

## **Education has remained the most crucial contributor to social, political and economic development of any nation**

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Education has remained the most crucial contributor to social, political and economic development of any nation. The contribution of education to development has been re-iterated by many scholars. Todaro (2003) asserted that a country which is unable to develop the skills and knowledge of her people and utilize them effectively in national economy will be unable to develop anything else. The importance of secondary education in stimulating social economic development was emphasized by Psacharopolous and Woodhall, (1985) and Ayot and Briggs, (1992) who argued that enlightened labour force is crucial to economic development. This realization has created a high demand for secondary education especially in developing countries. For example it is projected that enrollment in Kenya's secondary school is to grow by 115% from 0.9 million students in 2004 to 2.7 million by 2015 (KIPPRA, 2006). Kenya's visionary plan of being industrialized by the year 2030 demands that a majority of the youth should be able to access secondary education as a component of basic education. However, the increasing demand comes at a time of rising diminishing resources due to poor economic growth and rising poverty levels among the household.

Education financing therefore is a challenge to developing countries. For many years financing of education has been traditionally left to the donors, households and governments. Mukira (2005) argues that income from fees charged to students is unreliable due to low income and high poverty levels among the households. Similarly, income from donors is unreliable as it comes with strings attached. The only source could be the government but it is similarly constrained by budgetary allocations and competition with other sectors of the economy. Therefore, there is need to explore other viable sources to finance education to promote participation of students at all levels especially secondary level. But what other financing options are available? Simatwa, and Ojwang (2011) identifies Income Generating Activities (IGAs) within schools as one of the viable sources that school management can tap use to narrow the budgetary fiscal deficit in the schools. They advocate for mobilization of school resources such as use of land, physical facilities and equipment to generate supplementary income so as to provide necessary learning resources to run schools effectively.

The use of IGAs as a financing option has been found viable at higher institutions of learning. For instance when structural adjustment programmes (SAPs) were introduced in Nigeria, income generating activities such as research work and consultancy were used to help meet the deficit by Nigerian universities (Kimuyi and Igwe; 1998). Elsewhere Brodersohn (1978) citing evidences from Caribbean countries at that time concluded that 25-50% of operating and maintenance costs in schools could be financed through goods produced in schools. In Kenya, the introduction of module 2 programmes is among the most effective innovative programmes being used to generate funds internally to cushion budgetary deficit especially for capital developments (Lumuli, 2009). The funds raised by the programme have assisted the public universities in Kenya to expand education opportunities. Mukira (2005) and Kiveu and Mayo (2009) in their agreement with this assertion identifies such activities in schools as dairy farming, horticulture, housing estates, school canteens among others as some of the activities that schools could engage in to get additional sources of income.

A report on poverty levels in Kenya (RoK 2005) showed that 66% of the population in Vihiga district lived in absolute poverty. The causes of poverty are identified as; lack of capital to invest, high population density, uneconomical land units, high dependency syndrome, HIV and AIDs, high cost of education and poor infrastructure. Poor families find it difficult to pay school fees and have their children remain in school. The Free Tuition Day Secondary Education has a substantial burden to the learners through earnings foregone and other expenses for uniform, travel, books, lunch and extra tuition. This study therefore, endeavored to establish the extent to which income-generating activities in public schools have been tapped to generate funds to supplement school budget in provision of teaching and learning resources, awarding bursaries to needy students, motivating staff and providing basic needs to students as an intervention measure to reduce fees payments by learners.

## **Objectives of the Study**

The study was guided by the following objectives;-

- i) To determine the type of income generating activities in public secondary schools in Vihiga District.
- ii) To establish the extent to which income realized from various incomes generating activities in public secondary schools in Vihiga District are used to mitigate students' retention.

## **Research Questions**

The study was guided by the following research questions

- i) What are income generating activities in public secondary schools in Vihiga district?
- ii) How are funds from various income generating activities in public secondary schools in Vihiga district used to mitigate students retention?

## **Significance of the Study**

The findings may form a basis and contribution to empirical backing on the planning of the use of IGAS towards support of education budget in schools. The findings may provide a reference point to education stakeholders; policy makers and administrators who may use them in their effort to formulate policies governing education financing at secondary school level. Finally, the finding of this study may provide a data bank for other researchers who may be interested in similar studies in future.

## **Limitations of the Study**

At the initial stages the respondents were reluctant to give information since the study touched on sensitive matters of school finances. However, the researchers explained the importance of the study, the need for truthfulness on the side of the respondents, the assurance that their identity was not to be divulged and that the study was mainly for academic purpose. This made the respondents to cooperate. The researchers also used triangulation in obtaining data by using different types of instruments to obtain the same information from respondents by asking on the same thing.

## **Delimitation of the Study**

The study was carried out in public secondary schools in Vihiga district. Therefore the generalization of findings to other districts and parts of the country may not be done or can be made cautiously as the way such funds are utilized in schools may vary from region to region as the challenges and opportunities faced may not be uniform.

## **Basic Assumptions**

The study was guided by the following assumptions;

- i) Incomes from income generating activities in schools are ploughed back in schools to promote participation of students in education.
- ii) Each school has a potential to generate some income that could go a long way in supplementing the cost of education in the schools.

## **Definition of Significant Terms**

**Access** – refers to availability of opportunities at Secondary School level for those who are eligible and meet the desired criteria.

**Cost of education** – refers to the price paid in providing or acquiring education.

**Drop out** – refers to withdraw from a school at any level or grade before completing the required course.

**Income generating activities** – refers to any commercial undertaking aimed at earning income for an institution.

**Initial registration** – refers to students who were enrolled in form one of the cohort.

**Public Secondary school** - refers to those schools that are registered as such and are supplied with teachers and occasional grants by the government.

**Quality of education** - refers to caliber of graduates of education system as evidenced through skills attained undertaking aimed at earning income for the institution.

**Repetition** – refers to a year spent by a student doing the same work at the same grade as his or her previous year in school.

**Retention** – refers to ability to remain and participate in school activities once requested up to the end of the cycle without dropping out.

## **Research methodology**

The study used descriptive survey research design. This design enabled the researcher to have in depth information on the type of income generating activities in public secondary schools in Vihiga District and how the income earned from these activities are being utilized to impact on the participation of students in secondary education. According to Frankle and Wallen (1993) descriptive survey studies are concerned with what people think and what they do. Since this study was concerned with finding out the type of income generating activities and how funds generated were used to enhance retention, the design was found to be relevant.

## **Target Population**

Target population includes all the members of real or hypothetical set of people events or objects to which the researchers wish to generalize results of their research (Borg and Gall 1996). In this research, the target population consisted of all 22 public secondary schools in Vihiga district represented by all the principals, class teachers, bursars and form four students. The study therefore targeted 22 principals, 80 form four class teachers, 22 bursars and 2,200 form four students (Statistical returns April 2012 District Education Office, Vihiga district).

## **Sampling Techniques and Sample Size**

Sampling is the process of selecting part of the population for study with intent that the findings from the sample accurately represent population characteristics (Borg and Gall, 1996).

The researcher used both saturated and purposive sampling. Principals, class teachers, Bursars and form four students were purposively selected to participate in the study. Purposive sampling allows the researchers to use cases that have required information to answer the research questions (Mugenda and Mugenda; 2003). In this case since the principals and bursars are people who deal with all financial matters in schools, they were assumed to be the most resourceful respondents. Similarly, class teachers and form IV students were assumed to possess the necessary information concerning students' social economic backgrounds, repetitions, drop outs and transfer of students in the schools. Saturation method was used to select ten students from each school using simple random sampling. Therefore, the study used 22 principals, 22 bursars, 22 class teachers and 220 students from the Public Secondary Schools in Vihiga District.

## **Research Instruments**

Data was collected using questionnaires, interview schedules, and observation checklists. Questionnaire was preferred due to its ability to ensure confidentiality of responses from respondents (Saunders, 2003). Four sets of questionnaires were prepared consisting of both open ended and closed ended questions; one for principals, another one for Bursars, form four class teachers and form four students. The questionnaires sought information on IGAs, and utilization of the proceeds in motivation of teaching and non-teaching staff, acquisition of teaching and learning resources and offering of bursaries and scholarship to the economically disadvantaged students all being activities aimed at increasing participation rates. Interviews were administered to 5 randomly selected principals with the aim of getting more information on exploitation of IGAs as alternative source of financing secondary school education. The researchers also use observation checklists in five randomly selected schools

whose principals were interviewed in order to verify some responses captured through questionnaires and interviews on the presence of the IGAs in schools.

To ensure that the instruments were valid, the research instruments were presented to colleagues as experts to assess whether they captured the contents of the research questions as well as ascertaining whether the set items accurately represented the concepts under study. Their opinions and comments were used to improve on the content and face validity of the instruments. The instruments were further piloted in two schools in the neighboring Emuhaya district to check on the reliability. The instruments were administered twice within a period of two weeks to the same respondents in the schools. The data obtained formed two sets of data which were correlated and the correlation co-efficient obtained using the Spearman-Brown Prophecy formula giving a value of 7.5.

## **Data Collection Procedure**

After obtaining the relevant authorization permits and documents from relevant offices the researchers visited study schools to administer the questionnaires and carry out the interviews. Where possible the filled questionnaires were collected on the same day except for those principals who needed more time because of their busy schedule. Interview was conducted on the same day the questionnaires were administered, for those principals who had been selected for interviewing. Notes were made on the observations about the IGAs in the schools.

## **Data Analyses Techniques**

The editing and coding of the returned instruments was done immediately the data from the field was obtained. Since the study yielded a variety of data containing both qualitative and quantitative the responses were categorized into information according to the objectives of the study. The data was then analyzed using descriptive statements and presented in tables from which conclusion were made. Since collected data were none standardized the analyses was done through the use of conceptualization. This involved incorporating the findings in the researchers' interpretation on the basis of reviewed literature and field experiences or conclusions from previous similar studies which is acceptable in research (Mugenda and Mugenda, 2003).

## **Data Presentation, Interpretation and Discussion**

This section presents the findings captured from the field. They are presented under; background information, income generating activities in public secondary schools in Vihiga district and utilization of income from income generating activities.

## **Background Information**

The study was carried out in 22 schools, where 22 principals, 22 bursars and 220 students were used as respondents. Since the number of the respondents involved were few, and the researchers personally administered the instruments 100 percent response was achieved. The findings of the study are as given the presentations that follow.

As part of background information the researchers sought to establish the type of secondary schools in existence in public secondary schools. The findings are presented in Table 4.1;

**Table 4.1 Type of Public Secondary Schools in Vihiga District**

Nature of public schools	Frequency	Percentage
Boarding	2	10
Day	15	75
Boarding and day	3	15
<b>Total</b>	<b>20</b>	<b>100</b>

From Table 4.1, the majority of the schools 15(75%) were day schools. The principals were asked to give reasons as why day schools were most popular in the region. All principals (100%) said that though students in boarding schools offered a conducive environment and ample time to carry out studies, economic background of majority of the parents in the region could not afford the high cost of secondary education. Indeed one principal remarked;

*If students miss a single meal in school, they could even end up burning the school yet they could not burn their homes even if they went without meals the whole day.*

Social economic background of a student determine the ability of the parent to meet the cost of education hence access and retention in schools. The study therefore sought to find out students' background information. First the researchers sought to find out whether the parents were alive. From students response it was established that 5 % of the students were total orphans, 11% had one parent alive and 84% had all parents alive. The study further sought to establish employment status of the parents. From students responses it was established that only 30% of the students had either a single parent or both parents in formal employment while 70% of the students had parents whose earnings were irregular hence unreliable to finance their education.

The ability to meet the cost of education for a family is further determined by the size of the family. Researchers sought to find out the number of siblings in the student's families. From students' responses, it was established that the majority of families (70%) had more than 5 children while 30% had 5 children or less posing a challenge to many families to keep all their children to school or maintain them.

Similarly the amount of fees charged has an effect on student's participation rates in school. The researchers were therefore interested in finding the amount of fees charged by various public secondary schools in Vihiga district. The findings are shown in Table 4.3;

**Table 4.3 Amount of Fees Charged by Various Public Secondary Schools**

<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
<b>5,000-10,000</b>	2	10
<b>10,000-15,000</b>	12	60
<b>15,001-20,000</b>	1	5
<b>Above 25,000</b>	5	25
<b>Total</b>	<b>20</b>	<b>100</b>

From the Table 4.3, majority of schools (60%) charge fees ranging from sh.10, 000 - sh.15, 000. Schools that charged fees above sh.25, 000 were actually boarding schools with some charging fees up to sh.45, 000.

The cost of education is further increased by other charges beside the school fees charged by schools. The researchers sought to find out whether there were other charges apart from school fees. It was established that all schools (100%) had other charges apart from school fees. The charges were for school uniform, medical fees, holiday tuition, SMASSE programme, Teachers' welfare among others. The amount charged for each activity varied from school to school. Some schools charged holiday tuition of up to sh.8000 per year.

The researchers sought to find out if there were cases of drop outs in the schools. According to students and class teachers' response, all schools (100%) had suffered from students dropouts. The level of dropout is given in table 4.4;

**Table 4.5 Form Four Class Teacher's Response on Dropout Cases in Schools**

School	Initial Registration	No of dropout	Percentage
1	30	8	26.7
2	25	6	24
3	60	12	20
4	50	9	18
5	15	5	33.3
6	45	9	20
7	55	12	21.2
8	38	10	26.3
9	40	7	17.5
10	19	6	31.6
11	48	12	25.0
12	27	12	44.4
13	30	6	20
14	48	10	20.8
15	50	8	16
16	15	5	33.3



17	50	10	20
18	45	10	22.2
19	30	7	23.3
20	48	10	20.8
<b>Total</b>	<b>768</b>	<b>174</b>	<b>22.7</b>

From Table 4.4, all schools experienced dropout cases in four years ranging from 16% to 44.4%. On overall the average dropout rate with schools stood at 22.7% for the four year period.

The researcher sought to establish causes of drop out experienced in schools. Class teachers' response on causes of drop out is given in table 4.5 below.

**Table 4.5 Class Teachers Response on Causes of Drop out in Order of Ranking**

<b>Response</b>	<b>Percentage</b>
<b>Lack of school fees</b>	50
<b>Transfer to other schools</b>	30
<b>Poor performance</b>	15
<b>Discipline</b>	5

From Table 4.5, drop out in schools was majorly caused by lack of school fees (50%). One class teacher stated; "there were some students who were hopping from one school to another on accumulation of huge fee arrears".

Students were asked by the researcher on whether schools had any programme to support economically disadvantaged students to complete their studies, all students (100%) stated that there was no such programme in their schools. Also the researcher sought students' opinion on how schools could make cost of education

affordable and assist needy student to contain drop outs in schools. According to the students' response, 70% stated that schools could lower school fees charged and avoid unnecessary extra charges such as SMASSE whereas 20 % of them stated that schools should have a programme of paying school fees for needy students, while 10% stated that all secondary schools should be day.

### **Income Generating Activities found in Public Secondary Schools in Vihiga district.**

Income generating activities can supplement school budgets. Principals were asked to state the income generating activities in their schools (if any). Their response is given in Table 4.7.

**Table 4.7 Principals Response on kinds of Income Generating Activities in their Schools**

<b>Income generating activity</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Horticulture</b>	4	20
<b>Dairy farming</b>	2	10
<b>Maize</b>	8	40
<b>Hire of buses</b>	1	5
<b>Housing</b>	1	5

From table 4.7 the kinds of income generating activities varied from school to school however most of the schools 40 % planted maize in their farms. It was further established that the schools did not specialize in a particular IGAs but had more IGAs in place such as maize farming and rental houses at the same time.

From the table 4.7 it can be seen that not all the 22 schools had established or were utilizing their school land and other resources. It is only 10 schools that had initiated IGAs in their schools. This would suggest that a majority of the schools have not fully exploited their schools' potential in utilizing available resources for income generating as a source of funding. Due to failure by most schools to embrace income generating activities the researchers were interested in finding out why despite the importance of income generating activities most schools were yet to embrace this option. The findings are given in table 4.8 below

**Table 4.8 Principals Response on Challenges Faced by Schools when Implementing Income Generating Activities**

<b>Challenge</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Lack of land</b>	8	40
<b>Lack of capital</b>	15	75
<b>Managerial problem</b>	2	10
<b>Risk associated to projects</b>	16	80

From table 4.8 the majority of the principals (80%) ranked risk associated with income generating and lack of capital for investment (75%) as major hindrances. The fear was confirmed from remark from some principals in the interview where one remarked *“why should I risk the little money raised through struggle to invest in a project whose returns I may not be sure of at the expense of academic raising extra money for the school?”.* In another school a principal said that *“In any case unlike other vote heads that are clearly specified on fees structures, there was no vote head on fees structure meant for investment in income generating activities”.* Another principal retorted: *“from which vote head”* when asked why there were no IGAs in the school. The responses suggest lack of foresight and innovation on the parts of the school heads or a policy on the issue.

For schools that had some income generating activities, the researchers further inquired to know how much money was realized from various income generating activities in place. The findings are given in table 4.9.

**Table 4.9 Bursars Response on amounts raised from various Income Generating Activities in Public Secondary in Vihiga District**

Activity	Amount	Frequency
<b>Horticulture</b>	<10,000	2
	10,001-20,000	2
<b>Maize farming</b>	<10,000	3
	10,001-20,000	4
	20,001-30,000	1
<b>Dairy</b>	<10,000	2
<b>Hire of buses</b>	100,000	1
<b>Staff houses</b>	80,000	1

From Table 4.9 it can be concluded that income generating activities in schools do not raise much money. The highest earner however was from the hire of the school bus in one of the schools of one hundred thousand shillings only. In conclusion it can be stated that schools do not seriously undertake income generating activities as a venture that can supplement school budget despite existence of such potential.

### Utilization of Income from Income Generating Activities

The income generated in schools is meant to be utilized in promotion of school activities. The researcher sought to establish how income realized from various income generating activities were being utilized to enhance activities that promote students retention. The results are shown in table 4.10

**Table 4.10 Bursars Response on Utilization of Income from Income Generating Activities**

Activity	Frequency	Percentage
<b>Teacher motivation</b>	10	100
<b>Others</b>	4	40

From table 4.10 all ten schools (100%) that had used the little money raised to motivate teachers. This observation is confirmed from a student's remark when asked if they ever benefitted from the IGAs in any way

*“We do not know where maize that is harvested and money earned from the sale of milk go in this school. Such money may be ending up in the pockets of school heads and teachers whom we see eating meat daily”*

It was established that motivation of teachers included provision of tea, lunch and field trips whenever Kenya certificate of secondary examination results are released knowledge that came from the principals' interviews. The other expenses were on payment of wages and other minor expenditures in schools.

## **Summary, Conclusions and Recommendations**

### **Summary of the study and Findings**

The study endeavored to establish the impact of IGAs on students' participation in secondary schools in Vihiga district Vihiga county. Two objectives guided the study. A total of 22 schools were targeted and used in the study. The respondents were the school principals, the school bursars, the form four students and students. The questionnaires were the major instruments used collaborated by the interviews and observations.

From the data collected and presented, 22.7% of the students enrolled in form one do not complete form four in their schools or from elsewhere due to fees problems. A majority of the students attend day schools whose fees however is reasonable ranging between 14,000 to 25,000 shillings per year. On the establishment of IGAs, it was revealed that a few public secondary schools in Vihiga district embraced IGAs. The activities in place included; maize farming, dairy farming and horticulture as well as rental staff housing. It was noted that some of the schools had more than one income generating activities. The earnings from IGAs were not substantial. They ranged from sh.10, 000 to 100,000 for highest earners per annum.

The study further established that most of the income earned from income generating activities in schools went towards teacher's welfare mainly in the provision of meals and academic trips. The other funds went to pay wages and other minor expenditures in schools. There was no school however that used such funds on students or in a way that could facilitate participation of students in schools.

### **Conclusions**

In conclusion it is established that a majority of public secondary schools had not fully exploited various income generating activities as alternative form of supplementing school incomes. Even where there were some IGAs in place, the amount generated was so little to make significant contribution towards school budgets ranging from 10,000 to 100,000 shillings per year. The amount hence may not make a significant contribution towards activities that may mitigate students' participation in schools.

## **Recommendations of the Study**

- Though teachers' motivation is necessary in enhancing their performance, schools should give preference in the expenditure of IGAs funds to needy students to enhance their access, retention and transition through bursaries and scholarships.
- There is need for schools to initiate and take income generating activities seriously in order to generate reasonable additional funds to supplement their budgets so that students benefit in terms of low fees to be charged.
- Earnings from income generating activities should be channeled towards improvement of school environment that promote learning and retention.
- In order to have capital to finance IGAs in schools, the ministry of education should come up with a policy to create a special fund to be used in the investments in IGAs.

## **Recommendations for Further Research**

- i) Similar study to be carried out in other regions in order to establish if the findings can be generalized

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**APPENDIX B**

**PRINCIPALS QUESTIONNAIRE**

3 a) What is the current school enrollment?

b) How many streams does the school have?

One  Two  Three  Four  More than four

3 a) What is the amount of fees charged by the school? \_\_\_\_\_

b) Is the fees charged adequate? Yes  No   
 Give reasons for your answer \_\_\_\_\_

c) Apart from fees, Do you have other charges? If yes list them

d) How do you rate fees payment in your school?

(i) Very Good (ii) Good (iii) Poor (iv) Very Poor

6a) Does this school experience cases of dropout of students?

Yes  No

7 a) The government encourages schools to initiate income generating activities to supplement school budge. What income generating activities does the school have? List them

\b) What is the estimated value per year for every income generating activity?

8) What proportion of income went to the following activities?

	Activity	2008	2009	2010	2011
i)	Teachers Motivation				
ii)	Improving school infrastructure				
iii)	Bursaries and Scholarships for students				
iv)	Provision of Teaching and learning Resources				
v)	Others(specify)				



10) How are income generating activities (if any) managed?

- a) Independently
- b) School administration
- c) Contract

### **APPENDIX C**

#### **CLASS TEACHERS' QUESTIONNAIRE**

2. What was the number of students enrolled inform one for this particular class?

3. a) Dou you have cases of students who have repeated at any level for this class?

Yes  No

b) Give reasons for your answer above

4. How is the general response of fee payment by students?

Good Fair Poor

5. a) Do you have any programme in School that support the students who have fee problems?

Yes No

6 a) Income generating activities normally supplement school budget. Does the school have any income generating activities?

b) If yes list them

7 a) Are you aware of any activity (ies) in the school supported by the proceeds from income generating activities

b) If yes list them in order of preference

8 a) Dropout in schools majorly affect students from poor social economic background due to inability to meet education cost requirements. Do you have cases of students who have dropped out of the school since 2009?

a) Motivation of teachers, students and workers has great impact on student attainment in examination. Does the school have any motivation programme in place?

b) If yes, what are the modes of motivation?

### **APPENDIX D**

#### **BURSAR'S QUESTIONNAIRE**

3. Apart from fees charged by the school that's tuition boarding and PTA charges does the school have other charges?

4. Income generating activities can go a long way in supplementing school budgets. List income generating activities (if any) and the estimated amount realized for the year 2010 and 2011.

- 5) How are income generating activities funded?
- 6) What proportion of income generated went to the following activities between 2008 and 2011

	Activity	2008	2009	2010	2011
i)	Teachers Motivation				
ii)	Improving school infrastructure				
iii)	Bursaries and Scholarships for students				
iv)	Provision of Teaching and learning Resources				
v)	Others(specify)				

- 7) What challenges does the school face (if any) to initiate and sustain income generating activities?

**APPENDIX E**

**STUDENTS' QUESTIONNAIRES**

3. How many siblings do you have?

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4. Are your parents in formal employment? Specify.

4 How much money do you pay as school fees per year

6 a) A part from school fees, do you pay other monies

b) If yes, list activities and the amount charged per item

4.7 Are you aware of any income generating activity in the school

If yes list them

6. a) Do you know any student in this class that has since form one dropped out of school?

b) What do you think were the reasons for dropping out of school

7) a) Does this school have any programme where needy students are given bursaries or other financial assistance to enable them pursue education? If yes specify the program

9) In your opinion, how can the school assist needy students to pursue their education?

**APPENDIX F**

**INTERVIEW SCHEDULE FOR PRINCIPALS**

1. What is the general amount of fee payment in the school?
2. Due to inadequacy of funding from traditional sources, various alternatives in schools have been recommended with IGAs being one of them. To what extent has your school embraced this option?
3. Which activities in the school have been funded from the proceeds of the income generating activities in an attempt to improve access, retention and transition?
4. What can you say about the level of success your school has attained through embracing IGAs as alternative way of education financing?
5. What are challenges encountered by your school in your endeavor to embrace IGAs and how can they be overcome?

**APPENDIX G**

**OBSERVATION CHECKLIST**

The researcher will observe the state of school resources to assess their adequacy and utilization.