

Resource as an austerity measures adopted by principals on service delivery in public secondary schools in nandi central sub county.

Rose Chebet Korir

Corresponding Author: Dr. Kimutai Geoffrey and Dr. Moses Kapkiai,

Abstract: In Kenya the school fees charged by public secondary schools have risen dramatically, this is way far beyond the reach of many Kenyans. Many secondary school Head teachers attribute this to the rising inflation levels causing rise in prices for commodities which are necessary for the day to day running of schools. The purpose of the study was to establish the influence of resource as an austerity measures adopted by principals on service delivery in public secondary schools in Nandi Central Sub County. A survey research design was used targeting 36 boarding secondary schools, with 36 principals, 204 heads of department and 132 board of management (B.O.M). Secondary schools were clustered into four zones; Kapsabet, Emgwen, Kosirai and Kilibwoni, simple random sampling was used to select 30% of the required schools, all the principals of the selected schools were part of the respondents arriving to a sample of 61 heads of department, 40 BOM and 10 Principals making a total of 111. The questionnaires and interviews were used to collect data. Data was analyzed using descriptive statistics which include frequencies and percentages and was presented inform of frequency tables and charts. The significance of this study lies on the influence of austerity measures adopted by principals to cope up with increased cost of service delivery in public boarding secondary schools. Findings on adoption of income generating activities on service delivery revealed that the majority of the respondents indicated that application for annual CDF support /grants, installation of Posho mills, engaging in agricultural activities, starting up a bakery business should be adopted. The study further established that prioritization of projects on service delivery was through utilization of available resources, initiating income generating activities and scaling down development projects. Recommendations suggested included:- government to ensure that school fees for schools are not raised but instead encouraging schools to seek for alternative sources of financing such as farming . BOM should network to get more funding from sponsors. School principals should develop procedures that require school members including teachers to participate in income generating activities. Other researchers should research on the effects of utilization of available resources to cope up with rising cost of education in secondary schools in Kenya.

Keywords: Austerity measures, Budget Constraints, Income generating activities and Service delivery.

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INTRODUCTION

Financing secondary education is important as it constitutes an investment in education that yields considerable social and private returns. In Africa, there are four critical reasons for investing in secondary education (Bregman & Tallmeister, 2012; IBRD, 2015): First, secondary education is crucial for economic growth and development. Technological change in the 21st century has made knowledge essential for competing in the world markets. Secondary education therefore provides countries with the human capital needed for economic growth. In addition, it provides a link between primary education and further learning and training of professionals such as technicians, scientists, and entrepreneurs. According to Hanold, (2012), there has been a massive increase in education expenditure all over the world due to increased expenditure of education which has been attributed by inflation, the need for more new technologies and the ever-growing demand for education; this has led to increase in cost of education. In Canada, the actual operating expenditure exceeded the expenditure recognized under foundation programme of education.

According to the New York Times (April 4 2015) public investment in secondary education in America is vastly larger today in inflation-adjusted dollars, than it was during the supposed golden age of public funding in the 1960s. Such spending has increased at a much faster rate than government spending in general. In other words, far from being caused by funding cuts, the astonishing rise in education correlates closely with a huge increase in public subsidies for education. Some of these increased spending in education has been driven by a sharp rise in the percentage of Americans; the percentage of the population enrolled in secondary schools has

risen significantly, especially in the last 20 years. Enrollment has increased by almost 50 percent since 1995. As a consequence, while state legislative appropriations for secondary education have risen much faster than inflation, total state appropriations per student are somewhat lower than they were at their peak in 1990. Appropriations per student are much higher now than they were in the 1960s and 1970s, when tuition was a small fraction of what it is today

Over the years, the rapidly increasing costs of education in the US have been blamed on a number of different factors like teachers inflated salaries, construction booms on schools, students demanding luxury amenities, increased administrative costs, state funding cuts and technological changes hence creating big problems for both school managers and the economy at large (USA Today November 8, 2015) .

In the past fifteen years, tuition fee in Canada has grown to become the single largest expense for most secondary schools. The dramatic tuition fee increase during this period were the direct result of cuts to public funding for secondary education by the federal government and, to some lesser extent, provincial governments, Public funding currently accounts for an average of approximately 57 percent of school operating funding, down from 80 percent just two decades ago. During the same period, tuition fee has grown from 14 percent of operating funding to over 35 percent. This constitutes a rapid re-orientation of Canada's secondary education system away from a publicly funded model and towards a privatised, user fee system. Rapidly increasing tuition fee has caused secondary education to become unaffordable for many low- and middle-income Canadians (Canadian Federation of Students, 2012-2015).

In some African countries today, secondary education is in a state of crisis. While quality, access and curricular reforms continue to serve as an ongoing source of public policy debate, educational policy makers are confronting increasing constraints in increased expenditure in education (LeBel, 2000). The current situation is characterized by the education sector's increasing claim on household and public sector resources against a backdrop of widespread poor economic growth, mounting international debt, and rapidly growing populations whose demand for education cannot be met readily by existing finances.

In Africa there exists abundant literature on financing education showing that a number of African countries, Kenya included, are faced with austeric options for addressing the increasing expenditure in secondary schools and indeed all other levels of education (IBRD, 2015; LeBel, 2010; Lewin & Caillods, 2011; United Nations Educational, Scientific and Cultural Organization (UNESCO, 2016). First, a country needs to consider whether to retain and sustain the baseline or existing financing scenario. This includes maintaining existing institutional frameworks at all levels of educational resources including tuition expenditure, infrastructural resources, extracurricular expenditure and boarding fees to an ever-growing secondary school population.

Such an option may not be sustainable, as it will reduce the effectiveness of the schooling received in the long term. In any case, this alternative is not only unfavorable among educational planners, but it also limits the achievement of a country's social and political goals. In Kenya, allocating static levels of education resources in the past has led to increased technical inefficiency in form of reduced quality of secondary education due to unavailability of resources. According to the Republic of Kenya report on Budget speech Nairobi (2009/2010) the goals of education are to promote social, economic, technological and industrial needs for national development. This goal when fully applied in the secondary schools system can assist school management to utilize the limited resources so as to maximize educational benefits. Through the adoption of modern technology in schools, cost of education will end up decreasing.

Costs in education to be met through partnerships between the public sector and Non- Governmental Organizations (NGOs), religious organizations, development partners, communities/individuals, and the private sector (GoK, 2013). Within this funding policy framework, the overall government role includes the professional development of teachers, teachers' remuneration in public institutions, provision of infrastructure, administration and management, and provision of bursaries and scholarships for needy students.

In education expansion, the policy has led to escalation of costs of schooling which include physical infrastructure development and maintenance; payment for tuition, public examinations, catering and accommodation in boarding schools, ,payment of school amenities (transport, water, energy and communication), student's personal expenses, and remuneration of teaching and non-teaching staff (GoK, 2013).

The policy makers are therefore faced with a challenge of ensuring that secondary school principals adopt austerity measures that ensure that they cope up with rising cost of education. In view of this, policy makers should strive to devise financing policies and strategies specific to Kenya's socio-economic and political context and taking into account external realities. Such policies and strategies need to be as inclusive as possible.

Austerity measures are set of policies which aim at reducing government budget deficits. Austerity policies may include spending cuts, freezing salary increments for the non-teaching staff, prioritization of co-

curricular activities, reducing workshop and seminars for teachers and reducing the number of outings for students and increasing workload for non teaching.

In Kenya there are various studies that have been done on austerity measures adopted by principals to cope with the rising expenditures. Njeru (2013), did a study on measures adopted to reduce operational costs in education, he states that schools should always advertise tenders on all of their projects and enable the public to bid for them. Kones (2012) did a study on strategies adopted by secondary school principals to address the rising cost of education, a case study of Kuresoi District, Nakuru County; he states that the biggest effect of the rising cost of education is the academic performance of the schools as opposed to the development of the schools and operations in the school. Ngware, Onsomu & Muthaka (2014) did a study on the financing status of secondary education in Kenya and explores the possible cost reduction and financing options in the long term. They stated that educational needs for secondary education in Kenya are on the increase since the introduction of Free Primary Education in 2003. Financing of secondary education continues to be a challenge to the government, parents and communities at large. They further argue that identifying sustainable financing options that maximize on cost-effectiveness in resource utilization is therefore critical.

Mogire (2013) did a study on the financial strategies used by secondary school principals in addressing budgetary deficit in Nakuru District, Nakuru County, Kenya, he stated that Seminars organized to train school heads will improve effective in instilling financial resource management skills. This study therefore left a gap on the Influence of austerity measures adopted by secondary school principals to cope up with increased cost of service delivery.

STATEMENT OF THE PROBLEM

According to UNESCO (2001) financial requirements of education have been on the rise and have affected universal access to basic education. The rising expenditures in schools have been the immediate consequence of measures to be taken to reduce cost of education in Kenya. The fees and other school related expenditures increased costs that have become too high for secondary school principals to cope up with. The implication of this is that the cost of running school has become too high and the financial government support is inadequate to meet the demand. Due to the status of poverty and slow economic growth rate, the major challenge facing secondary school principals is how to control the costs of education and provide the services with the existing budgets (Kones, 2012).

In Kenya the school fees charged by public secondary schools have risen dramatically, this is way far beyond the reach of many Kenyans. Many children dropped out of school and the state of secondary education was seemingly operating like a private school with every Head teachers setting his or her own levies (Out of Africa News, June 13 2010). Many secondary school Head teachers attribute this to the rising inflation levels causing rise in prices for commodities which are necessary for the day to day running of schools. Njihia & Nderitu (2012) asserts that the rising expenditures in secondary school with limited funding have become major problems facing Head teachers in provision of essential services like laboratory equipment, text books and catering services. Despite various studies done by other researchers from the above none of these studies has been done in Nandi Central Sub County. Hence, the researcher seeks to establish the resource as an austerity measures adopted by principals on service delivery in public secondary schools in Nandi Central Sub County.

General Objective

The main objective of the study was to investigate resource as an austerity measures adopted by principals on service delivery in public secondary schools in Nandi Central Sub County.

Empirical Review

ADOPTION OF INCOME GENERATING ACTIVITIES BY SCHOOLS

Income generation takes many forms. Originally it was a term used only by economists to explain the intricacies of a nation's economy. However, it is now quite widely used to cover a range of productive activities by people in the community. Income generation simply means gaining or increasing income. There are three ways that income can be generated. Firstly, income generation does not always mean the immediate getting of money, although in the end we use money to place a measurable value on the goods and services people produce. An example of income generation which does not lead to getting money would be a situation where a productive person produces enough food to feed himself or herself and the family. Skills have been used to meet immediate needs and thus savings have been achieved. A money value can be placed on the food produced and so the food can be seen as income (UNESCO, 2013).

Income generation implies projects initiated by institutions to raise income for the institutions expenditures. These include agricultural projects, hiring out idle resources and rendering services like part-time academic programmes. Institutions have earned a lot of money from these projects including educational projects part time academic programmes in higher institutions. Currently, parallel programmes are contributed

the lion's share of the income earned from IGA. The income goes a long way in boosting the teaching-learning process in these institutions as they are able to construct classrooms as well as purchase equipment and materials for use in laboratories and workshops.

There are many institutional spending factors that contribute to provision of tuition services including: capital construction costs, technological and service improvements, competition laboratory and library equipment, While these and other factors increase operational costs that require more revenue, a recent analysis shows that spending growth at public boarding secondary schools has increased tremendously. Therefore, a large increase in expenditure of service delivery (the cost of educating a student plus general spending) is not the primary reason for tuition (price) increases. A closer analysis of service delivery in secondary schools by the Ministry of Education Science and Technology shows that from 1992/93 -1996/97 fiscal periods, the total expenditure in education service delivery experienced a decline. Since the implementation of SAPs through cost sharing, the government expenditure allocation to education that stood at 18% of total expenditure in 1988/89 declined to 6.9% by 1991/92 (a reduction by 62%) and stood at only 7.3% by 1996/97 (World Bank, government of Kenya, 2016, Abagi, 2015). The consequences have included lack of equipment, teaching materials and other operation and maintenance expenditure outlays that are important for the development of the education sector.

In 2008, the government of Kenya started offering free tuition services in all public secondary schools, the government started to pay for tuition fees. However still, not everything was provided thus increasing the tuition expenditure in these schools. In boarding schools the situation is not any better as parents and beneficiaries were still to provide boarding facilities like construction of dining halls, providing furniture, pay boarding and uniform fees and other equipment needed (Republic of Kenya, 2015). It was the government's policy that a number of boarding schools were to be maintained throughout the country so as to provide conducive environment for learners from disadvantaged backgrounds besides providing ground for the young people from various parts of the country to mix for national cohesion (Republic of Kenya, 2009).

The principals of public boarding secondary schools are responsible to be keen on the raising expenditure on provision of tuition services of secondary school .The government and all other stakeholders look upon the Head teachers for effective implementation of any program introduced at this level. Free tuition secondary Education is such a program that was introduced and it is the responsibility of the Head teachers to ensure that it is effectively implemented on the ground. Free secondary Education has opportunities and presents great challenges to Head teachers as it is not adequate to gather for all the tuition services.

The results of increasing expenditure in provision of tuition services in secondary education are reflected in overall deterioration of education outcomes caused by lack of laboratory equipment, lack of books and reduced library facilities. The government's commitment to provide quality education to its citizens is well articulated in various policy documents including Sessional paper No 1 of 2005 and GoK's. The development of a secondary sub sector strategy is out lined in KESSP and it is a tool of operationalizing the government policies contained in the Sessional paper No I of 2005 in regard to secondary education in the country.

As the country focuses on achieving the goals set in vision 2030, the relevance of the tuition expenditure becomes a very pertinent issue which must be addressed at all levels of education (Mangoa, 2011). The implementation of the secondary strategy is a responsibility for all Head teachers and it is hoped that the various stakeholders will play their respective roles to enable the government enhance access to quality secondary education. Prudent management of resources at the school level and the adherence to the set financial regulations is mandatory if the strategy is to achieve the desired results. It is important that the sub sector remains affordable (Olembo, 2012).

With the successful implementation of the secondary strategy to curb increased tuition expenditure, the quality and management of secondary education will be improved through in-service training and provision of the required teaching and learning materials. The modification of the curriculum will help in making it more responsive to the learners' needs as well as the country's labour market requirements in line with the pillars of vision 2030.

Since the late 1980s, household contribution to secondary education has increased considerably. It is estimated that about 56 percent of the Kenyans live below the poverty line. There is an increasing trend for many households to opt out of secondary education largely because it is unaffordable. Affluent households however enroll their children in the few, more established secondary schools that have managed to maintain a measure of quality. It is estimated that the average proportion of costs borne by households is about 46 percent for day schools; 63 percent for boarding schools and an overall average of about 57 percent for day and boarding schools (GoK's, 2005).

The opportunities and challenges in the implementation of Free Primary Education as ingrained in the In Sessional Paper No. 1 of 2004 on education and Training (Republic of Kenya, 2004), are still a matter of utter concern to educationists. In all public secondary schools, Head teachers like in any other parts of the country are supposed to implement in cutting the secondary school cost.

UTILIZATION OF AVAILABLE RESOURCES

Education is the cornerstone of economic growth and social development. It is a principal means of improving the welfare of individuals and secondary school education is the foundation (World bank, 1995). Expansion and success of education relies on development of infrastructural services which affects education access, contributes to quality learning environment and student achievement (Crampton, 2013).

The Ministry of Education in Kenya has come up with safety standards manual for schools in Kenya (MoE, 2005). This emphasizes the importance of complying with education act (Cap 211) and public health act (Cap 242). The manual discusses size and number of physical infrastructure for resistance and recommends the need for sufficiency. According to this acts physical infrastructure includes structures such as classrooms, kitchen, laboratories, water tanks, play ground, and equipment among others. The facilities can be either permanent or temporary. Such structures are supposed to be appropriate, adequate and properly located devoid of any risks to users.

Provision of quality education and training has been a critical issue in Kenya since independence. This has been generally due to the increasing demand for more educational opportunities by the growing population which in turn increases school expenditure on infrastructure (Abagi, 2014). This calls for great investment in Education, especially its physical infrastructure. The United Nations Educational, Scientific and Cultural Organization monitoring report on attainment of Millennium Development Goals (MDGs), described infrastructure expenditure as a non negligible cost of achieving Education for All and MDGs (UNESCO, 2003). The importance of infrastructure cannot be gainsaid. If infrastructure expenditure is not sufficient or not maintained, there will be obstacles in education access and participation especially to secondary school principals who will have to cope up with this increasing expenditure.

Secondary school principals should adopt efficient strategies for the successful implementation of the education policies. The Strategies, according to Ojowu (2012), should be a systematic and comprehensive analytical process that sees the internal and external environment of an institution and provides viable alternatives to funding of education. Uvah (2014) identified the functionality of strategic planning as the economy and prudent management, survival competition, national development, funding opportunities, environmental changes and financial autonomy. The requirement of strategic planning for consideration of sources of funds for plan implementation encourages an institution to reposition itself to diversify the sources of funding and generate more revenue for its operation. It also encourages the institution to be more cost conscious, focused and efficient. It is recommended, therefore, that each of the three tiers of government should establish a directorate of strategic planning. In order to increase access, maintain standard of educational quality and ensure institutional stability, secondary education must diversify its financial bases, particularly the infrastructural expenditure.

The increasing expenditure on development of infrastructural services could be met by introducing or increasing users' charges, such as fees at the tertiary level of education a typical bill for public secondary schools. School principals require greater autonomy from government, particularly in infrastructural expenditure, if they are to become more entrepreneurial and provide the incentives necessary to encourage quality performance and efficient strategies to cope up with this rising expenditure.

INFLUENCE OF PRIOTIZATION OF PROJECTS

Extracurricular activities in secondary schools are those activities that fall outside the normal curriculum of school and are performed by students. Extracurricular activities exist for all students. Over the past several years, principals of secondary schools have responded proactively to a difficult economic climate, seeking ways of funding curricular activities expenditures, as well as measures to increase revenues. There is a large expense associated with funding of extra-curricular opportunities for students. The government of Kenya through the ministry of education administers Extra-Curricular Activity Participation Fees. These fees offset a small portion of the costs associated with transportation, tournament entry fees, and coaching/sponsor stipends thus leaving Head teachers with a challenge of providing the other expenses which would increase the budgetary expenditure on extracurricular activities.

In the United States almost all middle level and high schools offer a number of student activities ranging from athletics, music and drama societies, clubs, service learning and student councils. Some activities also include core subjects like mathematics and English when students attend them for remediation purposes. Although often termed "extracurricular" activities, they provide students with important development opportunities not always afforded during the regular school. Funding for these school-sponsored activities has traditionally been generated through a variety of sources, including regular budget allocations, fundraising events, and revenues from vending machines. With shrinking budgets and a trend away from vending machines, school principals have been struggling with the increasing expenditures to keep activities available to students and have tended to make up for shortfalls by charging fees in order to maintain these offerings (Ojowu,2012).

The major challenges facing secondary school education in Kenya include: the role of Head teachers to cope up with increased extracurricular expenditure. This has led to unsatisfactory levels of access and participation of students in extracurricular activities. Uvah (2014), rising extracurricular expenditure, poverty incidence and declining government financing are to a large extent, associated with the cost sharing policy introduced in 1988 that has had negative Influence on secondary education in terms of resources, quality and financing. Most of the resources are spent on recurrent expenditure items dominated by teachers remunerations, while development allocation constitutes less than 5 per cent (in 2001 the proportion was 2 per cent).

ALTERNATIVE SOURCING OF FINANCE BY SCHOOLS

The World Bank (2005) views private funding as a major source of financing education. It asserts that against a back drop of growing demand for higher education and insufficient public supply some governments and institutions should introduce fees as a form of households' obligations in meeting educational expenses. In addition it indicates that the private higher education sector has grown rapidly and public higher education institutions have diversified their resources of funding to accompany the major changes in financing some governments have developed students' loans and other assistance progress. Options for financing education in other countries include grants scholarship bursaries etc; traditional loans human capital contracts income contingent, graduate tax and learning tax credit e.tc. The bursaries and scholarships are commonly used in secondary education. In Burkina Faso (KIPRA 2006) has it that partnerships are nurtured with private sector through distance learning targeted vouchers accessible to private and public schools; household subsidizes construction of low cost secondary schools in underserved areas.

Achola (in Kosgei, 2011), studied the financing of secondary schools in Kenya and found out that the expenditure for provision of accommodation services on education were too high and unrealistic and recommends for urgent need for community and local governments to finance the supply of education with a very limited support from the central government. The study fails to recognize the fact that education is a human right and it is the responsibility of the government to ensure that her citizens get access to basic education. The study also fails to suggest ways of putting the existing finances into better use by the institutions. The study also fails to state the unit cost of secondary education in Kenya.

Kenya Parliamentary Committee on Education called for the reduction of the development levy of Kshs 2,000 per student per year to relieve parents of the burden and make secondary education affordable to all (Sunday Nation, 23rd July 2006). The 4,000 plus Head teachers of secondary schools requested the government to introduce free secondary education. Schools were owed Kshs. 12 billion and they threatened to stop releasing students 'certificates. They demanded for a subsidy of secondary education by providing free tuition and paying salaries for non-teaching staff. This would leave only the cost of boarding to be funded by parents.

The other option to ease the problem of fees was to levy a 2% education levy on government taxes (Siringi & Mbabazi, 2016). A reduction in school fees at the secondary level would greatly improve access to secondary schools particularly in rural areas and for children of the low-income group. Given this background, it was important to find out the cost effective measures necessary to reduce operational costs of secondary education.

The government's objectives and policies during the plan period 1997 to 2001 were related to increasing enrolment and completion rates, streamlining financing of education and improving the relevance of education within the context of industrialization (Republic of Kenya, 1997). To do this the government was to shift more resources from post primary to primary education, remove subsidies to boarding services not directly related to education, introduce a ceiling on government subsidies per student and make government support be student-based and not school-based.

The government operates a bursary scheme at the secondary level through the Ministry of Education, Science and Technology. This is within the auspices of the Social Dimensions of Development Programme targeting the poor and vulnerable groups. However, several issues have emerged that make this scheme quite ineffective and inefficient. Bursary funds are not enough for all eligible needy students. The eighteen national schools get 5% of the total bursary funds in any fiscal year. The other schools get funds in proportion to the school size, in terms of student enrolment and without reference to boarding status and whether the school is boys, girls or mixed. Secondly, the allocation per province has varied according to perceived economic well-being of the province. The provinces located in economically marginal Arid and Semi Arid Lands (ASAL regions) where most communities are poor and vulnerable have got higher proportions.

The bursaries programme provides assistance to children from poor backgrounds and thus enhances access, ensures retention and reduces disparities and inequalities in the provision of secondary school education. In particular, the bursaries are targeted to students living under difficult conditions and Most Vulnerable Children (MVCs). These include orphans, the girl child and children from poor families, slum areas, pockets of poverty in high potential areas, and ASAL districts. At constituency level, the bursary fund is managed by a Constituency Bursary Management Committee (CBMC) in consultation with the MOE in accordance with the

set guidelines. The sector increased bursary allocation from Kshs.770 million in 2004/05 to Kshs.800 million in 2005/06. In order to ensure access and retention the Government has waived fees in all public day secondary schools with effect from January 2008.

The Government is supporting schools to improve teaching and learning materials, including laboratory/science equipment; under a targeted support programme. During 2003/04 a total of Kshs.150 million was allocated for science equipment/laboratory. This amount was increased to Kshs.160 million and Kshs.170 million in 2004/05 and 2005/06 respectively. In 2006/07 the actual expenditure was Kshs.160 million while the printed estimate for 2007/08 has an allocation of Kshs.165 million. However, this amount is inadequate given that the number of needy schools is high, (Bray, 2000). A total of Kshs.40 million was provided to all public secondary schools in the 28 ASALs districts based on student enrolments during year 2004/05. As part of an affirmative action, secondary schools in Mandera, Wajir, Ijara, Garissa, Moyale, Marsabit and Isiolo have been given an enhanced allocation so that the minimum amount per school in these districts is Kshs. 100,000 regardless of student enrolment. All the secondary schools in the 28 ASALs districts received ASALs grants amounting to Kshs.70 million in November 2005, (Dibski, 2013).

METHODOLOGY

A survey research design was used targeting 36 boarding secondary schools, with 36 principals, 204 heads of department and 132 board of management (B.O.M). Kombo, (2006) defines research design as the scheme, outline or plan that is used to generate answers to research problem. Kothari (2009) argues that a research design is a plan, structure or strategies or investigation conceived so as to obtain answers to research questions and to control variants. The research design provided a concrete framework for a study. Secondary schools were clustered into four zones; Kapsabet, Emgwen, Kosirai and Kilibwoni, simple random sampling was used to select 30% of the required schools, all the principals of the selected schools were part of the respondents arriving to a sample of 61 heads of department, 40 BOM and 10 Principals making a total of 111. The questionnaires and interviews were used to collect data. Data was analyzed using descriptive statistics which include frequencies and percentages and was presented in form of frequency tables and charts.

Income Generating Activities on Service Delivery

Table 1. Measures that school can use to cope up with cost of providing tuition facilities.

| Measures | Head teachers | | Head of Department | |
|--|---------------|------------|--------------------|---------------|
| | F | % | F | % |
| Installation of Posho mills | 3 | 30.0 | 18 | 29.7 |
| Engage in agricultural activities | 2 | 20.0 | 7 | 10.8 |
| Starting up a bakery business | 1 | 10.0 | 7 | 11.7 |
| Running a canteen | 1 | 10.0 | 1 | 2.7 |
| Application for annual CDF Support /grants | 3 | 30.0 | 17 | 27.1 |
| Donor assistance | 1 | 10.0 | 10 | 18 |
| Mean | | 2.9 | 58 | 3.3934 |
| Totals | 10 | 100 | 61 | 100 |

The study revealed that majority of the respondents indicated that application for annual CDF Support /grants which comprised of 30.0%, installation of Posho mills comprised of 30.0%, those engaging in agricultural activities comprised of 13.5%, those involved in starting up a bakery business comprised of 10.0%, running a canteen as an income generating activity comprised of 10.0%, and finally Donor assistance comprised of 10.0%.

HODS further found out that installation of Posho mills comprised of 29.7%, those engaging in agricultural activities comprised of 10.8%, those involved in starting up a bakery business comprised of 11.7%, running a canteen as an income generating activity comprised of 2.7%, CDF application yearly comprised of 4.5% and finally donor assistance comprised of 18%.

From the above findings it implies that application for annual CDF Support /grants and installation of Posho mills were the main activities that could have been used by secondary school to generate more income in order to cope up with raising costs.

The principals of public boarding secondary schools are responsible to be keen on the raising expenditure on provision of tuition services of secondary school. The government and all other stakeholders look upon the Head teachers for effective implementation of any program introduced at this level. Free tuition secondary Education is such a program that was introduced and it is the responsibility of the Head teachers to ensure that it is effectively implemented on the ground. Free secondary Education has opportunities and presents great challenges to Head teachers as it is not adequate to gather for all the tuition services. These findings concurred with Olembo, (2012) who found out prudent management of resources at the school level and the

adherence to the set financial regulations is mandatory if the strategy is to achieve the desired results as it is important that the sub sector such as schools remains affordable in order to manager their costs.

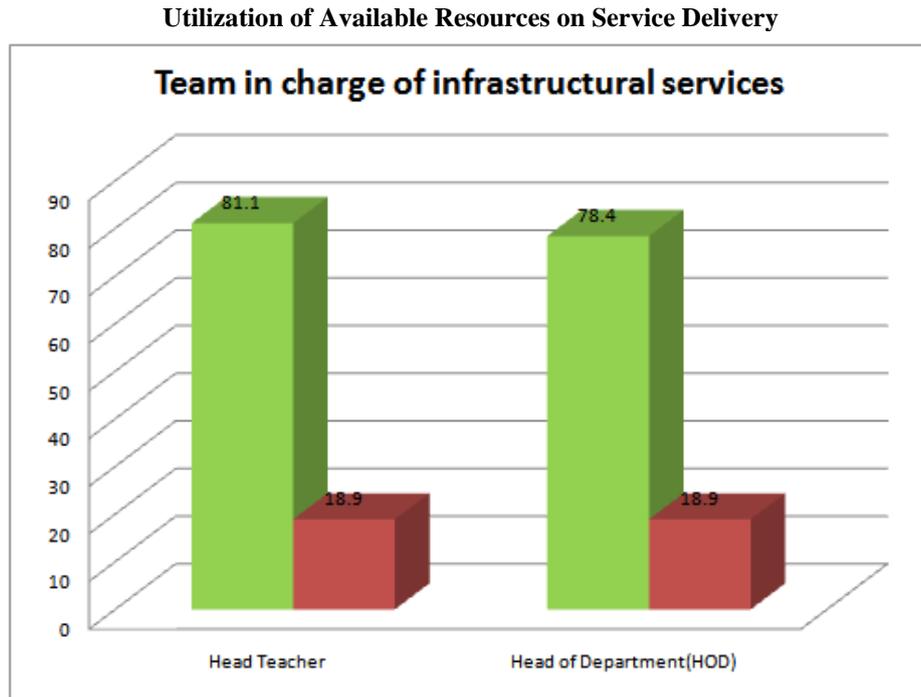


Figure 1. Teams in charge of infrastructural services

From the figure above it is clear that majority of the respondents indicated that they have a team in charge of infrastructural services which comprised of 81.1%, while 18.9% indicated that they do not have a team in charge of infrastructural services.

Further the majority of HODs indicated that they had teams in charge of infrastructural services which comprised of 78.4%, while 18.9% indicated that they do not have a team in charge of infrastructural services. This implied that the school had teams in charge of infrastructural services who were involved in planning and implementing all the activities of the school.

According to Abagi, (2014), physical infrastructure includes structures such as classrooms, kitchen, laboratories, water tanks, play ground, and equipment among others. The facilities can be either permanent or temporary. Such structures are supposed to be appropriate, adequate and properly located devoid of any risks to users.

Provision of quality education and training has been a critical issue in Kenya since independence. This has been generally due to the increasing demand for more educational opportunities by the growing population which in turn increases school expenditure on infrastructure.

Level of availability and adequacy of various facilities in the school
Table 2: Level of Availability and Adequacy of Various Facilities in the School

| Statements | Respondents | Adequate | Inadequate | Total |
|----------------------------------|---------------|----------|------------|----------|
| Laboratory facilities | HODs | 37(61%) | 24(39%) | 61(100%) |
| | Head teachers | 6(60%) | 4(40%) | 10(100%) |
| Library facilities | HODs | 35(72%) | 17(28%) | 61(100%) |
| | Head teachers | 6(58%) | 4(41%) | 10(100%) |
| Water and Electricity | HODs | 49(81%) | 11(19%) | 61(100%) |
| | Head teachers | 8(79%) | 2(21%) | 10(100%) |
| Recreational Facilities | HODs | 38(63%) | 23(37%) | 61(100%) |
| | Head teachers | 6(60%) | 4(40%) | 10(100%) |
| Physical Condition of Classrooms | HODs | 40(66%) | 21(34%) | 61(100%) |
| | Head teachers | 6(56%) | 4(42%) | 10(100%) |
| Toilet Facilities | HODs | 32(52%) | 29(48%) | 61(100%) |
| | Head teachers | 6(60%) | 4(40%) | 10(100%) |
| Security/Environment | HODs | 42(69%) | 19(31%) | 61(100%) |
| | Head teachers | 6(61%) | 4(39%) | 10(100%) |

From the finding it was necessary to assess the level of adequacy of laboratory facilities in Nandi central Sub-County which revealed that 61% of the HODs indicated adequate and 39% indicated inadequate. On the other hand majority of the respondents including 60% of respondents among the Head teachers indicated adequate and 37% showed inadequate.

On the level of adequacy of library facilities in Nandi central sub-county, the study findings revealed that majority of respondents including HODs indicated adequate which comprised of 72% while 28% of the respondents indicated inadequate. Whereas the Head teachers indicated adequate at 58 % and inadequate at 42%.

Social amenities are also very important to a school and because of that the study sought to find out the level of adequacy of water and electricity in Nandi central sub-county, the findings revealed that majority 81% of HODs indicated adequate while 19% showed inadequate. The head teachers on the other hand showed adequate and inadequate at 79% and 21% respectively.

Furthermore the study sought to assess on the level of adequacy of recreational facilities in Nandi central sub-county and the study findings revealed that majority of respondents among the HODs indicated adequate which comprised of 63% while 37% of the respondents indicated inadequate. On the other hand 60 % of the Head teachers indicated adequate and 40% indicated inadequate.

The level of adequacy of physical conditions of classrooms in Nandi Central Sub-County was also looked at and the findings revealed that majority of respondents from HODs indicated adequate at 66% and inadequate at 34%. It was also realized that 56 % of the Head teachers indicated adequate and 44% showed inadequate.

The researcher established that the level of adequacy of toilet facilities in Nandi central sub-county was at 52% and 60 % for the HODs and Head teachers respectively while the inadequacy level was at 47% and 40% for the HODs and Head teachers respectively.

Finally the study sought to find out the level of adequacy of security/environment in Nandi Central Sub-County, the study findings revealed that majority of respondents including HODs indicated adequate which comprised of 69% while 31% of the respondents indicated inadequate. On the other hand 61% Head teachers indicated adequate while 39% of the respondents indicated inadequate.

From the results above it meant that most of the expenditure in the schools was being affected by the increased cost of providing various facility in the schools. This would imply that the heavy effects of the cost sectors in the school would have significant Influence on the way management operates and they would be required to formulate strategies to deal with the rising costs. This concurs with Bray, (2000) who state that the cost of learning materials, books, uniforms and other expenses, in addition to opportunity costs, deter poor students and from engaging in formal secondary education especially. This cost include Personal books e.g. dictionaries, bible, atlas and hymn Book. Uniform fees, boarding fees, PTA, medical and caution, Personal basics e.g. soap, pens, exercise books, uniforms and shoes.

CONCLUSIONS

In conclusion, income generating activities on service delivery in public secondary schools was that majority of the respondents indicated that application for annual CDF Support /grants, installation of Posho mills, engaging in agricultural activities , starting up a bakery business , running a canteen as a income generating activity and finally donor assistance. The study findings revealed that, majority of the respondents indicated that they are able to organize educational trips, avail adequate learning and teaching materials such as textbooks, contests and symposiums attendance, capacity to construct well equipped laboratories and workshops, easy to pay debt, and finally enable teachers to attend seminars and workshops easily.

This finding was supported by Systems Theory of Administration which was proposed by Simmons (2000), who argues that the systems theory is one-sided and inadequate. To him, industrial relations go beyond the recognition of formal institutions but it is necessary that personal and unstructured relationships as well as informal relationship are usually important in an industrial relations system.

On utilization of available resources on service delivery in public secondary schools, the study findings revealed that the majority of the respondents indicated that they have a team in charge of infrastructural services who occasionally meet to budget for infrastructural service and handle its rising cost.

The study findings revealed that the majority of the respondents involving Head teachers indicated that sourcing funds from the government of Kenya through the ministry of education, sourcing from parents extra-curricular activity participation fees, donors sponsor, regular budget allocations and lastly fundraising events helped in managing school infrastructure. Provision of quality education and training has been a critical issue in Kenya since independence. This has been generally due to the increasing demand for more educational opportunities by the growing population which in turn increases school expenditure on infrastructure. Hyman goes beyond and support Simmons (2000), on system theory by mentioning that job regulation in terms of

command and authority have power in organizations. He justified the position of trade unions as a balance of power and argues for its sustenance as a weak union could be marginalized by the management.

The alternative sourcing of finance on service delivery in public secondary schools it was concluded that the general conditions of accommodation facilities in these schools were rated as satisfactory. The system theory further for instances implementing a solution to a problem in a school's service delivery is likely to affect other aspects of the school such as tuition facilities, physical facilities, and other finance tasks (Simmons, 2000).

The study further sought to find out whether there are general measures used to cope up with increased costs of providing accommodation in Nandi Central Sub-County. The study findings summarized that the school should utilize available resources, initiating income generating activities and Scaling down development projects. Human Capital Theory is supported by (Nyamasege, 2013) elaborated that fact that human beings invest in themselves through education and training. As a result of this, the school management is able to improve on its management strategies through quality leadership in schools in order to alleviate budgetary challenges.

I. Recommendation

Managerial Implications

The head teachers of secondary schools should adopt of income generating activities through utilization of available resources such as agricultural activities, hiring school bus among others.

The government should ensure that school fees for schools are not raised but instead should encourage schools to seek for alternative sources of financing such as farming or cutting down on school expenditures and also increase their capitation.

In utilization of available resources on service delivery, the schools should ensure that they fully utilize resources at their disposal for example land to generate extra income for the schools with an aim of coping up with increased expenditure in schools.

On prioritization of projects on service delivery in public secondary schools, the school principals should develop school procedures that require school members including teachers and teachers to participate in income generating activities.

To find out the alternative sourcing of finance on service delivery in public secondary schools, The BOM should network to get more funding from sponsors and sponsors should also increase their participation. In-service training programmes should be promoted and funded by the government to ensure that school heads are able to deal effectively with the rising school costs through effective budgeting and resource allocation process.

THEORY/PRACTICE RECOMMENDATIONS

This study has made several important influences of austerity measures adopted by principals on service delivery in public secondary schools in Nandi Central Sub County and the new ways of working literature. Firstly, this study confirms existing literature in terms of Influence of austerity measures adopted by principals on service delivery in public secondary schools. Scholarly research has clearly examined the link between resource based theories developed by Peter Coase (1937), the theory mostly places the ability for a firm to deliver sustainable competitive advantage on managing the resources such that the outcomes are not limited to competitors.

The theory is a base for competitive advantage of a firm lies primarily in the application of a bundle of valuable or intangible assets at the firm's disposal. The theory was developed by Peter Coase (1937) and has been analyzed in broader rationale in different academic fields before being adopted by Rumelt (1984). This theory mostly places the ability for a firm to deliver sustainable competitive advantage on managing the resources such that the outcomes are not limited to competitors. The theory assumes that a firm is heterogeneous with respect to the resources it controls, it also assumes that the resources are not mobile therefore the longer lasting heterogeneity. In the perspective on competitiveness of the strategic fit adapted by firms, the main driver of an organization competitive advantage is the internal resources available in implementing the strategies (Mburugu, 2015). The underlying assumptions makes the theory lose a bit of its shape since resources such as entrepreneurship are highly mobile as they can be easily accessed or can easily change hands and school such public secondary schools in Nandi Central Sub County can use the entrepreneurship to create more income to curb up raising expenditures.

Secondly, this research helped to gain deeper insights into the recommendation as supported by Dynamic Capabilities theory, who emphasizes on application and ability to create new wealth and customer capture methods by private companies that predominantly operate in a much changing legal, technological and economic environment, (Teece, 2011). The dynamic capabilities theory offers wide comprehensive overview of how a firm will develop its innovation, path dependency and the available assets of knowledge available to a particular firm. The dynamic capabilities theory extends the resource based theory on how valuable a company's resources can be maintained or sustained and redeveloped in the ever changing environment. Dynamic

capabilities theory may assume various positions to the firm overall competitive strategy. The capabilities may include integration functions which incorporated bringing together segments operations to achieve a common goal, creation of new resources to support existing functions in an organization and finally reconfiguring the operation of a firm in order to meet the changing business environment

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