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## **Influence of Religious Sponsorship on Academic Performance of Secondary Schools in Kenya: A Comparative Study between Protestant and Catholic Sponsored Secondary Schools in Trans-Nzoia County, Kenya**

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### ***Abstract:***

*The purpose of this study was to establish the influence of church sponsorship on academic performance of schools. The study was guided by the following research objective: to establish the influence of provision of teaching/learning resources on academic performance among Catholic and Protestant church sponsored secondary schools in Trans Nzoia County. The study was guided by the systems theory and structural functional theory. The study adopted a cross-sectional descriptive survey research design under a mixed research design paradigm. The target population for the study were 192 secondary schools in Trans Nzoia County. The sampling units were 92 religious sponsored public schools and stratified sampling was used to select a sample of 45 school heads from catholic and protestant sponsored schools. Questionnaires were used in data collection. Document analysis was used to extract school means as a measure of performance. Before carrying out analysis, normality tests were performed. Some data showed skewness and hence both parametric and non-parametric tests were used. The Null hypothesis was that data followed the normal distribution. Since all the p-values were significant, the Null hypothesis was rejected except for performance. Both descriptive and inferential data analysis techniques were used. Descriptive statistics involved use of frequencies, means (standard deviation) and percentages while inferential statistics involved use of chi-square spearman's rho correlation to test the research null hypotheses and t-test to compare mean responses between Catholic and Protestant sponsored secondary schools. Results were presented in tables, charts and graphs. The findings of the study indicate that there was no significant relationship between provision of teaching learning resources and students' academic performance in KCSE ( $Rho=0.170$ ,  $p= 0.264$ ) among religious sponsored schools. Sponsor churches' contributions towards course books, revision materials and writing materials were to a less extent. Less than one third of the schools reported being assisted by their church sponsor to construct classrooms, libraries and laboratories. The Ministry of education needs to review, regulate and supervise the policy on sponsorship of public secondary schools. This will ensure church sponsor activities to schools that have positive and significant effect on KCSE performance.*

***Keywords:*** Religious sponsor, Teaching/learning materials and academic performance

## **1. Introduction**

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

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

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

To realize economic benefits on educational investments, governments across the globe, Kenya being one of them has registered more bilateral and multilateral assistance agencies, foundations, corporate and private well-wishers (Wanjiru, 2012). Over the past decades, school sponsorship has been supported by quite a number of governmental and non-governmental agencies, foundations, corporate donors and private well-wishers. Examples are religious sponsorships, Aghakan foundation, save the children, World Vision among

others. It is this background that gives practical significance to conducting a study on the influence of religious sponsorship on academic performance.

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

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

In Africa, Christian missionaries were central agents in development of the educational systems in former African colonies. In most former colonies, the first schools were founded by missionaries from colonies such as British or were managed by priests as agents of the colonial power. There was relatively neutral policy allowing both catholic and protestant missionaries to operate under similar conditions. Catholic and protestant missionaries competed for followers by expanding and improving their educational institutions in former British colonies, where both groups received the same treatment. The link between educational and religious activity is very old. The church had significant responsibilities in providing education (Kafu, 2011)

Education Act spells out clearly the role of the sponsor on school activities (Republic of Kenya, 2004). For instance, they are involved in selecting board members, provision of teaching learning resources and making pertinent decisions regarding the welfare of the school. This implies that a school sponsor plays a vital role in determining the success of a school. However, Cherop and Wanyonyi (2012) observed that the historical roles where sponsors were the main developers and providers for educational institutions have changed over time. Sponsors developed facilities and provided nearly all essential learning resources. This contribution gave significant roles to sponsors in the management of schools in Kenya. Okumbe (2008) demonstrated that sponsor expectations on both students/pupils and teachers influences the manner in which schools operate and academic performance as a whole. The indigenous education system enjoyed by Kenyans was aimed at traditional/skills transfer from one generation to the next and ensuring that children socialize amongst themselves (Makori, 2005). Makori (2005) further explains that indigenous education system was devoid of both children and teachers leaving community members to be in charge of learning. Fuller and Johnson (2014) believe that the success in schools where sponsors are involved in daily operations of schools is because of shared responsibilities in academic programs, religious activities and extra-curricular activities. The current study sought to establish whether religious sponsorship had an influence on students' academic performance in public secondary schools in Trans Nzoia County. This study was a comparative study that evaluated the influence of Catholic and Protestant sponsorship on students' academic performance in public secondary schools.

### *1.2. Statement of the Problem*

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

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

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

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

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

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

### *1.3. Purpose of the Study*

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

### *1.4. Objectives of the Study*

The study was guided by the following objectives:

1. To establish the influence of provision of teaching/learning resources on academic performance among Catholic and Protestant church sponsored secondary schools in Trans Nzoia County.

### *1.5. Research Questions*

The study was guided by the following research questions

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

### *1.6. Research Hypotheses*

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

- $H_{01}$ : There is no significant influence of provision of teaching/learning resources on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

### *1.7. Significance of the Study*

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

### *1.8. Assumptions of the Study*

The study assumed the following:

1. The role/activities that church sponsors undertake in schools affect school academic performance.
2. That the Church sponsors knew that their specific roles in the management of the schools contribute to academic performance.
3. That the respondents were conversant with the roles of religious sponsors and would provide an unbiased judgment of their influence on academic performance of the schools.
4. That all the respondents would be co-operative and reliable to provide adequate information. Since participation was voluntary and anonymity was preserved, this was a reasonable assumption. Voluntary participation, encouraging participants to voice their own views and assurances that there are no rights or wrong answers helped overcome the need to give socially acceptable answers.

### *1.9. Scope of the Study*

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

### *1.10. Limitations of the Study*

The study was limited to Trans Nzoia County. Other Counties were not studied. This was because too large area was not practically possible to study. This would also have needed a lot of time and resources. The researcher only relied on the respondents and their willingness to give correct information /views on the various issues on the questionnaires. Therefore, all the information completed in the questionnaire was taken to be their genuine views. The literature review has limitation in that not much literature of this area may be available especially influence on academic performance. The study has limitations in that its findings and recommendations may not apply in all Counties in Kenya. Therefore, the findings may not necessarily be generalized to other Counties. Some of the sponsored schools were reluctant to avail some information as they viewed the research as a threat to their job security since they thought it was an appraisal strategy by the study. However, the researcher explained the purpose and importance of the study so as to convince the respondents. This study findings could be applicable to religious sponsored schools with similar characteristics only.

## **2. Theoretical Framework**

This study was guided by the systems and structural functionalism theories. These theories provided the theoretical framework within which the study was contextualized.

### 2.1. The Systems Theory

The systems theory was developed by biologist Ludwig Von Bertalanffy (1972). A system is a set of objects or entities that interrelate with one another to form a whole. Systems theory is essentially concerned with problems of relationships, structures, and of interdependence, rather than with the constant attributes of the object. The systems theory perceives an organization as a social system consisting of individuals who work within a formal framework, drawing resources, people, finance from their environment and reimbursing into that environment the products they produce or the services they offer. This theory is based on the view that managers should lay emphasis on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002). The systems theory upholds that an organization (school) does not exist in a vacuum. It does not only depend on its environment but it is also part of a larger system for example the society or the economic system to which it belongs. The systems approach is concerned with both interpersonal and group behavioural aspects leading to a system of cooperation. Pelgrum and Plomp (1993) noted that an educational system is a complex system comprising of subsystems at different levels; these are macro (state), meso (school) and micro (classroom and the student) levels. At each of these stages, educational decisions are influenced by different actors, for example, at the school level the school committee, the head teacher, teachers, and parents make certain decisions and give opinions on the management of the school. A sponsor is one of the system that cooperate to make the school system efficient.

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

### 2.2. Structural Functionalism Theory

The study was guided by the structural functionalism theory; Talcott Parsons (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 & Capey, 1982). The theory thus appropriately explains some conflicts between the head teachers and church sponsors in the management of public secondary schools in Kenya. The school as a social system has within it a series of sub-systems which interact with each other and the environment. Such school sub systems include sponsors, teachers, BOM, PTA, students, support staff and the government. Their interactions should be harmonious for effective achievement of educational goals.

### 2.3. 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. Conceptual framework assists the reader to quickly see the proposed relationship between variables. Orodho (2005), defines a conceptual model as a way of relating factors that tend to influence a particular outline in a more pictorial or diagrammatic way. The conceptual framework shows the relationships among the variables of the problem under study. The components of the independent variable constitute the input of the study which influences the outcomes or out-puts constituting components of the dependent variables as shown in fig. 1.1. The model illustrates the relationship among independent, dependent and intervening variables. The independent variable is church sponsorship. These includes: Provision of teaching/learning resources, financial support, spiritual and social support. Dependent variable is school academic performance in KCSE

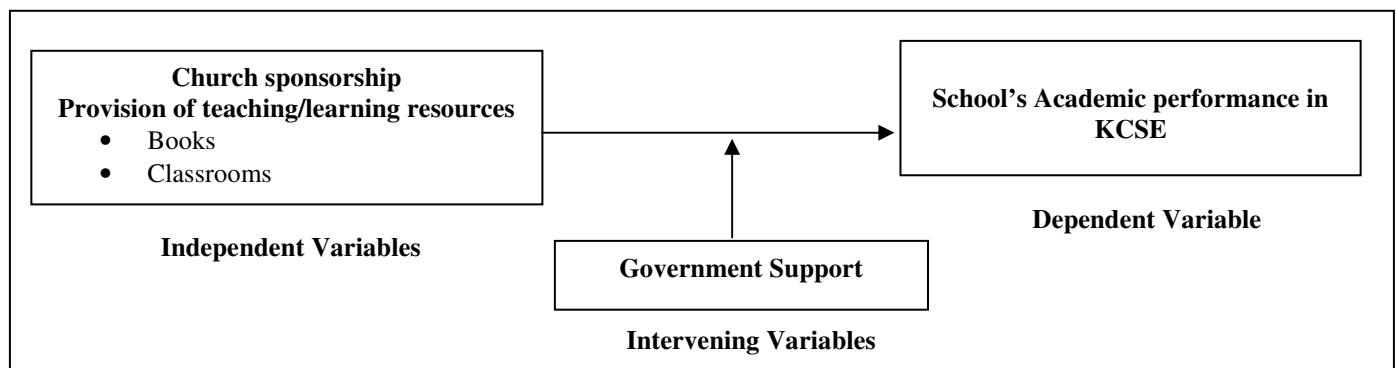


Figure 1: Conceptual framework showing the relationship between sponsor activities and KCSE performance  
Source: Author 2017

### 3. Research Design and Methodology

#### 3.1. Research Design

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

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

#### 3.2. Study Area

The study area is Trans Nzoia County as shown in appendix 3. The reason why the researcher chose this area is that Trans Nzoia has in the past performed well in national exams. However, very few schools have been consistent in exemplary performance. Most of these schools have been religious sponsored schools. This study sought to establish the influence of religious sponsorship on academic performance. Trans-Nzoia County is in the former Rift Valley Province, Kenya, located between the Nzoia River and Mount Elgon 380 km Northwest of Nairobi. At its center is the town of Kitale which is the capital and largest town. The county borders Bungoma to the west, Uasin Gishu and Kakamega to the south, Elgeyo Marakwet to the east, West Pokot to the north and the republic of Uganda to the Northwest. Trans Nzoia covers an area of 2495.5 square kilometers. Trans Nzoia County comprises of three administrative sub counties namely Trans Nzoia west, Trans Nzoia East and Kwanza that are further subdivided into eight divisions and thirty-eight locations as indicated in appendix 2. The county is divided into five constituencies namely Kiminini (395.3 km<sup>2</sup>), Saboti (323.6 km<sup>2</sup>), Kwanza (466.9 km<sup>2</sup>), Endeless (680 km<sup>2</sup>) and Cherangany (629.8 km<sup>2</sup>). The county is largely agricultural with both large scale and small scale wheat, maize and dairy farming. The county is referred to as the basket of Kenya for its role in food production in the country. Trans Nzoia County has a total of 192 secondary schools.

#### 3.3. Target Population

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

School Type	Number of Schools	Head Teachers
Catholic	47	47
Protestant	45	45
<b>Total</b>	92	92

Table 1: Target number of schools and head teachers in Trans Nzoia County  
Source: County Education Office, 2016.

#### 3.4. Description of the Sample and Sampling Procedures

The sample frame comprised of all Catholic and Protestant sponsored public schools in Trans Nzoia County. The sample units were school heads because they interact administratively with religious sponsors and therefore were in a better position to provide valid and reliable responses as regards the study area. The sampling procedure used in this study was stratified random sampling technique. Public secondary schools were stratified based on their sponsor church. Further, schools from each stratum were categorized based on the school type (Single girls, single boys and co-educational schools). The study considered old schools that have been in existence for over twenty years in order to provide adequate and consistent measure of influence of religious sponsorship on academic performance. The number of religious sponsored schools that met this condition were 45 as indicated in Table 2.

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

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

$n$ = sample size

$N$ = population size and

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

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

$n = 45.1125$

$n = 45$

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

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

Table 2: Sampled number of schools and head teachers from catholic and protestant *sponsored* schools in Trans Nzoia County  
Source: County Education Office, 2016

### 3.5. Description of Data Collection Instruments

#### 3.5.1. Primary Data Collection Methods

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

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

#### 3.5.2. Secondary Data Collection Methods

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

### 3.6. Description of Data Collection Procedure

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

### 3.7. Validity of Research Instruments

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

### 3.7.1. Piloting of the Research Instruments

The researcher carried out a pilot study before the actual administration to test the reliability and validity of the instruments. The aim of a pilot study was to assess the clarity of the wording of the questions in the instrument so that items found not to meet the anticipated data would be modified or discarded. Since piloting doesn't need a big sample, the researcher randomly selected two catholic and two protestant schools (9% of sample size) from Bungoma County whose principals completed the questionnaires. The pilot information was used to establish the reliability of the survey instrument as indicated in Table 3.

### 3.7.2. Reliability of Research Instruments

Before administering the questionnaire, the researcher established their reliability. Gay (1976), defines reliability as the degree to which a test consistently measures whatever it measures. Reliability was assessed using Cronbach alpha. The reliability for each construct was calculated using Cronbach alpha. The reliability test scores are indicated in Table 3. The reliability alpha scores were above 0.70 leading to acceptance of the instruments in accordance to the minimum recommendation of Fraenkel & Warren, (2000). This method was free of weaknesses such as maturation effect, practice effect, memorization and non-equivalency of parallel forms.

No.	Variable description	Cronbach alpha value- $\alpha$
1	Provision of teaching/learning resources	0.924

Table 3: Pilot results showing scale reliabilities

Source: Field Data 2016

### 3.8. Ethical Considerations

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

### 3.9. Description of Data Analysis Procedures

The gathered data from the various instruments and transcripts were validated, edited and then coded. Validation process enabled the researcher to determine the return rates of the questionnaires. In editing, the instruments were scrutinized to determine the completeness and relevance of the responses. They were then classified into complete and incomplete instruments. All questionnaires were up to 100% complete, thus, none was discarded. Data from interview guides and questionnaire items constituting the qualitative data in form of words and phrases were transcribed and used to explain relationships among the responses. Finally, data coding was done whereby categories of responses were identified, classified and then recorded on a prepared sheet as per research questions of the study. Before carrying out analysis, normality tests were performed. Some data showed skewness as indicated in Table 4 and hence both parametric and non-parametric tests were used. The Null hypothesis was that data was following the normal distribution. Since all the p-values were significant, the Null hypothesis was rejected except for provision of spiritual services ( $\alpha = 0.08$ ) and academic performance ( $\alpha = 0.087$ ).

In this study, both descriptive and inferential data analysis techniques were used. Descriptive statistics involved use of frequencies, means (standard deviation) and percentages while inferential statistics involved use of chi-square spearman's rho correlation to test the research null hypotheses and t-test to compare mean responses between Catholic and Protestant sponsored secondary schools.

No.	Variable description	Cronbach alpha value- $\alpha$
1	Provision of teaching/learning resources	0.03
4	K.C.S.E Academic Performance	0.087

Table 4: Normality tests using Shapiro wilks.

Source: Field data 2016

significance level=0.05

## 4. Research Findings and Discussion

### 4.1. Introduction

This chapter presents, interprets and discusses the findings of the influence of religious sponsorship on academic performance of public secondary schools in Trans Nzoia County. The sources of the information were the study sample which comprised, 45 head teachers from 45 religious sponsored public secondary schools in Trans Nzoia County. Data was analyzed based on the research questions. Data analysis and report of findings was done using descriptive statistics and inferential statistics. Descriptive statistics involved use of frequencies, means and percentages while inferential statistics involved use of correlation and chi square tests. Data was presented by use of tables. The findings of the study were presented according to the questionnaire and discussed according to research hypotheses. These hypotheses include:  $H_{01}$ : There is no significant influence of provision of teaching/learning resources on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

#### 4.2. Response Rate

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

#### 4.3. Distribution of Head Teachers by Gender

Results from Table 5 revealed that there were more male head teachers 31(68.9%) in public secondary schools in Trans Nzoia County as compared to female head teachers 14(31.1%). Catholic sponsored schools had fewer female head teachers compared to protestant sponsored schools. This is based on the fact that there are fewer girls' schools as compared to mixed and single boys. Most mixed secondary schools in Trans Nzoia County are headed by male teachers.

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

Table 5: Distribution of head teachers by gender

Source: Field data 2016

#### 4.4. Distribution of Schools By Type

Findings in Table 6 revealed that there were 10 (22.2%) single boys' schools, 10 (22.2) single girls and 25 (55.6) mixed public secondary schools sampled for the study. There are fewer boys' schools sponsored by the Catholic Church. Since the sample was proportional to the target population, it implied that there were more mixed public secondary schools than single sex schools. This meant that most parents in Trans Nzoia sub County prefer taking their children to mixed public secondary schools. This could be based on the fact that most mixed public secondary schools are less costly.

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

Table 6: Distribution of schools by type

Source: Field data 2016

#### 4.5. Distribution of Head Teachers' by Professional Qualification

Results from Table 7 revealed that most head teachers (62.2%) have bachelor's degree in education. Head teachers with the least academic qualification had diploma in education. These head teachers belonged to Catholic sponsored schools. Protestant sponsored schools had 3 head teachers with PhD as the highest professional qualification while Catholic sponsored schools had more head teachers (5) with master's level of professional qualification. This implies that most head teachers in Trans Nzoia are qualified to teach and discharge duties effectively.

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

Table 7: Distribution of head teachers' by Professional qualification

Source: Field data 2016

#### 4.6. Head Teachers' Distribution by Professional Experience

Findings in Table 8 revealed that majority of the head teachers (62.2%) have professional experience over 15 years where 12(42.9%) of the head teachers belonged to Catholic sponsored schools while 16(57.1%) of the head teachers belonged to Protestant sponsored schools. A few head teachers, 7 (15.5%) have professional experience less than seven years, majority of whom belonged to protestant sponsored schools. This implied that most public secondary schools in Trans Nzoia County have high professional experience. They are therefore expected to provide effective leadership in their schools.



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

Table 8: Head teachers' distribution by Professional experience

Source: Field data 2016

#### 4.7. Distribution of Schools by Age

Results in Table 9 revealed that 30 (66.6%) of public secondary schools have been in existence for more than eleven years. This implied that most schools are already established and are expected to be equipped in terms of resources both human and physical. Catholic Church has established new schools compared to protestant church as indicated by schools below age of 5 years of existence.

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

Table 9: Distribution of schools by age

Source: Field data 2016

#### 4.8. Distribution of Schools by Sponsor Churches

Findings in Table 10 revealed that 20 (44.4%) of the sampled public secondary schools were under Catholic sponsorship and 25 (55.6%) were sponsored by protestant churches. This implied that there was more protestant sponsored schools than Catholic sponsored schools in Trans Nzoia County. This could be based on the fact that there are more protestant churches than Catholic churches in the region.

	Frequency	Percent
Catholic	20	44.4
Protestant	25	55.6
<b>Total</b>	<b>45</b>	<b>100.0</b>

Table 10: Distribution of schools by sponsor churches

Source: Field data 2016

#### 4.9. Religious Sponsor Involvement in Provision of teaching/Learning Resources

##### 4.9.1. Provision of Course Books

The study sought to establish whether religious sponsors provide course books to schools. Majority 34(75.6%) of the respondents reported not at all while only 3(6.6%) reported adequate provision of course books as indicated in Table 11. Out of those who reported not at all, 20(58.8%) belonged to Protestant sponsored schools while 14(41.2%) belonged to Catholic sponsored schools. Out of respondents that reported adequate provision of course books belonged to Catholic sponsored schools while 1(33.3%) of the respondents from protestant sponsored schools. There was no statistically significant difference ( $\chi^2=0.991, p=0.662$ ) in response regarding provision of course books by the religious sponsors as shown in Table 11. Though not statistically significant, Catholic sponsors provided course books to their schools than protestant sponsors. This is attributable to the fact that course books are procured using tuition fee that is provided by parents and the government. Religious sponsors in rare cases may buy course books to boost school performance. The number of pupils joining secondary schools has increased over the last decade in Kenya. Parents and Government support may not adequately provide course books to schools. Religious sponsors are expected to support to improve the student –book ratio.

##### 4.9.2. Provision of Revision Materials

Respondents were asked to report whether religious sponsors provided revision course materials. Majority, 33(73.3%) of the respondents reported not at all receiving any revision materials from church sponsors as indicated in Table 11. Of this response, 19(57.6%) belonged to protestant sponsored schools while 14(42.4%) belonged to Catholic sponsored schools. Less than one third, 10(22.2%) of the respondents reported receiving inadequate revision materials of which 6(60%) belonged to Catholic sponsored

schools while 4(40%) belonged to protestant sponsored schools. No response came from Catholic sponsored schools regarding adequate provision of revision materials while 2(100%) of the respondents from protestant sponsored schools reporting adequate. There was no statistically significant difference ( $\chi^2=2.265$ ,  $p=0.408$ ) in response between Catholic and Protestant sponsored schools regarding provision of revision materials as shown in Table 11. However, Protestant sponsors were reported to provide adequate revision materials than Catholic sponsored schools. Good academic performance requires thorough revision by students. Revision materials play a crucial role in preparing candidates for exams and highly influence the performance of school's Religious sponsors can contribute by providing adequate revision materials to their schools.

#### 4.9.3. Provision of Writing Materials

Respondents were requested to rate the extent religious sponsors provide writing materials to their schools. Majority, 35(77.8%) of the respondents reported not at all receiving any writing materials from church sponsors while about 1(2.2%) from protestant sponsored school reported having received adequate writing materials as indicated in Table 11. Out of those who reported receiving inadequate writing materials, 6(66.7%) belonged to Catholic sponsored schools while 3(33.3%) were from protestant sponsored schools. However, there was no statistically significant difference ( $\chi^2=2.754$ ,  $p=0.260$ ) in provision of writing materials between Catholic sponsors and Protestant sponsors as shown in Table 11.

#### 4.9.4. Construction of Classrooms, Libraries and Laboratories

The respondents were requested to report the extent to which religious sponsors construct classrooms, libraries and laboratories in their schools. Slightly above half, 26(57.8%) of the respondents reported they did not at all receive any support in construction of classrooms, libraries and laboratories as indicated in Table 11. Three (75%) of catholic sponsored schools and 1(25%) of protestant schools reported adequate construction of classrooms, libraries and laboratories by religious sponsors. There was no statistically significant difference ( $\chi^2=4.813$ ,  $p=0.094$ ) in response between Catholic and Protestant sponsors regarding construction of classrooms, libraries and laboratories as shown in Table 11. Support from sponsors enhances availability of these costly resources in schools. Provision of this infrastructure to schools provide conducive environment to learning that highly influence performance.

Provision of teaching/ learning	Response Rating	Catholic		Protestant		$\chi^2$ Value	e- Value	Overall	
		Freq	%	Freq	%			Freq	%
Provision of course books	Not at all	14	41.2	20	58.8	0.991	0.662 <sup>f</sup>	34	75.6
	Inadequate	4	50.0	4	50.0			8	17.8
	Adequate	2	66.7	1	33.3			3	6.6
Provision of revision materials	Not at all	14	42.4	19	57.6	2.265	0.408 <sup>f</sup>	33	73.3
	Inadequate	6	60.0	4	40.0			10	22.2
	Adequate	-	-	2	100.0			2	4.4
Provision of writing materials	Not at all	14	40.0	21	60.0	2.754	0.260 <sup>f</sup>	35	77.8
	Inadequate	6	66.7	3	33.3			9	20.0
	Adequate	-	-	1	100.0			1	2.2
Construction of classrooms, libraries and laboratories	Not at all	8	30.8	18	69.2	4.813	0.094 <sup>f</sup>	26	57.8
	Inadequate	9	60.0	6	40.0			15	24.5
	Adequate	3	75.0	1	25.0			4	8.9

Table 11: Religious sponsor involvement in Provision of teaching/Learning resources

Source: Field data 2016

Significant at 0.05 level

#### 4.10. Discussion of Results

Discussion of findings is presented according to the research hypotheses. This study sought to test four research hypotheses. The hypotheses Church sponsor participation in these activities in schools may influence academic performance of students. These hypotheses include: Ho<sub>1</sub>: There is no significant influence of provision of teaching/learning resources on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County, Ho<sub>2</sub>: There is no significant influence of financial support services by Catholic and Protestant churches on academic performance among secondary schools in Trans Nzoia County, Ho<sub>3</sub>: There is no significant influence of provision of guidance and counselling on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County and Ho<sub>4</sub>: There is no significant influence of provision of spiritual support services on academic performance among Catholic and protestant church sponsored secondary schools in Trans Nzoia County.

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

##### 4.10.1. KCSE Academic Performance between Catholic Sponsored and Protestant Sponsored Schools

The mean KCSE performance of Catholic schools was 6.225(SD=1.7) while that of the protestant schools was 6.292(SD=1.5) as presented in Table 12. The t-test results indicated that there was no statistically significant difference ( $p=0.891$ ) in KCSE mean performance between Catholic Church and Protestant Church sponsored schools as presented in Table 12. This implies that schools

performed competitively. This study sought to establish whether sponsor church activities provided in the schools had any relationship with KCSE academic performance.

School Church sponsor	Mean Score	Standard Deviation (SD)	t- value	P -value
Catholic	6.23	1.7	0.139	0.890
Protestant	6.29	1.5		

Table 12: Mean Difference in KCSE academic performance between catholic sponsored and protestant sponsored schools

Source: Field data 2016

Significant at 0.05 level

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

- $H_{01}$ : Stated that there was no significant relationship between provision of teaching learning resources and students' academic performance.

An examination of the correlation test in table (13) indicates that there is no significant relationship between provision of teaching learning resources and students' academic performance in KCSE ( $Rho=0.170$ ,  $p= 0.264$ ) among religious sponsored secondary schools. A similar result was observed among Catholic sponsored secondary schools ( $Rho=0.208$ ,  $p=0.379$ ) and protestant sponsored schools ( $Rho=0.130$ ,  $p=0.537$ ). Therefore, the null hypothesis that stated that there is no significant relationship between provision of teaching learning resources and students' academic performance is accepted. The finding of this study implies that provision of teaching learning resources to schools by church sponsors though positive, did not significantly affect KCSE results. This could be attributed to the low extent of provision of this activity by church sponsors both catholic and protestant.

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

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

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

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

Table 13: Correlation between provision of teaching learning resources and students' academic performance in KCSE

Source: Field data 2016

Significant at 0.05 level

## 5. Conclusion and Recommendation

### 5.1. Conclusions

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

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

### 5.2. Recommendations

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

- (1) Church sponsors should solicit for funds and material support from well-wishers to complement the efforts of parents and school management. This will enable sponsors to revisit their initial role of developing and providing facilities and resources to their schools.
- (2) The Ministry of education needs to review, regulate and supervise the policy on sponsorship of public secondary schools. This will ensure church sponsor activities to schools have positive and significant effect on KCSE performance.

(3) Sponsor churches should nominate representatives to BOM who have education background who are able to provide and strengthen social, spiritual and guidance and counseling to students. This may motivate students and enhance overall school performance in KCSE.

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

### 5.3. Areas for Further Research

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

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