



INTERNAL SCHOOLS INCOME GENERATION, UTILIZATION
PRACTICES AND CHALLENGES AT PUBLIC SCHOOLS
OF KOMBOLCHA WOREDA

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This is to certify that the thesis prepared by Siraj Ahmed Bushra, in titled: School Income Generation, Utilization and Challenges in relation with Facilities in Public Schools of Kombolcha Woreda and submitted in partial fulfillment of the requirements for the Degree of Masters of Arts in educational planning and management complies with the regulation of the University and the accepted standards with respect to originality and quality

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ACRONYMS AND ABBREVIATIONS

BET	Board of Education and Training
GNP	Gross National Product
IGA	Income Generating Activity
KWPS	Kombolcha Woreda Public Schools
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
PTA	Parent Teacher Association
SIGA	School Income Generation Activities.
SIG	School Income Generation

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Internal Schools Income Generation, Utilization and Challenges in Public Schools of Kombolcha Woreda

Abstract

The aim of this study was to investigate internal schools Income Generation, Utilization and Challenges at Public Schools of Kombolcha Woreda .The study was guided by Resource Dependency Theory (RDT). Mixed research approach was used. .The researcher sought that how schools with internal incomes could improve their income generations and utilizations so as to reduce the problems of physical facilities. In order to realize the objectives of the study, descriptive survey was employed. This study was conducted in eight primary and one secondary public schools found in the Kombolcha woreda .Accordingly, the target population, teachers, , PTA members(parents), administrative staff, and BET members were selected using simple random sampling while principals, supervisors, purposive sampling technique. Questionnaires, interview and document reviews were the instruments applied to gather data from the respondents. The information gathered through questionnaires and interviews were analyzed and triangulated to answer the research questions. Based on the analysis, the findings disclosed that IGAs are important to reduce the problems of school facilities. However, the managements of the schools couldn't generate more available incomes; lack of entrepreneurship skills was observed, they utilize the generated incomes without following the rule and regulation of the schools. They did not have proper plan and they lacked commitment, transparency in giving reports for BET and woreda education office. Likewise, supervisors did not try to follow and give feedback for the school management. Conclusion was forwarded based on findings. It was suggested that the management may be needed to be committed to generate more incomes to schools, be transparent to the staff and other stakeholders. The woreda education office and supervisors may conduct continuous follow up and give feedback including auditing incomes utilization. The school management may do confidently with self-commitment based on the rule and regulation of the school.

Key words- *School management, income-generation, school facility, PTA and BET.*

1. INTRODUCTION

This chapter consists of the background of the study, statement of the problem, research questions, general and specific objectives, delimitation of the study, the significance of the study and definition of key terms

1.1. Background of the Study

Education is a decisive wisdom a generation should provide to its growing up children to make them better citizens and competent productive forces. Articles 28 and 29 of the United Nations Convention on the Rights of the Child (1989) state that every child on this world has a right to get an education. This is because education is a powerful tool to provide access to decent work for all.

However, even if all school-age children have the right to get an education, due to budget constraints, most of woreda schools are surrounded by problems of internal physical facilities. These problems in turn affect the quality of education and students' excellence. The annual inspection report of east Harargee zone education office document (2019) shows that more than 89% of schools are below the minimum school standard. Hence, one way of solving these problems could be introducing a kind of revenue to reduce the difficulties of physical facilities in schools.

As the report of east Harargee education inspection group document (2019) the problem of physical facility refers to the realities in schools, for example, most of woreda schools do not have required class rooms in their compounds, do not have separate toilets for boys and girls, there are overcrowded classes everywhere in schools, broken doors and windows are seen in many schools, only a few schools do have libraries, many schools do not have fences, guards, drinking water for children and etc..

Therefore, with these problems in schools, one cannot expect comfortable teaching and learning condition. Hence, definitely, these have negative impacts on the quality of education. Thus, the problems have to be studied and addressed by all relevant stake holders. This is why the researcher is concerned and wants to act as an education expert to make research on these school problems.

As noted by the World Bank (2016) “education consumes an over whelming amount of resources in almost all countries, accounting between two and six percent of the gross national product (GNP). A certain minimum level of educational provision is generally considered to be essential for a country to achieve a substantial economic growth.” However, the cost of education can’t be covered only by a government budget. That is why all stake holders are expected to play their part as partners.

According to UNESCO (2017) Sustainable Development Goal 4 calls on the Members States “to ensure the inclusive and equitable quality of education and promote learning opportunities for all”. However, scholars and educators have forwarded their obvious and observable concerns that unlimited demand for education is positioned in front of a meager cost of education. Here comes a challenge, to fill the gap between the demand of education and the required supply cost of education. One this issue, the researcher observes these realities in the schools. For instance, many of the schools in east Harargee Zone woredas are forced to accommodate a lot of overcrowded children in their classes (more than they should).

Furthermore, Willie Anderson (2012) explained that “in the education sector, since its goal is to produce human power a large amount of income must be used to create a good performance.”. It is believed that the achievement of educational goals greatly depend on the adequate financial support. Thus, every growing demand for education requires expansion of the educational system, the need for more modern equipment in education has led to a massive-increase in spending on education over the world.” So, due to the scarcity of resources, various authors have forwarded their opinions about the importance of School Income Generation Activities.

According to Nyonje (2012) “income-generating activities are those activities that can be undertaken by education sectors so as to raise revenue to enhance the project or enhance school finances. In many public schools there is a need to have additional activities that generate revenue for the betterment of schools programs. It is known that in term of proportion, public or government schools constitute the largest proportion of schools in developing countries like Ethiopia.

Nyonje (2012) reported that private schools are owned by private entrepreneurs, companies, churches, trusts and other recognized bodies. The proprietors finance and manage the schools mainly through school fees, contributions from the sponsors and various SIGAs, etc. However, in the case of public schools alternative source of income is important to supplement government efforts.

On the other hand, Mayama (2012) emphasized that not all countries have succeeded in ensuring that the governments fully finance public education. This is as a result of economic constraints facing many countries in the world and particularly the developing countries. Most governments provide educators, staffs and teaching materials. Nonetheless, numerous other resources are required to practice the functions of education. Schools are institutions where learning and teaching processes take place. Hence, schools have to be equipped with the required facilities to deliver a series of educations to growing up children. The aim of any school should be to deliver the best possible education to its students. However, most of the public schools are under financed to fulfill these facilities due to budget constraint (Coombs, 1985). For instance, in most cases, the Ethiopian government provides schools, teachers, staffs, books and other teaching materials. Nonetheless, due to the scarcity of resources, there are various problems to be addressed in schools.

From the government side, the Ethiopian Education Policy of (1996) as well as the road map of Ethiopia Education (2021) stressed that “the necessary conditions will be created for educational and training institutions to generate their own incomes and to use it to strengthen the educational processes.”

Here, the Ethiopian education policy enhances the activities of school income generation and utilization so that schools could use these activities to minimize the problems of school facilities. Of course, at the woreda level, organizing the efforts of all stakeholders, schools are supposed to activate their own endeavors in SIGAs to address at least internal physical facilities. This is because; internally our schools could help themselves rather than expecting all supports from external partners.

When it is seen from the other angle, even if effort is made to practice schools income-generation and utilization, due to various reasons, many schools are affected by lack of proper implementation. This problem requires much attention from school managements and their partners. Here, the problems can be observed not only in income generation but also in effective utilization of incomes.

1.2. Statement of the Problem

The importance of this study and the reasons why the researcher undertook this research can be justified as follows. The problems of physical facilities are common in all public schools of Kombolcha woreda. According to a report of east Harargee zone education office inspection group (2019), most of primary and secondary schools are under minimal standard. These problems are to be addressed.

Kombolcha woreda is a cash crop area where schools can practice good income generation activities and then can reduce the problems of school facilities because the area has high population mobility with good potential market. There are abundant opportunities for schools to generate school incomes. It is obvious that if these school facility problems are not reduced, comfortable learning and teaching condition cannot be created, quality education cannot be realized and students' excellence cannot be attained.

Nonetheless, up to now, in Kombolcha public schools, the factors that affect school income generation and utilization have not been studied. So that expected progress is not seen in the schools and this has hampered the required improvement of facilities. The schools that practice IGAs could have opportunities to improve the problems of physical facilities. However, they are not doing enough of what they are supposed to. For instance, Kombolcha woreda having 58 public schools it has been crippled by the following physical problems of the schools:- over crowded classes, shortage of student seats, water for drinking, separate toilet for boys and girls, laboratory, library, reference books, some schools have broken windows and doors, some do not have director office and staff office, Of primary schools, 41 of them do not have school guards, 48 schools do not have school compound fences.

Therefore, to conduct a required study on income-generation and utilization at least in public schools that practice SIGA is very important. Thus, based on the findings of the study, schools may improve their income-generation and utilization. When these improvements are realized at schools, the problems of school physical facilities could be reduced, the teaching and learning processes may improve, and then the quality of education and the students' excellence may be attained. On the other hand, public schools are social institutions created to serve the community. To run the schools effectively, financial, material and human resource supports are expected from school community.

The above realities call for the participation of the community in financing the education system which is beyond the capacity of the government. In addition to that, educational institutions or public schools are expected to generate their revenues to alleviate the problems of physical facilities.

The study was conducted to identify the major challenges that public schools in Kombolcha woreda are facing in income-generating, utilization and challenges in relation to public school facilities. The scarcity of resources has become the major problems of schools. In some ways, currently schools have depended on traditional sources of funds (community participation) to support their programs. However, still this is not adequate to meet institutional resource demands for effective teaching and learning and ensure quality, relevance and access to education. Therefore, school-based alternative sources of funds are a good option to supplement community contributions

As Ola (2014) noted, "IGAs to supplement education facilities by developing an appropriate policy framework to guide and standardize IGA are important. Some schools had not fully realized the potential of their IGA efforts due to the inadequacy of management skills. Normally, school resource includes all the physical, financial, and human resources. These resources are supposed to be managed properly." Ola said that school incomes generated from various angles and their utilization should be practically applied in schools using different approaches.

Masaiti (2015). Expressed that “If incomes are utilized properly and transparently, all school community will have good will to support what public schools require to accomplish school programs. However, usually generated incomes are not utilized properly; poor performances are seen in schools.” Here, educators are forced to encounter two challenges. On the one hand, fund raising to address current school problems has become unfinished assignments throughout the years. On the other hand, proper utilization of resources at hand is the second challenge.

As a matter of fact, Ndolo (2011) stated that “one of the biggest problems with regards to successful income-generating and utilization lies in the fact that schools or training centers are not business people. Sometimes schools do have assets but they are not able to use them for income-generating. If the education provider has to finance itself, it would be wise to have a manager with business abilities among its staff.” This shows how business skill is important to undertake school income generation and utilization.

According to Abera (2016) he said that “before a school begins SIGA, it should be sure that it has to plan to implement, mentor, and evaluate this effort. To do this, the school may need to train current staff and hire or recruit additional staff, or find some partners whose areas of expertise complement the school’s effort.” He emphasized that in many public schools there is problem of utilizing the generated income effectively. So, to make a required study to address the gaps in generating available incomes and proper utilization of available resources are very important.

1.3. Research Questions

- i. What is the status of income-generation activity in Kombolcha Woreda public schools?
- ii. What is the level of generated income utilization skills of school managers in Kombolcha woreda public schools?
- iii. What are the major challenges the schools were facing to generate-income and properly utilize the generated income?

1.4.Objectives of the Study

Schools are community institutions that need the supports of all stake holders. Besides external supports, schools are expected to generate their internal incomes. SIGAs and utilization are decisive for the success of school programs.

1.4.1. General objective

The general objective of this research is to assess school income Generation, utilization and challenges with school facilities in both primary and secondary public schools of Kombolcha woreda,

1.4.2. Specific objectives

To meet the above general objective, the study attempted to achieve the following specific objectives:-

- i. To assess the status of income generation in Kombolcha woreda public schools
- ii. To identify the level of generated incomes utilization skills of school managers in Kombolcha Woreda public schools.
- iii. To identify the major challenges that public schools in Kombolcha woreda are facing in generating incomes and utilization.

1.5.Delimitation of the Study

The scope of this study focused on school income-generation, utilization and challenges in relation to facilities in public schools of Kombolcha woreda. Thus, the study revolved around the challenges in income-generation and utilization. So, it was limited to only public schools that currently practice IGAs and did not include those schools with no internal incomes and private schools.

1.6.Limitations of the Study

Respondents' accessibility during interview was problematic especially to those schools that were located in rural areas. Some schools were difficult to reach due to poor transport infrastructure especially when there is rain the road is full of mud. Poor transport infrastructures were time and money consuming. The researcher also hired motorcycle which increased the cost as the researcher had to reach schools which were far from the main road.

On the other day some respondents were busy and the researcher was forced to come the following day then and again this incurred additional expenses to the researcher. With all these challenges, the researcher sacrificed a lot of time and energy to come up with this final output of thesis.

1.7.The Significance of the Study

The study may help all stake holders of education sectors to be aware of the problems and participate actively in solving the problems or understand factors affecting income-generation and utilization. Moreover, the study may have the following significances:-

It is hoped that this study may create awareness among the school community and others who will be interested to identify the main factors affecting income generation and utilization. This is because; one way of reducing school facilities is improving school income generation and utilization. This opportunity is also at their hands. If school stake holders are committed, they can improve the performance of their schools. The study may be a valuable factor to collect current information about income generation, utilization in relation to students' achievements in both primary and secondary public schools of Kombolcha woreda would try to suggest how it will be solved. The investigation of various information aspects can be a good source to forecast how the achievement of students can be attained.

Other researchers may use this research paper as a reference for further detailed study. It could help to examine the gap between what have been forwarded by various authors and the real existing practice of schools concerning income-generation and utilization. When the gaps are identified, it will be easy to make joint efforts to address the problems in time.

1.8. Definitions of Operational Key Terms

School Facilities materials: school facilities are important for teaching and learning processes and decisive to make class rooms comfortable. School facilities in this include, good class rooms, sitting desks, teaching materials, libraries, drinking water, toilets for boys and girls, etc.

Internal School Income Resources:-Resources generated from internal school property. institutions do have or can use.

School Community Members: Group of people who share a social, economic and cultural interest in a school, (Brey, 1987:11)

School Management: a committee established from the combination of PTA and principal

Income Generation Activities: the performances of acquiring resources to reduce school facilities.

Internal School Income Utilization: This refers to make use of internally generated incomes according to the guide line of schools.

2. REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of the related different literature books, various journals, and written materials from internet were reviewed. The concept of school income resource refers to human resource, material resources and financial resources. The major actors of teaching and learning processes are:- principals, teachers, supervisors, and parents who play great role to help student achievement through efficient and effective way by using school income wisely and properly.

2.1.Theoretical Framework

The study on income generating, utilization and challenges with correlation to school facilities in public schools of Kombolcha woreda employed the ideas from Resource Dependency Theory Developed by Pfeffer and Salancik in the year 1978. The theory was developed by the American business theorist Jeffrey Pfeffer and the American organizational theorist (Gerald R. 1978). It aimed at understanding how internal and external resources affect the effectiveness and efficiency of an organization. This theory analyzed two main assumptions. They are:-

- i. Organizational survival depends on the ability to acquire and maintain resources.
- ii. Too much dependence on external resources may restrict the achievement of organizational objectives.

The implication of this theory is similar to, Amos and Koda (2018) who state that too much dependence on external resources creates uncertainty of the organization and inadequate control of the external environment and it may restrict the achievement of organizational goals and threaten the existence of such organization.

For instance, a principal needs resources from the revenue generated internally to carry out the day to day activities of the school. There are daily needs in the school such as procurement of stationeries, drinking water for children and maintenance of class rooms when an incidence happens, first aid treatment and other miscellaneous expenses. These and other issues make internal incomes very important because (Asimiyu and Kizito, 2014) said that principals are not supposed to expect all bits of expenses from external stakeholders.

2.2. Concept of School Income Generation.

As of Watima (2013) income generating activities in educational institutions have gained prevalence worldwide. This has been created by the high demand for education which has resulted in economic and physical pressure on the education .As (World Bank study, 2010) in China almost all public secondary schools were engaged in "creation of income," or simply Income Generating Activities (IGAs). In Shanghai, China, 50% of the higher education institutions in 2013 operated about 700 enterprises like training courses of newly employed in legal issues in state owned enterprises.

As Psacharopoulous and Woodhall (2015) put it, in countries, such as the US, school based IGAs have played a key role in education financing and has improved the financial performance of secondary schools. With proper planning and management in schools, IGAs have tremendous role to play in enhancing the financial strength of the education sector.

In his view, Farooqi, (2015) stated that “many countries’ low level of education is due to insufficient level of physical facilities”. This is why principals prefer to channel part of the revenue generated from the school into the provision of facilities for meeting the educational objectives of the school.

Again, Wanderi (2016.) stated that “Income generation is a continuous process of identifying and using a wide range of resources to support the financial self-sufficient to address identified problems in schools. It involves action-oriented that income-generating and utilization provide means to take action to address school problems .It requires a concrete strategy for achieving the outcomes desired that is in schools students’ achievement and performance.”

Basically, the practices as well as the right to generate and utilize resources differ from one region to the other region. Some schools do have better potential to generate and utilize internal income where by the others do not. The capacities of schools in generating and managing internal income differ from one location to the other location. Usually, the major sources of internal income could be generated from farming activities (using school land for cultivation of various crops, selling grass, trees, hiring of fields, hiring of halls, hiring of class

rooms when they are free, etc.. Numerous studies have been done and some of them say the followings:.

According to Achumbi (2012) the government of Kenya advised the schools managers to mobilize available institutional resources such as land, physical facilities and equipment to generate income through commercial, agricultural projects and renting school facilities to provide the necessary learning resources to enable the schools to run efficiently. Secondary school managers operate in a difficult environment of trying to balance between subsistence, development, and better performance in national examinations. In view of this, the idea of school-based IGAs becomes necessary for schools to cope with macro-economic dynamics, without necessarily passing down budgetary adjustments to parents.

A Researcher, Ayodo, (2011) found that additional funds generated through school based IGAs was used to purchase teaching and learning materials, facilities maintenance, infrastructure development and staff motivation in secondary schools found in Elmore municipality Kenya). Furthermore, IGAs are used by school managers as a tool of developing economies especially in economic social decision-making, mobility, access and control over resources.

School incomes are the bases to accomplish the mission and goal of education institution which is classified as various forms of resources. In education sector since its goal is to produce human power a large amount of income must be used to create a good performance (Mr.willie Anderson, 2012). Moreover, it is said that education consumes an over whelming amount of resources in almost all countries, accounting between two and six percent of gross national product (GNP). A certain minimum level of educational provision is generally considered to be essential for a country to achieve a substantial economic growth (World Bank, 1987:428).

The writers, Ganti and Kolluri (2017) illustrated that education is in the best way possible within the framework of available resources. The most important outcome of good institutional management is exemplary performance in national examinations. However,

achieving academic excellence under circumstances of resource constraints is a tall order for most school principals. This situation made principals to establish alternative source of additional funds by generating their own income through school-based income generating activities.

According to Government of Kenya, (2005) it was asserted that denying children's opportunity for education amounts to a violation of their fundamental right and shutting down an important exit route from poverty. Besides, schools are obligated to provide quality education for all children. It is obvious; nations, societies and individuals in the world invest heavily in education for economic development and social status.

In his view Olembo (2016), said education is a non-material good that cannot be free because to provide it, money is required for the training of personnel, employment of professionals, land, buildings, and teaching and learning materials. As a durable good, education is costly. However, it has a multiplier effect in that it benefits the government, society at large and individuals. The benefits of education to the individual can be through increased earnings or developing capacity for entrepreneurial thought and action, which leads to improvements in socioeconomic status, as well as health benefits. Education is a producer as well as a consumer good. It is a commodity to sell in order to enhance one's life and to be bought for the learner's benefit.

However, when the functions of public schools are surrounded by shortages of budgets, educators and researchers are supposed to make study and come up with possible solutions. Sometimes it is similar to the saying, "It is better to light a candle than curse the darkness," (Eleanor Roosevelt (n.d)). This shows how much it is 'hard and rock' to overcome the challenges. However, we have to develop our hope that the work is important and inevitable to fill the resource gaps and we are here as researchers and educators to solve such problems around educational institutions by doing required study.

2.3.The Community Participation and Government Budget.

Community participation is an important component of community development and reflects a grass root or bottom-up approach to problem solving. Effective community participation may lead to social and socio political transformation. Hence, the greater the community involvement in the process, the greater the input of different groups within the community, then the more likely that what is generated will be an accurate reflection of that community. These all can be done by effective leaders. Effective school leaders are keys to large scale, sustainable education reform. This in turn plays greater role for generating school income.

According to Nicol (2012) “In school to generate income, the participation of the community is valued for both intrinsic and instrumental reasons. The intrinsic value refers to the idea that the act of participation is valuable in itself, quite apart from any value it may have helping to achieve other good things. It is a welcome bonus that in addition to being intrinsically valuable, participation can also be a powerful instrument for achieving a range of valuable outcomes. In particular, participation has a potential to achieve more efficient and equitable outcomes in many different contexts of decision making such as allocation of budgetary incomes among alternative uses, management of common property resources, community services, and so on.

FRN (2013) explained that SIGA is one of an important factor that could be used to fill gaps of physical and perhaps that of technical facilities. The activity requires committed members of PTA, school community as well as strong guide line with recurrent monitoring. If it is well managed with committed PTA a lot can be harvested to improve physical facilities of schools. In some countries education institution and schools are allowed to generate their own income and utilize it based on the rules and regulations of the country. School systems can also be encouraged to generate income to self-finance some of their educational activities. Educational institutions and schools should have some source of material income in all education system.

Researcher like Krug (2017) suggests that analysis needs to consider the schools environment, internal resources and organizational culture (values, attitudes, relationships, styles, politics,

etc.) as well as the schools' performance and outcomes. Financial management must know the source of funding how to use the fund effectively by using internal and external financial delegation by layering of responsibility. Responsibility will be for decisions but also for administrative actions, for example to control resources, at each level responsibility can be used in answering a real answer. Clarity of role is important, that is the clearer the answers to the questions, the less chance of role ambiguity or conflict. However, by increasing delegation it is possible to avoid role over load. Different researchers studied differently according to their situation how income is generated and utilized appropriately. For instance, (Krug,2017) said that "always before going to generate income, the annual plan has to show the allotted government budget in each topic and the scarcity of the budget appropriately in the school and out of the school using different methods.

In principle, public schools are social institutions and they belong to the community. A higher level of involvement of participation is having a share in having a part in, being part of is achieved farther along the range where parents take a more active part in the activities of associations perhaps help in the class room, and assist in other work. In this way, the focus of their relationship with the school widens from that of the parents concerned with his child's education purse, to a more global concern with the school as a whole. A person from differing professional back grounds may have different values and attach a range of meanings to terms (Shaeffer, 2014).

In the same way, SIGA requires coordinated, cooperative efforts of the school management and community participation. Wanderi (2014) recommends that "it is to provide systematic and sustainable change that revitalizes the community or institution objectives, goals and to develop a preliminary income generation and utilization strategy action plan for accomplishing the objectives and missions of the school".

This shows us, participation means many things to many people. Open to vary inter partitions and the level or intensity of involvement by various groups of actors. Relevant research results were found to strongly diverge as a consequence of conceptual differences, many of the results point to a positive relation between the involvement of parents and the school development of

their child by making a safe and stable environment for learning teaching activities. Schools are to serve the community and the communities are expected to support their respective schools. The local communities may cover capital expenditures when the government takes the commitment to cover the recurrent expenditures. For instance, communities can contribute and, labor and materials to build or maintain school buildings. In some countries the local communities contribute by constructing house for teachers. In our woredas many houses are constructed for teachers by school communities year after year.

On top of that Ndolo (2011) noted that profits from school-based IGAs lowered the overhead cost of education and subsequently increase the access and affordability to all members of the community, the proceeds were used to purchase learning materials and to provide physical facilities. Income-generating activities and perceptions of beneficiaries in Kavango Region of Namibia done by Kavetuna (2013); which indicated that, the additional funds generated by IGAs became useful in financial rewarding to the stakeholders, improving working conditions, and quality of work tools and promotes a sense of respect and appreciations. The study conducted on the value added by income generating activities on financial performance of public secondary schools done by (Dundee & Rambo, 2013), revealed that, IGAs enabled public schools to cope with external shocks, without necessarily passing down budgetary adjustments to parents.

Furthermore, Gravenier (2011) explains that the concern for additional resources for secondary education finances has been shown by education administrators, scholars, education writers and even the government. He states that over -emphasis on education in terms of budget allocation. Gravenier stressed that the generation of extra funds by educational institutions should play an important role in financing education otherwise it is impossible to expect quality education from schools.

A study conducted by Kibusange and Shauri, (2007) in Tanzania reveals that the teaching profession requires large number of qualified teachers, constant availability of teaching and learning resources. It will therefore demand very large amount of money to cater the needs of

the institution. So the importance of SIGA is a decisive factor to make schools fully functional.

As a researcher of education, Achola (2018) recommends that since the economy and other agencies (parents and communities) are no longer able to provide the massive funds required by the education sector, new sources of educational financing should be found "to maintain "let alone improve current educational enrolments and quality. School-based alternative sources of funds are a good option to supplement the traditional sources of finances.

It was with this in mind that in Kenya the Ministry of Education (2008) while giving guidelines for implementation of free secondary education, advised that schools should start income generating activities where there are none, adding that funds from such activities will be used for approved projects such as infrastructure development. This study sought to determine the effectiveness of school based initiatives in supplementing educational finances.

2.4. School Income Generation Management Practice

In some countries education institution and schools are allowed to generate their own income and utilize finance based on the rules and regulations of the country. School systems can also be encouraged to generate income to self-finance some of their educational activities. Educational institutions and schools do have some source of material income in most of education systems worldwide..

The writers Olembo and Omoka(2016) examined that the various ways of financing primary education in Kenya. They note that schools using direct labor from students generated income from their farms by sale of coffee, tea, or sugarcane. They recommended that schools that have sizeable acreage of land should generate income from them. Although their recommendation is mainly for primary school finance, the activities involved can be used at the secondary school level to generate income because scarcity of resources is affecting education quality.

Currently, one can observe and accept the reality that in east Harargee zone woreda schools, the scarcity of resources is affecting not only primary schools but also secondary schools as well. If one visits the secondary schools of all east Harargee zone woredas, entirely all schools

are surrounded by some kinds of physical facility problems. However, one can assume that these problems cannot be addressed at a time. But as time goes on, the problems will be identified gradually, the whole education sector stake holders will make their joint efforts to solve the problems in order to realize sustainable and quality of education.

Another researcher, Selina (2012) argued that; IGAs contributes on the students retention rates in public secondary schools by ensuring adequate supply of physical facilities such as constructing additional classrooms, establishing laboratories and assigning human resources inform of teachers and staff support which are acquired based on availability of financial resources generated in schools; this makes financial resource to be a key resource in quality education provision.

In the above quotation using school incomes it is possible that shortage of human resources like school guard person and janitors can be hired. As members of supporting staff, these workers are very important in school compound. However, in rural areas of most woredas many schools are left without these workers due to scarcity of resources to hire them.

In a recent study on assessment of School Facilities and Resources in the Context of Fee Basic Education in Tanzania done by (Kapinga2016) verified that; the main determinants of quality education include provision of adequate textbooks and teaching staff, a conducive learning environment (including water and sanitation facilities and classrooms), as well as a broad-based curriculum that is implemented through students-centered interactive teaching methodologies. School facilities are one of the basic educational requirements that must be maintained in terms of safety and quality.

Moreover, Mwelumbini (2014) verified that; efficient schools include learning with all supportive actions; unfortunately there were no individualized programs for special needs and low performance students due to insufficient teachers and poor social services in public schools. We are convinced that SIGAs play their own part to address the problem of inclusive education and qualified teachers.

As Republic of Kenya, a Reportof (1999) “these changes have resulted in a myriad of problems in educational sector such as overcrowded classrooms, poor results and deficiency in

resources. Many studies have been undertaken on evaluation of education curriculum studies already conducted in this area have not quite brought out the element of financial performance of schools, particularly based on universal accounting indicators.

In his views, Omukoba (2011) found that money generated through school-based IGAs was used to purchase teaching and learning materials, facility maintenance, infrastructure development, and staff motivation. However, such projects were constrained by inadequate funding, poor management of records, and lack of qualified personnel. The study concluded by stating that school-based IGAs were useful in generating additional income. The proceeds were used to purchase learning materials and to provide physical facilities. It was noted that school-based IGAs had played an important role in reducing fee deficits; thus, making the management of schools easier.

In their opinions, Ganti and Kolluri (2017) expressed that there is a need to explore schools based economic activities to supplement existing source of income to alleviate the financial burden on parents, community and the government. The concern for additional resources for education finances has been shown by education administrators, scholars, education writers and even the government. The aim must be to improve the performance of educational systems through changes that will make them more relevant to the needs of their clients, more efficient in their use of available resources, and a more effective force for individual and social development. Improved performance does not mean simply doing better what is already being done; it means doing things differently and doing different things.

2.5. School Income- generation Management Challenges.

The challenges of implementing available school incomes have been seen from different angles. Some of these are the following.

The recent study on the constraints of implementing free secondary school education in Mandera done by Adan and Orodho (2015) found that; school managers faces challenges such as low management capacity of the principals, delay of time of funds disbursement to schools, unreliable parent support to the implementation of free public education and most of principals are only subjected to compulsory training in resources management without concentrating on

the directorate of quality assurance and standards in order to increase the frequency of school-based IGAs supervision in order to produce quality outcomes of products.

Besides, Jodi, (2010) depicted that, “the most challenges affecting income generating activities in the study of IGAs are weak leaderships and conflicts of interests among the stakeholder Hence, the PTA committee must have high commitment to support their schools so that the problems of school facilities will be addressed as school incomes improve.

As notified by Maria (2017) that each activity should have a specific portion of time allocated to it each day and should be closely monitored. In most schools there is problem of utilizing the generated income effectively which creates problem on the teaching learning process and this in turn affects school income generation. Therefore to recommend the findings to the concern body to take remedial action on time is very important.

Jonathan (2014); identified the associate challenges which faced principals in management of school-based income generating activities; these included; few number of teachers per subject taught in relation to the number of students, poor teaching environment and fewer learning materials compared to the number of students. Other constraints included fewer and un-qualified teachers, lack of competent libraries including lack of staff, few alternative reference readings and few books, unavailability of or underfunded laboratories and weak relation between teachers and parents associations.

As a matter of fact, Omukoba (2011) stressed that studies already conducted in this area have not quite brought out the element of financial performance of schools, particularly based on universal accounting indicators. For instance, Omukoba found that money generated through school-based IGAs was used to purchase teaching and learning materials, facility maintenance, infrastructure development, and staff motivation. However, such projects were constrained by inadequate funding, poor management of records, and lack of transparency and qualified personnel.

2.6. Summary of Related Literature.

Financial management must know the source of funding how to use the fund effectively by using internal and external financial regulation.. Responsibility will be for decisions but also for administrative actions. For example, to control resources, at each level responsibility can be used with commitment. Clarity of role is important.. By discenterizing delegation it is possible to avoid the bulky works of over loading. This is because; usually SIGA is left only for principals. But it is the activity of school managements.

As of Henrekson (2016) the teachers and parents need to be in a meaningful partnership and interplay for the benefit of all parties and particularly the learner. While giving guidelines for implementation of free secondary education, advised that schools should start income generating activities where there are none, adding that funds from such activities will be used for approved projects such as infrastructure development and school facilities. This study is sought to determine the effectiveness of school based initiatives in supplementing educational finance. There is therefore a need to explore schools based economic activities to supplement existing source of income to alleviate the financial burden on community and the government.

Jacobson (2013) said that when mobilizing school community with PTA, school principals need to identify and practice the income the school needs to implement a particular activity or project, identify local actors that have access to these finance by conducting a local resource assessment, choose the people or/and institutions that have the resource needed and are most likely to be interested in helping SIGAs and approach them developing a strategy for approaching these individuals or institutions.

From the above concepts we can recognize that the more supporters we have in IGAs the more options we can utilize during a hard time because some members may withdraw from these activities when IGAs encounter certain challenges.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methodology that was employed in the study. The chapter shows research design, research approach, study area, the target population, the sample and sampling techniques, and methods of data collection. Moreover, it shows validity, methods of data analysis and ethical considerations.

3.1. Description of the Study Area

East Harargee zone has twenty(20) woredas and four (4) administrative towns. Of these, kombolcha woredalies 17 KMs from Harar. This woreda has 58 primary and 3 secondary schools. According to the report east Harargee zone education office inspection group, (2019) thirty-nine (39) primary and two (2) secondary schools have been inspected. Of these, only three (3) primary schools have attained required minimum standard of school that is level 3. The rest 36 primary and 2 secondary schools have failed to meet the minimum standard. Which means 25 primary schools and one secondary schools fell on level one while 9 primary schools and one secondary school fell on level 2. It is obvious that when schools are in this situation, the realization of education quality is inconceivable.

As education quality requires various kinds of intervention and support of stake holders, education sector experts are also expected to evaluate their internal activities and forward whatever likely solutions to improve the facilities for better teaching and learning processes. As an expert of east Harargee education office, the researcher is concerned about the physical facilities of kombolcha public schools. Because this woreda has worthwhile potential to improve physical facilities of schools. The woreda is a cash crop area where a lot of vegetables, product of ‘chat’ are abundantly produced and these have been possible because the area is naturally gifted with under crust water used by the way of hand dug wells and presence of numerous spring water.

In Kombolcha woreda public schools, the researcher observed that of 58 primary schools, 52 of them do not have required water, 38 of them do not have separate toilet for boys and girls, there are not enough seats for students, and most of schools are having overcrowded classes, 38 schools do not have fences, 53 are without libraries putting aside laboratories. The woreda

has three secondary schools. All of them do not fulfill a minimum standard. In the absence of all these facilities, one cannot expect comfortable teaching and learning situation. Meanwhile, the above school physical facility problems have to be addressed in some ways. Accordingly, one way of solving these problems is generating school incomes. Thus to make a required study on how these public schools generate incomes and utilize is very important.

3.2. Research Design

The study used descriptive survey design. (Borg and Gall, 2010) notes that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The purpose of the descriptive survey is to describe existing conditions, identify the standards against which existing conditions can be compared, and investigate the relationships that may exist between events.

According to Kothari (2014) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. This study was conducted by using mixed research approach. Mixed approach helps the researcher to get deeper and clear understanding of respondents' knowledge, experience and attitudes concerning IGAs as well as utilization. Thus, using of qualitative and few elements of quantitative enhances the generation of the intended information as it allows triangulation of data collection methods. Descriptive research design allowed the data to be collected in numerical form as well as in description form.

3.3. Population, sample size, sampling techniques.

Table 1: Sampled Population of Respondents.

N ^o .	Respondents	Targeted	Sample	Percent	Sampling Technique
1	Principals	9	9	100	Purposive sampling technique
2	Teachers	286	90	31	Simple Random Sampling technique
3	Supervisors	6	6	100	Purposive sampling technique
4	PTA members	45	15	30	Simple Random Sampling technique
5	BET members	45	15	30	Simple Random Sampling technique
6	Administrative staffs	16	5	31	Simple Random sampling techniques
	Total	407	140	34.40	

N.B:-Each school has 5 PTA members.

3.4.Sources of Data

In this study, data were gathered from both primary and secondary

3.4.1. Primary Sources of Data

The primary sources of data were principals, supervisors, teachers, parents, BET members, and education office staffs.

3.4.2. Secondary Sources of Data

The secondary sources of data were document reviews, reports and guide lines from woreda education office. Target population is defined as a group, which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell,)The participants of this study were 90 teachers which means 10 teachers were drawn from each of 9 schools. Likewise, all 9 (nine) principals from 9 schools, 6 supervisors, 5 administrative staffs, 18 parents, 18 Board of Education and Training (BET) were drawn from all the nine schools. Altogether the researcher targeted 140 respondents. Here, principals and supervisors were intentionally selected for they could be important informants using purposive sampling technique. Purposive sampling was used to identify research respondents based on their strengths that included experience, position, qualification, skills as well as their willingness to provide information (Etican, Musa & Alkasim 2016, : 2).

After the selection of the participants conducted, proper orientation was given that all were asked to give their expectations to those questionnaires and interviews freely and independently. On this (Wiersema 2019).said that the respondents will feel free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity because sensitive questionnaires are used to obtain information on how IGAs and utilization were implemented.

3.5. Methods of Data Collection

The data in the study were collected using two styles by dispatching the prepared questionnaires for the teachers, principals, supervisors, school administrative staffs and by interviewing two supervisors, two principals, two parents and two teachers. .The researcher

used interview schedules, observation checklist. It enabled the researcher to collect both quantitative and qualitative data. Observation checklist used to record observable information during the researcher's visit to the sample schools. Using the tool, the researcher collected data

3.5.1. Questionnaires

Questionnaires were prepared in three sets, for teachers, Administrative staffs, principals, and supervisors. The questionnaires were used to secure information from teachers, staff members, supervisors and principals as they are the most appropriate instruments to obtain reliable and adequate information on the current school principal effectiveness and practice in a limited time. Moreover, in these questionnaires open-ended questions were used because they are the most appropriate to allow participants to raise their opinions if they have question.

3.5.2. Interview:-

The researcher interviewed 2 supervisors and 2 principals, 2 PTA and 2 teachers using an audio recorder. The essential responses gathered from supervisors and principals were organized in meaningful information. In the interview, the researcher used the language of regional instructional media (Afan Oromo). Especially, for parents. In this study, semi-structured interview was employed to collect data from principals, teachers and supervisors on the third specific objective of the study. This method was employed due to its strengths of exploring attitudes, values and beliefs about the research problem from the participants. Moreover, the method allowed both the interviewer and interviewees to ask questions wherever it was necessary so as to get the required information (Edwin, 2014, p. 21).

3.5.3. Document Review

Document review was conducted to gather supportive data about the principals and the PTA roles. Documentary review was employed to complement the information not obtained directly through interview, observation and questionnaire. Despite its advantages of providing missing information from other methods of data collection, the researcher saw that some of documents were outdated and thus provide irrelevant information about IGA and utilization. Generally, most of the documents the researcher observed were not well organized and filed by months and years.

3.5.4. Field Observation

Field observation is a method of data collection in which researchers observe within a specific field aimed to find out what is going on (Nery, 2016). In this study, non-participatory observation was used. This method was employed as it is the method that employs sensorial organ and situational experience to provide concrete evidence of what is going on in the field through eyes. Here, the researcher observed some school farms, and some fields of schools. The observation was conducted in three school farms,; Namely, Nokolas, Sibilu primary schools and Kombolcha secondary school.

3.6. Procedures of Data Collection

The purpose of the study was to investigate the major factors affecting income generation and utilization in 25 government schools that currently practice IGAs found in Kombolcha woreda.. To meet this purpose, data collecting instruments were questionnaires and interview that are quantitative and qualitative in nature respectively. In addition to that document review was conducted. Hence, the design of the study was descriptive survey, using mixed methods (both quantitative and qualitative)

Before launching his research activities in Kombolcha woreda, the researcher took all supporting letters from Haramaya University, East Harargee zone education office and Kombolcha woreda education offices. Next, the procedure of data collection for this study was started by developing relevant instruments and checking their validity. Then, to have common understanding by avoiding confusion, pilot test was administered. Then, after informing the purpose of the study and getting willingness from those sample schools and respondents reliability was proved.

After all instruments proved functional, the researcher administered by giving proper orientation about the purpose of the study, how to fill the questionnaires, how to answer the interview etc. Here, the orientation was given not only to sample respondents but for all members of Kombolcha woreda education office. Next, the agreement was made before the distribution of instruments. Finally, the questionnaires were distributed and interviews were conducted carefully. This study was conducted with the help of data collectors and facilitators.

3.7. Pilot Test

In order to know the consistency and reliability of the questionnaires, so as to make the necessary corrections before the final copy was distributed for the actual study, pilot test was conducted in Berzala primary school (out of sampled schools). The pilot was conducted with 2 principals, 3 teachers, 2 supervisors and 2 parents. Based on the pilot test, required adjustment was made.

3.8. Validity and Reliability of the Instruments

Validity is the ability of the research instrument to measure what was intended to measure and how well it does so. On the other side, reliability is concerned with the trust that one can have in the information achieved from the use of an instrument, that is, the degree to which any measuring tool controls accidental mistake (Mohajan, 2017,: 2). Validity and Reliability are the most important and fundamental features in the evaluation of any measurement instrument for a worthy research (Mohajan, 2017: 3)

The validity in this study was ensured for the purpose of helping the researcher to determine the appropriateness, correctness, meaningfulness and usefulness of the collected data (Fraenkel and Wallen, 2019,:154). Different ways were employed to ensure the strengths of the findings. First, the questions were prepared using simple and clear language based on the research objectives. Second, the researcher provided detailed explanations of the focus of the study, that is, the researcher's role, the informer's position and basis for selection and the setting from which data would be collected. Third, data were collected through multiple data collection methods such as questionnaires, observation and interview to support triangulation as the ways to form credibility. The combination of different instruments in collection of data from different people was expected to make the data collected

3.9. Method of Data Analysis

The relevant data were gathered using questionnaires. After dispatching 140 copies of questionnaires to the sampled schools, teachers, administrative staffs, principals, they were filled and returned. Then, data were tabulated, analyzed and interpreted by using appropriate statistical tools, which includes percentage and frequency count. The qualitative data obtained

through interviews organized in the meaningful information and triangulated by cross-checking and assessing the outcome of findings from various points of prospects which was interpreted by the researcher in the way to answer the research questions. Besides, the inferential analysis was considered with the various tests of significance for hypothesis and estimation based on evidence and reasoning obtained from the study to reach at required conclusion. At the end, the findings of the research were presented as well as scientific and feasible recommendations were forwarded.

3.10, Research Ethics

Research ethics involve requirements on daily work, the protection of dignity of participants and the publication of the information in the research (Fouka and Mantzorou, 2011, p. 2). In this study, the permission was agreed on voluntarily bases. Where the study was conducted, anonymity, honesty, respect, privacy and confidentiality of all the respondents was maintained and ensured. The participants rights of joining voluntarily in the study or withdrawing from it at any time, was also respected. The purpose of conducting research was clearly explained to all participants for the aim of promoting better understanding of the nature of the study.

4. RESULTS AND DISCUSSION

The purpose of the study is School Income Generation, Utilization and Challenges with relation to Facilities in Public Schools of Kombolcha Woreda. This chapter consists of two main parts. The first part discusses the characteristics of respondents, while the second part attempts to answer the questionnaires; interviews and others raised issues to discover the findings of the study. Hence, the later part deals with the interpretation of detailed data gathered through questionnaires and interviews. So, the chapter is devoted to analysis and discussion of the data.

To this end, both quantitative and qualitative data obtained through questionnaires and interviews were used to answer the basic research questions. In this study six groups of respondents involved such as principals, teachers, supervisors, administrative staffs, PTA and BET members.

Concerning PTA and BET members, the researcher prepared short questionnaires and interviews to parents and some BET members for they have their roles of school community mobilization in SIGAs. The data collected were analyzed. Frequency tables were used together with percentages to present the findings as per the research objectives.

The cross-sectional scenery of the sample was intended to collect views regarding the subject from several perspectives. It was found that a total of 140 respondents planned to participate in the study. When it was conducted the return rate for the questionnaire and interview used for the data analysis was 100% which is a satisfactory standard (Table 4.1).

Mugenda (20013) said that once the returned questionnaires as well as the number of successful respondents exceed 50 percent of the target, then the findings obtained are considered for analysis. Here, one can understand that a researcher has right to make his study by referring this concept.

Table 2. Background Information of Respondents.

No	Item	Category	Principals		Supervisors		Teachers		Adm. Staffs		Parents	BET
			F	%	F	%	F	%	F	%		
1	Qualifications	Certificate	--	---	--	---	11	12.22	1	20	--	--
		Diploma	2	22.22	2	33.33	45	50	3	60	--	--
		BA/ BSC	6	66.67	4	66.67	32	35.56	1	20	--	--
		MA/ MSC	1	11.11	--	--	2	2.22	--	--	--	--
2	Years of Service	1—10	3	33.33	2	33.33	27	30	1	20	--	--
		11—20	4	44.45	3	50	35	38.89	3	60	--	--
		21---30	1	11.11	1	16.67	24	26.67	1	20	--	--
		Above 30	1	11.11	--	--	4	4.44	--	---	--	--
3	Age	31---40	6	66.67	3	50	51	56.67	3	60	--	--
		41---50	1	11.11	2	33.33	18	20	1	20	--	--
		≥51	---	---	1	16.67	10	11.11	--	--	--	--
4	Sex	Male	7		4		48		3		12	13
		Female	2		2		42		2		3	2
		Subtotal	9		6		90		5		15	15

Number of planned participants—140. Number of achieved participants---140=100%

Concerning the gender issue, the respondents from government workers were requested to indicate their gender category in the questionnaires. A total of 88 male and 52 female 78.6% and 21.4 % of the total respondents respectively, took part in the survey. These results show that there were more males in principals and supervisors than female. Thus, one can realize that **there was gender imbalance**, especially in the appointment of principals and supervisors who can play decisive roles in the IGAs of these public schools. Of 90 teachers 53.33 % (48) of them are male while 46.67 % (47) of them are female. Of 15 sample parents, 80 % (12) of them are male, while 20.0 % (3) of them are female

With regard to age of respondents, 67 % (6) of school principals were in between 31--40 years old. Whereas 20% (2) fell in between 20-30 years old. Administrative staffs 36.4% (28) were in between 31-40 years old, 32.5 % (25) fell in between 20-30 years old. Majority of supervisors, 68 % (4) were in between 31--50 years old and 16.7 % (1) was in between 41-50 years old. 15% (2) of school principals were in between 20-30 years old. Whereas 56.2 % (4) fell in between 31-40 years old. The rest 27.7 % (3) ranged 41-50 years old respectively. Majority of teachers 62.22% (56) were in between 31-40 years old. Whereas 34.44% (31) were in between 41-50 years old and the rest 3.33% (3) were above 50 years old respectively. The age and service is **mainly tied with experienced and matured members** who can understand the importance of school income generation as well as utilization and could have will to support the general improvement of schools.

In terms of qualification 67 % (6) of school principals, again 67% (4) supervisors were first degree holder. Teachers and principals were asked to indicate their highest educational level where the findings revealed that a total of 32 (35.560%) of the teachers and 6 (66.67%) of them had bachelor degree. Likewise, 45 (50.0%) of the teachers and 2 (22.22%) of principals had diploma, while only 12 (22.22.0%) of the teachers had certificate. Thus, one can come out with the notion that majority of the IGA teachers and principals in primary and secondary schools had the minimum qualifications that allowed them to enter into the teaching of profession are fit to practice IGAs. However, there was only one principal with Master degree. So, it is obvious that professionally **they are fit to carry out** their responsibility.

4.1. The Status of Income-Generating Activities in Kombolcha Woreda Public Schools.

The first research specific objective is to assess the status of income generation in Kombolcha public schools. Which means the extent to which kombolcha woreda public schools have identified and tapped available internal incomes was sought first through interview conducted with respondents.

The findings that came out during the interview with a supervisor 1 from school '1' revealed that:-

“Most Public schools engaged in internal school income generation, do have school lands. On these lands , some schools have ‘chat farm, maize, , vegetable such as cabbages , growing grass to sell, Eucalyptus trees and some schools hire their school land. The schools with IGAs are better than those without IGAs in reducing facility problems. However, many schools have not used their potential incomes in IGAs like hiring their class rooms for night schools, hiring rooms for cafeteria, kiosks in which one can shop stationeries and other items. This is because, some schools that having more than eight hundred students, and there could be a lot of potential business. So, the performance of income generation is weak and very low.”

(March 2022)

Here, the supervisor indicated that currently most schools practice seven types of IGAs adding that three more IGA types (he assumed) could be tapped. However, there could be more IGA if the school management is effective on its performance. In addition to that attitude towards IGAs among some principals is weak due to lack of awareness on IGAs .On this concept a recently appointed principal 1 from school “2” told the researcher in an interview that this school has a *chat* farm hired for a farm holder at very low price. This kind of practice is reducing the incomes of the school. When he revealed the reality of the practice, he said:

“This school chat farm has been hired out for a farm holder at 4000.00 ETB (Four thousand Birr) per year. However, the farm holder sells the product of chat for more than 4000.00 ETB at a time. In a year, he can sell the chat product three times at the same price. This is because; the chat farm can yield its product for three rounds in a year. This shows how our school management has hired the farm at very low price without considering the real incomes of the chat farm.”

(March 2022)

From the quotation one can understand that the management of the school is not effective to produce the real incomes from the school farm. Due to its incompetent, school management is not tapping what it is supposed to:-Meanwhile, most school management committee and stake holders know the condition of SIGAs of school internal incomes. However, due to lack of transparency and required commitments, they are not performing their activities with required

accountability. This was confirmed as they replied to questions presented in the next table. Accordingly, the following questionnaires in the tables are for Principals, Supervisors and Administrative staffs,

Table 3. How is the Status of IGA in Kombolcha Woreda Public Schools

Alternative	Respondents	Frequency	percent
High and successful	Principals	0	0
	Supervisors	0	0
	Administrative Staffs	1	20
Bad and unimportant	Principals	2	22.22
	Supervisors	1	16.66
	Administrative Staffs	1	20
Weak and it requires improvement	Principals	1	11.11
	Supervisors	1	16.67
	Administrative Staffs	1	20
	Supervisors	4	66.67
	Administrative Staffs	3	60

Table3. How is the Status of IGA in Kombolcha Woreda Public Schools? On this question, most of the respondents 66.7% (6) of principals, 66.67% (4), of supervisors, 60% (3) focused on weak but it requires improvement, while 22.22% (2) of principals, 16.66% (1) of supervisors, and 20% (1) of administrative staffs focused on high and successful. Whereas 11.11% (1) of principals, 16.67% (1) supervisors and 20% (1) of administrative staffs focused on bad and unimportant. Thus only 20% (1) of administrative staffs focused on high and successful. In general, the most respondents confirmed that IGA is weak and it requires improvement.

Table 4. How is Management Skills in Utilization of Generated incomes Among PSKW?

The second specific research objective is to identify the level of generated incomes utilization skills of school management in Kombolcha Woreda public schools. The finding brought out the reality of how the managements practice the utilization of generated incomes. Concerning this issue, a teacher 1 from school “2” noted that:

“If we aspire effective school management to carry-out proper utilization, first the principals and management committee should get required skills on proper utilization and responsibility. Principals are busy with other duties. But, Proper utilization requires good recording. In some schools we do not have proper recoding of incomes and expenses, without good record keeping these activities will fail. ” (March 2022)

Here the teacher told the researcher what he knows about school management activities. It is known that usually principals are busy with other school activities like taking care of all teachers and students, whether all classrooms are going well or not, settling problems when they happen, and so on. Being busy, having no skills to run income utilization, a principal cannot be effective. Hence, a skilled responsible person is required to take the accountability of income utilization.

Furthermore, the study revealed that most of the problems affecting principals in the management of IGAs were related to shortage of skilled human resources. This was revealed through interview conducted with a principal. As he had evaluated how IGAs and utilization were done, a recently appointed principal 2 from school” 3 “said the following.

“..In our school, we see there are so many problems of school facilities. The existence of IGA has reduced some school facilities. However, if enough income is generated, these problems could be solved. But, the system by which to generate incomes is not effective. There are certain weaknesses to be addressed by education office and its stakeholders. For instance, skilled person is required for documentation and book keeping, close supervision and auditing are important, the school management has to be strong enough to accomplish its duties. These issues need much attention and required decision from mandated organization”.

(March 2022)

The opinions of respondents revealed that the effectiveness and efficiency of IGA in schools depend on the level of entrepreneur skills the school management team possesses including the principals in their functions.

Table 4. How is management Skills in Utilization of Generated Incomes among Kombolcha Woreda Public Schools?

Alternative	Respondents	Frequency	percent
It lacks transparency and does not provide required reports	Principals	7	77.78
	Administrative staffs	4	80
	Supervisors	4	66.67
It is and being done according to the guide line	Principals	--	--
	Administrative staffs	--	--
	Supervisors	--	--
The school management is not committed to utilize it according to the guide line.	Principals	2	22.22
	Administrative staffs	1	20
	Supervisors	2	33.33

Table 4.3. **How is Generated Incomes Utilization Skills in Kombolcha Woreda Public Schools?** stated that 80%(4) of administrative staffs, 77.78%(7) of principals and 66.67%(4) of supervisors favored it lacks transparency and to provide required reports” while 33.33%(2) of supervisors, 22.22%(2) of principals and 20% of administrative staffs considered the school management is not committed to utilize it according to the guideline. However, none of the respondents reacted it is good and being done according to the guide line. This shows that the performance of utilization with available resource is bad due to lack of skills in performance and lack of transparency in reporting their activates.

4.4. Major Challenges Facing IGAs and Utilization in Public Schools of Kombolcha Woreda.

.**The third research objective of this study** was to identify the major challenges that public schools in Kombolcha woreda are facing in generating incomes and utilization. The study sought to find out challenges facing IGAs and utilization. Accordingly, the study administered interviews for parents, supervisors and teachers. Most of respondents revealed that there was no transparency, there was no report for relevant bodies, the activities were not audited and in general there were no clarity in management performance.

As shown in the study findings, of the principals that were interviewed, most of them said that lack of enough awareness on IGAs; experience and skills on IGAs were the key challenges facing principals. During the interview, principal 2 from school “4” noted:

“I received only a single training on how to prepare a business plan before using of IGA. After successful development of the business plan I used the incomes by maintaining class rooms, windows and constructing additional class rooms with the hope that more training would be provided to me on how to utilize the generated incomes. But up to this moment no awareness creation has been provided and we are busy with other activities” (March 2022)

The statement above indicates that even if the principal expected general training on IGAs and utilization, his expectation was not realized. In addition to that being busy with other bulky works, principals are overloaded by layers of duties.

On this point,, when pointed out, Sigilai (2013) indicated that “principals are overworked by other duties such as administration duties and class work including teaching and marking of the students’ works. All these responsibilities hinder the ability of principals to perform effectively all issues concerning with management of financial resources as they are already tired with other responsibilities, many responsibilities allocated to the principals are obstacles to them in effectively performing some school responsibilities including IGA”

Moreover, on this (Kyenze 2016) stated that ” the effectiveness and efficiency of IGA in schools depends on the level of entrepreneur skills the school management team possesses that when one increases entrepreneurial skills, the growth and development of IGA will increase”. In addition to that, a study by Khan (2017) stated that “one of the skills that a principal must develop is the skill to communicate. This will help the principals to share important information with the different education sector stakeholders in the school which will help in the generation of the needed revenue.” He added that “Communication stands at the heart of any school system and the ability of the principal to communicate with parents, teachers and the government will help to improve the revenue prospect of the school especially from internal sources.”Here, Khan specifies that the communication skill is a decisive factor for school management in the activities of IGAs and utilization because different customers and actors require good relation in their own terms.

4.4.1. Lack of Awareness on IGAs

The findings of this study established that lack of awareness of IGAs was a major leaning factor for poor implementation of income generating activities in Kombolcha public schools. This is when the large number of the IGAs stakeholders and school committee members lacked required awareness and priority in running the type of IGAs in their school place. Lack of awareness and management skills on IGAs by the principals can be termed as one of the factors that contribute to poor performance of IGA in public schools. As the researcher conducted interviews a member of PTA parent ‘1’ from school “5” put forward the following:-

“When we see IGA and generated resource, it looks a simple activity and limited incomes. However, if strong system is adjusted, a huge resource can be harvested where population is high and potential business is considered because our school has more than nine hundred students and fifty teachers”

(March 2022)

In Kombolcha woreda, since the area is gifted with various crops including chat production, abundant business population is observed where merchants export vegetables like potatoes and onions to Somalia, Hargeysa by trucks, chat product exporters send to Djibouti and Hargeysa. So the movement of population is very high. Here, if one can see the reality on the ground, public schools can establish various IGAs among all this population. To do so, the work of awareness creation on PTA and BET is very important because they can mobilize the school community regarding IGAs.

Ndege(2015) stated that “the growth and development of IGAs depend on proper entrepreneurial skills, mentorship, monitoring and evaluation as means of supporting and promoting IGA.”Thus, this shows the importance of the work of awareness creation for the success of IGAs to reduce the problems of school physical facilities.

Similarly, Kazimoto (2014) said that “Many principals do not realize the importance of planning to their IGAs’ success. Often, they neglect the process of planning because they think that it is something that benefits only large businesses.”

4.4.2. Lack of Security around School Farm.

Since a school is surrounded by its community, the responsible body should mobilize the community towards the school income-generation and make the community feel sense of ownership upon school farm. On this issue, a supervisor 2 from school “6” pointed out that:

“In a school, before launching IGA it is important that the school community should be aware of the program because when the community knows that the objective of IGA is to reduce the problems of their school, to improve the education of their children. Then, they consider the program in a sense of ownership, something that belongs to them. After that, the whole school community will be supportive in term of their contribution as well as the general security of the program. So, to mobilize the school community on this issue, the roles of PTA, BET and woreda administration are decisive”

(March 2022)

The school community should be a guard group of their school if not someone should be in charge of school property. Otherwise, the school compound and property are left unsafe. But if PTA and BET members accomplish the work of awareness creation and sense of responsibility by mobilizing the whole community towards their school, it will be in safe and protected environment. A principal 3 from school ‘7’ added that

“Some people from our community tend to steal the school property due to lack of security. Others view the school property as the one with no owner and this kind of mentality has made the school property be unsafe. For instance, last year, one of my teachers who were living in the schoolhouse chased someone who had jumped into chat farm probably for the aim of stealing.”(March 2022)

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The above statement indicates that lack of hired security guards may affect the growth and development of IGAs. In school compound, school farms may be exposed to thieves as well the grazing cattle can eat the crops. Therefore, hiring guards was very important to ensure the survival and sustainability of the school IGA. In kombolcha woreda, of 57 schools, 17 schools do not have security guards. This problem should be addressed by the woreda education office and the surrounding school communities.

4.4.3 Lack of Commitment from School Committee Members

School community is a decisive factor to serve its school because public school belongs to it. The school is the property of their children. When member of school committees are selected from the surrounding school community, certain criteria should be set.

Concerning this, Sigilai (2013) said that “.Selection of committees should be conducted by entire community based upon their honesty, integrity, standing in the community willingness to work in group, willingness to develop their community.”

The above quotation shows the criteria set for selection of school committee from the surrounding community is very important because this duty needs commitment and a lot of efforts to participate in a activity of school management,

On the other hand, in Kombolcha woreda, the findings extended that not only the matter of recognition but also poor attendance of school committee members in the school meeting was among the major challenges facing principals in managing school financial resources

including income generated from IGA and utilization. Concerning this, principal 4 from school “8” forwarded that:

“As IGA and Utilization is tiresome and laborious, some sort of refreshments like coffee, soft drinks, if possible allowance must be in place for the school management committee when they conduct serious discussion on IGAs and utilization. Otherwise, even if high degree of commitment is in place, there are unmanageable problems. For instance, there are PTA members (parents) who come from remote area. They have to walk a long way to arrive, or come by taxi with their own pocket, or take contract of vehicle and they have to do so when they come back for lunch. So, how this problem is considered? No one is committed to work under a pressure of impatience and boring. But, to settle this problem it requires the decision of mandated authority” (March 2022)

Here, one can assume that schools are not the same as far as their level IGA is concerned. When IGA is high their income may be valuable. Then, the school management may be able to allocate certain incomes for running costs. But this can be realized when the issue is included in the school guide line.

4.4.4. Lack of Proper Business Plan

It is understood that business plan is a core of IGAs and utilization. During the interview, a teacher 1 from school “9” indicated that:

“. Some of the schools in our woreda were affected by improper business plan. School management committees should discuss thoroughly in their school-plan before deciding to buy school facilities. For instance, in “6” school, what they planned to buy was tables for class rooms but there were shortage of desks (student- seats) in the school. This was later identified after the tables were bought. Finally, it was understood that the previous decision of management committee was made before identifying and prioritizing the existing problems. This can happen in the activities of income generation as well” (March 2022)

The quotation above indicates that there was poor planning of income utilization in some schools which in one way or another contributed to poor performance of management committees. On the other hand, a supervisor reported that poor business plan had affected the performance of income utilization. Some of school business plans were not practicable in their areas. For instance, on the other day, a school had prepared a business plan concerned with

crop cultivation, but in real situation, the management knew nothing about each crop and how to cultivate. In fact, proper business plan is important in establishment of IGA as proper utilization by providing strategic plans that guide the overall direction of IGAs by identifying the ways of maximizing their strengths and overcoming their weaknesses. Likewise, lack of comprehensive awareness on proper plan was seen in response of the following table.

Table 5. Is the Internal Income Planned by Schools?

Alternate	Respondents	Frequency	Percent
Yes	Principals	6	66.67
	Supervisors	4	66.67
	Administrative Staff	3	60
No	Principals	3	33.33
	Supervisors	2	33.33
	Administrative Staff	2	40

Table 5. Is the Internal Income Planned by Schools? Regarding this question 66.67%(6) of principals, 66.67%(4) of supervisors, 60%(3) of administrative staffs said “yes” while 33.33%(3) of principals, 33.33% (2) of supervisors and 40%(2) of administrative staffs said “no”. The above percentage shows the stake holders revealed that schools do not have comprehensive plan for SIGAs,

On the other hand, in Kombolcha woreda, the findings extended that not only the matter of recognition but also poor attendance of school committee members in the school meeting was among the major challenges facing principals in managing school financial resources including income generated from IGA and utilization. Concerning this, principal from school “8” forwarded that:-

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come by taxi with their own pocket, or take contract of vehicle and they have to do so when they come back for lunch. So, how this problem is considered? No one is committed to work under a pressure of impatience and boring. But, to settle this problem it requires the decision of mandated authority” (March 2022)

Here, one can assume that schools are not the same as far as their level of IGA is concerned. When IGA is high, their income may be valuable. Then the school management may be able to allocate certain incomes for running costs. But, this can be realized when the issue is included in the school guideline.

A very decisive factor in IGAs and utilization is a question of transparency. If transparency is not in place, commitment of members may erode; sense of accountability will be lost. Accordingly, in the following table respondents confirmed this reality.

Table 6. Factors Affecting School income Generation and Utilization

Alternate	Respondents	F	P
Lack of Transparency and required skills of the management	Principals	9	100
	Supervisors	6	100
	Administrative Staffs	4	80
Using according to the plan	Principals	--	--
	Supervisors	--	--
	Administrative Staffs	--	--
Lack of management	Principals	--	--
	Supervisors	--	--
	Administrative Staffs	1	20

Table 4.5. Factors Affecting School-income and utilization is- for this when they expressed their views 100% (9) of principals, 100% (6) of supervisors and 80% (4) of administrative

staffs considered 'lack of transparency and required skills, only 20%(1) of administrative staffs focused 'lack of management'

So that, here most of respondents asserted that the importance of transparency and required skills are the major factors that affect school income generation and utilization. This is because the management committee of the schools should be committed to be honest and abided by the school guidelines. When this committee is equipped with this ethics, the next important thing is the question of skills to run income generation and utilization. Simply because unless a member of the committee who has required skills to practice this duty is in place, the school cannot be successful and the facility problems would not be reduced.

Table 7. To Overcome the Factors that Affect Income-generation, it requires

Alternate	Respondents	F	P
Working transparently according to the plan	Principals	2	33.33
	Supervisors	1	11.11
	Administrative staffs	1	20
Having well defined plan	Principals	--	--
	Supervisors	--	--
	Administrative staffs	--	--
Frankly reporting to the stakeholders.	Principals	--	--
	Supervisors	--	--
	Administrative staffs	--	--
All	Principals	7	77.78
	Supervisors	5	83.33
	Administrative Staffs	4	80

Table 4.6.Overcoming the factors that affect income utilization:-The majority of respondents said, that having well defined plan, by working transparently or frankly reporting to the concerned bodies will solve the problem. However, 23.33% (21) of teachers focused on working transparently according to the plan. But, 5.55% (5) of the teachers focused on having a well-defined plan, while only 3.33% (3) of the teachers considered frankly reporting to relevant bodies. According to (Jacobson 2013) “on income generation and utilization, all joint efforts of school management, school community, education sector and all its stakeholders are important to improve IGA and utilization.” This shows how all actors are important to IGAs and utilization. Interview held with the researcher a teacher 3 from school “4” explained a promising hope in his school where he is teaching by saying:

“Our school is teaching children under difficult situation. We are badly in need of physical as well as technical facilities. The school was constructed of woods and mud ten years ago by school community contributions. It was done without required designs and standards. Most of teachers we have are studying their educations through summer education to meet the minimum standards to teach. Moreover, we do not have required trainings and we lack a lot of

technical facilities in running our schools. However, according to education sector vision and objective, we are expected to produce outstanding students to bring students excellence through achievements of best practices. In reality, we do not have to expect all supports from external stake holders in near future. So, currently, we get 4000.00 (four thousand ETB) per month through income generation. This is good and promising opportunity to address our school physical problems. If we improve our school incomes and its utilization, we can meet our objectives by using our school incomes wisely. But, we need to develop our degree of commitments by enhancing school management who has to be armed with transparency and sense of accountability.”

(March 2022)

Another interviewee confirmed this idea by providing what happened in 2015 in Kombolcha secondary school. This time it was a turn of teacher 4 from school” 5”. He forwarded the following:

“In 2015 there was competent principal in Kombolcha secondary school. He used to be good in communication, enhancing the practice of school management, gaining clients and supporters for the school incomes. In that the year, the school collected tremendous amount of resources. First, the principal oriented parents to the activity of schools. Then, with collected resources, the school management fulfilled all physical facilities including reference books for library established study groups among 11th and 12th grade students, electrified the class rooms , library, staffs, toilets, school ways, school compound and motivated their teachers to give tutorial classes during all evenings, provided all teaching materials for needed in the school, awarded the best week performer student in each week of the year, bought writing materials for needy students. In that year, in the national leaving certificate examination, of 211 students 16 students scored straight “A” and 85 students passed their examinations.”

(March 2022)

He continued forwarding what he knows about the school:

“Finally, the school was selected as one of the best performer of Oromia regional state high schools and the principal was offered post graduate study. So, if we work hard from the bottom of our heart, there is no reason why we will not realize students’

excellence and best achievements in academic results. Therefore, these all are tied with improved IGAs and utilization. Later on, that principal went for his study and in the school the situation deteriorated gradually and now the school has lost its rank. Thus, we have to understand that resources and good management can realize the success of school objective.”

(March 2022)

From the above two quotations one can understand that schools can improve their problems and status if the managements are dedicated to accomplish the school objectives. In IGAs and utilization the opportunities are there at cost of resilience and hardworking.

Besides, the findings asserted that the generating income and using wisely plays greater role on the achievements of students.

Table 9. Generating Income and Using Wisely Improves Students’ achievements

Respondents	SA (5)		A (4)		U(3)		D (2)		SD (1)	
	F	%	F	%	F	%	F	%	F	%
Teachers	76	84.44	11	12.22	3	3.33	--	--	--	--
Principals	7	77.78	2	2.22	--	--	--	--	--	--
Supervisors	6	100	--	--	--	--	--	--	--	--
Administ. staffs	4	80	--	--	1	20	--	--	--	--
Total	93	342.22	13	14.44	4	23.33	--	--	--	--

Here, entirely 100% (6) of supervisors, 84.44% (76) of teachers, 80% (4) of administrative staffs, 77.78% (7) of principals strongly agreed while 12.22% (11) school teachers, 2.22% (2) principals replied agree. The rest 3.33% (3) of teachers, 20% (1) administrative staff undecided. So most of the respondents strongly agreed, those schools must use the generated income wisely. Thus, using it wisely could improve students’ excellences. This is because when IGAs and utilization improve, the school facility problems will be solved and then the teaching and learning processes can be in good conducive environment. After that, students’ excellence will be realized.

Similarly, Lasway (2019) asserted “it was found that the incomes generated from IGAs were necessary as they helped schools to reduce shortage of school material and financial resources. Also, his study noted that the IGAs were crucial in improving pupils’ academic performance. This means that the schools implementing IGAs owned many teaching and learning resources than the school that did not implement IGAs”

The quotation shows as schools provide required teaching materials, teachers deliver the subject matter easily and students understand what they learn in a conducive environment. This could realize students’ excellences at the end.

Table 10. The Internal School Incomes for Three Consecutive Years.

School		School Internal Income	2018	2019.	2020.	Remark
			ETB	ETB	ETB	
1	Nikolas	Income generated	33200	33000	51000	
2	Sibilu	Income generated	12,500	6000	8950	
3	Tula	Income generated	8000	15000	40000	
4	Qaqalli	Income generated	5500	3000	6000	
5	FallanaaXaxessa	Income generated	14650	18000	64000	
6	FallanaKadir	Income generated	65000	50000	95650	
7	Qerrensa	Income generated	7500	18000	2560	
8	Chaffee Annani	Income generated	20810	22289	15460	
9	Kombolcha Secondary School	Income generated	9500	15650	23450	

From table 4.8 above, one can understand that due to poor performance of school managements the schools incomes fluctuate and reliable progress is not seen year after year. Unbalanced income, not continuous in development or not regular in progress. It is highly possible to guess that the income resources are being misused. So, IGAs and utilization are done without required accountability and commitment. In these processes, expected improvement cannot be realized and the problems of physical facilities cannot be reduced.

Parents are members of PTA. They are decisive factors for the success of school income. It is very important to know how much parents value SIGAs. Here in the following table, parents' response was seen for key required questionnaires.

Table 11. Parents' Response.

No	Items	Alternatives	F	%
1	Do parents believe that the school is the Community's property?	Yes	15	100
		No	--	--
2	What do you do to have proper utilization of school-incomes?	A. I always give suggestion on time	13	86.67
		B. I sometimes give suggestion	2	13.33
		C. It does not concern me.	--	--
		D. All are answers	--	--
3	What techniques do you use to create enough means of incomes?	A. To make stakeholders participate	6	40
		B. To make government. Participate	3	20
		C. A and B	6	40
		D. No answer	--	--
4	What problems do you observe in your child school regarding income-utilization?	A. Lack of transparency	6	40
		B. Lack of commitment	9	60
		C. The school management miss use the income	--	--
		D. No answer	--	--
5	How do you solve the above stated Problems?	A. Through discussion	5	33.33
		B. By creating systems for the school community to participate	2	13.33
		C. By making discussion with all stakeholders and set common working plan	8	54.34
		D. All are possible answers	-	-

In the table 4.9. Parents' Response -Parents know that schools are the property of the community and the involvement of all the community particularly parents in income generation and utilization is very important. But, they suggest that readjustment in the system of IGA and utilization is decisive to improve their practice.

5.2. Major Findings.

- i. IGAs have enabled some schools to generate funds for financing teaching and learning materials, to construct additional class rooms, to maintain broken doors and windows, to provide sports and games facilities, etc. Accordingly, these activities have created more comfortable conditions for students to gain their education. However, the school managements have not identified all available potential school of IG and they could not able to exploit more available resources. This was confirmed by majority of respondents (67%) when they replied to the **first research question** on how is SIGAs in schools on page 34 tables 4. Currently, schools use their farms for growing grasses, maize, trees, *chat* and vegetables. Teacher 1 from school 1 revealed that some business activities, like construction of sheds around the school compounds which could be rented, the class rooms and fields could be rent for various purposes, etc. These could be used for various business activities at school. So due to weak school managements, more available resources have not been tapped.
- ii. The school managements lack skills and do not report how they utilize the generated income transparently by ignoring their accountability. In most schools, there is a problem of required documents, reports, and decision making memorandums. In addition to that in answering **the second research question**, how the skills of managers in utilizing available resources, the majority of respondents (75%) in the table on page 38 said that there is no transparency, lack of skills and not reporting to the relevant bodies are what hampered the use effective utilization.
- iii. The woreda education office does not conduct the required follow up and supervision in schools timely. Moreover, trainings on IGA and utilization are not given to schools even for those practicing income-generations. The study revealed that in school principals are not committed to accomplish the works of IGAs and utilization. The study shows that concerning **the third research question**, the major challenges facing IGAs and utilization in public schools of Kombolcha woreda, the clear majority of respondents

(93.33) in the table on page 43 replied that lack of transparency and entrepreneur skills. In addition to that in the interview held with supervisor 2 from school “ 3”and principal ‘1’ from school ‘4’ stressed that lack of trainings, lack of business plan and other factors hampered the progress of school incomes and utilization.

In addition to that, the study revealed that since the activities of IG and utilization do not have running-costs parents who come from remote areas suffer the hardship of coming and going back. Apart from that, some of schools were facing incidents of crime due to poor security in their schools. Lack of proper business plan and funds to employ security guards were seen to be a problem facing the public schools’ farm lands.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The major purpose of this research is to conduct a study on income generation, utilization and challenges in relation to school facilities in Kombolcha woreda public schools. In order to achieve this purpose, the following basic research questions were set:

- i. What is the status of income-generating activity in Kombolcha Woreda public schools?
- ii. What is the level of generated incomes utilization skills of school management in Kombolcha woreda public schools?
- iii. What are the major challenges the schools are facing to generate-income and utilize the generated income?

The respondents of this study were school principals, supervisors, teachers and KWEO administrative staffs and PTA members (parents) of nine government schools. Thus, eight primary schools and one secondary were under the study. The researcher here used purposive sampling to select supervisors, principals and nine schools that have direct relation with school internal incomes. This was because; the researcher had specific intention to assess why schools with relatively more internal school incomes could not improve their physical facilities in their schools

The selection of the participants from teachers, BET and PTA members (parents) was done by simple random sampling method. The total numbers of respondents who were expected to respond to the study was 140. Accordingly, all respondents were present. The data obtained from respondents were analyzed and interpreted by using statistical tools such as frequency and percentage. The information attained from interviews was triangulated and analyzed in order to answer the research questions.

5.2. Conclusion

This study was conducted to investigate Income-generation, Utilization and Challenges with relation to facilities in public schools of Kombolcha woreda. Based on major findings the

following conclusion was drawn. Since the IGAs and utilization are important to improve school facilities:-

- i. The school managements are not performing the stated roles effectively in order to Achieve the school objectives and do not use the generated incomes according to the guideline the schools.
- ii. The other stakeholders like PTA and BET forgot to mobilize the school communities to make their own contribution for the success of IGAs and supervisors are not accomplishing their duties to follow the practice of IGAs as well as its utilization.
- iii. .For the success of any income generating activities in public schools, there must be frequent training on IGA to the educational stakeholders at the school level. However required trainings are not given for relevant stake holders.
- iv. The school managements are not performing the stated roles effectively in order to Achieve the school objectives and do not use the generated incomes according to the guideline the schools.
- v. The other stakeholders like PTA and BET forgot to mobilize the school communities to make their own contribution for the success of IGAs and supervisors are not accomplishing their duties to follow the practice of IGAs as well as its utilization.
- vi. .For the success of any income generating activities in public schools, there must be frequent training on IGA to the educational stakeholders at the school level. However required trainings are not given for relevant stake holders.

5.3. Recommendations:

Income generating practices which can generate supplementary income in the study area such as *chat* farm, maize, vegetable like cabbages, growing grass to sell, eucalyptus trees and in some schools hiring their school land should be enhanced in order to improve physical facilities in schools. Based on the study findings and conclusion the researcher made the following recommendations

5.3.1. . Recommendation for the Woreda Education Office

- i. Due to lack of skilled personnel in the management of IGAs, the study recommends that the woreda education office with other stake holders to train all public school principals and school management of income generating activities so that IGAs can be used in a more effective way. This is because; low level of awareness in the management, lacks of self-initiated practice, need of continuous training is problems that have hampered the progress of IGA & Utilization.
- ii. Lack of participation from stakeholders was noted. However, active involvement of parents and school management is needed. Therefore, the study recommends the work of sensitization on the surrounding school community is important. So, the education office could this with all stakeholders.
- iii. The school management. Parent, student, school teachers' association, supervisors and related stakeholders are advised to work together in a collaborative way by communicating the staff properly, respecting the ideas and opinions in evaluation meeting, educational conferences and panel discussions in order to achieve school objectives and students' academic achievement
- iv. The education office with support from the community may employ security guards to all public schools so as to ensure security to the school based IGAs as well as to all school properties.

5.3.2. Recommendation for Public Schools

- i. Income- generating activities ought to be diversified so that they can generate more revenue to schools. For instance, constructing shades around school, establishing kiosks in schools.
- ii. compounds, hiring class rooms for night teaching activities, and so on. So. School managements are advised to do these practices to improve SIGAs.
- iii. Having several sources of support is preferable for school management in order to be less vulnerable because if schools have many sources of supports, in case some may discontinue their contributions, other partners could continue the activities.
- iv. The school management is expected to work cooperatively with the stakeholders and be transparent in all its leadership activities.
- v. Since the activities of IG and utilization of generated incomes are done on voluntary bases, the principals are advised to express their gratitude to all supporters at the end of an activity.
- vi. Principals are advised to develop communication skills. This is because IGAs require joint efforts of many actors (stakeholders) and all require good relation in their own terms.
- vii. Proper business plan is decisive because it is a guide line of school internal incomes. So, schools are advised to develop good and feasible business plans.

5.3.3. Recommendation for Further Studies.

- i. A similar study is needed to identify how more school income is generated and better utilization of generated income is realized.
- iii. Further study is needed to investigate the most important factors that affect income generation and utilization in schools.

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**HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM
DIRECTORATE**

APPENDIX –A

Questionnaires for Respondents

Department of Educational Planning and Management. Questionnaires to be filled by kombolcha Primary and Secondary Public Schools' teachers, principals, supervisors and Kombolcha Woreda Education Office staff.

PURPOSE

The main purpose of these questionnaires is to collect first-hand information for the study on **“School Income Generation, Utilization and Challenges with Related to School Facility Problems in Primary and Secondary Public School of Kombolcha Woreda, East Harargee Zone.**

Your cooperation in providing pertinent and reliable information will be invaluable. So, please fill out the questionnaires completely and honestly.

Thank you for your cooperation.

No need to write your name.

General Information

1. Woreda _____ Name of the school you work _____
2. Position _____
3. Age: _____
4. Sex: Male _____ Female _____
5. Current Education level _____
6. Years of service: 2 years ____ 3-10 years ____ 11-20 years ____ above 21 years ____

HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM
DIRECTORATE

APPENDIX –B

Department of Educational Planning and Management

I. Interview Questions for **Teachers, Principals, Supervisors,**

Name of the school _____ Sex: Male _____

Female _____ Career position _____

1. Would you use the stake holders (partners) effectively in your school?-----

2. What do you think are the causes that affect school income-generation and utilization?-----

3. How can we overcome the causes that affect school income-generation and budget
utilization at your school?-----

4. What do you think are the role played by stakeholders?-----

5. How do you consider the importance of a skilled staff to record all incomes and expenses?--

6. Does your annual school plan target school income-generation?-----

7. What guide lines do you use at your school to manage school-income?-----

8. Do you effectively use the guide lines? Yes or no.

9. If yes, what do you think of their practical implementations?-----

10. If no, what do you think are the reasons?-----

APPENDIX -C

II. The Following Questionnaires in the tables are for **Principals, Supervisors and Administrative staff,**

1. How is IGA in Kombolcha Woreda Public Schools

Alternative	Respondents	Frequency	percent
High and successful	Principals		
	Supervisors		
	Administrative Staffs		
Bad and unimportant	Principals		
	Supervisors		
	Administrative Staffs		
Weak but it requires improvement	Principals		
	Supervisors		
	Administrative Staffs		
	Supervisors		
	Administrative Staffs		

2. How is Generated Incomes Utilization of School Management in KWPS?

Alternative	Respondents	Frequency	percent
It lacks transparency and provide required reports	Principals		
	Administrative staffs		
	Supervisors		
It is and being done according to the guide line	Principals		
	Administrative staffs		
	Supervisors		
The school management is not committed to utilize it according to the guide line.	Principals		
	Administrative staffs		
	Supervisors		

3. Factors Affecting SIG and Utilization

Alternate	Respondents	F	P
Lack of Transparency	Principals		
	Supervisors		
	Administrative Staffs		
Using according to the plan	Principals		
	Supervisors		
	Administrative Staffs		
Lack of management	Principals		
	Supervisors		
	Administrative Staffs		
All	Principals		
	Supervisors		
	Administrative Staffs		

4. Is the Internal Income Planned by Schools?

Alternate	Respondents	Frequency	Percent
Yes	Principals		
	Supervisors		
	Administrative Staff		
No	Principals		
	Supervisors		
	Administrative Staff		

5. To Overcome the Factors that Affect Income-generation, it requires

Alternate	Respondents	F	P
Working transparently according to the plan	Principals		
	Supervisors		
	Administrative staffs		
Having well defined plan	Principals		
	Supervisors		
	Administrative staffs		
Frankly reporting to the stakeholders.	Principals		
	Supervisors		
	Administrative staffs		
All	Principals		
	Supervisors		
	Administrative Staffs		

7. The Internal School incomes for three consecutive years.

School		Budget allotted	2018	2019.	2020.	Percent
			ETB	ETB	ETB	
1	Nikolas	Income generated				
2	Sibilu	Income generated				
3	Tula	Income generated				
4	Qaqalli	Income generated				
5	Fallanaa Xaxessa	Income generated				
6	Fallana Kadir	Income generated				
7	Qerrensa	Income generated				
8	Chaffee Annani	Income generated				
9	Kombolcha Secongary School	Income generated				

8. Parents' Response

No	Items	Alternatives	F	%
1	Do parents believe that the school is the community's property?	Yes		
		No		
2	What do you do to have proper budget utilization of school-income?	E. I always give suggestion on time		
		F. I sometimes give suggestion		
		G. It does not concern me.		
		H. All are answers		
3	What techniques do you use to create enough means of income?	E. To make stakeholders participate		
		F. To make government. participate		
		G. A and B		
		H. No answer		
4	What problems do you observe in your child school regarding income-utilization?	E. Lack of transparency		
		F. Lack of commitment		
		G. The school management miss use the income		
		H. No answer		
5	How do you solve the above stated Problems?	E. Through discussion		
		F. By creating systems for the society to participate		
		G. By communicating with BET and set common working plan		
		H. All are possible answers		

Set by the researcher (Siraj Ahmed)

9. Gaafannoo Miseensa GMB (Maatii Barataaf) Qophaawe.

Lak	Gaafiiwwan	Filmaata
1.	Maatiin barataa M/B qabeenya hawaasaa tahuu amananii?	A, Eeyyee B. Lakki
2.	Ittifayyadama sirrii galii keessoo qabaachuuf maalgootan?	A. Ani yeroo hunda yaada niinkenna. B. Ani yeroo tokko-tokkoyaada niinkenna. C. Dhimmi kun ana hinlaallatu. D. Hunduu deebiidha.
3.	Galii keessoo gahaa argamsiisuuf toftaa Akkamitti fayyadamtan?	A. Qooda fudhattoota akka hirmaatan godhuu. B. Mootummaa hirmaachisuu C. A fi B D. Deebii hinqabu
4.	M/B daai'mman keessanii keessatti rakkoon ittifayyadama galii keessoo argitan maali?	A. Iftoomina dhabuu B. Kutannoo dhabuu C. Koreen M/B galii keessoo akka maleetti ittifayyadaman. D. Deebii hinqabu.
5.	Rakkoo gaafii 4 keessatti ka'e kana akkamitti hiiktan?	A. Marii adeemsisuun. B. Sirna hawaasa hirmaachisu uumuun. C. BBL qunnamuun karoora waliinii baafachuun. D. Hunduu deebii tahuu dandahan

APPENDIX -D**OBSEVATOIN CHEK LIST**

1. How school farms are managed and controlled by school managements?
2. How parents participate in the activity of income-generation and utilization?
3. To check whether the school management are abided by the rule and regulation of Guide lines in the activities of internal school incomes and utilization.
4. To check whether the schools farms do have security guards.
5. How incomes and expenses are recorded at schools? Who is specific responsible for this job?
5. To check whether all required documents of internal schools generation and utilization are available at schools.