indicated in Table 4.

Table 4: Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Income-generating activities 1	Fundraising activities 1	Partnership activities 1
1	1	3.629	1.000	.00	.02	.01	.00
	2	.300	3.479	.00	.65	.08	.00
	3	.064	7.518	.02	.27	.78	.07
	4	.007	23.164	.98	.07	.13	.93
a. Dependent Variable: Physical Infrastructural Development1							

According to Weiner (2013), the condition index column indicates the dependency of one variable to another. When an index is 15 to 30, there is the possibility of multicollinearity, which can be further confirmed by checking the variance proportions column, but when the index is 30 or higher, then, there is high multicollinearity, which can lead to arithmetic errors especially in the regression analysis. As indicated in Table 4, the condition index for dimension 4, which is the partnership activities variable, is 23.164, which is above 15, showing that that there may be possible collinearity problems. However, still, on the partnership activities, the variance proportions column shows that there are no two or more variables with a variance proportion of 0.50 or higher which indicates the variables do not have high linear dependence. For this study, this meant that multicollinearity was not a problem. Therefore, a Pearson correlation test was run.

Relationship between Resource Mobilisation Activities and Physical Infrastructural Development in High Schools

In order to determine the relationship between the independent variables (Resource Mobilisation Activities) and dependent variable (Physical Infrastructural Development in High Schools), a Pearson correlation analysis was conducted, and the results are as indicated in Table 5.

Table 5: Correlation between Resource Mobilisation Activities and High School Physical Infrastructural Development in Public Schools

		Income-generating activities 1	Fundraising activities 1	Partnership activities 1	Physical Infrastructural development1
Income-generating activities 1	Pearson Correlation	1	.327[**]	-.048	.428[**]
	Sig. (2-tailed)		.007	.704	.000
	N	66	66	66	66
Fundraising activities 1	Pearson Correlation	.327[**]	1	-.102	-.033
	Sig. (2-tailed)	.007		.417	.794
	N	66	66	66	66
Partnership activities 1	Pearson Correlation	-.048	-.102	1	-.024
	Sig. (2-tailed)	.704	.417		.847
	N	66	66	66	66
Physical Infrastructural development1	Pearson Correlation	.428[**]	-.033	-.024	1
	Sig. (2-tailed)	.000	.794	.847	
	N	66	66	66	66
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 5 shows that income-generating activities were shown to have a positive correlation with physical infrastructural development with a correlation value of 0.428 and a p-value of 0.000. As earlier indicated, the collinearity diagnostics showed that multicollinearity for this study was not an affecting factor as the independent variables were not dependent on each other. These findings are in contrast with findings by Mwendwa (2015) who found out there was a positive statistically significant relationship between partnership activities and infrastructural development in public high schools. The financing of education should be based on a cost-sharing basis, which means that meeting of most costs in education should incorporate partnerships with the public sector and the private sector, development actors, religious organisations, NGOs, and the communities. This is because, in a number of instances, the financing by the government is not adequate in meeting needs in high schools such as infrastructural development. From the correlation analysis of this study, it can be deemed that among the independent variables, income-generating activities have the strongest relationship with the physical infrastructural development of high schools in Molo Sub County, Nakuru County, Kenya.

Regression Analysis Results

In order to further understand the effect of resources mobilisation activities on physical infrastructural development, the researcher conducted

regression analysis. The analysis contained three main tests; model summary, analysis of variance, and

coefficient tests. The results are as subsequently indicated.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443[a]	.196	.158	2.485
a. Predictors: (Constant), Partnership activities 1, Income generating activities1, Fundraising activities 1				

The findings of Table 6 show that the coefficient of determination (R^2) is 0.196, meaning that 19.6% of the variation in physical infrastructural development can be explained by the three predictor variables. The aim of this study was to understand the effects of resource mobilisation activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County. Therefore, a

coefficient of determination of 19.6% was deemed that the regression model had a marginal predictive capability, but this did not mean that there was no relationship between the dependent and predictor variables (George & Mallery, 2016). To establish the relationship, the Analysis of Variance (ANOVA) becomes important. The results of the ANOVA are indicated in Table 7.

Table 7: Analysis of Variance

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.625	3	31.208	5.052	.003[b]
	Residual	382.997	62	6.177		
	Total	476.621	65			
a. Dependent Variable: Physical Infrastructural Development1						
b. Predictors: (Constant), Partnership activities 1, Income generating activities1, Fundraising activities1						

Table 7 shows the F-test indication of the overall significance of this study's regression. The F-value for this study is 5.052 at a significance value of 0.003. Since the significance, value is less than 0.05, then, this study holds that the regression model is significant proving that the regression model is useful in establishing the effect the study's independent variables have on the dependent variable.

Having established that the regression model is significant, the study sought to understand which independent variable (income-generating activities, fundraising activities or partnership activities) had the most effect on the dependent variable (physical infrastructural development) and the results are indicated in Table 8.

Table 8: Coefficient Table

	Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.890	2.871		4.142	.000
	Income generating activities 1	.397	.102	.469	3.875	.000
	Fundraising activities 1	.154	.154	.122	1.001	.321
	Partnership activities 1	.027	.302	.010	.091	.928
a. Dependent Variable: Physical Infrastructural Development1						

The regression model for this study held the following formula;

$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon$

Where;

Y was the dependent variable which is physical infrastructural development1

while the independent variables were;

X_1 = Income generating activities1,

X_2 = Fundraising activities1,

X_3 = partnership activities1

E was an error term, which was expected to have a mean of Zero.

The findings in Table 8 show that the estimation of the regression equation is;

Physical Infrastructural Development= 11.890 +0.397*income generating activities+ 0.154*fundraising activities + 0.027*partnership activities+ ε

It is recorded that an increase in a unit of income-generating activities increases the physical infrastructural development by 0.397 and the significance value 0.000. The null hypothesis H_{o1} that there is no statistically significant relationship between income-generating activities and physical infrastructural

development among public high schools in Molo Sub County Nakuru County is rejected since the p-value is 0.000 at a 0.05 confidence interval. Hence, we conclude that income-generating activities have a statistically significant effect on physical infrastructural development among public high schools in Molo Sub County Nakuru County. The decision was to reject the null hypothesis if P-value is less 0.05 (95% confidence level).

The regression analysis findings agree with the study by Amos (2018), who states that income-generating activities have a strong effect on the physical infrastructural development of secondary schools. The money that is generated from the income-generating activities can be used in repairing, maintaining and improving school infrastructures such as libraries, classrooms, and dormitories. According to the school improvement theory of action, there has to be logical reasoning of how to mobilise resources for the improvement of schools and uncovering of income-generating activities adds on to ways of improving the school's infrastructure such as increasing classrooms (Kerr, 2009). Schools should endeavour to pursue reliable income-generating activities, which lead to the useful realisation of needed infrastructural improvements. The incongruity of findings is, however, observed with findings from the study by Mwendwa (2015), who cited that sponsorships which are basically partnerships are significantly associated with resource mobilisation in public secondary schools. The partnership roles come in handy for resource mobilisation in terms of financing secondary school projects, planning, and monitoring and evaluation.

CONCLUSION

The study found out that most of the public high schools in Molo Sub County (75.8%) participate in income-generating activities. School farming, which includes dairy and poultry farming, was found to be the major income-generating activity for the schools. The respondents indicated that dairy farming was the highest income-generating activities. Apart from school farming, bus hire was also found to be a well-practised income-generating activity in which most schools hire out their buses to individuals and other organisations such as churches. Income-generating activities were found to have a positive correlation with physical infrastructural development($r=0.428$, $p=0.000$). Similarly, there was a statistically significant relationship, which was found to exist between income-generating activities and physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

The schools do embark on physical infrastructural development projects, but impediments in the access to funding; especially from the government bureaucracies cause the delays in the completion of the projects. The schools depend on

government funding for development but not for resource mobilisation activities. The study also deduces that physical infrastructural development in high schools has an effect on the academic performance of the students in public high schools. Finally, the resource mobilisation activities that are undertaken by the public high schools in Molo Sub County are not sufficient for their physical infrastructural development.

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