AN EVALUATION OF THE ROLE OF CHURCH SPONSORS IN ACADEMIC PERFORMANCE: A CASE STUDY OF PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA

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DECEMBER, 2015
DECLARATION

This is my original work and has not been presented for award of a degree or any other award in any university.

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To My Sister Lynette and Beloved Family Philip, Wendy, Candy, Henry and Wesley, grow to become great scholars.
ACKNOWLEDGEMENT

It has been a long involving task and tedious journey and the fulfillment of this work is a dream come true; a reality that is great to behold. I do honestly acknowledge the fact that this is not by the efforts of one person only but the fruit of many institutions, organizations and persons; to all of you, thank you very much.

However, I would like to acknowledge the following: I would above all, greatly thank The Almighty God. He so gracious granted me good health, strength, patience, perseverance, knowledge and understanding despite the great strains, sleepless nights and extensive readings I had to go through in order to have this work in the shape in which it is today.

Second my most sincere gratitude goes to my academic supervisors and advisors: Dr. Jackline Nyerere and Dr. Florence Itegi who so selflessly dedicated themselves to reading through my work. They generously and honestly offered valuable guidance and ideas which saw it develop into the piece of work it is today.

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Third, to my colleagues, particularly the Kenyatta University Migori campus MED class members (2012) with whom I had a rejuvenating academic experience: we shared valuable ideas and knowledge. This had a great influence on shaping this work. To all of you, let us keep the academic fire burning.

Fourth, to all the study respondents, in public secondary schools (2015) selected from different sub counties in Migori county. They did answer the questionnaires and they provided valuable information which formed the backbone upon which the study findings, conclusions and recommendations were made.

Finally, I want to thank Kenyatta University Management for offering me the chance to pursue the study.
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# ABBREVIATIONS / ACRONYMS

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<tr>
<td>AEO</td>
<td>Area Education Officers</td>
</tr>
<tr>
<td>B.O.G</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>CDE</td>
<td>County Director of Education</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
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<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organization</td>
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<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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ABSTRACT

The role of sponsors in the management and operations of schools has changed drastically from the 1960s to date. Currently, sponsors' role has been reduced in the management of schools. The purpose of this study was to investigate the influence of the sponsors on public secondary school administration in six districts within Migori County. Objectives of the study were to determine sponsors' contribution in the running of schools; to investigate the expectations of sponsors' on teachers, students and school operations and to suggest ways of dealing with challenges faced by head teachers while dealing with sponsors in public secondary schools in Migori County. A survey was done to collect information. Data were gathered using structured questionnaires. The target population of the study was 42 head-teachers and 4 sponsors of church sponsored public secondary schools in Migori County, the District Education Officers, (DEO’s) and the Area Education Officers (AEO). The study sample consisted of 42 head teachers, 4 sponsors, 4 DEOs and 15 AEOs (Table 3.1) in Migori County. Purposive sampling was used in selecting the Christian church sponsored secondary schools. The schools were stratified into sub counties in Migori County. In each sub county, all the Christian church sponsored secondary schools were selected. Sampling was used to select head teachers and sponsors of church sponsored public secondary schools, County Director of Education (CDE), TSC County Director, the District Education Officers, (DEO’s) and the Area Education Officers (AEO). Quantitative information has been presented in form of bar graphs, pie charts and percentages. Qualitative information has been organized in themes and linked to the study objectives. The study findings will help restore the vital role played by church sponsors in the running of public secondary schools. The study used three factors through which the sponsors support the sampled schools. The factors included employment of Board teachers, provision of infrastructure and students’ sponsorship. The study revealed that the help of sponsors contributes positively to academic performance and discipline. The sponsors help through employing extra teachers, building classrooms, laboratories and libraries, and providing bursaries to needy students hence development within and out of the school environment.
CHAPTER ONE

INTRODUCTION

1.1 Background Information

This chapter presents the introduction, statement of the problem, purpose, objectives, scope and study limitations, study rationale and definition of terms.

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).

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. According to the Ministry of Education (2010), most schools in the grassroots observe poor performance because of lack of sponsor involvement.
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. Onderi and Makori (2013) emphasize that among the challenges principals are faced with as they discharge their duties include but not limited to sponsors intimidation and interference, lack of well trained teachers, drug abuse and students unrest due to insecurity. Oteyo and Kariuki (2009) links indiscipline experienced among students in schools to drugs abuse which can be handled through the involvement of church sponsors.

Scholars have presented their own views regarding the role of sponsors in academic performance and discipline. Miguel (2000) supported the idea that religious sponsors need to be involved in all operations of the schools including the process of appointing staffs. On the other hand Regina and Wanyonyi (2012) argues that sponsors should not meddle in school matters but instead look for amicable ways to present their grievances. According to Hughes (2006), if sponsors desist from meddling in school affairs, a good working environment suitable for development will be realized in the schools.
Akala (2009) posits that roles and responsibilities of sponsors need to be redefined so that they play important roles regarding infrastructural, finances and spiritual development. This way, sponsors status will be maintained. But redefinitions of roles of a sponsor can result into disparities that may need involvements of governments of nations to solve (Mwaniki, 2003). Okumbe (2008) acknowledges that the inclusion of spiritual nourishment and resources for schools is good for better academic performance. This is because involvement of sponsors is in tandem with the education policy that allows for sponsors to be involved in education policies.

The management of schools by Board of Governors came about because of the promulgation of education bill in 1967. The churches which had founded particular schools became there sponsors and worked hand in hand with the Board of Governors to ensure smooth running of schools. Among the roles of the sponsors included provision of religious education, placement of staffs in schools and partnered with relevant stakeholders in the education sector to ensure smooth running of schools (KEC, 1982).

The main consequence of the lack of active participation of the Church in the development of the Education Act is the reduced roles of sponsors in school operations. The Act allows an agreement to be made between the Ministry of Education and the sponsoring churches as regards the rights and responsibilities of the Church Sponsor in management of schools in Kenya (Banr, 1990). This affects the management of public schools where churches that were managers of schools before became sponsors of such schools (Wachira and Kigotho, 2007). The word sponsor is first used in section 8(1) of the Education Act, in relation to schools
formerly managed by a church which were transferred to a local authority. Here, the
local authority was empowered to appoint the former church manager a sponsor if
the community served by the school wished the religious traditions of that school to
be respected. In section 11 of the Education Act, the voluntary organization, that is
the Founder of the school is given the right to nominate four persons to champion
the sponsor’s interests in the School Board of Governors, if the school is on the
the Board of Governors Order amplifies section 11 which allows the sponsor to
propose the chairman of the school Board who should be ratified by the Minister of
Education. The Education Act also allows the sponsor to prepare and recommend for
approval by the Ministry the learning resources for religious education in sponsored
schools (regulation, 5) which is in line with the Education act of 2012 that allows
sponsorship for the disadvantaged. Before Kenya attained independence, education
was provided through a partnership that involved churches, nongovernmental
organizations and local authorities (Bandi, 2011; Kinuthia, 2011). Mabeya and
Ndiku (2010) acknowledge that the missionaries had a significant role in the
maintenance and development of all the learning institution they possessed.

1.2 Statement of the problem
The attainment of independence led to some educational changes. One notable
change that was seen was that independence led to the nationalization of schools and
education. Consequently, the schools became registered under the umbrella of public
schools but still under the management of church sponsors. The roles of sponsors are
well stipulated in the Education act of 1968. However, these have changed as the
current education act is being blamed for limiting, reducing and controlling duties
sponsors in schools. Thus, sponsors role has become insignificant in the running of schools. This has resulted into concerns being raised whether a good relationship exists between school principals and the sponsors of schools exists. In the *basic education Act Number 14 of 2013* the role of the Sponsor is outlined as; to participate and make recommendations of review of syllabus, curriculum, books and other teaching aids, representation in the School Management Committees and Board of Management, to provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense, maintenance of spiritual development while safeguarding the denomination or religion adherence of the others and to offer financial and infrastructural support. The change in focus warrants a research whether the sponsor’s role in academic performance and discipline still exists in secondary schools in Migori County. Based upon this realization, this study seeks to investigate the role played by church sponsors in the enhancement of academic performance and discipline in secondary schools within Migori County.

1.3 **The Purpose of the Study**

The purpose of this study was to investigate the role of the church sponsor on academic performance and discipline in secondary schools in Migori County, Kenya.

1.4 **The Objectives of the Study**

The objectives of this study were:

1. To determine the sponsor’s contributions in the running of schools.
2. To investigate the expectations of the sponsor on teachers, students and school operations.
3. To identify the challenges faced by head teachers while dealing with sponsors in the management of sponsored secondary schools in Migori County.

4. To suggest ways of dealing with challenges faced by head teachers while dealing with sponsors in management of sponsored secondary schools in Migori County.

1.5 Research Questions

1. What are the contributions of sponsors in the development of infrastructure, giving bursaries (aiding students) and employing teachers?

2. What are the expectations of sponsors on teachers, students and school operations?

3. What are the challenges faced by head teachers while dealing with sponsors in the management of sponsored secondary schools in Migori County?

4. What are the ways in which the challenges faced by head teachers while dealing with sponsors in management of schools can be handled?

5. What does this head teachers-sponsor relation impact on academic performance and discipline?

6. What can schools maintain good relations with their sponsors?

1.6 Significance of the Study

The study sought to find out whether there is a direct relationship between school sponsors activities and academic achievement and discipline in secondary schools in Migori County, Kenya. This is important because the findings would help the government to come up with a policy on school-sponsor relations to enhance quality results and discipline in our schools. Moreover, the findings will become a source of
reference for other researchers and stakeholders to do further research. The results of this study will contribute new knowledge which will provide the ministry of education officials with better ways of engaging church school sponsors in the relevant activities within the schools in future. Finally, this study may hopefully be used to improve the relations between the church sponsor and individual schools.

1.7 Assumptions of the Study
Since this study was new and directly involved the actors in the system they may not have given accurate information though information given was treated to be the most accurate. 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.

1.8 Limitation of the Study
This study experienced financial limitations since it required a lot of money for stationery, piloting and travel plus accommodation expenses. The other challenge was time - the study required enough time so as to collect comprehensive data required for the study.

1.9 Delimitations and Scope
According to Mugenda and Mugenda (1999), delimitations refer to study boundaries. The study was confined to Migori County. The study was done in public secondary schools within the County. The respondents were head teachers, sponsors, and district and area education officers.
1.10 Theoretical Framework

The study was guided by the structural functionalism theory; Talcott Persons (1991). According to this theory, 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 and 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, BOG, PTA, students, support staff and the government. Their interactions should be harmonious for effective achievement of educational goals.
1.11 Conceptual Framework

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. Orodho J.A. (2004). Conceptual framework assists the reader to quickly see the proposed relationship between variables.

![Conceptual Framework Diagram]

*Source: my research 2015*

Figure 1.1: A Conceptual Framework

From the conceptual framework, sponsors have a lot of roles in their institutions like providing bursaries as well as in the management of schools. When the sponsors play their role, there is improvement indiscipline and academic performance, for instance when they employ teachers on BOM, give poor students bursary and put in place infrastructure like library, laboratory and classrooms, they monitor these activities to ensure their proper utilization through their representatives in the BOM. The expected consequence is good academic performance and discipline.
1.12 Operational Definition of Terms

Christian 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.

Conducive Learning Environment: This means all surrounding required to provide comfortable stay for students to learn without any hindrance.

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

Education: Education is an organized and sustained instruction meant to transmit a variety of knowledge, skills, understanding and attitudes necessary for the daily activities in life.

Good 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 our case its attainment of grade B-(minus) and above.

Performance: is the achievement attained after an education system.

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.

School Management: It is a process that involves planning, directing, organizing, coordinating, controlling and monitoring the education process in a school set up.

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/its responsibilities either partially or fully
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This section reports reviewed literature. It is sub divided into Kenya Education act and role of school sponsors. 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.
2.2 The Kenya Education Commission and the role of church sponsors in schools management

The government of independent Kenya was faced with the task of setting up modalities of control and leadership in education in the new republic. These were set out clearly in the Education Act of 1968, which was preceded by much consultation and negotiation with the religious bodies, especially the Catholic Church. The Kenya Education Commission, under the chairmanship of Professor Simeon Ominde, was set up in 1964 and charged with the responsibility of studying the educational needs of the country and making recommendations to the government for the way forward. There was no doubt that education would be a key factor in the building of the new nation, enhancing national unity, economic independence and cultural identity and pride. The defined terms of reference of the Commission were to cover all these areas that together could constitute an integral development for the individual learners and, subsequently, for the nation.

During the colonial era, the missionaries had had a significant role to play in the making of education policy for Kenya. The missionaries were members of the Education Board of 1910 (Muhoho 1970:74) and were invited and accepted to send representation to the 1919 Education Commission (Ibid: 93). The Catholic and Protestant missionaries played a central role in the Central Advisory Council of African Education, “which in fact was the body that formulated educational policy since their recommendations were hardly ever refused, in principle by the Government” (Ibid: 184). The first Ominde Commission did not have a single missionary or church agent on it. This signaled to the churches the change in their policy–making contribution with regard to education in Kenya (Muhoho1970). As it
was charged to do, the Kenya Education Commission in its 1964/65 report, “Kenya Education Commission Report” popularly known as the Ominde Report - substantially underscored the main thrusts of education in post-colonial Kenya. The main recommendations were the assigned responsibility of education to the Kenyan nation were; Education is a function of the Kenyan nation; it must foster a sense of nationhood and promote national unity; Our public schools are an instrument of the secular state, in which no religion is privileged, but must respect the religious convictions of all people and Education must promote social equality and remove divisions of race, tribe (sic) and religion. It must pay special attention to training in social obligation and responsibility. Education in Kenya must serve the people of Kenya and the needs of Kenya without discrimination.

At independence, the Kenyan education was styled on the British system, championed mainly by the missionaries: “not only was it teaching a new religion and unfamiliar code of ethics, instilling in the students a distaste for the African social background … it was also implanting in them respect for bookish education and contempt or ridicule for practical and technical subjects” (Otiende, Wamahiu and Karugu, 1992). To the Commission, the missionaries largely represented independent educational authorities; it considered itself as charged with forging a way forward for one nation. The missionaries had not only accepted racial segregation but ingrained religious segregation through their schools since they did not feel obliged to admit to their schools, students from different Christian churches, or those from other faith traditions. Ironically, racial segregation was to later be ably replaced by class segregation as education costs would begin rocketing out of the
reach of ordinary Kenyans, bringing a divide as to which child could attend which school, according to financial abilities of the parents.

The Ominde Commission made recommendations that were in effect a change of philosophy of education towards greater social equality of the races, ethnic nations and religions (Otiende, Wamahiu and Karugu 1992). It chose a religiously neutral path since education, seen as a social service, could not be used by the state to entrench any religious claims without injustice to freedom of conscience and belief. In the recommendation of the Ominde Report, religion was not to be excluded in the school system but rather to be taught as an academic subject within a joint syllabus of the churches (Ominde Report, :59). Christian denominations were no longer to be factors dividing Kenyan children in schools. The former managers of the Church schools were to be regarded as sponsors of the schools, subject to the choice of the local community to continue having the Church’s influence in the school. The meaning of sponsorship had to be worked out in bits and pieces between the publication of the Ominde Report and the final cast of it in the Education Act of 1968.

The period between Ominde Commission Report in 1964 and the education act in 1968 was one of tension and misunderstanding, characteristic of any time of change. During these transitional years, many heads of church schools did not know who to refer to as the guide for developments in the schools. Herein was the beginning of a long struggle between the Ministry of Education (MOE) and the church education personnel. Lines of authority and points of reference were often unclear for personnel working in former church schools. On a number of issues, there had to be bargains between the MOE and the churches, and on many accounts, the settlements
arrived at were less than satisfactory to the churches. The government created teachers service commission (TSC) IN 1967 through the Teachers Service Commission Act, as one employer for all teachers. In effect all teachers in church schools, including priests were to be under TSC. They could be posted anywhere in the republic, irrespective of what their religious leaders might have wanted.

Provision of education is seen as a vehicle for progressive development. That is why it is given prominence in the Kenya Education Act cap 211 (1968) Revised (1980). The Act established District Education Boards to superintend the management of public schools and the Kenya Institute of Education to coordinate the training for teachers conduct research and prepare educational materials for the development of education.

2.3 Historical background of education sponsorship in Kenya

At independence in 1963, the Kenyan government recognized the role played by church missionaries in the promotion of education. It noted that there was need for Support from the Christian churches to shoulder the cost of running the education sector. The schools that were established by the church remained under the sponsorship of those churches but registered as public schools. The Phelps-stokes Commission of 1924 had earlier strengthened this co-operation between the colonial government and the missionaries where the government was to let the religious initiated schools in the hands of that church.

The Phelps-Stokes Report decried the failure of the educators to develop a methodology for character development. Besides moral and religious instruction the report singled out the importance of moral development and an overall school
atmosphere which reflected an interest in character development. It also insisted that all subjects be related to real life experiences so as to have an impact on life. Albeit the centrality of these two pillars in African traditional education systems, their deficiency in African schools in the colonial dispensation shows the extent of dissociation that western education had made of African schools from African roots. To date the two issues of moral sturdiness and relevance continue to be a challenge in education in Kenya (Kinuthia, 2009). Missionary education then, and Catholic education since, has not done much to interrogate these concerns and introduce valid solutions to the fragmentation that issues from them. A key aspect of an integral education, according to modern educational thought, is to incorporate the aspirations of the learner so as to heighten involvement and performance (Ping, 2004).

2.4 The role of the sponsor in the provision of a conducive learning environment and academic performance

The first objective of the study is to investigate the role of the sponsor to provide an environment conducive to learning and its impact on academic performance. According to Fuller and Johnson (2014) and Aduda (2003) the stakeholders are on the periphery with regard to education policy formulation, planning and management. In Kenya, the full potential of the church is not being fully exploited. As a result the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the church in the provision of education. The school sponsors have a lot to contribute to the school learning environment (Akala, 2009, Mabeya et al., 2010)). The sponsor is expected to ensure that there is security in the school by reinforcing the employment of enough personnel and fencing the schools. The learning and
teaching resources should be provided in order to create a good working environment.

However, as noted by Okumbe (1998) and Regina and Wanyonyi (2012), ineffective Boards of Governors, interference of curriculum implementation, inclination to church functions and interference of student admission has a negative impact on academic performance in a school. According to him, the nomination of the ineffective school boards whose chairperson is handpicked by the sponsor regardless of the ability, intends to position these persons on a non-committal attitude to school projects leading to some members not attending meetings. This is an area that sponsors need to evaluate.

According to Cheruiyot (2004), 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. The sponsors’ role therefore, needs to be re-formulated.

2.5 The expectations of sponsors on teachers, students and the school operations

that church sponsor’s expectations on teachers and students in church sponsored schools have an impact on academic performance.

According to Nair (2011) religious practice promotes the well-being of individuals, families and community. Regular religious practice benefits individuals’ health and academic achievement. There is no neutrality in education without mentioning the creator. As an absolute minimum we need all schools to be ensuring that students operate within religious dimension of human life to perform well in academics (Aspinall, 2004). Since a large percentage of the sponsors’ expectations are to keep the school sponsors’ norms, then we accept that religion has an impact on a student’s academic performance. Most students from church sponsored schools try to emulate the core-values of the school. According to Muindi (2008) high level of discipline and academic excellence is funded on the 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 and students are led to achieve self-actualization and become what God has made them to be. Findings of Muller and Ellison (2001) that the cultural values of a religious community are a significant path way to academic success for adolescents are crucial. The expectations of the sponsor on students to keep the traditions and culture of the school contribute to the students’ management of time. For instance, church sponsors typically invest in such discipline and persistence.

Students must attend normal school classes and structure their other activities accordingly. Studies carried out by Nael (1998) and Watson (2010) revealed that attendance of religious services and activities positively affected school attendance and allocation of time which were all linked to a decreased likelihood in deviant
activities. According to Johnson et al. (2000) academic excellence is realized in Christian values. This is to keep with the ethos and the moral values, ideas and beliefs of the school, recognizing that discipline grows out of discipleship. From the study analysis, class attendance, respect of the church doctrine, school routine and students owning up responsibilities are highly rated which implies that the sponsors’ expectations on students and teachers have a significant influence on academic performance. According to Aduda (2003) teachers in church run schools are expected to be the spiritual leaders of their schools as well as carrying out their other responsibilities. The same sentiment is articulated by Hughes (2006) that a religious set institution Mabeya et al. (2010) should be an all-round model for others to emulate.

2.6 The relationship between a school sponsor and academic performance

According to Mullen and Ellison (2001) parents who are involved in religious matters have higher educational expectations on their children. They communicate with their children matters regarding schooling. The children will then intend to pursue advanced courses, spend more time on homework, establish friendship with academically oriented peers, avoid cutting classes and successfully complete their degree. 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, Onderi and Makori (2013) add that the school sponsors should ensure the allocation of sufficient time-on-task in the management of schools. Oteyo and Kariuki (2009) links indiscipline experienced
among students in schools to drugs abuse which can be handled through the involvement of church sponsors.

According to Kinuthia (2009), 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. 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 036 catholic sponsored schools where the culture is already rooted.

2.7 Challenges faced by head teachers in dealing with church sponsors

Shidende (2010) and Mosomi (2008) pointed out that conflict arise between sponsors and head teachers because some sponsors demand favors in schools. This leads to interference in school matters by the various stakeholders. Regina and Wanyonyi (2012) proved that sponsors concentrate on protecting their traditions at
the expense of schools development besides providing projects aimed promoting education standards in school. These has led to divisions in some schools as they make preferences on what head teachers need to do or who should teach particular units within schools. This is a clear indication that church sponsors of schools continue to meddle in school matters leading then to be at conflict with the teachers. Okumbe (2008) observes that some sponsors have gone as far as nominating schools committees that are ineffective regardless whether they are capable or not. Kipkemboi and Kipruto (2013) found out that Conflicts between sponsors and head teachers has had adverse impacts on performance of schools. One of them is that it makes head teachers to be transferred to other schools and the stakeholders also have low morale. Other consequences are that school programmes are disrupted; schools become inadequately staffed when teachers are transferred, and teachers that are adequately trained are inequitably distributed. Kipkemboi and Kipruto attribute conflicts between sponsors and head teachers to several factors. They include religious differences, academic performance below average, funds embezzlement, and favoritism executed by some school administrators.

Olyula (2004) explains that a church sponsor in Nyanza province withheld a secondary school donation for purchasing laboratory and carpentry equipment until the head teacher was given a transfer. This was because the head teacher had refused to give some of the donation for a church camp in the school. The head teacher was transferred on defying the church order. Some sponsors do nominate ineffective representation in the BOG who on several occasions do not attend meetings nor evaluate school project initiated by the PTA. This leads to some involvement in non-
productive wrangles accusing the head teacher of gross mismanagement and embezzlement of funds.

According to Mwanzia (2005), church sponsors insist that the chairperson of the BOG should be of their faith irrespective of their competence to perform. Cheruiyot (2005) argues that some nominated chairpersons do not provide adequate facilities in schools. The findings were supported by Makabila (2004) that some church sponsors in a school Board in Eastern province were spreading rumors that a principal in a provincial church sponsored school was practicing witchcraft using the school funds. The ministry was called upon to take a drastic action against the principal but the church community took the law into their hands and unceremoniously removed the head teacher from the institution. According to Aduda (2001), some sponsors cause divisions in schools by peddling false hoods against head teachers they do not like which creates a poor working relationship with the school community.

According to Oduor and Nyamu (2004), several schools in Nyanza province did not have school boards because the sponsor had refused to constitute them on grounds that the Ministry of Education had nominated a chairman who is not of their choice. Okumbe (1998) argues that sponsors hand pick the chairpersons of the Board of Governors who are unable to challenge the head teachers’ administration and only go for projects that protect their interests.

It was said that school sponsors demand to use school facilities for their own interests not necessarily for academic purposes. This was in agreement with what is currently practiced. For instance sponsors can demand to use the school physical facilities for church functions with no regard as to whether the syllabus has been
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covered. Some sponsors also do demand for admission of students to form one even with marks below the regulated mark for the school. According to Mbatia (2005), some church leaders openly undermined the heads which created a difficult working relationship between the head teacher and the sponsor. Some even incite parents and students to reject the head teacher.

2.8 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 evaluated some of sponsors’ contribution in the running of schools, challenges faced by head teachers while dealing with sponsors and expectations of sponsors on teachers, students and school operations are all discussed.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
In this chapter, the description of the process and method used in carrying out the research study are provided and the chapter organized along the following subheadings namely; research design, locale, target population, instruments, questions, and data collection procedure and data analysis techniques.

3.2 Study Design
A cross-sectional survey design was used because there was no limited time but still able to achieve the objectives of the study (Cooper and Emory, 1995). The study also employed descriptive survey design. Survey design collects data on various variables as found in the systems and deals with incidences and relationships (Verma and Verma, 2004). According to Kothari (2005), descriptive design describes the present status of a phenomenon, determining the nature of the prevailing descriptions, practices, attitudes and seeking accurate descriptions. The design, therefore, was effective for the study as it described the role of the sponsor in secondary school management and was set to find out its impact on academic performance.

3.3 Study Locale
The research was conducted in Migori County; Kenya. Migori County borders Tanzania to the west with an area of 379 km². The population of the region is approximately 21370 (KNBS, 2008-09). The temperature range of the region is 21⁰C to 35⁰C. The major economic activities of the region are trading, farming and
mining. The longitude and latitude of Migori County are 34.47 and 1.067 respectively. The main food crops of the region include maize, beans, kales, tomatoes and indigenous vegetables.

The research was conducted in secondary schools in selected six sub counties, Kenya. Migori County has eight sub counties and therefore the schools were chosen randomly from six sub counties for a reliable result to be obtained. According to Kombo and Tromp (2006) who point out that purposive sampling best judgment is used in choosing the right habitation and meeting the correct number of the people for the study purpose. Migori County has 8 sub counties with over 150 secondary schools and hence 42 schools were used in sampling to give reliable results.

The current trend of conflicts between church sponsors and school management in matters of financial, better results and admission of new students in Migori County Schools is a matter of concern which necessitated this urgent research.

3.4 Target Population

A group of persons or events upon which study findings are generalized is called target population (Mugenda and Mugenda, 1999). The target population consisted of 47 head teachers, 20 AEOs, 6 DEOs and 20 sponsors. The study targeted public Christian church sponsored secondary schools in Migori County. Head teachers represent the administrative authority in schools as well as a link between parents and the Ministry.3.5 Study sample and sampling procedure.

According to Mugenda O.M and Mugenda A.G (2003), a sample is a small proportion of the target population while sampling is the research procedure that is
to be used to select a given number of subjects from the target population as a representative of the entire population. Kothari (2003) also adds that purposive sampling elements are selected for inclusion in the study based on the ease of access and on the researcher’s judgment to select an appropriate sample with the required characteristics.

The study sample consisted of 42 head teachers, 4 sponsors, 4 DEOs and 15 AEOs (Table 3.1) in Migori County. Purposive sampling was used in selecting the Christian church sponsored secondary schools. The schools were stratified into sub-counties in Migori County. In each sub county, all the Christian church sponsored secondary schools were selected. Then, simple random sampling was used to select head-teachers and sponsors of church sponsored public secondary schools, County Director of Education (CDE), TSC County Director, the District Education Officers, (DEO’s) and the Area Education Officers (AEO).

In order to get the best representative sample size, the formula sampling size for the mean was used.

\[ n = \frac{n_o}{1 + (n_o - 1)N} \]
Table 3.1: Sampling Frame and Samples

<table>
<thead>
<tr>
<th>Categories</th>
<th>Total Number</th>
<th>Sample</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ schools</td>
<td>8</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Mixed secondary schools</td>
<td>30</td>
<td>25</td>
<td>83</td>
</tr>
<tr>
<td>Boys secondary school</td>
<td>9</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>AEOs</td>
<td>20</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>DEOs</td>
<td>6</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>Sponsors</td>
<td>8</td>
<td>4</td>
<td>66</td>
</tr>
<tr>
<td>Head teachers</td>
<td>47</td>
<td>42</td>
<td>89</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128</strong></td>
<td><strong>107</strong></td>
<td><strong>83.6</strong></td>
</tr>
</tbody>
</table>

Source: District Education Office (DEO) (2014)

3.6 Study Instruments

The researcher administered questionnaires that were used to collect information. Both open and close-ended questions were included in the questionnaire. Open-ended questions gave the respondents an opportunity to provide their opinions. In close-ended questionnaires, the respondents ticked their choices from the options given. According to Mugenda and Mugenda (1999), questionnaires are useful as they can capture large amount of information at once. The questionnaire captured information regarding the contributions of sponsors in the running of schools; expectations of sponsors on teachers, students and operations in schools; challenges head teachers face when dealing with sponsors; and demographic information.

3.6.1 Interview Schedule

Best and Khan (1988) contend that the interview was often superior to other data collection instrument in that it created rapport between the respondent and the
researches. In this study, oral interviews were conducted with church sponsor representatives, HOD’s and principals to find out their opinion on the role and impact the church sponsors are having towards academic achievement and discipline in their respective schools.

3.6.2 Questionnaire

The questionnaires were administered to the school principals, HODs and teachers. The objectives of the questionnaire were based on three variables, that is; sponsors contribution in the running of schools, expectation of the sponsor on teachers, students and school operations and challenges faced by head teachers while dealing with sponsors.

3.7 Piloting

Piloting guarantees that the study instruments are well stated so that they make meaning to the respondents. A pilot study was done in Kisii to minimize results contamination. This is because Kisii has schools that have sponsors just like those in Migori County. Moreover, the two counties have the same cultural practices in education matters. The questionnaires were pretested on 5 head teachers, 2 AEOs, 3 DEOs and 4 sponsors. This was done to the questions that looked ambiguous, and thus eliminated and restructured where necessary.

3.8 Validity

Expert judgment by lecturers from educational Management, Policy and Curriculum Studies Department Kenyatta University was done to increase validity. Content validity will be enhanced by ensuring that all questions that provide answers to the
objectives are included in the questionnaire. Extensive literature review was done to enhance construct validity.

3.9 Reliability

This is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Orodho, 2009). For this study, a test re-test method was used to estimate the degree to which the same results were obtained with a repeated measure of accuracy of the questionnaires concepts. It was assumed that responses to the two tests were very similar and reflected the same concepts for respondents.

For the test reliability, the questionnaires were given respondents in the pilot study after which it was analyzed manually. A comparison between answers obtained was made and Pearson’s product moment formula for the test-retest.

\[
\delta = \frac{\sum(x - \bar{x})(y - \bar{y})}{N\delta_x\delta_y}
\]

Where:

- \(X\) - is the score of respondent first test
- \(y\) – is the score of respondents second test
- \(\bar{x}\) – is the mean of \(x\) distribution
- \(\bar{y}\) - is the mean of \(y\) distribution
- \(\delta_x\) – is the standard deviation of \(x\) scores
- \(\delta_y\) – is the standard deviation of \(y\) scores
- \(N\) – is the number of scores within each distribution
\[ \sum \] --is the summation sign and

X—is the score of respondent first test

The above formula was employed to compute the correlation co-efficient to establish if the questionnaires contents were consistent in eliciting the same responses every time the instrument was administered.

3.10 Data Collection Procedures

The data was collected in four phases:

**Phase one:** Sought permission from Kenyatta university graduate school.

**Phase two:** The researcher obtained a permit for data collection from the National Council for Science and Technology as required by the law governing research in the county. Data was collected from the sampled schools in Migori County after the permit was granted. The sampled schools were visited by the researcher for formalization purposes.

**Phase three:** Questionnaire distribution. The researcher personally distributed the questionnaires to the respondents and collected the filled-in questionnaires after agreed period of time. All filled in questionnaires were handed to the researcher for further processing.

**Phase four:** Document analysis checklist was used by the researcher to give information on what was happening in school at the time of the study including discipline, teaching methods/strategies and records of past KCSE examinations results. Multiple sources of information were sought and used because no single source of information could be trusted to provide accurate information.
3.11 Documentary Analysis

In order to obtain the results in this research work, the researcher collected data from secondary schools in Migori County. The documentary data was collected from education stakeholders like BOM, Principals, Teachers and church sponsors of different denominations within Migori County.

3.12 Data Analysis and Presentation

The collected data was coded and cleaned by removing missing values. Data analysis were done using SPSS version 21 and Microsoft Excel 2010. Bar graphs, pie charts and frequency tables have been used to present quantitative information. Qualitative data has been organized into themes linked to research questions. Chi-square test has been used to determine relationship between the role of church sponsor and academic achievement in secondary schools. T-test has also been used to compare the performance of schools under different church sponsors.

3.13 Ethical Considerations

Ethical approval was obtained from NACOSTI to enable research to be carried out. There were a number of ethical considerations that were observed. The respondents were assured that the research was purely for academic purposes and that all the information they provided would be treated with utmost confidentiality. Furthermore, no attempt would be made to disclose the identity of the respondents.
CHAPTER FOUR
DATA PRESENTATION AND RESULTS FINDINGS

4.1 Introduction

This chapter presents the data and discussion of findings on the contribution of secondary schools church sponsors on academic performance and discipline in Migori County, Kenya. The study was guided by the following research questions;

1. What are the contributions of sponsors in the development of infrastructure, giving bursaries (aiding students) and employing teachers?

2. What are the expectations of sponsors on teachers, students and school operations?

3. What are the challenges faced by head teachers while dealing with sponsors in the management of sponsored secondary schools in Migori County?

4. What are the ways in which the challenges faced by head teachers while dealing with sponsors in management of schools can be handled?

5. What does this head teachers-sponsor relation impact on academic performance and discipline?

6. What can schools do to maintain good relations with their sponsors?

The study targeted public Christian church sponsored secondary schools in Migori County. Data was obtained using questionnaires and interview guides while the findings were presented in frequency distribution tables, graphs and pie charts. In order to establish the magnitude and direction of relationships amongst the variables, regression analysis was used.
4.2  Response Rate

The researcher had notified the various respondents of the intended research and personally collected the data in the form of questionnaires for the head teachers, AEOs, DEOs and sponsors.

Out of the total 65 questionnaires administered, 55 were filled and returned which was an 84.6% response rate. This response rate is considered satisfactory to make conclusions for the study. Mugenda & Mugenda (2003) observed that a 50% response rate is adequate, 60% and above good, while 70% is very good. Therefore, the response rate of 84.6% was good. This was attributed to careful data collection procedures.

4.2.1  Age of the respondents – Head Teachers

The average age of the head teachers respondents was 30-39 years at 23.4%, 28.5% were 40-49 years, 42.4% were 50-59 years, and 5.7% were 59 years and above. These age brackets were of interest to the researcher because according to Warr (2001) there is generally no relationship between job performance and age. Figure 4.1 shows the sampled schools’ age distribution of the head teachers.
Figure 4.1: Bar Chart for Age distribution of the interviewed head teachers

Figure 4.1 shows a skew at the age bracket of 50-59 years for head teachers. This does not necessarily mean that the age of the head teacher significantly determines the performance of a given sponsored public school. However, Warr (2001) notes that job behavior is categorized in a framework of (1) physical ability; (2) adaptability; where the younger employees score higher; and (3) general work effectiveness where the older employees shine more than the younger ones.

4.2.2 KCSE Performance

In terms of the KCSE performance among the 32 sampled and responded religious sponsored schools, only 3% had an average of the last 3 KCSE mean-scores below 40%, 21% scored average between 40-49, 47% (majority) scoring between 50-59, 24% having between 60-69, and 5% scoring above 70% as shown in table 4.1.
Table 4.1: KCSE Performance in the last 3 Years

<table>
<thead>
<tr>
<th>Average of KCSE mean-score (Last 3 years)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 40%</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>40-49%</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>50-59%</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>60-69%</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Above 70%</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows normal distribution where the majority lie in the middle with few stretches on both lower and upper sides. This means the sponsored schools have something in common that play a role in centralizing their performance. This is a similar enabling environment that can be set up by the various sponsors.

4.2.3 Sponsorship Distribution

The study established that, in Migori county, the largest share of 36.8% of the public secondary schools are sponsored by SDA, followed by Catholic with 26.3%, ACK with 15.8% and Salvation army and Others sharing 5.3% each. This is tabulated in Table 4.2.

Table 4.2: Sponsorship Distribution

<table>
<thead>
<tr>
<th>Religious sponsor</th>
<th>No. of schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACK</td>
<td>6</td>
<td>15.8</td>
</tr>
<tr>
<td>Catholic</td>
<td>10</td>
<td>26.3</td>
</tr>
<tr>
<td>PCEA</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Salvation Army</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>SDA</td>
<td>14</td>
<td>36.8</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>
The largest share sponsor in the Migori County is SDA with percentage coverage of 36.8%. Catholic and ACK follow in size of coverage at 26.3% and 15.8% respectively. This implied that the original and traditional denomination (SDA) that dominates the county has an effective influence on schools distribution and existence.

4.3 Sponsors’ contributions in the running of schools

Under this variable, the study sought to establish the influence of sponsors’ contributions in running of the schools. Table 4.3 shows the frequency of the sponsors’ contributions as found in the sampled schools.

<table>
<thead>
<tr>
<th>Contributions</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administration</td>
<td>0</td>
<td>9</td>
<td>7</td>
<td>14</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Educational Resources</td>
<td>9</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>7</td>
<td>10</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Bursary Support</td>
<td>5</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Maintaining Religious traditions</td>
<td>18</td>
<td>14</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>6</td>
<td>15</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Teachers Employment</td>
<td>11</td>
<td>5</td>
<td>21</td>
<td>0</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>79</td>
<td>86</td>
<td>33</td>
<td>12</td>
<td>266</td>
</tr>
<tr>
<td>Percentage</td>
<td>21.1</td>
<td>29.7</td>
<td>32.3</td>
<td>12.4</td>
<td>4.5</td>
<td>100</td>
</tr>
</tbody>
</table>

36
The variable was operationalized into school administration, education resources provision, and financial aid, bursary support, maintaining religious traditions, guidance and counseling and teachers employment which were measured using the Likert scale.

Overall findings show the agree rating having the highest percentage of 32.3% implying a node by the head teachers that indeed sponsors make contributions. However, the scores spread in various interest of sponsorship as follows;

The study showed that the objective of maintaining religious tradition of the school scored highest (32.14%) in the strongly agree rating compared to Cherop’s (2012) findings that 62% of the respondents agreed that sponsors make their contributions through taking an active part in spiritual matters. The engagement in teacher employment by the sponsors scored the second with average of 22.4% at the agree rating. The guiding and counseling leads in the moderately agree rating with 19%. School administration sponsorship scored highest in the disagree rating with 42.2%. The same variable (school administration) led in the undecided rating at 66.7%. This is comparable to Cherop’s (2012) findings that the highest score in the sponsor contribution areas was through financial support at 70.8% with teacher employment scoring the least at 8.4%, while the undecided rated at 15.8%.

4.3.1 Sponsor influence on Performance

The researcher was interested in the direct influence of public secondary school sponsorship to performance to certain if there is any difference with the unsponsored schools. The study used the data from the sampled education officers who provided information on performance of schools under the two categories of sponsored and
non-sponsored as shown in table 4.4. The variables were pegged on KCSE averages of the schools in the years 2011, 2012 and 2013 where the university entry points at C+ were considered as pass-line.

Table 4.4: Sponsored and Non-sponsored Schools’ KCSE performance

<table>
<thead>
<tr>
<th>School Type</th>
<th>Yes</th>
<th>No</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsored</td>
<td>40</td>
<td>41</td>
<td>81</td>
</tr>
<tr>
<td>Non-Sponsored</td>
<td>50</td>
<td>55</td>
<td>105</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>90</td>
<td>96</td>
<td>186</td>
</tr>
</tbody>
</table>

The data in table 4.4 was used to certain if there is any evidence that there is a sponsorship difference passing of KCSE (attaining an average of C+ and above) in Migori County. A chi-square test was carried out on the data and the results are shown in table 4.5.

Table 4.5: Model Summary of Chi-square tests on KCSE performance

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact sig. (1-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.057b</td>
<td>1</td>
<td>.811</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Continuity Correlation</td>
<td>.008</td>
<td>1</td>
<td>.928</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Likelihood ratio</td>
<td>.057</td>
<td>1</td>
<td>.811</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Fisher’s Exact Test</td>
<td></td>
<td></td>
<td></td>
<td>883</td>
<td>.464</td>
</tr>
<tr>
<td>N of valid cases</td>
<td>186</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* a. Computed only for 2*2 table

* b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 39.19
Table 4.5 shows the Chi-square value of 0.057 at 1 degree of freedom and at the exact 2-tailed probability of 0.001. The test on the obtained data was significant at the 0.005 significance level since the p-value of 0.001 is less than 5% and the critical chi-square value at 1 df and 5% alpha is less than 0.057. This showed that there is a relationship between the sponsorship and the KCSE passing (scoring a mean score equivalent to C+). Loic (2013) found that sponsored academies improved more than other schools, though only by 0.7% when compared to similar schools. Loic uses percentages of pupils achieving grades A–C between sponsored schools and non-sponsored ones that gave 3.16% and 2.48% respectively. This conforms to the findings in this study that the sponsored schools have more likelihood of performing better than the unsponsored schools in Migori County.

4.4 Sponsor expectations and effectiveness

The sponsors’ expectations were measured using the yes/no responses from both the sponsors and the head teachers of the sampled schools. The variables were divided into two as whether and sponsors play their role and whether they have any expectations. The findings are as shown in table 4.6.

Table 4.6: Sponsors’ expectations and effectiveness

<table>
<thead>
<tr>
<th>Views</th>
<th>Head teachers</th>
<th></th>
<th>Sponsors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Sponsor playing role</td>
<td>19</td>
<td>50</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Sponsor have expectations</td>
<td>21</td>
<td>55.3</td>
<td>17</td>
<td>44.7</td>
</tr>
</tbody>
</table>

The head teachers have a feeling that the sponsors only fulfill 50% of their role in school sponsorship. At the same time, the sponsors have return expectations from the teachers out of the sponsorship at 55.3% by view of the head teachers while
the sponsors are rated at extreme at 92.1%. The sponsors felt that they are playing their role as sponsors at 78.9% rating. The findings are relatively higher compared to that of Cherop (2012) who found that head teachers had a feeling that sponsors had expectations in better academic achievement with them at only 40.1%. The findings have been presented in figure 4.6.

![Bar graph showing sponsor expectations and effectiveness](image)

**Figure 4.2: Sponsor expectations and effectiveness**

Combing the yes and no responses’ scores from the findings showed that both head teachers and the sponsors agree that the sponsors play their role and have better academic achievement expectations. However, the comparisons have significant difference on agreement rating with sponsors highly agreeing compared to the head teachers.

**4.4.1 Sponsor expectations by the Education officers**

The Area education officers and the district education officers are the respondents that showed the sponsor coverage in Migori County in table 4.7.
Table 4.7: Sponsor coverage in Migori County

<table>
<thead>
<tr>
<th>Education Officers</th>
<th>No. of Public schools in the area</th>
<th>No. of Religious sponsored Schools in the area</th>
<th>% Sponsored</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-C</td>
<td>70</td>
<td>36</td>
<td>52.3</td>
</tr>
<tr>
<td>D-F</td>
<td>31</td>
<td>11</td>
<td>36.5</td>
</tr>
<tr>
<td>G-I</td>
<td>22</td>
<td>9</td>
<td>40.5</td>
</tr>
<tr>
<td>J-L</td>
<td>23</td>
<td>10</td>
<td>44</td>
</tr>
<tr>
<td>M-O</td>
<td>26</td>
<td>9</td>
<td>35.8</td>
</tr>
<tr>
<td>P-Q</td>
<td>14</td>
<td>6</td>
<td>43.8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>186</strong></td>
<td><strong>81</strong></td>
<td><strong>43.5</strong></td>
</tr>
</tbody>
</table>

Out of the 19 sampled education officers (15 AEOs and 4 DEOs), 17 responded and the findings are shown in table 4.7. The table shows that the average percentage of 43.5 of the County has Christian religion sponsorship. This is almost the 50% mark that would describe the County as half-sponsored and half-un-sponsored. The interest in this variable was to analyze the difference that might be in the County due to sponsorship and lack of sponsorship.

The sponsor expectations fulfillment rating by the government representatives in the study are shown in table 4.8.

Table 4.8: AEOs’ and DEOs’ Views of Sponsor Expectations fulfillment

<table>
<thead>
<tr>
<th>Views on expectations fulfillment</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Education officers</td>
<td>8</td>
<td>57.1</td>
<td>6</td>
<td>42.9</td>
</tr>
<tr>
<td>District education officers</td>
<td>1</td>
<td>33.3</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>52.9</strong></td>
<td><strong>8</strong></td>
<td><strong>47.1</strong></td>
</tr>
</tbody>
</table>
The study findings show that the area education officers agree with a higher percentage of 57.1% that the indeed the sponsors fulfill their mandate as provided in the education Act. This is contrary to their district counterparts whom only 33.3% agree with the statement. Overall, 52.9% of the respondents agreed that the sponsors do as stated in the Act.

4.5 Challenges from the sponsors in school running

Table 4.9 shows the responses about the direct challenges faced by head teachers and area education officers from the sponsors.

Table 4.9: Challenges from the Sponsors in running Schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Head teachers</th>
<th></th>
<th>Area Education officers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>%</td>
<td>Disagree</td>
<td>%</td>
</tr>
<tr>
<td>Meddling appointments</td>
<td>25</td>
<td>65.8</td>
<td>13</td>
<td>34.2</td>
</tr>
<tr>
<td>Affect admissions</td>
<td>20</td>
<td>52.6</td>
<td>18</td>
<td>47.4</td>
</tr>
<tr>
<td>Influence procurement</td>
<td>30</td>
<td>78.9</td>
<td>8</td>
<td>21.1</td>
</tr>
<tr>
<td>Affect Promotion of teachers</td>
<td>15</td>
<td>39.5</td>
<td>23</td>
<td>60.5</td>
</tr>
<tr>
<td>Misappropriate funds</td>
<td>10</td>
<td>26.3</td>
<td>28</td>
<td>73.7</td>
</tr>
<tr>
<td>Misuse of facilities</td>
<td>22</td>
<td>57.9</td>
<td>16</td>
<td>42.1</td>
</tr>
</tbody>
</table>

Table 4.9 shows the challenges from sponsors in running of schools as viewed by the headteachers and the area education officers. The findings show head teachers feel that sponsors interfere with procurement processes highest at 78.9% compared to the area education officers rating at 60.0%. On the contrary, the area education officers feel that the most affected area by the sponsors is in promotion of teachers, a
rating given by headteachers at 39.5%. The two categories of respondents viewed the challenge of sponsor meddling in appointments as a significant effect at ratings of 65.8% and 66.7% for the headteachers and the area education officers respectively. For instance, religious sponsored schools’ head teachers indicated that their positions were highly influenced by the sponsors; the teachers employed on BOM are determined by the sponsors. The study findings are comparable to Mabeya’s (2010) findings that headteachers agreed at 60.0% that indeed sponsors meddled in the running of schools.

The ratings of the challenges by the head teachers is highest for influencing procurement at 25% compared to that of highest rating of the area education officers at 27%. On the other hand, while the head teachers rate misappropriation of funds lowest at 8%, the area education officers felt that the least interfered area was the misuse of facilities at 8%. The findings are in majority of the sampled schools such as Sota SDA mixed secondary school and Kangeso secondary school for SDA sponsors and St. Michael Nyarogi Mixed secondary school and Bishop Okinda High school for catholic sponsored schools. These findings conforms to Mabeya’s (2010; P.42) where the ratings of both misappropriation of funds and misuse of facilities by the sponsors were lowest at 5.5% and 6% respectively.

4.6 Ways of curbing challenges faced from sponsors

The headteachers and the education officers were asked to suggest ways of solving the challenges faced from sponsors. The results were shown in table 4.10 and 4.11.
Table 4.10: Head teachers’ Suggestions on Religious Sponsor Incorporation to Curb Challenges

<table>
<thead>
<tr>
<th>Ways of curbing challenges</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>By taking an active part in spiritual matters</td>
<td>24</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Through financial and infrastructural development of schools in order to maintain the sponsors’ status</td>
<td>27</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Sponsor is expected to ensure that there is security</td>
<td>18</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Revisit their initial role of developing and providing facilities and resources to their schools</td>
<td>25</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Evaluate the academic qualifications of teaching staff</td>
<td>3</td>
<td>4</td>
<td>31</td>
</tr>
</tbody>
</table>

The head teachers were asked whether or not religious sponsors could be incorporated by taking an active role in the provision of spiritual guidance in the schools to curb the emanating challenges. A majority agreed that religious sponsors should be incorporated to improve schools’ development projects by re-defining their role to take an active part in spiritual guidance for the schools. Most (24, 62.4%) agreed, 5 (12.9%) were undecided whereas 9 (22.5%) disagreed. These findings indicate that spiritual programmes in schools help the pupils to grow in a respective manner. In support of the above sentiments, Makokha (2002) argues that both the curriculum and extra-curriculum activities in sponsored schools should reflect the spirit of the sponsor to curb some of challenges faced by head teachers from the sponsors. The religious sponsor should help learners to participate in religious oriented associations like Young Christian Associations, Christian Union, Seventh Day Adventist and others.
From the analysis, 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. The responses showed that 27 (70.8%) agreed to this statement while 8 (15.8%) were undecided and 5 (28.2%) disagreed. From the above findings, we can conclude that religious sponsors are required to be incorporated in the financing of education as a way of handling sponsor challenges faced by head teachers. The involvement should be as autonomous as possible to evade the sponsor meddling in other school affairs. These findings are consistent with 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.

Table 4.11: Education Officers’ Suggestions on Religious Sponsor Incorporation to Curb Challenges

<table>
<thead>
<tr>
<th>Ways of curbing challenges</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>freq</td>
<td>freq</td>
<td>freq</td>
</tr>
<tr>
<td>By taking an active part in spiritual matters</td>
<td>11</td>
<td>66.4</td>
<td>2</td>
</tr>
<tr>
<td>Through financial and infrastructural development of schools inorder to maintain the sponsors’ status</td>
<td>13</td>
<td>76.5</td>
<td>3</td>
</tr>
<tr>
<td>Sponsor is expected to ensure that there is security</td>
<td>7</td>
<td>41.2</td>
<td>1</td>
</tr>
<tr>
<td>Revisit their initial role of developing and providing facilities and resources to their schools</td>
<td>11</td>
<td>65.0</td>
<td>1</td>
</tr>
<tr>
<td>Evaluate the academic qualifications of teaching staff</td>
<td>3</td>
<td>17.6</td>
<td>1</td>
</tr>
</tbody>
</table>

45
Just like the head teachers views on ways of curbing sponsor challenges, the education officers had highest percent at 76.5% in agree that the sponsors should autonomously embrace financial and infrastructural development of schools in order to maintain their status. The findings are still consistent with the findings from head teachers with same degree of sponsor taking active part in spiritual matters. However, the education officers highly felt that the sponsors should keep off the evaluation of the academic qualifications of teaching staff at a disagree rating of 88.2%.

Comparison on the agree ratings between the head teachers and the education officers showed 62.4% and 66.4% for head teachers and education officers respectively about sponsor taking part in spiritual matters. The variable about financial and infrastructural support for sponsors were rated on agrees at 70.8% and 76.5% for head teachers and evaluation officers respectively. Similarly, the education officers rated agree at higher percentage of 65% against the head teachers’ at 64.9% on sponsor revisiting their development in resources. On the contrary, head teachers rated security and evaluation of teachers’ academic qualifications higher than the education officers’.

This implied that both the head teachers and the education officers have same views on ways of addressing the challenges with preference on the sponsor addressing the infrastructural issues in schools, and disagreeing on involvement in teachers’ academic evaluation. These will be geared towards solving the numerated challenges in table 4.9. The sponsor concentration on the infrastructural development will significantly evade the meddling in appointments, and seize facilities misuse.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of research findings, conclusions and recommendations. The purpose of the study was to investigate the role of the church sponsor on academic performance and discipline in secondary schools in Migori County, Kenya. The study sought to accomplish the following objectives stated in chapter one. The data was analyzed and the results correlated and interpreted. This chapter also makes conclusions guided by the objectives of the study, recommendation and suggested areas of further research.

5.2 Summary of the Findings

The study accomplished the sponsor’s contributions in the running of schools, the expectations of the sponsor on teachers, students and school operations, the challenges faced by head teachers while dealing with sponsors in the management of sponsored secondary schools in Migori County and suggested ways of dealing with challenges faced by head teachers while dealing with sponsors in management of sponsored secondary schools in Migori county, Kenya. The study used both open and closed-ended capturing information on demography of the sample, contributions of sponsors in school management and expectations of sponsors on schools in regard to academic performance. The questionnaires also sought to get information on challenges that the education officers and head teachers feel that sponsors cause in course of their school sponsorship activities. The response rate of the study was at 84.6% with head teachers’ age distribution being highest at 40% at age bracket of 50
and 59 while the youngest age bracket of 30-39 having only 5.7% of the responded head teachers.

### 5.2.1 Contributions of sponsors in the school performance

Schools’ performance in this study was operationalized into 7 variables which were measured by the Likert scale. A question on whether the sponsors really help in school management gave a percentage of 32.3% which showed that head teachers appreciate the effort of the sponsors. The study showed that the sponsors are also much interested in maintaining of religious tradition of the school at a 32.14% in the strongly agree rating. The agree rating on teacher employment by the sponsors had 22.4% which implies that sponsors are supporting the schools in the service provision. In the moderately agree rating, 19% showed that sponsors help in guiding and counseling services. The school administration variable was the least agreed upon help from the sponsors with a disagree rating of 42.2%. In fact, other school administrators were undecided on rating the sponsorship help to the schools at 66.7%.

Sponsors play a major role in addressing of problems such as infrastructure and other essential learning resources. Religiously guided students/pupils have proven to have a greater advantage at accomplishing and excelling in academic fields.

### 5.2.2 Sponsor expectations

The study found out that the sponsors of various schools in Migori County have expectations from both teachers and students. The sponsors have return expectations from the teachers and students out of the sponsorship at 44.7%. The expectations are of better administration that should yield good performance in national
examinations. Moreover, the expectations among the sponsors covers good moral values among the students that generally influence academic performance; good management of school funds; and running co-curricular activities geared towards their respective religious beliefs.

5.2.3 Challenges faced by head teachers from sponsors

Generally, challenges faced by head teachers from sponsors in school administration include meddling in appointments of support staff and recruitment of new teachers. The sponsors always prefer appointment based on loyalty to faith as opposed to qualification. The other challenge comes when sponsors affect the admission of new students whom they insist must be of their faith or is ready to confirm to the doctrines of the church sponsoring the school. In addition the sponsors always tend to influence procurement without necessarily following the procedures laid down by the basic education act. Lastly there is misuse of school facilities like school bus which they mostly claim to be their own hence making the management to incur expenditure they never budgeted for.

This meddling in school affairs by the sponsors sometimes poses conflict of interest in the running of the schools.

5.2.4 Ways of handling challenges faced by head teachers in sponsorship

Some of the ways that may be used to cushion the head teachers from the challenges posed by the head are as follows:

Meddling in appointments of both teaching and support staff it is important to allow the BOM Members who are well versed with knowledge of recruitment based on
merit and not necessarily faithful of the sponsored church. On affecting new admissions the sponsor should allow professional teachers to admit students who are qualified to join different institution based on merit as this will finally influence performance.

On procurement the sponsor should be sensitized on matters of procurement as outlined in the public procurement and disposal act. The tender committee within the school should be given full responsibility to perform their functions independently. On misuse of the school facilities the sponsors should be guided by the basic education act which outlines the rules when it comes to using the school facilities.

Government should narrow down on the specific roles of the sponsors to delimit the doubling of roles challenges in school management. Generally, the sponsors are required to give the head teachers some ample time by seizing meddling the school affairs so that the professional teachers undertake what it requires them to ensure that academic performance and discipline among the students is attained.

5.3 Conclusions

The main thrust of the study was to assess the influence of Christian religious sponsor on the national examinations performance in public secondary schools in Migori County. Overall, all the study variables positively contributed to the performance of schools in examinations results from whichever variable of interaction. There is a relationship between the sponsorship and performance. This implied that sponsored schools are likely to perform better than their unsponsored counterparts.
The contributions of sponsors in the development of schools are evidently significant through the positive influences of the academic achievements by engaging in infrastructure, giving bursaries and employing teachers. The rating of the scores on sponsor contributions on infrastructure were more than half at moderately agrees in table 4.4. The score on sponsor contribution on bursaries provision at strongly agree rating indicated that sponsors help the needy to continue with their education. In addition, sponsors are contributing to school development through teacher employment. However, the head teacher showed dissatisfaction in the rating of whether the sponsors play their role or not.

Sponsors have expectations on teachers, students and school operations by the head teachers in table 4.6. On the other hand, challenges faced by head teachers from sponsors were higher in influencing procurement compared to meddling in appointments. The education officers felt that the biggest challenge of the sponsors was affecting the promotion of teachers. The study findings showed that challenges facing the head teachers from sponsors can be curbed through sponsor concentration on development, a factor also agreed upon by the education officers. Sponsor revisiting of their role as indicated in education Act is also a factor rated highest as a way of dealing with the challenges that head teachers face from the sponsors.

Head teachers-sponsor relation impact both academic performance and discipline among students through creating conducive environment for study. The relation also influences discipline through cooperating in decision-making on best ways of administering punishments to students. The relation can be boosted through mutual and continuous consultations and inclusiveness in both projects and school schedules.
5.4 Recommendations for practice

Based on the results that the researcher got, the findings of the study will unearth the relationship between sponsorship and performance hence be enhanced. The concept will be useful to the following:

1. The head teachers will acknowledge the contributions of the sponsors and work closely with harmony for producing better results. The sponsors will learn that the challenges faced by the head teachers are affecting the schools’ running and thus work out other ways of relating and associate with the schools’ management.

2. The sponsors can adopt avoidance of the meddling in appointments and instead concentrate on infrastructural development.

3. Education officers can learn from the various challenges that are outlined in this study finding as a baseline for debates to sort and filter out the challenges for smooth administration in the sponsored public secondary schools in Migori county and even Kenya at large.

4. The government, through ministry of education delimits the challenges facing the head teachers by the sponsors by setting up of specific and goal oriented roles for the sponsors. Moreover, the ministry can review the role of the sponsors in the education Act and outline limits of association of the sponsors with other school activities.

5. The board of management can use the findings to harmonize the relation between the teachers and sponsors through addressing the challenges and creating new policies of association.
5.5 Recommendations for future research

The findings of this study provide grounds for future research work. While the study explored the influence of sponsorship on academic performance in schools, probable future studies would focus on specific areas as follows:

1. Interrogate the administration procedures in public secondary schools;
2. A survey on the environmental factors that promote the thriving of challenges in public schools;
3. An evaluation study of the effectiveness of the schools guidance and counseling program by the sponsors;
4. It is important for educational practitioners to validate how teachers and students feel about high sponsorship expectations with the understanding of its role in academic performance.
5. In exploring such discrepancy, it is important for the head teachers to be aware and accept the role of sponsors in school administration and management.
REFERENCES


Cooper and Emory (1995), Education and Church Politics. University of Shieffield, UK.


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APPENDICES

APENDIX I: Schedule of Activities

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Activity</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing and handing in concept paper</td>
<td>March, 2014</td>
</tr>
<tr>
<td>2</td>
<td>Writing and handing in research proposal</td>
<td>March/April, 2014</td>
</tr>
<tr>
<td>3</td>
<td>Commencing research</td>
<td>May, 2014</td>
</tr>
<tr>
<td>5</td>
<td>Graduation</td>
<td>June-July 2015</td>
</tr>
</tbody>
</table>
# APENDIX II: Research Study Budget

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEM</th>
<th>QUANTITY</th>
<th>KSHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Papers/Stationery</td>
<td>3 reams of printing papers</td>
<td>1500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 ream of foolscaps</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 safaricom modem</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Airtime for internet bundles</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Airtime for phone calls</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2050 hp printer</td>
<td>6000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 B/W cartridges hp 122</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 colored cartridges hp 122</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing pens</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>Transport and meals</td>
<td>Transport and meals</td>
<td>30,000</td>
</tr>
<tr>
<td>3</td>
<td>Reference materials</td>
<td></td>
<td>25,000</td>
</tr>
<tr>
<td>4</td>
<td>Binding</td>
<td>Binding proposal</td>
<td>1,000</td>
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<tr>
<td></td>
<td></td>
<td>Binding final report</td>
<td>4,000</td>
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<td>5</td>
<td>Contingencies</td>
<td>Unforeseen expenses</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>Kshs. 82,600</strong></td>
</tr>
</tbody>
</table>


APPENDIX III: Questionnaire for Church Sponsors’

Representatives

I am a post-graduate student from Kenyatta University currently undertaking a research on: **contribution of church sponsors of schools on academic performance and discipline: a case of secondary schools in Migori county, Kenya.**

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only. (✓ Tick the appropriate answer)

1. a) How many schools are under your sponsorship in the district?
   b) What does being a sponsor to a school actually mean? ...........................................
   c) What role does the church play in the provision of education?

<table>
<thead>
<tr>
<th>Policy formulation</th>
<th>Planning and management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Employment</th>
<th>Fencing schools</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Resource provision</th>
<th>Student discipline</th>
</tr>
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<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhancing discipline</th>
</tr>
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</tbody>
</table>

Others (specify) ........................................................................................................................................

2. With the implementation of education Act (1968), what has happened in terms of?
   a) Role of the Church? ........................................................................................................................
   b) Management and Administration of the schools? .................................................................
   c) Standard and quality of education? ............................................................................................
   d) Provision of education resources? ..............................................................................................
   e) General welfare of the schools? .................................................................................................
3. a) What factors hinder the church from playing its role as a sponsor effectively?

b) How can these factors be eliminated?

c) What are the advantages of a church sponsored schools over non-sponsored schools?

- Discipline among the entire school community [ ]
- Good academic performance [ ]
- Improved infrastructure [ ]
- All the above [ ]
APPENDIX IV: Questionnaire for Head Teachers

I am a post-graduate student from Kenyatta University currently undertaking a research on: Contribution of church sponsors of schools on academic performance and discipline: a case of secondary schools in Migori county, Kenya

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

Section A: Personal data of the respondent:

1. Your age in years? (√ tick)

   30-39 [ ] 40-49 [ ] 50-59 [ ]
   Above 59 [ ]

2. Indicate your highest academic achievement.

   PhD [ ] Master degree [ ]
   Bachelor degree [ ] Diploma [ ]

3. Period you have served as a teacher.

   5-9 [ ] 10-14 [ ]
   15-19 [ ] Above 20 [ ]

4. Average of KCSE mean-scores in the last 3 years

   Below 40% [ ] 40-49 [ ] 50-51 [ ]
   60-69 [ ] Above 70 [ ]

5. Your denomination


63
Section B:

1. Who is the sponsor of your school?

   ACK [ ] Catholic [ ]
   PCEA [ ] Salvation Army [ ]
   S.D.A [ ] Other (specify) ........................................................................................................

2. Is the school sponsor playing the following roles effectively as expected?

   Please indicate your opinion by showing to which extent you agree or disagree with the following statements. Use the code of the level of agreement as your response as provided in the key below.


   1. General Management of the school
   2. Provision of education resources
   3. Giving financial Aid
   4. Assisting the poor children/students
   5. Maintaining the religious traditions of the school
   6. Offering guidance and counseling to both students and the staff in general
   7. Employing Teachers on BOM terms
3. a) How would you define your relationship with the church sponsor?
   Good [ ] Better [ ]
   Excellent [ ] Poor [ ]

   b) Does the sponsor have any expectations from you as the principal?
   Yes [ ] No [ ]

   c) If yes, which are they?
   .................................................................................................................................
   .................................................................................................................................

d) How do they affect the development of the school and achievement of curriculum instructions?
   .................................................................................................................................
   .................................................................................................................................

4. a) As an educationist and administrator, would you advise the church to get back its founded and established schools from the Government and manage them today?
   Yes [ ] No [ ]

   Give reasons ...................................................................................................................
   .................................................................................................................................

   b) In your own opinion, do you think that schools need sponsors?
   Yes [ ] No [ ]

   c) If yes, what would you wish the church does to improve on the management of the school?
   .................................................................................................................................
   .................................................................................................................................
5. a) In your own opinion, is the role of the sponsor positive or negative to the management of schools? Positive [ ] Negative [ ]

b) Give reasons for your answer: ....................................................................................................................
....................................................................................................................
....................................................................................................................

6. What recommendations would you make in regard to sponsors and their role in secondary schools and in education as a whole: ....................................................................................................................
....................................................................................................................
....................................................................................................................

Thank you.
APPENDIX V: Questionnaire for Teachers

I am a post-graduate student from Kenyatta University currently undertaking a research on: contribution of church sponsors of schools on academic performance and discipline: a case of secondary schools in Migori county, Kenya

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

Section A: Personal Data of the Respondents

Your age in years (√ Tick)
1. 30-39 [ ] 40-49 [ ] 50-59 [ ] Above 59 [ ]

2. Indicate your highest academic achievement.
   PhD [ ] Master degree [ ]
   Bachelor degree [ ] Diploma [ ]

3. Period you have served as a teacher in your current station (years)
   5-9 [ ] 10-14 [ ]
   15-19 [ ] Above 20 [ ]

4. Your denomination...........................................................................................................................................
Section B:

1. Who is the sponsor of your school?

   ACK [ ] Catholic [ ] PCEA [ ]
   Salvation Army [ ] S.D.A [ ]
   Other (specify) .................................................................

2. Is the school sponsor playing the following roles effectively?

   Please indicate your opinion by showing to which extent you agree or disagree with the following statements. Use the code of the level of agreement as your response as provided in the key below.


   |   | Management of the school |   |   |   |   |   |   |   |
   |   | Provision of education resources |   |   |   |   |   |   |   |
   |   | Giving financial Aid |   |   |   |   |   |   |   |
   |   | Assisting the poor children /students |   |   |   |   |   |   |   |
   |   | Maintaining the religious traditions of the school |   |   |   |   |   |   |   |
   |   | Offering guidance and counseling to both students and the staff in general |   |   |   |   |   |   |   |
   |   | Employing teachers on BOM terms |   |   |   |   |   |   |   |
3. In the basic education *Act Number 14 of 2013* the role of the Sponsor is outlined as;

a) To participate and make recommendations of review of syllabus, curriculum, books and other teaching aids,

b) Representation in the School Management Committees and Board of Management,

c) To provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense,

d) Maintenance of spiritual development while safeguarding the denomination or religion adherence of the others

e) To offer financial and infrastructural support

In your own opinion is the sponsor playing the above roles

YES [ ] NO [ ]

4. a) Does the church sponsor have any expectations on the teachers?

YES [ ] NO [ ]

b) If YES (√ tick these expectations appropriately)

Maintain discipline [ ]

Improve performance in their respective subjects [ ]

Participate in religious activities in the school by attending church services [ ]

Offer guidance and counseling to students [ ]

Initiate and participate in charitable activities within the school [ ]

Maintain cordial working relation with school authority [ ]
c) How do these expectations affect the teacher’s performance and achievement on curriculum instructions?

Teachers are motivated to achieve their goals [ ]
Teachers are reluctant to carry out their duties [ ]
None of the above [ ]

d) Do you face challenges in dealing with church sponsors?

YES [ ] NO [ ]

If YES:

Please indicate your opinion by showing to which extent you agree or disagree with the following statements. Use the code of the level of agreement as your response as provided in the key below


<table>
<thead>
<tr>
<th></th>
<th>Meddling in the appointment of Teachers</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Admission of new students</td>
<td></td>
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<td></td>
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<td></td>
<td>Appointment of BOM members</td>
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<td>Promotion of teachers internally</td>
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<td></td>
<td>Financial management</td>
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</tr>
<tr>
<td></td>
<td>Misuse school facilities</td>
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</table>

5. In your own opinion, how does the sponsor help in:

a) The management of the school?

b) Finances

c) Physical facilities
d) Any other help (specify) ........................................................................................................

6. a) In your opinion, do schools really need sponsors?

   YES [ ]  NO [ ]

b) Give reasons for your answer.................................................................
......................................................................................................................................

7. What recommendations would you give to the ministry of Education on the policy of Church sponsorship on education performance? ........................................
......................................................................................................................................
......................................................................................................................................

   Thank you.
APPENDIX VI: Questionnaire for Education officers

I am a post-graduate student from Kenyatta University currently undertaking a research on: contribution of church sponsors of schools on academic performance and discipline: a case of secondary schools in Migori county, Kenya

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

1. How many public secondary schools do you have in your district? ......................

2. How many are church-sponsored? ..........................

3. Who are the main church sponsors? ..........................

4. In your district, what roles have the Church sponsors played in promotion of education in general and in the management of secondary schools? ..............

5. In your own assessment, do you think church sponsors have given secondary school education adequate attention? YES [ ] NO [ ]

If yes, explain ..........................................................................................................................

If no, give reasons ....................................................................................................................

72
6. With the implementation of education Act, 2012, what is the role of church sponsors in:
   a) Management and administration of schools? .................................................................
   ...........................................................................................................................................
   b) Standards and quality of education? ...........................................................................
   ...........................................................................................................................................
   c) Provision of education resources to church-sponsored schools? ......................
   ...........................................................................................................................................
   d) General welfare of the school? .................................................................................
   ...........................................................................................................................................

7. a) Has the Church played its role as a sponsor effectively?
   If yes, explain briefly........................................................................................................
   ...........................................................................................................................................
   If no, what in your opinion has made the sponsor be less effective? ....................
   ...........................................................................................................................................
   
   b) Have you witnessed any differences or conflicts between the church sponsors
      and the school management boards? Yes /No
   If yes, what are the causes of these conflicts? .........................................................
   c) What effects do you think these conflicts had on the school management? ..
   ...........................................................................................................................................
   d) How can these conflicts be solved so that the role of the sponsor is
      strengthened? ..............................................................................................................
   ...........................................................................................................................................

8. What would you recommend to the sponsor do to improve in the management of
   schools in future? ...........................................................................................................
APPENDIX VII: Introductory letter

Mijungu Kevin Ouma
Kenyatta University
Department of Education
Management, Policy and
Curriculum Studies
P.O. Box 43844-00100
Nairobi.

20th June, 2015

Dear Participant,

RE: An Evaluation of Church Sponsors’ Contribution to Academic
   Performance in Public Secondary Schools in Migori County

I am a post graduate student of Kenyatta University pursuing a degree in education administration and management. I am to commence collecting data for my research titled “An evaluation of church sponsors’ contribution to academic performance in public secondary schools in Migori County”. I am kindly asking you to take part in this noble exercise. Your responses in to the items in the questionnaires will be treated with uttermost confidentiality, and will never be used for any other purpose except for this study. You may also ask the researcher to inform you about the findings of the study.

Thank you for accepting to participate in the study. Please sign in the space provided on this letter.

Yours faithfully,

Mijungu Kevin Ouma

Participant          Date
APPENDIX VIII: County Director of Education’s letter

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

State Department of Education
Telephone: (059) 20420
Fax: 05920420
When replying please Quote
COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. BOX 466-40400
SUNA – MIGORI

REF: MIG/CDE/ADM/1/VOLII/188
DATE: 7th JULY, 2015

MIJUNGU KEVIN OUMA
KENYATTA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “A critical evaluation of the role of church sponsors in academic performance in secondary schools”. I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 31st October, 2015.

On completion of the research, you are expected to submit one hard copy and a soft copy of the research report/Thesis to this office.

Thank you.
APPENDIX IX: National Council of Science and Technology letter

Mijungu Kevin Ouma
Kenyatta University
Department of Education Management, Policy and Curriculum Studies
P.O. Box 43844-00100
Nairobi

20th April, 2015.

To
The Cabinet Secretary
Ministry of Education
P. O. Box
Nairobi.

Dear Sir

RE: APPLICATION FOR A RESEARCH PERMIT

I am a post graduate student of Kenyatta University pursuing a degree in education administration and management. I am to commence collecting data for my research titled “An evaluation of church sponsors’ contribution to academic performance in public secondary schools in Migori County”. I am therefore kindly asking to be issued with a research permit.

Yours faithfully

Mijungu Kevin ouma
E55/MIG/CE/24066/2011
0789628912/0725507725
APPENDIX X: Kenyatta University Research Authorization letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/MIG/CE/24066/2011

DATE: 2nd March, 2015

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,


I write to introduce Mr. Mijungu Kevin Ouma who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Education Management, Policy and Curriculum Studies.

Mr. Mijungu intends to conduct research for an M.Ed Proposal entitled, “A Critical Evaluation of the Role of Church Sponsors in Academic Performance: A Case Study of Public Secondary School in Migori County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX XI: Kenyatta University Research Approval letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
kulps@yahoo.com
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School
TO: Mijungu Kevin Ouma
C/o Educational Management Policy & Curriculum Studies Department.

DATE: 2nd March, 2015
REF: E55/MIG/CE/24066/2011

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 11th February 2015 entitled “A Critical Evaluation of the Role of Church Sponsors in Academic Performance: A Case Study of Public Secondary School in Migori County, Kenya”.

You may now proceed with your data collection, subject to clearance with the Principal Secretary, Higher Education, Science & Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

REUBEN MIRAJUKI
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Educational Management Policy & Curriculum Studies Department

Supervisors:

1. Dr. Jackline Nyere
   C/o Educational Management Policy
   and Curriculum Studies Department
   Kenyatta University

2. Dr. Rosemary Nyaole-Kowour
   C/o Educational Management Policy
   and Curriculum Studies Department
   Kenyatta University
APPENDIX XII: NACOSTI Research Authorization letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

NACOSTI/P/15/7937/6025

Mijungu Kevin Ouma
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “A critical evaluation of the role of church sponsors in academic performance: A case study of public secondary schools in Migori County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 31st October, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Migori 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.

DR. M. K. RUGUTI, PHD, MSC.
DIRECTOR-GENERAL-CEO

Copy to

The County Commissioner
Migori County.

The County Director of Education
Migori County.

Date: 10th June, 2015
APPENDIX XIII: Research Permit

THIS IS TO CERTIFY THAT:
MR. MIJUNGU KEVIN OUMA
of KENYATTA UNIVERSITY, 1022-40400
SUNA, has been permitted to conduct
research in Migori County

on the topic: A CRITICAL EVALUATION
OF THE ROLE OF CHURCH SPONSORS IN
ACADEMIC PERFORMANCE: A CASE
STUDY OF PUBLIC SECONDARY
SCHOOLS IN MIGORI COUNTY, KENYA.

for the period ending:
31st October, 2015

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation