

**INFLUENCE OF RELIGIOUS SPONSORSHIP ON ACADEMIC
PERFORMANCE BY PROTESTANT AND CATHOLIC SECONDARY
SCHOOLS IN KENYA: A COMPARATIVE STUDY IN TRANS-NZOIA
COUNTY, KENYA**

BY

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DEDICATION

To my children, Giovanni, Fridah and Benedict, whose presence and needs constitute a source of my continued struggle and fulfillment as a parent.

ABSTRACT

The purpose of this study was to establish the influence of church sponsorship on academic performance of schools. The study was guided by the four research objectives: to establish the influence of provision of teaching/learning resources on academic performance among Catholic and Protestant church sponsored secondary schools in Trans Nzoia County, to determine the influence of financial support services by Catholic and Protestant churches on academic performance among secondary schools in Trans Nzoia County, to investigate the influence of provision of guidance and counselling on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County and to identify the influence of provision of spiritual support services on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County. The study was guided by the systems theory and structural functional theory. The study adopted a cross-sectional descriptive survey research design under a mixed research design paradigm. The target population for the study were 192 secondary schools in Trans Nzoia County. The sampling units were 92 religious sponsored public schools and stratified sampling was used to select a sample of 45 school heads from catholic and protestant sponsored schools. Questionnaires were used in data collection. Document analysis was used to extract school means as a measure of performance. The findings of the study indicates that there was no significant relationship between provision of teaching learning resources and students' academic performance in KCSE ($Rho=0.170$, $p= 0.264$) among religious sponsored schools. A similar result was observed among Catholic sponsored schools ($Rho=0.208$, $p=0.379$) and protestant sponsored schools ($Rho=0.130$, $p= 0.537$). Sponsor churches' contributions towards course books, revision materials and writing materials were to a less extent. Less than one third of the schools reported being assisted by their church sponsor to construct classrooms, libraries and laboratories. The findings indicated that there is no significant relationship between provision of financial support and students' academic performance in KCSE ($Rho=0.135$, $p= 0.375$) among religious sponsored schools. A similar result was observed among Catholic sponsored schools ($Rho=0.114$, $p= 0.631$) and protestant sponsored schools ($Rho=0.108$, $p=0.608$). There was no significant relationship between provision of social support services and students' academic performance in KCSE ($Rho=0.234$, $p= 0.121$) among religious sponsored schools. A similar result was observed among the protestant sponsored schools ($Rho=0.024$, $p= 0.909$). However, the results showed a positive and significant relationship for Catholic sponsored schools ($Rho=0.647$, $p= 0.002$). A similar result was observed among Catholic sponsored schools ($Rho=0.157$, $p= 0.509$) and protestant sponsored schools ($Rho=0.134$, $p= 0.522$). The Ministry of education needs to review, regulate and supervise the policy on sponsorship of public secondary schools. This will ensure church sponsor activities to schools that have positive and significant effect on KCSE performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA- Analysis of Variance

KCE- Kenya Catholic Episcopal

KCSE-Kenya Certificate of Secondary Education

NACOSTI-National Commission for Science, Technology and Innovation

SPSS- Statistical Package for Social Sciences

SSE- Secondary Schools Education

B.O.M -Board of Management

CDE -County Director of Education

DEO- District Education Officer

MOE -Ministry of Education

MOEST- Ministry of Education Science and Technology

NGO -Non-Governmental Organization

PTA- Parents Teachers Association

TSC -Teachers Service Commission

TPC-- Teachers Pastoral Counselors

CMS- Church Missionary Society

PWGC-Public Works and Government Services Canada

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter gives the background of the study and statement of the problem, research objectives and questions. Significance and scope of the study are described and supported by theoretical framework, conceptual framework and operational definition of terms.

1.2 Background of the Study

According to World Bank (2006), education is vital to lasting positive change in children lives. Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality (World Bank, 2006). Khamati & Wesonga (2013) argue that investment in human resource development enables individuals to contribute more positively and effectively to the development of the country.

Millions of children and youth, in low income countries and poor communities however lack access to quality education. Many other kids are not prepared when they start school and drop out in the early grades (Wanjiru, 2012). Those who progress although with subsequent absenteeism fail to perform as expected. This makes them to fail to realize their academic dreams in life.

To realize economic benefits on educational investments, governments across the globe, Kenya being one of them has registered more bilateral and multilateral assistance agencies, foundations, corporate and private well-wishers (Wanjiru, 2012). Over the past

decades, school sponsorship has been supported by quite a number of governmental and non-governmental agencies, foundations, corporate donors and private well-wishers. Examples are religious sponsorships, Aghakan foundation, save the children, World Vision among others. It is this background that gives practical significance to conducting a study on the influence of religious sponsorship on academic performance.

A school sponsor is important as indicated in the Education Act of 1964 which stipulates that the role of sponsor is essential to school's development. According to the education Act, religious sponsors are expected among other things, participate in the preparation of religious education syllabus, provide guidance on schools staffing and conduct resource mobilization for their own schools (Cherop & Wanyonyi, 2012). The Education Act of 2012 (section 54 d) further empowers sponsors to take part in the management of their schools.

In Canada, the sponsorship program had its origin in 1994-1995 when the advertising section of Public Works and Government Services Canada (PWGSC) disbursed about \$2million from its normal budget that was described as "special programs" (Wanjiru, 2012). The sponsorship was mainly engineered by religious leaders such as Sister Ignatia who were mainly involved in providing counseling and medical services to the residents (Laura, 2010).

In Africa, Christian missionaries were central agents in development of the educational systems in former African colonies. In most former colonies, the first schools were founded by missionaries from colonies such as British or were managed by priests as

agents of the colonial power. There was relatively neutral policy allowing both catholic and protestant missionaries to operate under similar conditions. Catholic and protestant missionaries competed for followers by expanding and improving their educational institutions in former British colonies, where both groups received the same treatment. The link between educational and religious activity is very old. The church had significant responsibilities in providing education (Kafu, 2011).

Mosomi, Mwelu & Nyabisi (2013), assert that the success of every school depends on its management. This argument is supported by (Cheruiyot, 2004) who observed that performance is a product of good discipline, good management and excellent facilities. This is also essential for the development of any education system and for education to achieve its stated goals for the benefits of a nation.

Schools, whether public or private have a number of stake holders in their activities. According to the Commonwealth secretariat (2000), the governance of a school is done through a coalition of interests performing different functions all aimed at enabling the school to operate and achieve its aims. This is in line with the observation by Owens (1987) that people in organizations have definite roles to perform and many interactive factors help to determine precisely their particular performance.

Education Act spells out clearly the role of the sponsor on school activities (Republic of Kenya, 2004). For instance, they are involved in selecting board members, provision of teaching learning resources and making pertinent decisions regarding the welfare of the school. This implies that a school sponsor plays a vital role in determining the success of

a school. However, Cherop and Wanyonyi (2012) observed that the historical roles where sponsors were the main developers and providers for educational institutions have changed over time. Sponsors developed facilities and provided nearly all essential learning resources. This contribution gave significant roles to sponsors in the management of schools in Kenya. Okumbe (2008) demonstrated that sponsor expectations on both students/pupils and teachers influences the manner in which schools operate and academic performance as a whole. The indigenous education system enjoyed by Kenyans was aimed at traditional/skills transfer from one generation to the next and ensuring that children socialize amongst themselves (Makori, 2005). Makori (2005) further explains that indigenous education system was devoid of both children and teachers leaving community members to be in charge of learning. Fuller and Johnson (2014) believe that the success in schools where sponsors are involved in daily operations of schools is because of shared responsibilities in academic programs, religious activities and extra-curricular activities. The current study sought to establish whether religious sponsorship had an influence on students' academic performance in public secondary schools in Trans Nzoia County. This study was a comparative study that evaluated the influence of Catholic and Protestant sponsorship on students' academic performance in public secondary schools.

1.3 Statement of the Problem

Kenya has undertaken a number of reforms in her education system since independence. The reforms have been geared towards enhancing access, equity and quality of education (Namunwa, 2013). However, despite these interventions, there are secondary schools in

Trans-Nzoia County that consistently perform well in Kenya Certificate Secondary Education, while others persistently perform poorly. This scenario implies that there exist incentives that enable some schools to perform well and on the other hand, there exist barriers that hinder other schools from performing well.

Since academic performance is used as a criterion for placement of students into various courses, students who perform poorly may be denied a chance to join lucrative careers such as engineering and medicine which require Excellency in performance. Namunwa, (2013) argues that student's life is determined by academic performance in national examinations. His argument is supported by Levin, Wasanga and Somerset (2011) who reported that the academic achievement of students at secondary level is not only a pointer of effectiveness of schools but also a major determinant of the wellbeing of youth in particular and the nation in general.

However, for excellent performance to be realized, barriers hindering students' academic performance should be identified and dealt with. The current study is of great significance in establishing the influence of sponsor churches on students' academic performance.

Mabeya, Ndiku & Njino, (2010) carried out a study on role of sponsor church in management of secondary schools in Uasin Gishu sub County. Descriptive survey design was adopted. It was found that learning environment significantly influenced performance. Expectations of the sponsor on teachers and students had a significant

influence on school operations. It was also established that there is a relationship between sponsor and academic performance.

Wanjiru, (2012) carried out a study on the influence of sponsorship on academic performance of secondary schools from management perspective in Ndeiya Division, Kenya. A descriptive survey design was used. The study found out that those students that were under sponsorship, their schools fees was paid and were also provided with educational resources such as books and uniforms. It was also established that donors provided spiritual support such as counseling and training on morality to students.

From the cited reviewed studies, it is evident that previous studies have put more emphasis on influence of sponsorship on management rather than academic performance. It is also noted that previous studies explored role of sponsorship as a whole while the current study specifically assessed the influence of religious sponsorship on academic performance. In Trans Nzoia County, there are a number of religious sponsored secondary schools supported by the Catholic church, Quakers, Seventh Day Adventist and Protestant churches. There is no study that has been done to assess the influence of this sponsorship on academic performance. This study sought to fill this gap.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of religious sponsorship on academic performance of secondary schools in Kenya: a comparative study between protestant and catholic sponsored schools in Trans-Nzoia County

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To establish the influence of provision of teaching/learning resources on academic performance among Catholic and Protestant church sponsored secondary schools in Trans Nzoia County.
2. To determine the influence of financial support services by Catholic and Protestant churches on academic performance among secondary schools in Trans Nzoia County.
3. To investigate the influence of provision of guidance and counselling on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.
4. To identify the influence of provision of spiritual support services on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

1.5 Research Questions

The study was guided by the following research questions

1. What is the influence of provision of teaching/learning resources on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County?
2. What is the influence of financial support services by Catholic and Protestant churches on academic performance among secondary schools in Trans Nzoia County?

3. What is the influence of provision of guidance and counselling on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County?
4. What is the influence of provision of spiritual support services on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County?

1.6 Research Hypotheses

The study tested the following null hypotheses at an alpha of 0.05% based on the research objectives.

Ho₁: There is no significant influence of provision of teaching/learning resources on Academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

Ho₂: There is no significant influence of financial support services by Catholic and Protestant churches on academic performance among secondary schools in Trans Nzoia County.

Ho₃: There is no significant influence of provision of guidance and counselling on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

Ho₄: There is no significant influence of provision of spiritual support services on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

1.7 Significance of the Study.

Knowing if there are any differences in the pattern of effects for Catholic and Protestant schools would be particularly interesting for a number of reasons. First, it would give insight into whether the influence of religious schools holds across these two major lines of Christian faith. Second, it would help educators to understand whether there are areas that Catholic and Protestant schools can learn from one another. Third, it would help parents and other individuals to make individual and policy decisions based on the strengths and weaknesses of Catholic and Protestant schools. Fourth, if Catholic and Protestant schools improve further by learning from one another, it might bolster the chances that the government will encourage the implementation of school choice. The findings of the study will also add to the existing body of knowledge on determinants of schools academic performance.

1.7 Assumptions of the Study

The study assumed the following:

1. The role/activities that church sponsors undertake in schools have influence school academic performance.
2. That the Church sponsors were aware that their specific roles in the management of the schools contribute to academic performance.
3. That the respondents were conversant with the roles of religious sponsors and would provide an unbiased judgment of their influence on academic performance of the schools.

4. That all the respondents would co-operate and be reliable to provide adequate information. Since participation was voluntary and anonymity was preserved, this was a reasonable assumption. Voluntary participation, encouraging participants to voice their own views and assurances that there are no rights or wrong answers helped overcome the need to give socially acceptable answers.

1.9 Scope and Limitation of the Study

The study focused on Catholic and Protestant sponsored secondary schools in Trans-Nzoia County. The target population was composed of head teachers. The study was delimited to public secondary schools which are Catholic-sponsored and protestant sponsored and other religious sponsored schools were left out. Other sponsors whose role could influence academic performance were not included in the study. These included parents, NGO, social groups such as old students associations and individual sponsors. This study only considered church sponsorship and its influence on academic performance of secondary schools in Trans Nzoia County.

The study was limited to Trans Nzoia County. Other Counties were not studied. This was because too large area was not practically possible to study. This would also have needed a lot of time and resources. The researcher only relied on the respondents and their willingness to give correct information /views on the various issues on the questionnaires. Therefore, all the information completed in the questionnaire was taken to be their genuine views. The literature review has limitation in that not much literature of this area

may be available especially influence on academic performance. The study has limitations in that its findings and recommendations may not apply in all Counties in Kenya. Therefore, the findings may not necessarily be generalized to other Counties. Some of the sponsored schools were reluctant to avail some information as they viewed the research as a threat to their job security since they thought it was an appraisal strategy by the study. However, the researcher explained the purpose and importance of the study so as to convince the respondents. This study findings could be applicable to religious sponsored schools with similar characteristics only.

1.10 Theoretical Framework

This study was guided by the systems and structural functionalism theories. These theories provided the theoretical framework within which the study was contextualized. The systems theory was developed by biologist Ludwig (1972). A system is a set of objects or entities that interrelate with one another to form a whole. Systems theory is essentially concerned with problems of relationships, structures, and of interdependence, rather than with the constant attributes of the object. The systems theory perceives an organization as a social system consisting of individuals who work within a formal framework, drawing resources, people, finance from their environment and reimbursing into that environment the products they produce or the services they offer. This theory is based on the view that managers should lay emphasis on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002).

The systems theory upholds that an organization (school) does not exist in a vacuum. It does not only depend on its environment but it is also part of a larger system for example

the society or the economic system to which it belongs. The systems approach is concerned with both interpersonal and group behavioural aspects leading to a system of cooperation. Pelgrum and Plomp (1993) noted that an educational system is a complex system comprising of subsystems at different levels; these are macro (state), meso (school) and micro (classroom and the student) levels. At each of these stages, educational decisions are influenced by different actors, for example, at the school level the school committee, the head teacher, teachers, and parents make certain decisions and give opinions on the management of the school. A sponsor is one of the system that cooperate to make the school system efficient.

The systems theory emphasizes unity and integrity of the organization and focuses on the interaction between its component parts and the interactions with the environment. It suggests that organizations must be studied as a whole taking into consideration the interrelationships among its parts and its relationship with the external environment. Schools are open systems hence they respond to the external influences as they attempt to achieve their objectives. The implementation of the free primary education is an example of a change from the outer environment.

Structural functionalism theory by Talcott Parsons (1991) stipulates that formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in particular how order seems to prevail in

both systems and society irrespective of the changes in personnel which constantly takes place.

The theory seeks to understand the relationship between the parts and the whole system in an organization and in particular identify how stability is for the most part achieved. Structural functionalism further advocates for an analysis of the perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, teachers and the Ministry.

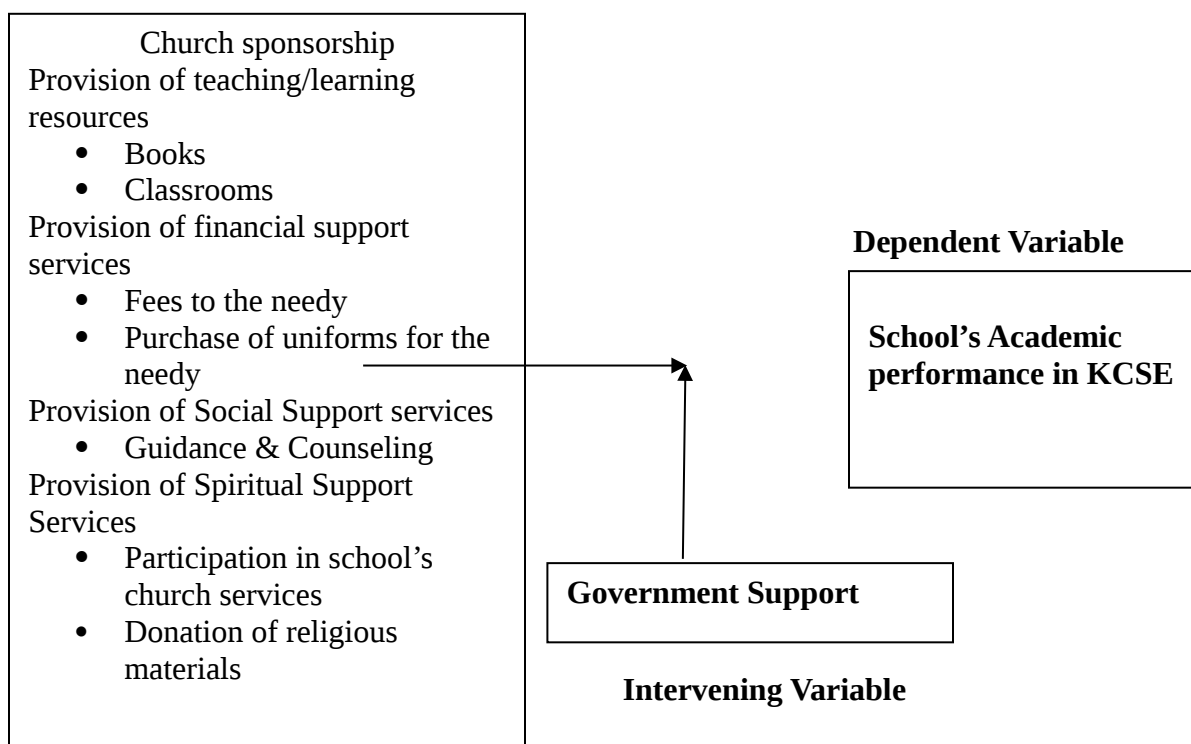
However, it is crucial to take into account conflicts of interests and differing value-basis in order to understand the organizations (Carr & Capey, 1982). The theory thus appropriately explains some conflicts between the head teachers and church sponsors in the management of public secondary schools in Kenya. The school as a social system has within it a series of sub-systems which interact with each other and the environment. Such school sub systems include sponsors, teachers, BOM, PTA, students, support staff and the government. Their interactions should be harmonious for effective achievement of educational goals.

1.11 Conceptual Framework

The Conceptual framework is a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship graphically or diagrammatically. Conceptual framework assists the reader to quickly see the proposed relationship between variables. Orodho (2005), defines a conceptual model as a way of relating factors that tend to influence a particular outline in a more pictorial or diagrammatic way. The conceptual framework shows the relationships among the variables of the problem under study. The components of the independent variable constitute the input of the study which influences the outcomes or out-puts constituting components of the dependent variables as shown in fig. 1.1. The model illustrates the

relationship among independent, dependent and intervening variables. The independent variable is church sponsorship. These includes: Provision of teaching/learning resources, financial support, spiritual and social support. Dependent variable is school academic performance in KCSE.

Independent Variables



Source; Author 2016

Fig 1.1 Conceptual framework showing the relationship between sponsor activities and KCSE performance

1.12 Definition of Terms used in the Study

Academic Performance: Academic performance means an exemplary performance of a student through achieving the required standard set in any field of academic or scholarly institutional structure. In this case its attainment of grade C (plus) and above.

Discipline: This means a state of orderliness as opposed to confusion in which students meet the standards of performance and conduct in a manner necessary for the school and the entire community to achieve their objectives.

Educational Resources: Refers to text books, uniforms, school bags, school shoes and reference materials provided by the donors to the sponsored secondary school students.

Kenya Certificate of Secondary Education - It is a national exam that marks the end of secondary school level for the students.

Physical Support- refers to the health screenings, hospital referrals and physical well being age-graded lessons given by the donors to the sponsored secondary school students.

Public School: This means a school that belongs to the public in its total entity and is controlled or governed by either central or local government.

Religious Church Sponsored Schools: This means any public school that is guaranteed by any Christian church to undertake some of its responsibilities either partially or fully.

Secondary School: An institution of learning that offers four years of formal schooling preceding University education. The education offered at this level is based on the four year curriculum which is broad based and builds on concepts, principles, skills and attitudes established at the primary level.

Sponsor: A person or an institution that guarantee a school to take charge of his/her responsibilities either partially or fully.

Social Support: refers to social interactive skills and social age-graded lessons given by the donors to the sponsored secondary school students.

Spiritual Support: refers to biblical instruction, discipleship, bible study and spiritual age-graded lessons given by the donors to the sponsored secondary school students.

1.13 Chapter Summary

The chapter highlighted the background to the study and statement to and statement to the problem identifying gaps to be filled. The purpose and objectives of the study were stated and significance elaborated. The chapter also identified assumptions and scope of the study and limitations encountered during the study. Systems theory developed by

biologist Ludwig Von Bertalanffy and structural functionalism theory by Talcott Person were used to explain the relationship between religious sponsors and academic performance of schools. A conceptual framework linking independent variable and dependent variable was also given. The chapter finally defines key terms used in the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses in detail the literature that exists in relation to the study. The chapter is divided into the following sub sections: The concept of sponsorship, teaching/learning resources, social support services and spiritual services. This section reports reviewed literature. It is sub divided into Kenya Education act and role of school sponsors.

2.2 The Concept of Sponsorship

The word sponsorship is an elusive concept that assumes different meanings in different contexts. The Oxford Advanced Learners Dictionary defines sponsorship as financial support from a sponsor. The Oxford online Dictionary defines a sponsor as one who assumes responsibility for another person or a group during a period of instruction, apprenticeship, or probation. It defines sponsorship as a business relationship between a provider of funds, resources or services and an individual, event or organization which offers in return rights and association that may be used for commercial advantage in return for sponsorship investment. Sponsorship has benefits both to the sponsor and the person being sponsored (Wanjiru, 2012).

The Report of the Commission of inquiry into the Education system of Kenya (Koech, 1999) distinguishes between three types of sponsors: primary/original sponsors, secondary sponsors and tertiary sponsors. The primary sponsors are the sponsors who

built the schools they sponsor, often on their own land, and developed them until the government took over. Secondary sponsors were those who were invited by communities to sponsor the schools that were originally community schools or community projects and subsequently developed the physical facilities of the schools while Tertiary sponsors are those that were invited after the schools were built and have never contributed to the physical development or tangible upkeep of the schools. In all these categories of sponsors, however, the government recruits and pays the Teachers and the Parents Teachers Associations, construct and maintain school facilities: it is necessary for sponsors to limit their role in school administration to providing religious instruction in accordance with their traditions. In terms of management, the four (4) members of the BOG allocated for the sponsor to nominate are meant to market its interests on the boards. As for the staffing function of schools, the employer, Teachers Service Commission ought to have unfettered authority to deploy the staff in any school it feels service is required. However, a sponsor who pays its own teachers ought to be allowed to deploy them in any manner they like. For these to come out clearly the education Act ought to be amended.

The Education Report (Koech, 1999) reiterates the traditional religious role of sponsors to schools and appreciates that there seem to be confusion in the present status of appointment and role of the sponsors. It also notes that there have been a number of conflicts, some of them resulting in closure of schools, between the sponsor, Parents Teachers Associations, the Board of Governors and Ministry of Education with respect to the appointment of the Head of the school. It is the theory of this study that once potential heads of schools know the sponsor will determine their appointment, they may

corruptly warm themselves to the sponsor or else once appointed may retain their positions by corruptly relating to the sponsor. This obviously affects the performance of the school as professionalism will be sacrificed on the altar of sponsorship. This study agrees with recommendation 13-27 of the Koech Report recommended that sponsors be required to take an active role in spiritual, financial and infrastructural development (of schools) in order to maintain the sponsor status.

According to the recommendations of Akala (2009), the sponsor's role should be redefined to take part in active part in spiritual, financial and infrastructural sponsor's status. However, Mwaniki, (2003) argues that if the sponsor's role should be re-defined, the government needs to come out clearly and address the disparities that address as a result. The official explanation on the fate of the present policy on the Education Act will need clarification since it is not known whether or not it has been dismantled. The re-definition of the role of religious sponsors needs to be highlighted more so that the sponsors should actively play their role as stipulated in the education Act as well as participating in financing education.

2.3 Global Trends in Religious Sponsorship in Schools

Throughout the world, education is provided either in the private or public schools. In most of the cases, the state or government in place provides most of the financial support needed in the education system (Watson, 2010). In Netherlands and the United Kingdom for instance, the government of the day funds the faith based churches. Private schools on the other hand are funded solely by the owners, sometimes referred to as the entrepreneurs. Nair (2011) claim that church sponsors are always excluded in

negotiations with the governments. As result, mistrust emerges between the church sponsors and the schools administrators who are appointed by government agencies. Nonetheless, church sponsors have been greatly acknowledged in the education system in most parts of the world (Watson, 2010). Additionally, Watson (2010) maintains that in most of the world societies before the emergence of states, churches/religion played a role in schooling. Hence, education system has been shaped by religion. Johnson et al, (2000) posits that Seventh day, Muslims and Jewish have played a role in education provision in most regions of the world including Latin America, Spain and Italy. Despite these roles of church sponsors, Watson (2010) blames the church for being narrow minded, socially divisive and for producing students who cannot withstand the current secular life.

The role of the church or religious organization in the provision of education at various levels internationally has been widely documented (Nzwili, 2011). In the UK, the Church of England has played a crucial role in the establishment of national network of schools in England and Wales since long before the 1870 Education Act which outlined the mechanism for building non-denominational schools.

According to Watson (2010) in nearly every society, before the state began to take responsibility for educational provision during the past century and a half the earliest form of schooling was religious. Watson (2010) further notes that most modern education systems have been shaped by the interaction between religion (included here are Buddhism, Hinduism, Islam, Judaism as well as Christianity) and the state. For instance, in Italy, Spain and Latin America, Christianity has significantly influenced the shaping of

school and university system while in Saudi Arabia and Iran, Islam has influenced schools (Watson, 2010). From the illustrations above it is evident that the church or religious organizations have not only played a crucial role in the provision of education but a principle role also. In the Republic of Ireland over 300 out of 3200 primary schools and 450 out of 720 secondary level schools are owned and managed by Catholic Church but fully financed by the state (McNamara & Norman, 2010). The rest of the schools are owned and managed by the state and other minority churches (McNamara & Norman, 2010).

The church schools in the English system have benefited from state funding (Johnson, 2000). The current dual system of church voluntary aided and state maintained have a clear origin in the grant made in 1833 (Johnson, 2000). Some of the church or religious schools that have benefited from the English state funding system include; Methodist, Jewish, Islam, Sikh and Seventh Day Adventist schools (Johnson et al., 2000). The Church and State partnership in the provision of education received protection from the 1944 Education Act (Francis & Lankshear, 2010). The Education Act also gave the church sponsored schools some degree of independence in terms of appointment of staff and children admission policy. However not everybody is comfortable with the notion of church/faith based schools and church/faith state relationships in terms of provision of education. In England for instance, it took long for the Church of England and Catholic schools to be included in the state system (Johnson, 2000). Then there are those who seem to have issues with the spiritual nature of church or faith schools. For example, according to Johnson (2000) it is the religious and spiritual role of these schools that has

been and remains currently controversial. This possibly owes to the wave of secularization going through society.

Watson (2010) maintains that the faith based schools are socially divisive, narrow-minded, only teach about creationism and suffer from poor quality teaching. Others in the media have claimed that the curriculum is extremely narrow, that they are too essential and students who have gone through these schools are too protected and are unable to handle the pressure of modern secular life (Watson, 2010). Watson (2010) reject these criticisms arguing that they are based on hearsay and prejudice. Similarly a research by Theos and Stapleford Centre (2009) as quoted in Watson (2010; 319) shows that students who have attended schools with strong Christian ethos attain higher academic standards and are more emotionally and spiritually balanced than those who attend normal state schools. In addition most students from these schools are remarkably mature and well-rounded (Watson, 2010).

Apparently all early African leaders who received education during the colonial period did so through the mission education system. For instance, a number of them who benefited from missionary education system include Hastings Banda (Church of Scotland, Livingstonia mission school in the 1910s); Leopold Senghor (Father of the Holy Spirit Ngasabail school between 1916 and 1922); Kwame Nkurumah (Roman Catholic mission schools in Ghana in the 1920s); Kenneth Kaunda (Lubwa mission schools in Ghana in the 1930s) and Nelson Mandela (Wesleyan mission schools in 1930s) (Baldwin, 2011). Besides students who received mission education in the 1920s and

1930s were in a position to get better civil servant positions during the Africanisation process after World War 11 (Baldwin, 2011).

According to World Bank (2006), education is vital to lasting positive change in children's lives. However for millions of children and youth in low-income countries and poor communities, quality education is beyond reach. Many other toddlers are not prepared when they start school and drop out in the early grades. To realize economic benefits on educational investments, over the past decades school sponsorship has been supported by quite a number of governmental and non-governmental agencies, foundations, corporate donors and private well-wishers. Examples are Compassion International, Save the Children, World Vision, Plan International, Aga Khan Foundation, and Kenya Education Fund among many others.

Sponsors in one way or another have an impact on academic performance in secondary schools. First and foremost a church sponsor contributes 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). In most cases, church sponsors are involved in giving approval of appointment of principals. Church sponsors in most of the church-run institutions have a say on who is going to be the principal of the school. Moreover they are involved in appointing the chairman of the Board of Management (BOM). According to Mwanzia (2005), church sponsors assert that both the chairperson of the BOM and the principal should be of their faith regardless of their ability to perform. Cheruiyot (2005) however maintains that some nominated

chairpersons do not provide adequate facilities in schools. In spite of this, some church sponsors look down upon some school principals. This may be due to the same principals belonging to another denomination, a principal of their choice not being nominated or other reasons best known to them. Mbatia (2005) asserts that some church leaders openly undermine the heads which make it difficult for the school principal to develop a working relationship between him/her and the sponsor. Others even go to the extent of inciting parents and students to reject the principal. Aduda (2001) concurs with Mbatia that some sponsors cause divisions in schools by accusing falsely the principal they do not like which leads to a poor working relationship between them and the school community.

In addition, the church sponsor supervises and ensures that religious education is taught in schools which supports the Kenya Catholic Episcopal (K.C.E, 2000) that a church sponsored school curriculum should include a substantial religious education programme that is life centered, broad and multi-dimensional as well as develops personal growth. The curriculum should be established in the church traditions in that it fosters spiritual development not only to students but the entire school community (K.C.E, 2000). According to Makokha (2002), the curriculum and extra-curriculum activities in sponsored schools echo the spirit of the sponsor. Therefore, Christian Religious Education is to be taught in all sponsored schools up to form four since the subject enhances spiritual growth and moral development in a student. The pastoral programme is expected to be taught as pertains to the preservation of the church doctrine. Learners should be given freedom of participating in church oriented associations like; Young Christian Association, Legion of Mary and others.

Nevertheless the church sponsor is involved in the provision of guidance and counselling to the students. This is essential in the sense that offering guiding and counselling programmes to the students enables them to overcome the challenges that they encounter in life. According to Mwanzia (2005) for instance a priest was called upon to pray for students found with witchcraft in a school after the students had a long quiet sit-in for one week. The priests set ablaze a sack full of various paraphernalia, strange drawings and powder among other things. The priests were astonished and could not believe that such incidences had taken long and occurred in a church sponsored school. Teachers however should work hand in hand with the priests or pastors in offering guidance and counselling services to students. Some teachers are posted to schools without deliberating on their ability or experience. (Republic of Kenya, 2004 circular, G/1/VOL/8/83).

This is line with Makokha's views (2002) that teachers of guiding and counselling after consulting and agreeing with the sponsor should be posted to sponsored schools and priority should be given to teachers of integrity and graduates of Teachers Pastoral Counsellors (TPC).

Church sponsors also have an impact on academic performance in secondary schools in that they enhance the smooth running of school activities. This role however differs with the previous Ministry of Education's opinions (MOE, 2005) that the role of the sponsors in schools should be done away with from the system in order to shun unnecessary obstructions. According to the Christian Churches sponsoring educational institutions in Kenya, there was lack of awareness on the roles and rights of the sponsor and their

representatives in educational matters. To them, church sponsors played crucial and indispensable roles in school management that are not entrenched in the Kenya Education Act. These include: maintenance of students and teachers' discipline; provision of spiritual counselling and mobilizing the school community to support the expansion of school facilities; teaching and in-servicing teachers Christian Religious Education and provision of school chaplaincy.

On the sponsors' contributions in school management, the study findings revealed that church sponsors contributed very little in terms of financial support in sponsored schools. It is very essential for schools to keep in touch with the creator since He is the provider of everything including academic excellence. (Aspinall, 2004) for instance postulates that all schools should ensure that students operate within religious dimension of human life to perform well in academics. Most sponsors' prospects is to maintain the school sponsors customs which are related to religion which has an influence on academic performance. A large percentage of students from church sponsored schools have a high level of discipline which is as a result of their emulating the core values of the school. According to Muindi (2008) high level of discipline and academic excellence is not only achieved but is supported by established core values of the school. Church sponsored schools place spiritual and character development above academic excellence. The school's value system is based on Christianity where students are inculcated values like; honesty, respect, love among others. In addition they are led to achieve their goals and become what God has made them to be. Muller & Ellison (2001) suggests that the cultural values of a religious community are a major pathway to academic success for adolescents. He adds that the expectations of the sponsor on students' ability to keep the

traditions and culture of the school contribute to the students' management of time. For instance, church sponsors naturally are devoted to such discipline and perseverance.

Students in church sponsored schools must attend normal school classes and plan their other activities in accordance to the school rules and regulations. Students with discipline, who attend classes, adhere to the school rules and are responsible perform well. This is in support with the Kenya Episcopal Conference (2000) that academic excellence is realized in Christian values together with the codes and the principles, ideas and dogmas of the school, since discipline grows out of discipleship. According to Aduda (2003) teachers in church sponsored schools are supposed to be role models by being the spiritual leaders of their schools as well as carrying out their responsibilities. The same sentiment is expressed by Hughes (2006) that a religious set institution should be an all-round model for others to emulate. A school sponsor has a vital role to play in the development of social, moral, spiritual and cognitive ability in students in their sponsored schools.

The school sponsor provides stable and friendly school environment where both students and teachers are motivated by being encouraged through the interest shown in educational performance and development. In addition, the school sponsors ensure that they allocate much of their time in the management of schools. The sponsors ensure that students should not only go to school but make sure they do as pertains the school. That is they have to toil hard in order for them to be successful in both academics and co-curricular activities. The Kenya Catholic Education Policy (2000) for instance suggests that children attend school in order to attain education but also need to institute good study habits. The learners must attend classes, do their homework and be present in all

school functions including religious ceremonies. Makokha (2002) also agrees with the KCE that learners' school curriculum should partake in church oriented activities for instance students should attend services on Sabbath days, participate in rallies whereby they invite students from other schools among other activities. Kang'ethe (2007) is in agreement with this and he posits that in order for students to attain academic excellence, they have to be disciplined and self-motivated. Discipline thus is attributed to spirituality where Christian virtues are imparted in a person which impact on them positively. According to Muindi (2008) there should be good communication between teachers and students in order to attain a high level of discipline which is attributed to strong religious foundation. As a result this contributes to good academic performance.

2.5 Religious Sponsorship in Schools in Kenya

The history of the church's involvement in education can be traced to the civilizing function that the Brussels conference assigned to the colonizing powers over Africa. The church came to spread Christianity, which could only be effectively discharged through the medium of reading and writing, hence the need for schools. From the first school at Rabai, Coast Province, to the spread of schools throughout Kenya, the missionaries pioneered the establishment of schools (Sifuna & Otiende 1994). Overtime, the government also set up their own schools; to promote the colonial segregation policy for the Europeans, Asians and Africans as per the Fraser Commission of 1909. In 1909, the Fraser Commission formally provided for the provision of financial assistance by the government of education to Kenyans. Due to the expense of setting up other schools, the government channeled some of its funds to the church sponsored schools, which at first

met resistance because the church feared that government's financial assistance would oust their control and direction of education in their schools. The Phelps-Stoke Commission, (1924), strengthened this cooperation between the colonial government and the missionaries. The government left the management of schools in the hands of the church sponsor of the school. It is important to note that the church at this time was functioning as a state organ in spreading obedience to authority. The churches used the schools they had set up as evangelizing media, while the government left the schools they had set up to be run on a secular basis.

According to Kerre and Gichaga (1997) the two major missions to set up base in Kenya were Catholic missions and Protestant Missions. They constructed stations beginning from coastal area in 1890 and later spread to other parts of the country. In the Missions, the missionaries started schools where the local people were taught how to read and write using the Bible as the main resource material. Boarding schools were established to isolate the Africans from their villages. It is the schools that were built in this manner that the church missions were said to sponsor and retain a control over the manner of religious instructions even after independence and takeover of the schools by the Government. The missionaries built the schools, paid the teachers and generally sponsored the students since no African would have agreed let alone afford to pay fees. To date, many schools and colleges are sponsored by various church organizations.

Christianity, which is the pre-dominant missionary religion in Kenya, first came to Kenya through Portuguese traders in the early sixteenth century (Cherop & Wanyonyi, 2012). Despite their stay at the coast for nearly three centuries, their missionary efforts were not

successful. The second phase of missionaries came towards the end of the first half of the nineteenth century following the arrival of Ludwig Krapf and Johann Rebmann, both of the Church Missionary Society (CMS) (Sifuna, 1990).

Christian missionaries, initially, came to evangelize Africans. However, they came to realize that this was not possible without teaching Africans how to read and write (Cherop & Wanyonyi, 2012). They therefore set up schools which they used as vehicles for evangelization and the spread of Western civilization. This was the beginning of Christianity and formal education in Kenya.

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, 1992). 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, 1974). 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 schools they had set up as an evangelizing medium, while the government initiated schools were run on secular basis (Sheffield, 1973).

Christian Religious Education, before and after the immediate post-independence years, was known by different names such as Religious Instruction (RI), Bible Knowledge (BK), Bible Study (BS) and Divinity among others (Cherop & Wanyonyi, 2012).

According to Onderi and Makori (2013), the major sponsors in Kenya educational system include District Education Boards, the Catholic Church, Pentecostal Assemblies of God, Lutheran church, African Inland church, Lutheran and Seventh day Adventist church. Historically, these sponsors are tasked with developing learning institutions.

2.6 Students' Academic Performance between Catholic and Protestant Sponsored

Schools

Previous studies world over have revealed that religious sponsorship affects students' academic performance (Jeynes, 2008, Jaap, 2006 & Mabeya et al. 2009). This could be based on the reason that religious schools help students abstain from behaviors that are often regarded as unruly and harmful to academic achievement. A number of studies indicate that religious students and religiously oriented committed teens are less likely to become involved in drug and alcohol abuse (Jeynes, 2008).

Jeynes (2008) carried out a meta-analysis study on the effects of catholic and protestant schools on academic performance. The analysis examined studies undertaken at both elementary and secondary school level in America. The findings of the study revealed that both catholic and protestant schools perform better than their counterparts in public schools. The study also revealed that protestant schools do better than catholic schools on standardized tests while catholic schools do better than protestant schools in non-standardized measures. Further analysis revealed that protestant Christian schools do a better job of developing their students' spiritual formation while catholic Christian schools do a better job developing their students' intellect.

Jaap (2006) carried out an analysis on the available empirical research in European countries. The analysis sought to establish whether public and religious schools differ in academic performance in European countries. The study compared cognitive and non-cognitive outcomes of primary and secondary public and religious schools in several European countries. The findings of the study revealed that teaching of religious schools is generally more effective than that of public schools. This has led to the rise of religious schools in European countries especially in the former communist societies.

Mabeya, Ndiku and Njino (2009) carried out a study on the role of church sponsor on management of schools and its impact on academic performance and conflict outcomes in Uasin Gishu County, Kenya. The study adopted a descriptive survey research design. Purposive sampling was used to select the study sample. Questionnaire and document analysis guide were used in data collection. Study findings revealed that expectations of sponsors on students and teachers had a significant influence on school operations. It was also revealed that there was a significant relationship between a school sponsor and academic performance in schools.

According to Napp (2011), Catholic schools are providing high quality intellectual development but at the expense of developing faith and commitment to religious practices in their graduates, while protestant Christian schools are seemingly providing a place where students become distinct in their commitment to their faith, but are not developing academically at any better rate than their public school peers.

There are disparities in academic performance of schools in Trans Nzoia County. Similarly different schools have different sponsors. The role played and level of commitment of each sponsor towards academics varies between schools. The current study sought to establish influence of religious sponsorship on academic performance of schools in Trans Nzoia County.

2.7 Influence of Religious Sponsorship on Academic Performance of Secondary

Schools

This section presents key research findings on the independent variables. The findings indicate the methodologies used and relationships established between sponsor church contributions to school academic performance. Gaps were identified which were addressed by this study.

2.7.1 Provision of Teaching/Learning Resources and Academic Performance

Lydia (2008) defines teaching and learning resources as all materials and equipment used to enhance effective learning. She argues that there is notable shortage of teaching materials and equipment in the schools today. This is a problem that needs careful consideration for solution to be reached. Sponsor churches should take part in supporting schools with teaching and learning materials. The historical roles where sponsors were the main developers and providers for educational institutions have changed. They developed facilities and provided nearly all essential learning resources. These gave significant roles to sponsors in the management of schools in Kenya (Cherop & Wanyonyi, 2012).

According to Cheruiyot (2004), performance is a product of not only good discipline, good management but also excellent facilities. Therefore, the acquisition of the learning and teaching resources is solely an important factor in the improvement of academic standards. There is a clear indication that, the indifference of sponsors to schools activities in the provision of resources and education in their schools is due to their roles not been clearly defined (Cherop & Wanyonyi, 2012). The sponsors' role, therefore, needs to be re-formulated. According to Akala (2009), sponsors might need to revisit their initial role of developing and providing facilities and resources to their schools.

Wanjiru (2012) carried out a study in Ndeiya Division, Kenya to establish whether Compassion international assisted project provide the teaching/learning resources to the sponsored children. The study found out that the sponsor provides educational resources such as textbooks, library facilities, stationeries, bags among others. Her findings concurs with Michelin (2007) who conducted a study of the sponsored schools in Imenti District, Kenya and established that the schools were financed through fundraising programs, donation of text books and other Laboratory equipment and also support of poor students by paying their school fees.

2.7.2 Financial Support Services and Academic Performance

A study by Cherop and Wanyonyi (2012) on improving the relationship between religious sponsors and public primary schools' development in Nandi County, Kenya revealed that religious sponsors could be incorporated to improve schools' development projects through financial and infrastructural development of schools in order to maintain the sponsors' status, whose main contribution was the establishment of schools by providing

physical facilities. From the above findings, we can conclude that religious sponsors are required to be incorporated in the financing of education. These findings are also supported by Eshiwani's (1993) view that underscores the fact that religious organizations played a big role in establishing educational institutions before establishment of Education Act cap 211 of 1964.

The Kenya government has shown its commitment to fund both primary and secondary education. This can be seen through its commitment to introduce free primary education (FPE) in January, 2003. In addition, the Kenya government introduced tuition free secondary school education in January, 2008 by the coalition government. This was aimed at reducing the cost of learning as well as increase transition rates from primary to secondary (Mokua, 2013). The Kenya government announced the release of 2.9 billion for subsidized secondary education and allocated ksh.10, 265 to every child to cater for tuition and operational costs annually. The fees is distributed as shown in Table 1.1

Table 1.1 Distribution of SSE funds by MOE (2016)

VOTE HEAD	AMOUNT (KSH)
Teaching Learning Materials & Exam	4792
Repairs, maintenance and improvement	800
Local travel and transport	800
Administration costs	800
Electricity, water and conservancy	1,500
Activity fees	600
Personal Emoluments	2,700
Insurance, Medical & Property	600
Total School fees	12, 870

In addition to government subsidies in schools, Christian churches also sponsor schools and colleges financially through various church organizations (Gichaga & Kerre, 1997).

Wanjiru (2012) carried out a study in Ndeiya Division, Kenya to establish the influence of sponsorship on academic performance. The study found out that Compassion International church based Project is actively involved in payment of fees for the needy children. Apart from fees payment, they also purchase teaching and learning resources, construct classrooms, buy stationeries among others.

Compassion (2009), elaborates the weight it puts on school fees payment to ensure that a sponsored student does not drop out of school due to lack of school fees. Even those in costly courses enjoy full benefits till completion. Payment of school fees has direct relationship to school achievements in that, the child who attends school every day of the term stands a better chance, all other factors constant of performing better academically. Compassion expects that the sponsored children will be in school throughout the term so as to cover every lesson taught and consequently be able to achieve good academic grades. As a result, they should become the catalyst of development in their communities (Compassion, 2012). From the various Compassion related literature reviewed by the researcher there seems to be a gap between the expected and actually what happens on the ground. Actually, the non-sponsored children are not performing well academically.

Cherop and Wanyonyi (2012) recommended that religious sponsors should solicit funds from both external and internal donors and team up in collaborations with other partners who can boost its financial base. They should start income generating activities like hospitals, colleges, publications, banks, consultancies among other initiatives to empower itself financially and ensure sustainability in bursary scheme awards for its less fortunate

children, financing of physical projects and motivation of its staff in its sponsored public secondary schools.

2.7.3 Provision of Guidance and Counseling and Academic Performance

The provision of guidance and counseling to students was rated almost on fifty-fifty basis meaning that it was only given prominence when there was a problem in the school (Mabeya et al. 2010). This finding agrees with Mwanzia (2005) that a priest was called upon to pray for the students found with witch craft in a school after the students had a long quiet sit- in for one week. The priests burnt a sack full of assorted paraphernalia, weird drawings and powder among other things. The priests expressed shock that such incidences had taken long and occurred in a church sponsored school.

The findings however, expose some flaws in the posting of guidance and counseling teachers' policy to schools. The teachers are posted to schools with no consideration of their ability or experience (Republic of Kenya, 2004 circular, G/1/VOL/8/83). This argument is line with Makokha's views (2002) that guiding and counseling teachers should be posted to sponsored schools after consultation with and in agreement of the sponsor and priority should be given to teachers of integrity and graduates of Teachers' Pastoral Counselors (TPC).

According to the Kenya Catholic Education Policy (2000), children attend schools for the purpose of education but also need to establish good study habits. The learners must attend classes, do assignment and attend all schools functions including all religious ceremonies. The study shares with sentiments of Makokha (2002) who asserts that

school's curriculum should include the participation of church oriented activities. These perspectives agree with the views of Kang'ethe (2007) that schools' development is attributed to discipline and self-motivation among pupils. Muindi (2008) also notes that high level of discipline is attributed to a strong religious foundation and good communication between pupils and teachers contributed to good academic performance.

The study also agrees with the views of Cheruyoit (2005) that most catholic sponsored schools, headed by religious persons like priests, sisters and brothers, exhibit high levels of discipline. Notably majority of the top 100 high achievers in Kenya, for example, are catholic sponsored schools where the culture is already rooted. Based on this, there should be no inclusion of church oriented activities in the curriculum because different religions have different activities with different beliefs making hard capture in the curriculum. Moreover, high level of discipline, which is attributed to strong religious foundation, leads to improved academic performance (Cherop & Wanyonyi, 2012). It is against this background, that the study sought to establish the influence of religious sponsors on performance of secondary schools by comparing catholic and protestant sponsored schools.

2.7.4 Provision of Spiritual Support Services and Academic Performance

Compassion (2011), argues that holistic child development reaps strategic results to the churches that take child ministry seriously including church growth in numbers, secure leadership and national development. Wanjiru (2012) argues that it is common sense to assume that spiritually mature child will be able to take their school work with the

seriousness it calls for and as a result perform well academically. Biblical knowledge can also enhance the student's performance in the religious education subject. In addition, such a child will be highly disciplined a thing that goes hand in hand with good academic performance. The current study will try to test this assumption.

Agweyu (2003), argue that sponsors at times have negative interference in the running of the schools where they sponsor children. He points out that as much as sponsor churches offer both financial and spiritual support to schools, at times they can put demands on the school administration that are not realistic. He highlights the case of secondary schools sponsors in Kakamega County where the sponsors were demanding that the school heads be sacked since they were mismanaging the schools. He commends that sponsors should be very much involved in funding the pastoral programmes of the schools other than politicking.

World Bank (2006) noted that development circles now recognize faith groups to represent a powerful voice in the academic issues of children. Michelin (2007) in his study findings also concurred with this. He found out that the church sponsors who fund schools play a key role not only in the financial assistance of the schools but majorly in the pastoral support of the students. Most of the schools under his research had powerful pastoral programs running. According to him children who are spiritually nourished cannot be compared to those lacking the same in terms their character.

Thomas (2005) in his study on the effects of sponsorship on self- esteem of sponsored children, notes that the provision of social needs to the sponsored children goes a long

way to enhance their self- esteem compared to others who are non- sponsored. This removes the feeling of insecurity in the children encouraging them to become aware of themselves. He bases his arguments on the Maslow's hierarchy of needs where he laid out needs into five broad layers namely; the physiological needs, the need for safety and security, the need for love and need for belonging.

2.8 Research Gap

Review of literature indicates a number of gaps. For instance, Makokha (2002) assert that the curriculum and extra-curriculum activities in sponsored schools echo the spirit of the sponsor. Therefore, Christian Religious Education is to be taught in all sponsored schools up to form four since the subject enhances spiritual growth and moral development in a student. Kang'ethe (2007) is in agreement with this and he posits that in order for students to attain academic excellence, they have to be disciplined and self-motivated. Discipline thus is attributed to spirituality where Christian virtues are imparted in a person which impact on them positively. The current study sought to determine the influence of provision of spiritual services to schools on academic performance. This finding may link spiritual growth and moral development in a student to student academic performance.

Mwanzia (2005) on the other hand observed that church sponsors are involved in the provision of guidance and counselling to the students. This is essential in the sense that offering guiding and counselling programmes to the students enables them to overcome the challenges that they encounter in life. The current study sought to establish whether provision of guidance and counselling services by religious sponsors influences academic

performance and whether the influence varies between the Catholic and Protestant sponsors.

Previous studies world over have revealed that religious sponsorship affects students' academic performance (Jeynes, 2008, Jaap, 2006 & Mabeya et al. 2009). Mabeya, Ndiku and Njino (2009) carried out a study on the role of church sponsor on management of schools and its impact on academic performance and conflict outcomes in Uasin Gishu County, Kenya. The current study sought to provide empirical data on influence of religious sponsors on academic performance in Trans Nzoia County, Kenya.

Studies on influence of religious sponsors reveal mixed results. According to Napp (2011), Catholic schools are providing high quality intellectual development but at the expense of developing faith and commitment to religious practices in their graduates, while protestant Christian schools are seemingly providing a place where students become distinct in their commitment to their faith, but are not developing academically at any better rate than their public school peers. The current study sought to fill this gap to establish trends of influence of religious sponsors in Trans Nzoia County, Kenya.

2.9 Summary

This section involved reviewing relevant literature on the role of church sponsors in academic performance. This was done with special reference to the meaning, rationale and application both locally and internationally. It reviewed some of sponsors' contribution in the secondary schools and how it influenced school performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter gives the design and the methodology that the study adopted. It will be discussed under the following headings: research design, target population, description of the sample and sampling procedures, description of data collection instruments, description of data collection procedures and data analysis procedures.

3.2. Research Design

There are different methodologies used by different researchers for their research purposes, such as qualitative, quantitative, literature review, action research and mixed-method (Khan, 2011). This study used a mixed-method research design. A mixed method research design can be defined as a third path (Gorard & Taylor, 2004), third paradigm (Johnson & Onwuegbuzie, 2004) or third methodological movement (Teddlie & Tashakkore, 2009) in the field of educational research. It emerged as an alternative to the dichotomy of qualitative and quantitative approaches. An amalgamation of literature review, quantitative and qualitative methodologies is often an excellent choice of method because this approach mixes the rigor and precision of experimental designs and quantitative data with the depth of understanding of qualitative methods and data. By using this design, the researcher used the strengths of both quantitative and qualitative methods to effectively triangulate the data obtained by combining the two approaches.

The study adopted a descriptive cross-sectional survey design under a quantitative paradigm. However, there were aspects of a qualitative paradigm in the use of sampling procedures and instruments. A survey design is used when the population size is large and there is need to study a fairly large sample drawn from the target population. According to Orodho, (2005), descriptive Survey research designs are used in preliminary and explanatory studies to allow research to gather information, summarize and interpret for the purpose of clarification. It is, therefore, suitable for this study. This study design was also adopted because it is used in determining and reporting the way things are (Gay, 2006). According to Koul, (1984), a descriptive study does not involve manipulation of variables hence suitable for this study since no variable was manipulated. This research design is preferred over other designs because of its rapid data collection and ability to help understand populations from a part of it.

3.3 Study Area

The study area was Trans Nzoia County as shown in appendix 3. The reason why the researcher chose this area is that Trans Nzoia has in the past performed well in national examinations. However, very few schools have been consistent in exemplary performance. Most of these schools have been religious sponsored schools. This study sought to establish the influence of religious sponsorship on academic performance. Trans-Nzoia County is in the former Rift Valley Province, Kenya, located between the Nzoia River and Mount Elgon 380 km Northwest of Nairobi. At its centre is the town of Kitale which is the capital and largest town. The county borders Bungoma to the west, Uasin Gishu and Kakamega to the south, Elgeyo Marakwet to the east, West Pokot to the

north and the republic of Uganda to the Northwest. Trans Nzoia covers an area of 2495.5 square kilometres. Trans Nzoia County comprises of three administrative sub counties namely Trans Nzoia west, Trans Nzoia East and Kwanza that are further subdivided into eight divisions and thirty eight locations as indicated in appendix 2. The county is divided into five constituencies namely Kiminini (395.3 km²), Saboti (323.6 km²), Kwanza (466.9 km²), Endebess (680 km²) and Cherangany (629.8 km²). The county is largely agricultural with both large scale and small scale wheat, maize and dairy farming. The county is referred to as the basket of Kenya for its role in food production in the country. Trans Nzoia County has a total of 192 secondary schools.

3.4. Target Population

The target population for the study was all 92 secondary schools in Trans Nzoia County. These secondary schools are sponsored by religious churches. Religious sponsors were mainly Catholic, African Inland Church, Friends, Seventh Day Adventists and other Pentecostal denominations. Apart from Catholic sponsors, all other sponsors were categorized as Protestant sponsors for the sake of this study. The sampling units were religious sponsored public schools and the study units were school heads from catholic and protestant sponsored schools. The study considered old schools that have been in existence for over twenty years to provide adequate influence of religious sponsors on academic performance.

Table 3.1: Target number of Schools and Head Teachers in Trans Nzoia County

School Type	Number of Schools	Head Teachers
Catholic	47	47
Protestant	45	45
Total	92	92

Source: County Education Office, 2016.

3.4. Description of the Sample and Sampling Procedures

The sample frame comprised of all Catholic and Protestant sponsored public schools in Trans Nzoia County. The sample units were school heads because they interact administratively with religious sponsors and therefore were in a better position to provide valid and reliable responses as regards the study area. The sampling procedure used in this study was stratified random sampling technique. Public secondary schools were stratified based on their sponsor church. Further, schools from each stratum were categorized based on the school type (Single girls, single boys and co-educational schools). The study considered old schools that have been in existence for over twenty years in order to provide adequate and consistent measure of influence of religious sponsorship on academic performance. The number of religious sponsored schools that met this condition were 45 as indicated in table 3.2.

The sample size was determined as follows (Yamane, 1967);

$$n = \frac{N}{1 + N(e)^2} \quad \text{Where}$$

n = sample size

N = population size and

e = level of precision at 95% confidence and $P = .5$

$$n = 45 / 1 + 45(0.05)^2$$

$$n = 45.1125$$

$$n = 45$$

Purposive sampling technique was used to select school head teachers that participated in the study.

Table 3.2: Sampled number of Schools and Head Teachers from Catholic and Protestant Sponsored Schools in Trans Nzoia County

School Type		Number of Schools	Head Teachers
Catholic	Boys	2	2
	Girls	5	5
	Mixed	13	13
Protestant	Boys	8	8
	Girls	5	5
	Mixed	12	12
Total		45	45

Source: County Education Office, 2016.

3.5 Description of Data Collection Instruments

3.5.1 Primary Data Collection Methods

Primary data are information collected by a researcher specifically for a research assignment. Primary data are original in nature and directly related to the issue or problem and current data. Primary data are the data which the researcher collects through various methods like interviews, surveys and questionnaires.

A semi- structured questionnaire was used to collect data. A questionnaire refers to set of questions designed in a form format and was employed by researchers in eliciting information for the purpose of data analysis. Orodho, (2005) observes that questionnaires have a major advantage of time efficiency and anonymity. Mugenda and Mugenda, (1999) argue that questionnaires are suitable tools for collecting data on a large sample size. Questionnaires were also of particular importance in collecting information about a population in the fields of education and social sciences. They were used to collect information that is not directly observable since they among other things enquire about feelings, motivation, attitude, accomplishment, as well as an individual's experiences.

3.5.2 Secondary data collection methods

Secondary data are the data collected by a party not related to the research study but collected these data for some other purpose and at different time in the past. If the researcher uses these data then these become secondary data for the current users. These may be available in written, typed or in electronic forms. A variety of secondary information sources were available to the researcher gathering data on religious involvement in secondary schools and its effect on performance. Secondary data was also used to gain initial insight into the research problem and compiling related data globally,

regionally and locally. Document analysis was used to gather information from K.C.S.E results analysis reports. Secondary data was also used to gain initial insight into the research problem and compiling related data globally, regionally and locally.

3.6 Description of Data Collection Procedure

The researcher first got a letter from Moi University before seeking for permission to carry out the study from the National Commission for Science, Technology and Innovation (NACOSTI) and an authorization letter from Trans Nzoia County Education Officer. Thereafter, the researcher visited the selected schools and informed the respective principals about the study by presenting both the research permit and authorization letter from the district education officer. After obtaining the head teachers' permission, the researcher presented questionnaires to them to fill. The researcher also used the document analysis guide to capture ten consecutive year academic performance of schools.

3.7 Validity of Research Instruments

According to Orodho (2008), validity is the degree to which the empirical measure or several measures of the concept, accurately measure the concept Content. It is aimed at establishing whether the items in the instruments measure what they are supposed to measure. Content validity of the instrument was established through consultations with the supervisors who were professionals and experts in the area of study. The supervisors critically examined the data collection instruments and their comments incorporated in fine tuning the instruments. The instruments were found to be suitable and adequate in

soliciting the needed information from the participants. Once the items were ascertained as valid, the researcher then administered them in the actual study.

3.7.1 Piloting of the Research Instruments

The researcher carried out a pilot study before the actual administration to test the reliability and validity of the instruments. The aim of a pilot study was to assess the clarity of the wording of the questions in the instrument so that items found not to meet the anticipated data would be modified or discarded. Since piloting does not need a big sample, the researcher randomly selected two catholic and two protestant schools (9% of sample size) from Bungoma County whose principals completed the questionnaires. The pilot information was used to establish the reliability of the survey instrument as indicated in table 3.3.

3.7.2 Reliability of Research Instruments

Before administering the questionnaire, the researcher established their reliability. Gay (1976), defines reliability as the degree to which a test consistently measures whatever it measures. Reliability was assessed using Cronbach alpha. The reliability for each construct was calculated using Cronbach alpha. The reliability test scores are indicated in table 3.3. The reliability alpha scores were above 0.70 leading to acceptance of the instruments in accordance to the minimum recommendation of Fraenkel & Warren, (2000). This method was free of weaknesses such as maturation effect, practice effect, memorization and non-equivalency of parallel forms.

Table 3.3: Pilot Results Showing Scale Reliabilities.

No.	Variable description	Cronbach alpha value- α
1	Provision of teaching/learning resources	0.924
2	Financial support services	0.867
3	Provision of guidance and counselling	0.841
4	Provision of spiritual support services	0.814

Source: Field Data 2016

3.8 Ethical Considerations

The researcher sought for permission from the National Commission for Science, Technology and Innovation (NACOSTI) to conduct this study. Thereafter, the researcher sought for permission and authorization letter from the county education officer before visiting the selected schools for study. After being granted the permission to conduct the study, the researcher visited the principals of the selected schools to inform them about the researcher's intentions and to present a research permit and the authorization letter to them. The researcher also sought for permission from the principals to conduct the study from their schools. The researcher asked for their consent and co-operation during the study. The responses of the study were treated with utmost confidentiality by ensuring that the names of the respondents do not appear anywhere on the questionnaire or mentioned in the interview.

3.9 Description of Data Analysis Procedures

The gathered data from the various instruments and transcripts were validated, edited and then coded. Validation process enabled the researcher to determine the return rates of the questionnaires. In editing, the instruments were scrutinized to determine the completeness and relevance of the responses. They were then classified into complete and incomplete instruments. All questionnaires were up to 100% complete, thus, none was discarded. Data from interview guides and questionnaire items constituting the qualitative data in form of words and phrases were transcribed and used to explain relationships among the responses. Finally, data coding was done whereby categories of responses were identified, classified and then recorded on a prepared sheet as per research questions of the study. Before carrying out analysis, normality tests were performed. Some data showed skewness as indicated in table 3.4 and hence both parametric and non-parametric tests were used. The Null hypothesis was that data was following the normal distribution. Since all the p-values were significant, the Null hypothesis was rejected except for provision of spiritual services ($\alpha = 0.08$) and academic performance ($\alpha = 0.087$). In this study, both descriptive and inferential data analysis techniques were used. Descriptive statistics involved use of frequencies, means (standard deviation) and percentages while inferential statistics involved use of chi-square spearman's rho correlation to test the research null hypotheses and t-test to compare mean responses between Catholic and Protestant sponsored secondary schools.

Table 3.4: Normality Tests using Shapiro Wilks

No.	Variable description	Cronbach alpha value- α
1	Provision of teaching/learning resources	0.03
2	Financial support services	0.02

3	Provision of guidance and counselling	0.01
4	Provision of spiritual support services	0.08
5	K.C.S.E Academic Performance	0.087

Source: Field data 2016

significance level=0.05

3.10 Chapter Summary

The chapter described the study research design, the target population, sample and the sampling procedures. A total of 45 schools from both Catholic and Protestant sponsors were identified and used to provided data. Semi structured questionnaires and document analysis were used to collect data. The instruments were piloted and tested for content validity and reliability data was analyzed using descriptive and inferential statistics.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents, interprets and discusses the findings of the influence of religious sponsorship on academic performance of public secondary schools in Trans Nzoia County. The sources of the information were the study sample which comprised, 45 head teachers from 45 religious sponsored public secondary schools in Trans Nzoia County. Data was analyzed based on the research questions. Data analysis and report of findings was done using descriptive statistics and inferential statistics. Descriptive statistics involved use of frequencies, means and percentages while inferential statistics involved use of correlation and chi square tests. Data was presented by use of tables. The findings of the study were presented according to the questionnaire and discussed according to research hypotheses. These hypotheses include: Ho₁: There is no significant influence of provision of teaching/learning resources on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County, Ho₂: There is no significant influence of financial support services by Catholic and Protestant churches on academic performance among secondary schools in Trans Nzoia County, Ho₃: There is no significant influence of provision of guidance and counselling on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County and Ho₄: There is no significant influence of provision of spiritual support services on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

4.2 Response Rate

All the questionnaires were filled and returned. This was 100% response rate. This could be attributed to co-operation accorded by the respondents and prior booking of respondents by the researcher.

4.3 Distribution of Head Teachers by Gender

Results from Table 4.1 revealed that there were more male head teachers 31(68.9) in public secondary schools in Trans Nzoia County as compared to female head teachers 14(31.1). The numbers in brackets are in percentages. Catholic sponsored schools had fewer female head teachers compared to protestant sponsored schools. This is based on the fact that there were fewer girls' schools as compared to mixed and single boys. Most mixed secondary schools in Trans Nzoia County were headed by male teachers.

Table 4.1: Distribution of Head Teachers by Gender

Gender	Catholic		Protestant		Total	
	Frequency	%	Frequency	%	Frequency	%
Male	16	80	15	60	31	68.9
Female	4	20	10	40	14	31.1

Source: Field data 2016

4.4 Distribution of Schools by Type

Findings in Table 4.2 revealed that there were 10 (22.2) single boys schools, 10 (22.2) single girls and 25 (55.6) mixed public secondary schools sampled for the study. There were fewer boys' schools sponsored by the Catholic Church. Since the sample was proportional to the target population, it implied that there were more mixed public

secondary schools than single sex schools. This meant that most parents in Trans Nzoia sub County preferred taking their children to mixed public secondary schools. This could be based on the fact that most mixed public secondary schools were less costly.

Table 4.2: Distribution of Schools by Type

School Type	Catholic		Protestant		Total	
	Frequency	%	Frequency	%	Frequency	%
Boys	2	20	8	80	10	22.2
Girls	5	50	5	50	10	22.2
Mixed	13	52	12	48	25	55.6

Source: Field data 2016

4.5 Distribution of Head Teachers' by Professional Qualification

Results from Table 4.3 revealed that most head teachers (62.2) have bachelor's degree in education. Head teachers with the least academic qualification had diploma in education. These head teachers belonged to Catholic sponsored schools. Protestant sponsored schools had 3 head teachers with PhD as the highest professional qualification while Catholic sponsored schools had more head teachers (5) with masters level of professional qualification. This implies that most head teachers in Trans Nzoia were qualified to teach and discharge duties effectively.

Table 4.3: Distribution of Head Teachers by Professional Qualification

Head teacher Professional Qualification	Catholic		Protestant		Total	
	Frequency	%	Frequency	%	Frequency	%
Diploma	2		0		0	3
	100				6.7	
BED	12	42.9	16	57.1	28	62.2
BA/BSC with dip in Educ	3	0	3	100	3	6.7
BA/BSC	4	0	1	100	1	2.2
MED	3	75.0	1	25	4	8.9
MA/MSC	2	66.7	1	33.3	3	6.7
PHD	5	0	3	100	3	6.7

Source: Field Data 2016

4.6 Head Teachers' Distribution by Professional Experience

Findings in Table 4.4 revealed that majority of the head teachers (62.2) had professional experience over 15 years where 12(42.9) of the head teachers belonged to Catholic sponsored schools while 16(57.1) of the head teachers belonged to Protestant sponsored schools. A few head teachers, 7 (15.5) have professional experience less than seven years, majority of whom belonged to protestant sponsored schools. This implied that most public secondary schools in Trans Nzoia County had high professional experience. They were therefore expected to provide effective leadership in their schools.

Table 4.4: Head Teachers' Distribution by Professional Experience

Head teacher Professional Experience(yrs.)	Catholic		Protestant		Total	
	Frequency	%	Frequency	%	Frequency	%
1-3	6	0	1	100	1	2.2
4-7	1	16.7	5	83.3	6	13.3
8-15	7	70.0	3	30.0	10	22.2
Over 15	12	42.9	16	57.1	28	62.2

Source: Field Data 2016

4.7 Distribution of Schools by Age

Results in Table 4.5 revealed that 30 (66.6) of public secondary schools had been in existence for more than eleven years. This implied that most schools were already established and were expected to be equipped in terms of resources both human and physical. Catholic Church had established new schools compared to protestant church as indicated by schools below age of 5 years of existence.

Table 4.5: Distribution of Schools by Age

Sponsor school Age (years)	Catholic		Protestant		Total	
	Frequency	%	Frequency	%	Frequency	%
0-5	5	100	6	0	5	11.1
6-10	5	50	5	50	10	22.2
11-15	6	42.9	8	57.1	14	31.1
16-20	4	66.7	2	33.3	6	13.3
21-30	7	0	4	100	4	8.9
Above 30	7	0	6	100	6	13.3

Source: Field Data 2016

4.8 Distribution of Schools by Sponsor Churches

Findings in table 4.6 revealed that 20 (44.4) of the sampled public secondary schools were under Catholic sponsorship and 25 (55.6) were sponsored by protestant churches. This implied that there were more protestant sponsored schools than Catholic sponsored schools in Trans Nzoia County. This could be based on the fact that there were more protestant churches than Catholic churches in the region.

Table 4.6: Distribution of Schools by Sponsor Churches

	Frequency	Percent
Catholic	20	44.4
Protestant	25	55.6
Total	45	100.0

Source: Field Data 2016

4.9 Religious Sponsor Involvement in Provision of Teaching/Learning Resources

4.9.1 Provision of Course Books

The study sought to establish whether religious sponsors provide course books to schools. Majority 34(75.6) of the respondents reported not at all while only 3(6.6) reported adequate provision of course books as indicated in table 4.7. Out of those who reported not at all, 20(58.8) belonged to Protestant sponsored schools while 14(41.2) belonged to Catholic sponsored schools. Out of respondents that reported adequate provision of course books belonged to Catholic sponsored schools while 1(33.3) of the respondents from protestant sponsored schools. There was no statistically significant difference ($\chi^2=0.991$, $p=0.662$) in response regarding provision of course books by the religious sponsors as shown in table 4.7. Though not statistically significant, Catholic sponsors provided course books to their schools than protestant sponsors. This was attributed to the fact that course books were procured using tuition fee that is provided by parents and the government. Religious sponsors in rare cases may buy course books to boost school performance. The number of pupils joining secondary schools has increased over the last decade in Kenya. Parents and Government support may not adequately provide course books to schools. Religious sponsors are expected to support to improve the student – book ratio.

4.9.2 Provision of Revision Materials

Respondents were asked to report whether religious sponsors provided revision course materials. Majority, 33(73.3) of the respondents reported not at all receiving any revision materials from church sponsors as indicated in table 4.7. Of this response, 19(57.6) belonged to protestant sponsored schools while 14(42.4) belonged to Catholic sponsored schools. Less than one third, 10(22.2) of the respondents reported receiving inadequate revision materials of which 6(60) belonged to Catholic sponsored schools while 4(40) belonged to protestant sponsored schools. No response came from Catholic sponsored schools regarding adequate provision of revision materials while 2(100) of the respondents from protestant sponsored schools reporting adequate. There was no statistically significant difference ($\chi^2=2.265$, $p=0.408$) in response between Catholic and Protestant sponsored schools regarding provision of revision materials as shown in table 4.7. However, Protestant sponsors were reported to provide adequate revision materials than Catholic sponsored schools. Good academic performance require thorough revision by students .Revision materials play a crucial role in preparing candidates for exams and highly influence the performance of schools Religious sponsors can contribute by providing adequate revision materials to their schools.

4.9.3 Provision of Writing Materials

Respondents were requested to rate the extent religious sponsors provide writing materials to their schools. Majority, 35(77.8) of the respondents reported not at all receiving any writing materials from church sponsors while about 1(2.2) from protestant sponsored school reported having received adequate writing materials as indicated in table 4.7. Out of those who reported receiving inadequate writing

materials, 6(66.7) belonged to Catholic sponsored schools while 3(33.3) were from protestant sponsored schools. However, there was no statistically significant difference ($\chi^2=2.754$, $p=0.260$) in provision of writing materials between Catholic sponsors and Protestant sponsors as shown in table 4.7.

4.9.4 Construction of Classrooms, Libraries and Laboratories

The respondents were asked to report the extent to which religious sponsors construct classrooms, libraries and laboratories in their schools. Slightly above half, 26(57.8) of the respondents reported they did not at all receive any support in construction of classrooms, libraries and laboratories as indicated in table 4.7. Three (75) of catholic sponsored schools and 1(25) of protestant schools reported adequate construction of classrooms, libraries and laboratories by religious sponsors. There was no statistically significant difference ($\chi^2=4.813$, $p=0.094$) in response between Catholic and Protestant sponsors regarding construction of classrooms, libraries and laboratories as shown in table 4.7. Support from sponsors enhances availability of these costly resources in schools. Provision of this infrastructure to schools provide conducive environment to learning that highly influence performance.

Table 4.7: Religious Sponsor Involvement in Provision of Teaching/Learning Resources

Provision of teaching/ learning	Response Rating	Catholic Freq %	Protestant Freq %	χ^2 Value	p-Value	Overall Freq %
Provision of course books	Not at all	14 41.2	20 58.8	0.99 1	0.66 2 ^f	34 75.6
	Inadequate	4 50.0	4 50.0			8 17.8
	Adequate	2 66.7	1 33.3			3 6.6
Provision of revision materials	Not at all	14 42.4	19 57.6	2.26 5	0.40 8 ^f	33 73.3
	Inadequate	6 60.0	4 40.0			10 22.2
	Adequate	6 60.0	2 100.0			2 4.4
Provision of writing materials	Not at all	14 40.0	21 60.0	2.75 4	0.26 0 ^f	35 77.8
	Inadequate	6 66.7	3 33.3			9 20.0
	Adequate	0 0	1 100.0			1 2.2
Construction of classrooms, libraries and laboratories	Not at all	8 30.8	18 69.2	4.81 3	0.09 4 ^f	26 57.8
	Inadequate	9 60.0	6 40.0			15 24.5
	Adequate	3 75.0	1 25.0			4 8.9

Source: Field data 2016

Significant at 0.05 level

4.10 Religious Sponsor Involvement in Financial Support Services

4.10.1 The Sponsor Church pays Fees for the Needy Students in my School

Respondents were requested to rate the extent to which religious sponsors are involved in paying fees for the needy students in their schools. Majority, 41(91.1) of the respondents disagreed that church sponsors paid fees for the needy students. Out of these response, 25(61.0) were from protestant sponsored schools while 16(39.0) were from Catholic sponsored schools. However, only 4(100) of the respondents agreed that Catholic sponsors pay school fees for the needy students. As indicated in table 4.8, there was a statistically significant difference ($\chi^2=5.488$, $p=0.019$) in response regarding payment of fees for the needy students between Catholic and Protestant sponsored schools as shown in table 4.8. This finding implies that Catholic sponsored schools are more likely to pay fees for the needy students compared to protestant sponsors. The rest 41(91.1) either disagreed or strongly disagreed that church sponsors paid fees for the needy students. Some of the needy students are potential good performers. Needy students who lack school fees may stay away from classes for long which affects their performance. Poor performance of these needy students highly influences the overall performance of the school. Cherop and Wanyonyi (2012) recommended that religious sponsors should solicit funds from both external and internal donors and team up in collaborations with other partners who can boost its financial base.

4.10.2 The Sponsor Church buys Personal Effects for the Needy Students in my School

Respondents were requested to agree or disagree on sponsor church buying personal effects for the needy students in their schools. All the respondents 45(100) disagreed on this as indicated in table 4.8. This implies that needy students are not provided with personal effects by sponsor churches. This implies that none of the church sponsors bought personal effects of the needy students. Students who lack personal effects may undergo psychological torture that may lead to involvement in drugs and early pregnancies which strongly affects performance.

4.10.3 The Sponsor Church Purchases Uniforms for the Needy Students in my School

Majority 43(95.6%) of the respondents disagreed that sponsor churches purchase uniforms for the needy students in their schools. Of these, 25(58.1) belonged to protestant sponsored schools while 18(41.9%) belonged to Catholic sponsored schools. Only 2(100) respondents from Catholic sponsored schools were undecided. There was no statistically significant difference ($\chi^2=2.616$, $p=0.106$) in response between Catholic and Protestant sponsored schools as indicated in table 4.8. This implies that religious sponsors rarely buy uniforms for the needy students.

4.10.4 The Sponsor Church gives Pocket Money for the Needy Children in my School

None of the respondents agreed that sponsor church gives pocket money for the needy children. Majority, 42(93.3) of the respondents disagreed on church sponsors giving pocket money for the needy children in their schools as indicated in table 4.8. Only 3(100) of respondents belonging to Catholic sponsored schools were undecided regarding sponsor churches giving pocket money for the needy children in their schools. All protestant sponsored schools respondents 25(100) disagreed on sponsor giving pocket money to needy students. There was a statistically significant difference ($\chi^2=4.018$, $p=0.045$) in response between Catholic and Protestant sponsored schools. This finding implies that Catholic sponsors were more likely to give pocket money to the needy students than protestant sponsors.

Table 4.8; Church Involvement in Financial Support Services

Church involvement in provision of Financial support services	Response	Catholic Freq %	Protestant Freq %	χ^2 Value	p-Value	Overall Freq %
The sponsor church pays fees for the needy students in my school	Agree	4 100.0	0 0	5.488	0.019	4 8.9
	Undecided	0 0	0 0			7 -
	Disagree	16 39.0	25 61.0			41 91.1
The sponsor church buys personal effects for the needy students in my school	Agree	0 0	0 0	0	0	0 0
	Undecided	0 0	25 55.6			45 100.0
	Disagree	20 44.4	0 0			0 0
The sponsor church purchases uniforms for the needy students in my school	Undecided	8 100.0	0 0	2.616	0.106	2 4.4
	Disagree	18 41.9	25 58.1			43 95.6
The sponsor church gives pocket money for the needy children in my school	Disagree	17 40.5	25 59.5	4.018	0.045	42 93.4
	Undecided	3 100.0	0 0			3 6.7

Source: Field data 2016

Significant at 0.05 level

4.11 Religious Sponsor Provision of Guidance and Counseling Services

4.11.1 Frequency of Guidance and Counseling Services

Majority, 26(57.8) reported that the sponsor churches often provided guidance and counseling services. 11(24.4) reported that more than often the sponsor church provided guidance and counseling services as indicated in table 4.9.

Table 4.9: Frequency of Guidance and Counseling Services

	Frequency	Percent
Less Often	8	17.8
Often	26	57.8
More Often	11	24.4
Total	45	100.0

Source: Field data 2016

4.11.2 Provision of Guidance and Counseling Services by Sponsor Churches.

Majority, 34(75.6) of the respondents agreed that sponsor churches regularly offered social support services in school as indicated in table 4.10. This response was on equal basis of 17(50) Catholic and 17(50) protestant sponsored schools. Only 9(20) of the respondents disagreed of whom 8(88.9%) belonged to protestant sponsored schools.

There was a statistically significant difference ($\chi^2=6.975$, $p=0.031$) in response regarding regular offer of social support services by sponsors in schools between Catholic and Protestant sponsors.

4.11.3 Involvement of Sponsor Church in Social Support Services to School Positively affects Academic Performance

Majority, 31(68.9) of the respondents agreed that involvement of sponsor churches in social support services to schools positively academic performance. Of these, 16(51.6) and 15(48.4) belonged to Catholic and Protestant sponsored schools respectively. Less than one third, 10(22.2) of the respondents disagreed while 4(8.9) were undecided. There was no statistically significant difference ($\chi^2=3.115$, $p=0.211$) in response between Catholic and Protestant sponsored schools as indicated in table 4.10. This implies that both Catholic and Protestant sponsored schools agreed that church sponsors' social support has positively affected academic performance. Thomas (2005) in his study on the effects of sponsorship on self- esteem of sponsored children, notes that the provision of social needs to the sponsored children goes a long way to enhance their self- esteem compared to others who are non- sponsored. This removes the feeling of insecurity in the children encouraging them to become aware of themselves.

4.11.4 The Guidance and Counselling Services offered by the Sponsor Church Motivates Students to Work Hard

Majority, 39(86.6) of the respondents agreed that the guidance and counselling services offered by the response church motivates students to work hard as indicated in table 4.10. Of these, 19(48.7) belonged to Catholic sponsored schools while 20(51.3) belonged to protestant sponsored schools. A small proportion, 5(11.1) disagreed on this where 1(20.0) belonged to Catholic sponsored schools and 4(80) belonged to protestant schools as

indicated in table 4.9. This implies that majority of the respondents believe that spiritual guidance and counselling motivates students to work hard hence improving academic performance. There was no statistically significant difference in response ($\chi^2=2.299$, $p=0.317$) regarding this statement.

Table 4.10: Provision of Guidance and Counseling Services by Sponsor Churches

Church involvement in provision of services	Response	Catholic Freq %	Protestant Freq %	χ^2 Value	p-Value	Overall Freq %
The sponsor church regularly offers social support services in school	Agree	17 50.0	17 50.0	6.975	0.031	34 75.6
	Undecided	2 100.0	9 -			2 4.4
	Disagree	1 11.1	8 88.9			9 20.0
Involvement of sponsor church in social support services to school positively affects academic performance	Agree	16 51.6	15 48.4	3.115	0.211	31 68.9
	Undecided	2 50.0	2 50.0			4 8.9
	Disagree	2 20.0	8 80.0			10 22.2
The guidance and counselling services offered by the sponsor church motivates students to work hard	Agree	19 48.7	20 51.3	2.299	0.317	39 86.6
	Undecided	- -	1 100.0			1 2.2
	Disagree	1 20.0	4 80.0			5 11.1

Source: Field data 2016

Significant at 0.05 level

4.12 Religious Sponsor Involvement in Spiritual Support Services

4.12.1 The Sponsor Church Regularly Participates in School's Sunday Services

Majority 34(75.6) of the respondents agreed that sponsor church regularly participated in school's Sunday services as indicated in table 4.11. Only 11(24.4) of the respondents disagreed that the sponsor church was involved in spiritual support regularly. Out of those who agreed, 15(44.1) belonged to Catholic sponsored schools while 19(55.9) belonged to protestant sponsored schools. There was no statistically significant difference ($\chi^2=0.006$, $p=0.604$) in response between Catholic and Protestant sponsored schools. Regular provision of spiritual services impacts positively on behavior of students which influences their academic performance.

4.12.2 The Sponsor Church donates Spiritual Materials such as Bibles to the School

About one third, 14(31.1) of the respondents agreed that sponsor churches donates spiritual materials such as bibles to their schools as indicated in table 4.11. Of these, 9(64.3) belonged to Protestant sponsored schools while 5(35.5) belonged to Catholic sponsored schools. Over half, 26(57.8) disagreed as regards provision of spiritual materials to the school. There was a statistically significant difference ($\chi^2=7.059$, $p=0.029$) in response between Catholic and Protestant sponsored schools. This finding implies that protestant sponsors are more likely to donate spiritual materials such as

bibles to schools that Catholic sponsors. Donation of spiritual materials may promote spiritual well-being of students and academic performance altogether.

4.12.3 The Sponsor Church has a Regular Program of Spiritual Nourishment in the School

Majority 40(88.9) of the respondents agreed that sponsor church has a regular program of spiritual nourishment in the school as indicated in table 4.11. This response was shared equally between Catholic and Protestant sponsored schools. Only 3(6.7) all of whom belonged to Protestant sponsored schools disagreed that sponsor church has a regular program of spiritual nourishment in the school. There was no statistically significant difference ($\chi^2=4.500$, $p=0.105$) in response between Catholic and Protestant sponsored schools. This implies that church sponsors are actively involved in spiritual nourishment in their schools. Wanjiru (2012) argues that it is common sense to assume that spiritually mature child will be able to take their school work with the seriousness it calls for and as a result perform well academically. Biblical knowledge can also enhance the student's performance in the religious education subject. In addition, such a child will be highly disciplined a thing that goes hand in hand with good academic performance.

4.12.4 The Sponsor Church attends to Students whenever they are invited

Majority 41(91.1) of the respondents agreed that the sponsor church attends to students whenever they are invited as indicated in table 4.11. Of these respondents, 24(58.3) belonged to Protestant sponsored schools while 17(41.5) belonged to Catholic sponsored schools. Only 1(2.2) of the respondents disagreed and belonged to Catholic sponsored

schools. Overall, there was no statistically significant difference ($\chi^2=1.998$, $p=0.368$) in response between the Catholic and protestant sponsored schools.

Table 4.11: Church Involvement in Spiritual Support Services

Church involvement in provision of spiritual services	Response rating	Catholic		Protestant		χ^2 Value	p-Value	Overall	
		Freq	%	Freq	%			Freq	%
The sponsor church regularly participates in school's Sunday services	Agree	15	44.1	19	55.9	0.006	0.604	34	75.6
	Disagree	5	45.5	6	54.5			11	24.4
The sponsor church donates spiritual materials such as bibles to the school	Agree	5	35.5	9	64.3	7.059	0.029	14	31.1
	Undecided	5	100.0	10	-			5	11.1
	Disagree	10	38.5	16	61.5			26	57.8
The sponsor church has a regular program of spiritual nourishment in the school	Agree	20	50	20	50.0	4.500	0.105	40	88.9
	Undecided	11	-	2	100.0			2	4.4
	Disagree	12	-	3	6.7			3	6.7
The sponsor church attends to students whenever they are invited	Agree	17	41.5	24	58.5	1.998	0.368	41	91.1
	Undecided	13	66.7	1	33.3			3	6.7
	Disagree	1	100.0					1	2.2

Source: Field data 2016

Significant at 0.05 level

4.13 Discussion of Results

Discussion of findings is presented according to the research hypotheses. This study sought to test four research hypotheses. The hypotheses Church sponsor participation in these activities in schools may influence academic performance of students. These hypotheses include: Ho₁: There is no significant influence of provision of teaching/learning resources on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County, Ho₂: There is no significant influence of financial support services by Catholic and Protestant churches on academic performance among secondary schools in Trans Nzoia County, Ho₃: There is no significant influence of provision of guidance and counselling on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County and Ho₄: There is no significant influence of provision of spiritual support services on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

Using ANOVA it was tested to establish the null hypothesis that there was no statistically significant relationship between church sponsor involvement in school activities and schools' academic performance.

4.13.1 KCSE Academic Performance between Catholic Sponsored and Protestant Sponsored Schools

The mean KCSE performance of Catholic schools was 6.225(SD=1.7) while that of the protestant schools was 6.292(SD=1.5) as presented in table 4.12. The t-test results indicated that there was no statistically significant difference ($p=0.891$) in KCSE mean performance between Catholic Church and Protestant Church sponsored schools as presented in table 4.12. This implies that schools performed competitively. This study sought to establish whether sponsor church activities provided in the schools had any relationship with KCSE academic performance.

Table 4.12: Mean Difference in KCSE Academic Performance between Catholic Sponsored and Protestant Sponsored Schools

School Church sponsor	Mean Score	Standard Deviation (SD)	t- value	P -value
Catholic	6.23	1.7		
Protestant	6.29	1.5	0.139	0.890
Source: Field data 2016			Significant at 0.05 level	

4.13.2 Correlation between Provision of Teaching Learning Resources and Students' Academic Performance in KCSE.

Ho₁: Stated that there was no significant relationship between provision of teaching learning resources and students' academic performance.

An examination of the correlation test in table (4.13) indicates that there is no significant relationship between provision of teaching learning resources and students' academic performance in KCSE ($Rho=0.170$, $p= 0.264$) among religious sponsored secondary schools. A similar result was observed among Catholic sponsored secondary schools

($Rho=0.208$, $p=0.379$) and protestant sponsored schools ($Rho=0.130$, $p=0.537$). Therefore, the null hypothesis that stated that there is no significant relationship between provision of teaching learning resources and students' academic performance is accepted. The finding of this study implies that provision of teaching learning resources to schools by church sponsors though positive, did not significantly affect KCSE results. This could be attributed to the low extent of provision of this activity by church sponsors both catholic and protestant.

The findings of this study concur with the findings of Lydiah, (2008) who defines teaching and learning resources as all materials and equipment used to enhance effective learning. She argued that there is notable shortage of teaching materials and equipment in the schools today. This is a problem that needs careful consideration for solution to be reached. Sponsor churches should take part in supporting schools with teaching and learning materials.

However, a study by Wanjiru, (2012) in Ndeiya Division, Kenya to establish whether Compassion international assisted project provide the teaching/learning resources to the sponsored children disagreed with this finding. The study found out that the sponsor provides educational resources such as textbooks, library facilities, stationeries, bags among others. This findings concurs with Michelin (2007) who conducted a study of the sponsored schools in Imenti District, Kenya and established that the schools were financed through fundraising programs, donation of text books and other Laboratory equipment.

Cheruiyot (2004) emphasized that academic performance is a product of good discipline, good management and excellent facilities. Therefore, the acquisition of the learning and teaching resources is solely an important factor in the improvement of academic standards. This is a clear indication that the indifference of sponsors to school activities in the provision of resources and education in their schools seems to point out that their roles have not been clearly defined.

Table 4.13: Correlation between Provision of Teaching Learning Resources and Students' Academic Performance in KCSE

Religious Sponsorship	School Church sponsor	Rho-value	P- value	Overall
Provision of teaching learning resources	Catholic	0.208	0.379	Rho= 0.170
	Protestant	0.130	0.537	P=0.264

Source: Field data 2016

Significant at 0.05 level

4.13.2 Relationship between Provision of Financial Support Services and Students' Academic Performance in KCSE

Ho₂: Stated that there was no significant relationship between provision of financial services and students' academic performance.

An examination of the correlation test in table (4.14) indicates that there is no significant relationship between provision of financial support and students' academic performance in KCSE (Rho=0.135, p= 0.375) among religious sponsored schools. A similar result was observed among Catholic sponsored schools (Rho=0.114, p= 0.631) and protestant sponsored schools (Rho=0.108, p=0.608). Therefore, the null hypothesis that stated that

there is no significant relationship between provision of financial services and students' academic performance is accepted. Although the correlation was positive in both catholic and protestant sponsored schools, financial support was not significant in both cases. This finding implies that those schools that receive financial support from church sponsors are more likely to acquire resources that can make them perform better in KCSE than those that do not. However, the results on the extent to which church sponsors support schools was very low with majority of the respondents disagreeing on receiving any financial support. A study by Mabeya, Ndiku and Njino (2010) revealed that church sponsors contributed very little in terms of financial support in sponsored schools. The findings supported the observations made in the Koech Report (Republic of Kenya, 1999) that some sponsors neither contribute financially nor morally to the development of sponsored schools. According to the recommendations of the commission, the sponsors' role should be re-defined to take an active part in spiritual, financial and infrastructural development of schools in order to maintain the sponsors' status.

Table 4.14: Correlation between Provision of Financial Support Services and Students' Academic Performance in KCSE

Religious Sponsorship	School Church sponsor	Rho-value	P- value	Overall
Provision of financial support services	Catholic	0.114	0.631	Rho= 0.135
	Protestant	0.108	0.608	P= 0.375

Source: Field data 2016

Significant at 0.05 level

4.13.3 Relationship between Provision of Social Support Services and Students'

Academic Performance in KCSE

Ho₃: Stated that there was no significant relationship between provision of teaching learning resources and students' academic performance

An examination of the correlation test in table (4.15) indicates that there is no significant relationship between provision of social support services and students' academic performance in KCSE (Rho=0.234, p= 0.121) among religious sponsored schools. A similar result was observed among the protestant sponsored schools (Rho=0.024, p= 0.909). However, the results showed a positive and significant relationship for Catholic sponsored schools (Rho=0.647, p= 0.002). Therefore the null hypothesis that stated that there is no significant relationship between provision of social support services and students' academic performance is accepted for protestant sponsored schools and rejected for Catholic sponsored schools. There is a positive correlation between provision of social support services and students' academic performance in KCSE.

However the extent of provision of social support was higher and significantly correlated to students' academic performance among the Catholic sponsored schools. Students that receive social support from church sponsors perform better than those that do not. This could be attributed to the fact that social support shapes character which enhances overall student performance. The study findings concur with Mabeya et. al. (2010) who investigated whether there was any relationship between a school sponsor and academic

performance. The findings indicated that there was a statistically significant difference between a school sponsor and academic performance, ($X^2= 49.01$, $P < 0.05$). This is an indication that a school sponsor has a crucial role to play in the development of social, moral, spiritual and cognitive competence in students in their sponsored schools.

The main role of school sponsor is the provision of stable and friendly school environment where both students and teachers receive appropriate stimulation by being encouraged through the interest shown in educational performance and development. In addition, the school sponsors should ensure the allocation of sufficient time-on-task in the management of schools (Mabeya et.al, 2010). According to the Kenya Catholic Education Policy (2000), children attend school for the purpose of education but also need to establish good study habits. The learners must attend classes, do assignment and attend all school functions including all religious ceremonies. The findings also agree with Makokha (2002) that learners' school curriculum should include the participation of church oriented activities.

Table 4.15: Correlation between Provision of Social Support Services and Students' Academic Performance in KCSE

Religious Sponsorship	School Church sponsor	Rho-value	P- value	Overall
Provision of social support services	Catholic	0.647	0.002	Rho= 0.234
	Protestant	0.024	0.909	P=0.121

Source: Field data 2016

Significant at 0.05 level

4.13.4: Relationship between Provision of Spiritual Support Services and Students' Academic Performance in KCSE

Ho₄: Stated that there was no significant relationship between provision of spiritual support services and students' academic performance.

An examination of the correlation test in table (4.16) indicates that there is no significant relationship between provision of spiritual support services and students' academic performance in KCSE (Rho=0.200, p= 0.187) among religious sponsored schools. A similar result was observed among Catholic sponsored schools (Rho=0.157, p= 0.509) and protestant sponsored schools (Rho=0.134, p= 0.522). Therefore the null hypothesis that stated that there is no significant relationship between provision of spiritual support services and students' academic performance was accepted. This indicates that there is no significant relationship between provision of spiritual support services and students' academic performance in KCSE. The results also indicated that the correlation between provisions of spiritual support services was positive. It is expected that provision of spiritual services to schools molds student's character that in turn enhances academic performance. Every church sponsor should be involved in the provision of spiritual support to schools. Schools with good spiritual support have high standards of discipline and focus on performance. This finding is in agreement with Compassion (2011), argues that holistic child development reaps strategic results to the churches that take child ministry seriously including church growth in numbers, secure leadership and national development. Wanjiru (2012) also argues that it is common sense to assume that spiritually mature child will be able to take their school work with the seriousness it calls for and as a result perform well academically. Biblical knowledge can also enhance the

student's performance in the religious education subject. In addition, such a child will be highly disciplined a thing that goes hand in hand with good academic performance.

The results concurred with the views of Kang'ethe (2007) that academic performance is attributed to discipline and self-motivation among students. According to Muindi (2008), a high level of discipline attributed to a strong religious foundation and good communication between students and teachers contributes to good academic performance. The findings also agrees with the views of Cheruyoit (2005) that most catholic sponsored schools, headed by religious persons as priests, sisters and brothers patrol school compounds as late as 11 pm and as early as 4 am to instill discipline. Notably majority of the top 100 high achievers, Bahati girls, Kianda girls, Precious Blood girls and Saint Francis Ngandu girls are catholic sponsored schools where the culture is already rooted.

Table 4.16: Correlation between Provision of Spiritual Support Services and Students' Academic Performance in KCSE

Religious Sponsorship	School Church sponsor	Rho-value	P- value	Overall
Provision of spiritual support services	Catholic	0.157	0.509	Rho= 0.200
	Protestant	0.134	0.522	P=0.187
Source: Field data 2016		Significant at 0.05 level		

4.14 Chapter Summary

The chapter presented, interpreted and discussed findings on the influence of religious sponsorship on academic performance of public secondary schools in Trans Nzoia County. Demographic characteristics of respondents were compared between Catholic

and Protestant church sponsors. The chapter also analyzed the extent of church involvement in provision of teaching /learning resources such as course books, revision materials, writing materials and construction of classrooms, libraries and laboratories. Church sponsors were involved to some extent in purchasing course books and construction of classrooms, libraries and laboratories. The findings on the extent of church involvement in financial support services indicated that only Catholic sponsors pay fees for needy students. None of the sponsors buy personal effects for the needy students or purchase uniforms. All protestant sponsored schools respondents disagreed on sponsor giving pocket money for the needy students. The findings also indicated that both Catholic and Protestant sponsors provided guidance and counselling services and involved in spiritual support services. Both Catholic and Protestant sponsored schools performed competitively with means of 6.25 and 6.292 respectively as per table 4.12.

Correlation results indicated that there was no significant relationship between provision of teaching/learning resources, provision of financial support services and provision of spiritual support services with students' academic performance. However, there was observed strong positive correlation between provision of social support by Catholic sponsor and academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the findings, conclusions, recommendations for the study and recommendations for further research.

5.2 Summary of Findings

Kenya has undertaken a number of reforms in her education system since independence. The reforms have been geared towards enhancing access, equity and quality of education (Namunwa, 2013). However, despite these interventions, there are secondary schools in Trans-Nzoia County that consistently perform well in KCSE, while others persistently perform poorly. This scenario implies that there exist incentives that enable some schools to perform well and on the other hand, there exist barriers that hinder other schools from performing well. The current study sought to establish whether church sponsorship affects schools academic performance. The study was guided by the following hypotheses:

Ho₁: There is no significant influence of provision of teaching/learning resources on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

Ho₂: There is no significant influence of financial support services by Catholic and Protestant churches on academic performance among secondary schools in Trans Nzoia County.

Ho₃: There is no significant influence of provision of guidance and counselling on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

Ho₄: There is no significant influence of provision of spiritual support services on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

The objectives of the study were analyzed using hypotheses. The first hypothesis tested whether there was a relationship between provision of teaching learning resources and students' academic performance in KCSE. The findings of the study indicates that there is no significant relationship between provision of teaching learning resources and students' academic performance in KCSE ($Rho=0.170$, $p= 0.264$) among religious sponsored schools. A similar result was observed among Catholic sponsored schools ($Rho=0.208$, $p=0.379$) and protestant sponsored schools ($Rho=0.130$, $p= 0.537$). Sponsor churches' contributions towards course books, revision materials and writing materials were to a less extent. Less than one third of the schools reported being assisted by their church sponsor to construct classrooms, libraries and laboratories.

The second hypothesis tested whether there was a relationship between provision of financial support services and students' academic performance in KCSE. The findings indicates that there is no significant relationship between provision of financial support and students' academic performance in KCSE ($Rho=0.135$, $p= 0.375$) among religious sponsored schools. A similar result was observed among Catholic sponsored schools ($Rho=0.114$, $p= 0.631$) and protestant sponsored schools ($Rho=0.108$, $p=0.608$). Though

not significant, this finding implies that those schools that receive financial support from church sponsors are more likely to perform better in KCSE than those that do not. However, the results on the extent to which church sponsors support schools was very low with majority of the respondents disagreeing on receiving financial support.

The third hypothesis tested whether there was a relationship between provision of social support services and students' academic performance in KCSE. The findings of the study indicates that there is no significant relationship between provision of social support services and students' academic performance in KCSE ($Rho=0.234$, $p= 0.121$) among religious sponsored schools. A similar result was observed among the protestant sponsored schools ($Rho=0.024$, $p= 0.909$). However, the results showed a positive and significant relationship for Catholic sponsored schools ($Rho=0.647$, $p= 0.002$). Therefore, the null hypothesis that stated that there is no significant relationship between provision of social support services and students' academic performance is accepted for protestant sponsored schools and rejected for Catholic sponsored schools. There is a positive correlation between provision of social support services and students' academic performance in KCSE. However the extent of provision of social support was higher and significantly correlated to students' academic performance among the Catholic sponsored schools. Students that receive social support from church sponsors perform better than those that do not. This could be attributed to the fact that social support shapes character which enhances overall student performance.

The fourth hypothesis tested whether there was a relationship between provision of spiritual support services and students' academic performance in KCSE. The findings of

the study indicated that there is no significant relationship between provision of spiritual support services and students' academic performance in KCSE ($Rho=0.200$, $p= 0.187$) among religious sponsored schools. A similar result was observed among Catholic sponsored schools ($Rho=0.157$, $p= 0.509$) and protestant sponsored schools ($Rho=0.134$, $p= 0.522$). The null hypothesis was therefore accepted. Though not statistically significant, schools with good spiritual support are more likely to have high standards of discipline and focus on performance than those that do not.

5.3 Conclusions

From the findings and discussions above, it emerged that lack of commitment by the sponsor particularly in providing a conducive learning environment and financial support has contributed to poor academic performance of some sponsored schools. It was noted, however, that sponsor churches to a large extent provided social support and spiritual support.

The findings of the study showed that there was no significant relationship between provision of teaching learning resources and students' academic performance in KCSE. Therefore it can be concluded that sponsor churches have not invested in provision of teaching learning materials that are very crucial in KCSE performance.

The findings revealed that there was a non-significant positive relationship between provision of financial support services and students' academic performance in KCSE. Therefore it can be concluded that those schools that receive financial support from church sponsors are more likely to perform better in KCSE than those that do not.

From the findings of the study that indicated that there was a positive non-significant relationship between provision of social support services and students' academic performance in KCSE, it can be concluded that students who receive social support from church sponsors perform better than those that do not. Provision of social support services motivates students and hence positively affects performance.

From the findings of the study that indicated that there was no significant relationship between provision of spiritual support services and students' academic performance in KCSE, it can be concluded that schools with good spiritual support have high standards of discipline and focus on performance.

5.4 Recommendations

Based on the strength of the study findings and conclusions, the following recommendations were made:

- (1) Church sponsors should solicit for funds and material support from well-wishers to complement the efforts of parents and school management. This will enable sponsors to revisit their initial role of developing and providing facilities and resources to their schools.
- (2) The Ministry of education needs to review, regulate and supervise the policy on sponsorship of public secondary schools. This will ensure church sponsor activities to schools have positive and significant effect on KCSE performance.
- (3) Sponsor churches should nominate representatives to BOM who have an education background that enables them to provide and strengthen social, spiritual and

guidance and counseling to students. This may motivate students and enhance overall school performance in KCSE.

- 4) Awareness needs to be created among both school and local stakeholders on the role of sponsors. This will improve the school environment and create a smooth working relationship between religious sponsors and schools that is much needed for good performance.

5.4 Areas for Further Research

- (1) There is need for a similar study to be carried out where the informants will include teachers, BOM representatives, education officials, and parents to determine their perception on the role of church sponsors and KCSE performance in secondary schools
- (2) The study recommends that further studies should be conducted on the challenges facing Religious sponsorship in the Kenyan secondary schools.
- (3) There is need to investigate whether the religious traditions and culture of the sponsor have an influence on academic performance in secondary schools.
- (4) A similar study should be carried on religious sponsored primary schools in Kenya.

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APPENDICES

APPENDIX 1: HEAD TEACHERS' QUESTIONNAIRE (HTQ)

Dear Participant,

The questionnaire seeks to investigate the influence of religious sponsorship on academic performance in Trans Nzoia County, Kenya.

You are among the many participants who have been selected to participate in this study.

Your co-operation and assistance in completing this questionnaire will be highly appreciated. All the information given will be considered and treated with utmost confidentiality.

Let me take this opportunity to thank you in advance for taking part in this study.

SECTION A: Background information.

For each item please respond by putting a tick in the appropriate box.

1. Gender 1) Male 2). Female

2. Type of school

Single Boys ()

Single girls ()

Mixed ()

3. Highest professional qualification.

a). Dip. Ed/ SI b). BEd. c). BA/ BSc with Dip Ed.
 d). MEd. e). MA/ MSc with Dip Ed. f). BA/ BSc.
 g). MA/ MSc. h). PHD

4. Teaching experience.

a) 0-3 years. b). 4-7 years c) 8- 15 years d) Over 15 years

1. How old is your school? (Tick appropriately)

0-5 years () 6-10 years () 11-15 years () 16-20 years () 20-30years ()

above 30 years ()

2. Who is the sponsor church of your school?

Catholic ()

Protestant ()

Any other (specify).....

SECTION B

Provision of Teaching and Learning Resources

1. Kindly rate the involvement of the sponsor church in the following teaching and learning resources to your school. Tick the alternative that best describes the situation in your school.

	Highly Adequate	Adequate	Inadequate	Highly Inadequate	Not At All
Provision of Course books					
Provision of Revision Materials					
Writing Materials					
Construction of classrooms, libraries and laboratories					

Church Involvement in Financial Support Services

Kindly indicate your agreement/disagreement with the following statements. The responses will be rated as follows: For positive statements, strongly agree-5, agree-4, undecided-3, disagree-2 and strongly disagree-1. The rating of negative statements will be: strongly disagree-5, disagree-4, undecided-3, agree-2 and strongly agree-1.

		S	A	U	D	SD
		A			A	
1	The sponsor church pays fees for the needy students in my school					
2	The sponsor church buys personal effects for the needy students in my school					
3	The sponsor church purchases uniforms for the needy students in my school					
4	The sponsor church gives pocket money for the needy children in my school					

Church involvement in Social Support Services

1. Does the sponsor church offer guidance and counseling services to students and teachers in your school? (Tick appropriately)

Yes () No ()

2. If yes in Question 1 above, how often does the sponsor church offer guidance and counseling services to your school? (Tick appropriately)

More often () Often () Less often ()

3. Kindly rate your agreement/ Disagreement with the following items: For positive statements, strongly agree-5, agree-4, undecided-3, disagree-2 and strongly disagree-1. The rating of negative statements will be: strongly disagree-5, disagree-4, undecided-3, agree-2 and strongly agree-1.

		S A	A	U	D	S D
1	The sponsor church regularly offers social support services in school					
2	Involvement of sponsor church in social support services to school positively affects academic performance					
3	The guidance and counseling services offered by the sponsor church motivates students to work hard					

Church Involvement in provision of spiritual support services to schools

Kindly rate your agreement/ Disagreement with the following items: For positive statements, strongly agree-5, agree-4, undecided-3, disagree-2 and strongly disagree-1. The rating of negative statements will be: strongly disagree-5, disagree-4, undecided-3, agree-2 and strongly agree-1.

		SA	A	U	D A	SD
1	The sponsor church regularly participates in school's Sunday services					
2	The sponsor church donates spiritual materials such as bibles to the school					
3	The sponsor church a regular program of spiritual nourishment in the school					
4	The sponsor church attends to students whenever they are invited					

APPENDIX II: DOCUMENT ANALYSIS DATA CAPTURE SHEET**Name of School.....**

Kindly fill in the table below the KCSE mean scores of your school from 2010-2014

Year	2010	2011	2012	2013	2014
KCSE MEAN SCORES					

APPENDIX III: MAP OF STUDY AREA.

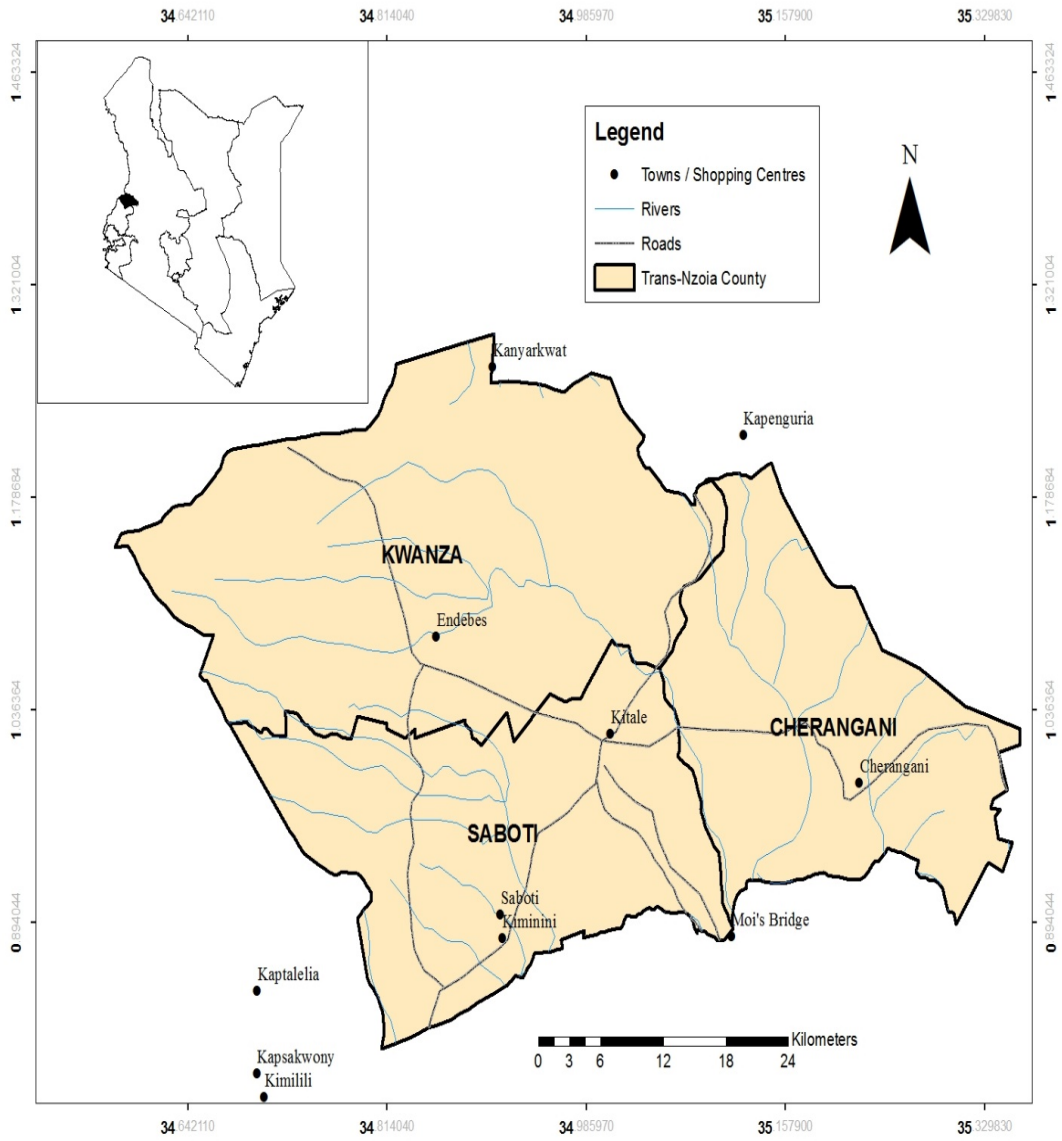


Fig3.1. Study Site Map of Trans-Nzoia County, Source: ROK, 2012

APPENDIX IV: RESEARCH PERMIT DOCUMENTATION (NACOSTI)

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying Please quote

9th Floor, Utalii House
Uhuru Highway
P. O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/16/26643/14061

11th October, 2016

Inviolata Nafula Makhanu
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of religious sponsorship on academic performance of secondary schools: A comparative study between protestant and catholic sponsored schools in Trans Nzoia County,”* I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for the period ending **11th October, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Trans Nzoia County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

RESEARCH PERMIT DOCUMENTATION

Technology and Innovation National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation National Commission for Science, Technology and Innovation

THIS IS TO CERTIFY THAT:

MS. INVOLATA NAFULA MAKHANU **Permit No : NACOSTI/P/16/26643/14061**

of MOI UNIVERSITY, 0-30200 KITALE, has **Date Of Issue : 11th October, 2016**

been permitted to conduct research in **Fee Recieved :Ksh 1000**


Transzoia County

on the topic: INFLUENCE OF RELIGIOUS SPONSORSHIP ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOLS:A COMPARATIVE STUDY BETWEEN PROTESTANT AND CATHOLIC SPONSORED SCHOOLS IN TRANS NZOIA COUNTY

for the period ending: 11th October, 2017

F. Mwanuzi

Applicant's Signature



Smmmmmbw

Director General

National Commission for Science, Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
 Serial No. **A1240**
CONDITIONS: see back page

APPENDIX V: LETTER FROM THE UNIVERSITY



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54

DATE: 28th September, 2016

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

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF MAKHANU N. INVIOLATA - (EDU/PGCM/1038/14)

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"Influence of Religious Sponsorship on Academic Performance of Secondary Schools in Kenya: A Comparative Study Between Protestant and Catholic Sponsored Schools in Trans Nzoia County."

Any assistance given to enable her conduct research successfully will be highly appreciated.

MOI UNIVERSITY
Office of the Dean School of Education
Eldoret
28th SEP 2016
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PROF. J. N. KINDIKI
DEAN, SCHOOL OF EDUCATION

