

**PRINCIPALS' PERCEPTIONS OF THE ROLE OF THE CATHOLIC
CHURCH IN THE DEVELOPMENT OF SECONDARY SCHOOL
EDUCATION IN LIKUYANI SUB-COUNTY, KENYA**

BY

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B.ED ARTS (KENYATTA UNIVERSITY)

**A Thesis Submitted to the School of Post Graduate Studies in Partial Fulfilment of the
Requirements of the Award of the Degree of Master of Education in Educational
Foundations, Faculty of Education and Human Resource Development, Department of
Administration, Planning and Economics, Kisii University.**

NOVEMBER, 2016

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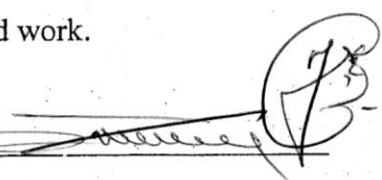
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DEDICATION

This study is dedicated to my loving and dear parents Mr. Z.M. Kilaho and Noel Kadesa.

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ABSTRACT

This study investigated the Principals' perception of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County. The study was guided by three research questions which included; to investigate the role of Catholic Church in the development of secondary school education in Likuyani Sub-County; to investigate the principals' perception of the working relationship between principals the Catholic Church in the development of secondary school education in Likuyani Sub-County; and to investigate the principal's perception on the challenges faced by the Catholic Church in the development of secondary school education in Likuyani Sub-County. The researcher used the Mixed Methods Research Design which generated data from the field quantitatively and qualitatively by use of questionnaires and interview guide. Purposive sampling was utilized to select all the 15 Catholic Church sponsored secondary schools in Likuyani Sub-County, 15 Principals and the Catholic Education Secretary, Diocese of Kakamega constituted the sample. Quantitative data obtained from closed-ended questions using the likert-scale was analysed using descriptive statistics in form of percentages and frequency counts. Qualitative data collected from open-ended questions and interview guides was transcribed and analysed as an ongoing process as themes and subthemes that emerged from the data. The instruments of collecting data were presented to three experts in the Faculty of Education, Kisii University who ascertained their validity. They were also pre-tested by use of the test-retest procedure to ascertain their reliability by correcting any inconsistencies and ambiguities noted. The data collected was subjected to the Statistical Package for Social Sciences version 20 for analysis. Findings of this study show that the Catholic Church has played an instrumental role in the spiritual and moral growth of its products. It also found out that the Catholic Church faced financial challenges which handicap the development of secondary school education in Likuyani Sub-County. In spite of the challenges faced by the Catholic Church in the provision of secondary school education, Principals strongly perceived the Catholic Church positively and recognized it as a major stakeholder in the development of secondary education in Kenya. This study will be of great benefit to education policy makers and stake holders as it will inform them about the Principals' perception of the role of the Catholic Church in the development of secondary education in Likuyani Sub-County for adoption by the MOEST and sponsoring churches in order to improve the relationship between the two key stakeholders in education provision. The study recommends that the Catholic Church should play a more active role in funding and infrastructural development of her sponsored schools. It also recommends that the two stakeholders should undergo training and teambuilding seminars from time to time in order to synchronise their relationship.

TABLE OF CONTENTS

DECLARATION	ii
PLAGIARISM DECLARATION	iii
DECLARATION OF NUMBER OF WORDS	iv
COPY RIGHT	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
LIST OF TABLES	xv
LIST OF ABBREVIATIONS	xvi
LIST OF ACRONYMNS	xviii
CHAPTER ONE	
INTRODUCTION	1
1.1 Background of the Study.....	1
1.3 Purpose of the Study.....	6
1.4 Objectives of the study included;.....	6
1.5 Research Questions.....	6
1.6 Justification of the Study.....	7
1.7Significance of the Study.....	7
1.8 Limitations of the Study.....	8
1.9 Assumption of the Study.....	8
1.10 Scope of the Study.....	8
1.11Theoretical Framework.....	9
1.12OperationalDefinition of Terms.....	11
CHAPTER TWO	
LITERATURE REVIEW	12
2.1 Introduction.....	12

2.2 Role of the Catholic Church in the Development of Secondary Education in the Western World.	12
2.2.1 Role of Catholic Church in the development of Secondary school education in Africa	16
2.2.2 Role of the Catholic Church in the Development of Secondary School education in Kenya	17
2.3 Policy Documents on the Role of the Sponsor in Secondary School Education in Kenya.	19
2.3.1 Role of the Catholic Church as Stipulated Basic Education Act, 2013.	19
2.3.2 The Catholic Education Policy in Kenya	24
2.4 Principals' Perception of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education.	25
2.4.1 Principals' Perceptions of the working Relationship between principals and the Catholic Church in the Development of Education from a Global Perspective.....	25
2.4.2 Principals' Perception of the working Relationship between principals and the Catholic Church in the Development of Education from Kenya's Experience.....	27
2.5 Principal's perception of the challenges faced by the Catholic Church in the development of Secondary School education.	30
2.5.1 Administrative Challenges.	31
2.5.2 Secularization threat.....	33
2.5.3 Financial Constraints by the Catholic Church.....	34
2.7 Summary of Literature Review and Knowledge Gap	38

CHAPTER THREE

RESEARCH METHODOLOGY	39
3.1 Introduction	39
3.2 Research Design	39
3.3 Study Area.....	40
3.4 Target Population, Sample Size and Sampling Procedure	40
3.4.1 Target Population	40
3.4.2 Sample Size and Sampling Procedure.....	40

3.5 Description of Data Collection Procedures	41
3.5.1 Questionnaires	41
3.5.2 Interview Guide.....	42
3.5.3 Validity of the Research Instruments	42
3.5.4 Reliability of the Research Instruments	43
Table 3.1 Reliability Tests	43
3.6 Data Collection Procedures	44
3.7 Data Analysis and Presentation.....	44
3.8 Ethical Considerations.....	44
3.9 Chapter Summary.....	45
CHAPTER FOUR	
RESULTS.....	46
4.1 Introduction	46
4.2 Demographic Characteristics of the Principals	46
The demographic characteristics obtained from the Principals is well displayed in Table 4.2.....	46
Table 4.2 Demographic Characteristics of Principals (n=15).....	46
Source: Author's own creation.....	46
4.2.1 Gender	46
4.2.4 Years of service.....	47
4.2.5 Denomination.....	47
4.3 Role of the Catholic Church in the Development of Secondary Schools Education in Likuyani Sub-County.....	47
Table 4.3 Role of the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County	48
Source: Adapted from SPSS Output	48
4.3.1 Recruitment, Appointment and Transfer of Teachers and Principals	48
4.3.2 Sponsorship to Members of Staff for Further Training	49
4.3.4 Provision of Teaching and Learning Materials	49

4.3.4. Recruitment and Payment of Some Members of Staff.....	50
4.3.5 Active involvement in Physical and Infrastructural Growth of Schools.....	50
4.3.6 Organizing Education Days and Awarding Schools, Teachers and Students with Outstanding Results.....	50
4.3.7 Provision of Bursaries to Students with Special Needs.	51
4.3.8 Spiritual and Moral Growth of Teachers and Students	51
4.4 The Principals’ Perception of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County.	51
Table 4.4Principals’ Perceptions of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education	52
4.4.2 Principals as CEOs and Team Leaders of their institutions actively involve the Sponsor in all Official Functions and Strategic Planning of Schools.	53
4.4.3 Principals have Programmed Sponsors to Conduct Spiritual and Moral Guidance of Teachers and Students.....	53
4.4.4 Catholic Church should continue playing an important Role in the Development of Secondary School Education.....	53
4.5Principals’ Perceptions of the Challenges faced by the Catholic Church in Development of Secondary School Education in Likuyani Sub-County.	54
Table 4.5: Challenges faced by the Catholic Church in Development of Secondary School Education.....	55
4.5.1 Provision of Teaching and Learning Materials.....	55
4.5.2 Funding and Development of Infrastructure	56
4.5.3 Sponsor creates Disharmony and Tension in Schools	56
4.5.4 Sponsor Interferes with Management of Schools	56
4.5.5 Catholic Church should be dropped from the list of Education Stakeholders by MOEST.	57

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS.....	58
5.1 Introduction	58

5.2 Research Question 1	58
5.2.1 Recruitment, Appointment and Transfer of Teachers and Principals	58
5.2.2 Teaching and Learning Materials.....	60
5.2.3 Physical and Infrastructure Development	61
5.2.4 Organizing Annual Education Days in the Diocese.....	63
5.2.5 Sponsorship to Students with Special Needs	64
5.2.6 Guidance and Counselling	65
5.3 Research Question 2.....	66
5.3.1 Relationship between Principals and Sponsors is cordial.	67
5.3.2 Principals as CEOs and Team Leaders of their Institutions Actively Involve the Sponsor in all Official functions and Strategic Planning.	68
5.3.3 Principals have programmed Sponsors to conduct Spiritual and Moral Guidance.....	68
5.3.4 Catholic Church should continue playing an important role in the Development of Secondary School Education.....	70
5.4 Research Question 3.....	70
5.4.1 Provision of Teaching and Learning Materials	72
5.4.2 Funding and Development of Infrastructure	73
5.4.3 Sponsor creates Disharmony and Tension in Schools	73
5.4.4 Sponsor interferes with Management of Schools.....	75
5.4.5 Catholic Church should be dropped from the list of Education Stakeholders by MOEST.	75
CHAPTER SIX	
CONCLUSION AND RECOMMENDATIONS	77
6.1 Introduction	77
6.2 Conclusion.....	77
6.2.1 Role of the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County	78

6.2.2 Principals’ Perception of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education in Likuyani Sub-Couny	80
6.2.3 Principals’ Perceptions of Challenges faced by the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County	84
6.3 Recommendations	86
6.4 Areas for further Research	87
REFERENCES.....	88
Appendix 1: SKETCH MAP OF LIKUYANI SUB-COUNTY	97
Appendix 2: QUESTIONNAIRE FOR PRINCIPALS IN CATHOLIC CHURCHSPONSORED SCHOOLS.....	98
Appendix 3: INTERVIEW SCHEDULE.....	108
Appendix 5: ONE OF THE BUILDINGS THE CATHOLIC CHURCH PARTICIPATED IN CONSTRUCTION	109
Source: Field survey	109
Appendix 6: A COPY OF THE KCSE DIOCESAN MOCK ANALYSIS 2016.....	110
Source: Field Survey.....	110
Appendix 7: LETTER OF INTRODUCTION FROM KISII UNIVERSITY	111
Appendix 8: PERMIT FROM NACOSTI.....	112

LIST OF TABLES

Table 3.1 Reliability Tests	43
Table 4.2 Demographic Characteristics of Principals (n=15).....	46
Table 4.3 Role of the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County.....	48
Table 4.4 Principals' Perceptions of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education	52
Table 4.5: Challenges faced by the Catholic Church in Development of Secondary School Education	55

LIST OF ABBREVIATIONS

ACK:	Anglican Church of Kenya
AIPCEA:	African Independent Pentecostal Church of Eastern Africa
BOM:	Board of Management
C.R.E.:	Christian Religious Education
CC:	Catholic Church
CDF:	Constituency Development Fund
CEP:	Catholic Education Policy
CIE:	Catholic Institute of Education
CIE:	Catholic Institution of Education
CMS:	Church Ministry Society.
CoE:	Church of England
CSSs:	Catholic Sponsored Schools
DEB:	District Education Board
DREA:	Diocesan Religious Education Advisor
EFA:	Education For All
FAM:	Friends African Mission
FBOs:	Faith Based Organizations
FCCK:	Friend Council for Consultation in Kenya
FDSE:	Free Day Secondary Education
FPE:	Free Primary Education
HCE:	Holistic Christian Education
HGFs:	Holy Ghost Fathers
KCE	Kenya Catholic Episcopal
KEP:	Kenya Education Policy
MDGS:	Millennium Development Goals

MHM:	Mill Hill Mission.
MOEST:	Ministry of Education Science and Technology.
NCCK:	National Council of Churches of Kenya.
NCEPs:	National Catholic Education Policies
NGOs:	Non-Governmental Organisations
NSPs:	Non State Providers
O.V.Cs:	Orphan and Vulnerable Children
PA:	Parents Association.
PAG:	Pentecostal Assembly of God.
PCEA:	Presbyterian Church of Eastern Africa.
SCEO:	Sub County Education Office
SCQASO:	Sub-County Quality Assurance and Standards Officer
SDA:	Seventh Day Adventist
SPs:	State Providers
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission
TVET :	Technical and Vocational Education and Training.
UEA:	Universal Education Agenda.
UMCA:	Universities Missions in Central Africa.
YCS:	Young Christian Society

LIST OF ACRONYMNS

CAN:	Canon
CAP.:	Chapter
KNUT:	Kenya National Union of Teachers
KUPPET:	Kenya Union of Post Primary Education Teachers
NACOSTI:	National Council of Science Technology and Innovation
UNESCO:	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Biswal(2011) recognizes secondary education as the fulcrum of sustainable development which empowers and prepares the youth for life for the labor market, training for higher cognitive functioning, and as part of its social function advances “human social capital” for nation building. At the national and international level, it has been identified as the engine that drives most economies through manpower development and also empowers the youth holistically with crucial skills, morals, intellect that enables young men and women to fit perfectly well in the social, economic, and political fabric of the society (Mckeown, 2010; Lewis, 2008).

Globally there are two main education providers which have established among others secondary schools. This is referred to as State Provider (SPs) while the Church is one of the Non-State Providers (NSPs) (Beatley, 2006; Basic Education Act, 2013).Initially, the state was the sole provider of education,but due to financial constraints Non-State Providers came into the limelight according to Beatley(2006) who underscored the role played by churches to supplement SPs in the provision of Secondary Education.

According to Lewis(2008); Schwadel (2002), and Henessy (2015) churches promote direct and indirect economic and social benefits to communities through direct economic contributions, social services and community volunteering, education and civic skills training and reduced levels of deviance.These benefits positively improve communities in direct and indirect manners, and they enhance political stability and the long-term health of communities. They help the poor and vulnerable individuals in

the community through volunteering, leading to moral growth. Churches help students obtain civic skills, such as public speaking, networking organizing and participating in politics.

Faith schools in the UK which include Catholic sponsored schools have been credited for preparing the youth to be effective citizens as well as effective participants in the labor market apart from serving the disadvantaged and improving the standards of education(Lafleche,2014; Muller, 2001; Lewis, 2008).

In the United Kingdom(UK) the Catholic Church requires both the teaching staff and students to be practicing Catholics in order to maintain the Catholic tradition in their schools(Johnson, 2000). These Schools are funded by the state although pastoral programs, supervision, management, provision of teaching and material resources, guidance and counselling, funding amongst others are carried on by the Education Boards of the said churches. Mackeown(2010) reporting onthe Role of Churches in Education in the Irish Catholic Bishops' Conference noted that over 200,000 Catholic schools with 52 million students.

Most of the education institutions in the world and particularly Kenya were established by Christian Missionaries led by the first missionary, John Ludwig Krapf of the Church Missionary Society at Rabai Mpya in 1844, Holy Ghost Fathers (HGF), Mill Hill Fathers (MHFs), Lutheran Church, Methodist Church, The Salvation Army, The Pentecostal Assembly of God, Friend African Mission (FAM), Presbyterian Church of East Africa, The Seventh Day Adventist (SDA) amongst others.According to Charu and Mwaura (2014), the MHFs were actively involved in theestablishment of formal education in Western Kenya where they penetrated the region from Uganda and opened up stations at Mumias and later Mukumu.Catholic schools in Likuyani

Sub-County fall under the jurisdiction of the Catholic Diocese of Kakamega (Lugulu,2013).

The Catholic Education Policy (Kenya Episcopal Conference, 2008) which drew its contents from the universal Catholic Documents on education such as; *Gravissimum Educationis*, and *Apostolicum Actuositatem*.The documents spell out the role of the Catholic Church in character formation of students, spiritual growth, mental growth equipped with civic education with the main aim of producing holistic products that fit in the society. It does so by building infrastructure, providing learning materials, providing spiritual growth, guidance and counselling, consulted in the appointment of principals and sits on the schools Board of Management (BOM).

The Catholic Church demands that its administrators, teachers, staff and students profess Catholicism in order to maintain the Catholic tradition in schools. This has elicited criticism from atheists and other adherentswho feel that the Catholic Church is trying to fundamentalize and Catholicize the education system in the UK as observed by Johnson (2003). He also notes that tension has been reported in UK's church sponsored schools over procurement procedure and corruption claims.

In order for the Catholic Church to play its role effectively in schools, it has to be perceived positively by the principals. According to Frenza (2015) and King (2013) principals have to profess Catholicism in order to be appreciated by the Catholic Church which expects them to manintain their tradition in schools.This is supported by Fulton (2013) who viewed the relationship between principals and pastors to be unique and had to be maintained. However, in Nigeria Studies by Okotoni and Okotoni (2013) found that the sponsor caused tention in schools by meddling in their management leading to a negative perception by principals of them.

In Kenya, studies by Makori and Onderi (2013) and Misoi (2008) found that the Catholic Church was perceived negatively by principals for influencing their appointment, promotion and transfer yet they did very little when it came to infrastructural development and funding of schools. However in the same studies, principals viewed the Catholic Church positively when it came to offering spiritual and moral development of the school community.

World wide, the Catholic Church has faced Challenges in their bid to develop their sponsored schools. Studies by Fulton (2013) and Haris (2000) reveal that the Catholic Church in USA is facing financial stresss and pressure from secularization making them to be perceived negatively by principals.

In Nigeria where there is religious tension between Christianity and Islam over the control of public schools, the state has taken the initiative to diffuse religious conflicts by drawing a universal syllabus for Islamic and Christian Religious Knowledge for schools (Lemu, 2002). This has successfully diffused tension between Christianity and Islam in a country where 50% are Muslims, 40% Christians and 10% African traditionalists.

In Kenya, study findings by Aleke(2010), Lugulu(2013) and Makori & Onderi(2013) exemplify the crucial role played by Christian Churches in the development education inspite of challenges faced including overzealous, bossy attitude, incompetent church representatives on school committees, lack of interest of church representatives on school committees, inadequate funding of school projects and undue interference in the appointment and transfer of Head teachers which has slowed down schools' development programs, demotivated teachers and students by causing friction and time wastage.

Out of the 25 secondary schools in Likuyani Sub-County, 23(92%) are Mainstream Church sponsored schools among which 15(65.2%) are Catholic Church sponsored, 4(17.4%) are FAM sponsored, 1(4.3%) is Salvation Army sponsored, 1(4.3%) is PCEA sponsored, 1(4.3%) is ACK sponsored while 2(8%) are privately owned secondary schools according to records availed by the Likuyani Sub-County Education office. The Catholic Church has played a crucial role in the development of secondary school education in Likuyani Sub-County. This study is meant to investigate Principals' perception of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

1.2 Statement of the Problem

The Role of the Catholic Church (sponsor) in Kenya is clearly spelt out in the Basic Education Act (2013) a policy document which is also mirrored in the Catholic Education Policy which ensures that religious traditions of the Catholic Church is maintained, provision of teaching and learning materials and infrastructural development of schools amongst others.

Various studies have been carried out on the relationship between the church and the secondary schools they sponsor since independence. Frenza (2015) carried out research on Dynamic Relationship between Pastors and Principals in Ontario, USA and found out that the relationship was unique and had to be strengthened. Okotoni and Okotoni studied on Conflict Management in Secondary Schools in Osun State, Nigeria and found that sponsor interference in school management had adverse effects. In Kenya, Makori and Onderi (2013) did extensive research on the Challenges in Leadership and Management of Church Sponsored Secondary Schools in Kenya and found out that churches led to low morale and forceful transfer of principals that affected their development and performance. Mabeya, Ndiku and Njino (2010) carried

out research on Role of Church Sponsor in the Management of Secondary Schools in Kenya. They found out that conflict in sponsored schools resulted because the sponsors' role was not clear and therefore had to be defined clearly; just to mention a few of the researches carried out.

Secondary School Principals in Likuyani Sub-County have been heard airing their dissatisfaction towards the role played by the Catholic Church in the development of secondary school education. The concern of this study is to investigate Principals' Perception of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

1.3 Purpose of the Study

Main objective of the study was;

To investigate the principals' perceptions of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

1.4 Objectives of the study included;

1. To investigate the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.
2. To investigate the Principals' perceptions of the working relationship between principals and the Catholic Church in the development of secondary school education in Likuyani Sub-County.
3. To investigate the Principals' perception of the challenges faced by Catholic Church in the development of secondary school education in Likuyani Sub-County.

1.5 Research Questions

Research questions of the study were;

1. What is the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County?
2. How is the principals' perception of the working relationship between principals and the Catholic Church in the development of secondary school education in Likuyani Sub-County?
3. What is the principals' perception of the challenges faced by the Catholic Church in the development of secondary school education in Likuyani Sub-County?

1.6 Justification of the Study

The role of Catholic Church in the development of Secondary School Education institutions in Kenya has remained significant over the years as envisaged in education documents such as Education Act, 1968, Revised 1980; Ominde Commission; Koech Report¹, 1992; Basic Education Act, 2013 among others. This study is justified because over the years, the Catholic Church Education has played an active role in the development of secondary school in Kenya which has not been realized by some stakeholders in the education sector which justifies the need for this study.

1.7 Significance of the Study

By investigating the Principals' perception on the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County, a harmonious school environment will be created between the two key education stakeholders leading to the positive achievement of the MOEST, MDGs, EFA and Vision 2030 goals in education. Study findings of this work will positively transform the relationship between Principals and the Catholic Church in the development of Secondary School Education in Likuyani Sub-County with the sole view of bridging

the gap between the two key stakeholders in the education sector in an effort to achieve schools' strategic plans and education goals. It will also be of great benefit to the Catholic Church, current and future researchers, parents and the MOEST policy makers.

1.8 Limitations of the Study

This study targeted 15 Principals and the Diocesan Catholic Church Education Secretary who filled questionnaires and were interviewed respectively. The Principals were given questionnaires to fill in a period of two weeks. However due to their busy schedule, some questionnaires were collected after three months. At the same time, some questionnaires were not completely filled which called for follow-ups and this delayed the research time schedule. On the other hand, the Catholic Church Education Secretary was always out on official duty even after being booked for interview which forced the researcher to spend more time and resources before resorting to telephone interview. Consequently, some respondents were reluctant to give responses for fear of victimization while others were simply disinterested. However after persistence all, gave their responses after being assured of total confidentiality.

1.9 Assumption of the Study

The study made the following assumptions:

- i. The respondents were honest in their responses.
- ii. Views of the respondents in this study represented the perception of all principals in Catholic Church sponsored secondary schools in Kenya.

1.10 Scope of the Study

The research was conducted in all the 15 Catholic secondary sponsored schools, 15 principals in charge of the schools, from the targeted schools and the Catholic Education Secretary Diocese of Kakamega.

The Role played by Catholic Churches and Principals' perception in the development of secondary school education together with challenges faced were investigated for the benefit of education managers and policy makers in Kenya. This study investigated the Principals' perceptions of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County. It was meant to inspire the Catholic Church to continue actively support their sponsored schools materially, financially, morally and spiritually in order to be positively perceived by other education stakeholders.

1.11 Theoretical Framework

This study was guided by the Self-Perception Theory which was propounded by Derry Bem (Bem, 1972). Bem argued that a person can create an attitude or belief about another person or persons by comparing his opinion through observation and reflection of other persons opinions through observation and reflection and compares it with his own opinion. The person's attitudes, inner feelings and abilities are derived from his or her external behaviours, or the way in which he or she interacts with the world to make his own opinion. As a result, individuals form their own attitudes, emotions and internal state by inferring them from observations of their own behaviour and external behaviour of the people they interact with. This means that we develop our attitudes by observing our behavioural and concluding what attitudes must have carried them.

Self-perception theory developed as an explanation for cognitive dissonance, which enables a person to believe two contradictory ideas at the same time. This comparison causes discomfort in the inner self of a person who eventually believes and concludes that his or her own choice is correct even in the face of evidence that proves otherwise. This theory is counterintuitive in the way we interact because through

interaction with other people, attitudes and opinions are formed about them. Furthermore the theory suggests that a person internalizes attitudes and opinions without accessing his internal cognition and mood states. He therefore concludes and assumes that his attitudes and opinions are a yard stick to gauge other people's behaviours. A five point Likert-Scale was designed to generate data from the Principals about their feelings, attitude, opinions, and expectations of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

In this study, the Catholic Church and principals are key stakeholders in the development of secondary school institutions. They have great expectations on the role played by one another and expect a lot from each other. Their interaction and execution of their mandates has to be in harmony. As they interact in their line of duty, they form opinions and attitudes which can disrupt their cordial relationship. The Catholic Church would wish to continue playing its traditional role of exerting its influence in their sponsored schools inspite of facing financial challenges, reduced resources and secularization. On the other hand, Principals after assessing the role played by the Catholic Church vis - a - viz the balance sheet provided by the Kenya's Education Policy develop perceptions when these aims by the Catholic Church are not achieved. This study therefore investigated the Principals' perceptions of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

1.12 Operational Definition of Terms

Catholic Church : The universal church headquartered in Italy led by the Pope that played a major role in spreading Western Civilization in Kenya and other parts of the world including establishment of various education institutions, for instance, secondary school education.

Development of Secondary school education: The establishment and expansion of secondary school education institutions, where academic advancement, spiritual, moral, and physical growth of students is imparted. It involves construction of school facilities, provision of teaching and learning materials, staffing, funding, guidance and counselling of teachers and students, and character formation among others.

Role: The important part played by an organization or individual in dispensing a specific duty for instance build schools, provide funds and learning materials.

Perception: The way a person or group of people view certain aspects of institutions or people which affects their attitude about them.

Principal: A head of an education institution who is central in the management and administration together with other stakeholders, including parents, sponsors, students, MOEST etc.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gave an overview of the role played by the Catholic Church in the development of secondary school education; role played by principals in the development of Catholic Sponsored Secondary Schools in Likuyani Sub-County; challenges faced by the Catholic Church in the development of secondary school education in Likuyani Sub-County.

2.2 Role of the Catholic Church in the Development of Secondary Education in the Western World.

Globally, secondary education has played a key role in the advancement of both developed and developing countries. Historical evidence shows that in evangelized lands, the first people to operate schools were Roman Catholics. Studies by Henessy (2015) revealed that, the Roman Catholic Church was strongly involved in Western Civilization which led to the intricate formation of Western Society. It is on record that, the Catholic Church has been a major player in the provision of social services like education and medical care, inspiration for western art, culture and philosophy and influential player in civic education, politics and religion. Catholicism played a role in ending inhuman practices such as human sacrifice, slavery and polygamy. Many of Western Civilization's most influential universities were founded by the Catholic Church. Findings by Ziegler (2011) assert that the church worldwide is the midst of a Catholic education boom and that between 1997 and 2008, the number of Catholic Primary schools rose from 86,505 to 93,315 an increase of a dozen schools every week while a number of Catholic Secondary school grew from 34,849 to 42,234 an increase of 13 schools per week.

The Church has played a key role in the development of education in the Western World from where it spread to other parts of the world through Church Missionary Societies (CMSs). The Church Missionary Societies sprang up in USA, Britain and Canada after being supported by wealthy philanthropic Christians. Apart from spreading the gospel, they established education institutions, churches and hospitals in an effort to spread Western Civilization to the world. Findings by Muller (2001) shows that the church led to decreased levels vices in the society such as, high levels of assault, burglary, larceny and, violent crime both at the individual and state levels. As education people became educated and civilised, criminal activities decreased drastically as the rate of economic and political stability increased in societies. The Declaration of Christian Education, Vatican II (1965 a) states the perceived role of the Catholic School thus; The Catholic School nurtures cultural goals and the natural development of youth who grow holistically. It creates the Catholic School a community climate in the school that is characterised by the gospel spirit of freedom and love. The Catholic School guides the adolescents into responsible personalities in Christ through baptism. The new creatures become the light of the world and spread the good news of salvation.

The Catholic School is an important institution which empowers students with educational, life and social skills which are necessary to succeed in society. Church involvement provides training ground for individuals from all socio-economic backgrounds, equipping individuals with skills to succeed in industry, education and politics. It enables individuals to adopt the application of the concepts of justice, civic education, critical reasoning and, play important roles in major educational program (Hennessy 2015). This is further supported by Pope Pius XI cited by Daniels

(2013)who argued that Catholic Schools have competent teachers well- grounded in the Catholic faith intellect and moral qualifications that befit their office.

According to Lewis(2008) the attendance rate of students who attend Church Schools is five times higher than those who go to public schools. Parents' involvement in churches also improves their children's educational capacities and achievements. Findings also reveal that Parents with high levels of religiosity raise children who are able to complete homework in time, attend class and also attain higher education (Muller, 2001). These benefits positively improve communities, and enhance political stability and permanent healthy communities. They create a group of volunteers who help the poor and vulnerable leading to the moral growth of the society. Students who attend Catholic Church Schools attain civic skills such as public speaking, networking, organizing and they participate actively in politics creating just governments (Schwadel, 2002).

The Catholic School has received more and more attention in the Catholic Church since the second Vatican Council which constitutionalised its role as it appears in the *Lumen Gentium* and *Gaudium est spes*. The council's, Declaration *Gravissimum Educationis*, discussed the wider sphere of Christian education (Garrone & Javierre, 1977). Pope Benedict xvi reminded his brother bishops, at every level of authentic Catholic Education, that faith leaders were charged with the duty of shaping the hearts of those in their school communities, in addition to passing on to them the knowledge associated with the Catholic education. School leaders need to keep in balance the promotion of intellectual growth with the fostering of the richness of faith. He continued to say that the absence of the Catholic School would have been a great loss for civilization and for the natural and supernatural destiny of man basing on its role. This has led to a great demand for admission to Catholic Schools in the world.

A research carried out by Johnson (2000) found out that Christianity has played a great role in human education in Europe and USA and that the first schools in both USA and Europe were Catholic and they taught high moral standards and compliance with God's rules. He continued to argue that statistics showed that students who studied Christianity and Christian values at school were much less likely to engage in illegal activities such as underage drinking, promiscuous sex and carrying arms. In USA schools, from all students who engage in illegal activities only 12% were students studying Christianity or were engaged in Christian schools.

According to Miller (2006), Catholic institutions in the USA should be genuinely catholic in their self-understanding and Catholic in their identity. The ultimate aim is formation of boys and girls who will be good citizens of the world, who love God and their neighbour. He sees a school as a community that needs team work cooperation between educators and bishops, interaction of students and teachers and the schools' physical environment. He states the role of Catholic schools, First is to develop the capability of every student including his or her intellectual, physical, psychological, moral and spiritual capabilities; and secondly; Every school and every teacher in the school ought to be striving to form rational individuals who are capable of making free and correct choices thus preparing young people to be self-driven in this challenging world. This has maintained formidable Catholic traditions in USA schools in spite of ambivalent state involvement in religious schools in USA. Catholic schools are expected to embody Catholic values in their behaviour. The expectation is that teachers in Catholic schools should themselves be Catholic (Johnson, 2003). It can thus be argued that a church or faith based head teacher has a dual role in the school that of ensuring that pupils or students achieve academically and spiritually.

In the Netherlands, 69% of primary and 73% of secondary school students attend privately constituted (Church) schools that are state funded. There is equal funding for both state and faith schools (Makori& Onderi, 2013). These schools offer very high quality education spiritual and moral growth of students thus 2/3 of all primary and secondary pupils attend church schools in the Netherlands. This Dual system in the provision of education has strengthened the church-state relationship. The Republic of Ireland also supports the Dual provision of education such that 450 out of 720 secondary schools are Catholic Church owned although they are funded by the state. The church and state partnership in provision of education has received protection from the 1994 Education Act which gave the church/faith schools some degree of independence in terms of staff and children admission policy.

2.2.1 Role of Catholic Church in the development of Secondary school education in Africa

The Catholic Church has been playing a leading role in development of education in Africa and it operates many primary and secondary schools and also offers financial support to government to help them put up more schools (Hollinan& Mugure, 2014).The Director of The Catholic Institution of Education (CIE), Nathan Johnston records the role of Catholic Schools of ensuring equitable distribution of education outcomes regardless of race, culture or social status and particularly during apartheid error when the government of South Africa provided two education systems for blacks and whites. Today there are 342 catholic schools in South Africa with over 6,000 teachers and 161,000 students. 35% of the students are Catholics.

After independence the Catholic Church entered into an agreement with governments whereby, although the schools were owned by the government they were run by the church which made considerable contribution in terms of financing (Allan, 2009). The

schools have continued to post excellent academic performance and many parents prefer their children to go there. The Church of Uganda's education department equips students with knowledge, attitude, values, and skills for holistic lives. The education department manages 55 pre-primary schools, 490 Primary schools, 450 Secondary schools, 60 post primary institutions and, 6 Universities (Kura, 2014).

2.2.2 Role of the Catholic Church in the Development of Secondary School education in Kenya

The positive achievements of EFA and MDGs initiatives in education calls for full and harmonious participation of all stakeholders as observed by KNUT and KUPPET so that churches should be involved in all aspects of education policy making and implementation at all levels (Odour, 2014). The role of Mainstream Churches in the provision of secondary school education has continued to be a global controversial subject attracting bitter criticism from governments, school administrators, atheists amongst others in spite of them playing a fundamental role in so far as infrastructure, supervision, provision of learning materials, moral and spiritual development of students who constitute the main stakeholder in the education sector (Charu & Mwaura, 2014; Walaba, 2013).

The growth of Private education provision in which Mainstream Churches are part of, is attributed to the decline in Public funds among other funds (Makori & Onderi, 2013). The mainstream churches in the world are classified as Non-State Providers (NSPs) and play a fundamental role in the provision of quality education in expanding access to children who are underserved by State Providers (SPs). The significance of NSPs is also strongly supported by Beatley (2006) who argues that they not only become substitute for government services in most developing countries but a critical constituent in the larger society and that their duties or services have

been institutionalised into development process at times forming controversy between NSPs and the State. The role of religion is a controversial subject globally.

Mainstream Churches were the main sole providers of education in Kenya until they partnered with the colonial government following the recommendations by the Fraser and Phelps-Stokes Commission (Mabeya, et al., 2010). The church and government are the key stakeholders in the provision of education in Kenya according to Lugulu (2013). After independence education was nationalised although the government recognised the role played by Christian churches in the provision of education and need to support them in sharing costs of running schools. Recognition of the church's role by the Government of Kenya (Basic Education Act, 2013) calls for its active participation in the spiritual, curriculum, moral infrastructural and funding of their sponsored schools which will earn them respect, recognition and positive perception from principals thus create a harmonious working relationship between the two key stakeholders in education.

Although the churches surrendered the schools to the GOK at independence, they remained sponsors of the former schools. The sponsor's role was defined by the Education Act 1968; Revised 1980 CAP. 211 (Mabeya, Njino & Ndiku, 2010) thus: To ensure that religious traditions of the founders are maintained; they had a chance of nominating four members of their own to sit in the B.O.M as well as committees; they were also to be consulted before a head is deployed in their schools; they had the responsibility of ensuring that Christian Religious Education as a subject is well taught; to partner with the MOEST to draft the C.R.E syllabus; they were also to be involved in the provision of teaching materials and lastly, they were to provide spiritual care through pastoral programmes in many of their schools (Lugulu, 2013). The dwindling role of the church in education was cited in the Koech Report

(Republic of Kenya,1999) which appealed to sponsors to take an active role in spiritual, financial and infrastructural development of schools in order to maintain their sponsorship status.The role of faith organizations was strengthened in the Report on Task Force on affordable Secondary Education(Republic of Kenya, 2007), that Faith Based Organizations (FBOs) have a role to mobilize communities to provide facilities and resources as well as initiate new schools, ensures provision of quality and holistic education through pre and in-service training programmes offered to teachers, support alternative channels of making secondary education affordable, accessible and facilitate effective delivery, making sure the local community is involved in monitoring quality secondary education and encourages financial responsibility and accountability(Republic of Kenya, 2007).

2.3 Policy Documents on the Role of the Sponsor in Secondary School Education in Kenya.

The role of the sponsor in secondary education is well spelt in major policy documents. One being the Basic Education Act, 2013 and secondly the Catholic education policy in Kenya derived from the Canon Law on Education.

2.3.1Role of the Catholic Church as Stipulated Basic Education Act,2013.

The role of the sponsor is well defined in the above document thus to; participate and make recommendations of review of syllabus, curriculum books and any other teaching aids; representation with school management committees and board of management; to provide sponsorship and advisory services to matters regarding spiritual of chaplains at their own expenses; maintenance of spiritual development while safeguardingthe denomination and religious adherence of others and to offer financial and infrastructural support to their sponsored schools (Basic Education Act, 2013;Kemi, 2014).

Catholic Church sponsored schools place spiritual and character development above the academic excellence. The schools value system is based on Christianity and students are led to achieve self-actualisation and become what God has made them to be. For instance, findings by Barasa & Misati (2012) on the A.I.C sponsored schools reveal that the church ensures co-operation, enhancing and maintaining academic standards and discipline ensuring that the infrastructure and other assets are properly maintained and safeguarded. The Catholic Church education policy is quite clear according to Akala(2014) who argues that stakeholders' politics in education determines the general direction and quality of education. He cites Apple(2001) that stakeholder politics pose a great challenge to the various stakeholders in mooting ways of being accommodated to participate in policy contribution. Everywhere in the world the Catholic Church recognises and contributes immensely to education as an important area of human development because it enhances and develops informal evangelization process. The Catholic Church sees education as a process of holistic formation of individuals-enriching them in all spheres of life including intellectual, technical and social skills through the school, apart from spiritual sustenance.

Akala(2014) views genuine education as that which involves information, formation and transformation. Thus through the monologues and dialogues that characterise the education process, the individual is developed to his/her fullest potential. In Kenya, the Catholic Church participates in education by building schools, participating in curriculum planning and implementation, involvement in higher education and civic education for the wider community. Lugulu(2013) refers to the Canon Law(Can.794(1)), which records the special role of the Catholic Church which has the duty and the right to educating, for it has a divine mission of helping all people to arrive at the fullness of Christian life. She continues to exemplify that the church must

be committed to the cause of education and must be prepared to spend energy, personal time and time in order to educate the youth and form well integrated Christians. However, although, moral and academic growth of students is emphasised by the Catholic Church, caution has to be exercised in order to prevent radicalization and fundamentalization of students with the view of producing holistic products. If the church distances itself from the schools, Koech (1992) warns that, then, she effectively cuts off a large part of the youth from proper evangelization. The Catholic Church asserts that school heads, teachers, the clergy and education officials should strive to make schools not only centres of academic excellence but also centres of peace, justice and hope (CISA, 2008).

Another influential position which the Catholic Church have held is that it have to be consulted as far as the appointment of school principals and Board of Management (B.O.M) is concerned (Barasa & Misati, 2012). This means that they are charged with the duty of ensuring that competent personalities are appointed to these positions through vetting ensuring the overall development of their schools. Findings by Cheruiyot (2005) show that the Kenya Episcopal Conference (2000) expects children to attend school for the purpose of education but also need to establish good study habits. Learners must attend classes, do assignments and attend all school functions including all religious ceremonies. He continues to argue that most schools headed by religious persons as parents, sisters and brothers patrol school compounds as late as 11 Pm and as early as 4 am to instil discipline and hard work. Notably majority of the top 100 high achievers like: Bahati Girls, Kianda Girls, Precious blood, St. Francis Ngandu girls are catholic schools where the Catholic culture is deeply rooted. Hollinan and Mugure (2014) concurs with Cheruiyot (2005) thus over the years, Catholic schools have earned a distinction of excellent academic performance and that

many parents prefer their children to go there (Barasa & Misati,2012). The revival and sterling performance of Sacred Heart Mukumu Girls in last year's KCSE examination is attributed to the school's strong Catholic Faith and motto;"One mind one Heart" that has held them together as a family.

The secretariat recruits capable persons to function as Diocesan Education Secretaries whose duty is to facilitate policy implementation, to provide necessary supervision and to coordinate all education related activities of the church in a given sub-county. They are also responsible for creating and maintaining efficient network and linkages influencing the general direction that schools move.

Biswal(2011), writing about the role of church in secondary education in India argues that education advances quality of life by enabling universal access to quality knowledge and skills by ensuring that everybody has equal opportunity to play a full part in work and society. It is therefore essential for integrating the marginalised and vulnerable in the society into the development process leading to the redistribution of income and wealth and alleviates income poverty. Development, therefore can greatly contribute towards acquiring global competitiveness and achieving the MDGs.

The UNESCO Institute for Statistics report failed to rank Kenya in the global goals tracking list that put the country on the spot over its effort to meet the Universal Education Agenda (UEA) as reported by Oduor, (2014). The report indicated that Kenya still had 1million children and 30,000 adolescents out of school making it unable to achieve the EFA and MDG's on education.Findingsby Kerre(2011) recognizes secondary education as the panacea to the economic development of the world. It prepares students for tertiary education in order to satisfy the growing global demand for sophisticated labour force.It is the driving force behind the fast

development of the Asian Tiger economies thus the developing world economies have no otherwise but depend on it if they have to raise their economies, quality of life and living standards of their citizens. Khamati and Nyongesa(2013) note that investment in human resource development enable individuals to contribute more positively and effectively to the development of countries. He continues to note that illiteracy has been identified as a factor that imposes both relative and absolute burden on the economic well-being of a nation thus many countries including Britain, USA, Sweden, Egypt and Canada among others started long ago in the 1950s to finance secondary education.

In his *ad limina* address to a group of American Bishops in June 2004, Pope John Paul II stated that Catholic Schools should express physically and visibly the external signs of the Catholic culture including images, symbols, icons and other objects of traditional devotion. Catholicism is intentionally directed towards the growth of the whole person. Catholic education aims to develop gradually the capability of every student intellectually, physically, psychologically, morally and religiously. He continued to say that every school and educator had the duty to serve in order to form strong individuals who are capable of making free and correct choices to enable them discover the reality and meaning of life (Nyaega, 2011; Miller, 2006).

In Kenya, studies by Lugulu(2013) reveals that Catholic Schools have played a central role in deepening the church faith of young people, providing the church with the first great evangelizers and community builders. She continues to state by their own admission, the graduates of Catholic schools have learnt precious lessons for life which has helped them embrace their civic and family responsibilities with commitment thus many graduates of the Catholic Sponsored Secondary Schools of the 1950's and 60's have been champions and leaders in many fields of Kenya's

development, displaying heroic commitment to service of society. This is in line with the MOEST's (Republic of Kenya, 2007) view about secondary education that it builds the foundation by providing opportunities for young people to develop skills to meet demand of the labour market. An increase in access to quality education is important to socio-economic growth, productivity, increased industrial earnings and reduced inequalities according to Barasa and Misati(2012). It is the link between academic and practical knowledge, life, skills, development and the job market; including self-employment and entrepreneurship.

In Likuyani Sub-County 23 out of 25 (92%) public secondary schools have a strong Christian influence and the churches involved are: Catholic, Friends African Mission, Pentecostal Assemblies of God, Presbyterian Church of Eastern Africa, Anglican Church of Kenya and The Salvation Army. In spite of studies having been carried out in many parts of the world including Kenya on the contribution of Mainstream Churches in the establishment, growth and promotion of education, no such study has been carried out on the principal's perception on the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

2.3.2 The Catholic Education Policy in Kenya

The role of the sponsor in Catholic sponsored schools in Kenya is well documented in the Catholic Education Policy. The Catholic Education Policy is well stated in the Kenya Episcopal conference (2000) which affirmed the Catholic Church's readiness to establish schools in order to promote quality education based on Christian values and integral development of the whole person and promotion of the common good of the society. According to the Code of Canon Law Can. 794(1), the duty and rights of educating, for it has a divine mission of helping all people to lead Christian lives. Thus Catholic pastors have a monumental obligation of ensuring that all Catholic

faithfuls attain Christian education according to Can. 794(2). This is strengthened by the Second Vatican Council (1965) that stated that education is, the concern of the Church, which has not only the duty of educating its flock, but also ensuring its flock is saved and used to convert non-believers to Christianity (*Gravissimum Educationis*; no. 3, 1965).

The Bishop is the sponsor of all church's schools in the diocese. His role is to maintain the religious traditions of schools in his diocese Can. 794 (2). His work is carried out by the Diocesan Education Secretary whom he appoints and the Diocesan Religious Education Advisor (DREA). They ensure that those who are appointed as teachers of religion in a school, even non-Catholic ones are outstanding in true Catholic doctrines in a school Can. 804(2). The local Bishop has the right in his diocese to appoint or to approve teachers of religion, and if religious and moral considerations require it, the right to remove them on demand. He also watches over and inspects the Catholic Schools situated in his territory even those established or directed by members of religious institutes Can. 806(1).

2.4 Principals' Perception of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education.

According to Mulkeen (2005), secondary school principals are experienced teachers who are selected on the basis of their seniority in the teaching and management of schools. They carry out three aspects of school life including; academics, finances and general administration.

2.4.1 Principals' Perceptions of the working Relationship between principals and the Catholic Church in the Development of Education from a Global Perspective.

Barret and Gilbert (1996) as cited by Boles (2015) states the pastor is called upon to attend to his spiritual duties in spite of pressing financial challenges. In a study by

Frenza(2015) in USA on the role of the Catholic Principal is not just being intellectually and academically knowledgeable but spiritually educated as well. As a witness of the faith, the Catholic school principal is viewed as the guardian of the Catholic heritage within the school and plays a vital role in the quality of Catholic Education (Belmonte & Cranston, 2009).King (2013) states the role of the Catholic sponsor as perceived by principal thus; ” they should be well equipped with the Catholic education philosophy, give spiritual guidance to all school stakeholders, actively participate in major school activities, work harmoniously with the school board and the parents association, support the school administration, and extend financial support to the school”.

According to Richardson(1995) ascited by Yambo,etal., an effective principal is supposed to be a leader of leaders who forms collective decisions that are acceptable to all for effective implementation of the schools’ strategic plans and education goals. Hart (1996) noted that where achievement was high, the Principal made the difference. He adds thus, “What the Principal does for him or herself has great consequences for the institution on both practical and symbolic planes.” He is supposed to work with the pastor to allow him plan and provide for the spiritual development of the students and the whole school community. The pastors are therefore called upon to shepherd the stakeholders in the Catholic Church community faculty, staff and families (King, 2013).

A study by Boles (2015) sought to understand the perceptions of school principals on the attitudes and beliefs regarding the role of each partner and the relationship between them. The principals’ perception was investigated owing to the critical role

they play in the school administration. Nuzzi (2013) identified key areas of pastor presence in the Catholic school as financial, social, and spiritual. Studies by Fulton (2013), revealed the need for both the principal and the pastor to work together because they are valuable to each other.

Principals are supposed to collaborate and consult each other for the crucial functioning of the school and the parish. In a study carried out on 65 principals, 47 pastors and 91 Catholic schools from four dioceses in Northern Carolina Fulton (2013) it was revealed that although both the principal and pastor should have a visible presence in the school, the pastor should leave the day to day running of the school to the principal. Urbanisk (2013) adds that the powerful partnership between the pastor and principal can result in a strong responsive school that is guided by a strong Catholic ethos and a multi-dimensional vision that can prepare the school for the demands of the present challenges of the future. Principals' perception determines his behavior and attitude towards other stakeholders which can determine the development of a school either positively or negatively and which calls for this study.

2.4.2 Principals' Perception of the working Relationship between principals and the Catholic Church in the Development of Education from Kenyas Experience.

In Kenya, the Basic Education Act (2013) states that the management of all public schools is vested in the schools' BOM and the principal is it's secretary and Chief Executive Officer (CEO) who oversees the day- to-day running of the school. His role is therefore critical in the successful implementation of government policies (Mabeya, eta'l.). Studies by Johnson, (2003) revealed that the role of principals is very crucial in development and effectiveness of schools, a subject which has attracted much discussion. Empirical research by Mbiti (1974) as cited by Lugulu (2013) identified six responsibilities of a headteacher, those to his employer Teachers Service

Commission (TSC), to his profession, to the community served by the school, to the parents of the school, staff and students. Sponsors fall under the community category.

Southwartt (1995) as cited by Johnson (2003) observes that headship is not simply a technical matter but also borders such areas as social, moral and educational beliefs which he instills in the school community. This is resonated by Nias, et al., (1992) as cited by Johnson, et al., (2000) notes that, the culture of the school starts with the beliefs and values of the head and then seeks to promote the same values and beliefs in the staff. He /she is expected to be the prime agent, articulating, embodying and implementing the school's mission and ethos (Schutloffel, 2003; L'Homme, 2013). This is supported by Charu and Mwaura, (2014) who observe that the principal has the role of maintaining discipline by setting the tone and morale of the school through their remarkable influence on teachers and students. Shane (2012) in his work: *The Catholic Principal: A Transcendent Leader?* Under the authority of the diocesan bishop, they are accountable for every aspect of the Catholic School's ethos, life and curriculum. He has the task of leading and developing their school as a community of faith, responsible for the schools' effectiveness as a community of evangelization, and as school leaders they are expected to embody the values and vision of the Catholic School.

As part of the BOM, Principals have influence on the appointment of members of the BOM in consultation with the sponsor (Lugulu, 2012). Their strategic position in the school management is very crucial in the achievement of education goals. Their perception on other stakeholders including sponsors, impact greatly on the achievement of educational goals.

From the aforesaid the achievement of the schools strategic plans and the MOE and community goals depends on the managerial expertise of principals. Their decision making effort leads to one goal; summative evaluation which is gauged at the end of every year through national examinations. Every year candidates take their national examinations whose results are used as a yardstick to gauge the managerial competence of Principals (Yambo & Tuitoek, 2014). In a report presented to area education stakeholders forum in Kipkarren Division of North Nandi District indicating that 11 out of 17 secondary schools experienced a lot of management problems mainly due to conflict between the sponsor, head teacher, community and the government. This led to the transfer, interdiction, dismissal, disruption of learning that witnessed poor results and permanent tension between the government, community and the sponsor. Studies by Omboko (2006) found out that the conflict led to the transfer of six head teachers and students and low morale with all stakeholders.

This contributed to the disruption of academic programs, inadequate staffing as a result of transfers, hostility, suspicion and low morale by teachers which affected school activities, and inequitable distribution of qualified teachers. This negative perception by principals is supported by Misoi (2008) in a paper presented to the provincial secondary schools Heads Association Western Province which revealed that 10% of the head teachers in Western Province in Kenya were transferred while 2% left headship because of management conflicts with the sponsor. All the above destructors have elicited negative perception of Principals on the role of the sponsor.

Sponsors have been accused of closing down schools indefinitely, rejecting principals who have been posted in their schools by the MOEST and meddling and destabilizing instructional activities of the school system (Makori & Onderi, 2013; Mabeya et al., 2010). They cite a specific situation where a sponsor withheld a secondary school

donation for purchasing laboratory and carpentry equipment with the head teacher was transferred. This happened because the head teacher had refused to give some of the donation to a church camp in the school. In other instances the sponsor has been accused of creating falsehoods about principals they dislike, leading to their transfer or demotion thus creating a poor working relationship. It is quite apparent that the above instances have created a negative working relation between the Principal and the sponsor.

In Likuyani Sub-County 23 out of 25 (92%) (MOEST, Likuyani Sub-County) public secondary schools have a strong Christian influence and the churches involved are: Catholic Church, Friends African Mission, Pentecostal Assemblies of God, Presbyterian Church of Eastern Africa, Anglican Church of Kenya and The Salvation Army. In spite of many studies having been carried out in many parts of the world including Kenya on the contribution of the Catholic Church in the establishment, growth and promotion of education, no such study has been carried out on Principals' Perceptions of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

2.5 Principal's perception of the challenges faced by the Catholic Church in the development of Secondary School education.

It is quite apparent that the Dual relationship between the church and governments of the world in the provision of education has posed challenges (Johnson, 2006). The government and the church are the key stake holders in the provision of education in the world and have faced mayhem of challenges ranging from administrative challenges, reluctance to attend mass by some teachers and students and, financial constraints as cited by Lugulu (2013) and discussed hereunder.

2.5.1 Administrative Challenges.

Some mainstream churches have played a limited role in the appointment of head teachers and members of staff. In the UK head teachers and the teaching staff have to possess the catholic faith for them to teach in Catholic sponsored Schools. This is done to maintain the Catholic tradition in their schools. Research findings by Daniels(2013); Schuttloffel (2003) show that many new Catholic administrators lacked both the spiritual leadership skills and theological knowledge essential to faith leadership as many had received their leadership training at public universities. Schuttloffel (2003) added that only one fifth of Catholic School principals today have little theological education. Studies by Dwyer (2005) reveal that principal find it extremely difficult to appoint and retain highly qualified teachers who decamp to public schools with better terms which affects the administrative work of principals in Catholic schools. They teach only for a few years in Catholic school then leave for greener pastures. Findings by Otieno(2013)and, Kirui, show that Mainstream Churches including the Catholic Church in Kenya, demands for more powers in the management of their schools in terms of who should teach there, who the head teacher should be, and who the board members should be exceeding their statutory mandate. This concurs with findings by Okotoni and Okotoni(2003) in Nigeria who states that school management conflicts result into disruption of academic programs, inadequate staffing due to unplanned transfers of teachers, withdrawal from active participation in school activities, inequitable distribution of qualified staff since most avoid schools with conflicts and the government suffers financial losses from closure of schools while pupils and their parents suffer unquantifiable losses.

The appointment of school administrators can compromise development strategies of schools because allowing them to influence the appointment of such persons may

make them play second fiddle to them in order to be retained thus compromising professionalism (Cheruiyot, 2005). Some Catholic Churches have been criticised for unduly evicting school principals closing down schools disrupting the learning process. As recorded by Okoko(2001), theCatholic Church closed down their sponsored schools in Kisii District including Cardinal Otunga, St. Paul Amasoso, Otamba, Segera Girls and Rangenya alleging that their principals were to be transferred for posting poor results in the Kenya Certificate of Secondary Examinationover the years. This action led to time wastage and created tension in the affected schools leading to low morale to both teachers and students aggravating the situation. Such incidents were also reported by Mutsotso in studies carried out in Vihiga Sub-County and Mosomi & Wazera(2001) in Aldai Sub-County who noted that such undue church influence impacted negatively on the general performance of the affected schools by reducing the morale of students and teachers; lowers productivity and also increases legal cost. They continue to record that in Aldai High School the Church sponsors wanted the headmistress transferred because she had refused to pay salary to a chaplain sent to the school. Mabeya, etal., (2010) record that churches are subjected to stiff policies during policy making which brews conflict between principals and sponsors affecting the spiritual, and moral growth of students. Such cases impact negatively on academic growth of the concerned schools leading to wasted time on conflicts, low employment, motivation, lower productivity and, increased legal cost. The study also reveals that school managers usually spend 20% of their time dealing with conflicts. Okotoni and Okotoni (2003) concur that conflicts disrupts academic programmes, inadequate staffing and withdrawal from active participation in school activities.Although Johnson (2000) argues that Church schools should be privatised in order to for them to maintain their aims effectively, it is the

argument of this paper that the dual partnership between the two stakeholders under focus be strengthened.

2.5.2 Secularization threat

The Kenya Episcopal Conference (2000) requires that, all students and teachers in Catholic sponsored schools attend mass conducted by the sponsor whether they attest to the Catholic faith or not, in order to maintain the Catholic identity in schools (Terry, 2013).

In England, the Church of England and the Catholic Church have been given mandate to institute their religious traditions in their sponsored schools. However, there is opposition from a wave of secularisation that is cutting along schools in England (Johnson, 2000). A report by the Diocesan Education Council, Diocese of Rockhampton (2013), revealed that some teachers failed to attend mass and other parish activities as expected and went upcountry to visit friends and their families. Participation in religious activities had declined drastically leading to the secularization of the Australian society. Findings by Fulton (2013) revealed that there is lack of full school participation in liturgical participation and Catholic identity. His studies further revealed that promotion of the Catholic identity, faith development and, moral growth were all aspects of a principal's responsibility.

At times principals in Catholic sponsored schools in Kenya face a wave of disciplinary problem from non-Catholic teachers and students who fail or are reluctant to attend compulsory mass or services presided over by the priest. This could be linked to many factors, one there is a wave of secularisation sweeping across the globe (Johnson, 2000). Watson (2010) supports Johnson (2000) that products of such schools are unable to cope with pressures of modern secular life. (Mabeya, Njino &

Ndiku, 2010; Akala, 2014) concur with Watson that Catholic Church schools are socially divisive, narrow minded, only teach about creationism and suffer from poor quality teaching leading to low education standards. Others argued that the state sanctioned religion in schools infringed on religious liberties of students (Jacob, 2004; Wambui, 2011).

The above factors prevent full participation by students and teachers in mass which antagonises the relationship between the principals and the sponsor. However, finding by Britten (2002) and Green (2009) as cited by Watson (2010) and Walaba (2013) dismiss the above criticism arguing that they are based on hearsay and prejudice. Research findings by Theos & Stapleford Centre (2009) cited in Watson (2010), indicate that students who have attended schools with strong Christian ethos achieve high academic standards, and are emotionally and spiritually balanced than those who have attended normal schools. They are remarkably mature socially, economically, emotionally and politically well rounded.

2.5.3 Financial Constraints by the Catholic Church

Catholic Church Sponsored schools have increasingly faced challenges ranging from financial constraints, misappropriation of funds by school administrators and delayed disbursement of funds to their Sponsored Schools. There were also issues between schools and diocesan school commission especially in relation to capital expenditure. This has adversely delayed school programs, demotivated teachers and students and negatively compromised education standards in the aforesaid schools. Many teachers are reluctant to step into leadership roles as Head teachers in order to avoid financial challenges. This is supported by findings done by Harris (2000) Catholic schools in USA receive very little government funding thus schools are forced to fund themselves depending on Parish subsidies, tuition and, fundraising. This financial

constrains has affected staffing and student enrolment. According to Dwyer (2005), as a result of financial constraints tuition fees has steeply risen making Catholic Schools unaffordable and a reserve of the elites. The situation has become so acute that one of the principal said they operate on the policy of every school for itself or Survival of the fittest. According to Ziegler (2011), the number of Catholic schools fell from 8,046 to 6,980 between 2000 and 2010 while enrolment dropped by 22% in the same period due to lack of affordability, rising daycare and transport issues and the declining number of middle class parents.

In Australia, some fundamentalist groups have opposed state funding and subsidies in order to prevent the government from assuming control of their schools (Kyalo, 2004). This overprotection of schools by churches denies schools the necessary state funding reducing the pace of infrastructural, curriculum and manpower development of church schools in Australia.

In Kenya, findings by Makori and Onderi (2013) indicate that sponsors offered little or no financial support the schools they sponsored. Mabeya, et al., (2010) concurs that the Catholic Church do very little to the financial and infrastructural development of schools leading to their underdevelopment yet they want their presence to be felt. Although the government of Kenya is committed to making quality secondary education affordable and accessible to all school going children, public resources are constrained which calls for continued and effective partnership between the government, the private sector and FBOs in the provision of education (Republic of Kenya, 2007). Another research carried out in Oxfordshire on the UK reveal conflictual relationship between head teachers and Parish Priests which disrupted academic programmes in schools. A case by Johnson (2000) identified tension linked to Parish payments for school repairs where one priest refused to contribute the full

amount requested on the basis that the school did not have many of its parishioners. The case of Australia is a bit different according to Wambui (2011) who states that some fundamentalist groups did not accept state funding and subsidies so that the government could not assume any control over the schools.

There have been conflicts between Catholic Church and head teachers in so far as the Education Acts are concerned. In a study carried out in Oxfordshire UK by Watson(2010) and cited in Makori & Onderi(2013) records that one of the head teacher strongly objected to the practice of priests meeting as an area committee to advise the archbishop in education matters. One parish Priest refused to contribute the final amount requested on the ground that the school did not have many of his parishioners even when it had a number of non-Catholics from his Parish. Beatley (2006) observes that tension exists because mainstream churches are subjected to forms of regulations that are largely repressive and are effectively designed to protect established interests.

The appointment of sponsors seconded to schools should be done on merit as recommended by Lugulu(2013) such that all those appointed should have the required expertise in education policy and theology in order for them to dispense competent service to schools probably retired educators who are still active. Most conflicts between the government and the Churches exist in our schools because those appointed are usually incompetent which curtails their service provision. The MOEST and Education Board of the Catholic Church should set high standards for one to serve as a sponsor on a school committee. The Catholic Church representatives on school management boards need to be orientated, trained and inducted and even paid an allowance the Catholic Church to enable them disseminate quality services in their sponsored schools. At the same time, the church in Kenya and other developing

countries is being confronted with diminishing donations from her flock due to hard economic and social challenges incapacitating their children from accessing quality basic education. There is very little sponsorship emanating from churches to schools to support orphaned and vulnerable children who are unable to pay school levies.

If the Catholic Church can reclaim its traditional role of funding tangible projects in their sponsored schools then their influence will definitely increase resulting to a positive perception by Principals. It is quite apparent that challenges between the state and Mainstream Churches exist because the latter has abdicated its traditional duty of funding tangible projects in their schools such that their impact is hardly perceived in their sponsored schools and at the same time their role though clearly defined is not clearly understood by them (Masika & Simatwa, 2010). Funding by the government through the Free Day Secondary Education (FDSE) is not enough yet the church although well-endowed has not played its philanthropic role of helping the needy at a time when the number of Orphaned and Vulnerable Children (OVCs) are on the rise at a time when our country is facing drawbacks such as terrorism, HIV/AIDs, impoverishment due to hard economic times that has claimed many lives. Many students have often dropped out of school due lack of school fees and basic needs. Church policies on education have to be fully enacted and operationalized to enable churches to participate actively in fundraising in order to complement the government's effort of funding and running public schools professionally as in the case of the Catholic Church in the UK (Johnson, 2000). The government and the Catholic Church's role is quite momentous in the development and holistic growth of students and thus this dual partnership should be synchronised. The role of the Catholic Church in the development of Secondary Education in many parts of the world including Kenya has been investigated. However, no study on the principals'

perception on the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County has been investigated.

2.7 Summary of Literature Review and Knowledge Gap

This chapter discussed the extent to which the Catholic Church has played in the development of secondary school education, the perception of Principals on the role of the Catholic Church in the development of secondary school education and challenges faced by principals in the development of secondary school education in Likuyani Sub-County. Findings by other scholars indicate that the Catholic Church plays a fundamental role in the development of secondary school education in spite of the challenges faced (Makori & Onderi, 2013). To fill up the knowledge gap, this study sought to investigate the Principals' perception of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-county. Although the MOEST has given the Catholic Church immense influence in the development of secondary school education, the it still has to do a lot more to fulfil its expectations. This study sought to bridge the gap. The next chapter will tackle Research Methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on research methodology, design, study area, target population, sample size, sampling procedures, administration of data collection instruments, validity and reliability of the research instrument, data analysis and presentation and ethical considerations.

3.2 Research Design

Cresswell (2013) defines research designs as plans and the procedures for research that span from broad assumptions to detailed methods of data collection and analysis. This study employed the Mixed Methods Research Design for it was found useful in helping the researcher to collect data exhaustively better than does the single approach designs (Tashakkori & Teddlie, 1998). A Mixed Methods Research Design is an approach to inquiry that combines both quantitative and qualitative approaches. It involves integration of philosophical assumptions; the use of both quantitative and qualitative approaches and the mixing of both approaches in a study. The use of both structured and closed questionnaires is paramount because it enables the researcher to capture both qualitative and quantitative data. It also involves the use of both approaches in tandem so that the overall strength of the study is attained (Cresswell, 2013). The respondents were subjected to a variety of resilient questions that were necessary in this research.

The findings were meant to encourage the Catholic Church to continue playing an active role in the development of education in its sponsored secondary schools in Likuyani Sub-County. This was meant to positively improve the Principals' perception of the role of the Catholic Church in the development of secondary school

education in Catholic Sponsored Secondary schools in Likuyani Sub-County. The utilization of this design was found to be economical and it generated data in all the 15 Catholic Church sponsored secondary schools in Likuyani Sub-County without bias which was analysed for adoption by the MOEST.

3.3 Study Area

The area is appropriate for study because 23 out of the total 25 secondary schools are public and Church sponsored. This means that there is immense church influence on education development in this area while 15 of them are Catholic sponsored; which means that it has immense Christian influence on education development. There is no privately owned and managed secondary school in this area.

3.4 Target Population, Sample Size and Sapling Procedure

3.4.1 Target Population

The study purposively targeted all the 23 secondary schools established by Mainstream Churches in Likuyani Sub-County distributed as follows, 1 PCEA, 4 FAM, 1 PAG, 1 Salvation Army, 1 ACK and 15 Catholic sponsored secondary schools. This numerical strength clearly manifests the influential role played by Mainstream Churches and particularly the Catholic Church in the establishment and management of secondary schools in Likuyani Sub-County.

3.4.2 Sample Size and Sampling Procedure

Purposive sampling, a non-probability sampling was used to generate data from all the targeted 15 Catholic Secondary Schools from the universe of 25 secondary schools in Likuyani Sub-County (Mbwesa, 2006). Whereas 23 secondary schools are public and Christian sponsored, 15 of them are Catholic Church sponsored.

The survey therefore captured data from all the 15 Catholic secondary schools 15 principals in the schools and the Catholic Church education secretary Diocese of Kakamega in the area of jurisdiction. The diocesan education secretary was selected because he is appointed by the diocesan bishop basic on his qualification in education matters and thus is in a position to know happens in all Catholic sponsored schools in the diocese. Of the total Catholic secondary schools in Likuyani Sub-County, only 2 are County schools while the remaining 13 are sub-county schools. Whereas eleven of the Catholic sponsored secondary schools are mixed, three are girls' schools while the remaining one is a boys' school. There are only two full boarding Catholic Church sponsored schools while 13 are Day Schools in Likuyani Sub-County. Therefore 16 respondents constituted the sample in this study.

3.5 Description of Data Collection Procedures

The researcher used document analysis from the Ministry of Education Science and Technology Likuyani Sub-County, questionnaires and interview schedule in the collection of data related to the Principals' Perceptions of the Role of the Catholic Church in the Development of secondary school education in Likuyani Sub-County.

3.5.1 Questionnaires

Structured and closed-ended questionnaires are a basic tool for information gathering. Before being administered to the respondents, the questionnaires were pre-tested in three schools using the test-retest technique to establish their weakness and corrections were made to establish their reliability. They were also submitted to three experts in the Faculty of Education and Human Resource Development, Kisii University to establish their validity. Questionnaires are advantageous because they can capture information from a large population and geographical region; confidentiality is upheld; it saves time and since they are presented in paper format, there is no

opportunity for interview bias. They were administered to the respondents by the researcher and research assistants in order to obtain credible data directly from them. Unclear questions were clarified by the researcher and unanswered questions were presented to the respondents again. The questionnaire was administered to all the sampled principals.

3.5.2 Interview Guide

Interview guides were used to gather information from the Catholic Church Education Secretary Diocese of Kakamega to investigate the Perception of principals on the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County and the effort being done to alleviate the situation. Interview schedules are justified because they are able to capture ideas, opinions, and attitudes from the respondents. Interviews are flexible; respondents feel that they are part of the interview thus give more reliable data; allows the interviewer to be responsive to individual differences and situational characteristics and it is also important in studying sensitive topics such as sex education and abortion.

3.5.3 Validity of the Research Instruments

According to Mbwesa (2006), an instrument is said to be valid if its content is relevant to the purpose for which it is designed. It ensures that the instrument measures what it is supposed to measure and generate authentic data from the respondents. The researcher designed questions upon which he presented them to three experts from the Education Department, Kisii University for verification of relevance. Feedback obtained from piloting in three schools was used to improve the research instruments. Unclear and ambiguous questions were clarified while others were restated. This enabled the instruments to capture the correct data intended to be measured.

3.5.4 Reliability of the Research Instruments

According to Kothari(2004), reliability refers to the consistency of results after repeated trials. Reliable instruments should generate the same response each time they are administered. During the piloting stage the instruments were subjected to the test-retest technique to three Principals in a span of two months to ascertain their reliability. Cronbach's alpha coefficient was employed to compute the correlation coefficient in order to ascertain the reliability of the likert scale. This was meant to establish the extent to which the questionnaire was consistent in providing the same results every time the instrument is administered to the respondents. According to Gay (2003), a co-efficient of 0.70 is adequate but a co-efficient of 0.80 is very good. According to this computation only the Principal's perception of the role of the Church in the development of secondary school education in Likuyani Sub-County passed the as opposed to the Principals' perception of the working relationship between principals and the Catholic Church in the development of secondary school education with a Cronbach value of 0.482 and the Principals' perception on challenges faced by the Catholic Church in the development of secondary school education in Likuyani Sub-County with a Cronbach value of 0.246 as displayed in Table 3.1.

Table 3.1 Reliability Tests

Scale	Cronbach alpha value
Role of Catholic Church	0.482
Principals' perceptions	0.728
Challenges	0.246

3.6 Data Collection Procedures

The researcher asked for a letter of introduction from Kisii University which was used to obtain a research permit from the National Commission for Science, Technology and Innovation to conduct the research. A copy of the letter was sent to the Kakamega County and Likuyani Sub-County Directors of Education and also respective schools to allow the research to be conducted. The researcher visited respective respondents and sought permission from them to conduct the research. The researcher left questionnaire with the Principals which were collected back after a fortnight. The researcher personally carried out interviews with the Diocesan Education Secretary by phone.

3.7 Data Analysis and Presentation

After collecting data it was processed before carrying out analysis in order to correct problems that might be identified in the raw data. This involved elimination of unusable data, interpretation of ambiguous answers and eliminating contradictory data from related questions. The researcher then designed a coding scheme and assigned codes to each likely response and were entered in access database and exported to SPSS V.20 for analysis. Data was summarized using frequencies means and standard deviation. Results were presented in the form of tables, graphs and charts descriptive statistics of weighted averages and then presented it using tables, graphs and charts.

3.8 Ethical Considerations.

A research authorisation permit was obtained from the National Commission of Science Technology and Innovation to conduct the research. A copy of the permit was presented to the County Director of Education, Kakamega County and the Sub-County Director of Education, Likuyani Sub-County before commencement of the research. The researcher observed confidentiality, honesty and objectivity in order to

avoid biased, untrue, deceptive and doctored outcomes. The researcher applied statistical procedures without undue favour or influence.

3.9Chapter Summary

This chapter discussed how data in this study was collected, analysed and presented. It specifically discussed the research design and the methodology used in the study, target population, sampling procedure, research instruments and how their validity and reliability was determined, analysed and presented. The succeeding chapter presents results of this inquiry.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter presents research findings.

4.2 Demographic Characteristics of the Principals

The demographic characteristics obtained from the Principals is well displayed in Table 4.2.

Table 4.2 Demographic Characteristics of Principals (n=15)

Item	Frequency	Percentage
Gender		
Male	11	73
Female	4	27
Years of Service		
11-20	8	53
21-30	7	47
Denomination		
Protestants	9	60
Catholics	6	40

Source: Author's own creation

4.2.1 Gender

The respondents were asked to indicate their gender. All the 15 Principals completed the questionnaire. Among them 11 were male and 4 female. Gender was seen necessary to ascertain the gender distribution in administrative positions in schools in the area under study as distributed in Table 4.2. Among them 11(73%) were male while 4(27%) were female confirming existence of gender disparity in organizations in Kenya.

4.2.4 Years of service

The participants were asked to indicate their years of service in the teaching profession in order to ascertain their wealth of experience. Years of service are an indication of job experience and efficient delivery of service. The results are indicated in Table 4.2.

8 (53%) and 7 (47%) of the respondents had worked for 11-20 and 21-30 years respectively accounting for the appointment of experienced administrators to Catholic schools to managerial positions for efficient delivery of service. Long service also means that the appointed principals were more experienced to comment on the role of the Catholic Church. An interview with the SQASO revealed that he had worked in Likuyani Sub-County for more than ten years.

4.2.5 Denomination

The interviewees were asked to state their denomination. Denomination of the respondents was sought to establish the type of faith the Principals appointed to manage Catholic sponsored schools professed. The findings are shown in Table 4.2.

Results indicated that, whereas majority 9 (60%) of the respondents were protestant 6(40%) were Catholics. This means that the Catholic Church is not biased religiously as far as appointment of principals to their schools is concerned

4.3 Role of the Catholic Church in the Development of Secondary Schools Education in Likuyani Sub-County.

Research Question 1 investigated the role played by the Catholic Church in the development of secondary school education in Likuyani Sub-County. Results to the questionnaires are displayed in Table 4.3.

Table 4.3 Role of the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County

Role	SA	A	U	D	SD	Mean±SD
Recruitment, appointment and transfer of teachers and principals	0(0)	8(53.3)	1(6.7)	5(33.3)	1(6.7)	2.9±1.1
Provision of learning materials	0(0)	5(33.3)	0(0)	7(46.7)	3(20)	3.5±1.2
Recruitment and payment of some members of staff	1(6.7)	0(0)	1(6.7)	9(60)	4(26.7)	4.0±1.0
Sponsoring members of staff for further training	2(13.3)	4(26.7)	1(6.7)	4(26.7)	4(26.7)	3.3±1.5
Actively involved in physical and infrastructural growth	0(0)	3(20)	1(6.7)	7(46.7)	4(26.7)	3.8±1.1
Organizing education days and awarding schools, teachers and students with outstanding results	3(20)	4(26.7)	1(6.7)	4(26.7)	3(20)	3.0±1.5
Actively involved in spiritual and counselling of teachers and students	2(13.3)	10(66.7)	1(6.7)	2(13.3)	0(0)	2.2±0.9

SA=strongly agree, A=agree, U=undecided, D=disagree and SD=strongly disagree

Source: Adapted from SPSS Output

4.3.1 Recruitment, Appointment and Transfer of Teachers and Principals

The study sought to establish the role played by the Catholic Church in the recruitment, appointment and transfer of principals and teachers. As indicated in table 4.3, the findings indicated that majority 8 (53%) of the respondents were of the opinion that the Catholic Church was involved in the recruitment, appointment and transfer of teachers as opposed to 6 (40 %) who were of the negative opinion. This means the Catholic Church is conscious on what type of personnel is being appointed or deployed to their schools.

4.3.2 Sponsorship to Members of Staff for Further Training

The respondents were asked to state the contribution of the Catholic Church in the sponsorship of teachers for further training in order to promote their competence with the view of improving education standards in their schools.

Table 4.3 indicates the Principals' response to the number of teachers the church has sponsored for further studies. The result show clearly that the church has not done well in upgrading of the teaching staff. Only 4(7%) of the principals reported that the Catholic Church had sponsored 1-5 teachers for further studies from the time their schools were incepted.

Although majority of the Principals 8 (53%) disagreed that the catholic did not play an active role in sponsoring members of staff for further training some agreed 6 (40%) that played a crucial role this calls for a more active participation of the catholic church in the sponsorship of the teaching staff for the sake of manpower development in their sponsored schools.

4.3.4 Provision of Teaching and Learning Materials

The respondents were asked to indicate the role played by the Catholic Church in the provision of teaching and learning materials. As displayed in Table 4.3, majority of the respondents 10 (66%) were in disagreement that the Catholic Church provided learning materials to its sponsored schools as opposed to 5 (33%) were of a positive opinion which calls for the catholic church to play a more active role in the provision of learning materials.

Appendix 4 is an analysis of the 2016 KCSE Mock results done by Catholic Sponsored secondary schools in the Catholic Diocese of Kakamega. It is evidence that the education office in the diocese: funds, sets, supervise, marks and analyse mock

results in the diocese with the view of raising academic standards in its area of jurisdiction. Results obtained can be used to assess academic standards, monitor and evaluate the curriculum implementation in the diocese.

4.3.4. Recruitment and Payment of Some Members of Staff

The respondents were asked to indicate the role of the Catholic Church in the recruitment and payment of some members of staff. As displayed in Table 4.3, most participants 13(87%) were of the contrary opinion that the Catholic Church played a crucial role in the recruitment and payment of some members of opposed to 1 (7%) at a time when most schools are facing acute teacher shortage. This will be an eye opener to the Catholic Church to recruit and pay some teachers as one of their philanthropic principle.

4.3.5 Active involvement in Physical and Infrastructural Growth of Schools

Participants were asked to indicate the contribution of the Catholic Church in the physical and infrastructural growth of schools. Majority of the participants 11(73%) were dissatisfied with the Catholic Church involvement in the physical and infrastructural growth of schools as opposed to the minority 3 (20%) who were satisfied as displayed in Table 4.3.

4.3.6 Organizing Education Days and Awarding Schools, Teachers and Students with Outstanding Results

The participants were asked to indicate the role played by the Catholic Church in motivating schools, teachers and students. Results in Table 4.3 indicate that, whereas 7(47%) of the respondents agreed that the Catholic Church organized education days where schools, teachers and students with outstanding achievement were awarded variously; a similar number of respondents disagreed with the opinion; while 1(7%) was undecided.

4.3.7 Provision of Bursaries to Students with Special Needs.

The participants were asked to comment on the role of the Catholic Church in the provision of bursaries to students with special needs. According to the results, 12(80%) of the respondents disagreed with the Catholic Church's role in the area of giving bursaries to students with special needs as opposed to 2(14%) which calls upon it to play a more active role of supporting needy students in order to universally give all children an equal opportunity to attain equal opportunities in life. This could be attributed to decline in world resource and threats from secularization of the society.

4.3.8 Spiritual and Moral Growth of Teachers and Students

Respondents were asked to comment on the role of the Catholic Church in the spiritual and moral growth of teachers and students. Results in Table 4.3 indicate that majority of the respondents 12(80%) agreed that the Catholic Church is actively involved in the spiritual growth, and guidance and counselling of teachers and students as opposed to 3(20%) who disagreed. This is a clear indication that the church has succeeded in this area but still has room for expansion.

4.4 The Principals' Perception of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County.

This part was in response to the objective two that investigated Principals' perception of the working relationship between principals and the Catholic Church in the development of secondary school education in Likuyani Sub-County. The questions posted were both closed and open-ended in order to capture Principals' perception on the role of the church vividly.

Table 4.4 Principals' Perceptions of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education

Perception	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean±SD
Relationship between principals and sponsors is cordial	7(50)	4(28.6)	2(14.3)	1(7.1)	0(0)	2.2±0.9
Principals as CEOs and team leaders in their institutions actively involve the sponsor in all official functions and strategic planning	4(26.7)	8(53.3)	1(6.7)	2(13.3)	0(0)	1.8±1.0
Principals have programmed sponsors to conduct spiritual and moral guidance	9(60)	6(40)	0(0)	0(0)	0(0)	1.4±0.5
Catholic church should continue playing an important role in the development of education	7(46.7)	8(53.3)	0(0)	0(0)	0(0)	1.5±0.5

SA=strongly agree, A=agree, U=undecided, D=disagree and SD=strongly disagree

Source Adapted from SPSS output

4.4.1 Relationship between Principals and Sponsors is Cordial.

Participants were asked to state whether or not their relationship with the sponsor was cordial. Majority of the respondents 11(79%) agreed that the relationship between principals and sponsors is cordial as opposed to 1(7) who were of the contrary opinion. This revelation is encouraging as it will boost the achievement of schools' strategic plans amongst the two key stakeholders in secondary school education.

On average, they agreed that Relationship between principals and sponsors is cordial, Principals as CEOs as team leaders in their institutions actively involve the sponsor in all official functions and strategic planning, principals have programmed sponsors to

conduct spiritual and moral guidance and that Catholic church should continue playing an important role in the development of education (Mean=2) as indicated in Table 4.4.

4.4.2 Principals as CEOs and Team Leaders of their institutions actively involve the Sponsor in all Official Functions and Strategic Planning of Schools.

Findings in Table 4.4 indicated that majority of Principals 12(80%) CEOs and team leaders of their institution actively involved the sponsor in all official functions and strategic planning of their schools as opposed to 2(13%) of the respondents. This positive relationship indicates that there is a good working relationship and positive perception by Principals in the development of secondary school education in Likuyani Sub-County.

4.4.3 Principals have Programmed Sponsors to Conduct Spiritual and Moral Guidance of Teachers and Students.

Participants were asked to state whether they have programmed the sponsor to conduct spiritual and moral guidance to teachers and students. All Principals 15(100%) agreed that they have programmed sponsors to conduct spiritual and moral guidance in their schools as displayed in Table 4.4. This indicates that there is a very positive working relationship between principals and sponsors in the development of secondary school education in Likuyani Sub-County.

4.4.4 Catholic Church should continue playing an important Role in the Development of Secondary School Education.

Principals were asked whether or not the Catholic Church should continue playing an important role in secondary school education. All the respondents 15(100%) were in agreement that the Catholic Church should continue playing an important role in the development of secondary school education in Likuyani Sub-County as shown in Table 4.4. This is a clear indication that the Principals captured in this research work

positively perceive the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

4.5 Principals' Perceptions of the Challenges faced by the Catholic Church in Development of Secondary School Education in Likuyani Sub-County.

This part was in response to objective three which investigated the challenges faced by Catholic Church when dealing with development of secondary school education in Likuyani Sub-County. The church had challenges since it could not fulfil the demand by schools they sponsor in terms of provision of learning materials, teachers, and infrastructural developments. Majority of the principals 14(93%) agreed that provision of teaching and learning materials was a challenge faced by the Catholic Church in the development of secondary education. 10(67%) also agreed to funding and development of infrastructure as a challenge. However majority disagreed that Sponsor creates disharmony and tension in school, Sponsor interferes with management of the school and that Catholic church should be dropped from the list of education stakeholders by MOEST 13(87%, 13(87%) and 15(100%)) respectively as shown in (Table 4.5).

Table 4.5: Challenges faced by the Catholic Church in Development of Secondary School Education

CHALLENGE	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean±SD
Provision of teaching and learning materials	4(26.7)	10(66.7)	0(0)	0(0)	0(0)	1.8±0.6
Funding and development of infrastructure	9(60)	1(6.7)	2(13.3)	3(20)	0	1.9±1.3
Dealing with principals	0(0)	2(13.3)	1(6.7)	10(66.7)	2(13.3)	3.8±0.9
Sponsor creates disharmony and tension in school	0(0)	1(6.7)	1(6.7)	8(53.3)	5(33.3)	4.1±0.8
Sponsor interferes with management of the school	0(0)	2(13.3)	0(0)	10(66.7)	3(20)	3.9±0.9
Catholic church should be dropped from the list of education stakeholders by MOEST	0(0)	0(0)	0(0)	9(60)	6(40)	4.4±0.5

SA=strongly agree, A=agree, U=undecided, D=disagree and SD=strongly disagree

Source: Adapted from SPSS output

On average the principals agreed that Provision of teaching and learning materials, Funding and development of infrastructure were challenges faced by the Catholic Church in the development of secondary education in Likuyani Sub-County (Mean=2). However, they disagreed that dealing with principals, Sponsor creates disharmony and tension in school, Sponsor interferes with management of the school and that Catholic Church should be dropped from the list of education stakeholders by MOEST (mean=4).

4.5.1 Provision of Teaching and Learning Materials.

Respondents were asked to state the challenges faced by the Catholic Church in provision of teaching and learning materials. The study indicates that provision of

teaching and learning materials was a major challenge that faced the Catholic Church in their sponsored schools as noted by the principals in Table 4.5. Results indicate that 14(93%) of the respondents agreed that the Catholic Church faced a challenge in the provision of teaching and learning materials to her schools.

4.5.2 Funding and Development of Infrastructure

The participants were asked to state whether the Catholic Church faced challenges in funding and infrastructural development of secondary schools they sponsored 10(67%) of the respondents agreed that the Catholic Church actively participated in the funding and development of infrastructure in Catholic Church sponsored schools in Likuyani Sub-County as opposed to 3(20%) as shown in Table 4.5.

4.5.3 Sponsor creates Disharmony and Tension in Schools

The participants were asked to indicate whether the sponsor created disharmony and tension in schools. Most Principals 13(87%) disagreed with fact that the sponsor creates disharmony and tension in schools as opposed to 1(7%) as indicated in Table 4.5. This shows that the work of the sponsor creates disharmony in schools to a small extent. Again, some sponsors nominated members to the BOM who lacked experience, skills and knowledge.

4.5.4 Sponsor Interferes with Management of Schools

13(87%) of the respondents disagreed that the sponsor interferes with the management of schools as opposed to 2(13%) of the respondents as shown in Table 4.5. This shows that there is a good working relationship between the principals and the sponsor in dispensation of their duties.

4.5.5 Catholic Church should be dropped from the list of Education Stakeholders by MOEST.

The participants were asked whether or not the Catholic Church should be dropped from the list of stakeholders by the MOEST. All the 15 (100%) respondents disagreed as displayed in Table 4.5. This means that the principals view the partnership with the Catholic Church with great importance.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

This chapter discussed research findings in this study in relation with other research findings guided by the three research questions.

5.2 Research Question 1

Research question 1 investigated the role played by the Catholic Church in the development of secondary school education in Likuyani Sub-County. The respondents agreed that the Catholic Church plays an important role in guidance and counselling of teachers and students; recruitment, appointment and transfer of teachers and principals and organization of education days and awarding schools, teachers and students with outstanding result. On the contrary , it was rated poorly as far as recruitment and payment of some members of staff at a time when most schools in Kenya are understaffed; infrastructural growth of schools; giving bursaries to students with special needs; provision of learning materials and sponsorship of members of staff for further studies.

5.2.1 Recruitment, Appointment and Transfer of Teachers and Principals

The Kenyan Education policy empowers the T.S.C (Basic Education Act, 2013) to recruit, deploy, discipline, promote, and demote teachers. However it does so in consultation with the Catholic Church in this study which not only sits on the BOM but also chairs it during the recruitment drive as a major stakeholder. As indicated in this study, the Catholic Church plays a major role in the recruitment, appointment, and transfer of teachers and principals. This means the Catholic Church is conscious on what type of personnel is being posted to their schools. This is unlike findings by Cook (2013) who stated that the Catholic Church played a minimal role in the recruitment, preparation, and retention of Catholic High school religious teachers.

Other findings indicate that there is need to recruit and retain teachers with Catholic Religious background in order to further the Catholic religious tradition in schools according to Cook (2013). However, according to Terry (2013), recruited teachers in the Catholic Diocese of Memphis must manifest a Christian faith in order to instil a Catholic tradition in their students. The recruitment of teachers is done by the superintendant of Catholic schools in the Catholic Diocese of Memphis and although recruitment is done on merit, those who profess the Catholic faith are given preferential treatment.

However, although according to the ACU Leadership Conference, the recruited principal was to be a leader with ecumenical vision. It suggested that changes had to be made in the appointment of principals to administrative positions including non-Catholics. This is in commensurate with recruitment of teachers in Kenya which is done by the TSC (Basic Education Act, 2013), although it has to be done with the Diocesan Education Secretary and Bishop. However, in an interview with the Diocesan Education Secretary he said that,

“Although I am consulted when it comes to the appointment of principals to schools in this diocese, there is no compromise when it comes to our senior and model schools with a strong Catholic background. Whoever is appointed there must be Catholic in order to maintain a strong Catholic tradition in them”.

This is confirmed by one of the principals who said that whenever a vacancy arose for principalship in Catholic sponsored schools, many delegations trooped to the Diocesan Bishop to seek consideration and recommendation to fill up the vacant position.

In contrast, this finding indicates that majority of the respondents are protestants and when the Catholic Education Secretary Diocese of Kakamega was asked to comment why; he reiterated the need by the Catholic Church to appoint quality administrators to their schools in spite of their faith so long as they merited and were willing to safeguard the rights, ethos, and traditions of the Catholic Church. Lugulu (2013) opposes this sentiment by stating that the Catholic Church takes advantage of the education provision to ensure its doctrines are enforced in her sponsored schools.

5.2.2 Teaching and Learning Materials

Teaching and learning materials are meant to aid the teaching process so that the expected objectives are achieved, for instance books, stationery, video clips, computers, chemicals, lab equipment amongst others. The Kenyan Education Policy mandates the sponsor to avail teaching and learning materials to their sponsored schools. In this study, most respondents disagreed that the Catholic Church provides teaching and learning materials to its schools.

At the national level, the Catholic Church participates in the formulating and reviewing of the curriculum, syllabus, books and other materials through the Kenya Institute of Curriculum Development (KICD) KEMI MODULE 1 (2014). In an interview with the Catholic Education secretary, Diocese of Kakamega, it was revealed that the Catholic Church has played a key role in the provision of teaching and learning materials to its sponsored schools in the diocese. It conducts refresher training courses on syllabus issues to principals, deputies, Head of Departments (H.O.Ds), Director of Studies (D.O.Ss), and subject teachers annually after release of Kenya Certificate of Secondary Examination (KCSE) with a view of discussing emerging issues and offer solutions through facilitators. It was also revealed that there

is an office of the CRE Advisor at the diocese which has vast materials to teach the subject. However he regretted that very few teachers seek his services.

The CES continued to state that:

“The Diocesan Education Office facilitates the setting, administration, marking and analysis of the Diocesan Mock at an affordable fee. It also conducts seminars periodically for subject teachers and comes up with model schemes of work and lesson plans and a list of highly recommended text books and learning materials is availed teachers to support effective teaching”.

This is supported by Muller and Ellison (2001) who noted that the sponsor should provide a stable and friendly environment where teachers and learners participates in the learning process actively through provision of learning materials. Learning materials make learning enjoyable enabling the learning objectives to be achieved.s

The above work by the Catholic Church is monumental although some principals were unable to recognise this contribution. In a study by Mwaura (2011) the rating of the Catholic Church in the provision of teaching and learning materials was even worse at 6%.

5.2.3 Physical and Infrastructure Development

According to the Kenya and Catholic Education Policies, the Catholic Church is supposed to actively involve itself in the physical and infrastructural development of their sponsored schools (Basic Education Act, 2013; KCE, 2000). In this finding, very few respondents are satisfied with the Catholic Church’s involvement in the physical and infrastructural development of their schools. This calls for the Catholic Church to revisit traditional role of constructing facilities in their schools. Infrastructure is the basic structures and facilities necessary for a school to function efficiently; for

instance, buildings, water, transport, energy resources, leisure facilities, amongst others. Since the colonial period, the Catholic Church has continued to build schools in Kenya. However, according to this finding this role has declined. Infrastructural construction of schools is a key indicator of development and it goes a long way towards promoting academic and physical advancement of students. As indicated in this study few participants noted that the Catholic Church had funded or aided the construction of 1-2 structures. In a study carried on the Catholic Diocese of Austin parishes give schools funds to develop their infrastructure (Strategic Planning Committee and Meitler Consultants Report, 2009).

Brother Camille Rudasingwa the principal of Rwamagano Catholic School (Uganda), in the school's Golden Jubilee celebration speech noted that at the school's inception (1998), the school had just a few classrooms; but now it had a new library, new classroom blocks, computer and science blocks courtesy of the Catholic Church (Rwebeho, 2015). This is further supported by Ngeiywa (2014) on the influence of donor funds on development of secondary education: A case of church sponsored schools in West Pokot County; the Catholic Church had built 54 classrooms, 7 laboratories, 2 libraries and 17 dormitories.

In an interview, one of the respondents noted that the Catholic Church had helped in infrastructural development of schools and had played a key role in the compilation of the schools' strategic plans. The above views are supported by the Catholic Education Secretary, Catholic Diocese of Kakamega who in an interview retaliated that:

“The sponsor had done a lot in infrastructural development of schools and has continued to fundraise heavily towards this cause. He continued to say that the Catholic Church members were always willing to either donate or sell their land to

schools cheaply either for establishment or expansion. They also supervise their construction and maintenance”.

This was confirmed by by one of the Principals who confirmed that the Catholic Church contributed actively in the construction of infrastructure in his school materially and spiritually in the construction and completion of the building displayed in Appendix 4.

5.2.4 Organizing Annual Education Days in the Diocese

The Catholic Church organises open days at the Diocesan level in order to ensure that high education standards are achieved through motivation. In this study, a few respondents agreed that the Catholic Church successively organised education days where schools, teachers and students with outstanding achievement in the Diocese were awarded with certificates and trophies as a form of motivation and inculcation of the spirit of Competition in Catholic sponsored schools with a view of raising education standards. This response was quite disturbing to the researcher who could not understand some respondents didn't agree to the fact that the Catholic Church successively organised education days. Perhaps this area requires further investigation. According to Turner (2012), a special ceremony was held annually where service awards were presented to recognise special achievements of talented and dedicated students and workers in the Wollongong Diocese in order to create awareness and appreciation to their service.

This finding is supported by Mwaura (2011) who found that only 33% of the respondents recognised the role played by the Catholic Church in raising academic performance through motivation. One of the respondents agreed that:

“The Catholic Church Diocese of Kakamega organise annual education days where performance in their sponsored schools is assessed and analysed and awards

including certificates and trophies given to exemplary schools, teachers and students who have excelled in different fields. This is done for one reason, to motivate schools, teachers and students in order to boost high standards in their schools”.

These sentiments are supported strongly by Theos and Stapleford (2009) cited by Watson (2010) who argued that students who attended schools with strong Catholic ethos achieved high academic performance as one of the benefits of those who attend Catholic schools because they are highly motivated.

5.2.5 Sponsorship to Students with Special Needs

It is Kenyan government policy that all children in Kenya achieve basic education (Basic Education Act, 2013). That is why the government of Kenya has introduced Free Primary (FPE) and Free Day Secondary Education (FDSE) in accordance with the MDGs and EFA world initiatives on education.

However parents are supposed to pay for other school levies, uniforms, and upkeep in order to boost the morale of their children. In this study, most respondents disagreed that the Catholic Church played a major role in the provision of bursaries to students with special needs. Many children in Kenya are faced with financial challenges due to high inflation and unemployment rates while others are orphaned due to increased cases of terminal diseases such as cancer and HIV/AIDS leaving them in a hopeless situation. Such children need sponsors to support their welfare lest they drop out of school due to lack of basic items.

The situation is different in USA where the Catholic Church is concerned with the improvement of the community it works in by supporting needy students to enable them attain basic education, training, and eventual placement in the society (Daniels, 2013; L’Homme, 2013). According to L’Homme (2013), the Catholic Archdiocese of Washington embraces children with special needs and each school in the diocese is

required to set aside some funds to take care of such students till they go through schooling. About 10% of students in the Archdiocese of Washington have special needs. The archdiocese sets aside 30% of its funds to support families who demonstrate financial need. In an interview with the Education Secretary, Catholic Diocese of Kakamega, the Catholic Church has continued to face financial challenges over time making it difficult to support needy students due to hard economic times, decrease in resources due to climate change and a drop in philanthropy.

5.2.6 Guidance and Counselling

Findings by this study revealed that a large number of the respondents were confident that the Catholic Church was actively involved in the spiritual growth and guidance of teachers and students in accordance with the Government of Kenya Education Policy Basic Education Act (2013). This is a clear manifestation that the Catholic Church has succeeded in this area although there is still room for improvement.

The rating in this study is far more than findings by Mwaura (2011) who found out that only 11% of the respondents agreed that the Catholic Church was active in providing moral and spiritual support to teachers and students. She continued to state that 28% of the respondents agreed that as a result students and teachers became morally upright. One of the principals supported this finding further by recording that through spiritual guidance and counselling, indiscipline cases had drastically dropped and students were more aware of the dangers of drugs and premarital sex and that strikes and riots are unheard of in their schools. However, the Education secretary Diocese of Kakamega regretted that some teachers didn't attend mass thus lacked his input.

The above finding is in agreement with Daniels (2013), who argues that the school community should exhibit high standards of morality and spirituality in order to create a harmonious and God-fearing society. The importance of spiritual guidance and counselling is quite important to Kenyan students who are faced with challenges such

as terrorism, arson drugs, and HIV/AIDS among others. Pope Benedict IV(2008) that eight out of ten Americans raised in in Catholic schools led morally upright lives in this complex world full of challenges. In an interview with the Catholic Education secretary Diocese of Kakamega and he said that:

“Programmed mass in each school went on uninterrupted where teacher and students were offered guidance and counselling, underwent confirmation classes and even took holy communion at a time when many students are encountering numerous problems”.

The essence of guidance and counselling is to produce emotionally, morally, spiritually and good citizens deeply committed to social justice, care of the poor, willing volunteers in schools, church ,and the whole world (Dolan,2009; Hawley, 2013; Nyaega, 2011; and Theos and Stapleford Centre, 2009).

5.3 Research Question 2

Research question 2 investigated the principals’ perception of the working relationship between principals and the Catholic Church in the development of secondary school education in Likuyani Sub-County. Findings indicated that the relationship between principals and sponsors was cordial. It also indicated that principals as CEOs and team leaders of their institutions actively involve the sponsor in all official functions and strategic planning of schools; principals had programmed sponsors to conduct spiritual and moral guidance to teachers and students principals have programmed sponsors to conduct spiritual and moral guidance of teachers and students;and that the Catholic Church should continue playing an important role in the development of secondary school education in Likuyani Sub-County.

5.3.1 Relationship between Principals and Sponsors is cordial.

Majority of the respondents agreed that the relationship between principals and sponsors was cordial. This revelation is encouraging as it will boost the achievement of schools' strategic plans amongst the two key stakeholders in secondary school education.

On average, they agreed that Relationship between principals and sponsors is cordial, Principals as CEOs as team leaders in their institutions actively involve the sponsor in all official functions and strategic planning, principals have programmed sponsors to conduct spiritual and moral guidance and that Catholic church should continue playing an important role in the development of education (Mean=2) as indicated in this study. Cimino (2013) suggests that there should be a positive relationship between the principal and pastor of the school and the two have perfect dialogue to expedite their roles effectively. This is supported by findings carried out by Franze (2015) who found out that the main responsibility of the Catholic Principal is to guarantee the religious program is taught and that there is consistency between the religious education program and the actual day-to-day life of the school. In the Diocese of Raleigh, dialogue between the principals and pastors yielded a diocesan plan for financial sustainability of the Catholic schools which increased the vitality of schools (Ubanski, 2013). They should work together in a space of mutual respect. Both administrators are important because they both serve the church in the divine mission to educate (Weiss, 2007). Bishops point to leadership and educators as role models for affecting the climate and the Catholic identity of educational institutions. In the church document sharing the light of faith (USCCB, 1977) the role of the Principal as a faith leader responsible for transmitting catholic identity is explained.

The Catholic school principal plays a critical role in realising the goals of Catholic Education.

5.3.2 Principals as CEOs and Team Leaders of their Institutions Actively Involve the Sponsor in all Official functions and Strategic Planning.

Findings indicated that majority of Principals CEOs and team leaders of their institution actively involved the sponsor in all official functions and strategic planning of their schools as opposed. This is supported by findings done by Nuzzi (2013), which revealed that the future of schools depended on how the pastor and the principal worked together and whether they could forge a common vision for the school. This positive relationship indicates that there is a good working relationship and positive Principals' perception of the Catholic Church in the development of secondary school education in Likuyani Sub-County. One of the participants appreciated the role of the Catholic Church in infrastructural development and strategic planning of the school thus:

“Before the commencement of any official school activity, be it PA meeting, BOM meeting, academic programmes, prayer day, fund raising amongst others the school chaplain has to grace it with a word of prayer and encouragement”.

5.3.3 Principals have programmed Sponsors to conduct Spiritual and Moral Guidance

All Principals agreed that they have programmed sponsors to conduct spiritual and moral guidance in their schools. This indicates that there is a very positive working relationship between principals and sponsors in the development of secondary school education in Likuyani Sub-County. One respondent underscored the role of the Catholic Church in the spiritual and moral guidance of students and teachers emphasised that it conducts mass once per week in every school in which it offers

spiritual and moral guidance to teachers and students in conformity with the Catholic principle of producing holistic products. One of the Principals said that:

“The Parish Priest conducts mass in our school at least twice in a week where the school community is nourished spiritually and morally”.

Findings by Fulton (2013) in a study on 65 principals, 47 pastors and 91 Catholic schools from four dioceses in Northern Carolina both principals and pastors viewed the school as a valuable education ministry and concluded that collaboration and consultation was crucial to schools' functioning and participation in the parish.

This finding is in agreement with Richardson (1995) as cited by Yambo et al., who stated that strategic plans and leadership provided by the Principal in the achievement of schools and education goals, involving all stakeholders is crucial. This is further supported by Hart (1996) who argues that: “What the Principal does for him or herself has great consequence for the institution on both practical and symbolic plans.” It can therefore be argued that the significant role played by the Church has led to a positive perception by Principals who have programmed them in the schools' activities. At the same time, study findings by Lugulu (2013) emphasised that the Church should be committed to its role in education as it has a divine mission of ensuring all people arrive at the fullness of Christian life. The Church should therefore spend time to minister to the youth and instil in them good morals.

The study finding also concurs with Johnson (2000) who found out that Christianity has played a great role in human education in Europe and USA where the first schools to be established in these continents were Catholic. They teach high morals and obedience to God's rules. He further noted that students who studied in these schools were less likely to engage in crime. The Catholic Church in Kenya insists on

teaching good morals among those learning in their schools and for this reason they organise mass and guidance and counselling for the school community (KCE, 2000).

5.3.4 Catholic Church should continue playing an important role in the Development of Secondary School Education

All the respondents were in agreement that the Catholic Church should continue playing an important role in the development of secondary school education in Likuyani Sub-County. This is a clear indication that the Principals captured in this research work positively perceive the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County. One of the respondents concurred strongly with the above views and was emphatic that;

“As a sponsor of many schools in the country, the Catholic Church must be maintained among the list of stakeholders by MOEST”.

This finding is strongly supported by Franze (2015) who found out that both roles by Principals and Parish Priests is important because both serve the Church in the divine mission to educate (Weiss 2007; Belmonte and Cranston, 2009). Mulligan (2006) also argues that Priests and Principals should work together in a space of mutual respect. Weiss (2007) further supports the collaboration and compatibility between the Parish Priest and the Principal which is essential for the effective operation of the school and all involved in the education process. Urbanski (2012) adds that the powerful relationship between pastors and principal end up with a strong and responsive school guided by a catholic ethos and a multi-dimensional vision that prepares schools for present and future challenges.

5.4 Research Question 3

This part was in response to objective three that investigated the challenges faced by Catholic Church when dealing with development of secondary school education in

Likuyani Sub-County. The church had challenges since it could not fulfil the demand by schools they sponsor in terms of provision of learning materials, teachers, and infrastructural developments. Majority of the principals agreed that provision of teaching and learning materials was a challenge faced by the Catholic Church in the development of secondary education. Also most principals agreed that funding and development of infrastructure in schools was a major challenge. However majority disagreed that the Sponsor creates disharmony and tension in school, Sponsor interferes with management of the school and that Catholic Church should be dropped from the list of education stakeholders.

Most principals agreed that Provision of teaching and learning materials, Funding and development of infrastructure were challenges faced by the Catholic Church in the development of secondary education in Likuyani Sub-County (Mean=2). However, they disagreed that dealing with principals, Sponsor creates disharmony and tension in school, Sponsor interferes with management of the school and that Catholic Church should be dropped from the list of education stakeholders by MOEST (mean=4). This is supported by findings by Franze (2015) who found that both roles of the Principal and Parish Priest is important because both serve the church in the divine mission to educate (Weiss, 2007; Belmonte & Cranston, 2009). Priests and Principals can work together in a space of mutual respect (Mulligan, 2006). Weiss (2007) further supports the collaboration and compatibility between the parish priest and the principal which is essential for the effective operation of the school and all involved in the education process.

According to the study findings by Warteng (2013) on the contribution of the catholic church to the development of secondary school education in Ghana, the government

and other stakeholders in education should recognise the role and great effort of churches in the provision of education at all levels and encourage them to do more.

5.4.1 Provision of Teaching and Learning Materials

The study indicates that provision of teaching and learning materials was a major challenge tht faced the Catholic Church in their sponsored schools as noted by the principals. This study is in agreement with a study carried out by Mabeya, Ndiku and Njino (2010) in a study on The role of church sponsor in management of secondary schools; Impact on academic performance and conflict concerns in Kenya where they found out that only 40 (41%) of the respondents were satisfied that the sponsor supervised and ensured that religious education was taught in schools in support of the Kenya Catholic Episcopal (KCE, 2000).

All the respondents perceived the Catholic Church negatively in the provision of teaching and learning materials. This finding is supported by Ngeiywa (2015) who found out that the church has not clearly injected resources to her schools and very few have benefited in terms of staff payments, books, exam papers, and otherrelevant resources for secondary school education.It is further supported by Mabeya, Ndiku and Njino(2010) who found out that only 41% of respondents were satisfied that the sponsor supervised and ensured that religious education was taught in schools in support of the Kenya Catholic Episcopal (KCE, 2000).

However majority of the respondents failed to underscore the role played by the Catholic Church in the setting and administering of the Diocesan County Mock, organization of education days where teachers and students of excellence are awarded certificates and active participation in fundraising to upgrade school facilities.This a wake-up call for the church to vigorously start providing teaching and learning

materials in order to support the development of secondary school education in Likuyani Sub-County.

5.4.2 Funding and Development of Infrastructure

Most of the respondents in this study agreed that the Catholic Church actively participated in the funding and development of infrastructure in Catholic Church sponsored schools in Likuyani Sub-County. This in essence confirms the church's traditional role of establishment and development of her sponsored schools. Findings by Cook(2008) on Leadership Challenges in Catholic Schools in USA asserted that many Catholic schools were fighting for survival in the USA as the schools were receiving very little funding. However, the Catholic Church has encountered financial constraints in funding and development of infrastructure in their schools. This finding is contradicted by Ngeiywa(2015) who found out that the Catholic Church provided 25% teaching and learning materials and specifically 35% of funds to her sponsored schools. A similar study by Cook(2008) on Leadership Challenges in Catholic Schools in USA asserted that many Catholic Schools were fighting for survival in USA as most of them were receiving very little funding and teachers in these schools were paid 73% of what was paid by their counterparts in public schools. One of the respondents concurs with the above sentiment and said that:

“The Catholic Church’s main sponsors who were basically foreign donors have dwindled and the existing flock is poor due to hard economic times which has affected their contribution towards development of the Church”.

5.4.3 Sponsor creates Disharmony and Tension in Schools

Most Principals disagreed with fact that the sponsor creates disharmony and tension in schools. The insignificant disharmony could be due to the fact that majority of the Principals are Protestants who could negatively perceive the Catholic Church's

contribution towards the development of secondary school education in Likuyani Sub-County. This shows that the work of the sponsor creates disharmony in schools to a small extent. Again, some sponsors nominated members to the BOM who lacked experience, skills and knowledge. Such nominees rarely question the ineptitude of Principals (Yambo & Tuitoek, 2009). Makori and Onderi (2013) reported that the sponsor promoted unnecessary transfer of school Principals and some pressurised transfers because of lack of affiliation to some faith. However this negates with findings by Misoi (2008) who noted that whereas 10% of Principals went on transfer, 2% left headship due to conflict with the sponsor in Western Province (the current Kakamega, Bungoma and Busia Counties).

According to Oduor and Nyamu(2004) as cited by Mabeya et al., several schools in the former Nyanza Province did not have school boards because the sponsor had refused to constitute them on grounds that the MOEST had nominated a chairman who was not of their faith. They wanted to pick a chairperson of the BOM who were unable to challenge the Principals' decisions hence lowering management competence. Research findings by Makori and Onderi (2013) on Secondary School Principals in Nyamira County: Issues and Challenges, 9 Principals indicated that the sponsor created undue interference in the day to day running of institutions while one cited harassment. These views are supported by Okotoni and Okotoni(2003) who noted that the administration of the Nigerian secondary schools was hampered by high rates of conflict due to personality clashes, administrative incompetence of the head teachers and role misunderstanding between the stakeholders. One of the respondent agreed with this notion thus appointments to senior management positions have to be done in consultation with the diocesan Bishop, and sometimes it poses a challenge if the appointee is not a practicing Catholic.

From the above, it can be concluded that the Catholic Church in Likuyani Sub-County wants to create a harmonious working relationship with Principals by getting involved in the appointment of competent school administrators in their sponsored schools.

5.4.4 Sponsor interferes with Management of Schools

Most respondents disagreed that the sponsor interferes with the management of schools. Findings by Mabeya et al., indicate that some sponsors unceremoniously removed Principals from their institutions without following laid down procedures while others demanded to use school facilities interfering with syllabus coverage. Sponsored schools in Kenya found out that 3% of the Principals reported harassment and intimidation while 8.6% noted that the Catholic Church promoted unnecessary transfer of Principals which results to conflict and tension in schools. These views agree with studies by Makori and Onderi (2013) in a study on Leadership and Management of church. Studies done by Belmonte and Cranston (2009); Mulligan (2006), and Injanji (2015) indicate that tensions that arise between Principals and sponsors impact negatively on the operation of Catholic schools. This supports the fact that stakeholders work harmoniously in the development of secondary school education in Likuyani Sub-County.

5.4.5 Catholic Church should be dropped from the list of Education Stakeholders by MOEST.

On the issue that the Catholic Church should be dropped from the list of education stakeholders by MOEST, all the respondents disagreed. Findings by Frenza (2015), underscores the need for a significant relationship between the Catholic Church and the school Principal in school management. He continued to argue that the relationship between the Parish priest and the Catholic school Principal is interesting due to the significant impact of the cooperation on the operation of schools because both of them

serve the church in the divine mission to educate. Mulligan (2006) further concurs that Priests and Principals should work together with mutual respect in order to achieve their objectives collectively. Weiss (2007) further supports this collaboration and compatibility which is essential for the effective operation of the school and all involved in the education process. This means that Principals appreciate the role played by the Catholic Church in the development of secondary school education in Likuyani Sub-County.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter gave a conclusion on the research findings and recommendations to be adopted by policy makers and all education stakeholders. Conclusions were based on the study methods and results obtained. The chapter closed by making necessary recommendations for adoption by all education stakeholders and policy makers.

6.2 Conclusion

This section presents a conclusion of the study findings based on the three stated objectives. It presents a summary of findings based on role of the Catholic Church in the development of secondary school education, Principals' perception on the Catholic Church's role in the development of secondary school education and challenges faced by the Church in the provision of secondary school education. The Catholic Church has been recognised as a major establisher of formal education institutions in Kenya. Findings of this work have underscored the traditional role of the church being, donation of land, construction of schools' infrastructure, training of teachers, moral and spiritual training of students. The society and employers require people who have excelled holistically. The government has the obligation through the FPE and FDSE initiative has faced challenges that have calls for participation of other stakeholders in the provision of secondary school education in Kenya. The Church as one of the key stakeholders of education in Kenya is recognised in the Basic Education Act, 2013. Although its mandated contribution includes spiritual, moral and infrastructural development of school education in Kenya, the way it fulfils its constitutional mandate has a bearing on perception of other stakeholders.

6.2.1 Role of the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County

The study findings revealed that the Catholic Church plays an instrumental role in the spiritual and moral growth of the learners and the teachers. The Catholic Church through their priests have organised Mass and programs for guidance and counselling of the school community. However the findings revealed that the church has to stand up high in infrastructural and financial support to schools. The church should provide more learning materials and support the needy students with bursaries. The church was to avoid meddling in the appointments and transfer of head teachers to increase its influence and relevance in their sponsored schools.

The study findings concur with the research carried out by Johnston (2000) who found out that Christianity has played a great role in human education in Europe and the USA and the first schools in these countries were catholic. The schools taught high morals and obedience to Gods' rules. He further indicated that students who studied in these schools were less likely to engage in evil activities. The Catholic Church in Kenya insists on good morals among those learning in their schools, for this reason they organise mass and guidance and counselling for the school community.

As evidenced by the study findings of Lugulu (2013) the church should be committed to its role in education for it has a divine mission of ensuring all people arrive at the fullness of Christian life. The church should be given more time to minister to the youth in order to instil good morals in them. The Principals agreed that the Catholic Church had been allocated time to be with the learners at least once a week.

The Catholic Church has a momentous role to play in the development of secondary school education as stipulated by the Education Act, 2013. Although 73% of the

Principals believe that the Catholic Church understands vividly its mandated role as stipulated by the Education Act 2013, they believe that the church doesn't play its role exhaustively and meddle in school affairs thus lowering the education standards. 90 % of the principals gave the Catholic Church an outstanding score in holding guidance sessions in the schools which impacts positively to the moral growth of the students and teachers.

The Principals noted that the Catholic Church did not provide teachers neither did it sponsor them for further studies. This contradicts what happens in Wales and England. This will not only sharpen their professional competence but also motivate them to ensure that Catholic traditions are strengthened in schools. According to Catholic School Bishops Conference (2014) in Wales the trustees of catholic schools have the legal right to appoint majority of foundation governors to the governing body which ensures that the school is managed and organised in the light of christian virtues and the teachings of the church. Similarly, the Catholic Church appoints and employs their own teachers and staff in order to maintain their own ethos of the school.

The conference in Wales and England further noted that 44 % of secondary school teachers are catholic in Wales while 76% of primary school teachers are catholic. The current study on catholic school principals found out that 9(60 %) were protestant and 6 (40 %) were catholic.

The findings revealed that the Catholic Church was active in providing learning materials to the catholic sponsored schools. The church organises and runs one mock examination best known as a diocesan mock. The church organizes for education days for their sponsored schools and reward outstanding teachers and students. One

member of the board in of the catholic schools revealed that the Catholic Church participated actively in fund raising for infrastructural development of secondary schools.

6.2.2 Principals' Perception of the working Relationship between principals and the Catholic Church in the Development of Secondary School Education in Likuyani Sub-Couny

This objective was to determine the Principals' perception of the working relationship between the Catholic Church in the development of secondary school education. In this section most of the principals gave the Catholic Church a high score in the development of secondary school education in Likuyani Sub-County. The score of 75 % shows the principals are in agreement that the relationship between them and the sponsor was cordial. The principals were involving the sponsor in all school programs, functions, and strategic planning of the schools. Majority of the respondents in the above discourse have recognised and hailed the contribution of the Catholic Church in the development of secondary school education in Likuyani Sub-County. All the respondents want the partnership with the church sponsors to be exemplified as they play a significant role in the moral and spiritual growth of the school community raising a vibrant, spiritually and morally upright youth who have an impact on the general well-being of the society's fabric.

The Catholic Sponsored Schools as stated by the Principals response in the questionnaire have a program during which the catholic priests conduct mass for the schools community in the school. The main purpose is for spiritual and moral nourishment of students, teachers and workers. A score of 100 % was given by the principals regarding whether the sponsor should continue with in role in the development of education in the catholic sponsored schools. Principals appreciate the

role played by the Catholic Church and the relationship between the two important stakeholders in education should be enhanced.

The study sought to determine the Principals' Perception of the working relationship between principals and the Catholic Church in the development of secondary school education in Likuyani Sub-County. From the aforesaid discourse it can be concluded that the role and involvement of the church in development and management of secondary schools education is crucial. The role of the Catholic Church, whether positive or negative, determines how it is perceived by the principals. The church should be actively involved in the development of education as stipulated in the Basic Education Act, 2013 especially in the facet that urges it to provide learning and teaching materials to schools and at the same time promote financial and infrastructural development of schools. Men and women of merit should be appointed by the church through vigorous vetting and later trained about their role as sponsors.

The sponsor should undergo team building seminars and training together with the principals to held accommodate and perceive each other positively for the sake of achieving the common education goals for institutions. Although the tangible contribution by the Catholic Church has withered over time due to dwindling resources and threats from secularization, it is important to note that its role is still strong with spirituality and moral growth of teachers and students at a time when schools are faced with socio-economic challenges. However, for the Catholic Church to remain relevant and appreciated by other stakeholders in the education sector in the current dispensation, it should up its game in installing tangible infrastructure in their sponsored schools such as sponsorship of students with special needs with proper records maintained as such., establish resource centres where learning materials are

secured, guidance and counselling centres to enable the school community with pressing issues to visit them for assistance instead of mass counselling.

The Catholic Church should establish more and more private and semi-private schools for its role to be noticed in the establishment, management, recruitment and payment of their own staff solely. It is also significant for the Catholic School to understand its mandate very well and desist from interrupting school programmes and administrators from dispensing their duties although it should remain alert and watch over the management of their sponsored schools in order to provide checks and balances over Principals. The researchers argues that Principals and appointed sponsors should undergo teambuilding seminars in order to understand and appreciate their roles on the management of schools with a view of reducing friction between these two key stakeholders in the education sector.

The Catholic Church has been found by this study to play an important role in the development of education of the learners in the Catholic sponsored schools. Despite the challenges the church faces which hinder them from full support of some of the education facilities.

The Principals have regarded highly the role played by the Catholic Church in promoting the development secondary school education in Likuyani Sub-County. The Catholic Church has been active in the spiritual and moral growth of the school community. The impact of the church has been felt in the guidance and counselling programs as well supporting the Young Christian Society (YCS). This is supported by Makori & Onderi (2013) who urges that the church or religious organizations have played a crucial role in the provision of education citing the case of Netherlands, where 69% of the primary and 73 % of the secondary schools are church sponsored.

Due to the roles and responsibilities of the pastor and the Principal, it is expected that the relationship between the two is professional and collegial (Belmonte & Cranston, 2001; Mulligan, 2006; Weiss, 2007). Their views are important because both the priest and Principal are viewed as representatives of Christ (Castel et al.; 2007). Parish priests are supposed to be supportive and encouraging for the Principal. As well, it is expected that the Principal will develop an equal partnership with the parish priest in school leadership. In an interview carried by Franze (2015) on Father Frank on January, 22nd 2015; Father Frank reiterated the role of the church thus: It helps students achieve academically, spiritually and morally such that there is holistic development of the child: academically, spiritually, socially and emotionally.

Studies done by Aleka(2010), Lugulu (2013), and Makori and Onderi(2013) in Kenya exemplify the crucial roles played by the Christian churches in the development of education in spite of challenges faced including overzealous, bossy attitude, incompetent church representation on school boards of management, inadequate funding of projects and occasionally interference in the appointments and transfer of head teachers which slows down development programmes in some schools.

The Catholic Church can do more by availing learning materials especially in C.R.E. The Catholic Church can donate audio-visual equipment, bibles, charts with relevant religious literature, among others. The church should raise funds in to improve on the state of physical facilities in schools as well as assist the needy students to pay school fees. The Catholic Church should assist schools to recruit and pay teachers especially in the current situation where most schools are faced with teacher shortage. The Catholic Church can also appoint qualified volunteer teachers among their faithful and send them to schools to assist curb the understaffing state of affairs. Only one respondent noted that the Catholic Church interfered with the management of schools

which indicates the Catholic Church understanding of its mandated role leading to it being positively perceived by Principals in Likuyani Sub-County.

The study also found out that the respondents perceived the sponsor positively in the provision of guidance and counselling service together with spiritual care; through pastoral programs in their schools. The Catholic Church should continue to play its role in development of education in its sponsored institutions in Kenya. The government is sometimes constrained in its role of providing everything to schools for quality education. There is therefore need for the church and other stakeholders to assist the government in the provision of quality education in Catholic Church Sponsored Institutions. In this study, findings indicate that there is a cordial working relationship between Principals and the Catholic Church which should be enhanced. The Principals therefore opined that the Catholic Church should not be dropped from the list of education stakeholders.

6.2.3 Principals' Perceptions of Challenges faced by the Catholic Church in the Development of Secondary School Education in Likuyani Sub-County

All respondents supported the cordial relationship with the Catholic Church in spite of the enormous challenges it encountered in the development of secondary school education in Likuyani Sub-County. Demographic characteristics of the respondents revealed that most of the respondents were Protestants 9 (60%) which could be contributing to the Catholic Church being viewed negatively by some of them. However, most respondents have great expectations towards the Catholic Church's participation in the growth of infrastructure to schools, funding' provision of teaching and learning materials apart from moral and spiritual growth which it is doing well.

The challenges were mainly due to shortage of finance, infrastructural establishment, and interference in the management of schools. All the Principals were in agreement

that the Catholic Church should not be dropped from the list of education stakeholders by MOEST. Perhaps the Principals' recognition of the moral and spiritual nourishment played by the church in their sponsored schools overshadows their physical handicaps.

However, the Catholic Church should play a more leading role in funding their schools, increasing their infrastructural establishment and limit their undue influence and interference in the administration of their schools in order for it to be positively perceived by Principals without any form of reservations.

The relationship between the Catholic Church and the Principals in secondary schools was found by this study to be cordial. A similar response was given by the sub county SCQASO in an interview as no serious alarm had been raised pitching the two stakeholders under discourse. This means that the positive outcomes emanating from the dual relationship between the Church and Principals in Likuyani Sub-County strongly outweigh the shortcomings of the Church. The findings also revealed that the Catholic Church knows its mandate vividly and this could be the reason why conflict between the Church and Principals is extremely minimal. The researcher argues that the church should play a more fundamental role in order for it to be perceived positively by other stakeholders. Proper training of all stakeholders in their constitutional mandates should be emphasised in order to diffuse any friction between them. Findings of this study have also revealed that there is a very significant relationship between the church and Principals which should be strengthened (Koech, 1999). The government should specify which type of physical developments the church should undertake in schools so that it cannot be perceived negatively for failing to do what has been mandated to it constitutionally. In the estimation of the researcher, the Catholic Church should find ways of raising funds in order for it to not

only fund infrastructure, provide learning and teaching materials but also support orphaned and vulnerable children in its sponsored schools in order to attain high academic training, moral, and spiritual standards in her institutions (Republic of Kenya, 2007; Walaba, 2013).

6.3 Recommendations

The study made the following recommendations basing on the findings:

- a) Sponsors should revisit their traditional role of funding infrastructural development of their schools in order to remain relevant in the new constitutional dispensation. It should vigorously fundraise locally, nationally, and internationally in order to build infrastructure in their schools, provide learning and teaching materials, and support students with special needs go through the school system.
- b) School principals should note the changing role of the sponsor by the MOEST in order for them to perceive the Church in line with the changes made by the government regarding the role played by different stakeholders in the education sector.
- c) Principals, sponsors and, other education stakeholders should attend capacity building seminars and workshops in order to understand their mandate. This will bond the different stakeholders in education in order to create a harmonious working relationship between different stakeholders.
- d) The sponsor should be encouraged to conduct more of individualised guidance and counselling and follow ups to enable teachers and students go over their challenges instead of group or mass counselling. This calls for the sponsor to create more time with students and teachers in order to give them individual attention.

6.4 Areas for further Research

The researcher examined exclusively Principals' perception of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

Other researchers could undertake research on:

- (a) Perceptions of BOMs on the role of the Catholic Church in the development of secondary school education.
- (b) Perception of sponsor on role played by principals in spiritual and moral development of teachers and students.
- (c) Perception of teachers on the working relationship between principals and the sponsor.
- (d) Challenges faced by teachers in Catholic Church sponsored schools in Kakamega County.

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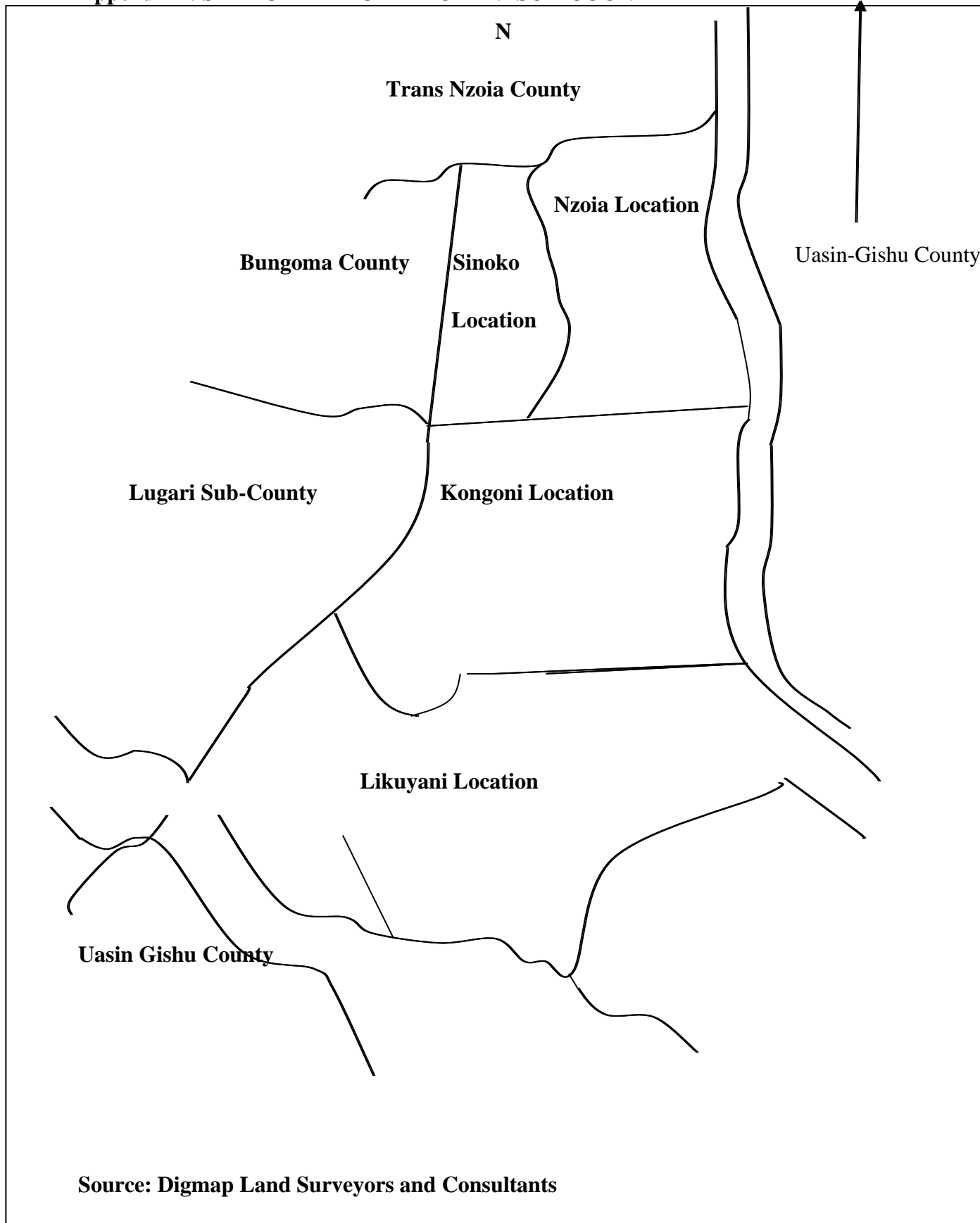
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Appendix 1: SKETCH MAP OF LIKUYANI SUB-COUNTY



Source: Digma Land Surveyors and Consultants

**Appendix 2: QUESTIONNAIRE FOR PRINCIPALS IN CATHOLIC
CHURCHSPONSORED SCHOOLS.**

My name is Billy Akidiva Mudanya, a post graduate student in Kisii University pursuing a Masters of Education in Education Foundations (History option). As part of the requirements for the course, I am carrying out research on the capacity of the principals' perception on the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County. This research will invigorate the Catholic Church to play a more active role in the development of secondary school education in Likuyani Sub-County. Any information will remain confidential and will be used only for the purpose of this research.

Thanks in advance for your co-operation.

SECTION A

Instructions

(Kindly don't write your name or name of your school on this questionnaire

Put a tick against the box in the questions asked).

PRINCIPAL'S PROFILE

1. Gender: Male
Female
2. Age: Below 30yrs
31-40yrs
41-50yrs
51-60yrs
3. Qualification level:
Diploma
BED
Masters
Doctorate
4. Years of service: 1-10
11-20
21-30
31-40

SECTION B: Likert Scale:Role ofthe Catholic Church in the development of Secondary School education in Likuyani Sub-County.*(Kindly respond to the following statements.Whether you StronglyAgree, Agree, Undecided, Disagree or Strongly Disagree).*

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5.The Catholic Church plays a crucial role in the recruitment, appointment and transfer of teachers and principals.					
6. The Catholic Church provides learning materials to your school?					
7.The Catholic Church recruits and pays some members of staff in your school.					
8. The Catholic Church sponsors members of staff in your school for further training.					
9. The Catholic Church is actively involved in the physical and infrastructural growth of schools.					
10. The Catholic Church organizes education days where schools, teachers and students with outstanding results are awarded.					
11.The Catholic Church is involved in the spiritual					

growth and counselling of teachers and students.					
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12. How many teachers has the CC sponsored for further studies from the time the school was incepted?

1-5

6-10

11-15

Above 15

None

13. How many structures has it funded or aided in constructing?

1-2

3-4

5-6

7 and above

14. Kindly explain how the Catholic Church motivates teachers and students.

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15. Kindly explain how the Catholic Church is involved in assisting students with special needs.

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16. How many teachers has the Catholic Church sponsored in your school for further studies?

1-5

6-10

Above 10

None

17. Briefly explain how the Catholic Church is involved in the sponsorship of teachers for further studies.

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18. In your own estimation, kindly explain the impact of guidance and counselling sessions in your school on teachers and students.

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SECTION C

Principals’ Perception of the workingrelationship between principals and the CC inthe development of secondary school education in Likuyani Sub-County.

Likert scale: (Kindly respond to the following statements). Whether you Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree)

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
19. Relationship between principals and sponsors is cordial					
20. Principals as CEOs and team leaders in their institutions actively involve the sponsor in all official functions and strategic planning					
21. The principals have programmed sponsors to conduct spiritual and moral guidance					
22. Catholic church should continue playing an important role in the development of Education					

23. Briefly describe how the relationship between Principals and the Catholic Church in Likuyani Sub-County is.

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24. Explain briefly how you involve the Catholic Church in the day to day running of your school.

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25. Briefly explain how you have programmed the Catholic Church to conduct spiritual and moral guidance in your school?

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26. Briefly explain why you think the partnership between the Catholic Church and Principals in Likuyani Sub-County should be strengthened.

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SECTION D

Principals' perception of the challenges faced by the Catholic Church in the development of secondary education in Likuyani Sub-County

Likert Scale: (Kindly respond to the following statements). Whether you Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree.

Challenge	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree
27. Provision of teaching and learning materials					
28. Funding and development of infrastructure					
29. Dealing with principals sponsors creates harmony and tension in school					
30. Sponsor interferes with management of the school					
31. Catholic church should be dropped from the list of Education stakeholders by MOEST					

32. Kindly explain some of the challenges faced by the Catholic Church in the development of secondary school education in Likuyani Sub-County.

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33. Kindly explain briefly why the Catholic Church is unable to overcome its challenges in the development of schools.

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34. Briefly explain how the challenges faced by the Catholic Church in development of secondary schools affect your relationship with the church.

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35. Could you please state instances where the Catholic Church creates disharmony and tension in schools if there is, explain briefly why you think they do so.

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36. Kindly suggest what can be done to improve the Principals'- Catholic Church relationship.....

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37. Briefly explain if the relationship between the Catholic Church and principals should be maintained.....

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Appendix 3: INTERVIEW SCHEDULE

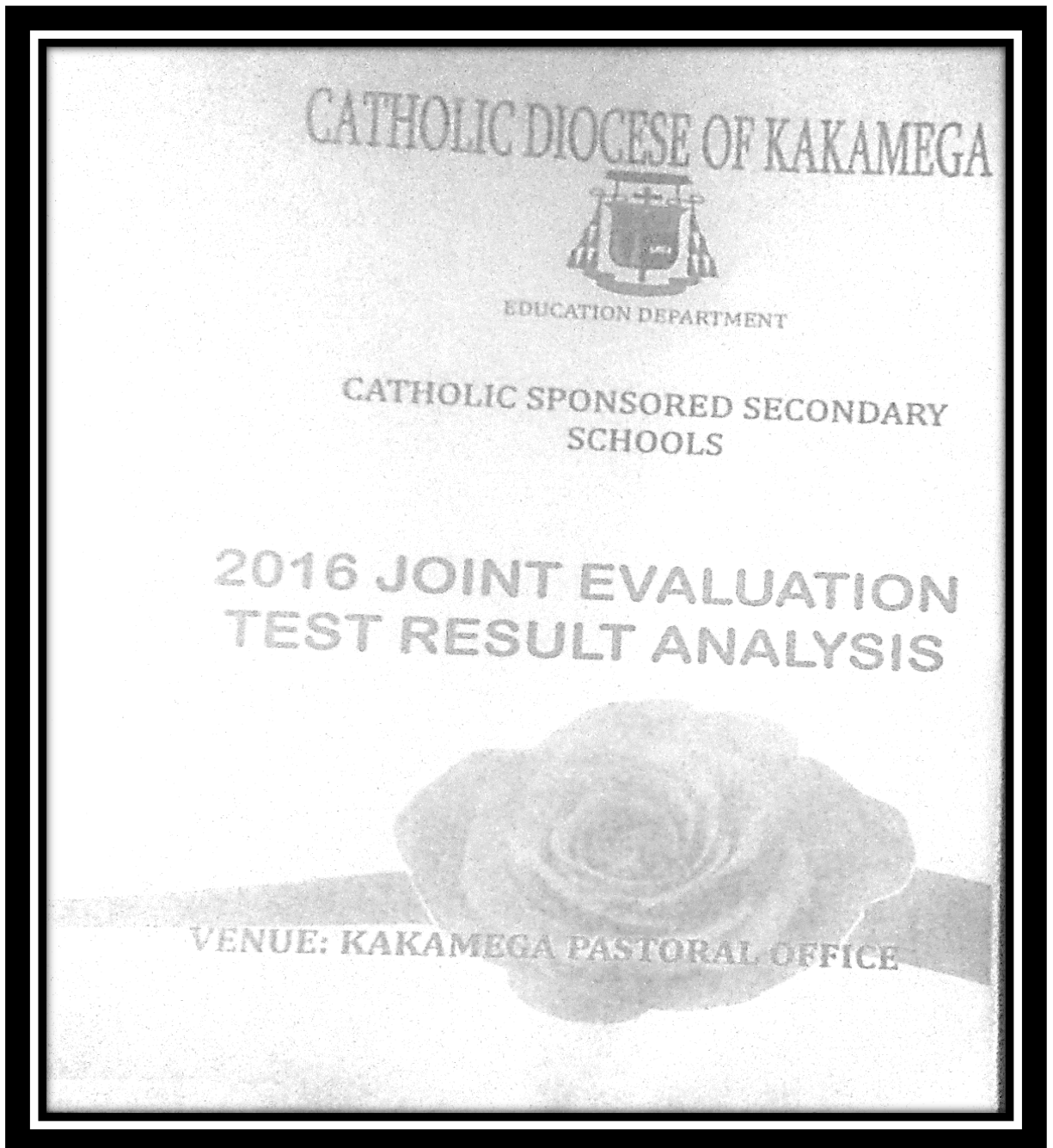
INTERVIEW SCHEDULE WITH THE CATHOLIC EDUCATION SECRETARY – DIOCESE OF KAKAMEGA ON 2ND December, 2015

- i. How do you view the role played by the Catholic Church in the development of secondary school education in Likuyani Sub-County?
- ii. Does the Catholic Church(sponsor) comprehend its role as stipulated in the Basic Education Act, 2013?
- iii. In particular can you explain what the Catholic Church has done in:
 - (a) Infrastructural development of its sponsored schools;
 - (b) Provision of learning and teaching materials to her sponsored schools;
 - (c) Representation on schools' management boards;
 - (d) Maintenance of spiritual development and;
 - (e) Finance and infrastructural support to its schools.
- iv. Are there other stakeholders who play an active role in the development of secondary school education in Likuyani Sub-County? If yes could you please mention them and the role they play?
- v. What academic qualification has the church set for one to be appointed as a sponsor or to the BOM in your sponsored schools?
- vi. Of which faith are principals of your schools required to adhere to?
- vii. Are there any reported cases of conflict between principals and your church over management issues?
- viii. In your opinion, what should be done for the Catholic Church to play a more relevant role in the development of secondary school education in Likuyani Sub-County.
- ix. Suggest what the church should do in order to improve the perception of principals positively towards it.

**Apendix 5: ONE OF THE BUILDINGS THE CATHOLIC CHURCH
PARTICIPATED IN CONSTRUCTION**



Source: Field survey



Source: Field Survey

Appendix 7: LETTER OF INTRODUCTION FROM KISII UNIVERSITY



KISII UNIVERSITY **ELDORET CAMPUS** **OFFICE OF THE DEPUTY DIRECTOR-ACADEMIC AFFAIRS**

Phone: 0720 094 039

Email: eldoret campus@kisiiversity.ac.ke

P. O. Box 6434- 30100

ELDORET - KENYA

22nd JUNE, 2015

TO WHOM IT MAY CONCERN.

Dear Sir / Madam.

RE: AKIDAVA BILLY MUDANYA **REG NO: EM/03514/12**

This is to acknowledge and inform you that the above mentioned student successfully completed his course in **Masters in Educational Foundations (History Option)** in the Faculty of Education and Human Resource Development.

However he is working on his research entitled "*Principals' Perception on the Role of The Catholic Church in the Development of Secondary School Education in Likuyani Sub-County, Kenya.*"

We are kindly requesting your office to provide him with the permit to proceed to the field for data collection and completion of his research.

Please do not hesitate to call the undersigned for any verification.

Thanks.



Charles O. Ongiyo

DEPUTY DIRECTOR-ACADEMIC AFFAIRS.

Appendix 8: PERMIT FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/15/2486/7901**

Date:
6th November, 2015


Akidiva Billy Mudanya
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Principals' perception on role of the Catholic Church In the development of secondary school education in Likuyani Sub county, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for a period ending **4th November, 2016.**

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

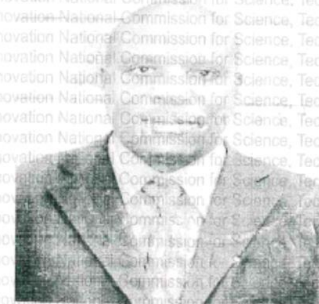
**THIS IS TO CERTIFY THAT:
MR. AKIDIVA BILLY MUDANYA
of KISII UNIVERSITY, 5000-30100
eldoret, has been permitted to conduct
research in Kakamega County**

**on the topic: PRINCIPALS' PERCEPTION
ON ROLE OF THE CATHOLIC CHURCH IN
THE DEVELOPMENT OF SECONDARY
SCHOOL EDUCATION IN LIKUYANI
SUBCOUNTY, KENYA**

**for the period ending:
4th November, 2016**

**Applicant's
Signature**

**Permit No : NACOSTI/P/15/2486/7901
Date Of Issue : 6th November, 2015
Fee Received :Ksh 1,000**



**Director General
National Commission for Science,
Technology & Innovation**