

**FACTORS MOTIVATING PUBLIC SECONDARY SCHOOLS
ENGAGEMENT IN SCHOOL-BASED ENTREPRENEURSHIP
PROJECTS IN KERICHO SUB-COUNTY, KENYA**

BY

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DECLARATION

This research project report is my original work and has not been submitted for an award in any other university.

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DEDICATION

I dedicate this work to my mother, Christina Kalya and my late father, KipkuruiKalya for bringing me into this world and modeling me; my lovely wife Jennifer and children Flevy, Edda, Ruth and Joshua who have been very supportive and caring; my siblings Alice, Simon, Jane, Priscilla, Sammy, Caroline and late Geoffrey for being part of my growing environment in the formative years; my colleagues in University of Nairobi, Kisumu Campus for creating a conducive learning environment to me and for numerous discussion sessions we had together.

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TABLE OF CONTENTS

Contents	Page
DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ACRONYMS AND ABBREVIATIONS	ix
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the problem	4
1.3. Purpose of the study	6
1.4. Research Objectives	6
1.5. Research Questions	6
1.6. Research Hypothesis	6
1.7. Significance of the study	7
1.8. Basic assumption of the study	8
1.9. Limitations of the study	8
1.10. Delimitations of the study	8
1.11. Definition of significant terms used in the study	9
1.12. Organization of the study	10
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1. Introduction	11
2.2. The concept of school-based entrepreneurship projects	11
2.3. The cost of operation and school-based entrepreneurship projects	11
2.4. Entrepreneurship skill-development and school-based entrepreneurship projects	14
2.5. Enhancement of clean environment and school-based entrepreneurship projects	16
2.6. Community development needs and school-based entrepreneurship projects	18
2.7. Theoretical Framework	20
2.7.1. The Push-Pull Theory	20
2.7.2. The Incentive-Instinct Theory	21

2.7.3. Conceptual framework	22
2.8. Summary and Gaps in Literature	23
CHAPTER THREE	25
RESEARCH METHODOLOGY.....	25
3.1. Introduction.....	25
3.2. Research Design.....	25
3.3. Target Population.....	26
3.4. Sample Size and Sampling Procedures	27
3.4.1. Sample Size.....	28
3.4.2. Sampling Procedures.....	28
3.5. Research Instruments	30
3.5.1. Testing.....	31
3.5.2. Validity of the Instruments.....	31
3.5.3. Reliability of the Instruments.....	32
3.6. Data Collection Procedures.....	33
3.7. Data Analysis Techniques.....	33
3.8. Ethical Considerations	33
CHAPTER FOUR.....	34
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS.....	34
4.1 Introduction.....	34
4.2 Response Return Rate	35
4.3 Demographic characteristics of the respondents	35
4.3.1.1. Job description of respondents.....	36
4.3.1.2. Gender of respondents	36
4.3.1.3. Age of respondents	38
4.3.1.4. Duration of service in current Job Title	39
4.3.1.5. Education Level of Respondents.....	40
4.3.2. School background.....	41
4.3.2.1. Category of school	41
4.3.2.2. School Land size	42
4.3.2.3. Age of school	43
4.3.2.4. Location of school.....	44
4.3.2.5. Student enrolment	44
4.3.3. Engagement in school-based entrepreneurship projects	45
4.3.3.1. Enterprises.....	45
4.3.3.2. Attendance to SBEPs sensitization workshop.....	47

4.3.3.3.	Level of engagement in SBEPs in public secondary schools.	47
4.3.1.1.	Revenue generated by SBEPs.....	48
4.3.1.2.	Number of Board of management employees.....	49
4.4	Influence of cost of operation on school-based entrepreneurship projects	49
4.4.1	Correlation analysis of the relationship between Cost of operation and SBEPs.....	53
4.5	Influence of entrepreneurship skill-development on school-based entrepreneurship projects.....	55
4.5.1	Correlation analysis of the relationship between entrepreneurship skill-development and SBEPs	59
4.6	Influence of enhancement of clean environment on school-based entrepreneurship projects.....	60
4.6.1	Correlation analysis of the relationship between enhancement of clean environment and SBEPs	64
4.7	Influence community development needs on school-based entrepreneurship projects.....	65
4.7.1	Correlation analysis of the relationship between community development needs and SBEPs	69
CHAPTER FIVE		71
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS		71
5.1	Introduction.....	71
5.2	Summary of findings.....	71
5.3	Conclusions.....	73
5.4	Recommendations.....	74
5.5	Suggestion for further study.....	75
5.6	Contribution to the body of knowledge.....	75
REFERENCES		77
APPENDICES		84
APPENDIX I: QUESTIONNAIRE COVER LETTER.....		84
APPENDIX II: RECOMMENDATION LETTER		86
APPENDIX III: RESEARCH AUTHORIZATION.....		87
APPENDIX IV: QUESTIONNAIRES.....		88
APPENDIX V: SUMMARY OF RESPONSES OF THE LIKERT QUESTIONS.....		93
APPENDIX VI: VALIDITY TEST OF THE INSTRUMENTS.....		94
APPENDIX VII: RELIABILITY TEST OF THE INSTRUMENTS		95
APPENDIX VIII: SAMPLE SIZE (S) FOR GIVEN POPULATION (N).....		96
APPENDIX VIII: SAMPLE SIZE (S) DISTRIBUTION.....		97

LIST OF TABLES

Table 3.1: Distribution of schools, enrolment and gender of principals ¹	26
Table 3.2: Target population distribution ²	27
Table 3.3: Sample size ³	29
Table 4.1: Questionnaire response rate ⁴	35
Table 4.2: Job title of respondents ⁵	36
Table 4.3: Job title and gender distribution cross tabulation ⁶	36
Table 4.4: Ages of respondents ⁷	38
Table 4.5: Duration of service in current job title ⁸	39
Table 4.6: Education levels of respondents ⁹	40
Table 4.7: Category of school ¹⁰	41
Table 4.8: School land size ¹¹	42
Table 4.9: Age of school ¹²	43
Table 4.10: Location of school ¹³	44
Table 4.11: Student enrolments ¹⁴	44
Table 4.12: Enterprises ¹⁵	45
Table 4.13: Attendance of sbeps workshop ¹⁶	47
Table 4.14: Level of engagement in SBEPs in public secondary schools ¹⁷	47
Table 4.15: Revenue generated by SBEPs ¹⁸	48
Table 4.16: Number of bom employees ¹⁹	49
Table 4.17: Cost of operation and school-based entrepreneurship projects ²⁰	51
Table 4.18: Relationship between cost of operation and SBEPs ²¹	54
Table 4.19: Entrepreneurship skill-development and school-based entrepreneurship projects ²²	56
Table 4.20: Relationship between entrepreneurship skill-development and SBEPs ²³ ..	59
Table 4.21: Enhancement of clean environment and school-based entrepreneurship projects ²⁴	61
Table 4.22: Relationship between enhancement of clean environment and SBEPs ²⁵ ..	64
Table 4.23: Community development needs and school-based entrepreneurship projects ²⁶	66
Table 4.24: Relationship between community development needs and SBEPs ²⁷	69

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	22
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ACRONYMS AND ABBREVIATIONS

ASK	Agricultural Society of Kenya
CDC	Curriculum Development Centre
CE	Corporate Entrepreneurship
CSR	Corporate Social Responsibility
ED	Environmental Education
EDPs	Entrepreneurship Development Programs
EFA	Education for All
ENSI	Environment and School Initiative Projects
ERS	Economic Recovery Strategy for Wealth and Employment Creation
ESD	Education for Sustainable Development
ESR	Education Sector Report
FPE	Free Primary Education
FSE	Free Secondary Education
HDA	Human Development Approach
IGAs	Income Generating Activities
KESSP	Kenya Education Sector Support Program
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NCST	National Council for Science and Technology
SBEPs	School-based entrepreneurship projects
SCDE	Sub County Director of Education

STI	Science Technology and Innovation
TVE	Technical and vocational education
UNO	United Nation Organization
UNEP	United Nation Environmental Programme
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UPE	Universal Primary Education
WBCSD	World Business Council for Sustainable Development

ABSTRACT

This study was conducted to determine the factors motivating public secondary schools engagement in school-based entrepreneurship projects. In this regard, the study sought to establish the reasons why managers and stakeholders of public secondary schools initiate SBEPs on the basis of the following study points; cost of operation, entrepreneurship skill-development in learners, enhancement of clean learning environment and participatory role in community development. The Push-Pull Theory and the Incentive-Instinct Theory formed the basis for literature review. The choice of limiting the study to the secondary schools within the bounds of scope was based on the constraints of time and resources. The study was aimed at adding to the literature on the role of pull and push factors in start-ups and sustenance of school-based entrepreneurship projects (SBEPs) in Kenyan secondary schools. The study employed descriptive survey design in which both quantitative and qualitative approaches formed the basis of the study. The researcher administered questionnaires to 108 respondents; 27 principals, 54 HODs (Curriculum implementation and Career Development), and 27 bursars. Out of which 84 were correctly filled and returned to the researcher which translated to 77.8% response rate sufficient for the study. The findings indicated that most of the SBEPs activities 111(71.2%) were agricultural based while a few were commercial and service based. It was established that 60(71.4%) of respondents were male while 24(28.6%) a ratio of 5:2 in favour of male indicating gender inequality. Majority 56(66.7%) of respondents were of age above 41; maturity age. Also majority 55(64.5%) were holders of bachelor's degree level and above indicating ability to conceptualize issues and synthesize effective decisions. The study revealed that 17 (81.9%) schools involved were in the rural and peri-urban areas. On activities, 111(71.2%) were agricultural based, 27(17.3%) service based and 18(11.5%) commercial based with revenue generation; 20(23.8%) below Ksh. 100,000, 32(38.1%) Ksh. 100,001-200,000, 12(14.3%) Ksh. 200,001-300,000 and 20(23.8%) above Ksh.300, 001 giving an average of Ksh.188, 095.20 per school. The correlation analysis revealed the following; for cost of operation $r=0.937$ and $sig.= 0.000$ implying a significant relationship between cost of operation and school-based entrepreneurship projects in public secondary schools, for entrepreneurship skill-development in learners $r=0.961$ and $sig.=0.009$ implying a significant relationship between entrepreneurship skill-development in learners and school-based entrepreneurship projects in public secondary schools, for enhancement of clean environment $r=0.998$ and $sig.=0.000$ implying a significant relationship between enhancement of clean environment and school-based entrepreneurship projects in public secondary schools and for community development needs, $r=0.931$ and $sig.=0.021$ implying a significant relationship between enhancement of clean environment and school-based entrepreneurship projects in public secondary schools. The study recommends increased focus and mainstreaming of SBEPs engagement in the overall curriculum and the schools programmes and training of staff on best practices in SBEPs as well as ensuring increased communication of SBEPs policies and to ensure support and involvement of the all the immediate key stakeholders in carrying out and implementing the SBEPs with high level transparency and accountability. The researcher suggest that future research be undertaken on factors motivating public secondary schools engagement in school-based entrepreneurship projects be done in other countries to enable broad identification of trends of factors motivating school-based entrepreneurship projects providing a holistic overview of the factors motivating engagement in SBEPs not only in Kenya but globally.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

As an economist, man has continually found it essential to take charge of choices of production with regard to processing, organizing, coordinating and distributing goods and services to consumers (Keynes, 2002). Sound economic activities aims at allocating the scarce resources to their “highest utility value”. The two entrepreneurship skills, invention and innovation are perceived to be the most appropriate tools for optimizing any economy.

The entrepreneurship concerns belong to both the developed and developing nations and efforts to integrate entrepreneurship into education is gaining grounds globally. The Aspen Institute in U.S.A. (2008) perceives inadequacy of entrepreneurial skills in employment seeking youths as a worrying state for most job providers and by extension, this is held as a major economic setback in the current development dispensation. Many observers from this view point attribute the incapacity of young citizens in many nations to underdeveloped entrepreneurial mindset often characterized by low success-oriented attitudes. The positive side of this can only be achieved through mindset orientation of the youths by inculcating attitudes which uphold inventiveness, calculated risk-taking, business-prospect recognition and partnership. Most of the American children from well-to-do families are stimulated into this kind of mindset through family businesses or from local schools or other support organizations. A number of young people however lack this exposure because of poverty and meager resources in some schools. There is a general increase in advocacy for practical entrepreneurship rather than theoretical classroom work in schools in U.S.A. In comparison to athletics, proponents of practical entrepreneurship postulate programmes that inculcate in the young learners the spirit of team work and viewing success as an outcome of commitment to a focus (Kauffman Foundation, 2004).

In U.K., Young (2014) advocated inspiration of entrepreneurship culture in young children at an early age when they are still open and receptive to ideas and influences that shape their latter lives. Among the formal programmes to achieve this is the “Fiver Programme” in which primary school children are given £5 monthly to run a

small business of their choice. The objective of such a measure is to cultivate a long-lasting taste of business in the young children. The practice is aimed at helping in establishing and concretizing entrepreneurship culture in the citizens and ultimately forms the basis of future economic success of a nation. This has attracted support and majority of citizens are advocating the same to continue through secondary education.

Malaysia, like other countries has recognized entrepreneurship education as the springboard for individual and national economic growth (Malaysia, 2010). This prompted re-orientation of her curriculum in January 2011 which saw initiation of entrepreneurship education at primary school level. According to Curriculum Development Centre (CDC) entrepreneurship education in primary school seeks to develop learners' entrepreneurial characteristics, attitudes, thinking skills and individual values toward becoming entrepreneurs. This strategy is in line with development of human capital that will propel Malaysia on its voyage towards becoming a developed country (Norasmah, Norashidah&Hariyanty, 2012). The aim of integrating entrepreneurship in the curriculum is to expose learners to skills that develop human capital which is balanced and harmonic in all human dimensions; intellectually, spiritually, emotionally and physically (CDC, 2012). Boethel (2000) describes a holistic education as a means by which the human communities transform themselves. Schools are therefore viewed as sites for preparation of quality workforce through exposure of entrepreneurship activities.

In South Africa, Kamper (2008) observes that most of the historically disadvantaged schools are typically poor characterized by; unkempt premises, rundown buildings, damaged and inadequate furniture, poor waste management facilities, substandard toilet and sanitation facilities. To counter these challenges some of the affected schools have embraced entrepreneurial approaches that generate economic activities to improve on revenue collection (Xaba&Malindi, 2010). From their research Lebusa&Xaba (2007) found that the said historically disadvantaged schools have very strong prospects of fostering entrepreneurial customs of innovativeness and risk-taking.

In Ghana, Okunloye&Obeng (2014) in their study "Developing Entrepreneurial Mindset through curriculum innovation in the Ghanaian school system" observes that entrepreneurial mindset is a cognitive orientation or a perceptual frame of self-

employment or job creation. Their study merged development of entrepreneurial mindset in young Ghanian to reorientation of the national curriculum (Adegeko&Busari, 1998). A relevant curriculum specialized to address this need should be interactive and problem-solving by design. It should be a learner-centered curriculum for critical thinking, creativity and collaborative learning (Fajemidagba, 2009; Omosewo, 2009 &Nacino-Brown et al., 1985).

In Kenya, enhancement of entrepreneurial activity and enterprise growth has been approached through creation of an enterprise culture among the youth (Nelson &Mburugu, 1991). To realize this, formal entrepreneurship education programme was first developed in Kenya in the early 1990s (Bwisa, 2011). Since then, continuous reforms have been put in place to integrate entrepreneurship into curriculums at all levels of education. From a practical perspective, engagement of Kenyan secondary schools in school-based entrepreneurship projects is not a new phenomenon. Following the recommendations of the World Bank, Kenya embraced SBEPs as a means of mobilizing local resources confined within secondary schools premises to generate income to supplement their budget deficits (World Bank, 1990; Ndolo et al., 2011). A number of scholarly literature on this subject alludes to evidences of research findings on aspects of income generating projects in schools and the value added thereof (Odundo& Rambo, 2013). Though there is no concrete government policy providing the guidelines on the standards of school-based entrepreneurship projects (SBEPs) in schools, the past researchers affirm to their worth as alternative sources of revenue to schools that can partly ease the burden on the parents (Kogolla, 2006).The indicators of the said significance are based on the findings by Odundo& Rambo (2013) that the SBEPs schools are wealthier than the non-SBEPs schools as ratified by high Assets: Liabilities ratio.

Engagement in SBEPs as alternative source of revenue by public secondary schools in Kenya is attributed to increased cost of education. Since independence in 1963, Kenya has recommended and implemented various curriculum reforms, the latest being the 8-4-4 system of education (1985). The immediate effect of implementing this system hiked cost of education for it demanded expansion of school infrastructure to provide more classrooms, science laboratories, workshops for vocational subjectsand home science rooms (Syomwene, 2013). To counter this, various educational reforms and policies aimed at alleviating the financial burden on the

citizens in providing education to their children have been enacted. These include government-public partnership approach (1988), Free Primary Education (FPE) programme (2003), the Subsidized Secondary Education Policy supported by the government under Free Secondary Education (FSE) programme (2008) and recently payment of registration fee for KNEC examination fee (2015). These continuous reforms in education from context and affordability dimensions aims at improving education in terms of quality and quantity which is key to knitting effective national policies for sound socio-economic development through industrialization and global trade (Abagi and Odipo, 1997).

Fundamentally this study sought to interrogate whether engagement in SBEPs by public secondary schools is backed by certain motivating factors. To hedge the study within a finite space and time, the following elements formed the basis of the study; cost of operation, entrepreneurship skill-development and enhancement of clean environment and community development needs. These elements devolved into the objectives of the study that provided the course of planning and conducting of the research.

1.2. Statement of the problem

Engagement in SBEPs by public secondary schools in Kenya is an old practice and history recognizes its existence for quite a while. Past studies show that a number of schools have registered some reasonable level of achievement with SBEPs. However, for some they have remained at subsistence performance level, characterized by inadequate record keeping, hampering accurate measurement of performance indicators.

School dropout due to lack of funding is one of the principal challenges facing the Kenyan child. More often than not children forced out of school prematurely end up getting engaged in some employment in order to partake in family survival. Worst still is some of them may get involved in crime related activities like prostitution, drug trafficking and lately radicalization. These societal vices are commonly seen among the economically marginalized communities in the developing nations most of which are found in Africa, Asia and Latin America to mention a few. Kenya through the effort of the government has continued to respond to the financial needs of the education sector but the struggle is far from over due to continued increase in

enrolment at secondary schools coupled with ascending poverty index. Low funding has in turn continued to jeopardize the capacity of the schools to effectively meet the educational demands in public schools compromising quality.

Current education models propose “Practical Skills-Based Curriculum” in which learners are conferred with intellectual and technical skills necessary for transforming resources into wealth. Despite the purported purpose of education in development of skills befitting economic progression, the Kenya’s education curriculum is short of addressing this national need effectively as it is characterized by low entrepreneurial practical elements. In an ideal and well informed school set up, SBEPs can therefore provide practical fields to learners for in-depth understanding and mastery of vocational subjects in line with the Science, Technology & Innovations (ST&I Policy and Strategy, 2009).

As human societies economically grow, environmental dilapidation sets in posing danger to humanity and the general biotic environment. Communicating these facts from theoretical and practical perspective is a matter of urgency and cannot be overemphasized. Schools should therefore stand up to their call to inform the human society on the need nurture the environment. It is paramount that schools mainstream environmental issues into their day to day activities. Degradation of the environment has gained global concern and is ranked highest as a possible stake to all forms of human socio-economic development. Response to environmental needs is low amongst majority of the members of the general public, and using schools as the entry point of communicating environmental concerns may effectively procure and deliver a future citizenry that are endowed with the capacity to safeguard and sustain the health of “mother nature”.

Like any other business organization, schools cannot operate without incorporating the concerns of the surrounding community into its overall agenda. This is contained in the current business prototypes which advocate that every commercial entity should hold dear the interest of the communities by taking responsibility for the impact of their activities on the lives of the people in the neighborhood and other stakeholders. As far as business venture are concerned, response to community needs has now moved from the peripheral to become a mainstream business issue. It is therefore paramount that educational institutions should be modeled to empower

communities within their environs through dissemination of relevant information and being in the forefront in practically embracing modern approaches to economic development.

1.3. Purpose of the study

The purpose of this study was to investigate the factors influencing public secondary schools engagement in school-based entrepreneurship projects in Kericho sub-county

1.4. Research Objectives

The objectives of this study include the following:

- (i) To determine the influence of cost of operation on school-based entrepreneurship projects in public secondary schools.
- (ii) To examine the influence of entrepreneurship skill-development on school-based entrepreneurship projects in public secondary schools engagement in school-based entrepreneurship projects
- (iii) To assess the influence of enhancement of clean environment on school-based entrepreneurship projects in public secondary schools.
- (iv) To evaluate the influence of community development needs on school-based entrepreneurship projects in public secondary schools.

1.5. Research Questions

The study sought to answer the following research questions:

- (i) How does cost of operation motivate school-based entrepreneurship projects in public secondary schools?
- (ii) To what extent does entrepreneurship skill-development motivate school-based entrepreneurship projects in public secondary schools?
- (iii) In what way does enhancement of clean environment motivate school-based entrepreneurship projects in public secondary schools?
- (iv) How does community development needs motivate school-based entrepreneurship projects in public secondary schools?

1.6. Research Hypothesis

Based on the research objectives, the following hypotheses were framed for directing the course of the study.

H₁: There is a significant relationship between cost of operation and school-based entrepreneurship projects in public secondary schools.

H₂: There is a significant relationship between entrepreneurship skill-development and school-based entrepreneurship projects in public secondary schools.

H₃: There is a significant relationship between enhancement of clean environment and school-based entrepreneurship projects in public secondary schools.

H₄: There is a significant relationship between community development needs and school-based entrepreneurship projects in public secondary schools.

1.7. Significance of the study

The aim of this study was to supplement to the prevailing literature on the relative role of pull and push factors in startups and sustenance of school-based entrepreneurship projects (SBEPs) in public secondary schools of Kenya. To the researcher's knowledge based on the literature review within the context of the study, prior systematic analysis of the pull and push factors and their influence on engagement and sustenance of SBEPs in secondary schools is scanty. It is anticipated that the framework developed for analyzing the push and pull factors influencing SBEPs initiation and maintenance by secondary schools can be applied in other studies with similar peculiarities in terms of indicators and factors that may be of pull or push nature.

Through the findings of this study, the researcher hopes to stimulate scholars to research further on the motivation factors influencing secondary schools engagement in SBEPs and sustenance of the same. With further national outlook, the synergism of secondary schools entrepreneurship programmes may provide an avenue through which funds are generated for quality education. The research implications on the motivation factors of secondary school engagement in SBEPs are also relevant for policy makers and managers of secondary school education sector in Kenya. This relevance anchors policy formulation to mainstream entrepreneurial skills in all levels of curriculum as a means nurturing a healthy spirit of entrepreneurship in the hearts of the school going citizens. The anticipated outcome is mature citizens who will embrace development for now and its sustainability.

1.8. Basic assumption of the study

In conducting this study, it was assumed that all respondents would be co-operative and willing to fill in the questionnaires. It was also assumed that the respondents would give reliable responses. The researcher assumed that all the sampled schools in Kericho-Sub County were engaged in some school-based entrepreneurship projects whose initiation can be traced to some motivational factors.

1.9. Limitations of the study

Limitations are encounters or incidences that can arise in a study but which are not within the jurisdiction of the researcher's capacity. Kombo & Tromp, 2006 defines them as hitches anticipated to be experienced by the researcher during the study which would influence scope of the study and data accessibility. Simon (2011) observed that limitations restrain the extent to which a study can be taken, and often affect the end result and conclusions drawn. The truth of the matter supported by previous studies holds that every study has limitations regardless of how well it is constructed and conducted. This study therefore was not exceptional and like any other study had its own share of limitations.

The limitations in this study included respondents' unwillingness to provide accurate information because of doubt of confidentiality. The dynamics of life in schools also influenced the study by restraining respondents from filling questionnaires and responding to interview schedules effectively. Resource limitation on the other hand hampered wide travel of the researcher thereby minimizing coverage of all the schools within the scope of study which in turn affected the accuracy of the final results.

Another limitation was missing of records on performance of SBEPs in schools as most of such projects have traditionally been practiced at subsistence level (Odundo & Rambo, 2013).

1.10. Delimitations of the study

The delimitations are selected attributes of a study that confine the scope and define the constraints of the study and are dependent on the research's opinionated position and regulation. It is the purposeful actions aimed at reducing the study population and area to be surveyed to manageable size. The delimiting factors of a study often include the following fundamentals among others; the choice of objectives, the

research questions or hypotheses, variables of interest, theoretical perspectives, the choice of population for investigation and the area of study.

This study was delimited to public secondary Schools within Kericho Sub-County. Questionnaires and interview schedules were adopted as research instruments to establish motivation of schools engagement in SBEPs. This was anchored on their appropriateness to generate both quantitative and qualitative data. The study was also delimited to the opinions of the principals, HODs curriculum implementation, HODs career development, and bursars of the sampled schools. The theoretical framework of the study was based on two theories; the push-pull theory and the incentive-instinct theory.

1.11. Definition of significant terms used in the study

Factors: Circumstances or conditions that stimulate and increase the likelihood of schools venturing in business activities. They entail all elements that contribute to schools engagement in business enterprises.

Motivating: The capacity or power of the prevailing circumstances (factors) to compel schools to initiate business activities as measure of alleviating the challenges or increasing the utility of the opportunities identified for gains.

Public Secondary Schools: These are secondary schools sponsored through public funding and managed by the government

Engagement: The act of schools willingly taking risks in order making profits through involvement or participation in profitable activities.

School-Based: Activities or undertakings that happen within the school premises, financed and managed by the school administration.

Entrepreneurship: The capacity and willingness of the schools to develop, organize and manage business ventures along with any risks that go with them in order to make profits driven by the spirit of creativity and innovativeness (Business Dictionary.com).

Projects: These are endeavors or set of activities and processes planned and carried out by schools over a fixed period of time and within certain cost limitation in order to yield a product or service for market purposes

School-based entrepreneurship projects: These are activities started and sponsored by schools with the aims of increasing revenue and improving their socio-economic relationships with the internal and external communities in their proximity.

1.12. Organization of the study

The study consists of five chapters. Chapter one examined the background to factor of entrepreneurship at individual and organizational levels, the statement of the problem which informed the research, the purpose and objectives of the study, the research hypotheses which guided this study and the significance of the study. Chapter two reviewed the literature on schools engagement in entrepreneurship and the effects there of. Chapter three took a comprehensive look at the research methodology adopted by the study, the research design, study area, study population and the sampling procedures that will be used to select respondents from the population. Data collection procedures, research instruments, data processing and analyses are also discussed in this chapter. Chapter four contains analyzed data results and presentation, interpretation and discussions. The information generated thereof pertains to the factors influencing secondary schools engagement in school-based entrepreneurship projects. The results are presented in the form of tables. Chapter five which is the last chapter, was devoted to the summary of findings, inferences made from the results and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Literature review is conducted as a vital component of any research process. Based on the objectives of the study, literature review was thematically analyzed in line with the hypotheses that guided the study. The overall aim of the study focused on determining factors motivating public secondary schools engagement in school-based entrepreneurship projects in Kericho sub-county, Kenya. This chapter also discussed the theoretical and conceptual frameworks on which the study was founded and finally presents the summary of literature and the literature gaps relevant to the study.

2.2. The concept of school-based entrepreneurship projects

The term “entrepreneur” is a derivative of a French word “entreprendre”, which means to do or to undertake. The term took its present definitive spelling in 1433 (Rey, 1994) and was commonly in use in the 1500s and 1600s. Champlain (1632) on his first voyage to explore the St. Lawrence River in 1603, recorded in his own words that he had been invited to make the trip “to explore the country and establish what entrepreneurs would do there”. School-based entrepreneurship projects therefore include all types of business activities undertaken by schools within their premises. Based on this concept, the study attempts to present an approach to understanding why public schools in Kenya engage in SBEPs. Contributions already made by other scholars significantly give a direction to this study.

2.3. The cost of operation and school-based entrepreneurship projects

Operations in schools are multidimensional and each comes with a cost. It is in the interest of every school management to increase their asset : liability ratio. High wage bills experienced through remuneration of teaching and non-teaching staff is becoming a common scenario in most public secondary schools. Purchase of teaching and learning resources and provision of infrastructure draws heavily from the school

budgetary allocation. Travel expenses of staff and students and feeding programmes increase cost running schools.

High expenditure on quality education is an endeavor of every nation and has been construed as the most effective means of producing quality citizens (Roosevelt, T., 1930). The practical utility of good citizenship lies in their ability to perceive, interpret and implement development agenda proportionate to real time. Domesticating this to fit the set ups of developing countries is paramount if development was desired with urgency. Education is loaded with tools that unearth the human capabilities to effectively mobilize the resources within the environs for economic gains. Every nation is endowed with natural assets that are sufficient to sustain quality life, but this reality is remote in most cases because of lack of the power to harness and seizure them for assemblage into economic goods and services.

The vision 2030 is Kenya's road map towards a middle income state by 2030 modeled on the recommendations by the National Economic and Social Council (NESC) in 2005 (Kenya Vision 2030, 2007). The focus of this vision and the voyage thereof can effectively be delivered through educational machinery in which secondary level is critical. As noted by Odundo & Rambo (2013), secondary education provides a link between elementary education and further training in the various fields of work. According to World Bank (2008), Glenester, et al. (2011) and Gongera (2013) provision of quality secondary education is an important tool in stimulation of social and economic development and therefore in the Kenyan perspective, the advocacies in the Kenya Vision 2030 largely depend on the scope and quality of education being provided. The education sector in this respect is charged with the responsibility of facilitating the process of developing manpower with the correct attitudes and skills necessary for transforming the nation into an economically competitive country (Odundo & Rambo, 2013). To arrive at this, the government of Kenya has recognized the potential in her people in terms of creativity and entrepreneurial skills and is profoundly stimulating and harnessing the value therein through education. According to the Human Development Approach (HAD), proposed by Amartya Sen, Martha Nussbaum and Paul S. Patrick, economic resources are important only if people are finally able to convert them into things that are valuable (Burchi, 2006). As a sign of goodwill in this endeavour, the Government of Kenya has invested heavily on the Kenya Education Sector Support Program

(KESSP). This program echoes the government's commitment to the attainment of education for all (EFA) and the Millennium Development Goals (MDGs) (Republic of Kenya/UNESCO, 2012). In doing so, Kenya is on track towards the attainment of the internationally agreed goals that appertain to education (Orodho et al, 2013).

Despite of the government's continued response to its financial obligation in the education sector, insufficient funding has remained one of the major challenges facing secondary schools in Kenya. This struggle is far from over even with the government's effort through Free Secondary Education (FSE) (Republic of Kenya, 2012). The capacity of the schools has continually fallen short of handling sufficiently the educational demands due several factors, poverty among families ranking the highest (Lacour&Tissington, 2011). The pressure has been felt even the more as a result of high transition of 49% to 70% from primary to secondary school in 2010 with the introduction of Free Primary Education (FPE) leading to overstraining of the resources as observed in many of the secondary schools nationally (Galabawa, 2003). Coupled with these is the rise in cost of living emanating from local and global economic constraints which pose difficulties to many people from sustaining their children in secondary school (Oduaran&Bhola, 2006). More often than not such children are forced out of school prematurely and end up in some form of employment as a way of partaking in family survival in contravention of the child labour law (Children Act, 2010; Kamaara, 2004). This is commonly seen among the economically marginalized communities in the developing nations (United Nations, 2005).

On the basis of the financial implication of education, this study sought to establish whether there exist a significant relationship between the costs of operation and public secondary engagement in SBEPs. In this respect, it was assumed that engagement in SBEPs happened as an alternative source of income to extenuate the budgetary deficits in schools created by the short fall resulting from internal and external financial obstacles experienced by schools. Formal introduction and engagement in SBEPs by public secondary schools has been envisaged as a partial solution to financial needs of schools. For quite a while, SBEPs have been perceived as best initiatives for increasing funding in public secondary schools in our country but there are no significance evidences to that effect because of inadequate monitoring and evaluation of SBEPs by the ministry of education. Most schools

therefore seems to be doing them at subsistence level as they are characterized by scanty records.

2.4. Entrepreneurship skill-development and school-based entrepreneurship projects

This study in part sought to explore the extent to which entrepreneurship skill-development needs in the learners and staff motivate public schools engagement in school-based entrepreneurship projects in the spirit of practical skills-Based Curriculum (LSC, 2008; Ofsted, 2007, 2010). Achievement of entrepreneurship skill-development as used in this study were measured in a number of ways such as inculcating entrepreneurship skills in learners and the school staff and instilling creativity, independence and problem solving abilities and enhancing business career development among learners.

It was also measured by assessing empowerment of learners for future self-reliance, a policy meant to orientate youths towards self-employment through stimulation of enterprise culture (King & McGrath, 2002). This was echoed by Haan (2001) who qualified the 8-4-4 which replaced 7-4-2-3 system in 1985 as a desirable option for attitudinal and skills preparations for the world of work. Other measurement strategy were anchored on the roles of SBEPs in providing practical fields to learners from vocational training colleges and serving as benchmarks to schools and surrounding community to start similar enterprises.

Having realized the effectiveness of education as a powerful vehicle for delivering socio-economic development, Kenya adjusted her secondary education to encompass diversified curriculum that incorporate technical and vocational skill-based subjects into mainstream academic subjects with the view of entrenching “Self-Reliance” culture in her young citizens as is the clarion call of 8-4-4 system of education. Curriculum from this perspective serves as a conduit through which socio-economic elements are transmitted to the society (Offarma, 2005). Curriculum design and planning therefore is key to addressing the needs of a nation both at internal and global perspective which are translated through education policies. Several authors have noted that educational policies in most countries are well structured and their

contents adequately defined but ill-implementation has been the main culprit bedeviling the anticipated performance (Bafemi, 2007; Dike, 2009).

Schools play a critical role in implementation of the curriculum of a nation. Many scholars and proponents to theories of learning advocate for practical skills-based curriculum as a suitable option for unleashing potential of manipulative skills in learners (LSC, 2008; Ofsted, 2007, 2010). Craft oriented subjects are gaining popularity in the twenty-first education models. Crucially, they provide learners with space for creativity, independence, determination and problem-solving abilities which constitute the drivers for economic development. The Kenyan secondary school curriculum is structured with inclusion of vocationally inclined examinable subjects such as agriculture, home science, building & construction, woodwork, metalwork, power mechanics, electricity, and aviation technology as a step towards providing a wide field of dexterity (The Kenyan Education System, 2015). This farfetched thought by the curriculum developers is pertinent to inculcating skills in learners as a basis for developing manpower relevant in the various fields of work in the next decade and beyond. In an ideal and well informed school set up, SBEPs can provide practical fields to learners for in-depth understanding and mastery of vocational subjects in line with Science, Technology & Innovations (ST&I) as the foundation to achieve economic, political and social advancement (ST&I Policy and Strategy, 2009).

Sigman(2012) (UK) in his work on “Practical Skills-Based Curriculum” observes that research in cognitive neuroscience and psychology has unearthed previously unrecognized benefits that are conferred upon learners through practically-minded curriculum. From his findings, he confidently accentuates the urgent need to incorporate practical elements into mainstream education. Beyond the formal education setup, practical skills may further be inculcated via out of class processes such as mentoring through apprenticeship. The benefits attained thereof are socially viable and produces employable young adults capacitated to soundly partake in economic development. The study engaged learners with and without learning difficulties; however the findings significantly showed consistency.

2.5. Enhancement of clean environment and school-based entrepreneurship projects

This study examined how requisite for enhancement for clean environment influence public secondary schools engagement in school-based entrepreneurship projects (SBEPs). A number of aspects of strategies in pursuing clean environment were backed by a number of statement indicators. The design of the said statements took into consideration activities in schools that are associated with SBEPs and are environmentally inspiring to the young learners (Firestarter Communications, 2003). It should be within the interest of any learning institution to inculcate in learners a culture of environmental awareness characterized by optimism and a sense of future. Efforts to counteract environmental degradation is multidimensional and include two sets of dealings; protection of environment and management of environmental resources. (Yang, 2014).

The activities involved in the measurement included recycling of wastes, establishment of nursery beds, generation of biogas as an alternative source for clean energy and demarcation by fencing of school land adding to aesthetic value. Others included reinforcing education for sustenance development, putting kitchen waste into economic use, practicing sound agricultural methods to control soil erosion and creation of arboretums for recreational activities and preservation of trees. Causes of environmental dilapidation varies and together lowers the capacity of the environment to sustain development since natural habitats are destroyed and natural resources are depleted (Yang, 2014). This study therefore assume that schools undertake SBEPs as a step towards participating in regeneration of dilapidated environment through reconstruction and routine cleanup. Proponents of clean environment advocate reliable measures towards conservation of environment such as establishment of tree and flower nurseries for greening and beautifying the environment, recycling of waste into other usable products, control of loss of soil through erosions and preservation of both biotic and abiotic factors of the environment.

As sanctuaries for conservation of humanity, it is paramount for schools to take into account the safety and purity of the environment in which they operate (Republic of Kenya, 2010). Degradation of the environment is a global concern and is ranked highest as a possible stake to all forms of human socio-economic development.

According to Reid et al. (2010) various research reports over the last two decades expounds that the earth is experiencing a significant shift from the norms of the environment due to human economic activities such as extraction and consumption fossil fuel, agriculture, land use change, urbanization and transport infrastructure. Climate change, land degradation, biodiversity loss and changes in water quality and quantity are prominent examples of large scale global environmental changes. Fears on the extent of environmental degradation has sparked public concern worldwide and the call for mitigation measures is no longer a secret. Economic growth has emerged as the culprit of environmental dilapidation. Numerous studies on this elucidate deterioration of environmental quality in early stage of economic development followed by gradual improvement in later stages. The systematic relationship between income change and environmental quality can meaningfully presented by the Environmental Kuznets Curve (EKC) based on Kuznets work (1955). The EKC hypothesizes an inverted-U-shaped curve obtained when pollution indicators are plotted against income per capita. (Piontkivska, 2000). This may be interpreted to suggest that economic growth is not a threat to global sustainability, and that there are no environmental limits to economic growth. It has been observed that pollution grows rapidly in the first stage of industrialization, because priority is on volume of output, and people are more interested in jobs and income than clean air and water (Dasgupta et al., 2002).

To mitigate on the looming disaster gazing at humanity and the general biotic environment as a result of indiscriminate exploitation of resources and pollution, individuals and all business communities need to be agitated to proactively nurse the environment as part of their business undertaking. It is unfortunate that in the recent past majority of the investors have shown no regard to this call. This inattention if unchecked, does not guarantee an environment that will sustain economic activities in future and it negates the essence of humanity protecting the environment with the intent of sharing it now and with the future generations of the biotic communities. The agenda of drawing a balance between development and sustainable environment has now attracted more attention in national, regional and global meetings than ever before. The crusaders of “clean and safe environment” have unceasingly raised their voice and the hope for the future is tagged to the response by all the global environment stakeholders. The choicest means of realizing the desired change can

best be attained through continued dissemination of transformative information based on unrelenting environmental audit report. This sensitization is projected at changing the current communal attitude towards safeguarding the environment for the common good for all now and in future. The call for environmentally responsible citizens is becoming a common agenda in all public gatherings in the nations across the world. Media has also served effectively as a tool for reaching out to the public on matters pertaining to the environment; its overall state and possible measures for alleviating the deplorable condition witnessed so far.

Since school systems are the key arenas in which nations harness and re-engineer the mindsets of their young citizens, integration of Environmental Education (ED) in the curricula has been done strategically as a long term measure for sensitizing the current generation on the need for a healthy environment for posterity. It is therefore reputed that integration of education for sustainable development (ESD) in school programmes can significantly contribute to attainment of global objective of ultimate of economic development at minimum negative environmental impact.

Waste accumulation is becoming a menace in urban setups in the world and is now slowly creeping into rural areas as well. For example, in 2010, the total waste generated from economic activities and households in the EU-27 amounted to 2.5 billion tonnes 4% of which were classified as hazardous waste and this translated to an average of about 5 tonnes of waste for each inhabitant in the EU-27 with 202 kg being hazardous waste. As at now, waste is not just a serious problem; it is also a growing problem (Schiessieretal, 2007).Nevertheless, waste prevention and management has remained the most effective way of putting check marks on the insistent threat posed by environmental degradation. The current economic dispensation view wastear either a by-product or an input to economic activity depending on the business type. Formal recycling programmes are now a common place practice in most parts of the world. These measureshave continually improved local economies by providing income and significantly reducing waste and decreasing greenhouse gas.

2.6. Community development needs and school-based entrepreneurship projects

This study considered a number of ways in which schools may through SBEPs endeavours effectively execute actions that directly or indirectly impact on

community development needs. Among the impacts of interest were creation of job opportunities, supply of food to the community such as maize, vegetables, milk etc., and donation to charitable organization addressing the plight of less fortunate of the society. Others include support to needy students through scholarships and basic needs and providing market for farm raw materials, seeds, animal feeds etc. The measures executed through these indicators were used to determine how community development needs influenced public secondary schools engagement in SBEPs.

The current business pursuits demands that organizations realize the need for collaboration with their immediate communities for their continued survival. DiMaggio & Powell (1983) and Scott (1992) jointly observed that new institutional perspective suggests that firms obtain legitimacy by conforming to the dominant practices within their institutional fields which is significantly contributed by its surrounding populace. Development of strong corporate cultures are based on realization by business organizations that the societies where their establishments are located occupy a central place in their business agenda (Okeudo, 2012). Current commercial innovations seems to advocate that every business organization should hold dear the interest of society by taking responsibility for the impact of their activities on communities and other stakeholders. Response to community needs has now moved from the peripheral to become a mainstream business issue (WBCSD, 2002). Companies are now called upon to manage two aspects of their business endeavour, their resources (human and non-human) people and processes and the impact of their endeavours on the society in all spectra of their lives. Every business organization is modeled within a society made up of the employees, customers, government, neighboring environment and other stakeholders. Therefore, organizations should be alive to the fact that their business affairs should also promote the interests of the stakeholders beside their shareholders (Cecilia & Schants, 2007). This business phenomenon has been achieved by many companies through the spirit of corporate social responsibility (CSR). Prior studies reveals that CSR has significantly helped organizations realize corporate performance and sustained profitability (Balmer & Greysner, 2006).

In Kenya many nonprofit making organizations including public service providers have embraced CSR as a way of integrating social and economic concerns into their culture with view of enhancing quality life in their workforce, the local community

and society at large (Balmer&Greysner, 2006). Good corporate governance in public secondary schools is now entrenched in the education policy in Kenya. This is a wakeup call for schools to respond to the educational and social needs of the communities in which they are established. The ultimate of this response make the community identify themselves with the schools and therefore provide support through enrolment of their children, funding and safeguarding their security. Community needs response policy by schools function as a built-in, self-regulating mechanism (Chakraborty, 2010). To effectively respond to the needs of the community, schools would be expected to carry out monitoring and evaluation measures on their adherence to the law, ethical and international standards. Community development need response strategy by schools can deliver real business benefits which can translate into good overall performance of the school (Ernst & Young, 2002).

2.7. Theoretical Framework

According to Robson (2011), the theoretical framework is any study defined as the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs the research. It is a collection of interrelated ideas based on theories (Kombo and Tromp, 2006). The function of theoretical framework was to inform the rest of the research design and helped the researcher to assess and refine the goals, develop realistic and relevant research questions, select appropriate methods, and identify potential validity threats to the conclusions. This section presents the two theories which formed the orientation of the study; the push-pull theory and the incentive-instinct theory. It also presents the conceptual framework, summary and gaps in literature.

2.7.1. The Push-Pull Theory

The factors underlying firm creation may at first seem straightforward, but studies have proved otherwise. There as of now exist no sufficient empirical studies on factors of firm formation that are universally accepted and convincing to scholars. Be that as it may, past studies have presented two explanatory dynamics of firm development, the "recession-push" theory on one hand and the "demand-pull" theory on the other, otherwise known as push and pull factors correspondingly (Harrison et

Hart, 1983) or "defensive" and "innovative" motivations (Vivarelli, 2004). In light of the works of Oxenfeldt (1943), Johnson and Darnel (1976) fashioned and tried a framework of investigating push-pull variables (Harrison et Hart, 1983). According to Johnson and Darnell's (1976) new firm creation emanates from movement of individuals in salaried employment or unemployed towards self-employment. Such decisions are often arrived at when the anticipated of self-employment, surpass the net benefits of salaried employment or unemployment. The choices that goes with this as indicated by Johnson and Darnell (1976) are explained in terms of two possible forces: push or pull.

According to Uhlaner and Thurik (2007), new business undertaking obeys to a pull dynamic when it is considered by the individual as a source of increase, and to a push dynamics when the undertaking stems from perceived threats to survival. Since Reynolds et al. (2002), the dichotomy of the two 'types of dynamics of push or pull have delivered the concept of necessity entrepreneurship (push motivation) and opportunity entrepreneurship (pull motivation). The decisional factors of schools engagement in SBEPs are therefore either necessity-based or opportunity based. The difference between the two types of entrepreneurs lies with the motivation type influencing enterprise startup. Opportunity entrepreneurs are therefore viewed as those who start a business in order to pursue an opportunity, while necessity on the other hand are need-based or need-driven entrepreneurs.

2.7.2. The Incentive-Instinct Theory

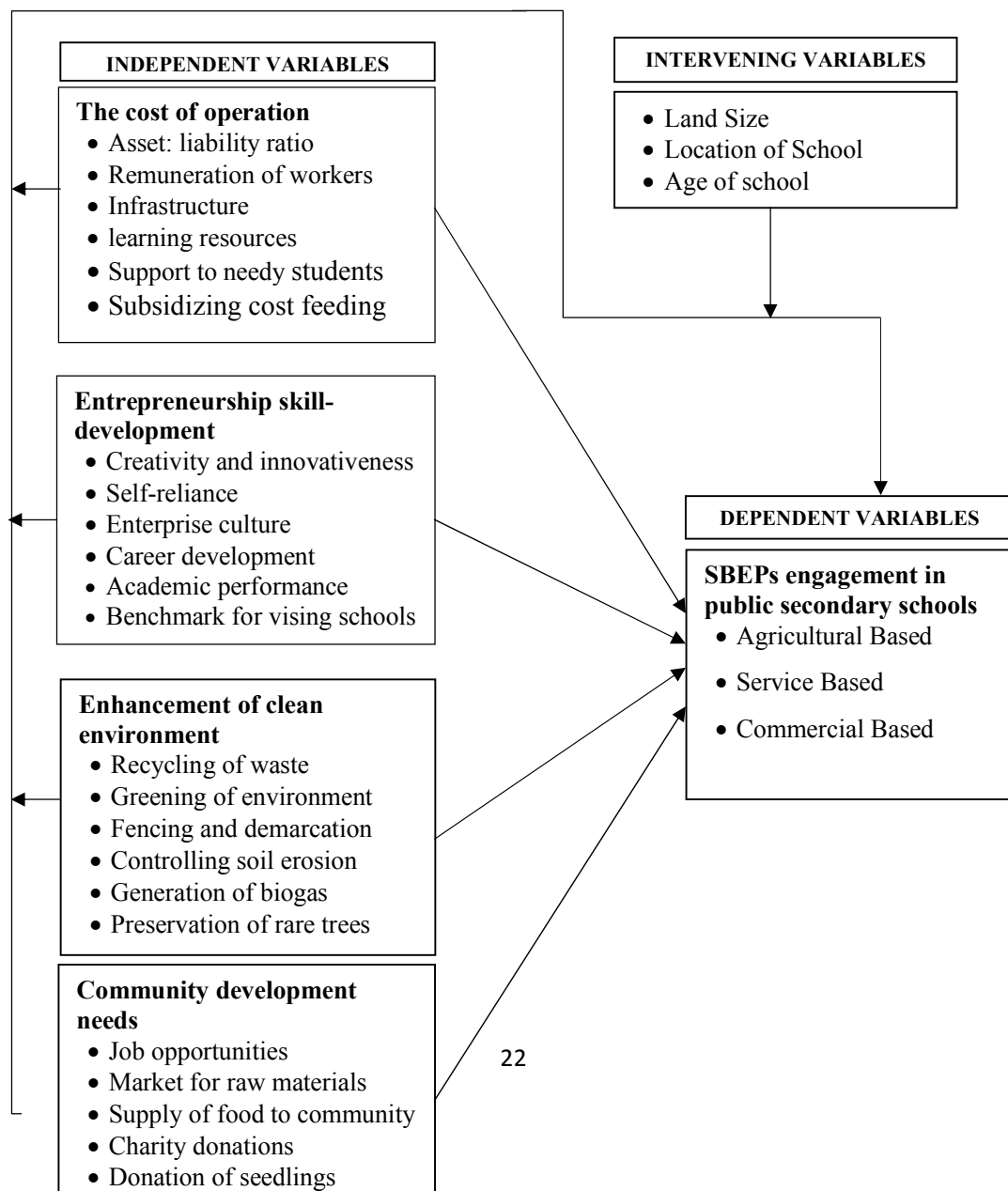
Incentive-instinct theories are proper for this study on the grounds that both illuminate how internal and external motivational components generate goal-oriented attitudes in entrepreneurs. As indicated by incentive theory, individuals are pulled towards practices that offer positive impetuses and pushed far from practices linked to negative stimuli. As such, contrasts in behavior from one individual to another or starting with one circumstance the next can be traced to the accessible incentives and the esteem an individual puts on them at the time (Bernstein, 2011). Incentive theory was framed in the 1940s and 1950s and it postulate that individuals are stirred into action by extrinsic impetuses. Instinct theory on the other hand suggests that organisms behave in certain ways because they lead to accomplishment as far as their survival is concerned. This view point portrays motivation as basically intrinsic and

biologically based. According to Melucci (2010), migration and mating in animals are cases of instinctually inspired behaviours. As indicated by the instinct theory of motivation, each organism is born with inherent biological inclinations that guide and ensure their survival despite the numerous life threatening challenges. This theory postulates that each behavior is propelled by innate propensity which make individuals adopt a certain behaviour pattern commensurate and relevant in the prevailing circumstances. The principal elements of instinct theory include behaviour, discernment, and emotion.

2.7.3. Conceptual framework

The conceptual framework for factors motivating public secondary schools engagement in school based entrepreneurship projects.

Figure 2.1: Conceptual Framework1





Source: (Researcher, 2016)

This study sought to determine the factors motivating school based entrepreneurship projects in Kenya; a survey of public secondary schools in Kericho sub-county. The research was based on four hypotheses aimed at establishing the relationship between the four independent variables which included; cost of operation, entrepreneurship skill development, enhancement of clean environment and community development needs and the dependent variable; public secondary schools engagement in school based entrepreneurship projects.

There were three intervening variables which included land size, location and age of the school. They explain the causal relationship between the four independent variables and the dependent variable

2.8. Summary and Gaps in Literature

The literature reviewed confirms that studies on school based entrepreneurship projects have been conducted by other researchers outside Kericho sub-county. However studies already conducted in this area have not quite dealt with exposition of factors that motivate public secondary schools engagement in SBEPs. The context and objectives of the said studies varied significantly with only a few commonalities with the elements of this study.

Achumbi N. D. (2012) undertook a study in Bungoma which focused on the factors that related to the adoption of IGA in the schools broadly categorized as: teacher working conditions, specific students' factors and improvements in the curriculum. His target population for the study was 30 public secondary schools found in Bungoma; 3 Boys' Schools, 5 girls' school and 22 mixed schools. The study involved 270 respondents distributed as follows; 30 principals, 30 school bursars and 210 heads of departments (7 from each school). The study was guided by the basic needs theory, Abraham Maslow (1943).

Lunani A. M. (2014) carried out a study on selected factors influencing principals' management of Income generating activities in public secondary schools in Mumias

district, Kenya. The study was anchored on the Cost Benefit Analysis theory. The study targeted all the 33 registered public secondary schools in the District. The sample size consisted of 11 secondary schools which were arrived at by stratified random sampling. All the principals in the sampled schools were purposively selected for the study since they were the finance managers of the schools. The simple random sampling technique was used to get 13 teachers from each school that was visited.

Oyolo O. M. (2010) conducted a study on Factors influencing adoption of income generating activities in public secondary schools in Kakamega, Kenya. He targeted chairman P.T.A and B.O.G of public secondary in Ileho and Shinyalu divisions of Kakamega. To principals facilitated administration of questionnaires to the identified respondents.

Odundo A. P. & Rambo C. M. (2013) jointly undertook a study on the Effect of School-Based Income Generating Activities on the Financial Performance of Public Secondary Schools in Kenya. The study focused on the financial performance of schools having IGAs and those not having IGA projects. The study targeted schools that had been in existence for at least 10 years and covered 117 public secondary schools, drawn from seven provinces in the country. This sample size was drawn from a national population of 3,868 schools.

Chepkoech S. (2014) carried out a study on the impact of income generating activities on students' retention rates in public secondary schools in Vihiga, Kenya. She targeted a population of 22 Principals, 22 bursars, 22 class teachers and 220 form four students. The findings of the study indicate that most principals lacked business skills to exploit income generating activities as an alternative source of funding to promote students retention.

A study on income generating activities and their influence on academic performance in public secondary schools was carried out by Kinyua P. L. (2012) in Tigania, Kenya. The study targeted 27 principals, 27 BOM chairpersons, 72 teachers and 340 students. The students were selected from among form 3 and four students. The total respondents were 460.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents description of the various methods that would be used in the study. They are enlisted in the sub-headings: Research Design, Target Population, Sampling Procedures and Sample Size, Data Collection Instruments, Pilot Testing of Instruments, Validity of Instruments, Reliability of Instruments, Data Collection Procedures, Data Analysis Techniques and Ethical Considerations.

3.2. Research Design

Research design is defined as a scheme, outline, plan or proposal that is used to conduct research (Orodho, 2003). Kothari (2004) views it as the theoretical structure within which research is conducted; a blueprint for the collection, measurement and analysis of data. This study employed descriptive survey design in which quantitative approach formed the basis of the study. According to Burns & Grove (2004) descriptive research is designed to provide a picture of a situation as it naturally happens. Kombo and Tromp (2006) from a similar view point observed that descriptive research is a process of explaining the state of affairs as it exists. Thus descriptive research seeks to determine the respondents' perspectives or experiences on the subject of study in a pre-determined structured means (Gay, 1993). In this design, samples from the populations under investigation are selected for analysis and the results obtained presumed to represent the whole population. Other than giving truths, expressive research likewise comes about into detailing of critical standards of learning and answer for huge issues (Kerlinger, 1969). This exploration plan was

proper and proficient for gathering information from the extensive number of broadly spread respondents and gave chance to catching information that considered the different parts of the study in light of respondents' states of mind, observations, qualities, convictions, and past conduct. Preference for the design was also based on its precision, accuracy and flexibility in optimizing the level of information attained (Flyvbjerg, 2006).

3.3. Target Population

Mugenda & Mugenda, 2003 defines target population as the population to which a researcher wants to generalize the results of a study. Mugenda also notes that due to resource and logistical constraints, researchers often study samples from ‘accessible population’ as long as the validity of target population is maintained. The study was conducted in Kericho Sub County which is sub divided into seven education administrative zones; Ainamoi, Municipality, Kapsaos, Kapsoit, Soliat, Koitaburot and Soin. The distribution of schools in the seven zones, student population and principals in terms of gender as obtained from SCDE office-Kericho are given in Table 3.1

Table 3.1: Distribution of schools, enrolment and gender of principals.

Education Zone	School Type				Students		Principals		Σ
	BYS	GLS	MXD	Total	BYS	GLS	MLS	FMLS	
Ainamoi	2	0	5	7	1100	430	5	2	1544
Kapsaos	0	1	7	8	474	640	6	2	1130
Kapsoit	1	2	3	6	590	897	4	2	1499
Koitaburot	0	0	1	1	79	59	1	0	140
Municipality	2	2	5	9	3893	1383	5	4	5294
Soin	0	1	1	2	530	471	1	1	1005
Soliat	1	0	3	4	921	223	3	1	1152
Total	6	6	25	37	7587	4103	25	12	11764

Source: (SCDE office-Kericho, 2016)

Key: BYS = Boys GLS = Girls MLS = Males FMLS = Females

For the purpose of this study the researcher narrowed the target population to 148 which included 37 principals, 37 HODs curriculum implementation (DOS), 37 HODs career development and 37 school bursars drawn from the 37 secondary schools

within Kericho sub-county. The choice of this cadre of respondents was based on the fact that their responses would be reliable because of their understanding on SBEPs and their roles in schools.

The distribution of the target population in all the seven education zones were therefore as given in Table 3.2

Table 3.2: Target population distribution.

Education zone	Principals	HOD C.I.	HOD C.D.	Bursars	Total
Ainamoi	7	7	7		
Kapsaos	8	8	8	8	32
Kapsoit	6	6	6	6	24
Koitaburot	1	1	1	1	4
Municipal	9	9	9	9	36
Soin	2	2	2	2	8
Soliat	4	4	4	4	16
Total	37	37	37	37	148

Source: (SCDE office-Kericho, 2016)

Key:

HOD C.I. = HOD curriculum implementation, **HOD C.D.** = HOD career development

According to Kothar (1985), Table 3.2 forms the sampling frame for this study which in actual sense is the physical representation of the target population comprising of all units that are potential members of a sample.

3.4. Sample Size and Sampling Procedures

In this section, the sample size and sampling procedures are presented. Sampling involves the selection of a number of study units from a define study population. Randomization in selection was used to eliminate bias, both conscious and

unconscious, that the researcher might introduce while selecting the study sample (Kerlinger, 1986).

3.4.1. Sample Size

Kothari (2011) upholds that a sample size ought not to be too large or too little to compromise adequacy in providing reliable findings in line with the objectives of the study. Studies require optimum sample size from the accessible population in order to meet requirements for research (Mugenda and Mugenda, 2003). Bluman (2004) argues samples cannot be selected in a haphazard way because the information obtained might be biased. To obtain samples that are unbiased a researcher may use one or a number of the four basic methods of sampling: random, systematic, stratified, and cluster sampling.

The sample size in this study was determined using research sample determination table adopted from Krejcie and Morgan (1970) presented in appendix 5. The table was built on the basis of the formula

$$n = \left[\frac{\chi^2 NP (1 - P)}{\Delta^2 (N - 1) + \chi^2 P (1 - P)} \right]$$

Where:

n = required sample size

χ^2 = the value of chi-square for degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be 0.50 to provide the maximum sample size)

Δ^2 = the degree of accuracy expressed as a proportion (0.05)

3.4.2. Sampling Procedures

This study used mixed sampling techniques. The flow of sampling techniques involved area sampling, followed by purposive sampling in specific aspects and stratified sampling enriched with simple random method without replacement. Stratified random sampling is a modification of random sampling in which population is divided into two or more relevant and significant strata or groups based on one or

more attributes (Saunders, Lewis and Thornhill, 2007). Stratified sampling was used to separate the respondents into principals, HODs (curriculum implementation and career development) and bursars. The concerted effort brought into the design by these different techniques is expected to yield balanced and generalizable outcome.

In the first stage, the researcher identified the seven education administrative zones (Ainamoi, Municipality, Kapsaos, Kapsoit, Soliat, Koitaburot and Soin) in the Sub-county to form the regional clusters. The respondents were then purposively sampled according to their roles in the school and how they administratively benefit from SBEPs. This yielded the three separate strata namely; principals, HODs (curriculum implementation and career development) bursars. The sum of these strata formed the accessible target population from which final sample was derived using random sampling method with proportional allocation.

The researcher determined the proportion of study subjects in the final sample by adopting Bowley’s proportional allocation formula as follows;

$$n_h = \frac{n N_h}{N}$$

Where:

n_h = number of units allocated to each stratum or sample division.

n = total sample size

N_h = number of items in each stratum (sample division) in the Population.

N = population

Table 3.3: Sample size.

Education zone	Principals	HOD C.I.	HOD C.D.	Bursars	Total
Ainamoi	5	5	5	5	20
Kapsaos	6	6	6	6	24
Kapsoit	4	4	4	4	16
Koitaburot	1	1	1	1	4
Municipalty	7	7	7	7	28
Soin	1	1	1	1	4
Soliat	3	3	3	3	12
Total	27	27	27	27	108

Source: (Surveyed Data, 2016)

Key:

HOD C.I. = HOD curriculum implementation, **HOD C.D.** = HOD career development

Table 3.3 shows the strata sample sizes for the different study respondents calculated using Bowley's formula gave 27 principals, 54 HODs (Curriculum Implementation & Career Development) and 27 bursars giving a total sample size of 108 respondents. Practically, the final sample was selected through simple random method. The names of the schools in each zone were written on pieces of papers which were then folded and put in a bag. After mixing the slips thoroughly, the researcher selected one slip at a time recording the name of the school picked and placing it aside. This operation was repeated until the proportion of the schools needed for the zone was completed. The same process was done for all the zones according to the proportion of the sample size. For each school picked in this manner, the researcher opted to administer four questionnaires, one for the principal, two for the HODs (Curriculum Implementation & Career Development) and one for the bursar. The process of sample selection gave each unit of the population an equal chance of being selected.

3.5. Research Instruments

Ouko, (2012) describes research instruments as tools used to collect data. Some of the common research tools include interviews, questionnaires, focused group discussions, observation and document analysis. As indicated by Kothari (2004), the decision on the type of instruments to be used in a study relies hang on nature of the task under study, time, resources and the level of precision desired. This study applied a questionnaire exclusively as a data collection tool.

A questionnaire comprises a collection of items to which a respondent is expected to react, usually in writing (Oso and Onen, 2009). They are convenient for use due to their ability to capture variables that cannot be directly observed such as opinions, views, perceptions and feelings of respondents. Structured questionnaires that were administered in this study contained both closed-ended and open-ended questions.

3.5.1. Testing

According to Malusu (1990) pilot testing is a preliminary survey in which research instruments are administered to help reveal vague questions and unclear instruction. It is carried out on a small scale in-order to detect weaknesses and on the efficiency of the instruments. Mugenda and Mugenda (2011) observed that piloting also determines whether or not the study will yield the expected results. In this study, 20% of the 108 sample size questionnaires i.e. 22 questionnaires were administered in Chepseon location, Londiani Sub-county as a pilot run prior to the actual study based on.

3.5.2. Validity of the Instruments

According to Kuhn (2003) validity is the degree to which empirical measures of a concept. It is an indicator of the extent to which study results can be accurately interpreted and generalized to other populations (Oso & Onen, 2009). Instrument validity therefore refers to the method of determining the extent to which the instrument chosen measures what it purports to measure. In order to validate the instruments, every item of the questionnaire and interview guide were first evaluated by the two academic supervisors to determine their relevance to the study objectives. Evaluation were against a scale of 1 to 4, in which 1 means 'not relevant'; 2 means 'somewhat relevant; 3 means 'relevant'; and 4 means 'very relevant'.

Validity index was then determined from the supervisors' agreement on items rated 3 or 4 by both of them.

Content validity index was calculated as $(n^{3/4}/N)$, where $n^{3/4}$ is the number of items marked as 'good' by both experts and N is the total number of items assessed. The instruments attracts acceptance if validity index (V_{index}) is ≥ 0.7 (Oso and Onen, 2009).

The questionnaire administered for this study had 23 items and 19 of them were rated 3 or 4 by both of supervisors. Thus for purpose of calculation of validity index (V_{index}) $n^{3/4} = 19$ and $N = 23$. Therefore validity index = $n^{3/4}/N$ or $19/23$ which culminate to $V_{index} = 0.8261$. Since the value obtained is greater than the acceptance limit of $V_{index} \geq 0.7$, the instrument validity was confirmed to be suitable to measure what it was purported to measure.

3.5.3. Reliability of the Instruments.

Reliability is a test of the level of consistency of reactions gathered from respondents through utilization of research instrument. It shows the degree to which the results are steady over time, circumstances and methods used (Oso and Onen, 2009). Reliability of research measurement instrument alludes to the degree to which it would yield reliable results when the characteristics being measured have not changed.

To set up unwavering quality of the instrument, the analyst utilized SBEPs adaptation 23 to produce Cronbach's alpha of the 40 things testing on the four theories. A Cronbach alpha (often symbolized by α) is used to estimate the proportion of variance that is systematic or consistent in a set of test scores.

It can range from 0.0 (if no variance is consistent) to 1.00 (if all variance is consistent) with all values between 0.0 and 1.00 also being possible. For example, if the Cronbach alpha for a set of scores turns out to be 0.90, you can interpret that as meaning that the test is 90% reliable, and by extension that it is 10% unreliable (100% - 90% = 10%).

Cronbach's alpha can be calculated using the formula for is given as:

$$\alpha = \frac{n}{n - 1} \left(1 - \frac{\sum Vs}{V_{test}} \right)$$

Where

n = number of questions

Vs= variance of scores on each question

V_{test} = Total variance of overall score (not %'s) in the entire test

In the study, the researcher established that Cronbach's Alpha generated from SPSS application was 0.880. Generally, a questionnaire with Cronbach's Alpha of 0.8 is considered reliable (Field, 2009). In conclusion the evaluated questionnaire used in this study appeared reliable and was construct valid.

3.6. Data Collection Procedures

Upon approval of the research proposal by the university panel, the researcher sought permission from the National Council for Science and Technology (NCST) to undertake the study. Issuance of authorization letter by NCST and a research permit from the Kericho Sub-county Commissioner enabled the researcher to proceed to the field for data collection.

Data collection was scheduled to take 7 days where the questionnaires were administered to respondents in all the sampled schools. The researcher engaged a team of 7 research assistance who were adequately trained on data collection and ethically informed on the need for confidentiality of information from respondents. The researcher will supervise the process by making spot checks to ensure conformity to the acceptable standards. A final draft of data collected was generated by amalgamating the data collected by each research assistant.

The researcher was involved particularly in interview schedules and making direct observations in the sampled schools.

3.7. Data Analysis Techniques

According to Bryman & Cramer (1997), data analysis seeks to fulfil research objectives and provide answers to the research questions. Langat (2012) defines data analysis as categorizing, ordering, manipulating and summarizing data to obtain answers to research questions. It involves synthesizing, breaking into manageable units, searching for patterns and deciding what is important to tell others. The collected data was first edited and corrected centrally in a validation meeting comprising the researcher and field enumerators. The data was then coded and entered into the Statistical Package for Social Sciences (SPSS) programme for analysis to extract both qualitative and quantitative insight of the data. Statistical procedures included running descriptive analysis to produce frequency distribution tables and percentages for presentation of information generated from the data analyzed.

3.8. Ethical Considerations

In conducting this study the researcher ensured confidentiality of the respondents to the fullest extent possible. Consent was sought from respondents to participate

voluntarily incognito and the data collected thereof was not extended to a party. Only a limited number of people involved in the survey were permitted to know the identity of the respondents. The researcher acknowledged the sources of all the literature referred in the writing of the report and accepted individual responsibility for the conduct of the research to the end.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter provides the presentation of the research findings from the study in line with the answers to the research questions from the respondents. The presentation is organized into five themes: response return rate, demographic characteristics of the respondents (job description, gender, age, duration of service and education level), school background (category of school, land size, age of school, location and student enrolment), engagement in SBEPs (enterprise types, attendance to SBEPs workshops, level of engagement in SBEPs, revenue generated and number of BOM employees) and factors motivating school based entrepreneurship projects (cost of operation, entrepreneurship skills development, enhancement of clean environment and community development needs). The findings are in form of descriptive statistics and correlations. Essentially, the presentation of the study findings as well as the discussions are in line with the research objectives and the variables studied. The

researcher first presented the research findings through descriptive analysis and for each provided a discussion.

4.2 Response Return Rate

The study conducted focused on the factors motivating school-based entrepreneurship projects in Kenya in Kericho Sub-County-Kericho County. From the sample taken, the researcher administered questionnaires to 108 respondents; 27 principals, 54 HODs (Curriculum implementation and Career Development), and 27 bursars. Out of the total 108 questionnaires distributed, 84 were correctly filled and returned to the researcher which translated to 21 schools out of 27. This represented 77.8% response rate which was considered sufficient and reliable for collecting the data that was analyzed for the study.

Table 4.1: Questionnaire response rate.

Respondents	Targeted	Obtained	Response rate
Principals	27	21	77.8%
HOD C.I. (DOS)	27	21	77.8%
HOD C.D.	27	21	77.8%
School bursars	27	21	77.8%
Total	108	84	77.8%

Source: (Surveyed Data, 2016)

Key:

HOD C.I. = HOD curriculum implementation, **HOD C.D.** = HOD career development

4.3 Demographic characteristics of the respondents

This section discusses the findings of the first part of the questionnaire which focused on determining the social and demographic characteristics of the respondents. The following were included in the study; job title, gender, age, level of education and duration in current position of the respondents. The background information of the

respondents is important to ensure that the selected set of the sample is heterogeneous. This basically provides information on the attributes of the sampled school staff.

4.3.1.1. Job description of respondents

This study categorized the respondents according to their job description. All the respondents as classified are in administrative responsibility positions and are therefore conversant with the SBEPs activities in schools.

Table 4.2 gives a summary of the respondents and their job description in their respective schools.

Table 4.2: Job title of respondents.

Job title	Frequency (f)	Percent (%)
Principals	21	25.0
HOD-Curriculum Implementation (DOS)	21	25.0
HOD-Career Development	21	25.0
School Bursar	21	25.0
Total	84	100.0

Source: (Surveyed Data, 2016)

The findings indicated that the 84 respondents were distributed as follows; 21(25%) were principals, 21(25%) were HOD-Curriculum Implementation (DOS), 21(25%) were HOD-Career development, and 21(25%) were bursars. This showed that the questionnaires from 21(77.8%) schools were correctly filled and returned. On the other hand, questionnaires from 6(22.2%) schools were not returned hence did not contribute in the final analysis. The response rate of 77.8% was considered sufficient and reliable for the study to proceed as supported by the views of Cooper and Scindler (2006) who proposed that a study response rate of above 75% is adequate for a study of a social scientific nature to continue (Achumbi, 2012).

4.3.1.2. Gender of respondents

Examination of gender of respondents was of importance to the researcher. The relative distribution of the gender in the study population as per their job description is given in table in Table 4.3

Table 4.3: Job title and Gender distribution Cross tabulation.

Job description	Gender		
	Male	Female	Total
Principal	16(76.2%)	5(23.8%)	21
HOD-Curriculum Implementation (DOS)	15(71.4%)	6(28.6%)	21
HOD-Career Development	8(30.1%)	13(61.9%)	21
School Bursar	21(100%)	0(0%)	21
Total Count	60	24	84
% Within Position in school	71.4%	28.6%	100.0%

Source: (Surveyed Data, 2016)

The study explored the gender of the respondents and the findings are as presented in Table 4.3. Establishing the gender of the respondents was important to know whether the study was representative of both male and female respondents or it was biased towards one gender. The results from the study show that out of the 84 respondents, 60(71.4%) of them were male while 24(28.6%) were female. Further analysis shows that out of 21 principals 16(76.2%) were male and 5(23.8%) were female. Out of 21 HOD-Curriculum Implementation (DOS) 15(71.4%) were male and 6 (28.6%) were female. Out of 21 HOD- Career development 8(30.1%) were male and 13 (61.9%) were female and out of 21 school bursars 21(100%) were male and 0 (0%) were female. Generally in all the job description male dominated (above 70 %) in the principals, HOD-Curriculum implementation and bursars, however in the HOD-Career development the female were dominant (61.9%).

This translates to a skewed ratio in favor of male in which male to female ratio in responsibility positions is 5:2. It is clear from this that there is significant gender inequality in appointments of staff to responsibility positions in public secondary schools. Omukoba et al. (2011) from a study on Contribution of income generating activities to financing secondary school education in Kenya by documented a male to female ratio of 5:3 which was a derivative 10(66.7%) male and 5(33.3%) female signified gender imbalance in management positions in the district education office and is comparable to the findings of this study. A study on Influence of income generating activities on teaching and learning environment in public secondary schools in Bungoma South District-Kenya by Achumbi (2012) however deduced a somewhat balanced male to female ratio of 5:4 in which 48(55.81%) of the respondents were male and 38(44.19%) were female.

4.3.1.3. Age of respondents

The study explored the ages of the respondents with view of establishing relationship between age and appointment into responsibility of staff in public secondary schools. The ages were categorized into four age brackets; 35 years and below, 36-40 years, 41-45 years and 46 years and above. The distributions of the respondents through their age brackets are presented in Table 4.4

Table 4.4: Ages of respondents.

Age bracket	Frequency (f)	Percent (%)
35 years and below	4	4.8
36-40 years	24	28.6
41-45 years	36	42.9
Above 45 years	20	23.8
TOTAL	84	100.0

Source: (Surveyed Data, 2016)

From the findings presented in Table 4.4, it is clear that out of 84 respondents, 36(42.9%) were in the age bracket 41-45 years, 24(28.8%) in the age bracket 36-40 years, 20(23.8%) in the age bracket above 45 years and the minority 4(4.8%) were of age below 35 years. To be more precise 56(66.7%) out of 84 respondents were of age above 41 years. This shows that majority of staff in responsibility positions are of mature age and therefore endowed with experiences that may be of significance in decision making and effective execution of duties in their respective positions. This is in agreement with the findings of Omukoba et al. (2011) study on Contribution of income generating activities to financing secondary school education in Kenya in which they established that out of 15 respondents; 9 principals, 3 DQASO's 2 auditors and 1 Deputy DEO, 11(73.3%) were of age bracket 41-50 years and 1(6.7%) was more than 51 years old. The age bracket 41-50 years consists of energetic leaders who can be visionary and venture into leading activities. Their experiences and spirited attitudes drive them into new challenging ventures like SBEPs and are very open to new knowledge and tendencies. This is in agreement with the findings of Place et al. (2007) who observed that age is one of the great determinants of sound judgement in leadership.

4.3.1.4. Duration of service in current Job Title

The researcher sought to establish the duration for which the respondents had served in their respective job description. The durations periods were categorized into four brackets; 5 years and below, 6-10 years, 11-15 years and above 15 years.

Table 4.5: Duration of service in current job title.

Duration	Frequency (f)	Percent (%)
Less than 5 years	22	26.2
6-10 years	27	32.1
11-15 years	24	28.6
Above 15 years	11	13.1
Total	84	100.0

Source: (Surveyed Data, 2016)

The data distribution presented in Table 4.5 shows that out of the 84 respondents 22(26.2%) had served in their respective job description position for 5 years and below. The findings also revealed that majority of the respondents 27(32.1%) had served for 6-10 years, 24(28.6%) had served for 11-15 years while the rest 11(13.1%) had served for above 15 years. The principals interviewed explained that the schools invested in career and personal development of their staff in order to motivate them. From a general view point it can be deduced that majority of the respondents 62(73.8%) had served in their responsibility positions for more than 6 years. From these results therefore it can be considered that the results obtained from the respondents were reliable as far as engagement in SBEPs is concerned. The respondents had served for long enough in their responsibility position in the schools to be in position to understand the significance of SBEPs and support their engagement. Omukoba et al. (2011) in their study on Contribution of income generating activities to financing secondary school education in Kenya observed comparable findings in which majority of respondents 6(66.7%) had served in their schools for long enough and therefore managed SBEPs with good level of understanding. On the other hand, Achumbi (2012) from his study on Influence of income generating activities on teaching and learning environment in public secondary schools, observed that majority 47(54.65%) of the respondents had

experience of 6-10 years in responsibility position in their respective schools implying that their responses were reliable.

4.3.1.5. Education Level of Respondents

The researcher undertook investigation of the distribution of the respondents by their highest level of education and the results obtained are shown in Table 4.6

Table 4.6: Education levels of respondents.

Position in school	Education background					Total
	Certificate	Diploma	Degree	Masters	PhD	
Principal	0(0%)	1(4.8%)	14(66.7%)	5(23.8%)	1(4.8%)	21
HOD-C.I. (DOS)	0(0%)	4(19.0%)	16(76.2%)	1(4.8%)	0(0%)	21
HOD-C.D.	0(0%)	4(19.0%)	15(71.4%)	2(9.5%)	0(0%)	21
School Bursar	12(57.1%)	8(38.1%)	1(4.8%)	0(0%)	0(0%)	21
Total	12	17	46	8	1	84
Percentage (%)	(14.3%)	(20.2%)	(54.8%)	(9.5%)	(1.2%)	(100%)

Source: (Surveyed Data, 2016)

Key:

HOD C.I. = HOD curriculum implementation, **HOD C.D.** = HOD career development

In a more general sense, the study established that out of the 84 of the respondents, 12(14.3%) had attained certificate level of education, 17(20.2%) had attained diploma level, 46(54.8%) had attained degree level which was the majority, 8(9.5%) had attained masters level and a minority 1(1.2%) had attained PhD level. On the specific job titles, further analysis show that out of 21 principals 1(4.8%) had attained PHD, 5(23.8%) had attained Master's Degree, 14(66.7%) had attained degrees and 1(4.8%) had attained diploma. Out of 21 HOD- Curriculum Implementation (DOS) 1(4.8%) had attained Master's Degree, 16(76.2%) had attained degrees and 4(19.0%) had attained Diploma. Out of 21 HOD- Career development 2(9.5%) had attained Master's Degree, 15(71.4%) had attained degrees and 4(19.0%) had attained diploma. Out of 21 school bursars 1(4.8%) had attained degrees 8(38.1%) had attained diploma and 12(57.1%) had attained certificates. Generally in the education level of the respondent majority had attained diplomas and degrees 63(75%).

This was important because level of education serves as an indicator in explaining an individual’s ability to conceptualize issues and synthesize effective decisions. This is relevant in all fields of work and for this case the undertakings of SBEPs in schools. It is also anticipated that the higher the level of education of a staff in a certain field, the more their professional capabilities and vice versa.

4.3.2. School background

The second part of the questionnaire looked into the contextual characteristics of the schools from which the respondents of the study were drawn. The researcher sought to establish the following about the schools; category, age, land size, location, and students’ enrolment. The background information of the school is important in ensuring heterogeneity of the study and the subsequent information generated thereof provides the study with an understanding of the attributes of the public secondary schools in Kericho sub-county.

4.3.2.1. Category of school

In this section the researcher examined the categories of the schools from which the respondents were sampled to ensure all inclusivity and involvement of all school-types in the sub-county. Table 4.7 shows the distribution of type of schools across Kericho sub-county.

Table 4.7: Category of school.

School category	Frequency (f)	Percent (%)
Boys boarding	20	23.8
Girls boarding	16	19.0
Mixed boarding	4	4.8
Mixed Day/boarding	16	19.0
Mixed day	28	33.3
TOTAL	84	100.0

Source: (Surveyed Data, 2016)

Table 4.7 indicates that 20 (23.8%) schools are boys boarding, 16 (19.0%) schools are girls boarding, 4 (4.8 %) schools are mixed boarding 16 (19.0%) schools are mixed day/boarding and 28 (33.3%) schools are mixed day. The purpose of posing the question on category of schools was to establish the school type in the sub-district. The highest rate in Table 4.7 is 33.3% which corresponds to the frequency of 28 demonstrated that most of the respondents indicated that their schools were mixed day schools. These results showed that the study was representative of the views of all different type of schools and was not biased. Achumbi (2012) in his study on Influence of income generating activities on teaching and learning environment in public secondary schools established that out of 8 schools involved in the study, schools were mixed day, 2(25%) schools were mixed day/boarding and the rest 3(37.5%) were boys and girls boarding schools. This is significantly correlate with the findings of this study.

4.3.2.2. School Land size

The researcher sought to establish the respective land sizes of the sampled schools. This question was asked by the researcher to establish the variation in land size which was dominant in most of the sampled schools. Land is an essential factor of production in economic sense. It is indispensable to life, hence to economic activity. It includes all the abiotic factors; air, water, soil and the biotic components; animals and plants. The researcher therefore chose to include it in the study as an intervening variable. Most of the school based entrepreneurship projects are directly or indirectly land dependent. The land sizes were categorized into four brackets; 7 acres and below, 8-12 acres and above 12 acres.

Table 4.8: School Land size.

Land size	Frequency (f)	Percent (%)
7 acres and less	48	57.1
8-12 acres	16	19.0
Above 12 Acres	20	23.8
Total	84	100.0

Source: (Surveyed Data, 2016)

Table 4.8 above revealed that the schools that constituted the sample study were mainly in 3-7 acres as represented 48(57.1%), above 12 Acres represented 20(23.8%), and between 8-12 acres were 16(19.0) as shown. These results seemed to indicate that most schools had between 3-7 acres. Omukoba et al. (2011) in their study on Contribution of income generating activities to financing secondary school education in Kenya observed that majority of the schools 6(67%) had 10 acres and above of school land and that land size determined the capacity of schools' engagement in SBEPs and activity types.

4.3.2.3. Age of school

The researcher considered the age of the school as an intervening variable. The ages of schools were categorized into three brackets; 15 years and below, 16-20 years and above 20 years.

Table 4.9: Age of school.

Age bracket	Frequency (f)	Percent (%)
11-15 years	20	23.8
16-20 years	20	23.8
Above 20 years	44	52.4
Total	84	100.0

Source: (Surveyed Data, 2016)

The findings in Table 4.9 indicated that 44(52.4%) schools had existed for over 20 years, 20 (23.8%) had existed for 11-15 years and 20(23.8%) had existed for 16-20 years. As the respondents were drawn from various job description in public secondary schools, their responses indicated that majority 64(76.2%) from the 16 schools out of the 21 indicated that the schools had existed for over 15 years.

The age of a school determines the extent to which school based entrepreneurship projects are established. In this regard, older schools had more developed school based entrepreneurship projects because of the past experiences. In the study by Omukoba et al. (2011); Contribution of income generating activities to financing secondary school education in Kenya, all the schools sampled had been in existence for more than ten with the youngest being 19 years and the oldest 79 being years. In conclusion, the study observed that the schools had been in existence for long enough to establish viable SBEPs.

4.3.2.4. Location of school

The researcher undertook an enquiry on the location of the schools within the sub-county seeking to establish their distribution in terms of the urban, peri-urban and rural set ups. This was included as an intervening variable to determine whether they contributed to any advantages to engagement in school based entrepreneurship projects

Table 4.10: Location of schools

Location	Frequency (f)	Percent (%)
Urban	16	19.0
Peri-urban	28	33.3
Rural	40	47.6
Total	84	100.0

Source: (Surveyed Data, 2016)

The findings in Table 4.10 indicated that majority of the schools 40 (47.6%) are in the rural areas. The minority of the schools 16 (19.0%) were in the urban and the rest 28 (33.3%) were in the Peri-urban. From a general view point 84 (81.9%) of the schools involved in the study were in the rural and Peri – urban set ups. They were considered to be closer to agricultural raw materials and production factors while a minority 16 (19%) are in the urban set up and exposed to wider marketing opportunities. Odundo & Rambo (2012) from their study found that out of 117 schools, 69 (59.0%) were located in rural settings, while 48 (41.0%) were urban-based which is significantly comparable to the findings of this study.

4.3.2.5. Student enrolment

The researcher explored the enrolment of students in the sampled schools. The students' population was grouped as follows; less than 200, 200-400, 401-600, and 601-800 and above 800.

Table 4.11: Student enrolments

Enrolment	Frequency (f)	Percent (%)
Less than 200	2	9.5
200-400	10	47.6
401-600	3	14.3
601-800	4	19.0

Above 800	2	9.5
Total	21	100.0

Source: (Surveyed Data, 2016)

From Table 4.11 it is noted that schools recorded enrollment within the brackets as follows; 2(9.5%) recorded enrolment of less than 200 students,10(47.6%) recorded 200-400, 3(14.3%) recorded 401-600, 4(19.0%) recorded enrolment of 601-800 and2(9.5%) recorded above 800. The purpose of asking this question was to find out whether student population affected engagement in SBEPs in any way. High student population comes with correspondingly high operation costs and therefore need for alternative source of funding thus necessitating schools engagement in SBEPs.Odundo & Rambo (2012) in their study;Effect of SBEPs on the Financial Performance of Public Secondary Schools in Kenya deduced from their findings that schools that had large enrolment were more inclined to establishing SBEPs than those with smaller enrolment.

4.3.3. Engagement in school-based entrepreneurship projects

The principal purpose of this study was to determine and present an understanding on why public schools in Kenya engage in SBEPs. This section focused on establishing the following; type of enterprises, attendance to SBEPs sensitization workshops, improvement of schools through SBEPs, revenue generated by SBEPs, number of B.O.M. employees and factors motivating public secondary schools engagement in school based entrepreneurship projects.

4.3.3.1. Enterprises

The research sought to determine the types of activities that are carried out by schools in their school based entrepreneurship projects endeavor. The activities were categorized into three; agricultural based, commercial based and service based.

Table 4.12: SBEPs activities.

Enterprises	Responses	
	Count (f)	Percent (%)
Vegetables	19	12.2%
Dairy cows	18	11.5%
Poultry	17	10.9%
Maize production	15	9.6%

Hall	13	8.3%
Rental houses	10	6.4%
Agro-forestry	9	5.8%
Bee keeping	9	5.8%
School bus	8	5.1%
Posho mill	6	3.8%
Tea farm	6	3.8%
Pigs	5	3.2%
Sugar cane	5	3.2%
Fish pond	4	2.6%
School canteen	4	2.6%
Bakery	4	2.6%
Tree & flower nurseries	4	2.6%
Total	156	100.0%

Source: (Surveyed Data, 2016)

Table 4.12 indicated that most of the SBEPs activities 111(71.2%) were agricultural based in which 15(9.6%) dealt with maize production, 19(12.2%) dealt with vegetables, 18(11.5%) dealt with dairy cows, 17(10.9%) dealt with poultry 5(3.2%) dealt with pigs, 4 (2.6%) dealt with fish pond, 9(5.8%) dealt with Agro-forestry, 9(5.8%) dealt with bee keeping, 4(2.6%) dealt with tree & flower nurseries, 6(3.8%) dealt with tea farm and 5(3.2%) dealt with sugar-cane. Others 27(17.3%) were service based in which 13(8.3%) dealt with hall hire, 8(5.1%) dealt with bus hire services. A minority 18(11.5%) were commercial based in which 10(6.4%) dealt with rental houses, 4(2.6%) dealt with school canteen and 4(2.6%) dealt with bakery production. The high level of agricultural based enterprises was attributed to availability of land and the favorable climatic conditions of Kericho sub-county that favor agriculture. This is comparable to the findings of Odundo & Rambo (2013) from their study on the Effect of SBEPs on the Financial Performance of Public secondary Schools in Kenya in which majority 47(43.1%) of enterprise activities undertaken by schools were agricultural based, 37(34.0%) were commercial based and 25(22.9%) were service based.

4.3.3.2. Attendance to SBEPs sensitization workshop

This section explored the exposure of the respondents in their administrative positions to SBEPs management skills through sensitization workshops. The respondents were given two options of responses, yes or no in case or not they have attended SBEPs sensitization workshops.

Table 4.13: Attendance of SBEPs workshop₁₆

Attendance of workshop	Frequency (f)	Percent (%)
Yes	11	13.1
No	73	86.9
Total	84	100.0

Source: (Surveyed Data, 2016)

Table 4.13 indicated that 11(13.1%) of the respondents confirmed that they had attended SPEPs workshop while 73(86.9%) were of the contrary opinion. This indicates that the rate of attendance to SBEPs is low and these findings show that these projects are not given sufficient consideration by the ministry of education.

Regular exposure and follow-up would signify the level of commitment and the support the government through the ministry of education give to school based entrepreneurship projects.

4.3.3.3. Level of engagement in SBEPs in public secondary schools.

The respondents were asked to furnish the researcher on their opinion on the level of engagement in SBEPs in their schools and their significance in improvement of the schools. They were given five levels of agreement to choose from: strongly agree, agree, neutral, disagree or strongly disagree.

Table 4.14: Level of engagement in SBEPs in public secondary schools₁₇

Levels of Agreement	Frequency (f)	Percent (%)
Strongly Agree	26	31.0
Agree	39	46.4
Neutral	10	11.9
Disagree	6	7.1
Strongly Disagree	3	3.6
Total	84	100.0

Source: (Surveyed Data, 2016)

Table 4.14 indicated that 75(89.3%) of the respondents are of the view that level of engagement in SBEPs is high and has significantly lead to school improvement while 9(10.7%) were of the contrary opinion. It also indicated that 10(11.9%) took a neutral position. The results indicated that majority of respondents 65(77.4%) that schools engagement in SBEPs is high and that they directly relate to school improvement in Kericho sub-county.From the study by Achumbi (2012); Influence of income generating activities on teaching and learning environment in public secondary schools, 50(58.14%) schools engaged in SBEPs activities while 36(41.86%) did not have any SBEPs activities which is comparable to the findings of this study in which the response indicated high involvement in SBEPs by public secondary schools in Kericho sub-county.

4.3.1.1. Revenue generated by SBEPs

The researcherasked the respondents to indicate the annual revenue generated from school based entrepreneurship projects. The incomes were categorized into four brackets; Ksh.100,000 and below, Ksh.100,001-200,000, Ksh.200,001-300,000 and Ksh.300,001 and above. This was to be used as an indicator of the level of success of the projectsfrom business perspective.

Table 4.15: Revenue generated by SBEPs_s

Revenue	Frequency(f)	Percent(%)	Cumulative %
Ksh.100,000 and below	20	23.8	23.8
Ksh.100,001-200,000	32	38.1	61.9
Ksh.200,001-300,000	12	14.3	76.2
Ksh.300,001 and above	20	23.8	100.0
Total	84	100.0	

Source: (Surveyed Data, 2016)

Table 4.15 showed that 20(23.8%) of the respondents indicated that revenue generated by SBEPs is below Ksh.100,000, 32(38.1%) indicated Ksh.100,001-200,000, 12(14.3%) indicated Ksh.200,001-300,000 and 20(23.8%) indicated Ksh.300, 001 and above. This disclosed that most respondents 32(38.1%) indicated that the SBEPs generated between Ksh.100,001- 200,000. The mean revenue generated from the 21 schools involved was Ksh.188, 095.20 suggesting a total revenue collection from SBEPs of Ksh.3,949,995 per annum in Kericho sub-county through school based entrepreneurship projects.

4.3.1.2. Number of Board of management employees

The respondents gave number of school employees under the board of management. The number of employees were categorized into four; less than 10, 10-20, 21-30 and Above 40

Table 4.16: Number of BOM employees.

Employees	Frequency (f)	Percent (%)
Less than 10	11	52.4
10-20	5	23.8
21-30	3	14.3
Above 40	2	9.5
Total	21	100.0

Source: (Surveyed Data, 2016)

Table 4.16 indicated that 11 (52.4%) schools had BOM employees less than 10, 5(23.8%) had 10-20, 3(14.3%) had 21-30 and 2(9.5%) had above 40. The number of workers employed by the board of management (BOM) translate to huge wage bill and hence increase the operation cost significantly. However if this workforce was effectively engaged in school based entrepreneurship projects, it would serve as a factor of production. High BOM labour force can act as an indicator of the size of the school and level of development of SBEPs in the school.

4.4 Influence of cost of operation on school-based entrepreneurship projects

The first objective of this study is to determine the influence of the cost of operation on school-based entrepreneurship projects in public secondary schools. This section therefore sought to establish from the respondents' view point how the cost of operation did motivate school-based entrepreneurship projects. Table 4.17 shows the

aspects of cost of operation and how they relate to SBEPs. The results were measured and presented using the respondents' level of agreement in the following terms: strongly agree, agree, neutral, disagree or strongly disagree.

Table 4.17: Cost of operation and school-based entrepreneurship projects²⁶

INDICATORS	SA	A	N	D	SD	Σ	\bar{x}
	F (%)	F (%)	F (%)	F (%)	F (%)		
1. Increasing the asset: liability ratio of the school	23 (27.4%)	43 (51.2%)	5 (6.0%)	7 (8.3%)	6 (7.1%)	84	2.17
2. Remuneration of the non-teaching staff	18 (21.4%)	45 (53.6%)	10 (11.9%)	7 (8.3%)	4 (4.8%)	84	2.21
3. Purchasing of teaching and learning resources	6 (7.2%)	68 (81.9%)	2 (2.4%)	3 (3.6%)	4 (4.8%)	83	2.17
4. Providing for needy students	20 (23.8%)	26 (31.0%)	10 (11.9%)	9 (10.7%)	19 (22.6%)	84	2.77
5. Sponsoring benchmarking programmes for teachers and students	26 (31.0%)	37 (44.0%)	3 (3.6%)	13 (15.5%)	5 (6.0%)	84	2.21
6. Purchasing of school bus or van	19 (22.9%)	27 (32.5%)	4 (4.8%)	21 (25.3%)	12 (14.5%)	83	2.76
7. Construction of teachers houses	20 (24.1%)	35 (42.2%)	2 (2.4%)	10 (12.0%)	16 (19.3%)	83	2.6
8. General repair and maintenance in the school	26 (31.0%)	40 (47.6%)	4 (4.8%)	5 (6.0%)	9 (10.7%)	84	2.18
9. Providing recreational facilities and sports equipment for students	13 (15.5%)	36 (42.9%)	5 (6.0%)	15 (17.9%)	15 (17.9%)	84	2.8
10. Subsidizing the cost of feeding programme in the school	36 (46.2%)	39 (50.0%)	0 (0.0%)	3 (3.8%)	0 (0.0%)	78	1.86
TOTAL	207 (24.9%)	396 (47.7%)	45 (5.4%)	93 (11.2%)	90 (10.8%)	831	2.37

Source: (Surveyed Data, 2016)

On remuneration of non-teaching staff as a factor motivating SBEPs in schools, 18(21.4%) respondents strongly agreed, 45(53.6%) agreed, 10(11.9%) were neutral, 7(8.3%) disagreed and 4(4.8%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agreed(75.0%) is much higher than 50% indicating that majority of respondents agreed remuneration of non-teaching staff motivate schools to engage in SBEPs.

On purchasing of teaching and learning resources as a factor motivating SBEPs in schools, 6(7.2%) respondents strongly agreed, 68(81.9%) agreed, 2(2.4%) were neutral, 3(3.6%) disagreed and 4(4.8%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agree (89.1%) is much higher than 50% and this indicates that majority of respondents agreed that purchasing of teaching and learning resources motivate schools to engage in SBEPs.

On provision for the needy students as a factor motivating SBEPs in schools, 20(23.8%) respondents strongly agreed, 26(31.0%) agreed, 10(11.9%) were neutral, 9(10.7%) disagreed and 19(22.6%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agreed(54.8%) is much higher than 50% indicating that slightly above half of the respondents agreed that provision for the needy students motivate schools to engage in SBEPs.

On sponsoring benchmarking programs for teacher/students as a factor motivating SBEPs in schools, 26(31.0%) respondents strongly, 40(47.6%) agreed, 4(4.8%) were neutral, 5(6.0%) disagreed and 9(10.7%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agreed(75.0%) is much higher than 50% implying that majority of respondents agreed that sponsoring benchmarking programs for teacher/students motivate schools to engage in SBEPs

On purchasing of school bus/van as a factor motivating SBEPs in schools, 19(22.9%) respondents strongly agreed, 27(32.5%) agreed, 4(4.8%) were neutral, 21(25.3%) disagreed and 12(14.5%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agreed(55.4%) is much higher than 50% suggesting that majority of respondents agreed that purchasing of school bus/van motivate schools to engage in SBEPs.

On the need to construct teachers houses as a factor motivating SBEPs in schools, 20(24.1%) respondents strongly agreed, 35(42.2%) agreed, 2(2.4%) were neutral, 10(12.0%) disagreed and 16(19.3%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agree (66.3%) is much higher than

50%signifying that majority of respondents agreed that the need construct teachers housesmotivate schools to engage in SBEPs.

On the general repair and maintenance in the schoolas a factor motivating SBEPs in schools, 26(31.0%) respondents strongly agreed, 40(47.6%) agreed, 4(4.8%) were neutral,5(6.0%) disagreed and 9(10.7%)strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agree (78.6%) is much higher than 50% showing that majority of respondents agreed that general repair and maintenance motivate schools to engage in SBEPs.

On providing recreational facilities and sports equipment for students as a factor motivating SBEPs in schools,13(15.5%) respondents strongly agreed, 36(42.9%) agreed,5(6.0%) were neutral, 15(17.9%) disagreed and 15(17.9%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agree (58.4%) is much higher than 50% displaying that majority of respondents agreed that the need to provide recreational facilities and sports equipment for studentsmotivate schools to engage in SBEPs.

On the need to subsidize the cost of feeding programme as a factor motivating SBEPs in schools, 36(46.2%) respondents strongly agreed, 39(50.0%) agreed,0(0.0%) were neutral,3(3.8%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agree (96.2%) is much higher than 50% indicating that majority of respondents agreed thatthe need to subsidize the cost of feeding programmemotivate schools to engage in SBEPs.

In summary, majority of respondents (72.7%) which is much higher than 50% agreed that the cost of operation motivate public secondary schools engagement in SBEPs in Kericho sub-county.

4.4.1 Correlation analysis of the relationship between Cost of operation and SBEPs

This researcher sought to determine whether there existed a significant relationship between the cost of operation and school-based entrepreneurship projects in public secondary schools as guided by the first hypothesis H₁.

Table 4.18: Relationship between Cost of operation and SBEPs.

Correlations			
		Cost of operation and SBEPs	Level of engagement in SBEPs
Cost of operation and SBEPs	Pearson Correlation	1	.942*
	Sig. (2-tailed)		.017
	N	84	84
Level of engagement in SBEPs	Pearson Correlation	.942*	1
	Sig. (2-tailed)	.017	
	N	84	84

*. Correlation is significant at the 0.05 level (2-tailed).

Source: (Surveyed Data, 2016)

A Pearson's correlation was run to determine the relationship between the Level of engagement in SBEPs and Cost of operation. According to Table 4.18 there was a very strong, positive correlation between Level of engagement in SBEPs and Cost of operation with ($r = .942$, $N=84$, $p= 0.017$). Since $p<0.05$, the null hypothesis H_0 was rejected and the alternative hypothesis H_1 accepted. It was therefore established that the cost of operation significantly motivate engagement of SBEPs in public secondary schools.

As observed by Omukoba et al. (2011), income generating activities in educational institutions in Kenya was initiated as a measure of supplementing budgetary deficits in financing of education at all levels from pre-school to university. This response was operationalized in Kenya through the policy of cost sharing (Republic of Kenya, 1988). This initiative was mooted from the recommendations of the World Bank for schools to undertake SBEPs as a means of mobilizing local resources confined within schools' premises to generate income to supplement their budget deficits (World Bank, 1990). The achievements of this strategy are yet to be realized in full measure. Among the challenges facing implementation is low capacity of school management in best practices of SBEPs. The interviews revealed that creating awareness in the students and teachers as well as other stakeholders in collaboration with the ministry of education can strategically improve of performance of SBEPs as institutional business ventures.

Tikolo (2011) argues that inadequacy in knowledge on SBEPs management is a major setback and recommends increased training in schools of SBEPs best practices. The success of SBEPs as alternative sources of funds in schools is therefore highly dependent on the value and support provided by top management of the schools.

4.5 Influence of entrepreneurship skill-development on school-based entrepreneurship projects

The second objective of this study was to examine the influence entrepreneurship skill-development need on school-based entrepreneurship projects in public secondary schools. This section explored from the respondents' view point the extent to which undertakings in school-based entrepreneurship projects by public secondary schools was a response to entrepreneurship skill-development needs of the society. Table 4.19 shows the indicators that may be used as a measure of entrepreneurship skills-development and how they relate to SBEPs. The results were measured and presented using the respondents' level of agreement in the following terms: strongly agree, agree, neutral, disagree or strongly disagree.

Table 4.19: Entrepreneurship skill-development and school-based entrepreneurship projects..

INDICATORS	SA	A	N	D	SD	Σ	\bar{x}
	F (%)	F (%)	F (%)	F (%)	F (%)		
1.Inculcating entrepreneurship skills in students and school staff	40 (48.2%)	38 (45.8%)	0 (0.0%)	5 (6.0%)	0 (0.0%)	83	1.64
2.Incorporating entrepreneurial elements into the school programmes	35 (43.2%)	40 (49.4%)	1 (1.2%)	5 (6.2%)	0 (0.0%)	81	1.70
3.Instilling creativity, independence and problem solving abilities	45 (54.9%)	32 (39.0%)	0 (0.0%)	5 (6.1%)	0 (0.0%)	82	1.57
4.Empowering the learners for future self-reliance	39 (47.6%)	36 (43.9%)	1 (1.2%)	6 (7.3%)	0 (0.0%)	82	1.68
5.Attachment fields to learners from vocational training colleges	25 (30.5%)	41 (50.0%)	3 (3.7%)	8 (9.8%)	5 (6.1%)	82	2.11
6.Stimulate enterprise culture in the external customers of the school	26 (32.1%)	41 (50.6%)	5 (6.2%)	4 (4.9%)	5 (6.2%)	81	2.02
7.Enhancing business career development among learners	44 (54.3%)	33 (40.7%)	1 (1.2%)	3 (3.7%)	0 (0.0%)	81	1.54
8.Motivating the surrounding community to start similar enterprises	24 (29.3%)	50 (61.0%)	6 (7.3%)	2 (2.4%)	0 (0.0%)	82	1.83
9.Provide bench mark to other schools interested in same enterprises	35 (43.2%)	41 (50.6%)	1 (1.2%)	4 (4.9%)	0 (0.0%)	81	1.68
10. Enhancing collaboration between the school and the business world	35 (44.3%)	41 (51.9%)	0 (0.0%)	3 (3.8%)	0 (0.0%)	79	1.63
TOTAL	348 (42.8%)	393 (48.3%)	18 (2.2%)	45 (5.5%)	10 (1.2%)	814	1.74

Source: (Surveyed Data, 2016)

Table 4.19 indicates that on inculcating entrepreneurship skills in learners and the school staff as a factor motivating SBEPs in schools, 40(48.2%) of the respondents strongly agreed, 38(45.8%) agreed 0(0.0%) were neutral, 5(6%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.64 corresponds to 50%. They agreed(94%) is much higher than 50% indicating that majority of the respondents agreed that the need to inculcate entrepreneurship skills in learners and the school staff motivate schools to engage in SBEPs.

On incorporating entrepreneurial elements into school programmes as a factor motivating SBEPs in schools, 35(43.2%) respondents strongly, 40(49.4%) agreed, 1(1.2%) was neutral, 5(6.2%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.70 corresponds to 50%. They agree (92.6%) is much higher than 50% signifying that majority of respondents agreed that incorporating entrepreneurial elements into school programmes motivate schools to engage in SBEPs.

On instilling creativity, independence and problem solving abilities as a factor motivating SBEPs in schools, 45(54.9%) respondents strongly agreed, 32(39.0%) agreed, 0(0.04%) were neutral, 5(6.1%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.57 corresponds to 50%. They agree (93.9%) is much higher than 50% and this suggest that majority of respondents agreed that that instilling creativity, independence and problem solving abilities motivate schools to engage in SBEPs.

On empowering the learners for future self- reliance as a factor motivating SBEPs in schools, 39(47.6%) respondents strongly, 36(43.9%) agreed, 1(1.2%) were neutral, 6(7.3%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.68 corresponds to 50%. They agreed(91.5%) is much higher than 50% showing that majority of respondents agreed that the need to empower the learners for future self- reliance motivate schools to engage in SBEPs.

On providing attachment fields to learners from vocational training colleges as a factor motivating SBEPs in schools, 25(30.5%) respondents strongly agreed, 41(50.0%) agreed, 3(3.7%) were neutral, 8(9.8%) disagreed and 5(6.1%) strongly disagreed. The descriptive statistics with a mean of 2.11 corresponds to 50%. They agreed(80.5%) is much higher than 50% indicating that majority of respondents agreed that providing attachment fields to learners from vocational training colleges motivate schools to engage in SBEPs.

On stimulating enterprise culture in the external customers of the schools as a factor motivating SBEPs in schools, 26(32.1%) respondents strongly agreed, 41(50.6%) agreed, 5(6.2%) were neutral, 4 (4.9%) disagreed and 5(6.2%)strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agreed(82.7%) is much higher than 50% and this confirm that majority of respondents agreed that the need to stimulate enterprise culture in the external customers of the school motivate schools to engage in SBEPs.

On enhancing business career development among learners as a factor motivating SBEPs in schools, 44(54.3%) respondents strongly agreed, 33(40.7%) agreed, 1(1.2%) were neutral, 3(3.7%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.00 corresponds to 50%. They agreed(95.0%) is much higher than 50% indicating that majority of respondents agreed that enhancing business career development among learners motivate schools to engage in SBEPs.

On motivating the surrounding community to start similar enterprises as a factor motivating SBEPs in schools, 24(29.3%) respondents strongly agreed, 50(61.0%) agreed, 6(7.3%) were neutral, 2(2.4%) disagreed and 0(0.0%)strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agreed(90.3%) is much higher than 50% indicating that majority of the respondents agreed that motivating the surrounding community to start similar enterprises motivate schools to engage in SBEPs.

On providing bench mark to other schools interested in same enterprises as a factor motivating SBEPs in schools, 35(43.2%) respondents strongly agreed, 41(50.6%) agreed, 1(1.2%) was neutral, 4(4.9%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agree (93.8%) is much higher than 50% suggesting that majority of respondents agreed that providing bench mark to other schools interested in same enterprises motivate schools to engage in SBEPs.

On enhancing collaboration between the school and the business world as a factor motivating SBEPs in schools, 35(44.3%) respondents strongly, 41(50.0%) agreed, 0(0.0%) were neutral, 3(3.8%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 2.00 corresponds to 50%. They agree (96.2%) is much higher than 50% indicates that majority of respondents agreed that enhancing collaboration between the school and the business world motivates schools to engage in SBEPs.

In summary, majority of respondents (91.1%) which is much higher than 50% agreed that entrepreneurship skill-development motivate public secondary schools engagement in SBEPs in Kericho sub-county.

4.5.1 Correlation analysis of the relationship between entrepreneurship skill-development and SBEPs

This researcher sought to determine whether there existed a significant relationship between the entrepreneurship skill-development and school-based entrepreneurship projects in public secondary schools as guided by the first hypothesis H₂.

Table 4.20: Relationship between entrepreneurship skill-development and SBEPs.

Correlations			
		Entrepreneurship skill development and SBEPs	Level of engagement in SBEPs
Entrepreneurship skill development and SBEPs	Pearson Correlation	1	.959*
	Sig. (2-tailed)		.010
	N	84	84
Level of engagement in SBEPs	Pearson Correlation	.959*	1
	Sig. (2-tailed)	.010	
	N	84	84

*. Correlation is significant at the 0.05 level (2-tailed).

Source: (Surveyed Data, 2016)

A Pearson's correlation was run to determine the relationship between the Level of engagement in SBEPs and Entrepreneurship skill development. According to Table 4.20 there was a very strong, positive correlation between Level of engagement in SBEPs and Entrepreneurship skill development ($r = .959$, $N=84$, $p= 0.010$). Since $p<0.05$, the null hypothesis H_0 was rejected and the alternative hypothesis H_1 accepted. It was therefore established that entrepreneurship skill development significantly motivate engagement of SBEPs in public secondary schools.

The Entrepreneurship skill development is a critical element in measuring the relevance of the education system of any country (Offarma, 2005). The planning of education curriculum is key to addressing the needs of a nation in terms of social and economic deployment. The research findings revealed that entrepreneurship skill

development motivate public secondary schools engagement in SBEPs. The interview results indicated that the Kenya's education curriculum like other curricula in developing nations has not fully entrenched entrepreneurship skill development in its truest sense as most of its content is theoretical work. However, the effort to engage in a more practically-minded curriculum is continually gaining ground in Kenya as revealed by the measures being taken to improve the curriculum. This is agree with Sigman (2012) (UK) reported in his work on "Practical Skills-Based Curriculum. He confidently accentuates the urgent need to incorporate practical elements into mainstream education. Beyond the formal education setup, practical skills may further be inculcated via out of class processes such as mentoring through apprenticeship. The benefits attained from a practically-minded curriculum are socially viable and produces employable citizens capacitated with relevant skills to soundly partake in economic development.

4.6 Influence of enhancement of clean environment on school-based entrepreneurship projects

The third objective of this study was to assess the influence of enhancement of clean learning environment on school-based entrepreneurship projects in public secondary schools. The section examined how requisite for clean learning environment has influenced engagement of schools in school-based entrepreneurship projects (SBEPs). The researcher assumed that schools carry out SBEPs as means of actively partaking in regeneration of dilapidated environment through reconstruction and routine cleanup. The results were measured and presented using the respondents' level of agreement in the following items: strongly agree, agree, neutral, disagree and strongly disagree. Table 4.21 shows the indicators that may be used as measures of enhancing clean environment and how they relate to SBEPs. The results were measured and presented using the respondents' level of agreement in the following terms: strongly agree, agree, neutral, disagree or strongly disagree.

Table 4.21: Enhancement of clean environment and school-based entrepreneurship projects.

INDICATORS	SA	A	N	D	SD	Σ	\bar{x}
	F (%)	F (%)	F (%)	F (%)	F (%)		
1.Recycling of waste e.g. composting waste into organic manure	35 (43.2%)	20 (24.7%)	4 (4.9%)	14 (17.3%)	8 (9.9%)	81	2.26
2.Establishing tree and flower nursery for environmental care	37 (45.1%)	42 (51.2%)	0 (0.00%)	3 (3.7%)	0 (0.0%)	82	1.62
3.Reinforcing education for sustainable development (ESD)	33 (39.8%)	41 (49.4%)	4 (4.8%)	5 (6.0%)	0 (0.0%)	83	1.77
4.Generation of biogas as an alternative source of clean energy	26 (32.1%)	34 (42.0%)	4 (4.9%)	14 (17.3%)	3 (3.7%)	81	2.19
5.Putting kitchen waste into economic use e.g. as animal feed	14 (17.1%)	52 (63.4%)	2 (2.4%)	8 (9.8%)	6 (7.3%)	82	2,27
6.Practicing sound agricultural methods to control soil erosion	32 (39.5%)	34 (42.0%)	1 (1.2%)	6 (7.4%)	8 (9.9%)	81	2.06
7.Fencing and demarcation of school land adding to aesthetic value	35 (42.2%)	31 (37.3%)	9 (10.8%)	8 (9.6%)	0 (0.0%)	83	1.88
8.National environmental activities e.g. tree planting days	32 (39.5%)	42 (51.9%)	4 (4.9%)	3 (3.7%)	0 (0.0%)	81	1.73
9.Agroforestry activities for conservation of rare tree species	19 (22.9%)	51 (61.4%)	9 (10.8%)	4 (4.8%)	0 (0.0%)	83	1.98
10. Establishment of arboretums for recreational activities	10 (12.2%)	46 (56.1%)	15 (18.3%)	8 (9.8%)	3 (3.7%)	82	2.37
TOTAL	273 (33.3%)	393 (48.0%)	52 (6.3%)	73 (8.9%)	28 (3.4%)	819	1.98

Source: (Surveyed Data, 2016)

Table 4.21 indicates that on the need to recycle waste e.g. composting as a factor motivating SBEPs in schools, 35(43.2%) respondents strongly agreed, 20(24.7.8%) agreed 4(4.9%) were neutral, 14(17.3%) disagreed and 8(9.9%) strongly disagreed. The descriptive statistics with a mean of 2.26 corresponds to 50%. They agree (67.9%) is much higher than 50% suggesting that majority of respondents agreed that recycling of waste motivate schools to engage in SBEPs.

On establishing tree and flower nursery for environmental care as a factor motivating SBEPs in schools, 37(45.1%) respondents strongly agreed, 42 (51.2%) agreed, 0(0.0%) were neutral, 3(3.7%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.62 corresponds to 50%. They agreed(96.3%) is much higher than 50% showing that majority of respondents agreed that establishing tree and flower nursery for environmental care motivate schools to engage in SBEPs.

On reinforcing education for sustenance development as a factor motivating SBEPs in schools, 33(39.8%) respondents strongly agreed, 41(49.4%) agreed, 4(4.8%) were neutral, 5(6.0%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.77 corresponds to 50%. They agreed(89.2%) is much higher than 50% pointing that majority of respondents agreed that that reinforcing education for sustenance development motivate schools to engage in SBEPs.

On generation of biogas as an alternative source for clean energy as a factor motivating SBEPs in schools, 26(32.1%) respondents strongly agreed, 34(42.0%) agreed, 4(4.9%) were neutral, 14(17.3%) disagreed and 3(3.7%) strongly disagreed. The descriptive statistics with a mean of 2.19 corresponds to 50%. They agree (74.1%) is much higher than 50% showing that majority of respondents agreed that that generation of biogas as an alternative source for clean energy motivate schools to engage in SBEPs.

On putting kitchen waste into economic use as a factor motivating SBEPs in schools, 14(17.1%) respondents strongly agreed, 52(63.4%) agreed, 2(2.4%) were neutral, 8(9.8%) disagreed and 6(7.3%) strongly disagreed. The descriptive statistics with a mean of 2.27 corresponds to 50%. They agreed(80.5%) is much higher than 50% showing that majority of respondents agreed that putting kitchen waste into economic use motivate schools to engage in SBEPs.

On practicing sound agricultural methods to control soil erosion as a factor motivating SBEPs in schools, 32(39.5%) respondents strongly agreed, 34(42.0%) agreed,

1(1.2%) was neutral, 6 (7.4%) disagreed and 8(9.9%)strongly disagreed. The descriptive statistics with a mean of 2.06 corresponds to 50%. They agree (81.5%) is much higher than 50% showing that majority of respondents agreed that practicing sound agricultural methods to control soil erosionmotivate schools to engage in SBEPs.

On fencing and demarcation of school land adding to aesthetic valueas a factor motivating SBEPs in schools, 35(42.2%) respondents strongly agreed, 31(37.3%) agreed, 9(10.8%) were neutral, 8(9.6%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.88 corresponds to 50%. They agree (79.5%) is much higher than 50% suggesting that majority of respondents agreed thatfencing and demarcation of school land adding to aesthetic valuemotivate schools to engage in SBEPs.

On the need to partake in national environmental activities e.g. tree planting daysas a factor motivating SBEPs in schools, 32(39.5%) respondents strongly agreed, 42 (51.9) agreed, 4(4.9%) were neutral,3(3.7%) disagreed and 0(0.0%)strongly disagreed. The descriptive statistics with a mean of 1.73 corresponds to 50%. They agree (91.4%) is much higher than 50% showing that majority of respondents agreed thatthe need to partake in national environmental activities e.g. tree planting daysmotivate schools to engage in SBEPs.

On agro-forestry activities for conservation of rare tree species as a factor motivating SBEPs in schools, 19(22.9%) respondents strongly agreed, 51(61.4%) agreed,9(10.8%) were neutral,4(4.8%) disagreed and 0(0.0%) strongly disagreed. The descriptive statistics with a mean of 1.98 corresponds to 50%. They agree (84.3%) is much higher than 50% indicating that majority of respondents agreed thatagro-forestry activities for conservation of rare tree species motivate schools to engage in SBEPs.

On establishment of arboretums for recreational activitiesas a factor motivating SBEPs in schools, 10(12.2%) respondents strongly agreed, 46(56.1%) agreed, 15(18.3%) were neutral, 15(18.3%) disagreed and 8(9.8%) strongly disagreed. The descriptive statistics with a mean of 2.37 corresponds to 50%. They agree (68.3%) is much higher than 50% showing that majority of respondents agreed thatestablishment of arboretums for recreational activitiesmotivate schools to engage in SBEPs.

In summary, majority of respondents (81.3%) which is much higher than 50% agreed that enhancement of clean environment motivate public secondary schools engagement in SBEPs in Kericho sub-county.

4.6.1 Correlation analysis of the relationship between enhancement of clean environment and SBEPs

This researcher sought to determine whether there existed a significant relationship between enhancement of clean environment and school-based entrepreneurship projects in public secondary schools as guided by the first hypothesis H₃.

Table 4.22: Relationship between enhancement of clean environment and SBEPs_s

Correlations			
		Enhancement of clean environment and SBEPs	Level of engagement in SBEPs
Enhancement of clean environment and SBEPs	Pearson		
	Correlation	1	.988**
	Sig. (2-tailed)		.002
	N	84	84
Level of engagement in SBEPs	Pearson		
	Correlation	.988**	1
	Sig. (2-tailed)	.002	
	N	84	84

** . Correlation is significant at the 0.01 level (2-tailed).

Source: (Surveyed Data, 2016)

A Pearson's correlation was run to determine the relationship between the Level of engagement in SBEPs and Enhancement of clean environment. According to Table 4.22 there was a very strong, positive correlation between Level of engagement in SBEPs and Enhancement of clean environment with ($r = .988$, $N=84$, $p= 0. 002$). Since $p<0.01$, the null hypothesis H₀ was rejected and the alternative hypothesis H₁ accepted. It was therefore established that entrepreneurship skill development significantly motivate engagement of SBEPs in public secondary schools.

Further interview revealed that a majority of the respondents indicated that there was proper coordination between the schools in Kericho sub-county and general community in enhancement of clean environment and that the role played by schools in this respect is critical.

Degradation of the environment is a global concern and is ranked highest as a possible stake to all forms of human socio-economic development. Pollution is growing rapidly with the setting in of industrialization because of priority to increase volume of output (Dasgupta et al., 2002). To mitigate on the looming disaster gazing at humanity and the general biotic environment, it is paramount for schools are agitated to proactively nurse the environment as part of their mission in their business undertaking. They should take into account the safety and purity of the environment in which they operate and effectively disseminate information to that effect to the young citizens (Republic of Kenya, 2010).

4.7 Influence community development needs on school-based entrepreneurship projects

The fourth objective of this study was to evaluate the influence of community development needs on school-based entrepreneurship projects in public secondary schools. This study therefore focused on the number of ways in which schools respond to community development needs through undertaking in school based entrepreneurship projects (SBEPs). Among the means scrutinized in this study are; provision of jobs, supply of food, charity donations and participation in entrepreneurial exhibitions among others. Table 4.23 shows the indicators that may be used as measures of response to community development needs and how they relate to SBEPs. The results were measured and presented using the respondents' level of agreement in the following terms: strongly agree, agree, neutral, disagree or strongly disagree.

Table 4.23: Community development needs and school-based entrepreneurship projects.

INDICATORS	SA	A	N	D	SD	Σ	\bar{x}
	F (%)	F (%)	F (%)	F (%)	F (%)		
1.Creation of job opportunities	40 (47.6%)	34 (40.5%)	3 (3.6%)	5 (6.0%)	2 (2.4%)	84	1.75
2.Support to needy students through scholarship and basic needs	19 (22.6%)	40 (47.4%)	5 (6.0%)	13 (15.5%)	7 (8.3%)	84	2.39
3.Provide market for farm raw materials; seeds, animal feeds etc.	23 (27.4%)	44 (52.4%)	4 (4.8%)	4 (4.8%)	9 (10.7%)	84	2.19
4.Avaling enterprise models for community benchmark	14 (16.7%)	37 (44.0%)	8 (9.5%)	6 (7.1%)	19 (22.6%)	84	2.75
5.Lending out of school bus at subsidized cost to for travels	15 (17.9%)	41 (48.8%)	4 (4.8%)	12 (14.3%)	12 (14.3%)	84	2.58
6.Supply of food to the community; maize, vegetables, milk, etc.	12 (14.3%)	43 (51.2%)	10 (11.9%)	9 (10.7%)	10 (11.9%)	84	2.55
7.Charity donations to less fortunate of the society	3 (3.6%)	44 (52.4%)	20 (23.8%)	13 (15.5%)	4 (4.8%)	84	2.65
8.Donation for infrastructure development e.g. medical facilities	5 (6.0%)	30 (35.7%)	23 (27.8%)	17 (20.2%)	9 (10.7%)	84	2.94
9.Hiring out of hall for workshops, seminars, festivities etc.	29 (34.5%)	39 (46.4%)	4 (4.8%)	7 (8.3%)	5 (6.0%)	84	2.05
10. Donation of tree and flower seedlings to external stakeholders	6 (7.1%)	46 (54.8%)	18 (21.4%)	13 (15.5%)	1 (1.2%)	84	2.49
TOTAL	166 (19.8%)	398 (47.4%)	99 (11.8%)	99 (11.8%)	78 (9.3%)	840	2.43

Source: (Surveyed Data, 2016)

Table 4.23 indicates that on Creation of job opportunities as a factor motivating SBEPs in schools, 40(47.6%) respondents strongly agreed, 34(40.5%) agreed 3(3.6%) were neutral, 5(6.0%) disagreed and 2(2.4%) strongly disagreed. The descriptive statistics with a mean of 1.75 corresponds to 50%. They agree (88.1%) is much higher than 50% indicating that majority of respondents agreed that Creation of job opportunities motivate schools to engage in SBEPs.

On support to needy students through scholarships and basic needs as a factor motivating SBEPs in schools, 19(22.6%) respondents strongly agreed, 40(47.6%) agreed, 5(6.0%) were neutral, 13(15.5%) disagreed and 7(8.3%) strongly disagreed. The descriptive statistics with a mean of 2.39 corresponds to 50%. They agreed (70.0%) is much higher than 50% and this suggests that majority of respondents agreed that support to needy students through scholarships and basic needs motivate schools to engage in SBEPs.

On providing market for farm raw materials, seeds, animal feeds etc. as a factor motivating SBEPs in schools, 23(27.4%) respondents strongly agreed, 44(52.4%) agreed, 4(4.8%) were neutral, 4(4.8%) disagreed and 9(10.7%) strongly disagreed. The descriptive statistics with a mean of 2.19 corresponds to 50%. They agree (79.8%) is much higher than 50% indicating that majority of respondents agreed that providing market for farm raw materials, seeds, animal feeds motivate schools to engage in SBEPs.

On availing enterprise models for community benchmark as a factor motivating SBEPs in schools, 14(16.7%) respondents strongly agreed, 37(44.0%) agreed, 8(9.5%) were neutral, 6(7.1%) disagreed and 19(22.6%) strongly disagreed. The descriptive statistics with a mean of 2.75 corresponds to 50%. They agree (60.7%) is much higher than 50% showing that majority of respondents agreed that availing enterprise models for community benchmark motivate schools to engage in SBEPs.

On lending out of school bus at subsidized cost for travels as a factor motivating SBEPs in schools, 15(17.9%) respondents strongly agreed, 41(48.8%) agreed, 4(4.8%) were neutral, 12(14.3%) disagreed and 12(14.3%) strongly disagreed. The descriptive statistics with a mean of 2.58 corresponds to 50%. They agree (66.7%) is much higher than 50% showing that majority of respondents agreed that lending out of school bus at subsidized cost for travels motivate schools to engage in SBEPs.

On supply of food to the community, maize, vegetables, milk etc. as a factor motivating SBEPs in schools, 12(14.3%) respondents strongly agreed, 43(51.2%)

agreed, 10(11.9%) were neutral, 9(10.7%) disagreed and 10(11.9%)strongly disagreed. The descriptive statistics with a mean of 2.65 corresponds to 50%. They agreed(65.5%) is much higher than 50% showing that majority of respondents agreed thatsupply of food to the community, maize, vegetables, milkmotivate schools to engage in SBEPs.

On charity donation to less fortunate of the societyas a factor motivating SBEPs in schools, 3(3.6%) respondents strongly agreed, 44(52.4%) agreed, 20(23.8%) were neutral, 13(15.5%) disagreed and 4(4.8%) strongly disagreed. The descriptive statistics with a mean of 2.55 corresponds to 50%. They agreed(56.0%) is much higher than 50% implying that majority of respondents agreed thatcharity donation to less fortunate of the society motivate schools to engage in SBEPs.

On donation for infrastructure development e.g. medical facilitiesas a factor motivating SBEPs in schools, 5(6.0%) respondents strongly agreed, 30(35.7%) agreed, 23(27.4%) were neutral, 17(20.2%) disagreed and 9(10.7%) strongly disagreed. The descriptive statistics with a mean of 2.94 corresponds to 50%. They agreed (41.7%) is much higher than 50% signifying that majority of respondents agreed thatdonation for infrastructure development e.g. medical facilitiesmotivate schools to engage in SBEPs.

On hiring out of hall for workshops, seminars, festivitiesas a factor motivating SBEPs in schools, 29(34.5%) respondents strongly, 39(46.4%) agreed, 4(4.8%) were neutral, 7(8.3%) disagreed and 5(6.0%) strongly disagreed. The descriptive statistics with a mean of 2.05 corresponds to 50%. They agreed (80.9%) is much higher than 50% and this suggest that majority of respondents agreed thathiring out of hall for workshops, seminars, festivitiesmotivate schools to engage in SBEPs.

On donation of tree and flower seedlings to external stakeholders as a factor motivating SBEPs in schools, 6(7.1%) respondents strongly agreed, 46(54.8%) agreed, 18(21.4%) were neutral, 13(15.5%) disagreed and 1(1.2%) strongly disagreed. The descriptive statistics with a mean of 2.49 corresponds to 50%. They agreed(61.9%) is much higher than 50% showing that majority of respondents agreed thatdonation of tree and flower seedlings to external stakeholdersmotivate schools to engage in SBEPs.

In summary, majority of respondents (67.2%) which is much higher than 50% agreed that community development needs motivate public secondary schools engagement in SBEPs in Kericho sub-county.

4.7.1 Correlation analysis of the relationship between community development needs and SBEPs

This researcher sought to examine whether there existed a significant relationship between community development needs and school-based entrepreneurship projects in public secondary schools as guided by the fourth hypothesis H₄.

Table 4.24: Relationship between community development needs and SBEPs.

Correlations			
		Community development needs and SBEPs	Level of engagement in SBEPs
Community development needs and SBEPs	Pearson Correlation	1	.931*
	Sig. (2-tailed)		.021
	N	84	84
Level of engagement in SBEPs	Pearson Correlation	.931*	1
	Sig. (2-tailed)	.021	
	N	84	84

*. Correlation is significant at the 0.05 level (2-tailed).

Source: (Surveyed Data, 2016)

A Pearson's correlation was run to determine the relationship between the Level of engagement in SBEPs and Community development needs. According to Table 4.24 there was a very strong, positive correlation between Level of engagement in SBEPs and Community development needs with ($r = .931$, $N=84$, $p= 0.021$). Since $p<0.05$, the null hypothesis H₀ was rejected and the alternative hypothesis H₁ accepted. It was therefore established that entrepreneurship skill development significantly motivate engagement of SBEPs in public secondary schools.

Further, the interview revealed that a majority of the respondents agreed that undertaking SBEPs by public secondary schools substantially served as measure of response to community development needs. In this respect, schools like other non-profit making organizations play a critical role in integrating social and economic

concerns into the culture of the local community and society at large (Balmer & Greysner, 2006).

When schools respond to the needs of the communities in which they are established then, the people in turn identify themselves with the schools providing support through enrolment of their children, funding and safeguarding their security. Community needs response policy by schools function as a built-in, self-regulating mechanism (Chakraborty, 2010). To effectively respond to the needs of the community, schools would be expected to carry out monitoring and evaluation measures on their adherence to the law, ethical and international standards. Development of community need response strategy by schools can deliver real business benefits (Ernst & Young, 2002).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on presentation of the summary of the research findings drawn from the data analyses and the discussions carried out. The results are used as a basis for developing relevant conclusions that would inform the study on “Factors motivating public secondary schools engagement in school based entrepreneurship projects”. From the conclusions and analyses done, this chapter advances contribution of the study to the body of knowledge as well informing future research on factors motivating public secondary schools engagement in school based entrepreneurship projects through the suggestions postulated.

5.2 Summary of findings

On the demographic characteristics of the respondents and the school background information, the researcher established that 60(71.4%) of respondents were male while 24(28.6%). This ratio of 5:2 in favour of male indicates gender inequality in school staff with respect to responsibility positions. On age of the 56(66.7%) of respondents were of age above 41 years suggesting maturity. It was also established that majority of the respondents 55(64.5%) had attained a bachelor’s degree level and above in their education, a measure that served in gaging the respondent’s ability to conceptualize issues and synthesize effective decisions. On the school background information, the study revealed that majority 17 (81.9%) of the schools involved were in the rural and peri-urban areas within proximity of agricultural raw materials and production factors. It was further established that schools were engaged in a variety of SBEPs activities in which statics presented 111(71.2%) agricultural based, 27(17.3%) service based and 18(11.5%) commercial based. On revenue generated the response of the respondents revealed the following; 20(23.8%) below Ksh. 100,000, 32(38.1%) Ksh. 100,001-200,000, 12(14.3%) Ksh. 200,001-300,000 and 20(23.8%) above Ksh.300, 001. This indicates that most respondent’s indicated that the SBEPs generated between Ksh. 100,001- 200,000. The mean revenue generated from the 21

schools involved was Ksh.188, 095.20 suggesting a total revenue collection from SBEPs of Ksh.3,949,995 per annum in Kericho sub-county

From the research objectives, the study revolved around four independent variables (factors motivating) and engagement in SBEPs as the dependent variable. The following narratives provide the summary of the findings that are relevant for drawing conclusions from the research conducted.

The first hypothesis H₁: tested if there was a significant relationship between cost of operation and school-based entrepreneurship projects in public secondary schools. The study found that the respondents agreed (72.7%) which was much higher than 50% that the cost of operation motivate schools to engage in SBEPs. The correlation analysis results gave $r = .942$, $N=84$, $p=.017$ which implied a strong positive correlation.

The second hypothesis H₂: tested if there was a significant relationship between entrepreneurship skill-development and school-based entrepreneurship projects in public secondary schools. The study found that the respondents agreed (72.7%) which is much higher than 50% that entrepreneurship skill-development motivate public secondary schools engagement in SBEPs in Kericho sub-county. The correlation analysis results gave $r = .959$, $N=84$, $p=.010$ which implied a strong positive correlation.

The third hypothesis H₃: tested if there was a significant relationship between enhancement of clean environment and school-based entrepreneurship projects in public secondary schools. The study found that the respondents agreed (81.3%) which is much higher than 50% that enhancement of clean environment motivate public secondary schools engagement in SBEPs in Kericho sub-county. The correlation analysis results gave $r = .988$, $N=84$, $p=.002$ which implied a strong positive correlation.

The fourth hypothesis H₄: tested if there was a significant relationship between community development needs and school-based entrepreneurship projects in public secondary schools. The study found that the respondents agreed (67.2%) which is much higher than 50% agreed that community development needs motivate public secondary schools engagement in SBEPs in Kericho sub-county. The correlation

analysis results gave $r = .931$, $N=84$, $p=.021$ which implied a strong positive correlation.

5.3 Conclusions

This section present the conclusions drawn from the study on the basis of the objectives of the study which examined cost of operation, entrepreneurship skill development, enhancement of clean environment and community development needs as factors motivating SBEPs in public secondary schools.

In the case of cost of operation the study revealed a strong positive correlation between the cost of operation and engagement in SBEPs in which $r = .942$, $N=84$, $p=.017$. Since $p<0.05$, the null hypothesis H_{01} was rejected while the alternative hypothesis H_1 was accepted. This result therefore indicated that there was a significant relationship between cost of operation and school-based entrepreneurship projects in public secondary.

In the case of entrepreneurship skill-development the study revealed a strong positive correlation between entrepreneurship skill-development and engagement in SBEPs in which $r = .959$, $N=84$, $p=.010$. Since $p<0.05$, the null hypothesis H_{02} was rejected while the alternative hypothesis H_2 was accepted. This result therefore indicated that there was a significant relationship between entrepreneurship skill development and school-based entrepreneurship projects in public secondary.

In the case of enhancement of clean environment the study revealed a strong positive correlation between enhancement of clean environment and engagement in SBEPs in which $r = .988$, $N=84$, $p=.002$. Since $p<0.05$, the null hypothesis H_{03} was rejected while the alternative hypothesis H_3 was accepted. This result therefore indicated that there was a significant relationship between enhancement of clean environment and school-based entrepreneurship projects in public secondary.

In the case of community development needs the study revealed a strong positive correlation between community development needs and engagement in SBEPs in which $r = .931$, $N=84$, $p=.021$. Since $p<0.05$, the null hypothesis H_{04} was rejected while the alternative hypothesis H_4 was accepted. This result therefore indicated that there was a significant relationship between community development needs and school-based entrepreneurship projects in public secondary.

In general terms, the study revealed that there was inadequacy in coordination of SBEPs activities within the education policies advanced by the government. It was also established that the success of SBEPs is dependent on the value attached to them by the education management and the agencies of the ministry of education. The interview results indicated that despite the numerous challenges facing SBEPs with regard to performance, many schools seemed to have perennially engaged in them reaping the benefits thereof in terms of income which bridge budget deficiency gaps for schools.

In order to effectively address the development agenda, the government should align SBEPs to the curriculum and school programmes as per the recommendation by the World Bank. Monitoring and evaluation of SBEPs should be undertaken by the government organs quality management for maximum returns. The study revealed that the shortcomings in SBEPs is attributed to limited focus on their potential as alternative sources of funds and a means of crusading entrepreneurial culture in the young citizens. Beside financial benefits, and entrepreneurship skill-development benefits, the research findings further revealed that engagement in SBEPs in Kenyan public schools results into Enhancement of clean environment. This role is crucial and need quality pursuance by the education stakeholders because it can serve effectively as a practical approach towards entrenching sustainable development culture in the school going citizens of a nation. Finally, the research findings indicate that engagement in SBEPs can effectively serve as a means of responding to community development needs. It can therefore be precisely concluded that schools play a critical role in ensuring a creation of better human societies through economic empowerment.

5.4 Recommendations

From the analyses and conclusions based on the descriptive statistics, the study postulates a number recommendations to organizations and education stakeholders. The study recommends increased focus and mainstreaming of SBEPs engagement in the overall curriculum and the schools programmes. This will ensure that there is more support from all the stake holders in education sector including government and sponsors thus increasing the chances of success in SBEPs development. Further, the study recommends training of staff on best practices in SBEPs as well as ensuring increased communication of SBEPs policies and strategies to the teachers, parents, students and non-teaching staff. This ensures the support and involvement of the all the immediate key stakeholders in carrying out and implementing the SBEPs. The

researcher further recommends the need for the SBEPs culture be aligned to the overall school curriculum and programmes for instance time tabling it in terms' programmes to ensure that sensitization on SBEPs strategies is effectively carried out to all stakeholders. The study recommends that the schools should involve the head of departments and other stakeholders in the allocation of funds accruing from SBEPs to the different departmental tasks. This is because it will improve accountability and will motivate the stakeholders on its importance.

5.5 Suggestion for further study

The current study focused on investigating the factors motivating public secondary schools engagement in school-based entrepreneurship projects in Kericho sub-county, Kenya. The researcher recommends that the same study be done in other counties within Kenya more so in the urban areas or areas experiencing different climatic conditions or cultural inclination so as to compare with the findings of this study. The researcher further recommends future research undertaken on factors motivating public secondary schools engagement in school-based entrepreneurship projects in other countries. This will enable broad identification of trends of factors motivating school-based entrepreneurship projects in different countries thus providing a holistic overview of the factors motivating engagement in SBEPs not only in Kenya but globally.

5.6 Contribution to the body of knowledge

The study makes the following contributions to the body of knowledge as presented in Table 5.25.

Table 5.25 Contribution to the body of knowledge

Objectives	Contribution to the body of knowledge
1.To determine the influence of cost of operation on school-based entrepreneurship projects in public secondary schools.	The study found that respondents agreed (72.7%) that the cost of operation motivated engagement in SBEPs. The correlation analysis results gave $r = .942, N=84, p=.017$ implying a positive correlation. $P < 0.05$ led to rejection of the null hypothesis H_0 and acceptance of the alternative hypothesis H_1 confirming a significant relationship between cost of operation and school-based entrepreneurship projects in public secondary. From this findings

formalization of SBEPs in schools is envisaged as a partial solution to financial deficit in schools.

2.To examine the influence of entrepreneurship skill-development on school-based entrepreneurship projects in public secondary schools

The study found that respondents agreed (72.7%) that entrepreneurship skill-development motivated engagement in SBEPs. The correlation analysis results $r = .959$, $N=84$, $p=.010$ imply a strong positive correlation. $P<0.05$ led to rejection of the null hypothesis H_02 and acceptance of the alternative hypothesis H_2 confirming a significant relationship between entrepreneurship skill development and school-based entrepreneurship projects in public secondary. The benefits attained from incorporating practical elements into mainstream education are socially viable and produces employable young adults capacitated to soundly partake in economic development.

3.To assess the influence of enhancement of clean environment on school-based entrepreneurship projects in public secondary schools.

The study found that respondents agreed (81.3%) that enhancement of clean environment motivate engagement in SBEPs. The correlation analysis results $r = .988$, $N=84$, $p=.002$ imply a strong positive correlation. $P<0.05$ led to rejection of the null hypothesis H_03 and acceptance of the alternative hypothesis H_3 confirming a significant relationship between enhancement of clean environment and school-based entrepreneurship projects in public secondary.

4.To evaluate the influence of community development needs on school-based entrepreneurship projects in public secondary schools.

The study found that respondents agreed (67.2%) that community development needs motivated engagement in SBEPs. The correlation analysis results $r = .931$, $N=84$, $p=.021$ imply a strong positive correlation. $P<0.05$ led to rejection of the null hypothesis H_04 and acceptance of the alternative hypothesis H_4 confirming a significant relationship

between community development needs and school-based entrepreneurship projects in public secondary

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APPENDICES

APPENDIX I: QUESTIONNAIRE COVER LETTER

Vincent Cheruiyot Kirui,
University of Nairobi,
P.O. Box 825-40100, **Kisumu, Kenya.**
4th August, 2016.

Dear Respondent,

RE: LETTER OF INTRODUCTION

I am a post graduate student at University of Nairobi undertaking Master of Arts in Project Planning and Management. I am conducting research study entitled “**Factors motivating school-based entrepreneurship projects in Kenya: a survey of public secondary schools in Kericho sub-county, Kericho county**”. I therefore kindly request for your assistance and cooperation in meeting the aim of this research by filling the attached questionnaires as honestly as possible.

The information you will give shall be used purposely for academic and shall be treated with confidentiality. For this reason, your name will not appear anywhere in this questionnaire and information generated will only be published or released in summaries with neither individuals' nor institutions' identity.

Thank you for your co-operation.

Yours faithfully,

Vincent Cheruiyot Kirui
Student Researcher
The University of Nairobi
Kenya.

APPENDIX II: RECOMMENDATION LETTER



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION**

Our Ref.: UON/CEES/KSM/1/16

University Of Nairobi Plaza
Oginga Odinga Street
P.O. Box 825,
KISUMU Kenya

Telephone: Kisumu 057-2021534

12th October, 2016

TO WHOM IT MAY CONCERN

RE: VINCENT CHERUIYOT KIRUI - REG NO: L50/77783/2015

This is to inform you that the above named **Vincent Cheruiyot Kirui** is a student in the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra-Mural Studies pursuing Masters in Project Planning and Management

Cheruiyot has completed his course work and examinations successfully and is now undertaking his Research project which is a pre-requisite for the course. The Research is entitled "**Factors Motivating Public Secondary Schools Engagement in School-Based Entrepreneurship Projects in Kericho Sub-County, Kenya**". The purpose of this letter therefore is to request you to allow the student to access the data or information he may need for purpose of this study. The data is required for his academic purposes only and not for any other reasons.

We would appreciate any assistance that may be given to enable him carry out the study.

Yours faithfully,

Dr. RAPHAEL O. NYONJE, PhD
RESIDENT LECTURER
KISUMU CAMPUS



ISO 9001: 2008 CERTIFIED

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APPENDIX III: RESEARCH AUTHORIZATION



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
KISUMU CAMPUS

The Secretary
National Council for Science and Technology
P.O Box 30623-00100
NAIROBI, KENYA

12th October, 2016

Dear Sir/Madam,

RE: KIRUI VINCENT CHERUIYOT - REG NO: L50/77783/2015

This is to inform you that **Kirui Vincent Cheruiyot** named above is a student in the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Kisumu Campus.

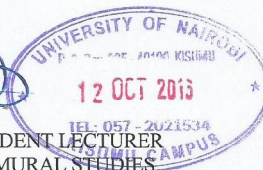
The purpose of this letter is to inform you that **Vincent** has successfully completed his Masters course work and Examinations in the programme, has developed Research Proposal and submitted before the School Board of Examiners which he successfully defended and made corrections as required by the School Board of Examiners.

The research title approved by the School Board of Examiners is: "**Factors Motivating School-Based Entrepreneurship Projects in Kenya: A Survey of Public Secondary Schools in Kericho Sub-County, Kericho County**". The Project is part of the prerequisite of the course and therefore, we would appreciate if the student is issued with a research permit to enable him collect data and write a report. Research project reflect integration of practice and demonstrate writing skills and publishing ability. It also demonstrates the learners' readiness to advance knowledge and practice in the world of business.

We hope to receive positive response so that the student can move to the field to collect data as soon as he gets the permit.

Yours Faithfully

Dr. Raphael O. Nyonic, PhD
SENIOR LECTURER & RESIDENT LECTURER
DEPARTMENT OF EXTRA-MURAL STUDIES
KISUMU CAMPUS



APPENDIX IV: QUESTIONNAIRES

SECTION A: GENERAL INFORMATION

(i) Demographic Information

Kindly tick the answers as appropriate to you

1. What position do you hold in school? Tick as appropriate

Principal [] HOD- Curriculum Implementation (DOS) []
HOD-Career development [] School Bursar []

2. Gender: Male [] Female []

3. Age of respondents:

Less than 25yrs [] 25-40yrs [] 41-50yrs [] above 50yrs []

4. Education Background

Certificate [] Diploma [] Degree [] Masters [] PhD []

Specify any other:

.....

5. For how long have you served in the position ticked above?

Less than 5yrs [] 6-10yrs [] 11-15yrs [] above 15yrs []

(ii) School Background

6. Category of school,

Boys boarding [] Girls boarding [] Mixed boarding []

Mixed day/boarding [] Mixed day []

7. How old is your school?

Less than 5yrs [] 6-10yrs [] 11-15yrs [] above 15yrs []

8. What is the size of the school land?

Less than 2 Acres [] 3-8 Acres []

9-14 Acres [] Above 15 Acres []

9. Where is your school located?

Urban [] Peri-urban [] Rural []

10. What is the enrolment of students in your school?

Less than 200 [] 200-400 [] 401-600 [] 601-800 [] Above 800 []

(iii) School-Based Entrepreneurship Projects

11. Is your school engaged in any school-based entrepreneurship project (SBEPs)?

Yes [] No []

If yes in, indicate based on the activities of the School-based entrepreneurship projects type(s) by ticking appropriately below

Maize production [] Vegetables [] Dairy cows [] Poultry []

Pigs [] Fish pond [] Rental house [] School canteen []

Agro-forestry [] Bakery [] School bus [] Hall []

Bee keeping [] Posho mill [] Nursery beds [] Tea farm []

Sugar cane [] others []

12. Have you ever attended any sensitization workshop on management of school-based entrepreneurship projects (SBEPs)?

Yes [] No []

13. The level of engagement in SBEPs in my school is high and has significantly contributed to the improvement of the School.

Tick your level of acceptance to this statement
Where:

SA **A** **N** **D** **SD**
[] [] [] [] []

SA = Strongly Agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly Disagree

14. How much revenue does your school generate from school-based entrepreneurship projects (SBEPs) annually?

Kshs. 20,000 and below [] Kshs. 20,001 - 50,000 []

Ksh. 50,001 - 100,000 [] Ksh. 100,001 and above []

15. How many workers are employed by the Board of Management in your school?

Less than 10 [] 10-20 [] 21-30 [] 31-40 [] Above 40 []

Section B: Cost of operation and school based entrepreneurship projects

The following are aspects of cost of operation in schools. Please indicate your level of agreement for each as a factor motivating engagement in school based entrepreneurship projects.

SA = strongly agree **A** = Agree **N**=Neutral **D** = Disagree **SD** = strongly disagree

	SA	A	N	D	SD
1. Increasing the asset: liability ratio of the school					
2. Remuneration of the non-teaching staff					
3. Purchasing of teaching and learning resources					
4. Providing for needy students					
5. Sponsoring benchmarking programmes for teachers/students					
6. Purchasing of school bus/van					
7. Construction of teachers houses					
8. General repair and maintenance in the school					
9. Providing recreational facilities and sports equipment for students					
10. Subsidizing the cost of feeding programme in the school					

Section C: Entrepreneurship skill development and school based entrepreneurship projects.

The following are aspects of Entrepreneurship skill development in schools. Please indicate your level of agreement for each as a factor motivating engagement in school based entrepreneurship projects.

SA = strongly agree **A** = Agree **N**=Neutral **D** = Disagree **SD** = strongly disagree

	SA	A	N	D	SD
1. Inculcating entrepreneurship skills in students, teachers and non-teaching staff					
2. Incorporating entrepreneurial practical elements into the school programmes					
3. Instilling creativity, innovativeness, independence and problem solving abilities					
4. Empowering the learners for future self-reliance					
5. Providing practical fields for attachment to learners from vocational training colleges					
6. Stimulating an enterprise culture among the external school stakeholders					
7. Enhancing business career development among learners					

8. Motivating the surrounding community to start similar enterprises					
9. Providing bench mark for other schools with interest in starting similar enterprises					
10. Enhancing collaboration between the school and the corporate world					

Section D: Enhancement of clean environment and school based entrepreneurship projects

The following are aspects of Enhancement of clean environment in schools. Please indicate your level of agreement for each as a factor motivating engagement in school based entrepreneurship projects.

SA = strongly agree **A** = Agree **N**=Neutral **D** = Disagree **SD** = strongly disagree

	SA	A	N	D	SD
1. Recycling of waste e.g. composting kitchen waste into organic manure					
2. Providing tree and flower seedlings for green and beautiful environment					
3. Reinforcing education for sustainable development (ESD)					
4. Generation of biogas from cow dung as an alternative source of clean energy					
5. Putting food leftovers into economic use by using it as animal feed					
6. Controlling of soil erosion by practicing sound agricultural methods					
7. Fencing and demarcation of school land adding to its aesthetic value					
8. Participating in national and international environmental activities					
9. Agroforestry activities for conservation of rare tree species					
10. Establishment of arboretums for recreational activities					

Section E: Community development needs and school based entrepreneurship projects

The following are aspects of responses community development needs in schools. Please indicate your level of agreement for each as a factor motivating engagement in school based entrepreneurship projects.

SA = strongly agree **A** = Agree **N**=Neutral **D** = Disagree **SD** = strongly disagree

	SA	A	N	D	SD
1. Creation of job opportunities.					
2. Support of needy students through scholarship					
3. Providing market for agricultural raw materials e.g. seeds, seedlings, animal feeds etc.					
4. Establishing models for better enterprise practices e.g. crop and livestock production					
5. Lending out of school bus for travels at subsidized cost e.g. to weddings and funerals.					
6. Supply of food to the community e.g. maize, vegetables, milk, eggs and fish					
7. Charity donations to less fortunate from the proceeds of the projects.					
8. Funds drives for infrastructure development like construction of medical facilities from the income of the projects.					
9. Hiring out of hall for workshops, seminars, religious meetings and festivities					
10. Donation of free tree and flower seedlings to the outside community for greening the environment					

APPENDIX V: SUMMARY OF RESPONSES OF THE LIKERT QUESTIONS

COST OF OPERATION FACTORS	RESPONSE				
	SA	A	N	D	SD
1	23	43	5	7	6
2	18	45	10	7	4
3	6	68	2	3	4
4	20	26	10	9	19
5	26	37	3	13	5
6	19	27	4	21	12
7	20	35	2	10	16
8	26	40	4	5	9
9	13	36	5	15	15
10	36	39	0	3	6

ENTREPRENEURSHIP SKILL DEVELOPMENT FACTORS	RESPONSE				
	SA	A	N	D	SD
1	40	38	0	5	0
2	35	40	1	5	0
3	45	32	0	5	0
4	39	36	1	6	0
5	25	41	3	8	5
6	26	41	5	4	5
7	44	33	1	3	0
8	24	50	6	2	0
9	35	41	1	4	0
10	35	41	0	3	0

ENHANCEMENT OF CLEAN ENVIRONMENT FACTORS	RESPONSE				
	SA	A	N	D	SD
1	35	20	4	14	8
2	37	42	0	3	0
3	33	41	4	5	0
4	26	34	4	14	3
5	14	52	2	8	6
6	32	34	1	6	8
7	35	31	9	8	0
8	32	42	4	3	0
9	19	51	9	4	0
10	10	46	15	8	3

COMMUNITY DEVELOPMENT NEEDS FACTORS	RESPONSE				
	SA	A	N	D	SD
1	40	34	3	5	2
2	19	40	5	13	7
3	23	44	4	4	9
4	14	37	8	6	19
5	15	41	4	12	12
6	12	43	10	9	10
7	3	44	20	13	4
8	5	30	23	17	9
9	29	39	4	7	5
10	6	46	18	13	1

Source: (Surveyed Data, 2016)

APPENDIX VI: VALIDITY TEST OF THE INSTRUMENTS

QUESTIONS (N)	SUPERRVISOR I	SUPERVISOR II	ITEMS RATED 3 OR 4 (n ^{3/4})
1	4	4	1
2	4	4	1
3	4	4	1
4	4	4	1
5	4	4	1
6	3	3	1
7	4	4	1
8	4	4	1
9	4	4	1
10	4	4	1
11	4	4	1
12	4	3	1
13	2	3	0
14	4	4	1
15	4	4	1
16	2	2	0
17	2	2	0
18	2	2	0
19	2	2	0
TOTAL			14

Source: (Surveyed Data, 2016)

Validity index = $n^{3/4}/N$ in which:

$n^{3/4}$ = Number of items in the questionnaire administered (19)

N = Number of items rated 3 or 4 by both supervisors (14)

Therefore validity index (V_{index}) = $14/19 = 0.7368$ confirming instrument validity for measurement since $V_{index} \geq 0.7$

APPENDIX VII: RELIABILITY TEST OF THE INSTRUMENTS

Reliability Statistics

	Cronbach's Alpha	N of Items
Influence of cost of operation	.867	10
Influence of entrepreneurship skill-development	.831	10
Influence of enhancement of clean environment	.815	10
Influence of community development needs	.870	10

Source: (Surveyed Data, 2016)

Cronbach's alpha reliability coefficient normally ranges between 0 and 1 and the closer it is to 1.0 the greater the internal consistency of the items in the scale. George and Mallery (2003) provided the following rules:

Cronbach's Alpha (α)	Internal consistency
$\alpha > .9$	Excellent
$\alpha > .8$	Good
$\alpha > .7$	Acceptable
$\alpha > .6$	Questionable
$\alpha > .5$	Poor
$\alpha < .5$	Unacceptable

*****Source: (Surveyed Data, 2016) *****

NOTE:

A reliability test in which $\alpha \geq 0.8$ is considered acceptable. Since α is 0.8458, the questionnaire used in this study is reliable.

APPENDIX VIII: SAMPLE SIZE (S) FOR GIVEN POPULATION (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Where N = Population size, and S = sample size required

Source: Adapted from R. V. Krejcie and D. W. Morgan (1970:608) in Hill (1998).

APPENDIX VIII: SAMPLE SIZE (S) DISTRIBUTION

Bowley's proportional allocation formula as follows; $n_h = \frac{nN_h}{N}$

n_h = number of units allocated to each stratum or sample division.

n = total sample size

N_h = number of items in each stratum in the target population.

N = population

$$n = 108 \qquad N = 148 \qquad x = \frac{n}{N} = (108/148) = 0.729729$$

Sample size distribution

Let $x = 0.729729$

Education zone	Principals		HOD-CI		HOD-CD		Bursars		S/S
	Nh	nh	Nh	nh	Nh	nh	Nh	nh	
Ainamoi	7	$x*7 \approx 5$	7	$x*7 \approx 5$	7	$x*7 \approx 5$	7	$x*7 \approx 5$	20
Kapsaos	8	$x*8 \approx 6$	8	$x*8 \approx 6$	8	$x*8 \approx 6$	8	$x*8 \approx 6$	24
Kapsoit	6	$x*6 \approx 4$	6	$x*6 \approx 4$	6	$x*6 \approx 4$	6	$x*6 \approx 4$	16
Koitaburot	1	$x*1 \approx 1$	1	$x*1 \approx 1$	1	$x*1 \approx 1$	1	$x*1 \approx 1$	4
Municipalty	9	$x*9 \approx 7$	9	$x*9 \approx 7$	9	$x*9 \approx 7$	9	$x*9 \approx 7$	28
Soin	2	$x*2 \approx 1$	2	$x*2 \approx 1$	2	$x*2 \approx 1$	2	$x*2 \approx 1$	4
Soliat	4	$x*4 \approx 3$	4	$x*4 \approx 3$	4	$x*4 \approx 3$	4	$x*4 \approx 3$	12
Total	37	$x*37 \approx 27$	37	$x*37 \approx 27$	37	$x*37 \approx 27$	37	$x*37 \approx 27$	108

Source: (Surveyed Data, 2016)