

Principals' Perceptions Of The Role Of The Catholic Church In The Development Of Secondary School Education In Likuyani Sub-County, Kenya

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Abstract: This study investigated the Principals' perception on the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County. The research question was to investigate the role of Catholic Church in the development of secondary school education in Likuyani Sub-County. The researcher employed the Mixed Methods Research Design which generated data from the field quantitatively and qualitatively by use of questionnaires and interview guide. Purposive sampling was used to select all 15 Principals, the Catholic Education Secretary, Kakamega Diocese, and the Sub-County Quality Assurance and Standards Officer, Likuyani Sub-County who 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. 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. 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. 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 school education in Likuyani Sub-County for adoption by the MOEST and sponsoring churches in order to reduce friction between Principals and the Catholic Church thus produce holistic products. 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 all education stakeholders should undergo training and teambuilding seminars from time to time in an effort to minimise conflicts between them.

Keywords: Catholic Church, Development of Secondary school education, Role, Principal, Perception

I. INTRODUCTION

A. 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). 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. Mackeown (2010) reporting on the Role of Churches in Education, in the Irish Catholic Bishops' Conference, noted that the church played a key role in Christian formation both in school and outside it. He noted that over 200,000 Catholic schools with 52 million students have been established in the world and have equipped students with academic and life skills with the purpose of forming the whole persons so that they may attain their eternal destiny and also promote the common goal of society and nations of the world.

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 in the UK 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.

According to Charu and Mwaura (2014), the MHFs were actively involved in the establishment 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 role of the Catholic Church is well spelt in the Kenya's Education Policy on sponsorship (Basic Education Act, 2013) and the Catholic Education Policy (Kenya Episcopal Conference, 2008) which draw their content 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).

In Kenya, study findings by Aleke (2010), Lugulu (2013) and Makori and 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.

The Catholic Church has played a crucial role in the development of secondary school education in Likuyani Sub-County. Records at the Likuyani Parish indicate that the MHFs initiated the building of primary and secondary schools in

Likuyani Sub-County before they transited this responsibility to the local faithfuls who founded other other education institutions including orphanages and Special Education Units that cater for students with disability. 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.

B. 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.

Various studies have been carried out on the relationship between the church and the secondary schools they sponsor since independence. For instance; Frenza (2015) carried out research on Dynamic Relationship between Pastors and Principals in Ontario, USA. He found out that the relationship between them was too unique and had to be strengthened. Okotoni and Okotoni studied on Conflict Management in Secondary Schools in Osun State, Nigeria. His findings indicated that sponsor interference in management of schools resulted to disruption of scademic programmes, inadequate staffing and financial losses leading to unquantifiable losses to students and parents. In Kenya, Makori and Onderi (2013) did extensive research on the Challenges in Leadership and Management of Church Sponsored Secondary Schools in Kenya. He found out that meddled with the management of schools leading to low morale and forceful transfer of principals that affercted 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. Also Masika and Simatwa (2010) researched on Contribution of the Quaker Church to Management of Seondry Schools in Bungoma County, Kenya. His comparative study with the Catholic Church found out that trhe Catholic Church played a more active role in the development, oversight, and management of schools compared with the Quaker Church; 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 funding and infrastructural development of their sponsored schools which has made them perceive the leading to conflict, slow pace of development of schools, low morale by the principals and the teaching staff, and delayed achievement of the schools' strategic plans under this study.

This study sought to establish Principals' Perceptions of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

II. LITERATURE REVIEW

A. INTRODUCTION

This chapter gave an overview of the principals' perception of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

B. 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 in human 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 Secondary schools grew from 34,849 to 42,234 an increase of 13 schools per week.

The Catholic 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 in the Catholic School a community climate 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 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.

a. *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.

b. *ROLE OF THE CATHOLIC CHURCH IN THE DEVELOPMENT OF SECONDARY SCHOOL EDUCATION IN KENYA*

At independence churches surrendered their schools to the Government of Kenya but 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).

Studies by Lugulu (2013) reveal 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.

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. Many studies have 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. This study sought to establish principal's perception of the role of the Catholic Church in the development of secondary school education in Likuyani Sub-County.

II. RESEARCH METHODOLOGY

A. 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.

B. RESEARCH DESIGN

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; Cresswel, 2013). A Mixed Methods Research Design is an approach to inquiry that combines both quantitative and qualitative approaches.

C. STUDY LOCALE

The research was carried out in Likuyani Sub-County, Kakamega County, a cosmopolitan settlement scheme which was part of the extensive and highly potential agricultural region in the North Rift that experiences the savannah type of climate. The main economic activities carried out in the area are intensive maize and dairy farming. Politically, the area is sub-divided into Nzoia, Sinoko, Kongoni and Likuyani Locations. The area is appropriate for study because 23 out of the total 25 secondary schools are public and Church sponsored.

D. TARGET POPULATION, SAMPLE SIZE AND SAMPLING PROCEDURE

a. 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.

b. 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. Whereas 23 secondary schools are

public and Christian sponsored, 15 of them are Catholic Church sponsored.

E. 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.

a. 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.

b. INTERVIEW GUIDES

Interview guides were used to gather information from the SCQASO Likuyani Sub-county and 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.

c. VALIDITY OF THE RESEARCH INSTRUMENTS

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.

d. RELIABILITY OF THE RESEARCH INSTRUMENTS

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.

F. 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.

G. DATA ANALYSIS AND PRESENTATION

The researcher 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 form of tables, graphs and charts descriptive statistics of weighted averages and then presented it using tables, graphs and charts.

H. ETHICAL CONSIDERATIONS

A research authorisation permit was obtained from the National Commission of Science Technolgy 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.

III. RESULTS

A. INTRODUCTION

This chapter dealt with presentation of research findings which was done in form of descriptive statistics.

B. DEMOGRAPHIC CHARACTERISTICS OF THE PRINCIPALS

The demographic characteristics of the Principals are displayed in Table 4.2.

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

Table 4.2: Demographic Characteristics of Principals (n=15)

a. GENDER

The respondents were asked to indicate their gender. All the 15 Principals completed the questionnaire. Among them 11(73%) were male while 4(27%) were female confirming existence of gender disparity in organizations in Kenya.

b. YEARS OF SERVICE

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.

c. DENOMINATIONS

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.

C. 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 are displayed in Table 4.3.

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

Table 4.3: Role Of The Catholic Church In The Development Of Secondary School Education in Likuyani Sub-County

a. 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.

b. 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.

Table 4.3 indicates that majority of the Principals 8 (53%) disagreed that the Catholic Church did not play an active role in sponsoring members of staff for further training while 6 (40%) agreed.

c. 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 Figure 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%).

Appendix 4 is an analysis of the 2016 KCSE Mock results done by Catholic Sponsored secondary schools in the Catholic Diocese of Kakamega.

d. 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. 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 staff as opposed to 1 (7%).

e. 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.

f. 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 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.

g. 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, 12(80%) of the respondents disagreed with the Catholic Church in the area of giving bursaries to students with special needs as opposed to 2(14%).

D. SPIRITUAL AND MORAL GROWTH OF TEACHERS AND STUDENTS

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.

IV. DISCUSSION OF RESEARCH FINDINGS

A. RESEARCH QUESTION 1

In response to the research question one which 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.

a. 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. This was confirmed by the SQASO Likuyani Sub-County, in an interview who revealed the role of the Catholic Church in this area. As indicated in table 4.2, the Catholic Church plays a role 8 (58%) in the recruitment, appointment, and transfer of teachers and principals 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 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 superintendent 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 no-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 in consultation with the Diocesan Education Secretary and the

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 this diocese”.

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 9(60%) 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.

b. 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 Kenya Education Policy mandates the sponsor to avail teaching and learning materials to their sponsored schools. In this study, most respondents 10(67%) disagreed that the Catholic Church provide teaching and learning materials to its schools as opposed to 5 (33%) who viewed the church positively in this area.

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 participate in the learning process actively through provision of learning materials. Learning materials make learning enjoyable enabling the learning objectives to be achieved.

The above work by the Catholic Church is monumental although some principals were unable to recognise this contribution. In a study by Mwaura (2014) the rating of the Catholic Church in the provision of teaching and learning materials was even worse at 6%.

c. 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, only 3 (20%) of the 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 Figure 4.2 (33%) noted that the Catholic Church had funded or aided 1-2 structures in their construction with a similar number reporting none. 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 has 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 also confirmed by the SQASO who revealed whenever there is a funds drive in his area of jurisdiction thus:

”I have always witnessed the Catholic Church participating actively. This could be due to two reasons: First, to satisfy its constitutional mandate and two; to exercise philanthropy in order to maintain its grip on its sponsored schools. However minimal, the Catholic Church should be commended for its active participation in constructing its sponsored schools”.

This was confirmed 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.

d. 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. 7 (47%) of the 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. A similar number of respondents was in disagreement while 1 (17%) was undecided. 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. The SQASO in an interview confirmed the holding of annual education days by the diocese of Kakamega. 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 indifferent 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.

e. 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 12(80%) 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.

f. GUIDANCE AND COUNSELLING

Findings by this study revealed that 12 (80%) 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 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 Education secretary Diocese of Kakamega and he said that:

“Programmed mass in each school goes on uninterrupted where teacher and students are offered guidance and counselling, undergo confirmation classes and even take 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, 2010; Hawley, 2013; Nyaega, 2011; and Theos and Stapleford Centre, 2009).

V. CONCLUSION AND RECOMMENDATIONS

A. 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.

B. CONCLUSION

This section presents a conclusion of the study findings based on Research question 1. It presents a summary of findings based on role of the Catholic Church in the development of secondary school education in Likuyani Sub-County. 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 initiatives have faced challenges that call 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.

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 school.

C. RECOMMENDATIONS

The study made the following recommendations basing on the findings:

- ✓ 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.
- ✓ 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.

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.

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