

**PERSPECTIVES ON CONTRIBUTION OF THE CATHOLIC CHURCH TO  
MANAGEMENT OF PUBLIC CATHOLIC SPONSORED SECONDARY  
SCHOOLS IN KISII CENTRAL SUB - COUNTY, KENYA**

**BY**

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## DECLARATION

### DECLARATION BY THE CANDIDATE

This research thesis is my original work and has not been presented for examination in any other university.

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## **DEDICATION**

This study is dedicated to my parents; My father Gilbert Radeny Gin for taking me to school and my mother Ruth Agola Radeny for bringing me up and teaching me the value of hard work.

## ABSTRACT

The Kenya's Basic Education Act 2013 empowers religious sponsors to participate in appointment of principals, provision, of instructional, financial and infrastructural resources to the schools they sponsor. In Kisii Central Sub-County, the Catholic Church participates in management of 29(39.7%) secondary schools. However, queries were being raised on the current contribution of the church as it had come to the fore that most sponsored schools were experiencing crises that had tended to be linked to the church's participation in management. For instance, out of 29 principals in the sub-county, 18 (62.07%) new principals; 23 (79.31%) deputy principals and 5 (17.24%) BOM chair persons were rejected by the church from assuming their positions between 2010 - 2013 in the Sub-County which was higher compared to neighbouring Sub-Counties, that is, Marani 1 (4.54%) and Kisii South 2 (7.41%) Principals; while Masaba 3 (12%) and Sameta 3 (13.04%) both involving BOM. The purpose of the study therefore was to establish the contribution of the Catholic Church to management of public secondary schools in Kisii Central Sub - County, Kenya. Objectives of the study were to; establish the contribution of Catholic Church to instructional resources, determine the contribution of the Catholic Church to financial resources, ascertain the contribution of the Catholic Church to infrastructural development and find out the contribution of the Catholic Church in appointment of administrators to management of public secondary schools in Kisii Central Sub - County. Conceptual framework shows that the Catholic Church plays an integral part in the provision of instructional resources, financial resources and management, infrastructural development and appointment of school administrators. The study employed descriptive survey design. The study targeted 132 respondents in 32 public Catholic Church sponsored secondary schools within Kisii Central Sub-County. The population comprised of 29 principals, 29 deputy principals, 29 BOM chair persons, 29 PA chair persons, 1 Education Secretary, 1 Staffing officer, 1 SCQASO and 1 SCDE. Saturated sampling technique was used to select the respondents. The study used questionnaires, interview schedules and document analysis guides to collect data. Face validity of the instruments was determined by the help of experts in the field. Reliability coefficient of 0.79 was obtained for the questionnaire hence the instrument was reliable for the study. The quantitative data was analyzed using frequency counts, means and regression analysis. Qualitative data obtained through the use of interview schedules was transcribed and analyzed thematically as themes and sub-themes emerged. Findings indicated that the Catholic Church contribution to instructional resources was 50.8% in terms of lab equipment, text books and teaching materials; financial support for administrative support, motivation and student bursaries was 27.7%; infrastructural development in terms of classrooms and land was 36.4% and appointment of school administrators was 25.0%; was significant and had positive influence on management Quality Index. The study concluded that the Church contributed moderately to instructional resources and low to financial and infrastructural resources and appointments. The study recommended that: The Catholic Church should contribute more to instructional materials compared to the others as it has direct impact to school management Quality Index; and come up with income generating activities to supplement the fees paid. The study may be useful to educational planners and policy makers and educational secretariat of the Catholic Church in improvement of management of public secondary schools in Kenya.

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## **LIST OF ABBREVIATIONS**

ARI	-	Academic Research Infrastructure Program
BOM	-	Board of Managements
COG	-	Church of God
DOK	-	Diocese of Kisii
KCSE	-	Kenya Certificate of Secondary Education
MOEST	-	Ministry of Education, Science & Technology
NGO	-	Non – Governmental Organization
PAG	-	Pentecostal Assemblies of God
PA	-	Parents Association
SCARCE	-	School Curriculum Advisory Resource Centers for Education
SCEB	-	Sub - County Education Board
SCDE	-	Sub – County Director of Education
SCQASO	-	Sub – County Quality Assurance & Standards Officer
SDA	-	Seventh Day Adventist
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

During the eighteenth century, the clergy managed education in Kenya. They built new schools, financed them, recruited and trained teachers, oversaw the implementation of the curriculum, taught catechism and approved new teaching approaches (Republic of Kenya, 1994). On the other hand the state supported the churches by granting land and dispensing annual subsidies to support the Native missions. By 1920, the missionaries were increasingly committed to education not only to meet the demands of converts but also forestall any attempts by the government to monopolize education (Sheffield, 2009). Overtime, the government set up their own schools; to promote the colonial segregation policy for the Europeans, Asians and Africans as per the Fraser Commission, 1909. The Churches used Corresponding schools they had set up as an evangelizing medium, while the government initiated schools were run on secular basis (Sheffield, 2009). At independence in 1963; the Kenyan government recognized the role played by church missionaries in the promotion of education. The schools that were established by the church remained under the sponsorship of those churches but registered as public schools.

After independence the new Kenyan government through an Act of Parliament passed the Education Act in 1968. The Education Act required that the Church hand over the management of schools to the local authority, Chapter 211:8 (3) and assume the role of a sponsor. In 1969 as the Education Act was being implemented, Pope John Paul VI created the Catholic Diocese of Kisii. From then on the Catholic Diocese of Kisii took part in

implementation of the Education Act and continued to play a role in provision of Education. This research intends to carry out a case study of Kisii Catholic Diocese role in the provision of education in general and in particular secondary education with a view of finding out what contributions the Catholic Church has made and how its work can be strengthened, so that the church can achieve its basic mission of evangelizing through education.

After independence in 1963, a well defined role emerged for the church in a Nationally centralized system of education for all Kenyans. This role is derived from the following:

1. The ruling political party's manifesto that is K.A.N. U. manifesto which states, "In the great task of educating our people, the continued participation of the missionaries and other voluntary agencies who have served us so much in the past will be welcomed". (K.A.N.U Manifesto, 1963).
2. The November 1963 statement by the Christian church which declared that the churches will continue the role of educating the society and endorse the idea that the state should indeed take more and more responsibility for the administration of schools.
3. The Ministry of Education order of 1965, following the Ominde report recommended that education was a social service and therefore the responsibility of the government. The Ministry of Education issued an order in 1965 requiring that the churches hand over the schools "voluntarily "to the government. The Catholic church was unwilling to hand over her schools until it was made very clear how it would continue to play its vital role in the new set up. The church felt and still feels that it has an obligation to its followers who are in schools at all levels of education and that an education

which does not include religion is incomplete. To enact the recommendations of Ominde's report two crucial bills were introduced in Parliament which became the Teachers Service Commission ac: 1967 Chapter 212 and the Education bill, which became Education Act 1968 Chapter 211(Republic of Kenya, 1980).

The implementation of these two acts gave the church the following as its rights, duties and responsibilities in the new system of education in independent Kenya.

1. While teachers have one employer, the Teacher's Service Commission, the Religions personnel, that is, Fathers, Brothers, Sisters, and lay missionaries are seconded to the Ministry of Education.
2. The sponsor may manage schools which are either assisted or unaided. The sponsor is not a manager of Public schools.
3. The secondary school and teacher's colleges are managed by their Board of Governors; the former church manager is a sponsor.
4. The board of governors and sponsor have a serious obligation to maintain the religious tradition of the sponsored schools.
5. The sponsor and his representative shall have the right to enter the sponsored school for the purpose of religious instructions, supervision thereof and for pastoral work among pupils and teachers
6. The sponsor shall have the right to use of the building during out of school hours free of charge. The sponsor will be responsible for any damage incurred during that period of use.



7. A reasonable and adequate amount of the usual equipment grant to school will "be used to provide religious textbooks and teaching aids recommended by the sponsor. This was applicable during the time when Kenya School Equipment Scheme was in operation.
8. The sponsor has got the right of consultation in the appointment of staff in schools.
9. The sponsor may have, during normal school days, a religious day of observance.
10. The sponsor, in consultation with the Head teacher of the sponsored school can increase the minimum number of three obligatory periods of religious instructions a week in the school to four or five in a week.
11. The sponsor and the Head teacher should make sure adequate attention is given to teaching of religion.
12. The appointment of a school Head of a sponsored school under a Board of Governors shall be made by the Teacher's Service Commission in consultation with and as far as possible with the agreement of the sponsor.
13. There is freedom of religion in Kenyan schools.

It has to be noted that this Education Act and the subsequent regulations issued concerning its implementation are the ones in force up to the present (Republic of Kenya, 1980).

According to Kanuku (2009), a church is a local assembly of believers as well as the redeemed of all ages who follow Jesus Christ as Saviour and Lord; it is a community of Christians who believe in and follow Christ without reference to locality or limits. People see the church as a social organization with good moral values and are able to extend a helping hand to the needy.

According to Kenya Episcopal Conference (2000), the Catholic Church is under an obligation to promote the welfare of the whole life of man, she has therefore a part to play in the development and extension of education.(Vatican II document 1962-1965). There are twelve principles which guide the contribution of the church in education; they are enunciated by the documents of Vatican II, and reiterated by the booklet of the sacred congregation for Catholic education. They underlie the continued involvement of the church everywhere in education as part of her mission to humanity and are applied to each natural situation as the Episcopal conference see fit (K.E.C, 2000). The principles of Catholic Christian Education include:

1. The church has a right and duty to establish schools: "The churches involvement in the field of education is demonstrated especially by the Catholic School". The Church continues to establish schools, these schools are not sectarian nor are they for proselytizing. In Kenya this is done in accordance with the guarantee of Religious freedom in the constitution of Kenya and in accordance with the Education Act 2013. Sections 7 and 26.
2. The Catholic School should promote Catholic values: Schools which are in any way depended on the Church should conform as far as possible to the ideal of a Catholic School, though Catholic Schools can take on forms which vary according to local circumstances. Those running such schools are invited to constantly evaluated their work and ask what Catholic Values they are promoting in their school or institutions. (K.E.C, 2000).

3. The Catholic Church has an obligation in the sphere of higher Education. "The church anticipates great benefits from the activities of the faculties of sacred sciences". (K.E.C, 2000).
4. All Catholic Education efforts need, Co-ordination. "As Co-operation, which is becoming daily more important and more effective at Diocesan, national and international levels it is very necessary in educational sphere."(K.E.C, 2000).

According to Christian missionaries to Kenya, an education that was not provided by the church was incomplete; the school was the focal point of attracting the heathens and a means through which a native leadership in the church could be trained (Regnerus, 2007). The Phelps-stokes Commission of 1924 had earlier strengthened this co-operation between the colonial government and the missionaries where the government was to let the religious initiated schools in the hands of that church. Provision of education is seen as a vehicle for progressive development.

That is why it was given prominence in the Kenya Education Act 2013. The Act allowed an agreement to be made between the Ministry of Education and the sponsoring Churches as regards the rights and responsibilities of the Church sponsor in management of schools in Kenya (Banr, 2010). According to the Ministry of Education (Republic of Kenya, 1980), the Board of Governors Order amplifies section 11 which allows the sponsor to propose the chairman of the school Board who should be ratified by the Minister of Education. A vote was required ratify the selection of the chairman by the ten (10) initial members appointed by the minister of education following a nomination exercise in which a panel was chaired by

the Sub - County education officer or his representative. The earlier Education Act also allowed the sponsor to prepare and recommend for approval by the Ministry the learning resources for religious education in sponsored schools (regulation, 5), (Republic of Kenya, 1980). It is therefore evident from the foregoing highlights of rights and responsibilities that the sponsor is a key figure in the management of church sponsored schools.

Mabeya, Ndiku and Njino (2010) in their study on role of Church sponsor in the management of secondary schools: impact on academic performance and conflict concern in Kenya, viewed the school as a social system with a series of sub-systems within it which interact with each other and the environment. Such school sub-systems include sponsors, teachers, head teachers, BOM, PA, students and support staff. They argued that for the school to achieve its goals and objectives effectively, the subsystems should interact harmoniously. They concentrated on the role of Church sponsor in secondary schools, zeroed in on Impact on academic performance and conflict concerns between the sponsors and the school management in Kenya. The results obtained from the analysis showed that there was a significant relationship between the role of the sponsor in the provision of a conducive learning environment and academic performance. On the roles of the sponsor in school management, the findings revealed that all the church sponsors 97(100%) contributed to the maintenance of religious traditions and church doctrines in schools. This supports the historical traditions of the church missionaries' intention in the introduction of formal education where the school was looked at as a media of evangelization (Sheffield, 1994). This was followed by giving consent of appointment of head teachers 87(90%) and ensuring that the schools' infrastructure and assets are well kept. The issue of supervising and ensuring

that religious education was taught in school was rated 40 (41%) which supports the Kenya Catholic Episcopal (K.E.C) that a sponsored school curriculum should include a substantial religious education programme that is life centered, broad, multifaceted as well as personal growth. The curriculum should be rooted in the church traditions and ways that nurture spiritual development (K.E.C, 2000). According to Makokha (2002), the curriculum and extra-curriculum activities in sponsored schools reflect the spirit of the sponsor. Therefore, Christian religious education is to be taught in all sponsored schools up to form four. The pastoral programme is expected to be taught as regards to the preservation of the church doctrine. Learners should be given freedom of participating in church oriented associations like young Christian associations, legion of Mary and others. They therefore did not deal with the contribution of the Catholic Church, hence left a gap on the actual contributions of the Catholic Church in terms of financial and instructional resources.

Wabwoba and Simatwa, (2010) in their study, Contribution of the Quaker church to management of public secondary schools in Bungoma East district, Kenya: Analytical assessment, carried an in depth analysis on the contribution of the Quaker Church in management of public secondary schools in Bungoma East, with special emphasis on the staffing of public secondary schools, enhancement of school discipline, motivational mechanisms the Quaker Church have in place for effective management of public secondary schools; and the challenges of the Quaker Church face in the management of public secondary schools in Bungoma East District. The results indicated that the Quaker Church did not intervene in staffing related issues as indicated by 20 (91%) principals who pointed out that Quaker church did not intervene in staffing against 2 (9%) principals who said that

they intervened. Only 4 (18%) BOG Chairpersons approved while 14 (64%) disapproved and 4 (18%) were undecided. As for PTA Chairpersons, only 1 (5%) approved while 21 (95%) disapproved. On the part of teachers, it emerged that 13(12%) teachers agreed that the Quaker church intervened in staffing matters while 94(88%) disagreed. The results also revealed that the Quaker church's contribution to staffing was low as indicated by only 9 (41%) who perceived it as good principals. The other principals 7 (32%) and 6 (27%) on the other hand indicated its contribution to staffing as satisfactory and poor respectively. The study did not carry out any research on the Contributions of the Catholic Church, while at the same time; fell short of finding out the Church's contributions on the appointment of school administrators and infrastructural resources.

Mosomi (2008), in his study, Religious sponsors and emerging conflicts in the management of public secondary schools in Nandi South Sub-County, concentrated on the conflicts between sponsors and the sponsored schools, with special emphasis on the possible sources of the conflicts and the relevant strategies to address them. The study was carried out in Nandi South Sub-County which does not share geographical and cultural characteristics with Kisii Central Sub-County. The study found out that, (a) the church believed that it was the sole owner of schools and that the management of schools to be tuned towards church doctrines, but some of the principals came from other churches, hence the conflicts. (b) The church wanted to have complete roles in appointment of principals and every aspect of the school management but the government has its policies of the same. Mosomi's (2008) study dealt generally with religious sponsors and did not focus on the Catholic Church's contribution to financial and infrastructural resource development in public secondary

schools in Kisii Central Sub - County which was the subject of this study as the knowledge gaps that needed to be filled.

Onderi and Makori (2013), in their study, Challenges in leadership and management of church sponsored secondary schools in Kenya: Examining the relationship between principals and sponsors, did the Challenges in leadership and management of church sponsored secondary schools in Kenya, with special emphasis on examining the relationship between principals and sponsors, which was also based on conflicts between the sponsors and the school administration; which included undue interference with the running of the schools, harassment and intimidation of the principals and also promoting unnecessary transfer of school principals. Overall Seventh Day Adventist church leads in the issues of undue interference. For instance, 3.7% and 10% for SDA Church, illustrating a proportion between the total sample (81) and the total amount of comments (30) made on issues affecting principals. The percentages are small but still raise concerns regarding the issues cited. It also revealed that SDA church and Catholic Church sponsors have been associated with the issues of harassment and intimidation. Seventh-Day Adventist Church and Catholic Church sponsors have been cited in all three issues, District Education Board (DEB) in two, while Church of God (COG), Lutheran and African Inland Church (AIC) have each been cited in one. The interference include wanting the children to adopt the church'' programmes, for example the SDA insisting that the students do manual work on Sundays. The study also did not deal with the contributions of the Catholic Church in terms of financial resource, instructional resources, infrastructural development and appointment of school administrators.

Mwangangi (2000) in his study, *The Role of The Catholic Church In Provision Of Education In General And In Particular Primary Education: A Case Study Of Machakos Catholic Diocese, Kenya*, intended to carry out a case study of Machakos Catholic Diocese role in the provision of education in general and in particular primary education with a view of finding out what role the Catholic church has done and how its work can be strengthened, so that the church can achieve its basic mission of evangelizing through education. The study concentrated in the role of Catholic Church in provision of education in general and in particular primary education; the implementation of Education Act 1968, affected the role of the Catholic Church in the provision of education; analysis of the Diocese Education policy and suggest ways in which it can be strengthened to enable the church play a more active role in provision of Education and to find out what Catholics in Diocese of Kisii wish would be the role of their Church in provision' of Education. Findings indicated that:

1. Towards participation in schools, the Catholic Diocese of Machakos has helped in setting up and sponsor 352 primary schools within the Diocese out of a total of 1346 primary schools. This represents 26% of the total number of primary schools within the Diocese, which covers Machakos and Makueni Districts. Twenty-six (26) per cent is far below the expectations of the Catholic faithfuls and priests who feel very strongly that the diocese should be hundred (100) per cent involved in provision of Education.
2. On secondary education the Catholic Diocese of Machakos has helped set up and sponsor 91 secondary schools out of a total of 252 secondary schools within the Catholic Diocese of Machakos. This represents thirty-six (36) per cent of the secondary schools and is far below expectations of Catholics in the Diocese who are for hundred (100) per cent involvement of the church in provision of education. The argument for Churches



involvement in secondary education is that, the secondary schools available within the Diocese are not adequate to cater for the large number of primary school leavers, given the fact that Nationally, it is only about forty-eight (48) per cent of all primary school leavers each year who manage to get places in form one.

The study did not focus on the contribution of the Catholic Church to provision of instructional resources, financial resources, appointment of school administrators and infrastructural resources, which are factored in management of schools as measured by Management Quality Index. This study therefore, set out to establish the actual contributions of the Catholic Church in the management of public secondary schools in Kisii Central Sub - County, Kenya.

In Kisii Central Sub - County, however, doubts had been raised regarding its contribution to public secondary school management. Out of 29 schools, 18 new principals representing 62.07%, 23 deputy principals which was 79.31% and 5 BOM chair persons (17.24%) had been rejected by the church between 2010 and 2013 in the Sub - County (SCDE, 2013). The above figures were very alarming compared to the neighbouring Sub-Counties that had experienced far much less cases. For example, Marani had only 1(4.54%) case and Kisii South had 2 (7.41%) cases, both involving principals; while Masaba Sub-County reported 3 (12%) and Sameta Sub-County had 3 (13.04%) cases and both involving BOM chair persons over the same period. There was very scanty documented information on the contributions of the Church in Educational Institutions currently, from the SCDE's office. The problem has been a major cause of conflicts between the sponsors and other education stakeholders and this has raised questions on its contribution to the low academic performance in the Sub - County as well as the entire Gusii land as a region.

According to The Basic Education Act, No. 14 of 2013, Section 27 (Republic of Kenya, 2013); the role of the Sponsor is stipulated as –

- a. to participate and make recommendations on review of syllabus, curriculum, books and other teaching aids;
- b. representation in the School Management Committees and Board of Management;
- c. to provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense;
- d. maintenance of spiritual development while safeguarding the denomination or religious b) adherence of others;
- a. to offer financial and infrastructural support.

According to the Act, it is the duty of the sponsor to ensure that the sponsored schools have stability in terms of financial and infrastructural support. This can be useful more so to the rural based and upcoming schools that still struggle to put in place the basic facilities for curriculum implementation processes. Section 56 (7) of The Basic Education Act 2013, requires that the sponsor should be actively involved in the school development in terms of students' spiritual growth and implementation of the curriculum (Republic of Kenya, 2013).

This study therefore, set out to establish the actual contributions of the Catholic Church in the management of public secondary schools in Kisii Central Sub - County, Kenya. The church always expected to have full control of the sponsored schools to include the authority to appoint BOM chair persons and Principals and their deputies; free hand in use of school physical resources including land; and the maintenance of the church doctrines as well as the inclusion of the words “DOK and St.” in the school names. In most cases they only pledge

spiritual support to the schools. On the other hand, the stakeholders expected that the church should demonstrate full sponsorship by giving scholarships to students, providing grants and financial aids to schools. The study would therefore establish the actual contributions of the church vis- a- vis the expected contributions by the stakeholders with a view to assisting in streamlining the church's involvement in the day to day management of the sponsored schools; and to avoid unnecessary misunderstanding that have existed before on its actual sponsorship of the schools. Catholic Church was selected because it has the highest number of secondary schools.

## **1.2 Statement of the Problem**

The historical roles where sponsors were the main developers and providers for educational institutions have changed. At this time the missionaries were the main developers and providers for educational institutions they owned. Ever since the coming of the first Catholic Missionaries in Kisii the church has played a key role in provision of Primary, Secondary, and Technical education in Diocese of Kisii by setting up educational institutions. They developed facilities and provided nearly all essential learning resources. These gave significant roles to sponsors in the management of schools in Kenya. Some sponsors however, have been accused of interfering with the schools' core business by closing down schools indefinitely. In some instances, some sponsors had been rejected and even evicted Principals posted to schools by the TSC. In Kisii Central Sub - County, the problem had been a major cause of conflicts between the sponsors and other education stakeholders and this had raised questions on its actual contributions. In Kisii Central Sub - County, however, doubts had been raised regarding its contribution to public secondary school management.

Out of 29 schools, 18 new principals representing 62.07%, 23 deputy principals which was 79.31% and 5 BOM chair persons (17.24%) had been rejected by the church over the last 3 years in the Sub - County (SCDE, 2013). The above figures were very alarming compared to the neighbouring Sub-Counties that had experienced far much less cases. For example, Marani had only 1 (4.54%) case and Kisii South had 2 (7.41%) cases, both involving principals; while Masaba 3 (12%) and Sameta Sub-County had 3 (13.04%) cases and both involved BOM chair persons over the same period. Questions have therefore been raised on the current contribution of the Church compared to the historical and expected contributions on education by the stakeholders since 1990 to date. The Basic Education Act, No. 14 of 2013, Section 27 (Republic of Kenya, 2013); the role of the Sponsor is stipulated as –

- a. to participate and make recommendations on review of syllabus, curriculum, books and other teaching aids;
- b. representation in the School Management Committees and Board of Management;
- c. to provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense;
- d. maintenance of spiritual development while safeguarding the denomination or religious
- e. adherence of others; and
- f. To offer financial and infrastructural support.

According to the Act, it is the duty of the sponsor to ensure that the sponsored schools have stability in terms of financial and infrastructural support. The church was required to hand over its established and managed schools to the government and assume the role of a sponsor. However, studies have not come up with the contributions of the Church sponsor in

management of secondary schools in Kenya. What was not known was not known was the extent to which the Catholic Church was exercising the 6 stipulated sponsorship roles. This study thus set out to establish the actual contributions of the Catholic Church in the management of public secondary schools in Kisii Central Sub - County, Kenya, particularly in the provision of secondary education.

### **1.3 Purpose of the Study**

The purpose of the study was to establish the contribution of the Catholic Church in management of public Catholic Church sponsored secondary schools in Kisii Central Sub - County, Kenya.

### **1.4 Specific Objectives**

The objectives of this study were to:

- i. Establish the contribution of Catholic Church to instructional resources in relation to management of public secondary schools in Kisii Central Sub - County, Kenya.
- ii. Determine the extent to which Catholic Church contributes to financial resources in relation to management of secondary schools in Kisii Central Sub - County, Kenya.
- iii. Ascertain the contributions of the Catholic Church in infrastructural development in relation to management of secondary schools in Kisii Central Sub - County, Kenya.
- iv. Find out the contribution of the Catholic Church in appointment in relation to management of secondary school administrators in Kisii Central Sub - County, Kenya.

## **1.5 Research Questions**

This study sought to answer the following research questions:

- i. How does the Catholic Church contribute to instructional resources in public secondary schools in Kisii Central Sub - County, Kenya?
- ii. To what extent does the Catholic Church contribute to financial resources in management of secondary schools in Kisii Central Sub - County, Kenya?
- iii. What are the contributions of the Catholic Church in infrastructural development management of secondary schools in Kisii Central Sub - County, Kenya?
- iv. What contributions does the Catholic Church have in appointment of secondary school administrators in Kisii Central Sub - County, Kenya?

## **1.6 Significance of the Study**

The findings and subsequent recommendations of this study may be useful to educational planners and policy makers in improvement of management of public secondary schools in Kenya, who may benefit more from it through possible intervention strategies inspired by the study. The current understanding and implication of sponsorship has not been well comprehended by the school communities as well as the various stakeholders in education. The former understanding in terms of material provision by the sponsor is still persistent. High expectations are an important factor for both students and teachers as it builds self-esteem towards academic achievement. Teachers and students who are inadequately motivated are likely to perform poorly academically. This means that school sponsors always have high expectations for their schools in order to perform well academically. Therefore, the expectations of a school sponsor on teachers and students are predictors on academic

performance of a school. In other words, there is a significant difference between the management Quality Index in schools that are sponsored by the Catholic Church. This depends on how much a sponsor contributes towards the enhancement of the school learning facilities and other resources.

### **1.7 Scope of the Study**

This study was delimited to registered public secondary schools sponsored by the Catholic Church within Kisii Central Sub - County. The study covered nine educational zones and four educational divisions of Kisii Central Sub - County including the following category of secondary schools; National, Extra-County, County and Sub - County secondary schools. Respondents for the study included; Principals of Catholic Church sponsored secondary schools, Deputy Principals, the Education Secretary representing the sponsoring church, BOM chair persons from the said schools, PA, SCQASO and staffing officer. This will capture unique contributions of the church in various aspects of the school development. The study used a sample of 43.3% to represent the entire population.

### **1.8 Limitations of the Study**

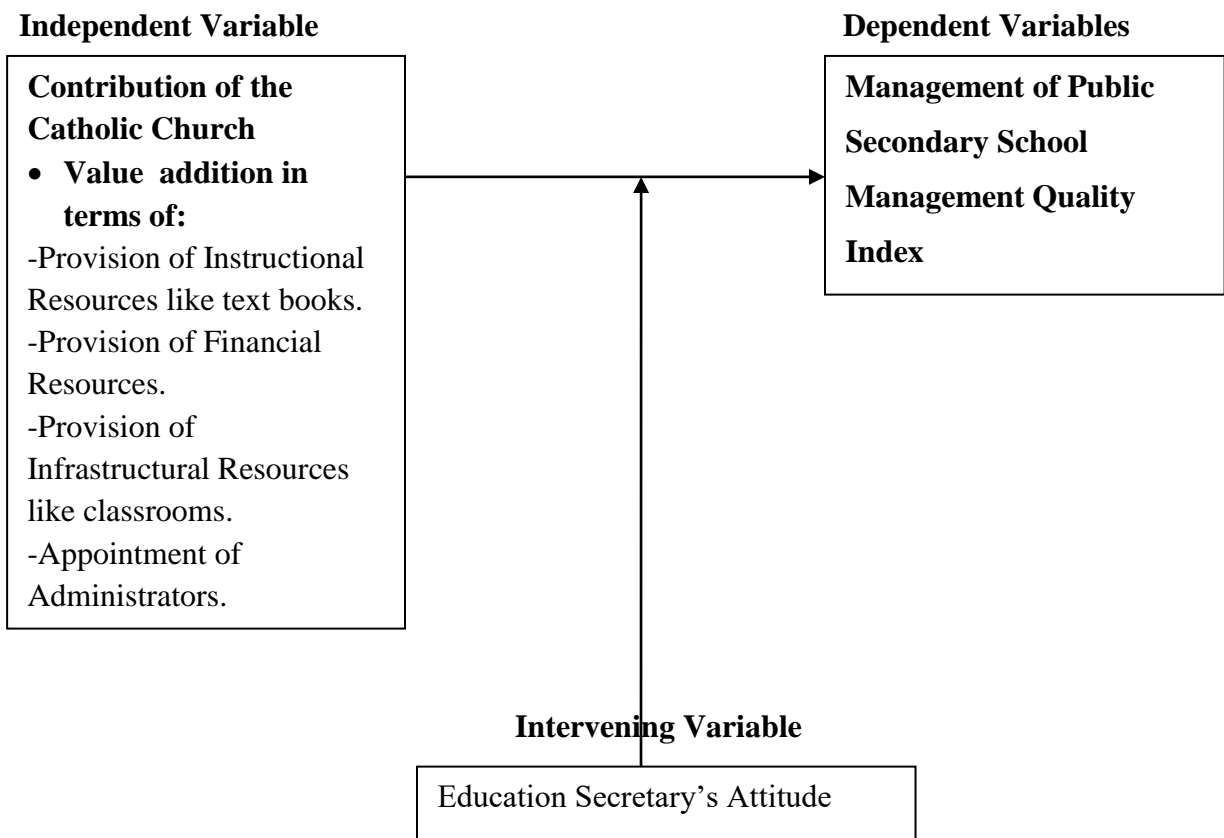
This study faced the following limitations:

- i. A challenge of co-operation, that is, some of the respondents were reluctant to provide all the information required due to suspicion. However, the researcher reassured the respondents of his commitment to research ethics especially on confidentiality.

- ii. The large geographical area characterized with rugged terrain and bad roads which are in most cases muddy hence hampering mobility.

### 1.9 Conceptual Framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny. It has a potential usefulness as a tool to assist a researcher to make meaning of subsequent findings. It forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation (Okumbe, 2009). The study was guided by the conceptual framework and whose operation is displayed in Figure 1.1



**Figure 1.1: Conceptual framework on Contribution of Catholic Church to effective Management of Public Secondary Schools.**

**Source: Researcher**



As shown in Figure 1.1, this conceptual framework shows that the Catholic Church plays an integral part in the provision of instructional resources, financial resources and management, infrastructural development and appointment of school administrators. It further shows that the value addition takes various forms, for example, provision of money, materials and advice. This value addition is measured in terms of rating scale on the Provision of Instructional Resources, Provision of Financial Resource, Provision of Infrastructural Resources and Appointment of school Administrators. Management of secondary schools is measured by use of Quality Index of the management. In addition the attitude of the Education Secretary is important aspect of the school's overall performance.

It therefore means that, if the Catholic Church is effectively involved in the management of Public Secondary school, the school can perform well in Quality index and maintain the good performance over the years, the school should enjoy prudent financial management, the school should have improved and well managed physical infrastructure and lastly the appointment of school administrators namely the Board of Governors, the Principal and the Deputy Principal should be on merit. On the contrary, if the sponsor is ineffective in management of public secondary school, the school will suffer negatively in that – there will be poor academic performance, there will be poor financial management the physical infrastructure of the school will be wasted or managed and lastly, the school administrators may end up being incompetent and inefficient.

## **1.10 Operational Definitions of Terms**

The following operational definitions will be adopted for this study:

**Academic performance:** The overall achievement of students in terms of mean grade obtained in tests especially, national examinations.

**Appointment of administrators:** Is the involvement of the sponsor in placement and deployment of persons to take charge of the schools like principal, deputy principals and BOM.

**Contribution:** Value addition as a result of teaching learning resources, infrastructural resources, financial resources and administrative appointments.

In this study a rating scale was used to measure the contribution of the Catholic Church for each of the above mentioned resources and appointment.

**Education Secretaries:** Are personnel appointed by the various churches to take charge of the running of the schools they sponsor on behalf of the church as well as acting as point men and the link between church and the Ministry of Education.

**Financial resources:** Is the actual money given by the Catholic Church for use in the school depending on its priorities.

**Infrastructural resources:** These are physical facilities that include tuition facilities like class rooms, laboratories, and pit latrines built by the sponsor for the sponsored school.

**Instructional resources:** These are the teaching learning materials like books, computers, charts supplied by the sponsor in material form to take care of curriculum implementation.

**Management:** The act of planning, organizing, staffing, leading or directing, and controlling an organization's resources to accomplish the goal or target. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources (emphasis on resource allocation to the sponsored schools).

**Protestants:** Are churches that broke away from management of the Catholic Church.

**Quality Index:** is the overall measure of performance of a school in terms of instructional resource management, financial resource management, infrastructural resource management and Quality of leadership.

**Research design:** Can be thought of as the structure of research. It is the glue that holds all of the elements in a research project together.

**Sponsor:** Church that takes care of or oversees the operations and management of a public school.

Means a person, or institution that makes a significant contribution and impact on the academic, financial, infrastructural and spiritual development of an institution of basic education. (Republic of Kenya, 2013)

**Stakeholder:** means a person, a public or private institution or organization involved in an education institution and with vested interests for the benefit of such an institution.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter includes a critical review of literature on the contribution of the Catholic Church in the running of secondary schools in Kenya; management practices that lead to success or failure of catholic church sponsored secondary schools, contributions of the church in Kenya, policy framework in Kenya, Social, Cultural, Economic and Political issues affecting sponsored secondary schools, financial implications, and administrative issues in relation to church sponsorship and gaps to be filled.

#### **2.2 Contribution of the Catholic Church to Instructional Materials in Secondary Schools**

In England and Wales, there have been considerable changes to the way the money has been collected to the support of Catholic schools. The money towards the Catholic community in regards to learning materials and supporting schools has risen from 50% to 90% in both England and Wales. In 2009, Catholic schools in England comprised two-thirds of all religious secondary schools (Neal, 2008).

In Turkey, the plight of the Syrian Orthodox in Midyat flies in the face of AK's efforts to improve the treatment of Christians. Greater freedom for non-Muslim minorities is among the European Union's main demands on Turkey, which is hoping to join. The government has made a string of gestures: restoring an Armenian church in Van and opening it to worship (if only once); giving free Armenian-language textbooks out in schools; and sending out orders from Recep Tayyip Erdogan, the prime minister, that Christians must not be ill-treated. None

of this impresses Samuel Aktas, the bishop in charge of Mor Gabriel. He has vowed to take his case to the European Court of Human Rights. "I have remained silent in the face of these injustices; but no longer so," he declares. All this is meant to boost confidence of Christian children in schools (Fagan, 2010).

According to Ouya and Mweseli (2015), Catholic schools have been in the forefront of education in Rwanda, a country of more than 50 percent Catholics. After the 1994 Rwanda Genocide that took close to one million innocent lives, including priests, nuns and teachers, catholic schools are still trying to rebuild. In addition to their struggle to get back on their feet after the 1994 Genocide, schools in Rwanda are now facing a new challenge: The country that has used French as a language of instruction since colonialism has recently shifted its policy, requiring schools to teach in English. Unfortunately, most schools are not ready for this change. Students have no access to course books in English. According to Riazat Butt (2011), School libraries are still poor and the few books available are only in French. There is therefore an urgent need for schools to acquire books and other didactic materials in English. Catholic secondary schools and the Catholic University of Save in the Butare Diocese, Southern Rwanda, determined to continue their tradition of providing a strong education to their students, have approached Books for Africa to assist them in acquiring one or two containers of books and other didactic materials in English. These schools need your help and donations, it adds.

In Uganda, the gently used, rescued books have enhanced the lives of students in many low income school Sub - Counties, alternative schools, and special education programmes

through out Illinois. Every year, SCARCE, an organization which operates within Catholic Church, participates in the Catholic Charities Back to School Fair. Its goal is to provide a good selection of books so that each child can choose one of two books of interest. At this event, SCARCE also provides as many dictionaries (English and Spanish) as possible. At the 2009 Catholic Charities Back-to-School fair, SCARCE gave out over 11,000 books to the 1,147 families (5,688 individuals) who attended. Attendance was up by 1,400 from the previous year. All teachers are welcome to check out our Book Rescue as a free resource for your school. Our shelves display over 25,000 books. Around the world, the donated books & supplies have also found new homes in schools, orphanages and libraries in 25% of the countries around the world - including Kenya, China, India, Lithuania, Columbia, Honduras, Costa Rica, Uganda and many more. SCARCE collects the books and partners with other organizations that ship and deliver them (Regnerus, 2007). Many of the books come from schools that replace their books, so most of the textbooks are in "classroom quantities" -- the books are rescued from one school and provided for another school. There are also "library books" donated by schools, libraries, and the general public, adds Regnerus (2007).

In kenya, however, there exist no clear programmes by the Catholic Churchin as far as contribution of instructional materials are concerned. The church relies, more so on international donors to fulfill this. Such are the St. Dorothy's parishioners' that first contribution to St. Massimo Parish in the Diocese of Meru, Kenya, which resulted in the construction of a new church and a Catholic school named after the Glendora parish, whose congregation learned to love Kenyan children through their direct contact with Father Bernard Njeru. A bond was established between the African priests and St. Dorothy's

congregation, and in 2006 they started sponsoring students through the Kenyan Children's Project Meru. Tuition, books, clothing and food are paid via \$360-per-year sponsorships. About 400 children have been sponsored to date, and five have already gone to college. A huge container parked behind the church is slowly being filled with books, dental chairs, computers, tables and school supplies, all donated. Once a year the whole community gathers for a potluck, the year's largest fundraiser to support families in Kenyans (Oduor and Nyamu, 2012).

Mabeya and Ndiku (2010) in their study on role of Church sponsor in the management of secondary schools: impact on academic performance and conflict concern in Kenya, viewed the school as a social system with a series of sub-systems within it which interact with each other and the environment. Such school sub-systems include sponsors, teachers, head teachers, BOM, PA, students and support staff. They argue that for the school to achieve its goals and objectives effectively, the subsystems should interact harmoniously. They concentrated on the role of Church sponsor in secondary schools, zeroed in on Impact on academic performance and conflict concerns between the sponsors and the school management in Kenya. The results obtained from the analysis showed that there was a significant relationship between the role of the sponsor in the provision of a conducive learning environment and academic performance. On the roles of the sponsor in school management, the findings revealed that all the church sponsors 97(100%) contributed to the maintenance of religious traditions and church doctrines in schools. The sponsors also concentrated in the provision of teaching learning materials to supplement the efforts of the parents and the government and to enhance curriculum implementation. The sponsors'



provision of text books to the schools was given prominence in terms of class readers and reference materials for both teachers and students. This therefore enhanced academic performance of the sponsored schools.

The reviewed studies by Regnerus (2007), focused on the contribution of the Catholic Church in Uganda in terms of provision of a good selection of books so that each child can choose one of two books of interest; but did not deal with the contribution of the Catholic Church to instructional resources in Kisii Central Sub-County.

### **2.3 Contribution of the Catholic Church to financing of education in public schools**

According to Opey and Carr (1982), in England, State-run schools and colleges are financed through national taxation, and take pupils free of charge between the ages of 3 and 18. The schools may levy charges for activities such as swimming, theatre visits and field trips, provided the charges are voluntary, thus ensuring that those who cannot afford to pay are allowed to participate in such events. Approximately 93% of English school children attend such schools. A significant minority of state-funded schools are faith schools, which are attached to religious groups, most often the Church of England or the Roman Catholic Church. There is also a small number of state funded boarding schools, which typically charge for board but not tuition. Boarding fees are limited to £12,000 per annum. Nearly 90% of state-funded secondary schools are specialist schools, receiving extra funding to develop one or more subjects in which the school specialises. Muller and Ellison (2009) adds that in Britain for example, the churches sponsor individual students for various courses in different institutions, regardless of them being private or government owned. There is a clear cut

policy in terms of management between the private, church – owned and government schools. This is the opposite both in Kenya and Kisii Central where the two interest groups claim a stake in running of public secondary schools.

The reviewed studies by Muller and Ellison (2009), focused on the contribution of the Catholic Church in Britain in terms of the Catholic Church's sponsorship of individual students for various courses in different institutions, regardless of them being private or government owned; but did not deal with the contribution of the Catholic Church to financing of education in public secondary schools in Kisii Central Sub-County.

Catholic education in New Zealand, as Neal (2008) puts it, was first introduced following the arrival of the first Catholic Bishop, Jean Baptiste Pompallier in 1838. A year after signing the Treaty of Waitangi, the first Catholic school in New Zealand was developed in Auckland on 1841. The schools were originally managed by seven sisters from Ireland and aimed to assist the Maori population and the new settlers. From 1853 to 1875, the provincial governments financed grants for the Catholic schools. The Education Act 1877, however, allowed all schools to be free, compulsory and secular, and therefore disallowing funding of Catholic schools. It was only after the passing of the Private Schools Conditional Integration Act 1975 in which Catholic schools were integrated with the State education system with the State being able to assist in operating Catholic schools (Fagan, 2010).

Fagan, (2010) adds that, the Catholic schools are owned by a proprietor, typically by the Bishop of the diocese. Currently, Catholic schools in New Zealand are termed 'state integrated schools' for funding purposes, meaning that teachers' salaries, learning materials,

and operations of the school (e.g. power and gas) are publicly funded, but the school property is not. New Zealand Catholic schools are built on land owned by the diocese; if the government was to fund Catholic school property maintenance and capital works above the entitlement of any other private property owner, it would be transferring wealth to the bishop, breaking the separation of church and state. Instead, parents of students at Catholic schools pay "attendance dues" to the proprietors to fund property costs. According to Kanuku (2009), people see the church as a social organization with good moral values and are able to extend a helping hand to the needy. Indeed, the Catholic Code of Canon Law, Can 795, as quoted by Koech (1992), states that,

“education must pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right of use of freedom, and be formed to take an active part in social life”. P. 7

In United States of America, according to Neal (2008), the Catholic Church liaises with private organizations to fund schools. Such organizations include The Raskob Foundation which is a private, independent Catholic foundation that provides monetary support to institutions that identify with the Roman Catholic Church. Its Board of Trustees meets twice a year to sort through grant applications and dole out awards. While applications requesting funds for construction projects are not high on the list of priorities for the Raskob Foundation, it does occasionally grant financial assistance to those Catholic churches looking to make renovations. It offers a maximum of \$200,000 per project for such grantees. Any churches with building or renovation projects that exceed that amount must prove that they already have 50 percent of the cost in hand and that construction is already underway.

Another of such kind is The Koch Foundation is an independent, private organization whose sole purpose is to provide funding for projects that spread the Catholic faith. Since its inception in the late 1970s, the foundation has awarded more than \$100 million to Catholic organizations across the globe. The amount of the grants given varies from project to project, and organizations should specifically detail their proposed budgets within their applications (Muller & Ellison, 2009).

In Asia, a number of programmes have been put in place; for example, St. Ann Parish (Lafayette) Educational Assistance Fund. The purposes of the Fund shall be to provide scholarships to Catholic students at St. Ann Parish in Lafayette, who meet certain criteria; who are attending or plan to attend any Catholic parochial school operated by another Catholic parish within Tippecanoe County, and as well to defray costs incurred by the St. Ann Parish in sponsoring and operating religious classes or programs (Regnerus, 2011).

In South Africa, during the twentieth century, mission education began to reflect several postmodern characteristics identified by Neal. The most prominent was its opposition to the prevalent racial thinking and practice in South Africa during this period which reflected Enlightenment reasoning along linear-causal lines. Black education in South Africa during the early twentieth century was still largely a mission endeavour, which functioned within a highly racist society which adhered to ideas of European racial supremacy. Government policies of segregation, as well as prevalent theories and practices on race, provide but a few examples which formed the backdrop for mission education. That these styles of thinking and policies and their subsequent actions would influence the education that missionaries provided for Black people in both the nineteenth and twentieth century, is given, due to the fact that education does not function within a vacuum, and would obviously affect the way

that missionaries imparted their knowledge, either bolstering or defying prevalent forms of knowledge and cognitive styles (Neal, 2008). For example, a post-World War One movement evident in South Africa which articulated the tenets of scientific racism was the eugenics movement. Mission education also reflected the colonial government's policies of expansion. Whereas previously mission education had reflected a classical curriculum, during the mid-nineteenth century it began to emphasize industrial education and training (Neal, 2008).

The Church sponsors children who were disadvantaged through payment of fees, buying uniforms and provision of meals in Kenya. They fully or partly (with the help of fee paying parents) sponsored pre-schools in which Christian values were taught as part of the curriculum. Their policy was to bring up children in a Godly manner by developing them spiritually, physically, socially and in wisdom, (Kenya Episcopal Conference, 2000).

#### **2.4 Contribution of the Catholic Church to Physical Facilities in Public Secondary Schools**

In the USA, construction grants can go towards the building of new schools or the renovations of old ones. Catholic churches often need a great deal of financial support from patrons or Catholic organizations before they can begin construction or renovation projects. Several private, independent Catholic organizations exist solely to provide resources and funding to such churches, particularly those in underdeveloped or impoverished areas.

School construction grants provide large amounts of funding to educational facilities, ranging from pre - kindergarten to college. Schools that are eligible for these are grants must prove

need for work that promotes heightened environmentally friendly schools, Sub - Countys and neighborhood. Along with improving the sustainability of a building, construction on a school must also relate specifically to improving the quality of education. These eligible repairs relate to expanding classrooms or the school structure itself, repairing worn-down facilities and updating old equipment (Cheruiyot, 2009).

The Academic Research Infrastructure Program (ARI) grant aims to update academic research facilities, in educational facilities such as schools and also in museums and laboratories. The goal is to improve research facilities to aid in more hands-on learning environments. The grant is not specifically for the creation of new research structures, but rather for repairing or updating existing research facilities. Grant awards can reach over \$2,000,000. Requests for grants under \$2,000,000 do not require a site visit by the NSF. To apply, all interested candidates must submit a grant proposal to the National Science Foundation (Muller & Ellison, 2009).

According to Muller and Ellison, (2009), under the American Recovery and Investment Act of 2009, grants titled ;discretionary grants; can be awarded to K-12 schools for a wide array of construction projects aimed at helping improve the existing structure of the school. Grants can help cover the costs of preparing construction plans and obtaining necessary resources, as well as repairing and expanding school classrooms. Grants can also cover the costs of updating facilities like libraries and laboratories. Award values vary in relation to the amount requested for each project.

The reviewed studies by Muller and Ellison (2009), focused on the contribution of the Catholic Church in the US in terms of Grants can help cover the costs of preparing construction plans and obtaining necessary resources, as well as repairing and expanding school classrooms; but did not deal with the contribution of the Catholic Church to infrastructural resources in Kisii Central Sub-County.

In Uganda, the Catholic Church in Uganda has shouldered the leadership in the area of education by establishing educational facilities at all levels including the numerous primary schools, secondary schools and tertiary institutions of education which are exemplified by the existence of Catholic founded colleges, seminaries and the Uganda Martyrs University at Nkozi in Uganda. According to Olive, (1952), speaking about development relative to the contribution of the Catholic Church one would be facing a gap if one would not give some attention to the Encyclical Letter of Pope Paul VI titled *Populorum Progressio* that is “The Development of Peoples.”

In Liberia, diplomatic relationships between the Vatican and Liberia were established in 1927, celebrated by a spectacular and massive march through the streets of Monrovia on the feast of Christ the King, which subsequently boosted registration in Catholic schools and a lasting foundation of Catholicism, hence assisted in building schools especially secondary schools in rural and remote areas (Mbatia & Mureu, 2008).

Mwangangi (2000) in his study, *The Role of The Catholic Church In Provision Of Education In General And In Particular Primary Education: A Case Study of Machakos Catholic Diocese, Kenya*, intended to carry out a case study of Machakos Catholic Diocese role in the provision of education in general and in particular primary education with a view of finding

out what role the Catholic church has done and how its work can be strengthened, so that the church can achieve its basic mission of evangelizing through education. The study found that:

1. The Catholic Diocese of Machakos has helped in setting up and sponsor 352 primary schools within the Diocese out of a total of 1346 primary schools. This represents 26% of the total number of primary schools within the Diocese, which covers Machakos and Makueni Districts. Twenty-six (26) per cent is far below the expectations of the Catholic faithfuls and priests who feel very strongly that the diocese should be hundred (100) per cent involved in provision of Education.
2. The Catholic Diocese of Machakos has helped set up and sponsor 91 secondary schools out of a total of 252 secondary schools within the Catholic Diocese of Machakos. This represents thirty-six (36) per cent of the secondary schools and is far below expectations of Catholics in the Diocese who are for hundred (100) per cent involvement of the church in provision of education.

In Kenya, the earlier missioneries did a lot of work in as far as development of school physical facilities is concerned. With the coming of the Church Missionary Society during the colonial days assisted in opening new schools in the whole country. In Kisii, the Catholic Church built schools; among them, Cardinal Otunga Mosoch, Nyabururu Girls and Sameta Boys, and others that followed later. From this time, according to Cheruiyot (2008), it is not easy to draw a line to separate the sponsor and the sponsored. The question commonly asked is, who actually sponsors the other between the school and the church? He adds, 'the modern day sponsorship is a matter of a school identifying itself with a school that is starting and in most cases, the community is forced to contribute towards the provision of physical



facilities. It is however worth noting that many of the sponsored schools are built on the Church lands, in which case the title deeds are kept by the Church (Makabila, 2010).

## **2.5 Contribution of the Catholic Church to Appointment of Public Secondary School Administrators**

In England, the posts of Principal, Deputy Principal and Head or Coordinator of Religious Education are to be filled by baptised and practising Catholics. Other Leadership posts that directly affect the Catholic Mission of the school should, wherever possible, be staffed by skilled practitioners who are committed Catholics. All teachers must respect and support the aims and objectives of a Catholic school (Mbatia and Mureu, 2008).

Interview procedures approved by Governing Authorities for teacher recruitment must be open to scrutiny. They must be clear, objective and transparent. Governing Authorities in maintained schools and academies must agree advisory rights for the Diocesan director or their representative and, in maintained schools for the Diocesan director or their representative, in relation to the appointment of teachers at the school. These may be in relation to all appointments at the school or, more usually, to the appointment of Principals and Deputy Principals alone. Whatever advisory rights the Governing Authority confers in maintained schools it must be the same for both the Diocese and LA. The Governing Authority of Independent schools, other than academies, are strongly encouraged to involve the Diocese in all senior appointments (Riazat, 2011).

Governing Authorities should notify the Diocesan director and, for maintained schools the LA, of a vacancy for a Headteacher/Principal or Deputy Headteacher/Principal before taking any action, including appointing an acting Headteacher/Principal or advertising the

vacancy. For appointments of Head and Deputy Principals, the Governing Authority will meet to draw up a shortlist of candidates, conduct interviews and make an appointment. The Governing Authority may appoint a selection panel to undertake these functions. These appointments may need ratification by the full Governing Authority (Riazat, 2011). The Governing Authority of a maintained school should be mindful of its statutory responsibilities to advise and consider the views of the LA throughout the process up to ratification of the preferred candidate. In addition, the appropriate Diocesan officer should always be invited to the interview of Heads of Religious Education and school chaplains.

In Uganda, it is argued that it is unacceptable for a person from a parallel faith to head Catholic Schools which belong to Church of Uganda. It is argued that such an attempt would jeopardize the operations and development of the institutions. It cites the Pre-Primary and Post primary Act which was assented to by President Museveni on August 26 2008 stating that there shall be unhindered cooperation between government and stakeholders like foundation bodies especially in the running and management of institutions aided by government. Members of Church of Uganda are not ready to work with outsiders. (Ramadhan, 2011).

In Kenya, the sponsor is involved in the appointment of BOM. According to the Education Act Cap 211, under Section 10, 4. (c), a school sponsor is allowed to nominate four (4) of the ten (10) members of the school Board of Governors during the nomination exercise which is there after presented to the Minister of Education for appointment and to propose the chairman during the inauguration of the new Board for his/her election by the ten (10) members, and who should be ratified by the Minister of Education (Republic of Kenya,

2004). This illustrates the powers given to the sponsor on the management of secondary schools, which at times is misused due to misunderstanding and by the same sponsors willingly due to personal interests, violate.

The Act allows an agreement to be made between the Ministry of Education and the sponsoring churches as regards the rights and responsibilities of the Church sponsor in appointment of school administrators, e.g. principals and their deputies through consultation. This affects the management of public schools where churches that were managers of schools before became sponsors of such schools hence usually dictate terms on who should be appointed to those positions (Republic of Kenya, 2004).

Mosomi (2008), in his study, Religious sponsors and emerging conflicts in the management of public secondary schools in Nandi South Sub-County, concentrated on the conflicts between sponsors and the sponsored schools, with special emphasis on the possible sources of the conflicts and the relevant strategies to address them. The study was carried out in Nandi South Sub-County which does not share geographical and cultural characteristics with Kisii Central Sub-County. The study found out that, (a) the church believed that it was the sole owner of schools and that the management of schools to be tuned towards church doctrines, but some of the principals came from other churches, hence the conflicts. (b) The church wanted to have complete roles in appointment of principals and every aspect of the school management but the government has its policies of the same.

On the other hand, according to Wabwoba and Simatwa, (2010), the Quaker church did not intervene in staffing issues of the principals and deputy principals in Bungoma East District

but concentrated more in spiritual nourishment of the students and teachers in the schools they sponsored. It monitored the staffing situations and offered informed opinions wherever they arose.

Kimotho (2008) depicts this region, that is, Kisii, as being known for strong religious stands compared to the rest of Nyanza Province in relation to school sponsorship and expectations from the schools by the sponsors. It has always been realized that lack of proper definition of the role of the sponsor particularly in providing a conducive learning environment has contributed to poor academic performance of some sponsored schools in Kisii Central Sub - County. Today, the idea of sponsorship is understood differently. It consists of maintaining and fostering the religious traditions of the sponsor. In this region, the sponsor always insist that no activity is carried out in the school on the said Sabbath day including academic programmes, for example, examinations, games and sports as well as remedial lessons. Administrators as well must be faithfuls of the church.

The Bishop is responsible for the total religious education in the diocese, according to the Kenya Episcopal Conference (2000). This is a christian responsibility which the bishop cannot relinquish but which he can and does share. The education Secretary, Assistant Education Secretary for every Sub - County are appointed to be in charge of secondary schools. The Diocese, normally in the person of the Bishop, is the sponsor of all the Catholic schools in his area. The Education Secretary is appointed by the Bishop and represents the diocese in educational matters with the Ministry of education on regional level, with diocesan sponsored schools at local level. The Education Secretary is to ensure that the sponsored

school is administered well and to offer needed guidance to both the Principal and teachers when necessary.

The Principal and the deputy Principal are appointed by the Teachers Service Commission after appropriate consultation with the sponsor (consultation – here means agreement in writing between the sponsor and the TSC). No appointment should be made without consultation. Heads of schools and educational administrators need to be aware that authentic authority pre-supposes a spirit of service and a strong sense of responsibility. It means giving their whole attention and dedicating all their working hours to the school. According to Cheruiyot (2008) and Gikandi (2013) some sponsors have been accused of interfering with the schools' core business by closing down schools indefinitely. In other instances, some have rejected and even evicted Principals posted to schools by the Ministry Of Education while some sponsors meddling in schools destabilize the instructive activities in the system. All teachers irrespective of their faith must respect the traditions of the Catholic sponsored school in which they are working. Staff members are expected to work as a team with the Principal and Deputy Principal and participate in all activities of the school. They have to follow regulations set by the Code of Regulations set by the Ministry of Education.

Contrary to other studies that have been conducted on the church sponsorship of secondary schools, which majorly focus on the negative aspects of the sponsor, especially the conflicts created, this study will focus on the positive roles of the sponsor, that is, the Catholic Church with regard to the overall and wholesome development of the sponsored school under special attention to how church sponsors contribute to management of public secondary

schools, the extent to which church sponsor contributes to financial management of secondary schools, the challenges faced by Principals while dealing with sponsors in management of church sponsored secondary schools if any, with a view to finding a lasting solutions, as well as significant contribution of the Catholic Church sponsors in infrastructural management of secondary schools in Kisii Central Sub - County, Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter includes research design, area of study, study population, an assessment of the instruments of data collection and methods of data analysis.

#### **3.2 Research Design**

The study employed descriptive survey design. Descriptive survey design collects data on various variables as found in the system and deals with incidences and relationships (Regnerus, 2007). According to Kothari (2005), descriptive design describes the present status of a phenomenon, determining the nature of the prevailing conditions, practices, attitudes and seeking accurate descriptions. According to Kathuri (1993), research design is a plan or strategy for conducting the research. It outlines the specific activities on how the research activity will be conducted and be brought to a successful closure. Research design is a means of ensuring that the research process is systematic and scientific and that the results obtained are valid and reliable. According to Kombo and Delno (2009), a research design can be thought of as the structure of research. It is the glue that holds all of the elements in a research project together. A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions (Gall and pals, 2007).

Claire and Selltiz et al (1962) in Kothari (2005) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance

to the research purpose with economy in procedure. This is a conceptual structure in which research is conducted and constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2005).

Surveys were used because they involve interviewing people face to face and handing out questionnaires to fill out. Surveys also do not take long as observational study since the researcher is involved in asking people about what they know or themselves instead of spending weeks observing them. On the other hand, if the respondent does not know much about the facts investigated, or if they lie, then you run into a problem.

The study involved the clear definition of the specific terms for ease of understanding by the respondents. This included the stating of the facts and characteristics that were meant to be uncovered. The respondents, who included the Principals, Deputy Principals, BOM chair persons, PA chair persons, SCDE, SCQASO, TSC Staffing officer and the Catholic church education secretary were selected since they were the people directly in touch with the day to day school programmes. Questionnaires were administered on the Principals; while interview schedule guides were used to collect data from the Deputy Principals, BOM chair persons, PA chair persons SCDE, SCQASO, TSC Staffing officer and the Catholic Church education secretary; while document analysis was used to verify the facts collected from the field. The questionnaires were pre-tested and found to be accurate. Data was therefore collected using the above instruments, analyzed using percentages (%) and tables, and results given. It research adopted a survey design of descriptive study type (Kothari, 2005); supplemented by both quantitative and qualitative approaches. The researcher preferred the descriptive



research study because it portrays personal factors, events or situation (Kombo and Delno, 2009). Surveys are adopted as it is concerned with describing, recording, analyzing and interpreting conditions that either exist or existed, (Kothari, 2005); that is, the researcher does not manipulate the variable or arrange for events to happen. In this study, deductions were made without direct interventions for concomitant variations of independent and dependent variables. This was so as the independent variables under study were not easily manipulated, their manifestations having already occurred. For the qualitative approach the study used structured questionnaire and interview schedules to get detailed qualitative information in form of words, describing events, opinions, practices, situations as they exist (Mugenda & Mugenda, 1999), in relation to sponsors and management of secondary schools. Survey designs are also called correlation designs denoting their tendency to reveal relationships between variables, (Okumbe, 2009). Exploratory design was combined with the above to establish causal relationship between independent and confounding variables, as this combination enabled triangulations and increased validity of findings (Kombo & Delno, 2009). The design was therefore, effective for the study as it describes the role of the sponsor in secondary school management and sought to find out its impact on school management indices.

The missionaries were the main developers and providers for educational institutions they owned. They developed facilities and provided nearly all essential learning resources. These gave significant contributions to sponsors in the management of schools in Kenya. However, changes in the Education Act on school sponsorship seem to be causing some misunderstanding between sponsors, community, teachers and the Government. Some

sponsors have been accused of interfering with the schools' core business by closing down schools indefinitely. In some instances, some sponsors had been rejected and even evicted Principals posted to schools by the TSC. In Kisii Central Sub - County, the problem had been a major cause of conflicts between the sponsors and other education stakeholders and this had raised questions on its actual contributions. Questions have therefore been raised on the current contribution of the Church compared to the historical and expected contributions on education by the stakeholders since 1990 to date.

### **3.3 Area of Study**

Kisii Central Sub - County is situated within Nyanza province and Kisii County, bordering Marani, Kisii South, Sameta, Masaba South, Manga and Rachuonyo North Sub - Counties. It covers four (4) educational Divisions and nine (9) educational zones. The Sub - County has a total of seventy three (73) secondary schools, out of which 49 are church sponsored, eleven (11) BOM sponsored and 13 private. The Sub - County has 60 public and 13 private secondary schools. It has ten (10) provincial schools and thirty nine (39) Sub - County schools. Out of the church sponsored schools, twenty nine (29) are Catholic, thirteen (13) SDA, two (2) PAG, three (3) Friends Church, and two (2) Church of God sponsored secondary schools. The Catholic Church sponsors 29 public secondary schools, out of a total of 73 secondary schools, giving 39.726%. The Sub - County covers a total land area of 362.5 Km<sup>2</sup>. According to the 2009 population census the Sub - County had a population of 365,745. It is densely populated with the population density (persons per square kilometers) being 1,009. The major economic activities include trading in the urban areas, crop and animal farming and wage employment. The Sub - County has hilly highlands with adequate

rainfalls spread throughout the year. The mountainous and valleys give it an attractive landscape with numerous trees, majorly man- made forests covering the entire land, hence a source of many rivers flowing down to Lake Victoria. Very little has been known on the contribution of the Catholic Church although earlier sponsor's role was based on spiritual nourishment, review of syllabus and appointment of heads of schools. However, studies have not come up with the contribution of the Catholic Church in management of secondary schools in Kenya. This study thus set out to establish the actual contributions of the Catholic Church in the management of public secondary schools in Kisii Central Sub - County, Kenya.

### **3.4 Study Population**

The target population included twenty nine (29) principals, twenty nine (29) deputy principals, twenty nine (29) BOM members, 29 PA chair persons, one Education Secretary, one Staffing officer, one SCQASO and one SCDE, totaling to 132.

### **3.5 Sample and Sampling Techniques**

Sample and Sampling Techniques used in the study were as shown in Table 3.1.

**Table 3.1: Sample Frame**

<b>Category of Respondent</b>	<b>Target Population (N)</b>	<b>Sample Size (n)</b>	<b>Percentage (%)</b>
Principals	32	29	90.6
Deputy Principals	32	29	90.6
PA Chair Persons	32	29	90.6
BOM Chair Persons	32	29	90.6
Education Secretary	1	1	100
Staffing Officer	1	1	100
SCQASO	1	1	100
SCDE	1	1	100
<b>Total</b>	<b>132</b>	<b>120</b>	<b>90.9</b>

**Source: Field Data (2015)**

Pilot study was conducted and involved three principals, three deputy principals, three BOM and three PA chair persons. This was 10% of the target population for every category of respondents and was in agreement with Kothari (2005) who established that 1-10% of the target population was appropriate for pilot study. Gall and Borg (2007), argue that for many qualitative and quantitative research studies two or three participants may be sufficient when conducting a pilot study.

Saturated sampling was used in selecting all the remaining Catholic Church sponsored Public Secondary schools in the Sub - County since the number was small and therefore manageable. Population is a group of individuals, objects or items from which samples are taken for measurement. The study targeted public Catholic Church sponsored secondary

schools within Kisii Central Sub - County. Respondents were principals and deputy principals who represented the administrative authority in schools as well as a link between parents and the Ministry, one BOM, one PA member per school and the Education secretary of the church sponsoring secondary schools also involved. The principals and the education secretary are strategically important as far as management of church sponsored secondary schools is concerned, as well as the TSC staffing officer and the SCQASO. Using this technique, the 29 Catholic Church sponsored secondary schools were included in the study and used as units of analysis out of the 32 schools. A total of 29 principals, 29 deputy principals, 29 BOM chair persons, 29 PA chair persons, one education secretary of the sponsoring church, one TSC staffing officer, one SCQASO and one SCDE became informants in the study. To Kothari (2005), sampling is a process by which a relatively small number of individuals, objects or events are selected and analyzed in order to find out something from the entire population from which they are selected.

### **3.6 Instruments of Data Collection**

The data was collected using document analysis, interview schedule guide and questionnaire. According to Mugenda and Mugenda (1999), data for descriptive survey study employs techniques and methods that are structured, unbiased and as reliable as possible.

#### **3.6.1 Principals' Questionnaire**

The study used questionnaires as the main data collection tool for the Principals' and deputy Principals. Use of questionnaire was preferred because it gave the respondent a clear comprehension of the questions, induced the respondent to want to co-operate and to trust in

confidentiality. The questionnaire also gives instruction of what is wanted (Kombo and Delno, 2009).

A pilot study was conducted to test the strengths and weaknesses (validity) of the instrument after which necessary adjustment were made. Three principals, three deputy Principals were used in the pilot. The questionnaire was pre-tested to a representative sample which was similar to the actual but not the actual sample which the researcher planned to use in the study using procedures to be employed during the actual data collection. Pre-testing the questionnaire helped reveal vague questions following varied responses and prompted rephrasing taking into consideration comments by respondents on concept, and deficiencies in direction and writing space. Furthermore, from the pilot study, it was possible to analyze a few copies of questionnaire to determine the appropriateness and sustainability of the methods of data analysis (Mugenda & Mugenda, 1999). Both qualitative and quantitative data were used. This may be raw data where there has been little if any processing or compiled data that have received some of selection of summarizing (Kombo and Delno, 2009). The questionnaires were developed on the basis of study objectives. The information provided by literature review was used to construct the questionnaire items. (Appendix 1)

### **3.6.3 Interview Schedule**

Interview Schedules were administered to the Deputy Principals, BOM chair persons, PA chair persons, education secretary, staffing officer, the SCQASO and the SCDE to whom oral interviews were to be given. Kathuri (1993) observes that the interviews enable the researcher to explore certain topics in depth and uncover the reasons and motivations which make the

informants act in a certain way. It also provides the researcher with the opportunity to probe in-depth and make explicit areas which are ambiguous. (Appendix 2)

### **3.6.4 Document Analysis Guide**

Document Analysis Guide was used to collect information on the objectives, e.g. instructional materials, financial resources, infrastructural resources and appointment of school administrators. (Appendix 6).

## **3.7 Validity and Reliability of Instruments**

### **3.7.1 Validity of Instruments**

Validity concerns with how well an instrument measures what it is supposed to measure. An instrument is validated by proving that its items are representative of skills and characteristics that it is purported to measure (Kathuri, 1993). This study assured instrument's validity through pilot survey by ensuring that content items are representative. Face validity was used to measure the instruments. This was done before administering questionnaire so as to create good rapport with the respondents and reveal the ambiguities; inconsistencies hence bring into light the weaknesses of questions (Borg and Gall, 1989). Insights obtained through pilot by the researcher, of secondary schools were analyzed and used to make adjustments on the questionnaire items with the help of the supervisors.

For purposes of quality control, randomization was employed to control or reduce the effects of the extraneous variables. This involved a random selection of participants to select a sample from the population. Randomization had been preferred because it's the best technique to create equivalent representative samples that are similar in all the relevant

variables that could influence the dependent variable, where the sample is fairly large (Kathuri, 1993).

### **3.7.2 Reliability of Instruments**

Fraenkel and Wallen (2000) see reliability as the level of internal consistency or stability of the measuring device over time. Such an instrument is said to be reliable if it provides consistent results. The reliability of the research instruments was measured using Test and re – test method and then calculating the Pearson’s correlation coefficient ( $r$ ). Fraenkel and Wallen (2000) gives an Alpha,  $r$  value of .70 and above as suitable for accurate inferences and which value this study adopted, with pilot study conducted that involved two principals. This was within 10% of the target population for every category of respondents and was in agreement with Kothari and Pals (1993) who established that 1-10% of the target population was appropriate for pilot study. A Pearson’s correlation coefficient of 0.785 was obtained from the reliability test, and therefore the research instrument tool was treated as reliable for the study since it was greater than the standard value of 0.7.

### **3.8 Data Collection Procedures**

This consists of a series of actions or steps necessary to effectively carry out research and the desired sequencing of these steps, (Kothari, 2005). Using a letter from the University, the researcher sought permit from the National Council for Science and Technology for authorization to conduct research, which the researcher presented to the SCDE to obtain a letter of introduction authorizing the study in the Sub - County. The researcher used the introductory letter to enable him brief the stakeholders on the intended study and build a rapport. He secured dates for filling in the questionnaires and collecting the completed copies



of questionnaires. This study adopted steps in Rosenholtz and Rosenholtz, (2010) to try to increase the response rate. This involved attaching a cover letter highlighting the need and significance of responding as well as a commitment to confidentiality. The respondents were encouraged to complete the copies of questionnaires in the presence of the research assistants to help clear misunderstandings and misconceptions. At the convenience of the respondent, arrangement were made to collect any remaining instruments within two weeks to minimize instances of loss or mishandling. Schedule of activities was drawn indicating activities to adjust, achievements to maintain and loopholes to mend on daily work plan for purposes of improvement and curtailing error which may arise from omissions. Discussions on workable approaches and barriers were included and used for effective planning. Instruments collected from the field were examined to ensure they are complete, consistent, reliable and comprehensive.

### **3.9 Data Analysis**

Quantitative data collected from despondences was organized, coded, standardized then analyzed in form of frequency counts, means, percentages and regression analysis (Okumbe, 2009). Data was analyzed to assess the influence of various independent variables and dependent variables measured in terms of management Quality Index, on the contribution of Catholic Church in management of public sponsored secondary schools in Kisii Central Sub - County. Transcription of qualitative data was done by writing in an orderly manner in emergent themes and sub-themes according to the objectives. Qualitative data gathered through interviews was transcribed and analyzed thematically.

Correlation analysis was used to assess the degree of relationship between the variables under study. Regression analysis was computed to estimate the contribution of the Catholic Church, followed by computation of ANOVA to confirm whether the Catholic Church's contribution was a significant predictor. Simple regression analysis was computed to ascertain the actual contribution. The Quality Index had been done in the schools by the education officers and records were in place in the Sub-County Education office.

Objectives were measured in terms of a rating scale measuring the contribution index of the independent variables, for example, instructional, financial and infrastructural resources as well as appointment of secondary school administrators was used and rated as, 1 - Very Low, 2 – Low, 3 – Moderate, 4 – High and 5 – Very high.

### **3.10 Ethical Considerations**

Permission was sought from the Sub- County education office that issued the letter to the schools in order to allow the researcher to conduct research in schools in Kisii Central Sub-County. The respondents were assured of confidentiality of information given in the Questionnaires and before Interview schedules. Their consent was also sought before the exercise. The respondents were also assured of access to the results once they are out.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter provides the in-depth analysis and discussion of the study findings. The researcher distributed 29 questionnaires to 29 Principals. 29 out of 29 filled questionnaires were returned and therefore the return rate was 100%. The questionnaire return rate was as shown in Table 4.1:

**Table 4. 1: Return Rate of Questionnaires**

<b>Respondents</b>	<b>Number of Distributed Questionnaires</b>	<b>Number of Questionnaires Returned</b>	<b>Return rate (%)</b>
Principals	29	29	100
<b>Total</b>	<b>29</b>	<b>29</b>	<b>100</b>

**Source: Field Data (2015)**

Table 4.1 indicated that the overall return rate for questionnaire was good and standing at 100%. The principals were positive and very co-operative, hence were willing to respond to the questionnaires and returned them in good time. This is because all the suspicions and misunderstandings that might have arisen were properly and exhaustively handled by the researcher to bring confidence in the respondents.

#### 4.2 Demographic Characteristics of the Respondents

The study sought the demography of the respondent. The sub section included the gender of the respondents, qualification of the respondents and the leadership experience in a Catholic

sponsored schools. Demographic data are used to give the integrity of the respondents and to know if they are people who can give some useful information. The findings are summarized in the tables below.

#### **4.2.1 Gender of the Respondents**

The gender of the respondents was as shown in Table 4.2

**Table 4. 2: Gender of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	27	94.7
Female	2	5.3
<b>Total</b>	<b>29</b>	<b>100.0</b>

**Source: Field Data (2015)**

The finding in Table 4.2 reveals that the majority 27 (94.7%) of the respondents were males, and 2 (5.3%) were females. This result implies that the male gender dominates the female counterparts in securing the responsibilities in managing the secondary schools in Kisii Central Sub - County. It was clear that this lacked the one third gender rule as stipulated in the Kenyan Constitution.

**Table 4. 3: Qualification of the respondents**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	2	5.3
B. Ed	13	47.4
M.Ed	5	15.8
MBA	2	5.3
PHD	2	5.3
PGDE	5	15.8
<b>Total</b>	<b>29</b>	<b>100.0</b>

**Source: Field Data (2015)**

Table 4.3 shows that 2(5.3%) of the respondents had Diploma in education, 13(47.4%) of them had B.Ed, 5(15.8%) of the respondents had M.Ed, 2(5.3%) of them had MBA, 2(5.3%) of them had PhD, 5(15.8%) of them had PGDE. The study finding indicates that 52(47.3%) of the respondent had post graduate studies, and another 52(47.4%) had bachelors in education. Only 6(5.3%) of the respondents had diploma in education. It was evident that the study population was able to tackle the research questionnaire with minimal assistance from the researcher and also they were conversant and had know-how on educational matters.

**Table 4.4: Leadership Experience**

<b>Year</b>	<b>Frequency</b>	<b>Percent</b>
3 – 5	6	21.3
6-10	9	26.9
11-14	7	24.1
15 – 20	5	20.3
21 and above	2	7.4
<b>Total</b>	<b>29</b>	<b>100.0</b>

**Source: Field Data (2015)**

The study finding in Table 4.4 reveals that 6(21.3%) of the respondents had 3-5 years of leadership experience in a Catholic sponsored secondary schools in Kisii Central Sub - County, 9(26.9%) of them had 6-10 years of leadership experience, 7(24.1%) of the respondents had 11-14 years of leadership experience and 5(20.3%) of them had 15-20 years of leadership experience. Only 2(7.4%) of the respondents had 21years and above in leadership experience in a Catholic sponsored secondary schools in Kisii Central Sub - County. The research result indicates that 23(79.1%) of the respondents had more than 5 years leadership experience. Therefore, this implied that the respondents were able to answer appropriately on the issues addressed by the study and had first hand information in the education sector in secondary schools in Kisii Central Sub - County.

### **4.3 School Data**

The study sought the school data in the following themes: Type of institution and the year of establishment. The finding is summarized below.

**Table 4.5: Type of School**

<b>Type of school</b>	<b>Frequency</b>	<b>Percent</b>
Public Day	26	89.5
Boarding	3	10.5
<b>Total</b>	<b>29</b>	<b>100.0</b>

**Source: Field Data (2015)**

According to Table 4.5, the findings shows that 26(89.5%) of the secondary schools in Kisii Sub - County were public day, and 3(10.5%) were boarding secondary school. The finding indicates clearly that majority were public day schools. It therefore showed that the Catholic Church concentrated more on the public day secondary schools which were situated in rural areas hence more needy.

**Table 4.6: Year of establishment**

<b>Year</b>	<b>Frequency</b>	<b>Percent</b>
1961-1973	5	16.4
1974-1986	0	0.0
1987-1999	9	31.8
2000-2012	15	51.8
<b>Total</b>	<b>29</b>	<b>100.0</b>

**Source: Field Data (2015)**

Table 4.6 indicates that 5(16.4%) of the schools were established between 1961 and 1973, 9(31.8%) of the secondary schools in Kisii Central Sub - County were established between 1974 and 1999, while 15(51.8%) of them were established in 2000 – 2012. The study finding

implies that more than half of the secondary schools were established below the year 2000. It is evident that Catholic Church has sponsored many secondary schools in Kisii Central Sub - County in the early 60s and late 90s. More schools have been sponsored between 2000 and 2012 which was an indication that the church had increased its sponsorship of the schools over the years.

#### **4.4 Contribution of the Catholic Church to instructional resources in public secondary schools in Kisii Central Sub - County, Kenya**

The research question was: what is the contribution of Catholic Church to instructional resources in public secondary schools in Kisii Central Sub - County, Kenya?

The management Quality Index was measured as presented in Table 4.7 (see Appendix 5). This is the indicator for this study's dependent variable which enabled us to carry a correlation.

**Table 4.7: Range of Quality indices**

<b>Management Quality Index</b>	<b>Frequency</b>	<b>Percentage</b>
1	6	20.7
2	18	62.1
3	5	17.2
4	0	0.0
<b>Total</b>	<b>29</b>	<b>100.0</b>

#### **Interpretation of Management Quality Index**

- |                          |                        |
|--------------------------|------------------------|
| <b>1. Unsatisfactory</b> | <b>3. Good</b>         |
| <b>2. Very Good</b>      | <b>4. Satisfactory</b> |



Table 4.7 was derived from the schools' Quality Indices to depict the schools, overall performance as a result of the Church's contribution. The church's contribution on instructional resources was based on items like laboratory equipment, text books and teaching materials e.g. charts models and computers. The Principals were asked to rate on a 5-point rating scale the contribution of the Catholic Church to instructional resources used in public secondary schools that they sponsor. The results were as shown in Table 4.8

**Table 4.8: The Catholic Church Contribution to instructional resources in public secondary schools**

<b>Mean Ratings</b>	<b>Contribution Index</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Overall mean</b>
1.00 – 1.44	1	10	37.3	
1.45 – 2.44	2	12	40.9	
2.45 – 3.44	3	5	16.4	
3.45 – 4.44	4	2	5.4	
4.50 – 5.00	5	0	0.0	
<b>Total</b>		<b>29</b>	<b>100.0</b>	<b>2.52</b>

**Interpretation of contribution Index:**

**1 -Very Low**

**2 – Low**

**3 - Moderate**

**4 – High**

**5 - Very High**

**Source: field Data (2015)**

Table 4.7 shows that the overall mean on the church's contribution of instructional resources to schools was 2.52 that was moderate contribution.

Contribution of the Catholic Church to instructional resources in enhancement of secondary school management analysis is shown in Table 4.9.

**Table 4.9: Contribution of the Catholic Church to Instructional resources and school management Quality Index**

Management of public Secondary Schools		
Instructional Resources	Pearson	.725
	Correlation	
	Sig. (2-tailed)	.000
	N	29

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

From Table 4.9 it can be noted that the relationship between contribution of the Catholic Church to instructional resources and Quality index was positive and strong ( $r = .725$ ,  $N=29$ ,  $P < .05$ ). To estimate the contribution of the Catholic Church, regression analysis was computed and the results were as shown in Table 4.10.

**Table 4.10: Regression analysis of instructional resources and Quality Index**

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.725 <sup>a</sup>	.525	.508	.439	.525	29.861	1	27	.000

a. Predictors: (Constant), Instructional Resources

b. Dependent Variable: QUALITY INDEX

From Table 4.10, it can be noted that the Catholic Church accounted for 50.8% of variation in Quality Index as signified by the coefficient .508. The other 49.2% was due to other factors that were not subject of the study, for example, teachers attributes, government policy, student characteristics and attitudes. To confirm whether the Catholic Church's contribution was a significant predictor, ANOVA was computed (Table 4.11).

**Table 4.11: Computation of ANOVA**

Model		Sum of Squares	Df	Mean		
				Square	F	Sig.
1	Regression	5.759	1	5.759	29.861	.000 <sup>b</sup>
	Residual	5.207	27	.193		
	Total	10.966	28			

a. Dependent Variable: QUALITY INDEX

b. Predictors: (Constant), Instructional Resources

From Table 4.11 it can be observed that the Catholic Church contribution on instructional resources was a significant predictor of school management Quality Index ((1, 27) = 29.861,  $P < .05$ ). To compute the actual contribution, simple regression analysis was computed (Table 4.12).

**Table 4.12: Simple regression analysis of Catholic Church contribution to Instructional Resources and school management Quality Index**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.195	.334		.583	.564	-.491	.880
Instructional Resources	.499	.091	.725	5.465	.000	.311	.686

Table 4.12, it can be noted that one unit increase in Catholic Church contribution to instructional resources will improve school management index by .499 units. Regression equation therefore is  $Y = .195 + .499X$ .

The interview findings showed that indeed the Catholic Church offered support on laboratory equipment. The Education secretary said; “most of the Catholic sponsored schools

in Kisii Central Sub - County had received laboratory chemicals, micrometer screw gauge, test tubes, boiling tubes, microscope slides, microscope and vernier calipers for the Science subject practicals from the Catholic Church.” Similar comments were made by the SCQASO who said; “majority of the Catholic sponsored schools within Kisii Central Sub - County had received Laboratory chemicals and other laboratory equipment such as Microscope slides and Microscopes to aid in practical lessons, worth about Kshs. 250, 000.” The findings were supported by the document analysis of records held by the schools in question. That included the inventory records for both expendible and permanent goods. In deed the records indicated that the Church supplied science laboratory chemicals and microscopes in 13 secondary schools worth Ksh. 250, 000 to support the teaching of science subjects.

Despite the fact that the Ministry through Free Secondary Education provides money for laboratory materials, in most cases, they are inadequate because students undertake practicals which are demanding based on the curriculum requirements. As a result principals of schools request stakeholders to supplement the government effort in provision of the laboratory equipment. This is in consistent with requirements of the basic education Act 2013 which requires that the sponsor should be actively involved in the school development in terms of students’ spiritual growth and implementation of the curriculum. This contribution varies from school to school depending on the level of need and interest of the school management. The sponsor can provide the equipment through the BOM or on request by the school administration.

The findings were supported by Neal (2008), who said that in England and Wales, there have been considerable changes to the way the money has been collected to the support of Catholic schools. The money towards the Catholic community in regards to learning materials and supporting schools has risen from 50% to 90% in both England and Wales. Neal however does not specify the actual materials provided by the church to schools. This was contrary to the situation in Kisii Central, in which the Church gave actual materials to schools, as oppose to giving money for their purchase as seen in England and Wales.

Further, the findings show that the Catholic Church contributed text books to the sponsored secondary schools. The qualitative analysis from interview schedules shows that secondary schools in Kisii Central Sub - County received text books from the sponsors. The Education secretary was reported to have said; “our schools were given over 4000 text books for English literature and Science subjects.” Also the SCDE mentioned; “more than 22 Catholic sponsored schools in Kisii Central Sub - County received text books from their sponsored in the last 5 financial years.” SCQASO said; “in most cases public secondary schools sponsored by Catholic Church has received cash to the tune of about Kshs 500,000.00 from the sponsors for text book materials”.

The findings above from interview schedules confirm the results from questionnaire respondents. It is evident that public secondary schools sponsored by Catholic Church received text book materials from their sponsors. The findings were further supported by the document analysis of records held by the schools in question. That included the inventory records for expendable goods. In deed the records indicated that the Church supplied text

books to about 22 secondary schools in the Sub - County to support teaching and learning processes worth Kshs. 500, 000 from the Catholic Church. In most cases the church received donations from other international friends and these were supplied to the schools straight away. Such effort was also supplemented by parents' contributions as well as book harvesting days.

Despite the fact that the Ministry through Free Secondary Education provides money for text books, in most cases, they are inadequate based on the curriculum requirements. As a result principals of schools request stakeholders to supplement the government effort in provision of the text books. This is in consistent with requirements of the basic education Act 2013 which requires that the sponsor should be actively involved in the school development in terms of students' spiritual growth and implementation of the curriculum. This contribution varies from school to school depending on the level of need and interest of the school management. The sponsor can provide the equipment through the BOM or on request by the school administration.

The study finding also agrees with Regnerus (2007) which established that Catholic Church in Uganda was donating books and even dictionaries to schools through its organization known as SCARCE. Further, the Catholic Church contributed teaching material support to the schools in terms of charts, models and computers.

The qualitative findings from the interview schedules show that indeed schools from Kisii Central Sub - County received teaching materials from their sponsors. The Education secretary was reported to have said; "over 15 secondary schools in Kisii Central Sub -

County received more than 100 cartons of charts, 500 computers and 5000 models for the facilitation of learning.” The study finding also reported SCQASO said; “it seems most schools in Kisii Central Sub - County had received a good number of computers, boxes of charts and models from sponsors worth about Ksh. 100, 000 to facilitate teaching and learning in schools”.

That was supported by the document analysis of records held by the schools in question which included the inventory records for expendable goods. In deed the records indicated that the Church supplied charts, model and pens to various schools in the Sub - County to support teaching and learning processes to the tune of about Kshs 100, 000. In addition, it was indicated that various schools had organized fund raising activities and the Church always contributed money for purchase of extra teaching materials, for example, text books and laboratory equipment.

Most of these schools needed the contributions as they were young and upcoming schools and which were generally established in remote and poor neighbourhood, and with very small student enrolment that can support all the needs of the schools. Hence the Catholic Church usually came in handy to assist them with other basic requirements to support curriculum implementation by providing the teaching learning material as this also supplemented the government effort through the provision of FSE funding which in most cases is not adequate.

These findings show that public secondary schools received learning materials from their sponsors. The finding of the study confirms Neal (2008) who established that monetary

support by the Catholic Community towards learning materials and supporting schools had risen from 50% to 90% in England. However, in Rwanda, regardless of the effort the Catholic Community trying to fund the Catholic schools with instructional materials support most schools libraries are still poor and the few books available are not adequate (Riazat, 2011). Riazat (2011) however does not specify the actual materials provided but this study specifies the materials that the Catholic Church provides to secondary schools.

The findings above were confirmed from document analysis that in deed the church supplied more text books than any other instructional material as the church received more text books from international friends who in most cases donated the text books to the church and which were supplied to the sponsored schools. Text books also form a major part in the overall academic development of students as they are used as reference materials and for further reading.

Qualitative data from the questionnaires revealed that 87(79.1%) of the respondents stated that sponsors are capable of doing more for material support. On the other hand 17(15.4%) of the respondents indicated that sponsors were not capable of doing more for material support. This is because the Catholic Church worldwide contributes more to education and medical services. The contribution comes from the Church members who surrender their earnings to the church. They also mobilize funds from developed countries for use in developing countries. The finding concur with Oduor and Nyamu (2012) who established in Kenya every year the Catholic church makes effort to collect books, dental chairs, computers, tables and school supplies which gets to schools. In addition, the study finding is in agreement with Regnerus (2007) which highlighted that in Uganda, through SCARCE,



Catholic Church is able to collect books and partners with other organizations to ship and deliver the books to schools.

#### **4.5 Contribution of Catholic Church on Financial resources to secondary schools in Kisii Central Sub - County**

The research question responded to was: To what extent does Catholic Church contribute to financial resources in secondary schools in Kisii Central Sub – County? The Principals were asked to rate on a 5-point rating scale the contribution of the Catholic Church to instructional resources used in public secondary schools that they sponsor. The results were as shown in Table 4.13

**Table 4.13: Catholic Church contribution to financial resources**

<b>Ratings</b>	<b>Contribution Index</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Overall Mean</b>
1.00 – 1.44	1	0	0	
1.46 – 2.44	2	15	51.8	
2.45 – 3.44	3	8	26.4	
3.45 – 4.44	4	3	10.9	
4.50 – 5.00	5	3	10.9	
<b>Total</b>		<b>29</b>	<b>100.0</b>	<b>2.79</b>
<b>Interpretation of contribution Index:</b>		<b>1 -Very Low</b>		
		<b>2 - Low</b>		
		<b>3 - Moderate</b>		
		<b>4 - High</b>		
		<b>5 - Very High</b>		

**Source: Field Data (2015)**

Table 4.13 shows that the overall mean on the Catholic Church’s contribution of financial resources to schools was 2.79 that was moderate contribution. To establish the contribution of the Catholic Church to financial resources in enhancement of public secondary school management quality indices of schools was established for purposes of correlation (as shown in Table 4.7).

Contribution of the Catholic Church to financial resources in enhancement of secondary school management analysis is shown in Table 4.14.

**Table 4.14: Contribution of the Catholic Church to financial resources and school management Quality Index**

		<b>Management of Public Secondary Schools</b>
Financial Resources	Pearson Correlation	.550
	Sig. (2-tailed)	.002
	N	29

**Source: Field Data (2015)**

From Table 4.14 it can be noted that the relationship between contribution of the Catholic Church to financial resources and Quality index was strong positive and moderate ( $r = .550$ ,  $N=29$ ,  $P < .05$ ). There exists strong, positive contribution, hence the relationship was high. This means that the financial contribution by the Catholic Church resulted to moderate improvement in the school management Quality Index. To estimate the contribution of the Catholic Church, regression analysis was computed and the results were as shown in Table 4.15.

**Table 4.15: Regression analysis of financial resources and Quality Index**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. F Change
1	.550 <sup>a</sup>	.303	.277	.532	.303	11.734	1	27	.002

a. Predictors: (Constant), Financial resources

b. Dependent Variable: QUALITY-INDEX

From Table 4.15, it can be noted that the Catholic Church accounted for 27.7% of variation in Quality Index as signified by the coefficient .277. The other 72.3% was due to other factors that were not subject of the study, for example, teachers, government, student characteristics and attitudes. To confirm whether the Catholic Church's contribution was a significant predictor, ANOVA was computed (Table 4.16).

**Table 4.16: Computation of ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.322	1	3.322	.002 <sup>b</sup>
	Residual	7.644	27	.283	
	Total	10.966	28		

a. Dependent Variable: QUALITY-INDEX

b. Predictors: (Constant), Financial-Resources

From Table 4.16 it can be observed that the Catholic Church contribution was a significant predictor of school management Quality Index ((1, 27) = 3.322, P < .05). To compute the actual contribution, simple regression analysis was computed (Table 4.17).

**Table 4.17: Simple regression analysis of Catholic Church financial contribution and school management Quality Index**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta	T		Lower Bound	Upper Bound
1 (Constant)	.946	.313		3.019	.005	.303	
Financial Resources	.384	.112	.550	3.425	.002	.154	.614

a. Dependent Variable: QUALITY-INDEX

From Table 4.17, it can be noted that one unit increase in Catholic Church contribution to financial resources will improve school management by .384 units. Regression Equation therefore is  $Y = .946 + .384X$ , which is a smaller margin compared to the instructional resources.

During the interview schedules, the finding of the study revealed secondary schools in Kisii Central Sub - County received financial support from the Catholic Church. Education secretary said:

In most cases, the public secondary schools received about Kshs. 1,000,000.00 in the 2014 as follows: school serial numbers 5, 12, 15, 16, 19, 22, 23 and 27 each received Kshs. 95, 000 from the catholic church and its partners to support the students' and teachers', lunch programmes totaling to Kshs. 760, 000. We also disbursed Kshs. 50, 000 each to school serial numbers 2, 13, 16 and 31, totaling to Kshs. 200, 000, while school 25 received Kshs. 40, 000 for the purchase of school uniforms to needy students. ”

Similar comments were reported from the SCQASO; “some schools in Kisii Central Sub - County got some funds from various sponsors and development partners.”

The SCDE added: “However, some schools administrators did corrupt the use of these funds for their personal use instead of the intended one. This affects the quality of school performance.” Document analysis in the trial balances revealed that the schools had received about Ksh. 1,000,000.00 in 2014 to support lunch programmes and school uniforms for students in line with the academic programmes in the schools.

The monetary allocation to public secondary schools is very significant in ensuring that the required learning facilities are availed to the students for good academic performance. Despite the fact that government through the MOEST was providing Free Secondary Education funds to public secondary schools to the tune of Kshs. 12, 870 per student per year (Republic of Kenya, 2015), in most cases, they are inadequate because students’ requirements based on the curriculum demands are more than what is provided. As a result principals of schools request stakeholders to supplement the government effort in provision of school requirements. This is in consistent with requirements of the basic education Act 2013 which requires that the sponsor should be actively involved in the school development in terms of students’ spiritual growth and implementation of the curriculum (Republic of Kenya, 2013). This contribution varies from school to school depending on the level of need and interest of the school management. However, the school administrators should be encouraged to use the funds they receive from donors in the right and intended use.

The study finding agrees with Muller and Ellison (2009) who established that Catholic Schools in the United States benefit from the financial support from the Koch Foundation. The finding concurs with Neal (2008) who said that Catholic Church liaises with private

organizations to fund schools to the tune of \$200, 000 per project in grants. In addition, the findings indicated that the Catholic Church provided financial support to students in terms of scholarships and bursaries to needy students from the sponsored schools. The education secretary was reported to have said:

Majority of the students in our public secondary schools have benefitted from sponsorship awards for their studies and also some have benefitted from bursaries provided by the Church. Over Kshs.1, 000, 000.00 have been disbursed to cater for the orphans and less fortunate but bright students in the society. The students received Kshs. 8, 000 each to support their studies.

Also the Staffing officer mentioned; “some students have obtained bursaries from their sponsors and also from the Constituency Development Fund Bursary to help them in studies. Moreover, the Government has provided some subsidiary school fees support to every student through the Ministry of Education.”

The finding is evident that students benefitted from financial support by the sponsors. The financial support is significant to the student’s academic life. It helps the student in concentrating in their academics and thus will enhance their academic performance. While document analysis from the fees registers of various schools revealed that, majority of the students in public secondary schools have benefitted from sponsorships awards for their studies and also some have benefitted from bursaries provided by the Church. Over Ksh. 1,000,000.00 had been disbursed to cater for the orphans and less fortunate but bright students in the society.

Moreover, the SCQASO said; “during Prize giving days, sponsors are normally awarding the best performing teachers and students in KCSE.”

It was evident that public secondary schools in Kisii Central Sub - County received financial motivation. The sponsors considered honoring the hardworking staffs and students by providing some cash to them. This indeed was deemed necessary in boosting the morale of the administration, teachers and students. Document analysis on the various school education days' budgets and programmes revealed that during Prize giving days, sponsor normally awarded the best performing teachers and students in KCSE, to the tune of Kshs. 1,000 per mean grade A for motivation of students and teachers. This was a powerful motivating tool to drive the students and the teachers to work even harder and achieve good results.

Education has in the recent past become very competitive with fewer opportunities available for increasing student population for Universities and other middle - level colleges. It is in this regard that it has become a common norm for school managements to strive and ensure that their students achieve the best result in order to compete favourably with the rest for the chances. Such measures include financial motivation to both teachers and the students, and the school administration also inclusive. Such are usually not budgeted for in the schools' normal budgeting programmes. Therefore, the management of the schools must look for such funds from other donors. The Catholic Church has come out to be one of those donors that keep such school programme going, hence assisting in making the sponsored schools achieve their curriculum objectives. In most cases, good performers are given financial rewards to motivate them and even other students in lower classes and teachers to perform in future.

The study is in agreement with Muller and Ellison (2009) which highlights that churches sponsor individual students for various courses in different institutions, regardless of them

being private or government owned. Similarly, the study concurs with Fagan (2010) who stated that Catholic schools are also benefitting from the state funding to cater for teachers salaries, learning materials and operations of the schools. However, neither Muller and Ellison nor Fagan gave the specific situations in which the Catholic Church gave financial motivation to students or teachers as was seen in Kisii Central Sub-County.

In addition to the above, qualitative data from questionnaires revealed that 92(88.7%) of Despite the fact that the Ministry of education through Free Secondary Education provides money at Kshs. 12, 870 per student per year, (Republic of Kenya, 2015) in most cases, they are inadequate because students' curriculum requirements are more than what is provided by the government. As a result principals of schools request stakeholders to supplement the government effort in provision further funding. This is in consistent with requirements of the basic education Act 2013 which requires that the sponsor should be actively involved in the school development in terms of students' spiritual growth and implementation of the curriculum. This contribution varies from school to school depending on the level of need and interest of the school management. It also depends on the degree of needs of the students in question and their family backgrounds. The sponsor can provide the equipment through the BOM or on request by the school administration.

According to Opey and Carr (1982), in England, State-run schools and colleges are financed through national taxation, and take pupils free of charge between the ages of 3 and 18. A significant minority of state-funded schools are faith schools, which are attached to religious groups, most often the Church of England the Roman Catholic Church. There are also a



small number of state funded boarding schools, which typically charge for board but not tuition. Boarding fees are limited to £12,000 per annum. Nearly 90% of state-funded secondary schools are specialist schools, receiving extra funding to develop one or more subjects in which the school specializes from church sponsors. Muller and Ellison (2009) adds that in Britain for example, the churches sponsor individual students for various courses in different institutions, regardless of them being private or government owned. There is a clear cut policy in terms of management between the private, church – owned and government schools.

Further, the study findings reveal that the sponsor’s financial motivation to teachers, students or entire administration was in place. According to Education secretary there was financial motivation to teachers whose subjects are performing well in the KCSE. The education secretary was noted saying:

In most of our schools teachers whose subjects show good performance are awarded with some shopping vouchers. Also the best performing students are awarded kshs. 1,000 for every student attained Grade A. In addition, teachers are given some money when they offer extra teaching schedules.

The respondents stated that sponsor is a capable of more financial contribution in schools. On the other hand 18 (16.4%) of the respondents indicated that sponsor was not capable of more financial contribution in schools. This shows that the sponsor had the ability in terms of resources to change its policy of financial support to schools and assist more in running the curriculum programmes. Therefore the study may be a useful tool to the sponsors to increase funding to the school’s academic programmes.

#### 4.6 Contribution of Catholic Church on infrastructural management of secondary schools in Kisii Central Sub - County

The research question responded to was: What are the contributions of the Catholic Church in infrastructural management of secondary schools in Kisii Central Sub – County? The Principals were asked to rate on a 5-point rating scale the contribution of the Catholic Church to instructional resources used in public secondary schools that they sponsor. The results were as shown in Table 4.18.

**Table 4.18: The Catholic Church Contribution to infrastructural resources in public secondary schools**

Mean Ratings	Contribution Index	Frequency	Percentage	Overall Mean
1.00 – 1.44	1	0	0.0	
1.47 – 2.44	2	4	15.5	
2.45 – 3.44	3	6	20.9	
3.45 – 4.44	4	17	58.2	
4.50 – 5.00	5	2	5.4	
Total		<b>29</b>	<b>100.0</b>	<b>3.71</b>

<b>Interpretation of contribution Index:</b>	<b>1 -Very Low</b>
	<b>2 - Low</b>
	<b>3 - Moderate</b>
	<b>4 - High</b>
	<b>5 - Very High</b>

**Source: field Data (2015)**

Table 4.18 shows that the overall mean on the Catholic Church’s contribution of infrastructural resources to schools was 3.71 that was a moderate contribution. To establish

the contribution of the Catholic Church to instructional resources in enhancement of public secondary school management quality indices of schools was established for purposes of correlation (as shown in Table 4.7). Contribution of the Catholic Church to infrastructural resources in enhancement of secondary school management analysis is shown in Table 4.19.

**Table 4.19: Contribution of the Catholic Church to Infrastructural resources and school management Quality Index**

<b>Management of Public Sec. Schools</b>		
Infrastructural-Resources	Pearson Correlation	.622
	Sig. (2-tailed)	.000
	N	29

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

From Table 4.19 it can be noted that the relationship between contribution of the Catholic Church to infrastructural resources and Quality index was positive and moderate ( $r = .622$ ,  $N=29$ ,  $P < .05$ ). To estimate the contribution of the Catholic Church, regression analysis was computed and the results were as shown in Table 4.20.

**Table 4.20: Regression analysis of Infrastructural resources and management Quality Index**

Mode	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df <sub>1</sub>	df <sub>2</sub>	Sig. F Change
1	.622 <sup>a</sup>	.387	.499	.387	17.040	1	27	.000

a. Predictors: (Constant), Infrastructural-Resources

b. Dependent Variable: QUALITY-INDEX

From Table 4.20, it can be noted that the Catholic Church accounted for 36.4% of variation in Quality Index as signified by the coefficient .364. The other 63.6% was due to other factors that were not subject of the study, for example, teachers, government, student

characteristics and attitudes. To confirm whether the Catholic Church’s infrastructural contribution was a significant predictor to the school Quality Index, ANOVA was computed (Table 4.21).

**Table 4.21: Computation of ANOVA**

		<b>Sum of</b>		<b>Mean</b>		
	<b>Model</b>	<b>Squares</b>	<b>Df</b>	<b>Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	4.243	1	4.243	17.040	.000 <sup>b</sup>
	Residual	6.723	27	.249		
	Total	10.966	28			

a. Dependent Variable: Quality-Index

b. Predictors: (Constant), Infrastructural-Resources

From Table 4.21 it can be observed that the Catholic Church contribution was a significant predictor of school management Quality Index ((1, 27) = 17.040, P < .05)). To compute the actual contribution, simple regression analysis was computed (Table 4.22).

**Table 4.22: Simple regression analysis of Catholic Church infrastructural contribution and school management Quality Index**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>	<b>95.0% Confidence Interval for B</b>	
	<b>B</b>	<b>Error Std.</b>	<b>Beta</b>			<b>Lower Bound</b>	<b>Upper Bound</b>
1 (Constant)	.989	.254		3.895	.001	.468	
Infrastructural Resources	.363	.088	.622	4.128	.000	.183	.543

a. Dependent Variable: Quality-Index

From Table 4.22, it can be noted that one unit increase in Catholic Church contribution to infrastructural resources will improve school management by .363 units. Regression

Equation therefore is  $Y = .989 + .363X$ . The finding of the study indicates that the sponsor's involvement in the infrastructural management of secondary schools in Kisii Central Sub – County was significant. Findings from the interview schedules show that indeed the Catholic Church has played key role in infrastructural management of secondary schools in Kisii Central Sub - County. Education Secretary said; “in some cases, public schools received money for building libraries, laboratories and classrooms. In Kisii Central Sub - County over 10 libraries have been constructed, 5 Laboratories new built and more than 20 classrooms were constructed by the Catholic Church.”

The SCDE mentioned that; “sponsors have really tried in constructing classes and laboratories in the public sponsored secondary schools within Kisii Central Sub - County. Over Ksh.100,000,000 have been spent in improving the infrastructure in the public secondary schools in the Sub - County.”

Document analysis guides indicated that most public schools received money for building libraries, laboratories and classrooms. Over 10 libraries had been constructed, 5 science laboratories built and more than 26 classrooms were constructed by the Catholic Church over a period of 15 years in Kisii Central Sub - County. Over Kshs. 100,000,000.00 had been spent in improving the infrastructure of the sponsored public schools in the Sub - County.

The government sends money to schools to assist them put up more physical facilities, as well as improving the existing ones through the school infrastructure improvement fund. In addition, the parents have been called upon to pay development levies, which are also meant for the same purpose. This money from MOEST and parents is however not usually enough;

a situation that always forces the principals to look for extra support from other key stakeholders of education, including the Catholic Church in order to effectively achieve this objective. School physical facilities add the aesthetic value of a school, brings comfort and friendly learning environment, all of which contribute to a child friendly school (Rosenholtz and Rosenholtz, 2010). A good learning school environment by extension leads to motivated learners who eventually results in good performance in KCSE. This was very important to schools since it helped the schools to achieve more effective in service delivery and also improves the management Quality Indices of these schools. Therefore, there is need for the sponsors to facilitate infrastructural development in the public secondary schools.

The finding concurs with Cheruiyot (2009) who affirmed that Catholic Church in the USA provide a great deal of financial support to build new schools and renovation of the old ones. This differs slightly as in Kisii Central; the Church sometimes did the actual construction.

Further, the study finding reveals that land was a major aspect of the school infrastructure that the Catholic Church had invested in heavily. The findings from the interview schedules reveal that public secondary schools were offered land for building infrastructure that helps in learning process. During the interview, the education secretary was reported to have said; “over 20 public secondary schools within Kisii Central Sub - County are given land by the church. Church offered the land and keeps the title deed in the Dioceses offices.”

SCQASO said; “in most of schools within Kisii Central Sub - County they have large track of land offered by the Sponsors such as the church and also some by the community giving the community lands to schools free of charge for building laboratories, classrooms and play fields.”

At the same time the SCDE said; “it is a remarkable effort by the sponsors and the community offering land to our schools in Kisii Central Sub - County. This is commendable in improving the standards of education in our public secondary schools.” Document analysis on the title deeds revealed that nearly all the schools had been constructed on land contributed by the sponsor, with the title deeds written in the Church’s name, and kept by the Church for purposes of avoiding misuse by the school administrators.

The finding clearly indicates that public secondary schools in Kisii Central Sub - County had benefitted from land contribution by the sponsors. This is very important in the provision of space to build infrastructure in the schools. Land is a vital asset for every school in terms of playing grounds, class rooms, laboratories and pilot farms for the agriculture students. This is in consistent with requirements of the basic education Act 2013 which requires that the sponsor should be actively involved in the school development in terms of students’ spiritual growth and implementation of the curriculum. This contribution varies from school to school depending on the level of need and interest of the school management. Most of the schools started by the Catholic Church, however received bigger land sizes, as big as 20 hectares, compared to those started after the 1990s. This is due to the pressure of land in Gusii land, with no room for expansion, coupled with exorbitant land prices. The sponsor can provide the land through the community, BOM or on request by the school administration.

Fagan, (2010) concurs with the findings that, the Catholic schools are owned by a proprietor, typically by the Bishop of the diocese. New Zealand Catholic schools are built on land owned by the diocese; if the government was to fund Catholic school property maintenance

and capital works above the entitlement of any other private property owner, it would be transferring wealth to the bishop, breaking the separation of church and state. On the other hand, the Catholic Church in Kisii Central, in addition to purchasing and owning the school lands, it retained the title deeds to affirm its ownership.

#### **4.7 Contribution of Catholic Church on appointment of secondary school administrators in Kisii Central Sub - County**

The research question responded to was: What contributions does the Catholic Church have in appointment of secondary school administrators in Kisii Central Sub – County? The Principals were asked to rate on a 5-point rating scale the contribution of the Catholic Church to appointment of secondary school administrators in public secondary schools that they sponsor.

The Basic Education Act 2013, Section 56 (5) indicates that for public schools sponsored by faith-based organizations, the Chairperson of the Board of Management shall be appointed by the County Education Board in consultation with the sponsor (Republic of Kenya, 2013). Section 56 (7) of The Basic Education Act 2013 adds, that despite subsection (5), a faith-based sponsor who does not make a significant contribution and impact to a school or institution as contemplated under section 2 of the Act shall not be consulted in the appointment of the chairperson of the Board of Management of that school or institution.

The results were as shown in Table 4.23.



**Table 4.23: The Catholic Church Contribution to appointment school administrators**

<b>Mean Rating</b>	<b>Contribution Index</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Overall Mean</b>
1.00 – 1.44	1	0	0.0	
1.48 – 2.44	2	2	5.5	
2.45 – 3.44	3	6	20.9	
3.45 – 4.44	4	9	31.8	
4.50 – 5.00	5	12	41.8	
<b>Total</b>		<b>29</b>	<b>100.0</b>	<b>3.40</b>

**Interpretation of contribution Index:**

- 1 -Very Low**
- 2 - Low**
- 3 - Moderate**
- 4 - High**
- 5 - Very High**

**Source: Field Data (2015)**

Table 4.23 shows that the overall mean on the Catholic Church’s contribution to appointment of secondary school administrators was 3.40 that was a moderate contribution. To establish the contribution of the Catholic Church to appointment of school administrators in enhancement of public secondary school management quality indices of schools was established for purposes of correlation (as shown in Table 4.7), which was derived from the schools’ Quality Indices to depict the schools’ overall performance as a result of the Church’s contribution.

Contribution of the Catholic Church to appointment of school administrators in enhancement of secondary school management analysis is shown in Table 4.24.

**Table 4.24: Contribution of the Catholic Church to appointment of school administrators and school management Quality Index**

		<b>Management of Public Sec. Schools</b>
Appointment of School Administrators	Pearson Correlation	.526
	Sig. (2-tailed)	.003
	N	29

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

From Table 4.24, it can be noted that the relationship between contribution of the Catholic Church to appointment of school administrators and Quality index was positive and moderate ( $r = .526$ ,  $N=29$ ,  $P < .05$ ). To estimate the contribution of the Catholic Church, regression analysis was computed and the results were as shown in Table 4.25.

**Table 4.25: Regression analysis of appointment of school administrators and Quality Index**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F	df1	df2	
1	.526 <sup>a</sup>	.276	.250	.542	.276	10.313	1	27	.003

a. Predictors: (Constant), Appointment of School Administrators

b. Dependent Variable: QUALITY INDEX

From Table 4.25, it can be noted that the Catholic Church accounted for 25.0% of variation in Quality Index as signified by the coefficient .250. The other 75.0% was due to other factors that were not subject of the study, for example, teacher qualification, government interests, student characteristics and attitudes. To confirm whether the Catholic Church's contribution was a moderate predictor, ANOVA was computed (Table 4.26).

**Table 4.26: Computation of ANOVA**

Model	Sum of Squares	df	Mean		Sig.
			Square	F	
1 Regression	3.031	1	3.031	10.313	.003 <sup>b</sup>
Residual	7.935	27	.294		
Total	10.966	28			

a. Dependent Variable: QUALITY INDEX

b. Predictors: (Constant), Appointment of School Administrators

From Table 4.26, it can be observed that the Catholic Church contribution was a significant predictor of school management Quality Index ((1, 27) = 10.313, P < .05). To compute the actual contribution, simple regression analysis was computed (Table 4.27).

**Table 4.27: Simple regression analysis of Catholic Church contribution to appointment of school administrators and school management Quality Index**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
	1 (Constant)	.007	.618				.011
Appointment of School Administrators	.536	.167	.526	3.211	.003	.194	.878

a. Dependent Variable: Quality Index

**Source: Field Data (2015)**

From Table 4.27, it can be noted that one unit increase in Catholic Church contribution to appointment of school administrators will improve school management by .536 units. Regression Equation therefore is  $Y = .007 + .536X$ . Findings revealed that the sponsors'

involvement in appointment of school administrators was moderate. The qualitative findings indicated that sponsor was involved in appointment of school administrators within public secondary schools in Kisii Central Sub - County. The education secretary quoted; “in all our schools, the church has played vital contributions in the appointment of school Principals and the deputy Principals.”

Further the SCQASO said; “during the recruitment of the principals and other school administrators we do consult the sponsor before the appointment is affected.” Similar sentiments were made by the Staffing officer; “in collaboration with the sponsor, the appointment of the school administrators have been done always through involvement of both parties, from the Ministry of Education and also with the sponsor.”

The finding above reveals that sponsor has been involved in the appointment of the school administrators. This is a great effort since it brings the effort of all the education stakeholders together in charting the needed steps in ensuring that the appointments done are fair and free. Document analysis as contained in the files containing minutes of meetings supported the findings above as there were clear evidence of involvement of the sponsor and consultations in appointment of school administrators between the sponsor and the education officials. These also included the various correspondence files containing letters for communication between the two parties.

The education Act 2013 recognizes the critical roles played by the various secondary school sponsors in supporting the schools at all levels. It is in this regard that despite the fact that the TSC Act 2012 gives the Teachers’ Service Commission the sole responsibilities of teacher

management, there is still the of involving the sponsors as one of the key stakeholders in education in appointment of the various school administrators, which include the principals, deputy principals and the BOM. The Catholic Church is usually invited to be part of the selection panel for Catholic Church sponsored secondary schools in which they are allowed to propose three names for appointment as BOM members by the County Directors of Education. The BOM members sponsored by the church are meant to protect the interests of the sponsor in the sponsored schools in terms of maintaining the church doctrines both at school administration as well as the management levels.

The study findings concur with Ouya and Mweseli (2015) who highlighted that the Catholic Church in England has contributed in the staffing of skilled practitioners to the Catholic schools. Further, the findings agree with Riazat (2011) who found out that in England, Governing Authorities should liaise with the Diocesan director for the appointment of school administrators especially the Principal and the deputy Principals in schools. Cheruiyot (2008) and Gikandi (2013) however had issues with some sponsors in Kenya who have been accused of interfering with the schools' core business by closing down schools indefinitely. In other instances, some have rejected and even evicted Principals posted to schools by the TSC while some sponsors meddling in schools destabilize the instructive activities in the system.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study.

#### 5.2 Summary of the Findings

The findings of the study were summarized as follows:

##### 5.2.1 Contribution of Catholic Church to instructional resources in secondary schools

The overall mean on the church's contribution of instructional resources to schools was 2.52 that was moderate contribution. The study findings revealed that the relationship between contribution of the Catholic Church to instructional resources and Quality index was positive and strong ( $r = .725$ ,  $N=29$ ,  $P < .05$ ). From regression analysis it was noted that the Catholic Church accounted for 50.8% of variation in Quality Index as signified by the coefficient .508. The other 49.2% was due to other factors. Computation of ANOVA further observed that the Catholic Church contribution on instructional resources was a significant predictor of school management Quality Index ( $(1, 27) = 29.861$ ,  $P < .05$ ). Simple regression analysis was computed it was noted that one unit increase in Catholic Church contribution to instructional resources will improve school management by .499 units. Regression Equation therefore is  $Y = .195 + .499X$ .

The findings above were confirmed that in deed the church supplied more text books than any other instructional material as the church received more text books from international friends who in most cases donated the text books to the church and which were supplied to

the sponsored schools. Text books also form a major part in the overall academic development of students as they are used as reference materials and for further reading.

### **5.2.2 Contribution Catholic Church to financial resources of secondary schools**

The overall mean on the church's contribution of financial resources to schools was 2.52 that was moderate contribution. The study found out that the relationship between contribution of the Catholic Church to financial resources and Quality index was positive and moderate ( $r = .550$ ,  $N=29$ ,  $P < .05$ ). This means that the financial contribution by the Catholic Church resulted to moderate improvement in the school management Quality Index. Regression analysis was computed and noted that the Catholic Church accounted for 22.7% of variation in Quality Index as signified by the coefficient .227. The other 77.3% was due to other factors. ANOVA was further computed and it was observed that the Catholic Church contribution was a significant predictor of school management Quality Index ( $(1, 27) = 11.734$ ,  $P < .05$ ). To compute the actual contribution, simple regression analysis was computed was revealed that one unit increase in Catholic Church contribution to financial resources will improve school management by .384 units. Monetary allocation to Catholic Church sponsored secondary public schools was moderate, significant in ensuring that the required learning facilities are availed to the students for good academic performance.

### **5.2.3 Contributions of Catholic Church in Infrastructural Development of Secondary Schools**

The overall mean on the church's contribution of infrastructural resources to schools was 3.71 that was moderate contribution. Findings revealed that the relationship between contribution of the Catholic Church to infrastructural resources and Quality index was positive and moderate ( $r = .622$ ,  $N=29$ ,  $P < .05$ ). Regression analysis was computed to

estimate the contribution of the Catholic Church, noted that the Church accounted for 36.4% of variation in Quality Index as signified by the coefficient .364. The other 63.6% was due to other factors. To confirm whether the Catholic Church's instructional contribution was a significant predictor to the school Quality Index, ANOVA was computed and observed that the Catholic Church contribution was a significant predictor of school management Quality Index ((1, 27) = 17.040, P < .05)). Simple regression analysis was computed to determine the actual contribution and it was noted that one unit increase in Catholic Church contribution to infrastructural resources will improve school management by .363 units, which was smaller margin compared to instructional and financial resources. Regression Equation therefore is  $Y = .989 + .363X$

Finding therefore indicated that sponsor's support on infrastructural management of secondary schools in Kisii Central Sub - County was moderate.

#### **5.2.4 Contribution of Catholic Church in appointment of Secondary School Administrators**

The overall mean on the church's contribution to appointment of school administrators was 3.40 that was moderate contribution. The Catholic Church had a lot of interest on the caliber of personalities appointed in all the schools it sponsored across the board. The study found out that the relationship between contribution of the Catholic Church to appointment of school administrators and Quality index was positive and moderate ( $r = .526$ ,  $N=29$ ,  $P < .05$ ). Regression analysis was computed to estimate the contribution of the Catholic Church and it was noted that the Catholic Church accounted for 25.0% of variation in Quality Index as signified by the coefficient .250. The other 75.0% was due to other factors. Simple regression



analysis was computed to come up with the actual contribution, and it confirmed that one unit increase in Catholic Church contribution to appointment of school administrators will improve school management by .536 units. Regression Equation therefore is  $Y = .007 + .536X$

The result further revealed that sponsor was involved in appointment of school administrators, which included the principals, deputy principals, BOM members, PA members, as well as teachers. Moreover, the study found out the sponsor had developed manageable criteria for appointment of school administrators through consultations with the Ministry of Education.

### **5.3 Conclusion**

The findings of the study formed the basis upon which the following conclusions were made; first, there was a general feeling of a moderate performance of the sponsor in management of secondary schools. There was a clear correlation between stronger involvement of the sponsor in the running of the institutions, and the management Quality Index of the schools. This therefore means that, if the sponsors double their support to the schools there was a high likelihood that performance in overall management aspects would double.

It was clear that the Catholic Church contribution on instructional resources was a significant predictor school management Quality Index, which was positive and strong. With increased support, more instructional materials would be available to student like text books for their continuous reading and reference materials, thereby assisting to keep learners busy all the times. The contribution was based on items like laboratory equipment, text books and teaching/learning materials like charts, models and computers. Most schools lacked science

laboratory materials; hence, student did not get a chance to carry out practical in preparation to national examinations.

It was noted that relationship between the Catholic Church's contribution to financial resources and Quality Index was positive and moderate; hence a significant predictor of school management Quality Index. Provision of financial support to schools would enhance their capacity to acquire missing learning resources. Equally, financial support to needy student would assist to keep them in school. This will assist in reducing illiteracy, with the dangers associated with it, for the society.

Equally, it was noted that relationship between the Catholic Church's contribution to infrastructural resources and Quality Index was positive and moderate; hence a significant predictor of school management Quality Index. Provision of more physical infrastructure would assist in availing more science laboratories, libraries and classrooms that eventually would reduce congestion hence increase student – teacher interactions. This would go a long way in assisting slow learners and improve their ability to internalize learnt concepts.

The Catholic Church's involvement to appointment of school administrators was moderate. The involvement of the Church in appointment was a significant predictor of school management Quality Index. The administrators included the principals, Deputy Principals, teachers, BOM and PA members. There was a good involvement of the sponsor in appointment of school administrators. This should however be improved by bringing in merit so that only those with the required basic qualifications are considered and not other factors mentioned earlier; as it would derail the spirit of hard work and will also breed mediocrity in to the systems. The best should be given opportunity to be appointed.

The Catholic Church accounted for 50.8% variation in Quality Index for instructional resources, 27.7% for financial resources, 36.3% for infrastructural resources and 25.0% for appointed of school administrators; hence the Church should contribute more on instructional resources as they had a highest variation on the school overall Quality Index.

#### **5.4 Recommendations**

- i. The Catholic Church should therefore contribute more to instructional materials compared to the other aspects for good performance of the students.
- ii. The sponsor should be conversant with the syllabi offered in the public institutions and provide only those text books that are relevant to the system of education.
- iii. The church should come up with income generating activities to supplement the fees paid. In addition, more sponsorship from donors, the church itself and individuals would go a long way in improving access to schools.
- iv. The church should dwell more on tuition facilities like class rooms and computer laboratories as they as they benefit the students directly.
- v. The Catholic church should concentrate more in contribution of infrastructural support to young and up-coming schools especially those in the rural areas as they were more in need as compared to the established schools.
- vi. The sponsor, while exercising its role in appointing of school administrators should be more open and practice meritocracy for the sake of picking the best and encourage hard work for better recognition.

- vii. The church should incorporate competent educationists who are well versed with educational management in its school programmes to replace the less informed nominees on school boards of management for assured success.

### **5.5 Suggestions for Further Research**

- i. While this study was limited to Kisii Central Sub - County, a similar study can be carried out in another Sub - County in Kenya. This may shed light on whether geographical and cultural differences have an influence on the sponsors' background characteristic and thus their perceptions of school sponsorship.
- ii. This study was limited to the contributions of the Catholic Church; a similar study should be conducted for the other churches to ascertain the level of their involvement in public schools.
- iii. A needs assessment should be carried out to redefine the word sponsorship of schools, with details of the stakeholder expectations on the sponsor vis - a - vis the interests of the sponsors.
- iv. A more in-depth study on the overall interests and hard line positions taken by the various churches when it comes to sponsorship of public schools in this region.

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## APPENDICES

### Appendix 1

#### Principals' Questionnaire

I am working on a study looking for the **Contributions of the Catholic Church to effective management of secondary schools in Kisii Central Sub - County, Kenya**. Kindly help fill the questionnaire below to help me achieve my objectives as a student. The responses will be treated with a high level of confidentiality. Thank you. (For the rating scales, put a tick (✓) or write the correct response for each of the questions/statements that follow where appropriate for you)

#### Demographic data

- a) Gender: Male ( ) Female ( )
- b) Highest Qualification: 1. ATS ( ) 2. Diploma ( ) 3. B. Ed ( ) 4. M. Ed ( )  
5. Others (specify).....
- c) Years of leadership in a catholic sponsored school.....

#### School Data

- a) Type of institution: Public Day ( ) Boarding ( )
- b) Year of establishment .....

#### To determine the sponsors' involvement in the provision of Instructional materials

a) Rate the contribution of the Catholic Church's in your school in terms of Laboratory equipment (in form of lab equipment, chemicals and test tubes), where 1= Very Low; 2 = Low; 3 = Moderate; 4 = High; 5 = Very High.

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

b) The sponsor's support to the school with text books for learning, charts, wall maps.

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

c) The sponsor's support with teaching materials like models, charts and computers.

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

d) Provision of money for teaching materials support rather than to purchase them (like models, charts).

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

e) Among the instructional resources given by the sponsor, which one takes the largest percentage?

Text books ( ) Pens ( ) Lab equipment ( ) Computers ( ) Charts ( ) Models ( )

Others [specify] .....

Any other important information [specify] .....

f) To what extent would you rate the fact that the sponsor is capable and should be able to give more in terms of instructional materials if encouraged in a way?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

g) What is your rating on the general performance of the sponsors' contribution to the provision of Instructional materials in your school?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

**To determine the sponsors support in terms of financial contribution.**

(a) Rate the contribution of the sponsor supports the school in monetary terms where

1 = (5000-15000 (VL); 2 = 15001-20000 (L); 3 = 20001-25000 (M); 4 = 25001-30000 (H);

5 = 30001 and above (VH)

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

(b) How do you rate the manner in which the sponsor supports the school in terms of land contribution?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

c) To what extent does the sponsor support some students financially in terms of their school fees?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

d) Rate the extent to which the sponsor motivates the teachers, students or the entire administration through financial motivation.

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

e) State any other financial support of pay in any kind (specify) if not already specified above.....

f) To what extent do you agree with the fact that the sponsor should and can still do more on financial support to the school if encouraged in any way?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

g) What is your rating on the general performance of the sponsor's contribution in terms of financial support in your school?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

**To determine the sponsor's involvement in setting up of infrastructural development in secondary schools**

a) Rate the sponsor's contribution in the setting up of the physical infrastructure in your school (e.g. Classrooms, pit latrines, laboratories, chairs, locker/desks, dormitories, halls,

games equipment, Library, medical facilities etc.) where 1= Very Low; 2 = Low; 3 = Moderate; 4 = High; 5 = Very High.

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

d) Among the Infrastructural facilities in the school supported by the sponsors, which one takes the largest percentage?

.....

c) To what extent do you agree with the fact that the sponsor is capable and should do more in terms of infrastructural development in the school if encouraged to do so?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

d) What is your rating on the general performance of the sponsor's contribution to the Infrastructural development in your school?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

**To determine the sponsor's contribution in appointment of school administrators and their general contribution to management achievements.**

a) Rate the sponsor's contribution in the appointment of school administrators, especially Principals and their deputies in the Sub - County and specifically your school, where 1= Very Low; 2 = Low; 3 = Moderate; 4 = High; 5 = Very High.

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

(b) What extent do you agree with the sponsors' criteria for appointment of the school administrators in your school?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

c) To what extent do you support the fact that there can be better and manageable criteria that the sponsors can adopt in the appointment of the school administrators?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

e) How would you rate the sponsor's consultation with the Ministry of Education in the appointment of school administrators?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

f) How can you rate the relationship between the sponsor and the Ministry of Education in the management of Secondary schools in the Sub - County?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

g) What has been the exact performance of students in KCSE in your school?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

h) To what extent do you agree with the fact that the academic performance in the KCSE could improve with increased involvement of sponsor in supporting the school?

Very High ( ) High ( ) Moderate ( ) Low ( ) Very Low ( )

j) Suggest possible ways in which the contributions of the sponsors can be improved in order to fully benefit the sponsored institutions

.....

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**NB: Note that all the areas of the questionnaire will be subjected to a high level of confidentiality and shall be used for the purpose intended (academics). Thank you for your response.**

THANK YOU.

## **APPENDIX 2**

### **Deputy Principals', PA Chair persons'', BOM Chair persons', Education Secretary's, Staffing Officer's, SCQASO's and SCDE's, Interview Schedule**

1. What contributions does the Catholic Church play as church sponsors towards provision of instructional materials in public secondary schools in this Sub - County?
2. Are there any financial contributions the church make to the sponsored public secondary schools?
3. What contributions does the church play as church sponsors in infrastructural development of sponsored secondary schools in the Sub - County?
4. Which contributions does the Catholic Church play in the appointment of secondary school administrators in Kisii Central Sub - County?

THANK YOU.

### APPENDIX 3

#### LIST OF CATHOLIC CHURCH SPONSORED SECONDARY SCHOOLS

SCHOOL	SPONSOR
Amariba	Catholic Church
Amasago	Catholic Church
Bishop Mugendi Nyamokenye	Catholic Church
Bobaracho	Catholic Church
Boruma	Catholic Church
Cardinal Otunga Mosoch	Catholic Church
Iranda	Catholic Church
Irondi	Catholic Church
Kabosi	Catholic Church
Kanunda	Catholic Church
Kanyimbo	Catholic Church
Keore	Catholic Church
Kerera	Catholic Church
Kiamabundu	Catholic Church
Kioge Girls	Catholic Church
Kiongongi	Catholic Church
Masongo	Catholic Church
Matieko	Catholic Church
Nyabiosi	Catholic Church
Nyabururu Girls	Catholic Church
Nyagisai	Catholic Church
Nyamecheo	Catholic Church
Nyamware	Catholic Church
Nyamokenye	Catholic Church
Nyanko	Catholic Church
Nyatieko	Catholic Church
Nyosia	Catholic Church
Ong'icha	Catholic Church
Otamba	Catholic Church
Raganga	Catholic Church
St. Patrick's Mosoch	Catholic Church

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## APPENDIX 4

### SCHOOL MANAGEMENT QUALITY INDICES

SCHOOL S/NO.	SCHOOL MANAGEMENT QUALITY INDEX (Dependent Variable)
1.	2
2.	2
3.	2
4.	2
5.	1
6.	3
7.	3
8.	1
9.	1
10.	2
11.	2
12.	2
13.	2
14.	1
15.	3
16.	2
17.	2
18.	1
19.	2
20.	3
21.	2
22.	1
23.	2
24.	2
25.	2
26.	2
27.	2
28.	2
29.	3

Source: Ministry of Education, 2014.

**APPENDIX 5**

**QUALITY ASSURANCE AND STANDARDS ASSESSMENT OF SCHOOLS QUALITY INDEX**

SCHOOL: ..... SUB COUNTY: ..... COUNTY: ..... DATE: .....

<b>Criterion 1: Leadership, Management and Community Involvement</b>						
S/No.	Standards	Score				Max. Score
		1	2	3	4	
1	Effectiveness of Head Teachers Leadership And Management					<b>Max. Score (Out of 28)</b>
2	School Development Plan					
3	Parental and Community Involvement In the School					
4	School Financial and Administration Records					
5	School Internal Monitoring Processes					
6	Students Involvement In School					
7	In-Service Training of Teaching Staff					
<b>Criterion 2: Curriculum Organization and Implementation</b>						
1	Head Teachers Curriculum Leadership					<b>Max. Score (Out of 12)</b>
2	Curriculum of Key Resource Teachers, Subject Leaders and Heads of Department					
3	Curriculum Coverage and Organization					
<b>Criterion 3 : Teaching, Learning and Assessment</b>						
1	Teaching and Learning Processes					<b>Max. Score (Out of 12)</b>
2	Assessment Processes					
3	Monitoring of Teaching Quality					
<b>Criterion 4: Student Progression and Achievement</b>						
1	School Systems for Monitoring Attendance					<b>Max. Score (Out of 20)</b>
2	School Systems for Monitoring Progression					
3	Progression and Completion Rates of Students					
4	Examination Performance of Students					
5	Regularity of Parents Meetings with Teachers					
<b>Criterion 5: Students Welfare</b>						
1	School Pastoral Care System					<b>Max. Score (Out of 16)</b>
2	Teaching of Life Skills					
3	Anti-Bullying/ Harassment, Corporal Punishment Policy					
4	Policy on Guidance and Counseling					
<b>Criterion 6: Infrastructure and School Facilities</b>						
1	Condition of School Buildings					<b>Max. Score (Out of 24)</b>
2	Level of Safety of School Buildings					
3	Level of Security of School Grounds					
4	Provision of Toilets and Washing Facilities					
5	Provision of Instructional Materials					
6	Administrative Support In School					
<b>Overall Total Score = _____ Divided by 28 = _____</b>		<b>Rating: _____</b>				

\*Rating Scale: 1= Unsatisfactory, 2= Satisfactory, 3= Good, 4= Very Good.

**Source: Ministry of Education**

**APPENDIX 6**

**DOCUMENT ANALYSIS GIUDE**

<b>CONTRIBUTION</b>	<b>REMARKS</b>	<b>DOCUMENTS USED</b>
Instructional Resources		BOM minutes  Departmental budgets  Expendable goods Inventory
Financial resources		Bank statements  Sponsors' file e.g. letters of appreciation.  Sub-county Education Day Budgets.
Infrastructural Resources		BOM minutes  Permanent goods Inventories.
Appointment of school administrators		Files containing minutes of meetings,  letters for correspondence and BOM  Selection Minutes.