



Contribution of School Income Generating Projects on Teaching and Learning Process in Secondary Schools at Ngara District in Kagera Region, Tanzania

Eliazary Obadia ^{a*} and Michaela Mhagama ^a

^a *Department of Education Foundations, Saint Augustine University of Tanzania, Mwanza, Tanzania.*

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2022/v34i4740

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/92954>

Original Research Article

Received 27 August 2022
Accepted 29 October 2022
Published 02 November 2022

ABSTRACT

This study assessed the contribution of School Income Generating Projects on teaching and learning process in Secondary Schools at Ngara District in Kagera region, Tanzania. The objectives of the study were to: examine how the available income-generating projects contribute to teaching and learning process and to explore the challenges heads of school face in managing income generating projects in secondary. Resources Dependency Theory was used to emphasize school as an organization to have internal sources of income. The study employed mixed research to avoid the bias of using one approach and respective convergent parallel research design. Piloting was conducted to ensure the validity and reliability of the research instruments. Respondents of the study were 1 District secondary educational officer, 4 Ward educational officer, 4 Head of school, 75 teachers and 95 students. Interview guide was used to gather information from District secondary educational officer, Ward educational officer and Head of school; questionnaires were used to obtain the data from teachers and students while observation was used by the researcher to observe the available income generating project. The findings showed that the income generating activities available do not contribute to the teaching and learning process as there is unsatisfactory results in 2019 division four was 51%, while division zero was 23.7%, in 2020 division four was 56% while division zero was 7% in 2021 division four was 65% while division zero was 5%. The study recommends that the policy maker integrate the implementation of IGP in school to free education

*Corresponding author: Email: eliazaryobadia14@gmail.com;

policy to emphasize its implementation and management with effective learning process. Also, the local government should provide knowledge and skills to school heads on how to initiate and manage IGP. Furthermore, school heads should involve all staff members in initiation and management.

Keywords: School income generating projects; teaching and learning process; secondary schools.

1. INTRODUCTION

Teaching is process of engaging with students to enable their understanding and application of knowledge, concept and process while learning is the process students passes to acquire knowledge and skills that influence their altitudes, decisions and action.

Secondary school is school intermediate between elementary school and college or university.

The right to education is recognized as a human right under the Universal Declaration of human rights adopted in 1948. According to Article number 26, every individual has a right to education and education will be used as a tool for full development regardless of race, economic background, religious and political affiliation [1]. In order to ensure the provision of quality education, most of the schools introduced different income generating projects, examples of these income generating projects are small businesses, animal keeping, fishing industry, small agriculture and gardening. The projects introduced in education sector are very important especially in public secondary schools [2,3]. This is because the funds from the government are not enough to meet the school requirement [4]. Therefore, the projects generated in most of the schools are used in ensuring the provision of quality education through effective teaching and learning process.

All over the world, income generating projects (IGPs) have succeeded to support the government budget allocated in both primary and secondary schools with the aim of student achievements [5]. For example, in United Kingdom (UK), income generating projects was practiced as a result of report from institute of fiscal studies which shows that budget allocated in education sector was decreasing to 3.5% between 2010/ 2011 and 2014 /2015 [4]. Therefore, this shows that the introduction of IGP in schools as an education sector enabled the schools to generate their own income which reduces the burden of the government to finance education hence contributing to the learning

process which results in higher academic performance [6-9].

Basing on Africa countries, income generating projects were established in different countries like Kenya, Namibia, Nigeria, Somalia, Rwanda and Tanzania. In Southern Africa countries, income generating projects were introduced in some countries with different purposes, for instance in Namibia, income generating project was established in 2001 under the Minister of Gender, equality and child welfare (MGECW) through adult education as the way of improving standard of life in the people of Namibia. Namibia government helps the people starting income generating projects to help them move from poverty as they created employment through income generating projects also it increases crop production for food [10].

Income generating projects in Namibia helped increase food production so that people in Namibia can survive and participate in different activities and provide services to students which contribute to the improvement of teaching and learning process. Similarly, in Nigeria IGPs was established in order to raise school funds with intention of ensuring school goal [11]. Also, in Kenya, income-generating projects were introduced and promoted through various meetings, including heads of school annual assembly [11]. These gatherings contribute to some Kenyan schools to introduce and implement income generating projects (IGPs) to cope with high education costs. The government of Kenya also introduced cost sharing in education whereby some cost of education is supposed to be shared through temporally paper number 6 of 1988 on education and man power policy. This shows that IGPs is an important aspect in running education sectors where the income obtained from the projects is used to cover some of the cost in education sectors.

In Tanzania, the policy of fee-free basic education which was established by the Government of Tanzania does not include all school requirements and students' needs [12-14]. For that matter, parents and schools have to contribute to the costs that are not

covered in the policy, such as school uniform, exercise books, stationeries, meals and transport costs [15]. Education should focus on the needs of the society such that it should help the learners to engage in productive projects. Productive work should be included in school curriculum so as to bring meaningful learning which combines theory and practical which simplifies teaching and learning process in secondary school. According to Ngussa & Mbijike [16] IGPs have a lot of advantages at school like agricultural activities that can be used to provide food to learners, educators as well as extra funds in school, regardless of these benefits of income generating projects few schools have established these projects in Busega district.

Similarly, in Ngara district few schools have established IGPs in order to ensure effective teaching and learning process though still the performance in those schools is not satisfactory. In the year 2019 division four was 51% and division zero was 23.7%, in 2020 division four was 56% while division zero was 7% and 2021 division four was 65 and zero was 5%, thus evidenced ineffective learning process which results into unsatisfactory results. Hence, this raises the question on the contribution of the IGPs in secondary schools on teaching and learning process. Thus, this study:

1. Examine how the available income generating projects contribute to teaching and learning process in secondary school.
2. To explore the challenges heads of school face in managing income generating project in secondary at Ngara district.

2. LITERATURE REVIEW

Theoretical literature review:

This study was guided by Resources Dependency Theory. Resources dependency theory was established by an American theorist, Jaffery Preffer, and an American organizational theorist Gerald R. Salancik in the year 1978. The goal of this theory was to understand how internal and external school resources contribute to effectiveness and efficiency of schools. According to Preffer and Salancik [17], the theory mentioned some basic expectation as follows:

Organization sustainability mostly depends on capability to acquire and better use of resources. So, it is expected for any organization to produce

internal resources aiming at having quality and enough resources to continue providing services to customers. External resources are not enough to support school to provide better education to students (Klein and Pereira, 2016). Most of secondary schools depend on income provided by the governments, contribution from parents and other educational stakeholders which results in shortage of quality and enough teaching and learning resources to support learning process in education. Tanzania Education policy of 1967, 1995 and 2014 insisted the adoption of IGPs as alternative sources of income to secondary school as the external resources are not enough to meet the school requirements.

2.1 To Examine How the Available Income Generating Projects Contribute to Teaching and Learning Process in Secondary School at Ngara District

Income generating projects implementation in secondary schools have rationale like increasing additional funds, developing a sense of employability and entrepreneurship skills to students and teachers, improving students' health, and improving academic performance through good utilization of income generating project as well as students' unemployment reduction and innovation. Referring to the study done by Odundo and Rambo [11] on the effects of school income generating activities on financial performance in public secondary schools in Kenya, it reveals that the school with enough and well-kept income generating, their students achieve better when compared with the public secondary with no income generating activities. In their study, findings show that the school with income generating projects have a great chance to provide better services to students as well as providing the ability of school to have enough resources and manage their responsibilities and contribute to learning process.

Similarly, the study done by Galabawa [18] and Sanga [19] shows that income generating projects was established with the intention of acquiring teaching and learning materials so that to provide quality education to learners. Amos and Koda [20] indicated that income generating projects contribute to new and additional resources which help school to provide a balanced diet to students, through keeping of livestock enable schools to provide milk and meat to all students. Also, engaging in agricultural activities enable schools to provide

food to students hence improve their health and help them to participate well in their studies. According to Ramadan [21] income generating projects increase good attendance to students, it also reduces the burden to the parents who cannot afford to pay for meals of the students at school.

Getange and Lwakasama [22] argued that income generating projects contribute to academic performance due to available of motivation to students and teachers. Motivation is a very crucial feature for improving teaching and learning process at school [23]. Therefore, the presence of income generating projects to public secondary school raise students' performance in secondary school. Moreover, learning by doing increases knowledge to the students which helps them not only to pass their examination but also to get knowledge and skills for future life. In addition to that, the study done by Livingstone Tanzania Trust Fund (2017) states that, public secondary schools should establish income generating projects not only for training session but also for the purpose of providing meals to the students, staff and act as an internal resource to public secondary schools. Some of the crops produced can be sold to get some cash to be used to run different school activities like academic, administrative and extra curriculum costs. Therefore, according to this study, income generating projects in school is very crucial as it helps school to be able to provide meals to students and teacher which supports teaching and learning process. Kaventuna [10] argues that application of income generating projects at community secondary schools contributes to economic and social development through creation of employment and food production for the graduates. The study by Ayandubu and Houghton [24] indicates that income generating projects is very important in creating small businesses for the economic growth of individuals and the nation at large. More also, Stan [25] argues that income generating projects are used as a capital to the students after completion of their studies. Therefore, according to this study school income generating projects contribute to availability of teaching and learning resources which improves student's performance.

2.2 Challenges Face School Heads in the Managements of Income Generating Projects

The challenges facing school heads in managements of income generating projects are

like, managerial and administrative aspect, poor planning, lack of managerial knowledge and skills on income generating project. Others are lack of entrepreneurship knowledge and skills, shortage of capital, poor cooperation between staff and school committee as well as environmental change. Ahmad, Rehman, Ali and Badshah [26] did a study on the challenges facing public secondary school in Pakistan. They found that there was poor relationship between school and community. In Pakistan, the issue of parents' participation was not good. It affects the sense of ownership of the school which directly affects the parent's participation on the development of the school. The development of the school for that matter needs parent's participation as well. The implementation of school projects depends on community participation otherwise it is impossible to generate and make it survive for the development of the school and society at large [27]. Participation of parents on establishing income generating activities is very important for the survival of the generated projects. The school heads need to build a good relationship with the school stakeholders that will support the survival of the generated income projects so that it can support learning process of the students in secondary school.

Shortage of strategic planning skill to school heads leads to poor selection of the IGPs. Some of school heads do not consider the importance of planning on what to be done and at what time for which objectives of the income generating projects can be achieved. Most school heads are thinking that planning is only for large businesses [28]. Kazimoto further said that failure to have a good plan to establish and manage income-generating projects weakened the intention of the school getting eternal source of income to support the availability of enough teaching and learning process. On the other side, the school management seems to lack knowledge on the uses of school funds. For example, Mapolisa [29] on the challenges facing school finance, the findings showed that school heads lack knowledge on accounting especially on procurement issue which affects them in the use of internal and external resources of their school which at the end affects the learning process of the students in secondary schools. Not only Mapolisa [29] who said on the problems of school heads on the issues of procurement but also Rambo and Odundo [11] state that some heads of school have problems in procurement. Therefore, the government needs to provide to

them seminars and trainings to acquire such necessary skills and knowledge.

Lack of entrepreneurship skills, most of school heads lack the entrepreneurship skills which are needed to employ in income generating projects in secondary schools. Kusil, Opata and Wayo [30] state that the shortage of entrepreneurship skills for school heads is a problem to the income generating project growth and sustainability in secondary schools. Therefore, the development of income generating project depends on the skills and knowledge of school heads on entrepreneurship. If heads of school have enough knowledge and skills on entrepreneurship it contributes to the increase of income generating projects. On the other hand, due to the shortage of well-equipped human resources, human resources are crucial for implementing IGPs. IGPs initiated with trained teachers are most effectively developed. Bouazza, Ardjouman and Abaa [31] show that a human resource who is trained has abilities to positively affect the growth of IGP. Therefore, school heads need to have skilled personnel who will help them supervise these projects.

Poor record keeping, the study done by Ojwang [32], indicated that, the implementation of income generating project has been faced with many challenges among them is poor record keeping. This challenge of poor record keeping affects the implementation of income generating projects especially when parents raise queries during parents meeting to know income of the school that is internal and external income on the other hand the expenditure of the internal and external funds of the secondary school. The lack of proper record keeping of the income and expenditure of the income generating projects in secondary leads to queries to the school heads during the school inspection and parents meeting. Shortage of computer skills, the study done by Sotache [33] shows that school heads lacks computer application skills which needed for effective reporting system. In this era of science and technology, reporting system needs heads of school to have the knowledge of computer application so as to give report of school income and expenditure as soon as

possible when needed by the different school stake holders. According to Mtorobo (2019) in his study done at Busega district recommended that there is need for training skills for better performance of income generating projects and good use product of income generating projects.

3. RESEARCH METHODOLOGY

This study employed mixed research approach. This approach includes the collection of all quantitative and qualitative data in a single study which gave greater chance for both qualitative and quantitative data analysis and interpretation [34]. In this study convergent parallel research design adopted where the researcher collected both forms of data concurrently on the same duration and then integrate the information in the interpretation of the general findings. The study used probability and non-probability sampling where by in probability sampling the researcher used stratified to get teachers and students who participated in piloting and in an actual study while on non-probability sampling researcher used purposive sampling to get 1 DSEO, 4WEOs and 4 HOS. In this study, the researcher used 179 sample size which includes 75 teachers and 95 students due to the fact that a large number of sample helped the researcher to have a better work. Observation method was used to observe the presence of IGPs, interview was used to get data from DEO, WEO and Heads of school on the study, also this study used questionnaire to collect data from 75 teachers and 95 students from four secondary schools.

4. RESULTS AND DISCUSSION

4.1 Contribution of the Available Income Generating Project to the Teaching and Learning Process

This study aimed at assessing how the available IGPs contribute teaching and learning process. Income generating project in secondary school is very crucial as it helps school to be able to provide meals to students and teachers, availability of teaching and learning materials, increase of school funds as well as improvement of student's health which simplifies teaching and learning process.

Table 1. Teachers’ response on the contribution of income generating project to the learning process in secondary schools

No.	Statements	Response									
		SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1.	Income generating project simplifies teaching and learning process.	29	38.7	26	34.7	5	6.7	8	10.7	7	9.3
2.	Income generating project adds teaching and learning materials.	21	28	34	45.3	0	0	4	5.3	16	21.3
3.	Income generating project contributes to better performance	28	37.3	24	32	10	13.3	8	10.7	5	6.7

Source: Field Data, (2022); Key: SD-Strongly Disagree; d-Disagree; N-Neutral; A-Agree; SA-Strongly Agree; F-Frequency; %-Percentage

Table 1 displays the level of the respondents on the statement given concern the contribution of IGP toward learning process. The findings show that 20 percent of the respondents agreed that income generating projects simplifies teaching and learning process. However, 73 percent of the respondents disagreed that income generating project simplifies teaching and learning process. Despite this agreement, 7 percent of the respondents were neutral to the statement. Conversely, 73 percent of the respondents disagreed that income generating project adds teaching and learning materials which contribute students’ achievements. However, 26 percent of the respondents agreed on the statement that income generating project adds to teaching and learning materials which contribute to students’ achievements. None of the respondents were neutral to the statements. Also, 69% of the teachers disagreed on the statements income generating projects contribute to better performance. However, 18 percent of the respondents agreed to the statement that income generating projects contributes to better performance. Even with those agreement, 13 percent of the respondents were neutral to the statement.

4.2 Income Generating Projects Simplifies Teaching and Learning Process

In determining the contribution of IGP available in school to the learning process, the respondents exposed that the IGP available in their schools didn’t simplify teaching and learning process. This is revealed from the findings in Table 1

where 74 percent of the respondents disagreed that income generating projects simplify teaching and learning process, while 20% of respondents agree to the statement, on other hand 6% was neutral.

The findings are corresponding with the information provided by the interviewee in school “A” who said that, although his school has IGP to provide income for his school, yet, the income obtained was not effectively used in the process of teaching and learning (HOS 1, 2022). Also, this corresponds with the information obtained during the interview with the interviewee in ward “C”. The interviewee said:

In my ward, the school available adopted different IGPs due to the scarcity of the money to run school activities. Despite the adoption of the IGPs as an alternative source of income in schools, some schools fail to use it effectively in the improvement of the teaching and learning process. The failure of the IGP to simplify the process of teaching and learning happens due to ineffective management of the obtained income to facilitate the process of teaching and learning (Interviewee 3, 2022).

This implies that, the school may adopt the IGP but if not well managed, it will not contribute to the process of teaching and learning. The findings also correspond with the information obtained from the observation where the researcher observed that there is no written document which showed the expenditure of the money obtained from the IGP only. Similarly, the

response from one the heads of school was quoted saying:

Adoption of IGPs in my school was for the goal of simplifying teaching and learning so as to improve academic performance, but the income generating projects up to date are not enough to support the propose. We have many students to serve while the resources we have are few. Therefore, it's very difficult to simplify teaching and learning with few IGPs (Interviewee 4, 2022).

The study findings contradict with Odundo and Rambo [5]'s findings which exposed that income generating projects ensure availability of teaching and learning resources in schools if IGPs are enough and well managed may resultantly contribute to teaching and learning process.

The findings are consistent with Resources Dependency Theory established by American theorist, Jaffery Preffer and American organizational theorist Gerald R. Salancick [8]. The findings relate with the theory in the sense that the identified income generating resources were observed to fail in the contribution to the school effectiveness. The founder of this theory believes that the organization which depends much on external source of income may not performed better.

4.3 Income Generating Projects Add Teaching and Learning Materials

In this objective, the respondents exposed that the IGPs available in school didn't add teaching and learning materials in school. This is revealed from the findings in Table 1 where, 73% of the respondents disagreed that income generating projects adds teaching and learning material which contribute student's achievements.

The findings correspond with the data gained from interviewee in school "C" who was quoted saying:

My school adopted different IGPs which used in school as a source of income. The adoption of IGP for the goal of insuring the availability of teaching and learning material. In my school, the scenario is different despite the adoption of IGPs as an alternative source of income, still school have a shortage of teaching and learning resources. The school management fails to initiate good and

enough IGPs which will contribute to availability of teaching and learning materials (Interviewee 3, 2022).

This implies that, in school the available IGPs should be managed well and used to ensure availability of the teaching and learning materials. Likewise, the findings correspond with the information provided by the interviewee in ward "A". The interviewee explained that, most of the school heads fail to manage the available IGPs for the sake of ensuring the availability of teaching and learning materials. Thus, in different schools, there is IGPs but there is no good management which results to the failure in adding teaching and learning materials in school (Interviewee WEO 1, 2022).

Likewise, the DSEO was quoted saying:

We all known how the importance of the school income generating projects is on teaching and learning process. We expected to have teaching and learning materials generated through the income generating projects at school, but it didn't add resources due to fact that they are not enough and not well kept to meet the purpose (Interviewee, 2022).

The findings contradict with Amos and Koda [11]'s study?? which asserted that income generating projects available in schools if well managed will add teaching and learning materials. The findings are however consistent with the Resource Dependency theory which talks on the identification of the internal and external income sources in school and its contribution to the organization efficiency and effectiveness. In this study, the identified income sources failed to contribute to the increase of teaching and learning materials. Therefore, in Ngara district, the identified IGPs failed adding the teaching and learning material.

4.4 Income Generating Projects Contribute to Better Performance

In determining the contribution of IGP available in schools to the learning process, the respondents reported that IGPs available didn't contribute to better performance. This is revealed from the findings where most of respondents disagreed that income generating projects contribute to better performance. In Table 1, 86 percent of the respondents disagreed that income generating projects influence academic performance, 6% agree to the statements while 8% was neutral.

The findings are supported by the information provided by the interviewee in Ward “B” who explained:

Different schools in my ward have IGPs but they didn’t contribute to the academic performance. The failure of contributing to the academic performance occurs due to the failure of using the income obtained from the IGP to buy teaching materials which facilitate effective learning for better performance of the students (Interviewee B, 2022).

In addition, the findings are in line with the information provided by the interviewee in school “B”. The interviewee when asked on the contribution of IGP available in school to the learning process, he explained that,

In this school, the income obtained from IGP wasn’t used properly in the plan of ensuring good performance to the students. Mostly this happened due to fact that school have many activities which needs money while the cash generated from the IGPs are not enough to match with the school requirements (Interviewee 2, 2022).

The findings contradict with Vero and Pula (2017)’s findings, which argued that motivation from the income generating project facilitates the effective teaching and learning process and causes effective performance. Moreover, the findings contradict Odundo and Rambo’s [11] findings which exposed that the school with well managed income generating project ensure better achievement to their students, as it will provide better service to the students and

enhance effective teaching and learning process in school. Moreover, the findings contradict with Getange and Lwakasama [22]’s findings which exposed that income generating project available in school contribute to academic performance due to available motivation to students and teachers.

In the same vein, Mhagama [35] in her study on implementation of BRN, the findings revealed that in order for any country to have better education, always depends on availability of teaching and learning materials as well as good infrastructures like classes, libraries and laboratories available.

The findings relate with the theory that guided this study. The study was guided by Resources Dependency Theory which emphasis the school as an organization to have internal source of income. The study identifies the internal sources of income but its contribution to the school effectiveness is questionable as it doesn’t directly show the contribution to the academic performance. Therefore, in Ngara district, the IGP identified in school didn’t contribute to the academic performance within the school.

4.5 Challenges Facing Heads of School in Managing Income Generating Projects

In this objective, the researcher aimed to determine the challenges facing heads of school in managing income generating projects in secondary schools. In this study, the researcher asked teachers on the challenges facing heads of school in monitoring IGP in secondary schools. The findings are presented in Fig. 1.

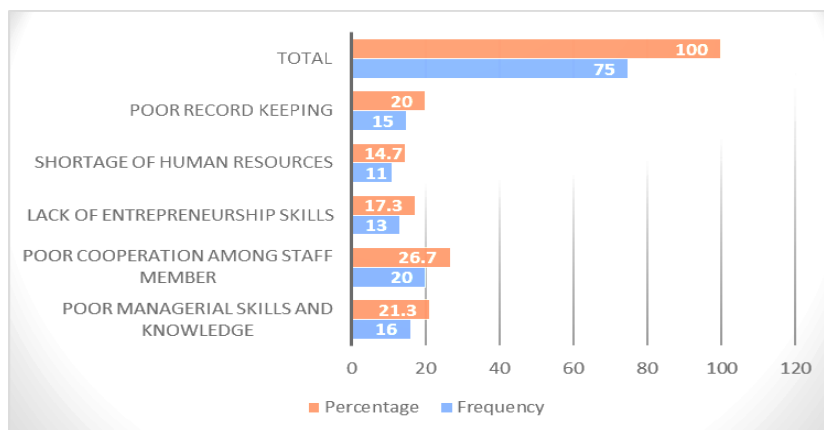


Fig. 1. Teachers response on the challenges facing head of school in the managing income generating projects in secondary schools

Source: Field Data, (2022)

Fig. 1 displays the response rate of the teachers on the challenge facing heads of school in managing IGPs available in school. The findings show that 14.7 % of the respondents reported that heads of school face challenges of having enough human resources. Also, 26.7 % of the respondents exposed that school teachers are not cooperative in the implementation of the IGP available in schools. On the other hand, 21.3 % of the respondents reported that heads of school have poor managerial skills and knowledge. Moreover, 20 % of the respondents mentioned that heads of school face challenge in keeping records. Furthermore, 17.3 % of the respondents mentioned that heads of school lack entrepreneurship skills as a challenge in management of income generating projects. This implies that there are different challenges facing heads of school in the management of IGPs available in schools.

The findings on the challenge facing heads of school in the managing of IGP available in schools are presented in Fig. 1. Here is the detailed information on the challenges facing heads of school in managing of IGPs in schools. Presentation based on sub themes extracted from the findings.

4.6 Shortage of Human Resources

The teachers reported that shortage of human resource is a challenge to the heads of school in the managing of IGPs available in school. In Fig. 1, 14.7% of the teachers agreed that heads of school face a challenge of shortage of human resources.

The findings are corresponding with the data gained during the interview with the interviewee in school "B". The interviewee was asked on the challenge facing heads of school in managing of IGPs available in school. The interviewee explained that in any project, trained human resources are very important; the lack of enough human resources challenged school heads in the managing of IGPs in school (Interviewee2, 2022).

The findings also concurred with the information provided by one of ward education officer when asked on the challenge facing school heads in managing IGPs. The interviewee was quoted saying:

The establishing of income generating projects and managing of its products need

school to have enough and trained teachers. Therefore, the shortage of enough and trained human resources leads to poor establishments of income generating projects. In my ward school adopted income generating project as an alternative sources of income but the projects are not in well condition due to lack of well trained teachers to supervise these projects. The shortage of human resources in these schools leads to poor supervision of IGPs which affects its purpose for establishments, (Interviewee C, 2022).

The quotation above shows that for the IGPs to reach the purpose of its establishments as well as educational policy of 1967, 1995 and that of 2014, it is important for school to have enough human resource who are well trained to supervise these IGPs.

Similarly, district educational officer was quoted saying:

In my district, we don't have enough teachers with skills and knowledge on establishing of different income generating projects in their school. The shortage of human resources leads to poor establishment of IGPs which affects the purpose of IGPs in supporting teaching and learning process (Interviewee, 2022).

This means that establishing of income generating projects in secondary schools are challenged by the shortage of human resources which resulted into poor performance of the established IGPs and hence failure to serve the purpose.

The findings were supported by Bouazza, Ardjouman and Abaa [31] who explained that IGPs available in schools need resource which involve human resources hence the scarcity of human resource contribute to the poor managing of IGP available in school.

Moreover, the findings related with the Resource Dependency Theory which explains that the resources should lead to the organization effectiveness, but in this study, the IGPs are challenged by the lack of enough resources which cause poor contribution to the learning resources. Therefore, the shortage of human resource is a challenge for the heads of school in the managing of IGP available in school, hence resulted into the organization ineffectiveness.

4.7 Poor Cooperation among Staff Member

The study identifies poor cooperation among staff members as the challenge facing heads of school in managing IGPs. The teachers exposed that there is poor cooperation among the staff members within the school. The lack of cooperation within the school led to the ineffective contribution of the IGPs to the learning resources. The findings are corresponding with the information provided by Ahmad, Rehman, Ali and Badshah [26] that effective implementation and managing of IGP in school depends on the cooperation among the heads of school with the staff members as well as the community.

The organization effectiveness depends on the cooperation among organization members on the management of the IGP. The study shows there is no cooperation between school heads and teachers hence becomes a challenge for the head of school in managing IGPs available. In Fig. 1, 23% of the teachers agreed that in their school, teachers are not cooperative in the issue related to IGPs available in school.

The findings are corresponding with the information provided by the interviewee in school "A" when asked on the challenges facing heads of school on the managing of IGPs available in school. The interviewee explained that,

The head of school has a mandate to manage the IGPs available in school. Effective management depends on the cooperation among the heads of school and other staff members. The lack of effective cooperation among the staff members lead to the challenge in the managing of IGPs available (Interviewee 1, 2022).

Furthermore, the findings correspond with the information provided by the interviewee in ward "C". The interviewee was quoted saying:

In my ward, school adopted different IGPs, the project-initiated acted as a source of income in school with the aim of ensuring effective teaching and learning resources. The reason for adoption of this IGP fail to be achieved due to the lack of cooperation among staff members. The school heads initiated the project but other staff members didn't cooperate with the school heads, the failure to cooperate led to the failure of the

IGP to contribute to teaching and learning in secondary school (Interviewee C, 2022).

This implies that in school, the IGPs did not reach the purpose of its establishments and match with Resources Dependency Theory which explained that income in organization should be contributed to internal and external sources of income for better performance of the organization. Therefore, school heads were challenged with the lack of cooperation among the staff members which finally affected the purpose of IGPs on learning process.

4.8 Poor Managerial Skills

In determining the challenges facing heads of schools in the managing of income generating projects available in schools, the respondents reported that the heads of school face a challenges of having poor managerial skills. This finding is revealed in Fig. 1, that 21.3 % of respondents agreed that their heads of school face a challenge of having poor managerial skills in managing IGPs available in school.

The findings are corresponding with the information provided by the interviewee in school "C" where the interviewee explained that,

The heads of school mandated to control all the activities within the school. Though having all the mandate to monitor all the activities within the school, yet they face challenges of managing due to the poor management skills on the IGPs available in school (Interviewee 3, 2022).

Also, the findings are supported by the information provided during the interview with the interviewee within the district. The interviewee was quoted saying:

In my district, there are different schools which adopted IGPs for the aim of ensuring effective teaching and learning process. Despite the adoption of the IGPs in school, the projects fail to ensure effective teaching and learning process. The failure was due to poor management skills among the heads of school. Most of the heads of school within the district has failed to manage effective the IGPs available in school, thus, this led to the ineffective teaching and learning process (Interviewee, 2022).

This implies that effective managing of IGPs in school depends on the heads of school's

managerial skills they have. Poor managerial skills of the heads of school lead to the ineffective contribution of IGPs to teaching and learning process.

The findings concurred with Bouazza, Ardjourn and Abada [31] findings which asserted that poor managerial capacity is a challenge for the heads of school in the managing of IGPs available in schools. Likewise, the findings are corresponding with Kazimoto [28] findings which asserted that ineffective use of managerial skills including planning lead to ineffective management of IGP available in schools. Thus, this means that problem in management skills of school heads has led to ineffective management of IGPs available in schools which consequently affects teaching and learning process.

The findings link with the theory as it asserts that the internal source of income contribute to the organization effectiveness. In this study, the findings revealed that the IGPs identified fail to contribute to the organization effectiveness due to the poor managerial skills. Therefore, managerial skills are an important aspect in the effective management of the IGP available in secondary schools so that it contributes to teaching and learning process as it was the purpose of educational policy of 1967, 1995 and 2014.

4.9 Poor Record Keeping

Ineffective record keeping is a challenge to the head of school in the managing of IGP available in schools. Moreover, 25% of respondents exposed that head of school face challenge in keeping records this result to the unsatisfactory managing IGP available in school (Fig. 1).

The findings are supported by the information provided by the interviewee in ward "B" when asked on the challenges facing heads of school in the managing of IGPs available in school. The interviewee was quoted saying:

In my ward, different schools have adopted by the IGPs in school. The adoption of the IGPs in school are expected to increase income to the secondary schools. The available IGPs adopted for the aim of ensuring effective teaching and learning process, yet in different schools the IGPs fail to promote effective learning process due to the challenge of record keeping. The heads of school face challenges in the record

keeping in this scenario that affects managing of the IGPs available which also affects learning process (Interviewee 2, 2022).

This implies that record keeping is a challenge to school heads in managing of IGPs. This becomes a challenge since heads of school fail to record effectively the income generated and expenditure in the IGPs. The failure to effective record keeping leads to the unsatisfactory contribution of the school income generating projects on teaching and learning process [36-38].

Furthermore, the findings are supported by the data obtained during the interview with the school head in school "A". The interviewee who said that in most cases, school heads face a challenge in managing of IGPs due to the poor record keeping of the available IGPs. The school head does not record the income obtained from the IGPs and its expenditure (Interviewee 1, 2022).

The findings are corresponding with Ojwang [32]'s findings that exposed that poor record keeping and management is a challenge in managing of IGPs available in school. Also, the findings are related with the Resources Dependency theory which explained that the income sources should contribute to the organization effectiveness. In this study, the income sources are challenged by the poor record keeping which challenges its effectiveness in the management of the IGPs, hence failure to contribute to the learning process in school.

In general, IGPs available in school fail to contribute to the learning process in school due to the poor managerial skills and knowledge to the heads of school, shortage of human resources, poor record keeping, poor cooperation among teachers and staff as well as the lack of entrepreneurship skills.

4.10 Lack of Entrepreneurship Skills

In determining the challenges facing heads of school in the managing of IGPs available in school, the teachers reported that heads of school lacked entrepreneurship skills as a challenge in managing of income generating project. Moreover, the findings in Fig. 1 revealed that 26% of teachers reported that heads of school lack entrepreneurship skills. This

challenges caused ineffective initiation of income generating projects which leads to poor performance as well as few products. The results are corresponding with the information obtained at a time of the interview with the head of school in school "A" when the interviewee was asked on the challenge facing the head of school in the management of IGP. The interviewee explained that head of school has mandate to monitor the projects available. Despite that mandate, most of the school heads lack entrepreneurship skills which can help them to monitor the IGP available in school so as to support teaching and learning process (Interviewee 1, 2022).

The outcomes are supported by the information gained during the interview with the interviewee in ward "A" who was quoted saying:

In my ward, different schools have adopted the IGPs as an alternative source of income. The adoption of the projects expected to contribute to teaching and learning process in secondary schools. The challenge encountered due to the lack of entrepreneurship skills which make a problem for the head of school in running effective the IGPs available. The entrepreneurship skills are very important for the management of the project for the good return. Thus, the adopted IGP failed to contribute to teaching and learning process due to the lack of enough entrepreneurship skills in school (Interviewee A, 2022).

This implies that the lack of enough entrepreneurship skills challenged school heads in the managing of IGPs available in schools which affect implementation of IGPs as well as learning process to the students. The findings are corresponding with Kusil, Opata and Wayo [30]'s findings which exposed that the lack of entrepreneurship skills affect the purpose of IGPs in school. Also, the findings are related with the Resource Dependency Theory which shows that the source of income should contribute to the organization effectiveness. In this study, lack of entrepreneurship skills is a challenge in the management of IGPs available in school which affect learning process [39-41].

In general, IGPs available in school fail to contribute to the learning process in school due to the poor managerial skills and knowledge to the heads of school, shortage of human resources, poor record keeping, poor cooperation among teachers and staff as well as the lack of entrepreneurship skills.

5. CONCLUSION AND RECOMMENDATION

This part provides conclusion and recommendations of the study.

5.1 Conclusions

The study concludes that income generating projects available in schools didn't contribute to teaching and learning process in public secondary schools found in Ngara District. This is due to; income generating projects didn't facilitate teaching and learning process; income generating projects didn't facilitate availability of teaching and learning resources at school; income generating projects didn't influence academic performance. In this point of view, it's concluded that in theoretical point of view, the IGPs available didn't contribute effectiveness and efficiency of schools as recommended by resources dependency theory and other authors. However, it may be caused by type and quality of the IGP available. Also, the IGPs available in different schools, they don't contribute to teaching and learning process due to different challenges including poor managerial skills and knowledge, poor cooperation among staff members, lack of entrepreneurship skills, shortage of human resources as well as poor record keeping.

5.2 Recommendations

The study recommends that policy makers incorporate the implementation of IGPs in school to the fee- free education policy to emphasize its implementation and management, which will result in the effective teaching and learning process in school. The study recommends that the local government provide seminars and training to the school leaders on how to initiate and manage quality income generating projects in school to ensure it contributes to teaching and learning.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

In this study, the researcher observed the issues of ethical consideration through the following procedures: the researcher asked for the

permission letter from St Augustine University of Tanzania which introduced the researcher to regional administrative secretary that allowed the researcher to collect data in a particular district.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. URT. United Republic of Tanzania. Secondary school management toolkit (SSMT). Practical Guide for School Head; 2015.
2. Manual. How to generate school income? Paraguay Foundation; 2008.
3. Orodho AJ, Kombo DK. Research methods. Nairobi; Kenyetta University; 2004.
4. Jacobson B. Exploring income generating in schools. Education adviser; 2013.
5. Ahmad A, Soon N. Ting N. Income generating activities among academic staff at Malaysia public university. International educational studies. 2015;8(6):194-203.
6. Oso WY, Onen D. Writing research proposal and report. Nairobi: Ramco Printing Works Ltd; 2016.
7. Owen C. Design thinking: Notes on its nature and use. Design Research Quarterly; 2004.
8. Oworo MO. Management skills for school heads for effective administration. Johannesburg presentation to the invite speakers at the Africa convention of Principals conference at St. Thians College; 1997.
9. Schiller J. Working with ICT: Perception of Australian Principals. Journal of Education Administration. 2003;41(2): 171-185.
10. Kaventuna F. The uses of income generating activities grants: Portion of beneficiaries. University of Namibia; 2013.
11. Odundo P, Rambo M. Effect of school based income generating activities on the financial performance of public secondary school in Kenya. Chinese Business Review; 2013.
12. Sigh Y. Fundamental of research methodology. New Delhi: New Age International Publisher; 2006.
13. United Nation Education Social and Cultural Organization. School enterprises. Combining vocation learning with production. UNESCO; 1998.
14. URT. Guideline for school on how to create income generating activities (IGA). Dar es salaam; EQUIP-1; 2016.
15. Haki Elimu. Impact of free education policy on Basic education in Tanzania. A qualitative study. University of Dar es Salaam; 2017.
16. Ngusa B, Mbijike G. Effects of food provision in pupil's participation in learning, A case study in Babati rural district.Tz Saudi Journal of Humanity and Social Science. 2016;1(4)127-136.
17. Pfeffer J, Salancik GR. The external control of organizations: A resources dependency theory perspective. New York: Harper and Row; 1978.
18. Galabawa C. Implementing education policies in Tanzania. World Bank; 1990.
19. Sanga I. Education for self-reliance: Nyerere policy recommendation in the context of Tanzania. African Research Journal of Education and Social Science. 2016;3(2):1-7.
20. Amos, Koda G. Contribution of school based income generating activities in quality education provision in secondary school managed by the catholic diocese of Moshi. Tanzania. British Journal of Education. 2018;6(4):49-69.
21. Ramadhan J. An assessment of effect of school feeding programme on school enrollment attendance and academic performance in primary schools in Tanzania. Open University of Dar es Salaam; 2014.
22. Lwakasama E, Getange K. Effect of income generating activities on public secondary school in Tanzania sub-country Narok county. Kenya. International Journal of Novel Research in Interdisciplinary Studies. Vol & iss??; 2017.
23. Vero E, Pula E. The important of motivation in educational environment. European University of Tirana; 2017.
24. Ayandibu A, Houghton J. The role of small and medium scale enterprises in local economic development (LED). Journal of Business and Retail Management Research (JBRMR). 201711:133139.
25. Stan S. The role of small business in economic development of European economy. University of Bacau; 2014.

26. Ahmad I, Rehman S, Ali S, Iqbal S, Ali F, Badshah R. Problems of government secondary school system in Pakistan. *Critical Analysis of Literature and Findings a way Forward, Journal*. 2013;3(2):2222-6990.
27. Muhammad M. Decentralization of education system in Sind: A Critical Review; 2002.
28. Kazimoto P. Assessment of challenges facing small and medium enterprises case study of Arusha region Tanzania. *International Journal of Academic Research in Accounting Finance and Management Science*. 2014;4:303-311.
29. Mapolisa T. Challenges faced school heads in management of finance in Nkiya district secondary schools. *Journal of Humanities and Social Science*. 2014;3(4):1-5.
30. Kusil A, Opata C, Wayo T. Exploring the factors that hinder the growth and survival of small business in Ghana; Case study of small business with Kumasi Metropolitan Area; *American Journal of Industrial and Business Management*; 2015.
31. Bouazza A, Arjouman, Abada. Establishing the factors affecting the growth of small and medium-sized enterprises in Algeria. *American International Journal of Social Science*. 2015;4(2): 101-115.
32. Ojwang H et al. Contribution of income generating activities to financing secondary school education in Kenya. Eldoret municipality. Department of Education Management and Foundations Maseno University, Kenya; 2011.
33. Sotache L. Challenges faced by secondary school teachers integrating ICT into the curriculum: A multiple case study in Grahams town circuit, Rhodes University, South Africa; 2007.
34. Creswell JW, Plano Clark V. *Designing and conducting mixed methods Research* 3rd ed. Sage Publication; 2018.
35. Mhagama M. An empirical over view on the implementation of big results now initiative in Tanzania and its efficiency on academic performance in secondary schools. *Journal of Advance in Education and Philosophy*. 2020;1:1-7. ISSN: 2523-2223.
36. URT. Educational sector performance report; 2020.
37. Weaver N. Education policy in Tanzania from independence to the present. University of Pitlburgh; 2011.
38. World Bank. New database of financial development and structure. World Bank; 2010.
39. Yamane T. *Statistics: An Introductory Analysis*. 2nd Edition, Harper and Row, New York; 1967.
40. Ibrahim S, Ludan Z. The role of small scale enterprises in poverty reduction in rural areas of Sokoto state. *International letter of social and Humanistic Science*; 2014.
41. Katua N. The role of small medium enterprises in employment creation and economic growth in selected countries. *International Journal of Education and Research*. 2014;2:461-472.

© 2022 Obadia and Mhagama; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:
<https://www.sdiarticle5.com/review-history/92954>