EFFECTS OF RESOURCE MOBILIZATION ACTIVITIES ON PHYSICAL INFRASTRUCTURAL DEVELOPMENT AMONG PUBLIC HIGH SCHOOLS IN MOLO SUB COUNTY, NAKURU COUNTY, KENYA

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A DISSERTATION SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTERS IN DEVELOPMENT STUDIES, ORGANIZATIONAL DEVELOPMENT SPECIALIZATION AT ST. PAUL'S UNIVERSITY.

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OCTOBER, 2019

DECLARATION AND APPROVAL

I declare that this dissertation is my original work and has not been presented for the award of a degree or certificate in this or any other university to the best of my knowledge.

SIGN…… DATE……...

Bernard Kiarie **MDS/NKR/2021/18**

Word Count: 19799

APPROVAL

This dissertation has been presented for examination purposes with our approval as the university student's supervisors.

Signature…… Date……

Dr Paul Gesimba

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Signature…… Date……

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DEDICATION

I dedicate this thesis to my wife and children who have supported me on this educational journey.

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First, I would like to acknowledge God for His blessings when I was undertaking this project.
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LIST OF ABBREVIATIONS AND ACRONYMS

BOM:	Board of Management
CDF	Constituency Development Fund
FBO:	Faith-Based Organization
FSE:	Free Secondary Education
FDSE:	Free Day Secondary Education
IFRC:	International Federation of Red Cross and Red Crescent Societies
INGOs	International Non-Government Organizations
KCSE:	Kenya Certificate of Secondary Education
KII:	Key Informant Interview
KNBS:	Kenya National Bureau of Statistics
NACOSTI:	National Commission of Science, Technology and Innovation
NGOs	Non-Government Organizations
PPP:	Public Private Partnerships
PTA:	Parent Teachers Association
SPSS:	Statistical Package for Social Scientists

ABSTRACT

In Kenya, government financing for many public high schools is not sufficient to meet all infrastructural development needs of the schools. This leads to high schools relying on other ways and means of mobilizing resources for infrastructural development. This study sought to assess the effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County. The specific objectives for the study were: to evaluate the effects of income generating activities on physical infrastructural development among public high schools; to determine the effect of fundraising activities on physical infrastructural development among public high schools, and assess the effect of partnerships on physical infrastructural development among public high schools. This study was anchored upon the resource mobilization theory and supported by the school improvement theory of action and public private partnership model which reinforces high school development. A descriptive survey design was utilized so as 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 analyzed thematically while quantitative data was analyzed through the use of SPSS version 22 which assisted in analyzing descriptive and inferential statistics. The data was presented in 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 theneed for guidance on the procedures for resource mobilization activities to be provided so as to give the schools direction on resource mobilization for physical infrastructural development. Additionally, this study recommends that a comparative study should be conducted on the effects of resource mobilization activities on high school physical infrastructural development in public and private high schools in Kenya.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Eighteen years ago, the international community during the World Forum at Dakar in Senegal, developed six goals that promoted Education for All (Orodho, Waweru, Ndichu, & Nthinguri, 2013). The goals emphasized on the expansion and improvement of education and its access for both boys and girls to attain in the very least primary education. The envisioned end state of the Dakar Education Framework was that all people of the world have access to quality education from which measurable learning outcomes such as literacy and numeracy are attained. The Education Framework was focused on success in the education sector.

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 Denmark, the education system is very comprehensive with both public and private schools which are at par with the level of education that is provided. According to the Danish Government (2016), public schools are financed by the central government and provides all resources that may be needed in the schools. Well over 15.2% of the total national expenditure is spent on education. The similarities of this kind of funding are not strange from what is found in Sub Saharan Africa.

A study by Harttgen & Klasen (2009) on marginalization in the education system showed that in countries that are considered as rich such as Canada and United States, there is easy access of education from primary to high schools. Developing countries with the lowest GDP per capita such as Uganda and South Africa showed that there was low access to education throughout the

education levels. Additionally, many students fail to complete primary education. This disparity is considered to be due to lack of resources such as financial, human and physical resources.

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 and every child, youth and adult. In line with this, the Basic Education Act 2013 is a legal framework which continues to push the agenda for free and compulsory education in Kenya.

The adoption of the "Dakar Education Framework" by many countries led to the rise of many who had primary education and had the need to progress in the educational ladder. In Sub Saharan Africa, the past decade has been dedicated to abolishing user fees, especially in primary schools. Syacumpi (2012) opines that this was done so as to resurrect an education system that was rapidly deteriorating as exhibited by the declining enrollment rates. Many governments were therefore faced with pressure on post-primary education (Fredriksen, 2011). Therefore, the need to provide quality secondary education is significant.

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. Mobilization of resources has an impact on the development of the organization 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 mobilization activities.

Resource mobilization 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 mobilization of knowledge, skills and services, organizations are able to achieve their mission. Resource mobilization 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 organization.

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 organizations, development focuses on ensuring the employees and all other stakeholders feel part of the organization and that their wellbeing is upheld. Schools as organizations, also focus on development which is encompassed on social, academic and infrastructural development.

In high school setups, the lack of sufficient government funding due to increased enrollments leads to a suffering quality of education. Parents in the high schools seem to bear certain burdens as the government is not able to cater for all expenses. This means that many high schools do not have all the resources they need for infrastructural development. Inadequate government financing has led to many high schools relying on other methods of mobilizing resources so as to meet the gaps that are experienced in developing high schools so as to achieve efficient and effective performance. These problems can be addressed through the adoption of activities that can supplement government resources. Syacumpi (2012), notes that resources can be mobilized through ventures such as fundraising, the establishment of various school projects and developing partnerships that have the ability to develop a high school.

1.2 Problem Statement

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 so as 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 KES197 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 a total of about 1,000,000 will 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 realization of infrastructural development.

A study by Syacumpi (2012) indicates that when it comes to the implementation of resource mobilization 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 mobilization activities in the development of schools. This study, therefore, sought to fill this research gap and provide a source of reference which will add to the scarce body of knowledge that exists in the context of resource mobilization and high school physical infrastructural development. The research focused on the effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

1.3 Purpose of the Study

The purpose of the study was to assess the effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

1.4 Study Objectives

The specific objectives of the study were:

i. To assess the effects of income generating activities on physical infrastructural development among public high schools in Molo Sub County Nakuru County.
ii. To determine the effects of fundraising activities physical infrastructural development among public high schools in Molo Sub County, Nakuru County.
iii. To assess the effects of partnerships on physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

1.5 Research Hypotheses

H_{01}: There is no statistically significant relationship between income-generating activities and physical infrastructural development among public high schools in Molo Sub County Nakuru County.

H_{02}: There is no statistically significant relationship between fundraising activities and physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

H_{03}: There is no statistically significant relationship between partnerships and physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

1.6 Justification of the Study

High schools need resources that can be financial, physical or human to ensure that they operate in an efficient and effective manner. Public high schools in Kenya receive resources from quarters such as the government and the parents. There are still gaps that exist in the provision of these resources and the schools have come up with ways of mobilizing the extra resources that they need. The information and findings of the study will help to gain a greater understanding and insight on the resource mobilization activities on high school development.

The research is intended to inform the managers of the schools on the resource mobilization activities that they undertake and their influence on the development of the high schools. This study was an attempt at the identification of knowledge gaps that exist in resource mobilization activities and development. In this regard, the study aimed to provide recommendations on how the identified gaps will be filled. This will help in the improvement of education services.

The school principals will also benefit from the findings of the study as they will get to understand the workings and complexities of the resource mobilization activities for high school development. This will go a long way in the implementation of policies that enhance the resource mobilization in high schools.

Policymakers in the education sector will also be informed of the different resource mobilization activities that are used and how they assist in the development of schools. It is also hoped that through this study, education stakeholders will come up with more ways of resource mobilization for high schools.

1.7 Scope of the Study

This study was confined to Molo Sub County only in which only high schools in the Sub County were targeted. Molo Sub County is one of the eleven Sub Counties found in Nakuru County, Kenya. The Sub County covers a total of 478.79 KM^2 with a population of 140,585. The area has four main wards which include Mariashoni, Elburgon, Turi and Molo.

There are thirty three public high schools in the Sub County. The study focused on the resource mobilization activities that are undertaken in these high schools and ways in which the activities lead to the physical infrastructural development of the schools. The respondents that participated in the study included the school principals and PTA Chairpersons. The study took place from September 2018 to July 2019.

1.8 Limitations of the Study

This study focused on resource mobilization activities and physical infrastructural development. The study was carried out in one Sub County which is Molo Sub County which is a small fraction representation of the high schools not only in Nakuru County but Kenya as a whole. The study however endeavoured to make sure that there was equal representation so as to ensure that the study can be generalized in other areas.

Provision of resource matters was deemed as quite confidential especially on matters that focus on financial resources. The acquisition of this information was difficult especially when the bureaucracies of school management came in to play. The researcher however assured the respondents that the information provided would be treated with discretion and used for academic purposes only.

1.9 Assumptions of the Study

This study assumed that the concept of resource mobilization activities and their effects on high school physical infrastructural development was familiar and well understood by the respondents. Therefore, the information provided would be true. A second assumption was also held that there were available resources which can be developed to make education and its access affordable for the public. Finally, it was assumed that the public schools in Molo Sub County have various resource mobilization activities that they undertake.

1.10 Definition of key terms

Fundraising:	Process of raising funds for school development through voluntary contributions from community members, community businesses and other charitable organizations
Harambee:	This is a Swahili word which means to pull together resources in the community
Income Generating Activities:	Any activities that are geared towards generating income in the school
Partnership:	Any formal arrangement that requires cooperation and collaboration to ensure school development
Physical Infrastructural Development	Physical structures that are needed for a high school to function such as classes and a library.
Resource Mobilization:	Any endeavour that is aimed at attaining extra funds, supplies or materials for school development

School Project: Any undertaking by the school to achieve a given objective

Physical Infrastructural Development: All developments which are physical in nature not human.

1.11 Summary of the Chapter

This chapter has provided the introduction of the study by first giving the background of the study from many aspects and most especially from a global, regional and even national perspective. This has paved the way for the problem statement and even understanding what the study objectives and questions are. Justification as to why the study was conducted is provided and it is noted that the study would be useful for policymakers, the principals, the schools and other school stakeholders. Scope and the assumptions that were undertaken in carrying out the study are also discussed in this chapter.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this section, a systematic review of literature that touches on resource mobilization activities is presented. This study focused on schools projects, fundraising and partnerships. The section also provides theoretical and empirical reviews in relation to the objectives of the study. A conceptual framework is also presented with a diagrammatic representation of the independent and dependent variables.

2.2 Theoretical Review

This study was anchored upon the resource mobilization theory. This theory was chosen as it reinforces ways in which resources are mobilized in an organization and how these resources help in the development of the organization. This theory was supported by the school improvement theory of action which reinforces high school development as well as the Public Private Partnership model.

2.2.1 Resource Mobilization Theory

The resource mobilization 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 organized 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 utilization 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 utilized in the organization and how these resources can lead to organizational development.

The resource mobilization theory is based on contextual processes which include decisions that are made on resource management, dynamics in the organization, and changes in the political

sector (Hassan, 2018). The theory holds that there are rational actors who develop strategies and interact with their environment so as to pursue their interests. Two main approaches are found in the resource mobilization theory as presented by Eduardo Canel as cited by (Ojwang, 2015). The first approach is a political interactive 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 organizational entrepreneurial models which focus on organizational dynamics, resource management and organizational leadership (McCarthy, 2013).

This study focused on the resource mobilization theory as presented by McCarthy and Zald. This resource mobilization theory applies theories on economics and organizations to study how to make connections for resource competition, packaging, social entrepreneurship, product differentiation and social movements in the organization (Ojwang, 2015). Resource mobilization 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 organize action for change.

In a general aspect, Snow, Soule, & Kriesi (2008) suggest that resource mobilization theory is about how groups organize themselves to make their ends meet through mobilization 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 mobilization theory as it is pegged to the resource mobilization activities.

2.2.2 School Improvement Theory of Action

The theory of action has over the years progressed and presented by scholars such as Talcott, Argyris and Schön. The theory, which was developed in 1978 and as modified in 2010, suggests that action is needed if any development in a human being or an organization is to be achieved. This is an indication that the theory of action is both a sociological and organizational theory (Kern, 2008). The theory of action presents contrasting theories as presented by Argyris and Schön divides the theory of action into two theories; theories in use and the espoused theories.

This theory of action asserts that all individuals hold maps in their heads which dictate how their actions are planned, implemented and reviewed (Kern, 2008). Few individuals are aware of the existence of these mental plans and so they do not explicitly espouse these theories. But, there are those who actually understand these mental maps and plans and actually use them. Espoused theories are known to an individual and they claim to follow while theories in use are those values that are actually in use (Kern, 2008). According to Münch (2010), at the core of the theory of action is the science of human action. The idea starts with understanding the present level of development and formulation of means in which to achieve a desired future level of development. Therefore the theory of action is a mechanism by which thoughts and actions are linked. The theories are absolutely situational. Espoused theories and theories in use provide various concepts and philosophies that could be used in this study to guide school improvements which lead to institutional development.

According to Kerr (2009), the theory of action is a foundation premise which provides a reflection that is deeply concerning the values that institutions use to address challenges and dilemmas in various practices of the institutions. Institutions should uncover a chain of reasoning that is logical which show the actions to be undertaken to lead to institutional development and the desired final outcome. Schools should be able to understand the action that they need to undertake so as to solve the challenges that they face. In Kenya, high schools face a dilemma in terms of how to develop the schools in lieu of the limited resources that they receive from the government, both financial and human. The action that schools undertake is to mobilize resources from different sources. Ojwang (2015) indicates that schools should come up with actions or activities for resource mobilization which lead to the development of the schools.

The theory of action presents a cognitive structure and processes in which problems are solved by engaging all people and not focusing only on professional practitioners (Houchens & Keedy, 2009). The contextual nature of the theory describes the specific actions or activities that are used to deal with the problems found in a practice environment. At times, the actions are taken in a sequential manner which is repetitive of other actions in the said sequence but the actions are each unique (Houchens & Keedy, 2009).

In resource mobilization for a high school, the sequence may begin with a diagnosis of the needs of the school which may be the construction of classrooms. Then the necessary stakeholders may be engaged and their level of awareness on the issue is analyzed. Donors, potential contributors and supporters are also engaged and ways of how they will contribute are mapped out. Activities for mobilizing the resources such as fundraising activities or partnerships are then put into action. While all these activities are unique in their own way, they, in the end, contribute to the development of the high school. An important aspect of Argyris and Schön's theory of action is the emphasis on solving problems through the acquisition of valid information, informed choice and internal commitment (Kerr, 2009). There should, therefore, be purposes that are shared and accountability in the undertaking of desired actions. It is important to note that the actions are undertaken also lead to unintended outcomes. This is the reason that this study utilized the school improvement theory of action.

2.2.3 Public Private Partnership (PPP) Model

The public private partnership model was first implemented in the 1980s in the USA and is mainly attributed to policy entrepreneurs such as Peter Drucker and researchers from the Brookings Institute (Verger, 2016). Essentially, PPP is a funding model in which private investors invest in the government. Initially, PPP focused on public infrastructures such as roads and telecommunications. Brans (2011) posit that it is not until the 1990s that private-public interactions in education mushroomed. These interactions saw both private and public sector actors get engaged in ensuring that Education for All is achieved in many countries. In the 21st Century, PPP has been regarded as a cost effective way to provide education and the PPP model is supported across the globe.

This current study adopted the PPP model in education as presented by Patrinos, Barrera-Osorio, & Guáqueta (2009). The model posits that for education systems to operate effectively and efficiently, there has to be increased participation of the private sector. The model presents provision and finances as the two perspectives in which the public and private interlock. While the public sector provides items such as user fees, student loans and multi-stakeholder partnerships for public schools, the private sector plays an active role in financing them. There are different levels of engagement that are involved in partnerships for education provision. The private sector can be contracted by the public sector to provide inputs for support of education such as training and consulting. The state can also contract the private sector to provide finances for education projects. Additionally, the private sector can operate in a regulated framework that is state-defined (Verger, 2016). The concept for the PPP model is to provide a framework in which common ground is set for the private and public sectors so that skills and expertise can be merged between the two sectors in addressing education development issues.

In Kenya, the education sector at large is involved in public private partnerships. However, the lack of resources in many schools has led to specific schools looking for partnerships that will help in the resource mobilization process. The partnerships add on to the resources provided by the state (Ojwang, 2015). Partnerships are made with actors that include donors and faith-based organizations. According to Simiyu (2013), the private sector is involved in education systems through the provision of infrastructure which can be through contracts for materials, buildings or even energy. The public private partnership model helps to understand that assistance towards financial and managerial capacity help public schools to accumulate resources not provided by the government and are critical in the provision of quality education. In this current study, this model would help to draw connections between public-private partnerships that drive physical infrastructural developments in high schools.

2.3 Empirical Review

This section discusses past studies that have been conducted in relation to the phenomena found in the current study. The study objectives included income-generating activities, fundraising, and public private partnerships which this study deemed as resource mobilization activities which are used in order to achieve development in high schools. These objectives are discussed as the three main variables in the subsequent sections.

2.3.1 Income Generating Activities and High School Physical Infrastructural Development

A study by Odundo & 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 et al., (2014) on alternative sources of funding for the FDSE, indicated that in rural setups, the resource mobilization activities differ from those in urban setups. The schools in rural setups embark on resource mobilization activities such as dairy farming, poultry keeping, and cultivating Napier grass. The schools do not have modern facilities such as swimming pools.

Nakhumicha & 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 recognized 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 also 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 mobilization 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, also identify these activities.

2.3.2 Fundraising and High School Physical Infrastructural Development

Fundraising is an art and science that helps to gain what is needed when it is needed and for a development purpose (IFRC, 2013). In Zambia, a study by Syacumpi (2012) focused on resource mobilization and fundraising activities in basic schools. Although major funding for 29% of the schools sampled in the study was from the government, the study found out that this funding was not enough to meet their budgetary needs. Fundraising activities include donations such as cash, building materials, volunteer workers, and books and stationery.

Provision of quality education in high schools is on many instances dependent on school-based income generating activities. In Tanzania, Amos (2018), avers that raising of funds for schools is important as it helps in a number of ways which include motivating the staff, provision of salaries for both teaching and non-teaching staff, and provision of materials for teaching and learning. This study was an indication that financial resources may be as well the most important resources in schools as they facilitate the attainment of other resources including human and material resources. Fundraising should, therefore, be at the centre of resource mobilization activities.

Mobilizing of resources for high schools should include fundraising activities as indicated by a study by Nwakpa (2016). The study was on alternative sources of financing secondary education in Ebonyi State in Nigeria. The study suggested that school authorities and administrators should invite parents to raise money for school development projects. This is similar to what Ojwang (2015) presents in his study. Ojwang insists that community fundraising in the form of 'Harambee' can be used to supplement high schools' financial resources.

The community members are mobilized to pool their monetary resources. Sometimes, during the 'Harambee', the community members can contribute other resources other than money such as volunteering in school activities. The community members can also offer to share knowledge on

ways to develop the school. This is a form of capacity building. In this sense, then, fundraising activities are wide-ranging. Moreover, the study by Ojwang (2015) found out that the 'Harambee' in the community has helped in the development of schools through the construction of staff houses, bathrooms, dormitories and administration blocks. The study revealed that 73.8% of funds raised were directed in the construction of classrooms which in itself is the development of high schools.

Additionally, Nwakpa (2016) suggests that the school administration is responsible for writing proposals to persons of interest in raising funds for the school. This can include community organizations and wealthy people in the community. A well-articulated proposal is an important activity as it is crucial in determining whether the school will get the needed resources or not. Assistance is important for the development of a school and school administrators should consider this as a key activity.

2.3.3 Partnerships and High School Physical Infrastructural Development

To increase mobilization efforts, partnerships with the private and public sector are deemed important for this study. The study by Amos (2018) indicates that many schools hold international partnerships with much regard often overlooking local partnership. While all partnerships are important as long as they help in mobilizing results for the schools, it is important to consider the local partnerships such as community-based organizations and faith-based organizations in the community. In his study, Amos (2018) found that high schools managed by the Catholic Diocese of Moshi worked with the locals to ensure the success of any resource mobilization activities.

Indeed, resource mobilization activities do include forging of partnerships with primary and secondary stakeholders. A study by Chepkwony (2018) suggests that stakeholders should be sensitized on the importance of school projects, and how and why they should be actively engaged in the projects. Communication with stakeholders should be effective enough to ensure that no misconceptions come in the process of implementing the school projects; for instance, to waylay any doubts on accountability and transparency of the implementation.

Concurring that partnerships are important in mobilizing resources for schools, Mwendwa (2015) investigated the factors that influence the mobilization of resources in public high schools. The

study was conducted in Migwani Sub County in Kenya. Using a descriptive survey design, the study used the census method for the participation of the respondents. The study indicated that a positive correlation, albeit a weak one, exists between sponsor activities and mobilization of resources in the public schools.

In his study, Nwakpa (2016) insists that partnerships are at the backbone of resource mobilization activities and this has a direct effect on the development of high schools. A good relationship with the community helps to attract financial and material resources. The school administrators should make efforts to sensitize the community and organizations on how partnerships can benefit the schools. Communication is also an important factor in partnerships as it clears up how resource mobilization is to be undertaken. The study also directs that financing of education should be a joint responsibility which involves the government, non-governmental organizations, old students, and the community at large. When the government is unable to provide resources as required, then the other parties should step in.

2.3.4 Concept of Resource Mobilization Activities and High School Physical Infrastructural Development

According to IFRC (2013), resource mobilization is the process and the ability to acquire resources and mobilizing people so as to accomplish goals. The aim of resource mobilization is to bring money, supports, alliances with individuals or organizations with power, as well as picking the attention of the media. Resource mobilization helps organizations to gain self-sufficiency whereby the organizations foresee a future in which they do not depend on contributions from charities or the public sector as is in the case of many high schools which depend on public sector subsidies from the education sector.

AIDSPAN & ACA (2009) assert that resource mobilization comprises of attaining resources from various avenues and means. Resource mobilization is a combination of resources, mechanisms and partners. For successful resource mobilization to take place, there have to be activities that are focused on organizational management and development. This involves aligning the organization's vision, mission and goals, together with the internal systems and processes. This helps in the resource mobilization efforts such as identification and management of human, financial and material resources efficiently and effectively.

Resource mobilization activities refer to the realization of what needs to be done in order to achieve the intended development. AIDSPAN & ACA (2009) suggest that resource mobilization activities help resource providers to get the resources that are needed so as to achieve the targets that are needed. Therefore, these activities can be long term or short term. Through resource mobilization activities, organizations are able to achieve sustainability as they have different revenue streams.

Schools often identify resource mobilization activities that help in supplementing the inadequate resources that are necessary for the running of the schools. The activities are undertaken often differ from school to school. In Kenya, for instance, the post-independence era saw rapid economic growth and the country faced difficulties in the newly found self-governance. At this point, the government was able to fund the education system through internal and external sources (Nyamwega, 2016).

According to Mwendwa (2015), the Ominde report provided the education ministry with a policy in which the management of high schools would be transferred to the board of governors. This provides the schools with some sort of authority as day to day activities are decentralized. This is especially successful when there are partners who act as sponsors for the schools. Schools are able to come up with alternative sources of funding.

In Kenya, the government helps in the provision of finances through plans such as the Free day tuition plan for high schools which caters for the tuition of day High school scholars (Mwendwa, 2015). This has resulted in high transitions from primary to high schools whereby gaps exist in the funding of the schools and resource activities have to be embarked on for additional resources. These activities include income-generating projects, fundraising and partnerships (Amos, 2018).

In a bid to understand the adequacy of the current mechanism of government funding, Getange, Onkeo, & Orodho (2014) studies the trends in funding of high schools in Kisii County in Kenya. The study also examined how the Free Day Secondary Education (FDSE) was funded through alternative sources of funding. The study found out that the FDSE policy although implemented, faced innumerable financial challenges which have led to erratic and inadequate remittance of

funds to schools. The study recommended that the schools should focus on resource mobilization activities so as to generate income that will develop the schools.

Many communities in Kenya have been able to make significant contributions to the cost of education. Through the help of teachers, parents and the students themselves, the schools have been able to mobilize resources through activities such as starting agricultural projects such as rearing livestock or crop farming from where agricultural products are sold and the funds help in the development of the schools such as classroom construction and buying school equipment (Nyamwega, 2016).

Chepkwony (2018) insists that school projects can have a development intonation such as buying a school bus or can be geared towards generating income. As is in the context of this study, income generating projects are used to mean the activities that help in increasing income for schools. These projects can be used to generate income so as to help the school to achieve self-sufficiency especially in terms of finances. The income generating projects can educate the students on the way entrepreneurial environment operates as well as how to combine technical knowledge with business management and practices.

Furthermore, fundraising activities should be considered as a way to increase income for the schools (Chepkwony, 2018). Fundraising involves the process of getting voluntary contributions from individuals or organizations. These contributions can be in the form of money or any other resources. Historically in Kenya, communities were charged with taking care of schools and making sure that the school's needs were met so as to help in the achievement of good student performance (Nakhumicha & Macharia, 2017). Therefore, the aspect of 'Harambee' was introduced in which the community members would raise funds to attend to aspects such as the building of classrooms. This helped the communities to be more self-reliant and self-sufficient. 'Harambee' helped to achieve multifaceted benefits which led to human development.

Fundraising activities involve so much more than just raising money; it includes activities such as writing proposal and capacity building (IFRC, 2013). In order to raise funds, it is important to understand that developing the capacities of all those involved in resource mobilizing as it is a support mechanism. The International Federation of Red Cross and Red Crescent

Societies(IFRC) further suggests that capacity building is a fundraising activity as it helps in sharing knowledge which creates a supportive platform for fundraisers.

2.4 Conceptual Framework

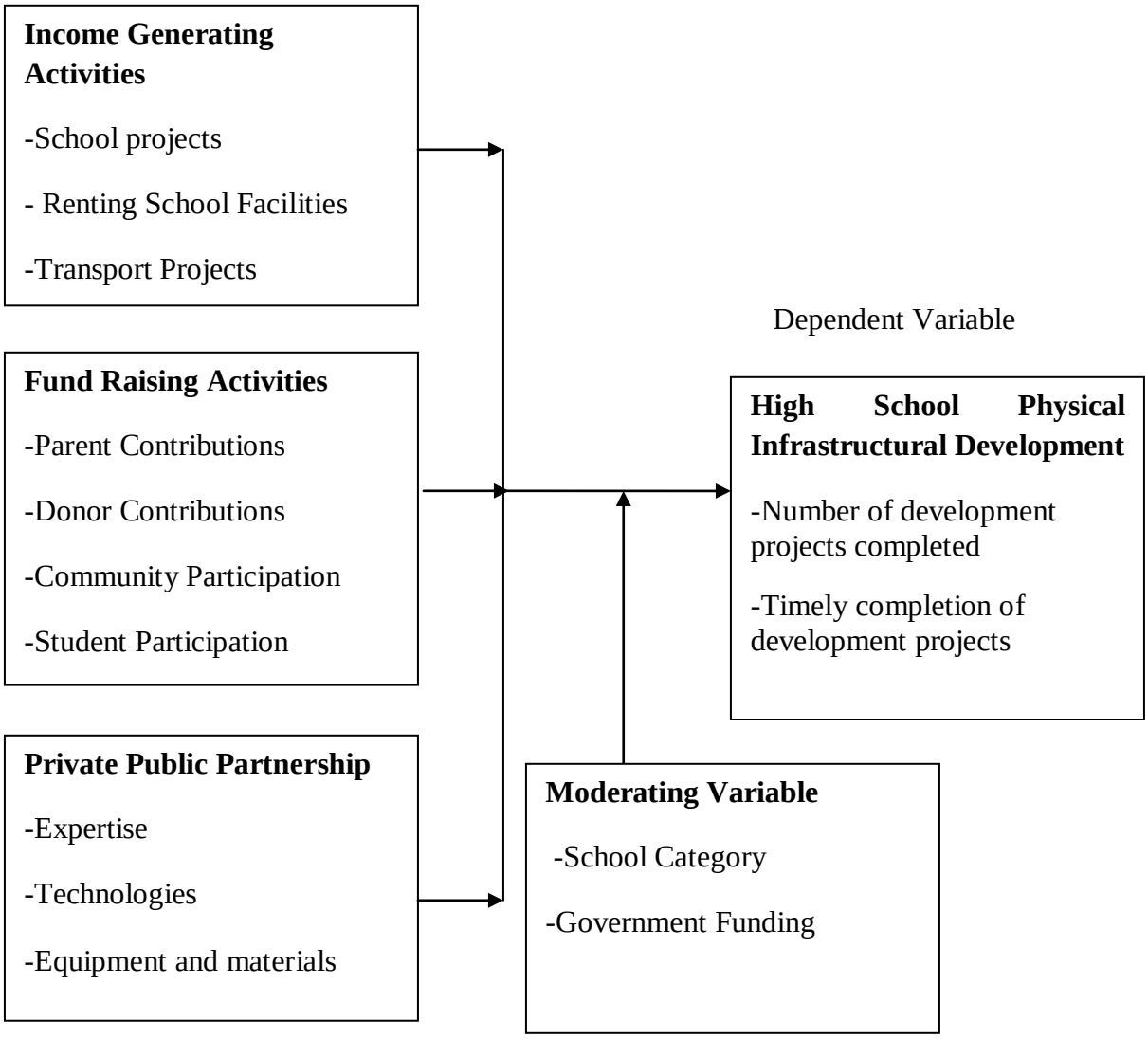


Figure 2.1: Effects of Resource Mobilization Activities on High School Physical Infrastructural Development

As indicated in Figure 2.1, the independent variable for this study was resource mobilization activities which comprised of income generating activities, fundraising activities, and private-public partnerships. The income generating activities for this study were conceptualized as school projects, renting school facilities, and transport projects. The fundraising activities were conceptualized as parent contributions, donor contributions, community participation, and student participation. Finally, private-public partnerships were conceptualized as the expertise, technologies, and equipment and materials that are received as a result of the partnership.

The dependent variable was high school physical infrastructural development which was measured through the number of physical infrastructural development projects and the timely completion of the physical infrastructural development projects. The study also considered the moderating variable as school category and government funding.

2.5 Summary and Gaps in Literature

Resource mobilization is an area of study that has been focused on development. There has been limited attention in the literature that has focused on resource mobilization and high school development in Kenya. Studies presented in this chapter have shown that there is a gap in understanding the very concept of resource mobilization and to narrow this idea, the concept of resource mobilization activities. Additionally, the gaps that have been identified are far-reaching and include the research design used and the context in which the studies were used.

Another gap in the literature is limiting the understanding of resource mobilization activities. For instance, the study by Nakhumicha & Macharia (2017) used a descriptive research design which used the census method in selection of those to participate in the study. The study focused only on school development projects which result in a limited understanding of the activities that are involved in resource mobilization. Thus, the findings presented are narrowed down to only school development projects.

Additionally, the study by Mwendwa (2015) focused on how principals mobilize resources for the schools which is similar to the study by Nwakpa (2016) who focuses on school administrators and resource mobilization. Principals and school administrators are undeniably

important in managing the school's resources but the studies do not focus on the resource mobilization activities that can be used for the development of the high schools.

Moreover, the literature reviewed shows gaps in terms of the setup of the studies. The study by Nyamwega (2016) was conducted in Nairobi County in an urban setting. This creates a gap in being a source of reference for a study that is conducted in the rural setup. The gap is so significant that in many ways, Nyamwega (2016) agrees in the differences in the context in which the study is conducted. The study also focuses on day high schools just as the study by Getange et al., (2014).

Finally, most of the studies (Nwakpa, 2016; Odundo & Rambo, 2013; Ojwang, 2015), focus on financial resources. Other resources are neglected in these studies. Harttgen & Klasen (2009) regard resources to be financial, human and material. Therefore, a gap exists on the inclusion of all resources and how they are mobilized to achieve high school development.

This study sought to understand the effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County in Nakuru, Kenya. Literature has been presented focusing on the concept of resource mobilization activities and high school development, theoretical and empirical reviews have also been presented. The literature review has also presented gaps which have illuminated that the current study had gaps to fill through the reviewed literature and studies. The systematic literature review also helped in the detection of the research methodology to be used so as to direct the hypotheses for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that will be used to collect, analyze and present data. According to Kumar (2010), research methodology involves a systematic mode of solving a research problem. It provides direction that a researcher must follow in order to direct the research hypotheses. It helps the researcher to explain the various steps adopted in studying the problem of the research and also the logic behind them (Achari, 2014). This chapter covers the research design, target population, census survey, research instruments, validity and reliability of research instruments and the data analysis procedures.

3.2 Research Design

This study used a descriptive survey design which will contain quantitative approaches. The quantitative approach uses numerical data such as percentages. Kumar (2010) posits that a research design is a plan that is procedural and helps the researcher to direct the study hypotheses in a manner that is objective and accurate so as to establish whether to accept or reject the null hypotheses. There are a number of reasons as to why the descriptive research design was deemed as appropriate for this study. The design helped to describe the conditions that exist in high schools in Molo Sub County and investigate the relationships that may exist between events. The design also helped the researcher to understand the 'what' of the study variables and from there start building to the 'who', 'where' and 'when' (Mitchell & Jolley, 2012). The use of descriptive survey research helped to describe in an accurate manner the thoughts and feelings of people; this was made easier by this research design.

3.3 Target Population

The target population for this study was all the public high schools in Molo Sub County which are indicated in Appendix I of this document. The study also targeted the PTA chairpersons and the head teachers in public high schools. Additionally, two key informants who are the Sub County director of education and the projects manager in the office of the CDF. Molo Sub County was chosen for this study since, in the history of Kenya, Molo Sub County has always been a hotspot for political clashes which have led to displacements and destruction of properties

such as school infrastructures (Waaranperä, 2018). However, in the recent past, there have been efforts to rebuild the communities in Molo Sub County making the area suitable to conduct this study. The PTA chairpersons and the Principals were targeted since they oversee the school resource mobilization processes and activities and as such are well acquainted with the activities.

3.4 Census Method

This study's population consisted of all public high schools from Molo Sub County based on broad categories that include day and boarding schools according to the study's background information which pointed out that there are differences in resource mobilization for day and boarding schools in the Sub County. There are thirty three high schools in the Sub County and a census was used in gaining the required information from the respondents. The use of a census was justified by the small number of schools that were found in the study area. Additionally, a census was used so as to gain an understanding of the rebuilding process of schools as each school was affected by the violence in the area differently.

According to Achari (2014), the census is favourably used because no element is left to chance as all elements in the population are used in the study which means that the highest possible accuracy is obtained. When the population is small, then a census is best used rather than sampling as it is economic in terms of time, money and energy. The study targeted the school principals, PTA chairpersons and two key informants. This means that 68 respondents were used for this study.

3.5 Research Instruments

This study used qualitative and quantitative data which was collected through the use of an interview schedule and structured questionnaire respectively. The questionnaires are used as they are easy and fast to use for the respondent to answer which reduces the cost of time especially given the busy nature of the respondents (Kumar, 2010). Questionnaires are also easier to code and analyze the data collected. The questionnaire contained five sections which comprised of the demographic profile of the respondents and their schools and the study variables which included income-generating activities, fundraising activities, partnerships and high school physical infrastructural development.

Before the collection of data, the researcher ensured the validity and reliability of the research instruments.

3.5.1 Validity of the Research Instruments

To ensure validity, first, content validity was conducted so as to understand the extent to which the interview schedule and questionnaire addressed every important aspect of the study as well as ensure that the questions were adequate enough to capture all the features of the study variables (Mitchell & Jolley, 2012). For content validity, the university supervisors checked the interview schedule and questionnaire and applied expert judgment in its scrutiny. Questions that were deemed loaded or double-barreled were removed or amended to make them clearer and better so that the respondents could understand them and be able to provide adequate answers.

A pilot study was then conducted in which respondents from Kuresoi Sub County were used as it neighbours Molo Sub County where the actual study took place. Kuresoi Sub County was also chosen as it has also experienced political and ethnic clashes for many years (Waaranperä, 2018). For the pilot study, ten respondents were chosen randomly from the public high schools in Kuresoi Sub County. These respondents were given the questionnaire and asked to provide their responses. Afterwards, the researcher went through the filled-in questionnaires so as to establish the interpretation of the questions. This helped to construct validity so as to establish whether the questions were clear and easily understandable so that important aspects of the study were captured.

3.5.2 Reliability of the Research Instrument

For the questionnaires, Cronbach Alpha was used to ensure the reliability of the research instrument. The Cronbach Alpha coefficient value was achieved through entering some of the items on the answered questionnaires from the pilot study on the Statistical Package for Social Scientists (SPSS) computer software. The software-assisted in the tabulation of the Cronbach Alpha coefficient value which was used to describe the reliability of items that had dichotomous or two or more possible answers. The results of the reliability analysis are indicated in Table 3.1.

Table 3.1: Reliability Analysis

Items	Cronbach Alpha Coefficient Value	Number of Items
Income Generating Activities	0.504	2
Fundraising Activities	0.590	2
Partnership Activities	0.811	5
Physical Infrastructural Development	0.870	4
Overall Reliability	**0.701**	**13**

When the coefficient value is between 0.7 and 0.9, then the instrument is reliable and can be used for the study (Achari, 2014). Table 3.1 shows that partnership activities and physical infrastructural development had an alpha coefficient value that was greater than 0.7 hence they were considered to be reliable. Income generating activities and fundraising activities had an alpha coefficient value of 0.5 but the overall reliability scored overall reliability of 0.701 which deemed the questionnaire as reliable and could be used for the study.

3.6 Data Collection Procedure

The researcher received a letter of introduction from St. Paul's University which allowed him to gain permission to collect data from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher then made appointments with the respondents as to the appropriate time to conduct the interview and provide the questionnaires. For the questionnaire, the researcher provided the respondents ample time to answer and the questionnaire was collected after one week.

3.7 Data Analysis and Presentation

The interview responses were transcribed and analyzed thematically according to the objectives of this study. The questionnaires were collected from the respondents, cleaned, coded and then

analyzed using SPSS version 22 software. The descriptive statistics were analyzed using the frequencies and percentages which were used to discuss the findings.

Moreover, inferential statistics were also analyzed by using the Pearson Product-Moment Correlation Coefficient which was computed to analyze 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. This was done because the independent variables contained more than two categories thereby necessitating the creation of the dummy variables to enable the variables to fit in the regression model. Through the use of the SPSS computer software, the independent variables were transformed into new variables which became income-generating activities1, fundraising activities1, and partnership activities1 while the dependent variable was transformed to high school physical infrastructural development1.

A linear regression model with the following formula was therefore used;

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

Where;

Y was the dependent variable which is physical infrastructural development1

while the independent variables were;

X1= Income generating activities1,

X2= Fundraising activities1,

X3= Partnership activities1

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

After analysis of data, the findings were presented in form of tables, pie charts, graphs and narratives.

3.8 Ethical Considerations

In order to conduct the research in an ethical manner, a number of ethical principles were considered. The ‘do no harm’ principle was used through ensuring that the respondents were safeguarded against anything that may cause them harm. This is because some answers provided were of a sensitive nature considering that the respondents and their institutions receive funds from the government and aspects of alienation may be experienced especially during the

disbursement of funds; due to the answers provided. To achieve this principle, the identity of the respondents and their institution remained anonymous.

The principle of voluntary participation was also observed. To achieve this, the researcher sought permission from the respondents to have them participate in the study and ensured that the consent was voluntary and not under any form of duress.

3.9 Summary of the Chapter

This chapter has discussed the methodology that was used to ensure that the study objectives are achieved. A descriptive research design was deemed appropriate for this study. A census was used since the target population was small.

An interview schedule was used to collect qualitative data from key informants who were the Sub County director of education and project manager in the office of the CDF. A structured questionnaire consisting of the open and closed-ended question was also used. The researcher ensured that the research instruments were both valid and reliable for the study to achieve intended results. Data were analyzed thematically and statistically. The findings presented in form of tables, pie charts, graphs and narratives.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The purpose of this study was to assess the effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County. This chapter presents an analysis of the data that was collected, presents the data in tables and figures and thereafter provides interpretations of the results from the findings of the collected data.

4.2 Questionnaire Return Rate

The study targeted all the 33 principals and 33 PTA chairpersons of public high schools in Molo Sub County, Nakuru County. The study used a census survey and all the questionnaires that were provided were returned providing a 100% response rate. This positive return rate can be attributed to the follow up on the respondents that the researcher did. The researcher also created a good rapport with the respondents who took the research seriously and filled in the questionnaires in good time.

4.3 Demographic Profile of the School

The study sought to understand the demographic profile of the schools through assessing the designation of the respondents in the school, the age of the school, size of the school, streams in the school and the category of the school.

4.3.1 Designation of the Respondents

The respondents were asked to indicate their designation in the school so as to enable the researcher to understand the connection of the respondent to the school better. The results are shown in Table 4.1.

Table 4.1: Designation of the Respondents

Designation	Frequency	Percent
Principal	33	50.0
PTA Chairperson	33	50.0
Total	**66**	**100.0**

Table 4.1 shows that there was an equal distribution of the principals and the PTA chairpersons. This is because all the questionnaires were returned; the designation of the respondents was therefore bound to be equal.

4.3.2 Age of the School

The respondents were asked to indicate the age of the school and the results are shown in Table 4.2.

Table 4.2: Age of School

Age Bracket (years)	Frequency	Percent
4-13	48	72.7
14-23	6	9.1
24-33	2	3.0
34-43	6	9.1
>44	4	6.1
Total	**66**	**100.0**

Table 4.2 shows that majority (72.7%) of the respondents indicated that their schools were aged between 4-13 years. This shows that majority of public high schools in Molo Sub County have not been in existence for long which can be owed to the harsh political climate in the area's history which has seen many people displaced and some schools closed down (Waaranperä, 2018).

4.3.3 Size of the Schools

The study sought to understand the size of the schools in terms of population. The results are shown in Table 4.3.

Table 4.3 Size of the Schools

Number of students	Frequency	Percent
<100	1	1.5
101-300	23	34.8
301-500	24	36.4
501-700	10	15.2
701-900	7	10.6
>901	1	1.5
Total	**66**	**100.0**

Table 4.3 shows that the most of the respondents (36.4%) indicated that the number of students in their schools ranged from between 301-500 students while the lowest size of the student population was less than 100 (1.5%) and more than 901 (1.5%). This high population is an indication that there are many students in the school who require resources that are adequate so as to cater to their learning needs.

4.3.4 Streams in the School

The research set to know the streams that were in the schools. As per the answers from the respondents, the findings are shown in Table 4.4.

Table 4.4: Streams in the Schools

Streams	Frequency	Percent
Single	18	27.3
Double	22	33.3
Triple	16	24.2
Four	8	12.1
Five	2	3.0
Total	**66**	**100.0**

As shown in 4.4, majority of the respondents (33.3%) indicated that the high schools in Molo Sub County have double streams, followed by 27.3 % which have single streams, 24.2% which have triple streams, 12.1% which have four streams, and finally, 3.1% have five streams.

4.3.5 School Category

The respondents were asked on the category of school and their responses are shown in Figure 4.1. As shown in Figure 4.1, 82% of the schools were day schools while 18% of the schools were in the boarding school category. These findings are similar to the study by Ojwang (2015) which insisted that most schools in the study were in the day school category. Ojwang also postulated that even with the implementation of the FSE program, the schools still need extra resources to cover non-tuition expenses. The FSE program only covers the tuition and general administration of the schools.

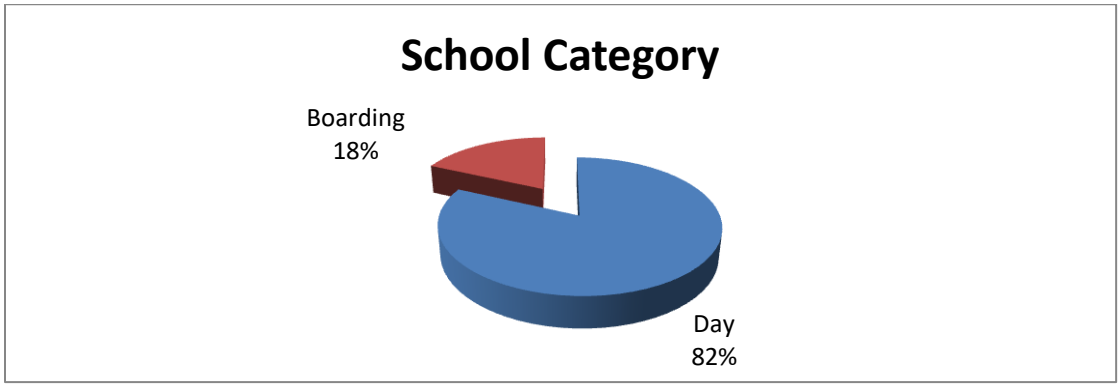


Figure 4.1: School Category

4.4 Income Generating Activities

This subsection discusses the first objective of the study which was to assess the effects of income generating activities on physical infrastructural development among public high schools in Molo Sub County Nakuru County.

4.4.1 Engagement in Income Generating Activities

The study sought to understand whether public high schools engage in income generating activities so as to raise funds. The findings are shown in Table 4.5.

Table 4.5: Engagement in Income Generating Activities

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

Table 4.5 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 4.6.

Table 4.6: Income Generating Activity

Activity	Frequency	Percent
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 4.6 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.

4.5 Fundraising Activities

In this subsection, the second objective of the study which was, to determine the effects of fundraising activities on physical infrastructural development among public high schoolsin Molo Sub County, Nakuru County, is analyzed and the findings are thereafter indicated.

Table 4.7: Conducting Fundraising Activities

Response	Frequency	Percent
Yes	49	74.2
No	17	25.8
Total	**66**	**100.0**

The results show that 74.2% of the respondents indicated that their schools do conduct fundraising activities. Further, the study sought to understand which fundraising activities the schools embark on and the results are indicated in Table 4.8.

4.5.1 Conducting Fundraising Activities

The study sought to establish whether the schools conduct fundraising activities and the results are shown in Table 4.8

Table 4.8: Fundraising Activities

Fundraising activities	Frequency	Percent
Harambee	4	8.2
Donations	6	12.2
Public fundraising	9	18.4
CDF	30	61.2
Total	**49**	**100.0**

The findings show that 61.2% of the respondents indicated that their schools use Constituency Development Fund (CDF) as a means of raising funds while 18.4% indicated that they used public fundraising, 12.2% indicated that they use donations, and only 8.2% indicated that Harambee was their means of fundraising. The CDF funding is basically funding from the government. Through the interview schedule with the key informants, it was found that the public high schools in Molo Sub County engage in fundraising activities. The informants indicated that the funding mainly comes from public fundraising while most of the funding comes from the CDF. These findings corroborate with the findings by Syacumpi (2012) in which major funding for the schools in the study was from the government. The study found out that this funding was not enough to meet their budgetary needs.

The respondents also said that a wide array of parties is involved in fundraising activities. For instance, one of the respondents indicated that;

> *'The fundraising activities include the teachers, students, parent association, CDF office, politicians, principals, and BOM. The CDF office mainly helps in the disbursement of funds for school activities such as the construction of classrooms. The politicians such as the Members of Parliament and County Assembly and the parents are involved in terms of provision of money for physical infrastructural development in the school.'* (Respondent 12, 2019)

The BOM, teachers and the principals were found to be involved in planning, organizing and writing proposals of any fundraising activity that is to take place in the schools. These findings are in agreement with the findings by Nwakpa (2016) which assert that the school administration is responsible for writing proposals to persons of interest in raising funds for the school.

In addition, these findings matched the findings by Nyamwega (2016) which recognized that public secondary schools obtain extra resources for their projects through other sources such as the CDF funding. Nyamwega further asserts that school development should also bring on board the guardians and parents who should help in bearing the cost of furthering development in the school. In this, raising funds can include the inclusion of the school development fee into the school fees structure. The school administrators should bear in mind the stipulations and guidelines provided by the Ministry of Education on the amount of school fees that students should pay.

4.6 Partnership Activities

This subsection discusses the final objective of the study which was to assess the effects of partnerships on physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

4.6.1 Public Sector Partnerships

The study sought to understand whether the schools are engaged in partnerships with the public sector and the results are indicated in Table 4.9.

Table 4.9: Public Sector Partnerships

Response	Frequency	Percent
Yes	35	53.0
No	31	47.0
Total	**66**	**100**

Table 4.9 shows that 53.0% of the respondents agreed that their school has partners in the public sectors who help in resource mobilization while 47.0% indicated that their school did not have partners in the public sector. In line with these findings, the key informants indicated that the government does partner with the schools, one of the key informants indicated;

> *'The schools do need the agencies of the government in order to develop needed infrastructure such as classrooms and laboratories. The Ministry of Education, in my opinion, plays a vital role in this kind of development. Also, when you look at the funding provided by CDF, it is also from the government which the schools rely on for development purposes. Therefore, the schools partner with the public sector in the mobilization of resources for development purposes'* (KII, 2019).

These findings reflect those of Ojwang (2015) who found out that the public sector is mainly the state and therefore many public secondary schools are in partnership with the state departments such as the Ministry of Education, Health, and even the departments of Public Works.

4.6.2 Private Sector Partnerships

The study sought to understand whether the schools are engaged in partnerships with the private sector and the results are indicated in Table 4.10.

Table 4.10: Private Sector Partnerships

Response	Frequency	Percent
Yes	12	18.2
No	54	81.8
Total	**66**	**100**

The findings show that 18.2% of the respondents indicated that their schools had partners in the private sector who help in resource mobilization. There was an indication that most of the private

sector partners were mainly from the religious sector. The Catholic Church was cited as the major partner in resource mobilization. Other partners were from Safaricom, INGOs such as Impact Water Extranet and the local business owners in Molo Sub County. On the other hand, 81.8% of the respondents indicated that their schools did not have partners in the private sector.

In agreement with these findings, Simiyu (2013) states that the private sector is involved in education systems through the provision of infrastructure which can be through contracts for materials, buildings or even energy.

4.6.3 Resource Mobilization Awareness Creation

The study sought to investigate whether the public high schools in Molo Sub County create awareness on their resource mobilization needs. The findings are shown in Table 4.11.

Table 4.11: Resource Mobilization Awareness Creation

Response	Frequency	Percent
Yes	44	66.7
No	22	33.3
Total	**66**	**100.0**

The findings show that 66.7% of the respondents indicated that their school does create awareness on their resource mobilization needs with their partners. These findings correspond to the findings by Wambua (2015) who states that it is important to ensure that the resource mobilization activities being undertaken are enhanced and made known so as to increase the return on investment. Enhancement of resource mobilization in public secondary schools focuses on involving parents, following up on the government so that development funds are released early, ensuring accountability of the resources that the school already has. Awareness of resource mobilization activities should also focus on prioritizing areas that are critical and are in need of urgent action.

The study further sought to understand whether private-public partnerships help in resource mobilization activities. The findings are as shown in Table 4.12 in which 68.2% of the

respondents indicated that the private-public partnerships do not help in resource mobilization activities.

Table 4.12 Private Public partnerships

Response	Frequency	Percent
Yes	21	31.8
No	45	68.2
Total	**66**	**100.0**

4.6.4 Provision of Training for Resource Mobilization

The study sought to understand whether the partnerships help in the provision of training for resource mobilization. The findings are shown in Table 4.13.

Table 4.13: Provision of Training for Resource Mobilization

Response	Frequency	Percent
Yes	21	31.8
No	45	68.2
Total	**66**	**100**

Table 4.13 shows that majority of the respondents (68.2%) indicated that the partnerships do not help in the provision of training for resource mobilization.

4.6.5 Expertise for Resource Mobilization

The study sought to understand whether partnerships help to provide expertise for resource mobilization and the results are shown in Table 4.14.

Table 4.14: Expertise for Resource Mobilization

Response	Frequency	Percent
Yes	20	30.3
No	46	69.7
Total	**66**	**100**

Table 4.14 shows that 69.7% of the respondents did not agree that partnerships help to provide expertise for resource mobilization. The main reason provided for this is that the partnerships, for instance with the Ministry of Education, is a partnership with the public sector and their interest is perhaps only funding construction of classes. The respondents felt that it was impossible for the public sector to provide expertise for resource mobilization as they have never experienced it.

Interestingly, those who were involved in private partnerships indicated that partners such as the Catholic Church provide the school administrators with training on certain resource mobilization aspects such as the writing of proposals and project planning which prove to be important in the physical infrastructural development of the schools.

These findings are in agreement with the findings by Amos (2018) who cited that the Catholic Church played a major role in instilling school administrators with expertise and training so as so to enable them to mobilize resources for the development of public high schools. Empowerment of the school administrators helps in the provision and enhancement of leadership so that they can know how to drive better the infrastructural development in the school. Also, expertise in resource mobilization helps in the identification of the right partner to work with to ensure that infrastructural development is attained.

4.6.6 Technology, Equipment and Materials on Resource Mobilization

The researcher also sought to understand whether technology, equipment and materials provided through private-public partnerships help in resource mobilization. The results are shown in Figure 4.2.

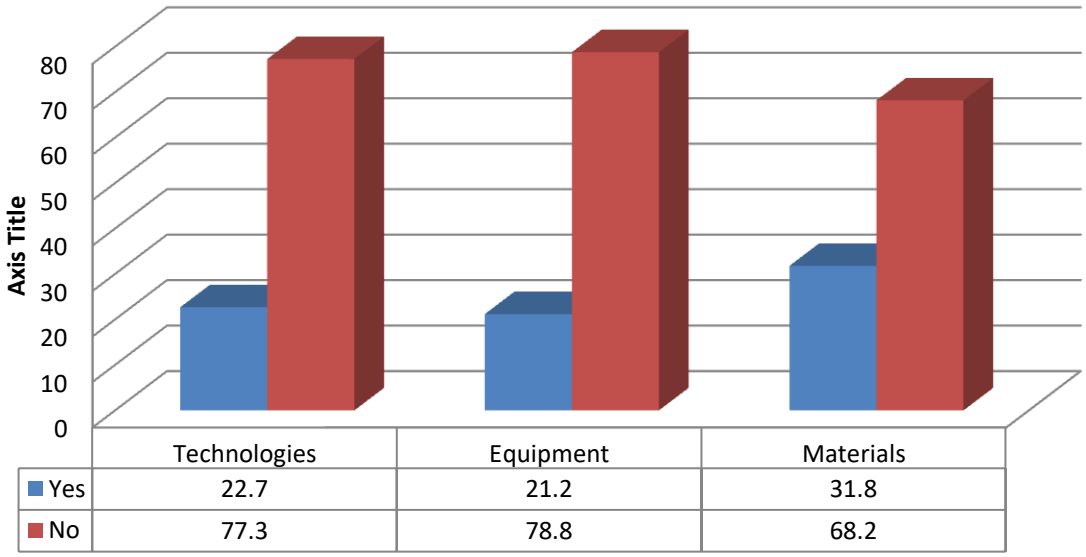


Figure 4.2: Technology, Equipment and Materials on Resource Mobilization

Figure 4.2 shows that 77.3% of the respondents did not agree that technologies provided through private-public partnerships help in resource mobilization. Also, 78.8% of the respondents did not agree that equipment provided through private-public partnerships help in resource mobilization. Finally, 68.2% of the respondents did not agree that materials provided through private-public partnerships help in resource mobilization.

These findings do not concur with those by Nyamwega (2016) who cites that partnerships are important for the mobilization of resources which are used for infrastructural development in public schools. Partnerships with both the public and the private sector help in the provision of technology, materials and even equipment on how to better mobilize resources for development. Moreover, for the education system, the Public Private Partnership model points out that the there should be a focus on the provision of technical aspects of infrastructural development which includes the provision of equipment that can be used to mobilize resources (Simiyu, 2013).

4.7 Physical Infrastructural Development in High Schools

This subsection discusses the high school physical infrastructural development which was the dependent variable for this study.

4.7.1 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 4.3.

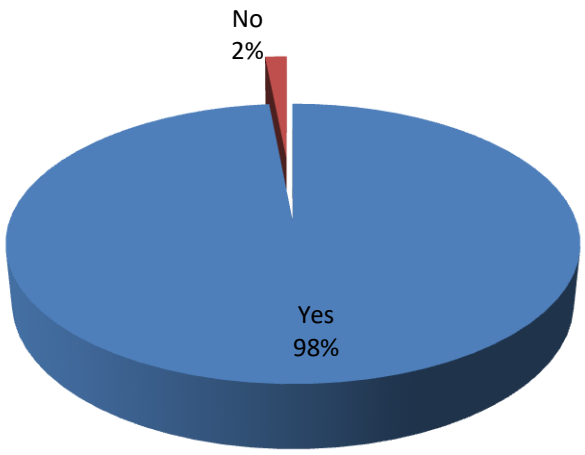


Figure 4.3: Physical Infrastructural Development Projects

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 4.15.

Table 4.15: Timely Completion of Physical Infrastructural Projects

Response	**Frequency**	**Percent**
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 organizations. 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 & Macharia (2017) who stated that the importance of undertaking resource mobilization 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 mobilized resources are utilized. Proper planning of resource utilization should also be factored in to prevent the delays.

4.7.2 Physical Infrastructural Development and Academic Performance

The study sought to understand whether the physical infrastructural development in high schools had an effect on the academic performance of the students. The results are shown in Figure 4.4.

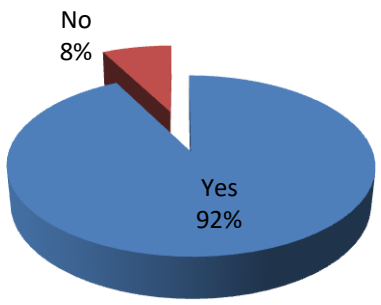


Figure 4.4: Physical Infrastructural Development and Academic Performance

The results show that 93% of the respondents were in agreement that physical infrastructural development in the high schools had an effect on the academic performance of the students. These findings agree with the findings by Parnwell (2015) who agreed that school infrastructure affects the academic performance of students. The infrastructure impacts the students' mental development and motivates them to stay in school and to learn through the provision of a physical learning environment that includes classrooms, library and laboratories.

A school with poorly equipped laboratory means that there are deficits in the learning process of the students. Proper structures and facilities facilitate the process of teaching and learning in most public high schools in Kenya which determines the academic performance of the students (Parnwell, 2015). It is, however, important to note that physical infrastructural development is only a determinant in academic performance and not the main determining factor of academic performance for students.

4.7.3 Government Funds and physical infrastructural development

The study sought to know whether the government provides funds for physical infrastructural development of the high schools. The findings are as indicated in Figure 4.5.

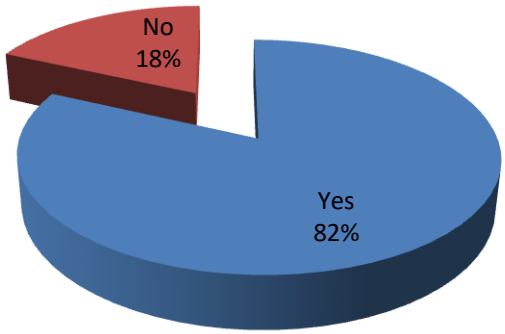


Figure 4.5: Government Funds and physical infrastructural development

The results show that 82% of the respondents indicated that the government provides funds for physical infrastructural development of their schools while 18% of the respondents did not agree that the government provides funds for the development. The study also asked the respondents to indicate whether the resource mobilization activities in the school depend on the funds that are provided by the government. The results in Figure 4.6 indicate that 55% of the respondents did not agree that the resource mobilization activities in their schools depend on government funding.

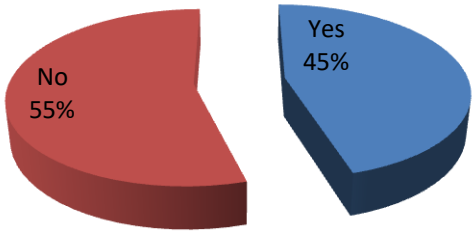


Figure 4.6: Dependence on Government Funding

4.7.4 Sufficiency of Resource Mobilization Activities

The study sought to understand if the resource mobilization activities are sufficient for physical infrastructural development of the schools. The results are shown in Figure 4.7.

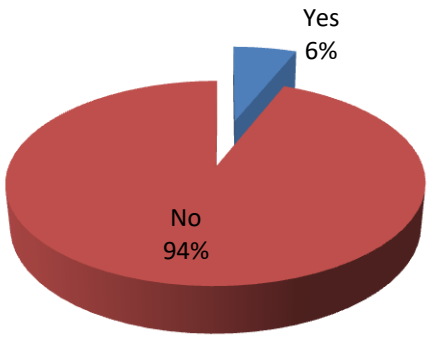


Figure 4.7: Sufficiency of Resource Mobilization Activities

The results indicate that 94% of the respondents did not think that the resource mobilization activities are sufficient for physical infrastructural development of their schools. These findings are in line with the findings by Chepkwony (2018) who found out that resource mobilization activities are not sufficient for development projects in many high schools. The study insists that resource mobilization activities have to be sufficient so as to ensure that there are enough financial and material resources to carry out development projects in high schools.

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

The overall objective of this study was to assess the effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County. In order to establish the effects, first, the study sought to understand the collinearity between the variables so as to avoid drawbacks associated with a high correlation of the independent variables. Thereafter, a Pearson Correlation coefficient was analyzed 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 regression analysis.

4.8.1 Collinearity Diagnostics

A collinearity diagnostic was conducted as a multicollinearity test and the results are as indicated in Table 4.16.

Table 4.16: 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 4.17, 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.

4.8.2 Relationship between Resource Mobilization Activities and Physical Infrastructural Development in High Schools

In order to determine the relationship between the independent variables (Resource Mobilization Activities) and dependent variable (Physical Infrastructural Development in High Schools), a Pearson correlation analysis was conducted and the results are as indicated in Table 4.17.

Table 4.17: Correlation between Resource Mobilization 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 4.17 shows that income generating activities were found to have a positive correlation with physical infrastructural development with a correlation value of 0.428 and a p-value of 0.000. Fundraising activities were found not to have a relationship with infrastructural development with a correlation value of -0.033 and a p-value of 0.794. However, the fundraising activities were found to have a significance with income-generating activities with a correlation value of 0.327 and a p-value of 0.007. 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. Partnership activities were found not to have a relationship with infrastructural development with a correlation value of -0.024 and a p-value of 0.847.

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 organizations, 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 has the strongest relationship with the physical infrastructural development of high schools in Molo Sub County, Nakuru County, Kenya.

4.8.3Regression Analysis Results

In order to further understand the effect of resources mobilization activities on physical infrastructural development, a regression analysis was conducted. The analysis contained three main tests; model summary, analysis of variance, and coefficient tests. The results are as subsequently indicated.

Table 4.18: 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 activities1

The findings of Table 4.18 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 mobilization 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 4.19.

Table 4.19: 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 4.19 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 4.20.

Table 4.20: Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.890	2.871		4.142	.000
	Income generating activities1	.397	.102	.469	3.875	.000
	Fundraising activities1	.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;

X1= Income generating activities1,

X2= Fundraising activities1,

X3= partnership activities1

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

The findings in Table 4.20 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 a0.05 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).

Also, it is recorded that an increase in a unit of fundraising activities increases the physical infrastructural development by 0.154 with a significance value of 0.321. The null hypothesis H_{o2} that there is no statistically significant relationship between fundraising activities and physical infrastructural development among public high schools in Molo Sub County Nakuru County is accepted since the p-value is 0.321 at a 0.05 confidence interval. Hence, we conclude that fundraising activities do not have a statistically significant effect on physical infrastructural development among public high schools in Molo Sub County Nakuru County. The decision was to accept the null hypothesis if P-value is less 0.05 (95% confidence level)

Moreover, the results show that an increase in a unit of partnership activities increases the physical infrastructural development by 0.027 with a significance value of 0.928. The null hypothesis H_{o3} that there is no statistically significant relationship between partnership activities and physical infrastructural development among public high schools in Molo Sub County Nakuru County is accepted since the p-value is 0.928 at a 0.05 confidence interval. Hence, we conclude that partnership activities do not have a statistically significant effect on physical infrastructural development among public high schools in Molo Sub County Nakuru County. The decision was to accept the null hypothesis if P-value is less 0.05 (95% confidence level).

These 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 mobilize 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, however, endeavour to pursue reliable income-generating activities which lead to the useful realization 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 mobilization in public secondary schools. The partnership roles come in handy for

resource mobilization in terms of financing secondary school projects, planning, and monitoring and evaluation.

4.9 Summary of the Chapter

This chapter has presented the findings from the data that was collected and analyzed for the purpose of this study. The findings have been definitely presented in terms of the demographic profile of the respondents and the objectives of the study. To better project, the findings of this study, tables and figures have been used.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings of the study, conclusions, and recommendations that are drawn from the research. Additionally, the chapter presents suggestions for further studies.

5.2 Summary of Findings

The study obtained information from 66 respondents who are 33 principals and 33 PTA chairpersons in the public high schools in Molo Sub County, Nakuru County. All the questionnaires that were provided were returned duly filled. The purpose of the study was to assess the effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County, Nakuru County. The study found out that most of the schools had been in operation for 4-13 years. Most of the schools had a population of 301-500 students. Majority of the schools were double streamed. Also, most of the schools were in the day school category. The subsequent subsections discuss the summary of research findings based on the objectives of the study. From these findings, conclusions and recommendations of the study are made.

5.2.1 Income Generating Activities

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 organizations 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.

5.2.2 Fundraising Activities

The study found out that the majority of the public high schools in Molo Sub County (74.2%) were involved in fundraising activities. The main fundraising activities involved the Constituency Development Fund which is basically funding from the government which schools get so as to embark on physical infrastructural development. The study found out that the CDF office mainly helps in the disbursement of funds while parents and politicians are involved in the provision of money for the development of the schools. The BOM, teachers and principals of the schools were found to be involved in planning and organizing of the fundraising activities.

Fundraising activities were found not to have a relationship with physical infrastructural development however, they were found to have a relationship with income generating activities ($r=0.327$, $p=0.007$). Also, fundraising activities did not have a statistically significant relationship with physical infrastructural development among public high schools in Molo Sub County Nakuru County.

5.2.3 Partnership Activities

Majority of the respondents (53.0%) indicated that their schools are in partnership with the public sector. Also, majority of the respondents (81.8%) indicated that their schools were not in partnership with the private sector. However, those in partnership with the private sector cited the Catholic Church, INGOs, and local business owners.

Majority of the respondents (66.7%) indicated that their schools create awareness on their resource mobilization needs with their partners, whether the partners are from the public or the private sector. The study also found out that majority of the respondents (68.2%) did not believe that private-public partnerships help in resource mobilization activities. It was also found that majority of the respondents (68.2%) believed that the partnerships do not help in the provision of training for resource mobilization.

Most of the respondents (69.7%) did not agree that partnerships help to provide expertise for resource mobilization because most of the partnerships are with the government which is mainly concerned with the provision of funding and not necessarily provision of expertise for resource mobilization. However, for those in partnership with private partners such as the Catholic Church, skills and expertise are impacted through training on certain resource mobilization

aspects such as the writing of proposals and project planning which prove to be important in the physical infrastructural development of the schools.

Finally, the study found out that the technologies, equipment and materials that are provided through public-private partnerships do not help in resource mobilization for the physical infrastructural development of public high schools in Molo Sub County, Nakuru County. Partnership activities were found not to have a relationship with physical infrastructural development.

5.2.4 High School Physical Infrastructural Development

In the last five years, the majority of the respondents (98%) agreed that there had been physical infrastructural development projects in the school. Of these, 64.6% of the respondents said that physical infrastructural development projects are completed on time. The study also found out that 35.4% of the respondents indicated that the projects are not completed on time because of funding delays more so from the government in which a lot of bureaucracies are involved before the money is released to the schools.

The study found out that physical infrastructural development in high schools had an effect on the academic performance of the students in public high schools. There was also an indication that the public high schools depend on funds from the government so as to undertake their physical infrastructural development however, the schools did not depend on the government to provide funds for their resource mobilization activities.

Finally, the study found out that majority of the respondents (94%) did not think that the resource mobilization activities are sufficient for physical infrastructural development of their schools.

5.3 Conclusion

The study set out to assess the effects of resource mobilization activities on physical infrastructural development in public high schools in Molo Sub County, Nakuru County. It was evident that public high schools engage in income-generating activities. School farming and more so dairy farming is the highest income generating activity.

The schools were found to be engaged in fundraising activities; mostly relying on funding from the Constituency Development Fund which is basically funding from the government. It was apparent that different stakeholders such as the government, teachers, parents, and the school administration are involved in the fundraising activities. The students were however not involved in these activities.

The study concludes that the public high schools are in partnership with the public sector but very few schools are in partnership with the private sector organizations such as religious organizations, local businesses and NGOs. In as much as the schools are involved in the creation of awareness on their needs, there is a lack of awareness on the importance of private-public partnerships in resource mobilization activities.

Most partnerships that the public high schools enter in to do not provide training and expertise, however, with the private sector partnerships, which are marginal, there is the provision of training and expertise on resource mobilization aspects such as proposal writing and project planning. The study also concludes that the technologies, equipment and materials that are provided through public-private partnerships do not help in resource mobilization for the physical infrastructural development of public high schools

The schools do embark on physical infrastructural development projects but impediments in the access of 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 mobilization 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 mobilization activities that are undertaken by the public high schools in Molo Sub County are not sufficient for their physical infrastructural development

Among all the three objectives of this study, the regression analysis found out that the income generating activities have the most effect on the physical infrastructural development among public high schools in Molo Sub County, Nakuru County.

5.4 Recommendations of the Study

As a result of the study findings and conclusions, the following recommendations are made:

The government funds are limited and the school management should consider other funding sources. The schools have made efforts in income generating and fundraising activities; however, there is a need for guidance on the procedures for these activities to be provided. This will help the schools gain direction on resource mobilization for physical infrastructural development.

School administrators should be provided with training so that they can gain skills and expertise to mobilize resources for physical infrastructural development in their schools. Additionally, the school administrators need to focus more on the planning of implementation of their development projects so as to ensure that the development projects are completed on time.

Moreover, the government should ensure that the process of disbursing funds to schools is more efficient and effective so that schools can receive the funds on time for their development projects. In addition, disbursement of funds should be done focusing on the needs of the schools. This would ensure that there is timely completion of the school projects.

Finally, the students should be encouraged to participate more in the income generating and fundraising activities so that they can be more involved in the mobilization of resources for physical infrastructural development in their schools.

5.5 Suggestions for Further Research

This study investigated the effects of resource mobilization activities on high school physical infrastructural development in public schools in Molo Sub County, Nakuru County. Further research can be conducted on the following;

i. A similar study should be conducted focusing on the resource mobilization activities of other public schools in other areas of Nakuru County.
ii. A comparative study should be conducted on the effects of resource mobilization activities on high school physical infrastructural development in public and private high schools in Kenya.

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APPENDIX I: LIST OF PUBLIC HIGH SCHOOLS IN MOLO SUB COUNTY

1. Arimi Secondary School
2. Chadera Secondary School
3. Chesingele Secondary School
4. Elburgon DEB Secondary School
5. Elburgon Secondary School
6. Kapsita Secondary School
7. Kiambiriria Secondary School
8. Lawina Secondary School
9. Mariashoni Secondary School
10. Mary Mount Girls
11. Mianzini Secondary School
12. Michatha Secondary School
13. Michinda Secondary School
14. Molo Academy Boys School
15. Molo Highway Secondary School
16. Molo Secondary School
17. Mona Secondary School
18. Moto Secondary School
19. Mukinyai Secondary School
20. Mwangi Michuki Secondary School
21. Njenga Karume High School
22. Nyakiambi Secondary School
23. PCEA Elburgon Secondary School
24. PCEA Kabala Girls Secondary School
25. Rombei Secondary School
26. Sachangwan Secondary School
27. Sokoro Secondary School
28. St. Brendan's Secondary School
29. St. James Secondary School

30. St. Joseph's Secondary School
31. Tayari Secondary School
32. Turi Secondary School
33. Tumaini Secondary School

APPENDIX II: LETTER OF INTRODUCTION

I am undertaking a Master's degree course in Development Studies of St. Paul's University. I am currently conducting a research study on the effects of resource mobilization activities on high school physical infrastructural development among public schools in Molo Sub County, Nakuru County. The purpose of this letter is to request you to provide the necessary information that is required to enable me to achieve the objectives of this study. Kindly note, that all your responses will be treated with the utmost confidentiality. Please read the items carefully and answer all the questions in all sections.

Thank you for your participation.

Kind regards,

Bernard Kiarie

APPENDIX III: QUESTIONNAIRE

(Please tick [√] where appropriate)

	SECTION A: DEMOGRAPHIC PROFILE		
	QUESTIONS	**OPTIONS/ANSWERS**	
1.	What is your designation in the school	Principal…… PTA Chairperson…….	1 2
2.	What is the age of this school?		
3.	What is the size of the school in terms of population?		
4.	How many streams does your school have?	Single Stream …… Double Stream ……. Triple Stream ……..... Four Streams ……..... Five Stream …….....	1 2 3 4 5
5.	What is the category of your school?	Boarding…… Day…….	1 2
	SECTION B: INCOME GENERATING ACTIVITIES		
6.	Does the school engages in income generating activities to raise funds	Yes…… No……..	1 2
7.	If yes in (6) above, kindly indicate the income generating projects done by the school	School Farm…… Water Kiosk……	1 2

	(tick √ all that apply)	Field hire…… Bus hire……... Renting of halls…….. Bureau Services……. Others:	3 4 5 6
8.	Indicate which income generating activity generates the highest income		
	SECTION B: FUNDRAISING ACTIVITIES		
9.	Does your school conduct fund raising activities?	Yes…… No……	1 2
10.	If yes in (9) above, kindly indicate fund raising activities (tick √ all that applicable)	'Harambee'…… Donations…… Private fundraising…….. Public fundraising…… CDF……. Others:	1 2 3 4 5 6
11.	Kindly indicate all those who are involved in the fund raising activities		

12.	In what way are those indicated in (11) above involved?		
	SECTION D: PARTNERSHIP ACTIVITIES		
13.	Does the school have partners in the public sector that help in resource mobilization?	Yes…… No……	1 2
14.	Does the school have partners in the private sector that help in resource mobilization?	Yes…… No……	1 2
15.	If yes in (14) above, please indicate the partners		
16.	Does the school create awareness on resource mobilization needs with its partners?	Yes…… No……	1 2
17.	Do private-public partnerships help in resource mobilization activities?	Yes…… No……	1 2
18.	Do the partnerships help in the provision of training for resource mobilization?	Yes…… No……	1 2
19.	Do the partnerships help to provide expertise for resource mobilization?	Yes…… No……	1 2
20.	Please explain your answer for (19) above		

21.	Do the technologies provided through private-public partnerships help in resource mobilization?	Yes…… No……	1 2
22.	Does the equipment provided through private-public partnerships help in resource mobilization?	Yes…… No……	1 2
23.	Do the partnerships help to provide materials that are necessary for resource mobilization?	Yes…… No……	1 2
	SECTION E: HIGH SCHOOL PHYSICAL INFRASTRUCTURAL DEVELOPMENT		
24.	In the last five years, have there been physical infrastructural development projects initiated in the school?	Yes…… No……	1 2
25.	If yes in (24) above, have the physical infrastructural development projects been completed on time	Yes…… No……	1 2
26.	If no in (25) above, what is the reason for that?		
27.	Does the physical infrastructural development of the school have an effect on the academic performance of the pupils?	Yes…… No……	1 2
28.	Does the government provide funds for physical infrastructural development of the school?	Yes…… No……	1 2
29.	Do the resource mobilization activities depend on the funds provided by the government?	Yes…… No……	1 2
30.	Are the resource mobilization activities sufficient for physical infrastructural development of the school?	Yes…… No……	1 2

Thank you for your participation.

APPENDIX IV: INTERVIEW SCHEDULE

1. Do the schools in this Sub County engage in income generating activities? (If yes, probe on which ones)
2. Are there fundraising activities that take place in the schools in this Sub County? (If yes, probe on the role of the informant's department in raising the funds)
3. How does the government partner with the schools to bring about physical infrastructural development?
4. Which roles does the government play in resource mobilization for physical infrastructural development for the schools in this Sub County?
5. Do private-public partnerships help in resource mobilization activities?
6. In your opinion, do the schools complete their physical infrastructural development projects on time?

Thank you for your participation.

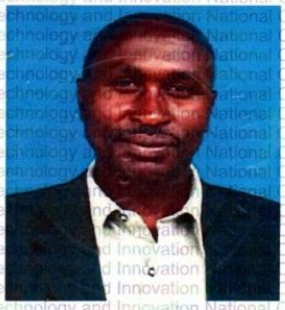
APPENDIX V: NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. BERNARD NIXON KIARIE
of ST.PAUL'S UNIVERSITY , 45-20106
MOLO,has been permitted to conduct
research in *Nakuru County*

on the topic: *EFFECTS OF RESOURCE MOBILIZATION ACTIVITIES ON PHYSICAL INFRASTRUCTURAL DEVELOPMENT AMONG PUBLIC HIGH SCHOOLS IN MOLO SUB- COUNTY , NAKURU COUNTY , KENYA.*

for the period ending:
10th April,2020

Permit No : NACOSTI/P/19/33721/28798
Date Of Issue : 26th April,2019
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. **The License is valid for the proposed research, location and specified period.**
2. **The License and any rights thereunder are non-transferable.**
3. **The Licensee shall inform the County Governor before commencement of the research.**
4. **Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
5. **The License does not give authority to transfer research materials.**
6. **NACOSTI may monitor and evaluate the licensed research project.**
7. **The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
8. **NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

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REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 24371

CONDITIONS: see back page

APPENDIX VI: RESEARCH AUTHORIZATION BY NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/33721/28798**

Date: **26th April, 2019**

Bernard Nixon Kiarie
St. Paul's University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub- County , Nakuru County , Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **10th April, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VII: RESEARCH AUTHORIZATION BY COUNTY COMMISSIONER (NAKURU COUNTY)

THE PRESIDENCY
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

Telegram: "DISTRICTER" Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU.

Ref No. CC. SR . EDU/12/1/2 VOL.IV/97

21st May, 2019

Deputy County Commissioners
MOLO SUB COUNTY

RE:- RESEARCH AUTHORIZATION – BERNARD NIXON KIARIE

The above named from St. Paul's University, Limuru has been authorized to carry out research on "**effects of resource mobilization activities on physical infrastructural development among public high schools**" in Molo Sub County, Nakuru County for a period ending 10th April, 2020.

Please accord him all the necessary support to facilitate the success of his research.

MARY W. MWANGI
FOR: COUNTY COMMISSIONER
NAKURU COUNTY

APPENDIX VIII: RESEARCH AUTHORIZATION BY COUNTY DIRECTOR OF EDUCATION (NAKURU COUNTY)

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "**EDUCATION**",
Telephone: **051-2216917**
When replying please quote

Ref.CDE/NKU/GEN/4/1/21/VOL.VIX/81

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

22nd May, 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION –BERNARD NIXON KIARIE
PERMIT NO. NACOSTI/P/19/33721/28798

Reference is made to letter NACOSTI/P/19/33721/28798 dated 26TH April, 2019.

Authority is hereby granted to the above named to carry out research on "***Effects of resource mobilization activities on physical infrastructural development among public high schools in Molo Sub County in Nakuru County Kenya*** ," for a period ending 10th April, 2020.

Kindly accord him the necessary assistance.

For: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

Joyce Sankok
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU

Copy to:
St. Paul's University
P. O. Private Bag - 00217
LIMURU