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Effectiveness of Sponsor Churches in Enhancement of Students' Academic Performance in Public Mixed Day Secondary Schools in Bondo Sub – County, Kenya

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Abstract:

The desire to have academic achievement for all Kenyan children is one of the objectives of Education, and Stakeholders in education such as principals, deputy principals, sponsor churches of schools, parents, Ministry of Education, Teachers Service Commission and Board of Management play a key role towards the achievement of this objective. The government of Kenya provides trained teachers, allocates financial resources, has established Quality Assurance Directorate and facilitates in-service training for principals and teachers. However, with all these measures in place, students in Public Mixed Day secondary schools' performance in Kenya Certificate of Secondary Education has remained low for the last five years with corresponding mean scores as follows:2014-5.179; 2015-5.064 and 2016-4.6033;2016-4.766;2018-3.398. The study is therefore aimed at finding out the effectiveness of Sponsor Churches in enhancement of students' academic performance in Public Mixed day secondary schools in Bondo Sub-County. This study was guided by Combs (1970) educational planning theory on social demand and Manpower approach together with a conceptual framework. The study used mixed method approach and specifically concurrent triangulation research design. The study population was 38 principals, 38 Deputy Principals, 38 Director of studies, 38 Board of Management chairmen, 38Parents Association chairmen, 1 Sub County Quality Assurance and Standards Officer,1 Sub-County Teachers Service Commission officer and 3Sponsor church education secretaries giving a total of 195 respondents. Saturated sampling technique was used to select 38 principals, 38 Deputy Principals, 38Director of studies, 38 Board of Management chairmen, 38Parents Association chairmen, 1 Sub County Quality Assurance and Standards Officer and 3 Sponsor church education secretaries. Data was collected by administering questionnaires and interview schedules. To ensure validity of the research instruments, experts from the department of educational management and foundations were consulted and their input incorporated in the final document. Reliability of the instruments was determined by piloting the instruments in 3 Public Mixed Day secondary schools which constituted more than 10% of the study population. Data collected by questionnaires were analysed using descriptive statistics in the form of percentages; means, frequency counts and Pearson correlation coefficient while qualitative data from interviews and open-ended questions were analysed using Thematic Analysis. Data obtained from document analysis were analysed using content analysis in form of tables. Findings of this study may be significant to education managers in improving standards of students education, help educational policy makers come up with policies that may enhance students' academic performance in Public Mixed Day secondary schools, and make parents effective t in provision of learning resources and sponsors may also benefit by being effective in enhancing students' academic performance in Public Mixed Day secondary schools. Conclusion, recommendations and concerns for further research were made in light of the findings of the study.

Keywords: Sponsor churches effectiveness, school efficiency, enhancement of students' academic performance

1. Introduction

The growing demand for and expansion of education, has made countries to perceive parents, teachers, and governments as key stakeholders in and not just the recipients of education. Gross and Godwin (2005) defined stakeholders as individuals who stand to gain or lose from the success or failure of a system. They also identified education stakeholders as parents, sponsor churches of Schools, ministry of education, teachers, teachers' service commission and board of management. In an ideal situation stakeholder were expected to be effective in their programs that enhance

students' academic performance for instance the board of management is required to offer financial support and sound management while sponsor churches do the same besides moral and ethical lessons among others (Eurydice, 2010).

Students' academic performance in Kenya as highlighted in Basic Education Act 2013 rests on some key stakeholders such as Ministry of Education (MoE) which registers schools and ensure adherence to education policies; while Board of Management, teachers, Parents and Sponsor churches all have roles leading to disparity in students' academic achievement. Teachers Service Commission (TSC) as a constitutional office hires and fires teachers among other roles as spelt out in TSC Act 2012. However, the roles of the identified stakeholders face some gaps in enhancing students' academic performance in Public mixed day secondary schools in Kenya and thus prompting the researcher in identification of such gaps under looked by the selected stakeholders.

2. Reviewed Literature

It is also important to note that since independence the Kenyan government has introduced several measures to ensure relevance and quality in education for academic achievement Republic of Kenya (2008). For instance, the appointment of several commissions and committees such as the Ominde Commission (1964), Gachathi Committee (1976), Kamunge Report (1988) and Koech Report (1999) were important initiatives intended to enhance students' academic achievement in educational institutions. With the establishment of Education Assessment Division (Directorate of Quality Assurance) at the National, County and Sub-County levels was also another move towards achieving students' academic achievement as explained in (Republic of Kenya, 2012). The government's increased allocation of resources towards education sector was evidence that the government was concerned with the provision of relevant education. The government allocation was about 25% of her total recurrent expenditure on education (Republic of Kenya, 2012) as a step of being effective and relevant in matters of education.

Subsequently, the government appointed a presidential working party on education and training in 1988 to study the education sector and recommend ways of ensuring the delivery of education and training services, within the limits of the constrained economic conditions (Republic of Kenya, 1988). The aforesaid report recommended the introduction of cost sharing in education by the government and other stakeholders like parents, sponsor churches and local communities. The Report was then accepted by the government in sessional paper No.6 on education and Training for the next decade and beyond (Republic of Kenya, 1988).

In cost sharing strategy, the Kenya government commits itself to reducing the burden on its budget by shifting educational expenses to parents and local communities. Recurrent expenditure such as purchase of language set books, uniforms, lunch for day students and private costs such as transport was transferred to parents and local communities (ROK,2012).

According to Bondo Sub-County Development plan of 2008 – 2012, there were low education standards which had close relationship with understaffing in schools, lack of enough classrooms, low morals, dormitories and cloak rooms (Republic of Kenya, 2009). The development plan also suggested that, it would be better for stakeholders to be effective in providing infrastructure like buildings and address poor workmanship and misappropriation of funds. Tome (2010) also argued that nearly in all public secondary schools, teachers had to contend with problems such as overcrowded classrooms, inadequate or dilapidated facilities.

According to the Republic of Kenya (2009), some secondary schools reported teacher deficits of as high as eight in key subjects. The worst hit schools being newly constructed where the principal was the only trained TSC teacher while majority of the teachers, who were employed by Board of Management (BoM), were form four school leavers waiting for admission to universities and colleges (TSC 2010).Such challenges were likely to create ineffectiveness impacting negatively on education that catered for students' academic performance in public mixed day secondary schools in Bondo Sub- County that appeared to be on downward trend.

Students in public mixed day secondary schools where students hardly attain average mean grade of C+ was particularly disturbing to the public especially in areas where such schools are situated. Comparatively, KCSE results released in 2014, the best student nationally came from a national School in the same Sub-County which neighbours several public mixed day secondary schools in Bondo Sub-County as indicated in Sub-County Education Office Bondo (2014). Similarly, KCSE of 2014 the result of students from a national school in the region was good with the mean of 10.9525 against 5.1793 of students from public mixed day secondary schools in Bondo Sub-County. The cabinet secretary of MoE (2016) in the policy paper stopped payment of extra Levies from parents in public primary and secondary schools and this impacted on students' academic performance.

Improving academic achievement in public secondary schools is focused for vision 2030 under Sustainable Development Goals (UNDP, 2015). In its application to Kenya it implied that 15% of the students enrolled in secondary schools should qualify to join university through Kenya Universities and Colleges Central Placement Service (KUCCPS). For the last five years, public mixed day secondary schools in Bondo Sub-County had recorded low mean scores as indicated in Bondo Sub –County Education Office (2018) with most students missing direct admission into public universities through the Kenya Universities and Colleges Central Placement Service.

When the KCSE results were released, Sub –County Education Officer Bondo (2018) observed that students continued to perform dismally. Subsequently a directive was given by Bondo Sub-County Education Board (2018) that, assessment be done so as to find out why students in public mixed day secondary schools in Bondo Sub-County register's such dismal performance. According to Education Acts 2013, the role of key stakeholders such as the Sponsor Churches were to ensure that students attain higher academic performance in secondary education.

3. Objectives and Hypothesis

The present study was therefore set to examine the effectiveness of sponsor churches in enhancement of students' academic performance in public mixed day secondary schools in Bondo Sub - County.

The research Hypothesis was;

- Ho1: There is no statistically significant influence of Sponsor Churches effectiveness on enhancement of students' academic performance in public mixed day secondary schools?
- Ha1: There is a statistically significant influence of Sponsor Churches effectiveness in enhancement of students' academic performance in public mixed day secondary schools.

The findings of this study might be useful to Sponsor Churches in enhancement of students' academic performance in public mixed day secondary schools in Bondo Sub-County.

The findings of this study might also give information to the Ministry of Education, BoM, administrators and Teachers Service Commission on how to be effective by motivating the teachers and students in order to improve on their examination grades. It may also specify to the various educational stakeholders on how to be effective in providing and developing infrastructure in public mixed day secondary schools.

Conclusion, recommendations and concerns for further research were made in light of the findings of the study. The study covered all public mixed day secondary schools in Bondo Sub-County. The study collected data from principals, Director of studies, Deputy Principals, Sponsor Churches, Sub County Quality Assurance Officers, SCTSCOS and BoM Chair Persons'. The study was only concerned with the effectiveness of sponsor churches on enhancement of students' academic performance in public mixed day secondary schools and did not look into other activities of the stakeholders in the school. The study was based on Combs (1970) Theory which gave a distinction between social demand and manpower approach. Social demand approach meant the sum total of individual demands for education under prevailing cultural, Political and economic circumstances. While manpower approach emphasized on the development of human resources through the educational systems which enhanced economic growth in an investment of scarce resources. The theory stressed against wastefulness, imbalanced costs and wrong kind of education. Bereday (1977) a proponent of both social demand and manpower approach to education asserted that planning involves preparation of a set of decisions to be approved and executed by other organs. The theory offered ground for the examination of Sponsored Church effectiveness in enhancement of students' academic performance in relation to planning, decision making and execution of their mandates for quality results. Wolf (2008) theory on education planning being a proponent of cost benefit analysis postulated that, education as an investment must be justified by the accrued benefits to the individual and the general public. The theory also offered ground for the study as it compared the investment to the accrued benefit which was in tandem with Sponsor Church effectiveness and students' academic performance.

4. Research Design

Ogula, (2004) described research design as a plan, structure and strategy of investigation in obtaining answers to research questions and control variance. This study used the concurrent triangulation design within a mixed methods approach. Creswell (2008) defined concurrent triangulation as a case where the researcher utilizes quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. This design was preferred for the present study since it enabled quantitative analysis to be corroborated by qualitative data obtained through the use of questionnaires and interview schedules.

Study area in sociological research refers to various aspects of geographical region and its inhabitants, as natural resources, history, language, institutions or cultural and economic characters Random (2016). This study was carried out in public mixed day Secondary Schools in Bondo Sub - County of Siaya County, Kenya. It lies between latitude 0⁰ to 30⁰ south of the Equator and longitude 30⁰ to 34⁰ East. Educationally, there were institutions of higher learning within the county like Jaramogi Oginga Odinga University of Science and Technology, Ratiya Technical Institute and Bondo TTC. In an assessment report at Sub County Quality Assurance Office (SCQASO) Bondo (2018), most students' in public mixed day secondary schools had libraries which were not well stocked for students, classrooms were overcrowded and inadequate space where students could carry out games activities to keep them fit and alert. The Sub-County had 38 public mixed day secondary schools and 114 public primary schools. The area was suitable for this study because most students were enrolled in public mixed day secondary schools and have been registering low academic performance as compared to other sub counties within the County.

Study population comprised 38 principals, 38 Deputy Principals, 38 BoM, 38 PA, 38 DoS, 3 Church Education Secretaries, 1 SCTSCO, 1 SCQASO. The total study population was 195 respondents. Saturated sampling technique was used to select all Principals, Deputy Principals, 3 Church Education secretaries, 38 BoM Chairmen, 38 PA Chairmen, 1 SCTSCO, 1 SCQASO and 38 Director of studies. Saturated sampling was applicable because in the present study all 195 respondents were manageable to give a fair representation of the whole. These informants were involved in the study as they cater for moral upbringing of the child which is the foundation of academic performance the study was set to achieve. Research instruments are the fact-finding strategies which involves the tools for data collection. Such tools include questionnaire, interview, observation and reading documents Godfred (2016). These instruments were relevant in this research for data collection. The instruments that were used to collect data were the questionnaires, interview schedules and document analysis guide.

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Creswell, 2014). If such data is a true reflection of the variables, then the influences based on such data would be accurate and meaningful. Methodological triangulation Cohen et al., (2011) was used to reduce the weaknesses

and partiality that might emerge from using only one method of data collection. Data from different generated methods were woven together, so as to compare and contrast the issues emerging from one source with further sources. Direct quotations were used as evidence to provide a thick description of what was happening in the schools from the participant's knowledge, experiences and feelings Cohen et al. (2011).

Member checking was also used so that participants could clarify errors or issues identified in the data and to provide the participants with the opportunity to add missing information. Lietze et al. (2013) affirm that member checking also known as respondents' validation allows participants to review findings from the data analysis in order to confirm or challenge the accuracy of the work. The researcher also ensured the validity of the questionnaire through the use of content validity Index formula: as adopted from Amin (2011)

Content Validity Index (CVI) = $\frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$

Total number of items in the questionnaire

This resulted in to a Content Validity Index of 0.66(66%) meaning that the instrument was valid.

To ensure validity of the research instruments, members of the School of Education at Jaramogi Oginga Odinga University of Science and Technology who were experts in this area of study scrutinized the research instruments. Their suggestions were incorporated in the questionnaires before preparing the final copy.

Reliability demonstrates the consistency of the results across constructs (Borg& Gall, 2006). Before the instruments were used to collect the data for the study, a pilot study was conducted in three schools out of the area. This ensured that the researcher got intended information from the questionnaires. In this study, pilot testing of research instruments was done within the selected schools in the neighbouring Sub- County of Rarieda. This was because; Rarieda Sub-County was part of Bondo Sub -County until recently when it was curved out of Bondo Sub-County. As such the two Sub Counties shared much of academic orientations. Data collection procedure involves an on-going process where data is continuously collected and analysed almost simultaneously Cohen (2011). The researcher personally visited all the schools in three phases. Phase one was for familiarization and delivering letters of introduction for the intended study. During phase two, the researcher visited the school after two weeks to collect the filled questionnaires and booked dates for conducting interviews. During phase three, the researcher conducted interviews. Each interview lasted a maximum period of one hour and was conducted within the school or at a convenient site chosen by the interviewee. The total period of data collection was six months.

The study used both quantitative and qualitative data analysis methods in an attempt to confirm, cross-validate and corroborate findings within the study. The inferential statistics in form of correlation coefficients, frequency counts and averages were used to make inferences and draw conclusions. Inferential statistics focused on the correlation analysis and it was used to establish the relationship between the students' academic performance and input of stakeholders in various variables towards students' academic performance in public mixed day secondary schools in Bondo Sub- County. The Statistical Package for Social Sciences, (SPSS) version 22 was used to analyse the data.

Qualitative data from in-depth interviews and documentary analysis was analysed thematically in line with the research objectives and reported in narrative and direct quotations of respondents. Creswell (2012) and Braun and Clarke (2006) indicated that thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. Thereafter, the data was interpreted as per the themes that emerged.

Ethical considerations in research are usually taken care of as explained by (Denzin& Lin 2011,Oso& Onen,2011) who observed that fundamental ethical issues arise from the problems scientist investigate and the method they use which range from confidentiality, cultural diversity, disclosure, informed consent, risk assessment or the impact the research would have on the lives of participants and problems of potential deception and negligence during research. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants 'Ethical considerations are an accumulation of values and principles that address questions of what is good or bad in human affairs' (Australian Law Reform Commission and Australian Health Ethics Communication, 2015).

Before data collection an introductory letter was done to the secondary schools' administration to participate in the study. The letter explained caution to be taken to protect the respondents' privacy and their physical and psychological needs. The respondents' confidentiality of any information given during the process of data collection (APA, 2010), was ensured by not using the names of the participants and schools where data was taken. In conducting the study, therefore, explanations about its aims were made to the respondents, so as to obtain their informed consent.

Anonymity of the respondents was also assured and the data they provided was treated with utmost confidentiality. As such, the respondents that participated in the study voluntarily and mention of their names were avoided. To mitigate the above, the following were done; the researcher got a letter from JaramogiOgingaOdinga University of Science and Technology introducing the researcher as a PhD student in the process of data collection. Permission was also sought from National Commission for, Science, Technology and Innovation (NACOSTI). On informed consent, each participant signed a consent forms suggested by Cohen and Braun(2013) for freely accepting or declining to participate in the interview .The researcher also indicated to the participants to be free to include their names or not or to use other names to ensure confidentiality as suggested by Maree (2012).

5. Findings

The study was to assess effectiveness of sponsor church on enhancement of students' academic performance in Public mixed day secondary schools in Bondo Sub - County. This was examined by use of descriptive and inferential statistics, where the descriptive statistics was used to explore the views of the respondents on the effectiveness of sponsor church on enhancement of students' academic performance and inferential statistics helped to investigate the influence of

sponsor Churches on enhancement of academic performance. The views of the principals and their director of studies on the level of sponsor churches effectiveness towards students' academic achievement was investigated by use of Likert-scaled itemed questionnaire. The respondents rated the extent to which they thought the sponsor churches supported performance of their children in secondary school. The ratings were; strongly disagree=1, disagree=2, Un-decided=3, agree=4 and strongly agree=5, based on to what extent they believed that the parents took part. The table below represents the perceived views of the respondents, in percentage frequencies, on sponsor churches effectiveness towards academic performance of students in schools researched.

Statement	Respondents	Scores				
		SA	A	UD	D	SD
The school sponsor church plays an important role in encouraging the teachers and	DOS	6(15.8%)	15(39.5%)	1(2.6%)	11(28.9%)	5(13.2%)
	P	9(26.5%)	21(61.8%)	2(5.9%)	2(5.9%)	0(0.0%)
The school sponsor church employs non-teaching staff and teachers on board.	DOS	8(21.1%)	2(5.3%)	13(34.2%)	9(23.7%)	6(15.8%)
	P	3 (8.8%)	4(11.8%)	6(26.5%)	12(35.3%)	6(17.6%)
The sponsor church supports good administration and sound management of school facilities.	DOS	7(18.4%)	11(28.9%)	7(18.4%)	8(21.1%)	5(13.2%)
	P	6(17.6%)	11(28.9%)	5(14.7%)	9(26.5%)	3(8.8%)
The school sponsor church supports housing of the teaching and support staff within the school.	DOS	8 (21.1%)	5 (13.2%)	4 (10.5%)	11 (28.9%)	10 (26.3%)
	P	5(14.7%)	9(26.5%)	6(17.6%)	10(29.4%)	4(11.8%)
The school sponsor church supervises and ensures that religious education was taught in school and learners are spiritually brought up.	DOS	11 (28.9%)	18 (47.4%)	3 (7.9%)	4 (10.5%)	2 (5.3%)
	P	9(26.6%)	17(50.0%)	3(8.8%)	3(8.8%)	2(5.9%)
Sponsors ensure that they maintain infrastructure in the school and friendly environment for learning activities by providing the	DOS	8 (21.1%)	5 (13.2%)	1 (2.6%)	9 (23.7%)	15 (39.5%)
	P	7(20.6%)	3(8.8%)	1(2.9%)	6(17.6%)	17(50.0%)
The school sponsor church gives consent of appointment of the principal and deputy principal ensuring that the school gets the right leadership.	DOS	4 (10.5%)	18 (47.4%)	7 (18.4%)	7 (18.4%)	2 (5.3%)
	P	5(14.7%)	15(44.1%)	3(8.8%)	7(20.6%)	4(11.8%)
The school sponsor church has clear programs in guidance and counselling, which helps to curb indiscipline cases.	DOS	11 (28.9%)	14 (36.8%)	4 (10.5%)	5 (13.2%)	4 (10.5%)
	P	7(20.6%)	13(38.2%)	2(5.9%)	6(17.6%)	6(17.6%)
The sponsor churches contribute to the maintenance of religious traditions and church doctrines in schools.	DOS	6 (15.8%)	18 (47.4%)	4 (10.5%)	8 (21.1%)	2 (5.3%)
	P	5(14.7%)	16(47.1%)	2(5.9%)	8(23.5%)	3(8.8%)
The prayer sessions organized by the sponsor church does not interfere with academic	DOS	7 (18.4%)	17 (44.7%)	2 (5.3%)	9 (23.7%)	3 (7.9%)
	P	5(14.7%)	14(41.2%)	1(2.9%)	9(26.5%)	5(14.7%)

Table 1: Views of the Principals and Director of Studies

Key: SD-strongly disagree, D-disagree, UN-undecided, A-agree and SA-strongly agree

Source: Survey data (2018)

From the table above, it is evident that the principals and director of studies agreed on some of the indicators on sponsor churches effectiveness towards enhancement of students' academic performance in secondary schools in Bondo sub-county, but held different opinion in some of the indicators. For instance, although nearly nine out of 34(26.5%) of the principals who were sampled for the survey believed that sponsor churches play an important role in encouraging the teachers and students to work hard, only 21(55.3%) of their director of studies held a similar point of view.

During interviews, the Church Education Secretaries agreed with the views of teachers when they noted that sponsor churches were doing a lot in encouraging both teachers and students to work hard during life skill lessons and also when they organize weekend challenge in schools as one CES noted;

Our churches do send evangelistic teams to worship with students and teachers and during such periods teachers and students are encouraged to work hard in schools. We also help in teaching Christian Religious Education in some

schools where there is shortage of teachers. We also pay school levies to seriously needy students in our sponsored schools. (CES 1)

This finding is in accordance to the Kenya Catholic Education Policy (2010), children attend school for the purpose of education but also needed to establish good study habits, the learners must attend classes, do assignment and attend all school functions including religious ceremonies. The findings also agreed with Makokha (2011) that learner's school curriculum should include the participation of church-oriented activities. The research concurred with the views of Kangethe (2007) that academic performance is attributed to discipline and self-motivation among students. According to Muindi (2008) a high-level discipline attributes to strong religious foundation and good communication.

Equally, although majority of the principals and their director of studies held a different opinion, some 6(17.1%) of all the respondents were in harmony that some school sponsor churches employ non-teaching staff and teachers on board. In addition, in almost equal proportions, the principals [20 (58.8%)] and their director of studies [22 (57.9%)] alluded that the school sponsor churches give consent of appointment of the principal and deputy principal. On this response, another CES maintained that;

It is true that we as Church do influence the appointment of principals and deputy principals in schools we sponsor. This is to enable our churches not to lose their traditions and influence in specific areas. We also ensure the appointment of our own believers into school leadership to enable us access the schools without interference from the school administration (CES 2)

This finding is in line with the generally held notion that the school sponsor church through consultation has an upper hand in recommending and accepting the principal to head their sponsored schools. In the same vein, the Catholic sponsor churches always recommend a practicing catholic, a person of integrity and with required qualification to head their schools. This ensures that the school gets the right leadership, which is requisite condition for enhanced academic school performance.

Similarly, it emerged from the findings of the study that some sponsor churches support good administration and sound management of school facilities, as was confirmed by an overall number of 35 translating to 48.6% of the respondents. However, it emerged that their support to sound administration was not limited to school facilities only, but include maintenance of moral standards in the school and sound environment for teaching and learning. This fact was confirmed by 24 (70.6%) of the principals and 23 (60.6%) of the director of studies who asserted that some sponsors endeavour to maintain morality and sound academic environment in their schools for learning activities by providing the necessary guidance and counselling support. Likewise, the findings of the study indicated that some school sponsor churches supported the construction of churches within the school vicinity, as was revealed by 32 (44.4%) of the respondents. This finding concurred with a study on leadership and management of church sponsored schools in Kenya by Onderi (2013) which asserted that some principals of schools in Kisii County had excellent relationship with the sponsors.

During interviews with the BoM Chair persons and PAs, the study established that sponsor churches were doing very minimal in schools when it comes to infrastructural development. This finding does not concur with the Republic of Kenya, (2009) which indicated that private sector and religious organizations also complement government efforts in the provision of educational services at different levels of the educational system. A member of BoM further explained during interviews that;

The sponsor churches are not helping our schools in construction of buildings and they are not even ready to collect funds for schools, instead they are always coming to schools for hand-outs. They only participate in funds drive as any other stakeholders when issues of development are being affected in our schools. (BoM 10)

This finding was in agreement with the findings of the studies by Lugulu (2013), and Aduda (2003) on implementation of Free Primary Education in Kenya asserted that the stakeholders were on the periphery with regard to education policy formulation, planning and management in Kenya in that the full potential of the church was missing out due the benefits of the synergies that would be generated through the forging of complete partnership between the government and the church in the provision of education was lost leading to low students' academic achievement. FAWE (2006) suggested that facilities such as toilets, latrines and water do encourage comfortable stay in school and learning hence could be provided if there was good networking with the religious sponsors

It however differed with the findings of Johnson (2000) who asserted that sponsored schools were being funded and supported by the sponsor churches. Perhaps, cascading of religious traditions was established to be the most influential role of the sponsor, as was established by the results of the survey. This was proved by a majority of both principals 26 (76.6%) and director of studies 29 (76.3%) who were in agreement that their school sponsor churches ensures that religious education was taught in schools and learners are spiritually brought up. Likewise, nearly two thirds 45 (62.5%) of the respondents believed that their sponsor churches contribute to the maintenance of religious traditions and church doctrines in the schools.

Further interviews with PA and BoM confirmed that sponsor churches were instrumental in spiritual wellbeing of the teachers and students. One PA maintained thus;

We are happy with the spiritual nourishments that our sponsor church does offer to our schools, this actually do motivate our learners on moral values and promote unity in our schools. The religious doctrines and traditions maintained in our schools through sponsor churches has made students we graduate to be valued in the society. (PA 8)

This finding concurs with the historical traditions of the church missionaries' intention in the introduction of formal education where the school was looked at as a media of evangelization. This finding can be supported by a study on the role of church sponsor in management of public secondary schools on academic performance and conflict concerns in Uasin Gishu County Kenya by Mabeya, Ndiku and Njino (2009) who asserted that a school sponsor church has a crucial role to play in the development of social, moral, spiritual and cognitive competence of students. The same was supported by Mullen and Ellison (2001) who stated that parents that were involved in religious matters have higher educational expectations on their children. Similar findings came from Kan'ge the (2007) who stated that academic performance is attributed to discipline and self-motivation among students that comes from schools with strong religious foundation.

However, it came out that although some 19 (55.9%) of the principals asserted that the prayer sessions organized by the sponsors does not interfere with academic program, 14 (41.2%) others held the belief that prayers consume valuable time for academics. Similarly, although a significant majority 24 (63.1%) of the director of studies were in general agreement that the prayer sessions organized by the sponsors does not in any way interfere with academic program, 12 (31.6%) others held a contrary opinion. Those who were in agreement that prayer session do not interfere with academic performance held that school sponsor church has clear programs in guidance and counselling, which helps to curb indiscipline cases, as was revealed by 45 (62.5%) of the respondents.

Further interviews with DP, BoM and PA confirmed most schools were peaceful because of the role being played by sponsor church who are on the fore front in inculcating moral values to students in schools during prayer sessions. One DP further explained that;

We do invite the sponsor church to conduct prayer sessions in our schools after every two weeks in order to maintain good conduct among students in our schools. We also allow the sponsor church to help in offering guidance and counseling services to our students who are exhibiting deviant behaviour to both teachers and learners in the school. (DP 15)

5.1. Hypothesis Testing

- H_0 : There is no statistical significant influence of effectiveness of school sponsor churches on enhancement of students' academic performance in public mixed day secondary schools in Bondo sub-county.

It was sought to establish whether there was any statistical significant influence of effectiveness of school sponsor church in enhancement of students' academic performance in Public mixed day secondary schools in Bondo Sub-County, the null hypothesis was tested. This was done using a Pearson Product Moment Correlation Coefficient, with scores of rating on effectiveness of school sponsor as independent variable and student academic performance as dependent variable. The rating scores of the independent variables were computed from frequency of responses and converted into continuous scaled data by computing mean responses per respondents, where high scale ratings implied high perceived effectiveness of school sponsor to education. However, the dependent variable was computed from 2014-2018 KSCSE school mean scores for the schools that were sampled for the study. The p-value was set at .05, the null hypothesis was rejected when the p-value was less than .05 but it was accepted when the p-value obtained was greater than .05.

		School Sponsor	Academic Performance
School Sponsor	Pearson Correlation	1	.205
	Sig. (2-tailed)		.084
	N	72	72
Academic Achievement	Pearson Correlation	.205	1
	Sig. (2-tailed)	.084	
	N	72	72

Table 2: Correlation Analysis Results in SPSS output

From the table above, it is evident that although there was some positive correlation between effectiveness of school sponsor church and academic performance, it was not statistically significant [$r=.614$, $n=72$, $p=.084$ (ns)]. This implied that there was no direct statistically significant influence of effectiveness of school sponsor on enhanced students' academic performance in public mixed day secondary schools in Bondo sub-county. Given that the relationship was not statistically significant, the hypothesis that, '*there is no statistical significant influence between School Sponsor Church effectiveness on academic performance*' was not rejected because there was no sufficient evidence to do so. It was therefore concluded that effectiveness of school sponsor church had no influence on academic performance among the secondary school students. Further to illustrate this relationship, a scatter plot was generated as shown to show diagrammatic look of the relationship.

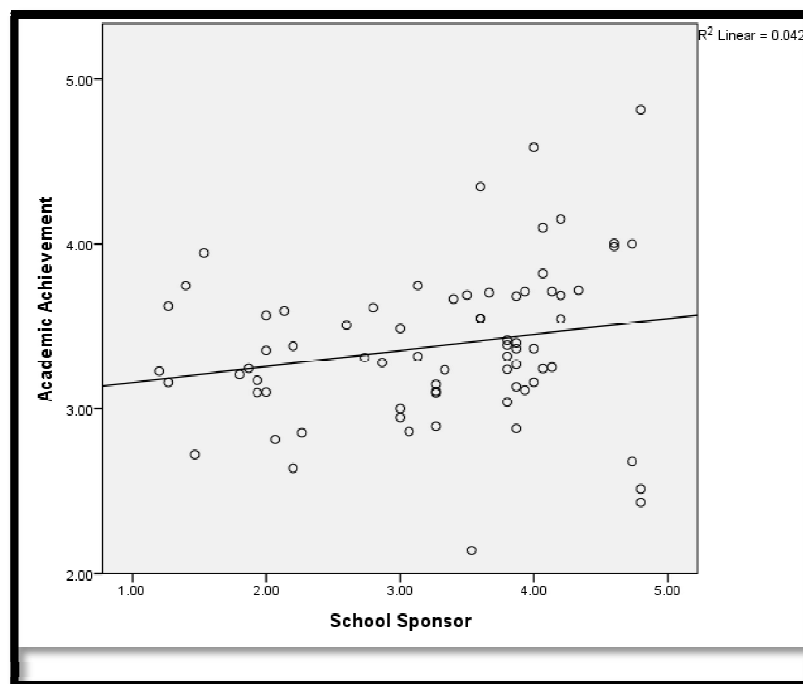


Figure 1

The scatter plot indicates that there was little evidence of a positive correlation between the effectiveness of school sponsor and academic performance. The pattern of dots does not seem to slope from lower left to upper right, a sign of a positive correlation between the two variables. In addition, the line of best fit (trend line) further revealed that there was no correlation between the two variables; the line is seemingly near complete horizontality. Notwithstanding the lack of statistically significant positive relationship, a coefficient of determination was further computed to estimate the level of influence of effectiveness of school sponsor church on enhancement of students' academic performance. This was done using regression analysis and the result was as shown below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.205 ^a	.042	.028	.46559

Table 3: Model Summary of Regression Analysis
a. Predictors: (Constant), Sponsor church

The model showed that effectiveness of school sponsor church accounted for only 2.8% (Coefficient of Determination, R^2 Adjusted = .028) of the variation in academic performance in secondary schools. This was a fairly negligible amount of variation caused on the dependent variable. However, to determine whether effectiveness of school sponsor was a significant predictor of academic performance, Analysis of Variance (ANOVA) was computed

ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.666	1	.666	3.071	.084 ^b
	Residual	15.174	70	.217		
	Total	15.840	71			

Table 4
a. Dependent Variable: Academic Performance
b. Predictors: (Constant), Sponsor Church

It is evident from the table above that effectiveness of school sponsor was not a significant predictor of academic performance among the secondary students [$F(1, 70) = 4.072, p = .084$]. This further confirmed that although effectiveness of school sponsor positively influences academic performance, the influence was not statistically significant.

6. Summary

It was evident that school sponsors played an important role in encouraging the teachers and students to work hard. During interviews, the Church Education Secretaries agreed with the views of teachers when they noted that sponsor churches were doing a lot in encouraging both teachers and students to work hard during life skill lessons and also when they organized weekend challenge in schools. Equally the study established that some school sponsor churches gave consent of appointment of the principal and deputy principal. Similarly, it emerged from the findings of the study that

some sponsor churches supported good administration and sound management of school facilities. However, it emerged that their support to sound administration was not limited to school facilities only, but included maintenance of moral standards in the school and sound environment for teaching and learning.

During interviews with the BoM Chair persons and PAs, the study established that sponsors were doing very minimal in schools when it came to infrastructural development. Perhaps, cascading of religious traditions was established to be the most influential role of the sponsor, as was established by the results of the survey. Further interviews with PA and BoM confirmed that sponsor churches were instrumental in spiritual wellbeing of the teachers and students. However, it came out that although some prayer sessions organized by the sponsors did not interfere with academic program; some respondents believed that prayers consumed valuable time for academics.

When null hypothesis was tested the p-value was set at .05, it became evident that although there was some positive correlation between effectiveness of school sponsor church and academic performance, it was not statistically significant [$r=.614$, $n=72$, $p=.084$ (ns)]. This implied that there was no direct statistically significant influence of effectiveness of school sponsor church on enhanced students' academic performance in public mixed day secondary schools in Bondo sub-county.

7. Conclusion

Concerning the effectiveness of sponsor church on enhanced students' academic performance, the study concluded that; School sponsors did less to motivate teachers and students to work hard. The study also established that sponsor churches effectiveness was only seen in organizing Christian weekend challenge in schools. Equally the study concluded that sponsor churches supported good administration and sound management of school facilities. The study revealed that, their support to sound administration was not limited to school facilities only, but included maintenance of moral standards in the school and sound environment for teaching and learning. The study also concluded that sponsors were not helping in developing infrastructure in schools. The findings revealed that sponsor churches were doing very minimal in schools when it came to infrastructural development.

8. Recommendations

- School sponsors should also be effective in the provision of teaching/learning materials as well as school infrastructure.
- School sponsors should not only rely on their faith for school leadership but should look at the ability of leadership possessed by various principals.

9. Recommendations for Further Studies

From the above recommendations, this study proposed that a further research should be conducted in the following areas;

- A comparative study should be conducted to determine the Performance of external stakeholders in public mixed day secondary schools and single sex boarding Secondary schools.
- A comparative study should be conducted to compare performance of various sponsor churches in enhancing academic achievement of students' in public secondary schools.

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