

**THE INFLUENCE OF SPONSORSHIP ON ACADEMIC PERFORMANCE OF
SECONDARY SCHOOLS IN KENYA**

**A CASE OF COMPASSION INTERNATIONAL ASSISTED PROJECTS, NDEIYA
DIVISION, KENYA**

BY

RACHEL WANJIRU NDUNGI

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER OF ARTS IN
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

2012

**UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 92
KIKUYU**

DECLARATION

This research project is my original work and has not been presented for a degree award in any other University.



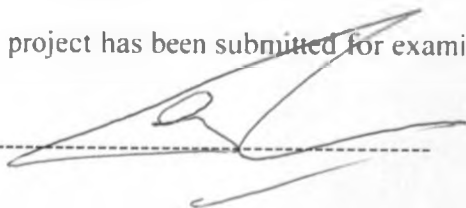
RACHEL W. NDUNGI

DATE

07/08/2012

REGISTRATION NO: L50/64089/ 2010

This project has been submitted for examination with my approval as a University Supervisor.



DR. CHRISTOPHER GAKUU

DATE

7/8/2012

SENIOR LECTURER

DEPARTMENT OF EXTRA- MURRAL STUDIES

UNIVERSITY OF NAIROBI

DEDICATION

This research project report is dedicated to all my colleagues at work: Sammy, Dan, Michael, Elizabeth and Sarah for allowing me to be out of the office for my leave while working on this research proposal. You stood in the gap for me. May the Lord indeed bless you for selflessly dedicating yourselves to work in order to ensure that everything is in place at work in my absence. I cannot forget my husband for his daily encouragement, moral and financial support without which this work would not have come to a completion. To my two children Stella and Eugene; thank you for bearing with my regular absence at home.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude and appreciation to everyone who devoted their time towards the completion of this research project report. Special appreciation goes to my friend, Benson Shamala for devoting his time to take me through what a research project entails and giving me a very vital book that I used for reference throughout the whole study. Two, I would like to thank my supervisor for his commitment, dedication, self-sacrifice and valuable contribution without which this research proposal would not have been completed. I cannot forget to thank my boss at work, Samuel Wambugu for assisting me with materials that proved to be very important for this research.

TABLE OF CONTENTS

Content	Page
TITLE PAGE.....	i
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
ABBREVIATIONS.....	xiii
ABSTRACT.....	xiv
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Problem statement.....	4
1.3 Purpose of the study.....	5

1.4 Objectives of the Study.....	6
1.5 Research questions.....	7
1.6 Significance of the study	8
1.7 Limitations of the study	8
1.8 Delimitation of the study	8
1.9 Assumptions underlying the study.....	9
1.10 Definitions of significant.....	10
1.11 Organization of the study.....	11
CHAPTER TWO: LITERATURE REVIEW.....	12
2.1 Introduction.....	12
2.2 The concept of sponsorship	16
2.3 School fees payment for secondary school students.....	18
2.4 Educational resources for secondary school students.....	20
2.5 Provision of Spiritual Support for secondary school students.....	220
2.6 Provision of Social Support for secondary school students.....	24
2.7 Provision of physical support for secondary school students.....	25

4.3 Demographic information.....	40
4.4 The influence of school fees payment on the academic performance of secondary school students in Ndeiya Division.....	41
4.5 The influence of provision of educational resources on the academic performance of secondary school students in Ndeiya.....	43
4.6 The influence of spiritual support on the academic performance of secondary school students in Ndeiya Division.....	45
4.7 The influence of social support on the academic performance of secondary school students in Ndeiya Division.....	46
4.8 The influence of physical support on the academic performance of secondary school students in Ndeiya Division.....	48
4.9 Influence of compassion sponsorship on the academic performance of the sponsored children.....	53
 CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	 54
5.1 Introduction.....	54
5.2 Summary of the study findings.....	54

5.2.1 The influence of school fees payment on the academic performance of secondary school students in Ndeiya Division.....	54
5.2.2 The influence of provision of educational resources on the academic performance of secondary school students in Ndeiya Division	55
5.2.3 The influence of spiritual support on the academic performance of secondary school students in Ndeiya Division.....	55
5.2.4 The influence of social support on the academic performance of secondary school students in Ndeiya Division.....	56
5.2.5 The influence of physical support on the academic performance of secondary school students in Ndeiya division.....	57
5.2.6 Influence of compassion sponsorship on the academic performance of the sponsored children	60
5.3 Conclusion	60
5.3.1 The influence of school fees payment on the academic performance of secondary school students in Ndeiya Division.....	60
5.3.2 The influence of provision of educational resources on the academic performance of secondary school students in Ndeiya Division	61
5.3.3 The influence of spiritual support on the academic performance of secondary school students in Ndeiya Division.....	61

5.3.5 The influence of physical support on the academic performance of secondary school students in Ndeiya Division.....	63
5.3.6 Influence of compassion sponsorship on the academic performance of the sponsored children	63
5.4 Recommendations.....	66
5.5 Areas for further studies	67
REFERENCES	71
APPENDIX I LETTER TO THE RESPONDENT	72
APPENDIX II: SCHEDULED INTERVIEW GUIDE FOR THE PROJECT DIRECTORS.....	73
APPENDIX III: SCHEDULED INTERVIEW GUIDES FOR THE SCHOOL PRINCIPALS ...	75

LIST OF FIGURES

Figure 1: Compassion International Child Development Model.....	16
Figure 2: Conceptual Frame work	27

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 92
KIKUYU

LIST OF TABLES

Table 3.1: Sponsored form four students and the schools they attend in Ndeiya Division.....	30
Table 3.2: Operationalization Table	35
Table 4.1: KCSE performance of the sponsored children and the non-sponsored students (above grade C+)	38
Table 4.2 Head teachers' responses on number of years they had worked in school.....	39
Table 4.3 Project Directors responses on number of years they had worked in the compassion projects.....	40
Table 4.4 Head teachers' responses on educational resources from the donors.....	42
Table 4.5 Head teachers' responses on whether the donors provide spiritual support to the sponsored children	44
Table 4.6 Head teachers' responses on whether the donors provide social support to the sponsored children	45
Table 4.7 Head teachers' responses on whether the donors provided physical support to the sponsored children.	47
Table 4.8 Head teachers' responses on the effect of sponsorship on sponsored children academic performance	49

ABSTRACT

This report sought to establish the influence of sponsorship on the academic performance of the secondary school students from a management perspective. KCSE examination was the standard used by the researcher to measure the academic performance of students in Compassion International assisted projects, Ndeiya division. The research was guided by the following objectives; to establish the influence of school fees payment, provision of educational resources, spiritual support, social support and physical support on the academic performance of secondary school students in Ndeiya. The study was carried out using the descriptive research design on a population of all the 12 compassion project directors and eight school principals of the schools where the sponsored form four students sat their KCSE. Out of the 17 schools in Ndeiya division only eight had the sponsored form four students were used for this study. Census method was used in this study. The research instruments used in the study included content analysis and scheduled interview guides. Content analysis was used to analyze the KCSE results for the sponsored form four students for the years 2009, 2010 and 2011. The scheduled interview guides were used for the project directors and school principals.

The findings of the study established that the sponsored children school fees was paid, they also received educational resources from the donors according to the majority of the head teachers. The type of educational resources from the donors come in form of books, school uniforms, library facilities, education tours and excursions, stationeries, bags, shoes among others. The students received spiritual support from the donors which included provision of spiritual nourishments during Saturdays and Sundays by qualified teachers, opportunities to participate in youth related programmes in the church, encouragement to attend church services, guidance and counseling, training on morality, provision of spiritual and personal development books like the bible and hymn books. The nature of social support provided by the donors to the sponsored children to include; provision of basic needs like food and clothing to the sponsored children and their families, following up children while at school to ensure smooth learning, tours and excursion to motivate them and enhance their interaction. The physical support provided to the sponsored children included proper housing for the family, water tanks, and other facilities required for raising the standards of living, games kits and medical /health assistance through payment of hospital bills for the children. Compassion sponsorship had a positive influence on the academic performance of the sponsored children. The study recommends review of the existing policies and laws on compassion sponsorship programme with a view to effectively manage the effects of sponsorship on academic performance of secondary schools in Kenya. This will address the existing gaps in the existing policies and laws guiding the implementation of sponsorship programme and making them more effective.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Generally, the sponsorship program had its origin in Canada in 1994 – 95 when the advertising section of Public Works and Government Services Canada (PWGSC), under its director, Joseph Charles disbursed about \$2 million from its normal operating budget for what were described as “special programs” at which federal government advertisements were prominently displayed. In 1995- 96 nearly \$22 million was disbursed by PWGSC for advertising rights at similar events and for expenses related to the promotion of national unity. Laura (2010) asserts that to begin writing about sponsorship without first telling you a bit about Sister Ignatia would be the proverbial "putting the cart before the horse. Sister Ignatia was considered to be the third founder of Alcoholics Anonymous. She was a catholic nun in Ohio, United states who sponsored alcoholics in terms of counseling and offering medical attention to them.

Mark (2007) highlights that education sponsorship saw its birth in the meeting of the Board of Directors of Welfare Services Ernakulam held on December 20, 1994. The decision to start an Education Sponsorship Program was taken. Fr. Jose Thelakkatt, the Treasurer-cum-joint Secretary of welfare Services, suggested about a programme to assist poor and intelligent students with sponsorship of people of good will, that could be started as memorial of the centenary of the Archdiocese. Mar Jacob Manathodath , Auxiliary bishop of Ernakulam who presided over the meeting entrusted him the task of drawing up a clear picture of the project and appointed him in charge of it. It was also decided that the programme should be a part of Welfare

Services Ernakulam, but functioning with operational independence with a separate bye-law and a Board of Directors.

Anthony (1995), explains the functioning of the project. He points out that the main strategy of fund raising was arranging sponsors meetings in which sponsors handed over the sponsorship fund to the chief guest of the programme often the Bishop. The project selected students for assistance from high school level. Once selected they remain in the project till they complete their formal education. Prospective beneficiaries are identified by parish level committees for social welfare activities. Applications of students are forwarded by parish priests when invited through Archdiocesan Bulletin. Financial backwardness and excellence in studies are the main criteria for selection. Selection of students is preceded by an individual interface with the director and followed by his explanation of the aims and objectives of the program, the procedure of availing assistance etc. Selected students receive assistance which varies according to each course, at zonal or forane levels. Apart from financial assistance, seminars and workshops are conducted on career opportunities, personality development social dynamics, spiritual life, learning habits etc., with the help of experts. The project envisage that the benefits received by the students from the common good of the society through opportunities for higher education is returned when the beneficiary becomes self reliant so that new deserving generation benefits from it. This humble, but symbolic project attempts to show the world how this process is possible.

According to World Bank (2006), education is vital to lasting positive change in children's lives. Yet for millions of children and youth in low-income countries and poor communities, a quality education is beyond reach. Many other kids are not prepared when they start school and drop out

in the early grades. To realize economic benefits on educational investments, governments across the globe, Kenya being one of them has registered more bilateral and multilateral assistance agencies with an aim of financing educational expansion. Over the past decades school sponsorship has been supported by quite a number of governmental and non-governmental agencies, foundations, corporate donors and private well wishers. Examples are Compassion International, Save the Children, World Vision, Plan International, Aghakhan Foundation, Elementary Secondary Education Act in US, Kenya Education Fund etc. It is this background that gives practical significance to conducting a study on the impact sponsorship on academic performance in the Compassion International assisted projects, Ndeiya cluster.

Compassion International is a child sponsorship organization with operations in over thirty countries. Founded by Reverend Everett Swanson in 1952. Compassion began by providing Korean War orphans with food, shelter, education and health care as well as Christian training. Swanson established a program through which caring people could sponsor those needy children for a few dollars a month. In return, these children would be given an opportunity to grow and develop in a nurturing environment. It is a Christ- based organization that works by partnering with churches in order to effectively work with children in poverty. Compassion International, Kenya shares a bigger burden in ensuring that children acquire education for better future. Compassion partners with churches to help them provide children with the opportunity to rise above their circumstances and become all God have created them to be. CKE sponsors child schooling all the way from preschool up to university. CKE sponsors University education through a program called Leadership Development Program. The organization provides sponsorship in the form of school fees payment, education resources, spiritual, social and

physical support. Compassion's work in Kenya began in 1980. More than 74,900 children participate in 310 child development projects (Compassion, 2010). Ndeiya cluster, where this study will be based has 12 out of the 310 projects.

Bruce (2012) emphasizes that the best investment is investment in education. He asserts that the best way of helping to make a poor family self-reliant is to help the students in that family complete quality education. Poor children are rich in many resources, talents, assets, entrepreneurship, intelligence and creativity and therefore our work should be to help them realize and express these qualities. He highlights that sponsorship organization should respect religious gender, cultural and political values of people.

1.2 Problem statement

Compassion sponsorship specializes on releasing children from four major areas of poverty namely; spiritual, economic, social and physical. This is based on the belief that for a child to develop into a holistic adult these four areas of development are very vital. Wess (2007), has it that child sponsorship is a long- term development intervention .He points out that sponsors typically pay 25 to 40 dollars per month, which covers a child's educational fees, school uniforms, tutoring, health care, and, in faith-based sponsorship organizations, spiritual mentorship. Many development economists today favor interventions like child sponsorship that remove practical constraints to education while building a child's self-esteem, aspirations, and goals. In this way, sponsorship relieves both external and internal poverty constraints.

Compassion (2012), brings out the results of a study carried out by its research department on the long-term impacts of Compassion International's child sponsorship program. The study,

gathering data from over 10,000 individuals in six countries, found substantial impact on adult life outcomes for children who were sponsored through Compassion's program during the 1980s and '90s. Formerly sponsored children were statistically compared to older siblings who were too old for sponsorship when the program started in their village. In adulthood, formerly sponsored children were far more likely to complete secondary school and had a much higher chance of having a white-collar job. They married and had children later in life, were more likely to be church and community leaders, were less likely to live in a home with a dirt floor and more likely to live in a home with electricity.

For the purposes of this study the researcher looked at all forms of provisions donors give to the secondary students and their effects on academic performance of the sponsored children. Through this study the researcher sought to establish the influence of sponsorship on the academic performance of the sponsored children in Ndeiya cluster of Compassion assisted projects.

1.3 Purpose of the study

The main purpose of the study was to find out the influence of sponsorship on academic performance of the sponsored secondary school students in Ndeiya division. K.C.S.E examination was used as a standard to measure the performance of the students. A comparison between the academic performance of the sponsored children and the non- sponsored ones was done. Key to this study was also establishing whether the influence is positive or negative.

1.4 Objectives of the Study

The study aimed at achieving the following objectives:-

- a) To establish the influence of school fees payment on the academic performance of secondary school students in Ndeiya.
- b) To find out the influence of provision of educational resources on the academic performance of secondary school students in Ndeiya.
- c) To find out the influence of spiritual support on the academic performance of secondary school students in Ndeiya .
- d) To find out the influence of social support on the academic performance of secondary school students in Ndeiya.
- e) To establish the influence of physical support on the academic performance of secondary school students in Ndeiya.

1.5 Research questions

The following questions formed the basis for the study:-

- a) To what extent does school fees payment influence the academic performance of secondary school students in Ndeiya.
- b) To what extent does provision of educational resources influence the academic performance of secondary school students in Ndeiya.

c) How does spiritual support influence the academic performance of secondary school students in Ndeiya .

d) To what extent does social support influence the academic performance of secondary school students in Ndeiya.

e) How does physical support influence the academic performance of secondary school students in Ndeiya.

1.6 Significance of the study

The findings of this study are hoped to provide the Compassion assisted projects staff with key information to use in their donor- based reporting which will in turn determine future academic funding by the donors. The researcher also hopes that the findings of this study will enlighten education stakeholders who include: parents, teachers, education administrators and students in that it can make them aware of forces that work for or against them in matters relating to academic performance.

There are also hopes that the Compassion International assisted projects, Ndeiya cluster education task force that has been charged with the responsibility of following up on the academic performance of the sponsored children will benefit from the findings. This study has provided most of the answers to questions that this task force has tabled regarding academic performance of the sponsored children. They can now readily use the findings of this study to strategize on the way forward as far as academic performance of these children is concerned.

Finally, the researcher hopes that the findings of this study will form basis on which future research could be built and that information from the study can be used by other organizations dealing with child sponsorship to improve their services to children.

1.7 Limitations of the study

There are many organizations that specialize with sponsorship but due to financial constraints only compassion international was studied and specifically the Ndeiya cluster compassion projects were used for this study. Poor record keeping in some of the schools worked as a setback to the study. Some respondents ended up giving pleasing responses to avoid offending the researcher leading to unreliable data.

1.8 Delimitation of the study

Delimitation is the process of reducing the study population and area to a manageable size. This research has been delimited in terms of the scope that it covers. One, it targeted only the form four students in Ndeiya Division secondary schools. Two, the research was carried out in Ndeiya cluster of Compassion assisted projects; thus other clusters were left out. Three, the study only factored seven schools where the sponsored form four students attend school and leave out the other six which do not have sponsored form four students.

1.9 Assumptions underlying the study

The researcher made the following assumptions in the process of carrying out the study:-

- a) That the donors will continue sponsoring the secondary school students.

b) That there were sponsored students in the schools.

c) That the respondents chosen for the study will be cooperative enough.

1.10 Definition of significant terms

Project – a field station that executes compassion sponsorship.

Project Director – the person who heads the day to day running of the project in terms of execution of the compassion sponsorship program.

Sponsorship – The act of giving school fees, educational resources, spiritual, social, physical support to secondary school students.

Sponsor - The person who gives school fees, educational resources, spiritual, social and physical support to secondary school students.

Sponsored Children – Beneficiaries of school fees, educational resources, social, physical and spiritual support from sponsors.

Compassion International – It is an organization that assists projects with funds so that they are able to give school fees, educational resources, spiritual, social and physical support to secondary school students.

Academic performance – refers to the progress of children in school. That is their educational achievement.

School fees – refers to the money the donors pay thrice a year to cater for the schooling of the sponsored secondary school students.

Educational resources – refers to text books, uniforms, school bags, school shoes and reference materials provided by the donors to the sponsored secondary school students.

Spiritual support – refers to biblical instruction, discipleship, bible study and spiritual age-graded lessons given by the donors to the sponsored secondary school students.

Social support – refers to social interactive skills and social age-graded lessons given by the donors to the sponsored secondary school students.

Physical support – refers to the health screenings, hospital referrals and physical well being age-graded lessons given by the donors to the sponsored secondary school students.

Kenya Certificate of Secondary Education - It is a national exam that marks the end of secondary school level for the students.

1.11 Organization of the study

This study was organized in five chapters; chapter one focuses on background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations, assumptions, and definitions of significant terms. Chapter two focuses on literature review, which is discussed as follows; the concept of sponsorship, school fees payment for secondary schools, educational resources for secondary schools, provision of spiritual support to secondary school students, provision of social support to secondary school students, provision of physical support to secondary school students, summary of literature review and conceptual framework.

Chapter three describes the research methodology that was used in the study, it is divided into the following topics; research design, target population, census method, research instruments, validity of research instruments, reliability of research instruments, data collection procedure and data analysis. Chapter four focuses on data analysis and interpretation. Chapter five consists of a summary of research findings, conclusions, recommendations and suggestions for further research in the area of study. The last section of the study included the references and the appendices.

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 92
KIKUYU

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the review of related literature more specifically literature on the concept of sponsorship, school fees payment for secondary schools, educational resources for secondary schools, provision of spiritual support to secondary school students, provision of social support to secondary school students, provision of physical support to secondary school students, summary of literature review and conceptual framework.

2.2 The concept of sponsorship

The Oxford Advanced Learners Dictionary defines sponsorship as financial support from a sponsor. It defines a sponsor as a person or company that supports somebody by paying for their training or education. The Longman Dictionary of Contemporary English defines a sponsor as a person who takes responsibility for a person or a thing. The Oxford online Dictionary defines a sponsor as one who assumes responsibility for another person or a group during a period of instruction, apprenticeship, or probation. It defines sponsorship as a business relationship between a provider of funds, resources or services and an individual, event or organization which offers in return rights and association that may be used for commercial advantage in return for the sponsorship investment. Sponsorship has benefits both to the sponsor and the person being sponsored. Some of these will be discussed here below and their impact to academic performance established through conducting this study.

Bruce (2008), in his research where he tried to quantify the impact of child sponsorship, came up with positive findings, that the sponsors' assistance improved the living standards of the recipients. His research findings concurred with those of Compassion (2010), when the organization studied the adult lives of previous sponsored children and compared them with their siblings who were too old to be eligible for the program. Their conclusions were that child sponsorship increased formal education levels by nearly three years from a base of 8.37, raises the probability of formal employment to 72 percent from 55 percent, and increases the likelihood of white collar employment to 31 percent from 19 percent. Sponsorship also decreased teenage marriage and childbearing and church leadership involvement. More modest findings indicated that adults who benefited from child sponsorship also lived in better-built houses, were more likely to use mosquito nets (as a means to ward off disease such as malaria) and smoke and drank less.

Thomas (2008), ascertains that sponsorship comes as a result of poverty with an aim of trying to improve the status of the poor. He warns that several hundred million of the world's poorest and most vulnerable people risk ending up soon on the economic scrapheap. If present policies continue, the risk will exist across much of the developing world. It may seem a bold claim until one examines the nature of modern poverty and the commercial and political forces which perpetuate it and are deepening the global economic divide. He tries to investigate how global policies have come to threaten national economies and, through them, the survival of hundreds of millions of poor rural people and their ways of life. Under globalization, poor countries, and the poorest people in other countries, have been marginalized.

Ndeiya cluster of the Compassion assisted projects is made up of twelve projects all with a total sum of 3,342 sponsored children. All the sponsored children come from very needy families living on less than a dollar per day. Through the CI sponsorship, the children get physical, social, economic and spiritual support. This is a partial sponsorship where the children live with their parents and caregivers at their individual homes and meet at the project every Saturday and over the school holidays.

IFAD (2006), further builds on the picture of poverty by pointing out that in as much as the poor are found both in the urban and rural areas; the overwhelming majority of the very poorest people are actually rural. The poorest of the rural poor generally live in remote areas and are isolated in every sense. They have meagre holdings or access to land, little or no capital and few opportunities for off-farm employment. Labor demand is often insecure and seasonal. The poor include large numbers of subsistence and near subsistence farmers, who grow all the food that their households eat or only purchase a limited amount in exchange for produce that they sell. Such people earn little monetary income, but they are not necessarily worse off than those who grow no foods themselves.

Daniel (2006), is in agreement that poverty is a complex and elusive concept. To him specialists differ as to whether it mainly concerns monetary incomes or less tangible factors such as marginalization, vulnerability, insecurity and dependence on other people. Correspondingly, there is no consensus on how poverty should be measured. The most common measures are of the numbers or percentages of people living on less than US\$1 or US\$ 2 per day. This measure could be crude but it is used by many international agencies and its clarity and simplicity lend it

an obvious virtue. Other definitions are based on the numbers of people who are hungry or malnourished.

Compassion recognizes that there are number of approaches to address poverty, and it has committed itself to use a unique and strategic manner in addressing poverty. Poverty takes hold and persists in circumstances in which there is a lack of opportunity, which crushes hope and leaves people feeling powerless. This may be the result of inadequate social services, scarce income or assets, social discrimination or oppression, or simply self-limiting behaviors rooted in culture or self- esteem. Whatever the manner in which lack of opportunity manifests itself, the creation of opportunity is the beginning of hope. Eventually it helps in empowering people to eventually overcome the dire circumstances in which they live (Compassion, 2010).

Compassion (2012) concludes that when people of all ages are in need of opportunity, that need is greatest in children who are only beginning their lives and thus are extra-ordinarily vulnerable. They are also extra- ordinarily full of potential should the right opportunities come along that can transform their lives before long consequences of poverty take hold. Compassion champions a response to poverty rooted in creating opportunity and hope for children to grow and to develop. This is grounded in their selection criteria which dictates that a child should be school going at the point of recruitment. In line with school fees payment and supporting the children with educational supplies, Compassion also supports children in other areas such as socially, spiritually and physically. This is aimed at achieving the product of their mission, 'a responsible and fulfilled Christian adult'. One cannot qualify to be given this term without good academic achievements. On this note, CKE recognizes the vital part education plays in the life of any

individual. To execute its mission Compassion works in four core programs which make up the Compassion International Child Development Model illustrated in Figure 1 below.

Figure 1: Compassion International Child Development Model

Source: Compassion International as at July 2012

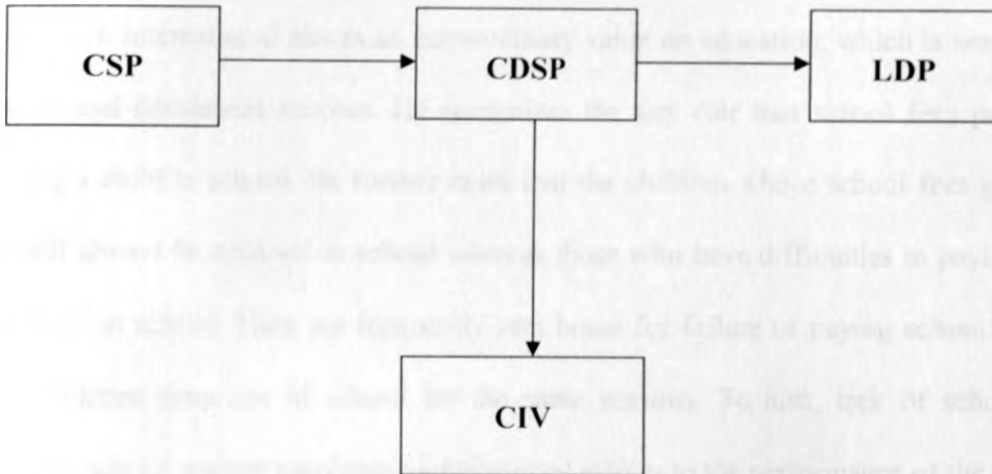


Figure 1 above shows the Compassion International core programs. They are:-

CSP - Child Survival through a sponsorship program

CDSP – Child Development through Sponsorship Program

LDP – Leadership Development Program

CIV – Complementary Interventions

2.3 School fees payment for secondary school students

Bruce (2008), categorizes this type of support under the economic domain of the CI holistic child development approach. He explains that sponsored children in the pre-school classes, secondary schools, vocational schools, colleges and universities benefit with a certain percentage of school fees depending on the funds available in budget of individual compassion assisted projects. Compassion International places an extraordinary value on education, which is seen as the key to personal and communal success. He recognizes the key role that school fees payment has of retaining a child in school. He further notes that the children whose school fees is paid in good time will always be retained in school whereas those who have difficulties in paying are usually on and off in school. They are frequently sent home for failure of paying school fees. In some cases, children drop out of school for the same reasons. To him, lack of school fees for a secondary school student translates to detrimental effects to the performance of the student.

John (2009), concurs with the argument that it is only when school fees is paid that students can be retained in school. Thus, he strongly believes that payment of school fees has direct relationship to gaining education. He majorly emphasizes on the need for a catalyst for effective community development. Many communities appear to have the characteristics that support community development and yet there is no community development that is taking place. The reason for this is that the conditions that support community development are not, in and of themselves, enough to initiate community development. A spark or catalyst is needed. A catalyst for community development is an individual or group who believes change is possible and is willing to take the first steps that are needed to create interest and support. In his book he offers education as the catalyst that is capable of making community development come alive.

In support of the above argument, Compassion (2009), elaborates the weight it puts on school fees payment to ensure that a sponsored student does not drop out of school due to lack of school fees. Even those in costly courses enjoy full benefits till completion. Payment of school fees has direct relationship to school achievements in that, the child who attends school every day of the term stands a better chance, all other factors constant of performing better academically. Compassion expects that the sponsored children will be in school throughout the term so as to cover every lesson taught and consequently be able to achieve good academic grades. As a result, they should become the catalyst of development in their communities (Compassion, 2012). From the various Compassion related literature reviewed by the researcher there seems to be a gap between the expected and actually what happens on the ground. Actually, the non-sponsored children are not performing well academically.

2.4 Educational resources for secondary school students

World Bank (2006), explains how child sponsorship programs were popularized in the 1980s as a means of sparking individuals in rich countries to support impoverished citizens in the developing world. Child sponsorship programs rely on monthly donations of between \$25-\$40 to help pay for the basic necessities, education, and medical care of individual children. Sponsors typically receive a photo and description of the child they are sponsoring, along with a description of their situation and needs. Some even exchange letters.

Michelin (2007), in his study findings has noted that, sponsors are important in the running of schools because they support the schools spiritually and also financially. He conducted a study of the sponsored schools in South Imenti District and established that the schools were financed

through fundraising programs, donation of text books and other laboratory equipment and also support of poor students by paying their school fees.

Compassion (2011) concurs with Michelin's findings in that they provide educational support to all sponsored secondary school students. This is in the form of text books, school uniform, school bags and hurricane lamps that help them to do private studies at home. This is aimed at ensuring that these children will be retained at school and will not be sent home because of lack of required text books or school uniform or school bag. This is also offered with an expectation that the children will be comfortable in school and as a result perform well academically. The secondary school students in get this benefit.

Lydia (2008), brings out a better understanding of education resources in her book. She refers to educational resources as the teaching – learning resources, which she defines as all materials and equipments used to enhance effective learning. Her major concern is that there is notable shortage of teaching materials and equipments in the schools today. This is a problem which needs careful consideration for solution to be reached. She laments at a situation whereby a teacher wants to teach reading in the absence of reading books, while at times, a teacher wants to write something on the chalk board and there is no chalk. She strongly urges the school administrators to start exploring ways and means of how they can solve this problem, because if it is left unsolved, the schools will go deeper and deeper into many problems which impact negatively on school achievements.

According to African Education in Focus (2010) journal, reading books are not the only problems that face schools in the side of teaching materials and equipments. There is inadequate supply of many things in schools, just to mention a few like desks, tables, maps, picture, posters.

etc. The journal arrives at the conclusion that the success of any lesson depends on how well the teacher prepares his lesson, what type of equipment he uses and the use of teaching aids. This means that the availability of adequate education resources cannot be downplayed in the journey to excelling academically.

To reduce these problems teaching resource centers would be helpful for teachers at which teachers can borrow items such as radio from the broadcasting lessons, tape recorders for teaching oral language lessons, cassette players, projectors and many other teaching equipment and materials (World Bank, 2008).

2.5 Provision of Spiritual Support for secondary school students

Compassion (2009), brings out Compassion International as a Christian based organization that seeks to release children from poverty in Jesus name. This is very evident in its mission statement which states, "In response to the great commission, Compassion International exist as an advocate for children, to release them from their spiritual, economic, social and physical poverty and enable them become responsible and fulfilled Christian adults". In its ministry to children it partners with churches because only the church can respond to the needs of the whole person.

Compassion (2011), states that holistic child development reaps strategic results to the churches that take child ministry seriously including church growth in numbers, a secure future leadership, national development, improvement of the general well being of parents and other adults and outreach to individuals and nations. In its advocacy work, CI terms it a privilege to speak on behalf of the poorest children who have no voice or influence in a world that has largely ignored

their plight. Through advocacy communications, CI is changing hearts and minds and empowering Christians to be true to their faith and exercise compassion.

Compassion (2007), highlights that CI assisted projects have allocated in their annual budgets activities that are spiritual in nature geared towards spiritual nourishment of the sponsored secondary school students.. These activities include, bible issuance, bible study, devotional programs, discipleship and follow-up classes, Spiritual rallies, evangelism, compassion Sundays, spiritual retreats, bible marathon etc. All these activities are aimed at nurturing the sponsored children to spiritual maturity to attain a product of a responsible and a fulfilled Christian adult.

It is common sense to assume that a spiritually mature child will be able to take their school work with the seriousness it calls for and as a result will perform well academically. Biblical knowledge can also enhance the student's performance in the Christian Religious Education subject. In addition, such a child will be highly disciplined, a thing that goes hand in hand with good academic performance. This study will try to shed light on the validity this assumption.

Agweyu (2003), in his study findings concluded that sponsors at times can have negative interference in the running of the schools where they sponsor children. He points out that in as much as the sponsors offer fundamental support both spiritual and financial to the schools, at times they can put demands on the school administration that are not realistic. He highlights the case of secondary school sponsors in Kakamega District where the sponsors were demanding that the school heads be sacked since they were mismanaging the schools. He recommends that sponsors should be very much involved in funding the pastoral programs of the schools other than politicking.

World Bank (2006), noted that development circles now recognize faith groups to represent a powerful voice in the academic issues of children. Michelin (2007) in his study findings also concurred with this. He found out that the church sponsors who fund schools play a key role not only in the financial assistance of the schools but majorly in the pastoral support of the students. Most of the schools under his research had powerful pastoral programs running. According to him children who are spiritually nourished cannot be compared to those lacking the same in terms their character.

2.6 Provision of Social Support for secondary school students

Thomas (2005), in his study on the effects of sponsorship on self- esteem of sponsored children, notes that the provision of social needs to the sponsored children goes a long way to enhance their self- esteem compared to others who are non- sponsored. This removes the feeling of insecurity in the children encouraging them to become aware of themselves. He bases his arguments on the Maslow's hierarchy of needs where he laid out needs into five broad layers namely; the physiological needs, the need for safety and security, the need for love and need for belonging.

Borrowing from (Thomas,2005), the Compassion's sponsorship in the form of social rallies, trips, talent shows, music, poetry and drama competitions follow under the Maslow's needs category of love, affection and belongingness. The satisfaction of this need leads to high self – esteem. The needs for love, affection and belongingness can only be satisfied after satisfying the needs for safety and physiological wellbeing.

Bruce (2012) points out that sponsored children benefit from social support which follows in the socio-emotional domain of the CI holistic child development approach. The expected outcome for this domain is that the children should be able to interact with others in a healthy and compassionate manner. He adds that the sponsored students participate in activities and trainings that nurture their socialization and interactive skills. These activities include music and drama festivals, sports and other indoor games, social rallies and trips.

Berk (2003), supports the view of a child's social growth. He notes that the experience of a child in search of own identity begins at birth and grows slowly. This significantly contributes to the formation of his/ her own unique personality. The child sees himself / herself as the centre of the universe. This egocentrism stems from an innate need for survival. He refers to self- esteem as the child's conscious self-portrait of authenticity, his self-perception, self-expectation and self-evaluation of personal abilities. Self- esteem is experience that is felt within.

Compassion (2006), supports Berks argument by explaining in length its high regard for the sponsored students self esteem. It points out that social related activity that the sponsored children are exposed to give them exposure through a change of environment and also enjoyment. It also helps the children to form self identity. The social support ensures that the sponsored children will not become social misfits. These children are able to interact freely and in a healthy way with the teachers and other children in school. This can help build up strong relationships between the teachers and the sponsored children, in such a way that they can freely ask the teacher questions on areas of their difficult and also freely answer teacher's question. This can result to good academic achievements.

Victor(1990).puts forth the argument that the relationship between the teacher and the child should be good for any learning to take place. He adds that if the relationship between the teacher and the child is bad, then the child may develop hatred of the subjects that a particular teacher is handling. If it is not corrected soon, it might lead to that particular child doing very poor in his subjects in the examination. For the child to be able to do well in school, the relationship between him and the teacher should appear to be that of child- parent relationship. He notes that learners will hate and fear those teachers that they are not getting along with. There is a likelihood of the teacher discriminating against those children who are not bright because they are playful, disobedient and not serious with their work. Some teachers end up spending their time with the bright students, thus the poor performers are neglected. All the above problems may lead the child to greater frustration and consequently lead to failure in examinations.

2.7 Provision of physical support for secondary school students

Compassion (2011). states that this follows under physical domain of the CI holistic child development approach. In simple terms, it specifically looks into matters regarding the health of the sponsored child. The sponsored children undergo health screening, they are referred to hospitals in case they get sick, they benefit with HIV/AIDS awareness education/ training and VCT. Above all they receive a balanced diet during the Saturday programs in the projects. The medical bills of the sponsored children are paid.

Compassion (2005).brings on board the voice, explaining in detail how the faith based organization does not compromise with the health of the sponsored children. The reason given

for this is that the health so much determines the life span of the child. According to Compassion (2010), Catherine Mbotela, the Program Director, highlights that through working with Local Church Partners Compassion provides nutrition, medical assistance and parental education. She adds that Compassion's CSP model is built off of the GOBI-FFF (Growth Monitoring, Oral Rehydration, Breastfeeding, Immunization- Female Literacy, Food security and Family Planning). In addition, we introduced the IMCI (Integrated Management of Childhood Illness) to support comprehensive roll out and complement our efforts on programmatic effectiveness. It is also highlighted that intensive training is provided to children, their parents and caregivers to help them avoid preventable diseases. In this regard, all the sponsored children go through health screening and are taught personal hygiene as well as reproductive health.

Compassion(2011) Health handbook statistically outlines that 17,782 children from all the Compassion assisted Child Development projects were supplied with treated mosquito nets to prevent malaria in the year 2011.CKE mainly refers the beneficiaries to public and mission health facilities for clinical interventions. To provide supplemental feeding due to the food crisis, 270 implementing church partners benefitted from the feeding program.

Going by Joel (2010), a Compassion sponsored child is a hundred percent well taken care of in terms of their health. In this regard, the sponsored children are by no means at risk health wise. He coins the slogan that ' a health body translates into a health mind'. He argues that sending a health child to school, all other factors constant, the expectation is good academic performance. This study is set to validate this argument.

2.8 Summary of Literature Review

What has been reviewed from the different researchers and authors all link up to the fact that the support that sponsors offer to schools is very vital to the running of the schools. Sponsorship majorly goes to aid those that are incapacitated in terms of finances, spiritual and social wealth. Through the literature reviewed the various factors that influence academic performance have been brought to the fore. Also details of what the compassion sponsorship encompasses have been dealt with in depth. It has clearly shown how Compassion International sponsored students benefit from for school education resources, school fees payment, spiritual, social and physical support so as to improve their economic, social and physical wellbeing.

It comes out very clearly that the beneficiaries of Compassion International support hail from families that cannot afford schooling for the children, proper medical care and are generally lacking in terms of their spiritual, social and physical wellbeing. For these reasons, the intervention of Compassion International is very handy since it enables these children to grow in an environment where the above needs are met.

2.9 Conceptual Frame work

Figure 2: Conceptual Frame work

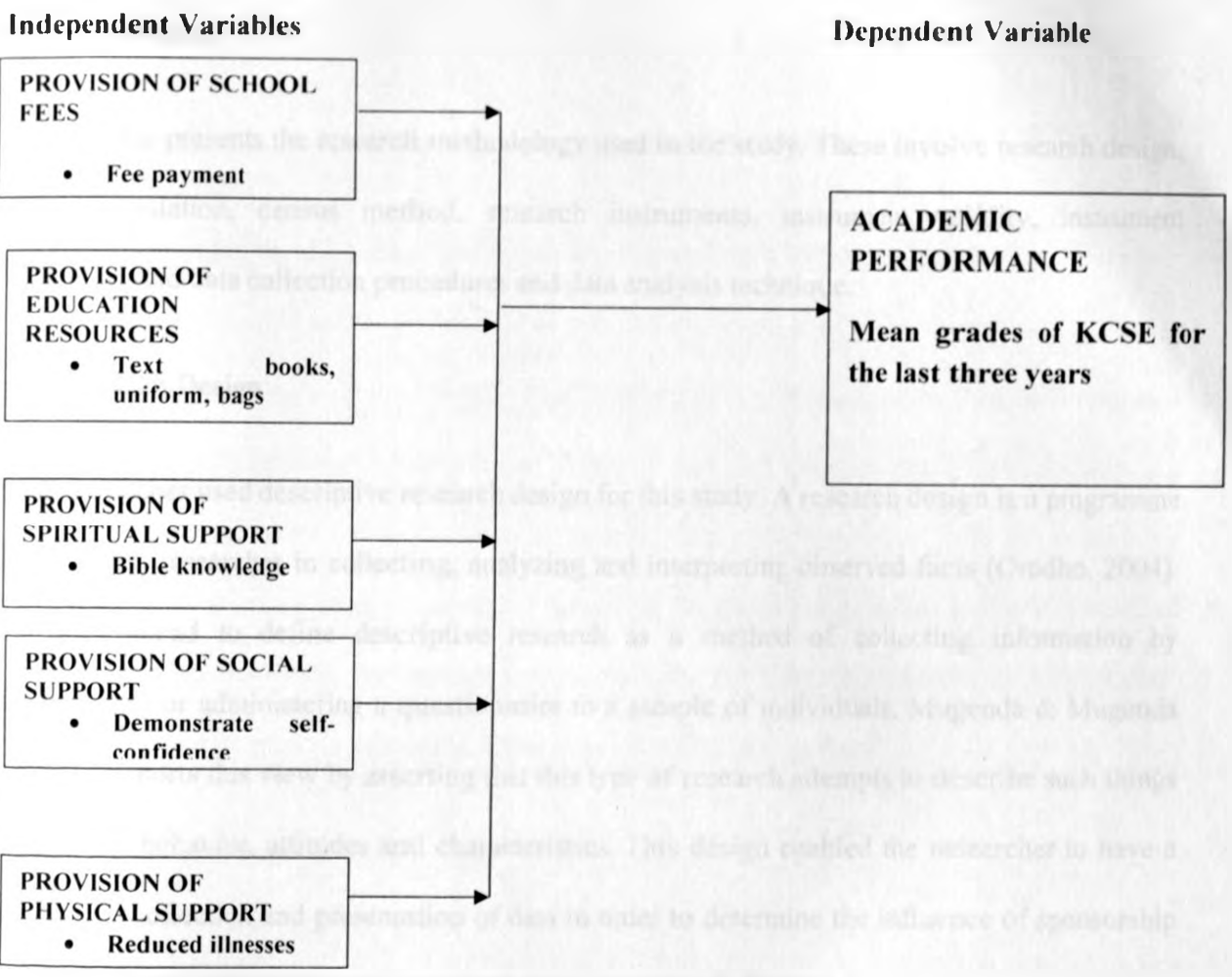


Figure 2 above represents the conceptual framework of this study. It consists of both the dependent and the independent variables. The independent variables are provision of school fees, education resources, spiritual support, social support and physical support while academic performance is the dependent variable. While the independent variables are manipulated they create an impact on the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in the study. These involve research design, target population, census method, research instruments, instrument validity, instrument reliability, and data collection procedures and data analysis technique.

3.2 Research Design

The researcher used descriptive research design for this study. A research design is a programme to guide the researcher in collecting, analyzing and interpreting observed facts (Orodho, 2004). He goes ahead to define descriptive research as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Mugenda & Mugenda (2003), supports this view by asserting that this type of research attempts to describe such things as possible behavior, attitudes and characteristics. This design enabled the researcher to have a systematic collection and presentation of data in order to determine the influence of sponsorship to the academic performance of secondary school students in Ndeiya.

3.3 Target Population

The target population for this study is twelve of the Compassion International project's directors and eight school principals in Ndeiya division. Daniel (2007), defines a target population as consisting of all members of a people or objects to which we generalize the results of our

investigation. Similarly, (Mulusa, 1988), defines population in evaluation as a group or category of human beings, animals, other animate and inanimate things which have one or more characteristics in common and have been selected as a focus of a study. The total target population consisted of 12 project directors and eight school principals making 20 respondents.

3.4 Census method

The researcher used census method for this study. A survey may be conducted by census method or sample method. When the whole area or population of persons is contacted the method is known as census method. When a small group is selected as representative of the whole mass it is known as sampling method. Advantages of census are: one, data are obtained from each and every unit; two, accurate and reliable and it can be exploited as a basis for various surveys. Census method was suitable for this study because the population is small in size and if sampled the results might not have been representative enough. The 12 project directors and 8 school principals were censured for this study making a total of 20 respondents.

3.5 Research Instruments

The researcher used content analysis and scheduled interview guides as research instruments in this study. Scheduled interview guides were used to get information regarding sponsorship and academic performance from the twelve project directors and seven school heads. The researcher took time interviewing the individual respondents noting down details of the information they gave.

Content analysis involved the researcher going through available performance documents in the schools attended by the sponsored form four students. The researcher analyzed the KCSE performance for the 75 form four students in the years 2009, 2010 and 2011 as shown in Table 3.1 below.

Table 3.1: Sponsored form four students and the schools they attend in Ndeiya Division

	Name of School	No. of sponsored form four students	2009	2010	2011
1	Renguti High School	30	8	12	10
2	Karai Secondary School	2	0	0	2
3	Ndung'u Boys secondary school	10	3	2	5
4	Thigio Boys High School	12	6	2	4
5	Nguirubi mixed Secondary School	4	1	2	1
6	Ndung'u Secondary	9	2	4	3
7	St. Elizabeth Orthodox High	8	2	2	4
Total		75	22	24	29

Source: Compassion projects, Ndeiya cluster as at July 2012.

3.6 Validity of research instruments

Daniel (2007), defines validity as the accuracy of the instruments used to obtain information in research. To ensure validity in this study the researcher carried out a pretest of the scheduled interview guides to four project directors and four school principals.

3.7 Reliability of research instruments

Reliability refers to how consistent a research procedure or instrument is. It therefore, means the degree of consistency demonstrated in a study, Daniel (2007). Mugenda & Mugenda (2003), states that pre-testing helps in enhancing the reliability of the instrument as being a consistent measure of the concept being measured. To ensure reliability the researcher carried out a pilot study by use of the test- retest technique where the scheduled interview guides were used twice to the same group of respondents. Time lapse between the first and the second test was two weeks.

3.8 Piloting

Before using the interview guides for generating data for the study a pilot was conducted in four schools and four compassion projects which are not part of those censured. The target group was 4 school principals and four project directors. The purpose of pretesting the interview guides was to establish whether the scheduled interview guide was to provide data needed for the study . verify if the interview guide was clear to the respondents and to assess and identify any problems respondents would encounter in answering the questions provided. The researcher conducted the interviews and areas of difficulty were corrected before engaging in the actual study.

3.9 Data collection procedure

The researcher first created a rapport with the project directors and the school heads. Prior arrangements were made with the school principals and directors of the projects regarding the day and time to visit the schools and projects respectively. After this, the researcher went to the schools to look at the available performance documents and then analyzed the KCSE performance of the students for the years 2009, 2010 and 2011. Then, the researcher interviewed the school principals and the project directors at their places of work.

3.10 Data analysis

Data analysis was based on the research questions designed at the beginning of the research. The collected data was inspected and edited to ascertain their accuracy, completeness and uniformity. The data was then organized according to the instrument used to avoid any mix up. The researcher calculated the percentages and frequencies. Statistical analysis was carried out using the Statistical Package for Social Sciences (SPSS). This computer program was used to help in analyzing the data after it had been inspected, edited, coded and classified. Descriptive statistics was used to find out the effects of sponsorship on academic performance of the sponsored secondary school students. After analyzing the data, the researcher presented it in tables. The results of the study were compared with literature review to establish the influence of sponsorship on academic performance of sponsored secondary school students in Ndeiya division.

Table 3.2

Operationalization Table

Objective	Variable	Indicator	Measurement	Measurement scale	Data collection tools	Data analysis tool
To establish how sponsorship in the form of school fees payment influences the academic performance of the sponsored children.	ID: Provision of school fees	Availability of receipts.	-Amount paid -Regularity of fee payment.	-Ordinal	Questionnaires	Descriptive Document analysis Correlational
	DV: Academic performance	Mean grades of the student's KCSE exams.	-Grades attained by students.	-Ordinal	Document analysis	Descriptive
To establish how sponsorship in the form of provision of educational resources influences	ID: Provision of education resources	Issuance of text books, school uniform, bags to the students.	Number of text books, uniforms, bags issued. How often the text books, uniform, bags are issued.	Ordinal Interval	Questionnaires Document analysis	Descriptive

the academic performance of the sponsored children						
To establish to what extent spiritual support influences the academic performance of the sponsored children.	ID: Provision of spiritual support	Bible knowledge Christian service	Number of children who can answer set bible questions correctly. Number of children who attend church regularly.	Ordinal Ordinal	Questionnaires Document analysis	Descriptive
To establish to what extent social support influences the academic performance of the sponsored children.	ID: Provision of social support	The children demonstrate self-confidence. The children are able to interact appropriately with others.	Number of children who can confidently talk in a group. How often cases of harassing or mistreating others are reported.	Ordinal Interval	Questionnaires Document analysis	Descriptive
To establish to what extent physical support	ID: Provision of physical support	Payment of medical bills by the donors	Regularity of paying the medical bills.	Interval	Questionnaires Document analysis	Descriptive

influences the academic performance of the sponsored children.		Reduced incidences of illness and nutritional deficiencies in children.	Number of cases of illness reported.	Ordinal		
--	--	---	--------------------------------------	---------	--	--

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 92
KIKUYU

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on the influence of sponsorship on academic performance of secondary schools in Kenya, a case of Compassion International Assisted Projects, Ndeiya Division, Kenya. The research sought to establish the following research objectives; to establish the influence of school fees payment on the academic performance of secondary school students in Ndeiya; to find out the influence of provision of educational resources on the academic performance of secondary school students in Ndeiya; to find out the influence of spiritual support on the academic performance of secondary school students in Ndeiya; to find out the influence of social support on the academic performance of secondary school students in Ndeiya; to establish the influence of physical support on the academic performance of secondary school students in Ndeiya.

4.2 Response rate

The study targeted 12 project directors and 8 school head teachers, out of which 10 project directors and 8 school head teachers responded to the scheduled interview guides duly filled in contributing to the response rate of 83.3% for the project directors and 100% for the head teachers. These response rates were adequate and matching Mugenda and Mugenda (1999) provision that a response rate of 50% is adequate for analysis and reporting.

4.3 Demographic information

The study in this section sought to enquire on the respondents' background information, i.e. number of years worked, and the KCSE performance of the students for the last three years. By analysis on these, the study attempted to establish the relationship between sponsorship and academic performance.

4.3.1 KCSE Grades of the sponsored students and the non-sponsored students

The researcher went through the KCSE results computer printouts for the years 2009, 2010, and 2011 for the eight schools extracting the results of both the sponsored students and the non-sponsored students. After this, a comparison was made between the two groups. Only the students with KCSE mean grades of C+ and above were considered owing to the fact that according to the government policy, those students with grade C+ and above qualify to join the university for further education. These findings are presented in table 4.1 below.

Table 4.1: KCSE performance of the sponsored children and the non-sponsored students (above grade C+)

Number of students with KCSE grade above C+ (2009-2011)	Frequency (N)	Percentages	Mean score
Sponsored students	18	54.5	8.76
Non-sponsored students	15	45.5	7.54
Total	33	100	N/A

From the findings in Table 4.1, 54.5% of the students with KCSE mean grades of C+ and above were the sponsored students while 45.5% were the non-sponsored students. In addition, the sponsored students had a higher mean score of 8.76 compared to the non-sponsored students who had a mean score of 7.54. This depicts that the sponsored students performed better in KCSE than the non-sponsored students thus the sponsorship from compassion had a positive contribution towards the academic performance of the students.

4.3.2 Head teachers' responses on number of years they had worked in school

The study sought to establish the number of years that the head teachers had worked in their respective schools.

Table 4.2 Head teachers' responses on number of years they had worked in school

Years	Frequency (N)	Percentages
1-5 years	3	37.5
6-10 years	4	50
Over 10 years	1	12.5
Total	8	100

From the findings in Table 4.2, the study established that 62.5% of the head teachers had worked in their present schools for over 5 years, 37.5% for 1-5 years while 12.5% had worked for over 10 years. All the head teachers (100%) also indicated that they had compassion sponsored children who had sat for KCSE in their schools for the last three years i.e. 2009, 2010 and 2011.

4.3.3 Project Directors responses on number of years they had worked in the compassion projects

The study sought to establish the number of years that the project directors had worked in their respective compassion projects.

Table 4.3 Project Directors responses on number of years they had worked in the compassion projects

Years	Frequency (N)	Percentages
1-5 years	2	20
6-10 years	7	70
Over 10 years	1	10
Total	10	100

From the findings as shown in Table 4.3, the study established that 80% of the key informants had worked as project directors in the compassion project for over 5 years, 20% for 1-5 years while 10% had worked for over 10 years.

4.4 The influence of school fees payment on the academic performance of secondary school students in Ndeiya Division.

The first objective of the study was to establish the influence of fees payment on the academic performance of secondary school students.

4.4.1 Head teachers responses on the frequency at which they received school fees for the sponsored children from the donors

The research sought to establish how often the head teachers received school fees for the sponsored children from the donors. From the findings, all the head teachers posited that they received the school fees regularly from the donors on a termly basis for three times a year. The

head teachers also explained that the frequency also varies from one donor to another, whereby some donors were prompt in paying the school fees while others delayed a lot in releasing funds.

4.4.2 Project directors response on the frequency at which they pay school fees for the sponsored children

The researcher also sought the opinion of the project directors on the frequency at which they pay school fees for the sponsored children. From the responses they gave, all the project directors attested that they paid for the fees on a termly basis. The sponsored students have their school fees supplemented on termly basis and though, not all of it is paid it goes a long way in relieving the parents on the burden and can cater for the siblings' fees and keeping the sponsored students in class throughout the term thus addressing the paramount contact hours needed with their teachers. While the amount is not constant for all students, the effect is the same. Students in boarding schools have higher allocations though by a small margin as their fees charges are relatively higher than those who are day scholars.

4.5 The influence of provision of educational resources on the academic performance of secondary school students in Ndeiya Division

The second objective of the study was to establish the influence of educational resources on the academic performance of secondary school students.

4.5.1 Head teachers' responses on educational resources from the donors

The research further sought to find out whether the sponsored children received educational resources from the donors. When asked if the sponsored children in their schools received any educational resources from the donors, the responses were as summarized in the following table.

Table 4.4 Head teachers' responses on educational resources from the donors

Responses	Frequency (N)	Percentages
No	2	25
Yes	6	75
Total	8	100

As shown in Table 4.4, 75% of the head teachers attested that the sponsored children received educational resources from the donors. They further explained that the type of educational resources from the donors come in form of books, school uniforms, library facilities, education tours and excursions, stationeries, bags, shoes among others.

4.5.2 Project directors' response on provision of educational resources to the sponsored children

The research sought to find out whether the project directors' provided educational resources to the sponsored children. According to the findings, all the respondents (100%) attested that they provided educational resources to the sponsored children. They further indicated that the range of educational resources they provided to sponsored children included; stationery, fees, textbooks, career guidance, tuition, remedial classes, exams, revision materials, library services, educational talks, school uniform, school shoes, inspirational books, education trips and career guidance seminars, reference books like atlases and motivational gifts.

4.6 The influence of spiritual support on the academic performance of secondary school students in Ndeiya Division

The third objective of the study was to establish the influence of spiritual support on the academic performance of secondary school students.

4.6.1 Head teachers' responses on whether the donors provide spiritual support to the sponsored children

The head teachers were further requested by the researcher to indicate whether donors provided spiritual support to the sponsored children.

Table 4.5 Head teachers' responses on whether the donors provide spiritual support to the sponsored children

Responses	Frequency (N)	Percentages
No	2	25
Yes	6	75
Total	8	100

According to the findings in Table 4.5, 75% of the head teachers posited that the donors provided spiritual support to the sponsored children. Only 25% of the head teachers indicated that the donors never provided spiritual support to the sponsored children. The spiritual support provided to the sponsored children by the donors included spiritual provision of spiritual nourishments during Saturdays and Sundays by qualified teachers, opportunities to participate in youth related programmes in the church, encouragement to attend church services, guidance and counseling, training on morality, provision of spiritual and personal development books like the bible and hymn books.

4.6.2 Project directors' responses on provision of spiritual support to the sponsored children

The study sought to find out the opinion of the project directors on whether they provided spiritual support to the sponsored children. According to the findings all (100%) of the project directors attested that they provided spiritual support to the sponsored children. They further explained the different forms of spiritual support that they provided to include morning

devotions, literature materials like bibles, daily guides; organize spiritual rallies, camps and vacation Bible school, discipleship for the new converts, Bible study, Evangelism, Discipleship, Mentorship, Spiritual camps, Memorizing of scriptures, Home fellowship, age-graded spiritual curriculum, Christian union club, community service, Peer education lessons, rite of passage for class 8 children, prayers, music lessons, rallies, Challenge weekends.

4.7 The influence of social support on the academic performance of secondary school students in Ndeiya Division.

The fourth objective of the study was to establish the influence of social support on the academic performance of secondary school students.

4.7.1 Head teachers' responses on donors' provision of social support to the sponsored children

The study also sought to establish whether the donors provided social support to the sponsored children.

Table 4.6 Head teachers' responses on whether the donors provide social support to the sponsored children

Responses	Frequency (N)	Percentages
No	2	25
Yes	6	75
Total	8	100

From the findings illustrated in Table 4.6, 75% of the head teachers attested that the donors provided social support to the sponsored children while (25%) indicated that the donors did not provide social support to the sponsored children. The head teachers explained the nature of social support provided by the donors to the sponsored children to include; provision of basic needs like food and clothing to the sponsored children and their families, following up children while at school to ensure smooth learning, tours and excursion to motivate them and enhance their interaction.

4.7.2 Project directors' responses on provision of social support to the sponsored children

From the findings, all the project directors (100%) attested that they provided social support to the sponsored children. The social support included creating open door policy for children to express themselves, retreats, community service, counseling and team building, mentorship, games/sports and athletics, training on emerging issues such as HIV/AIDS, drug abuse and sexuality, organizing social retreats, rite of passage, trips, debates and clubs, implementation of the social-emotional compassion curriculum, life skills training and talent shows.

4.8 The influence of physical support on the academic performance of secondary school students in Ndeiya Division.

The fifth objective of the study was to establish the influence of physical support on the academic performance of secondary school students.

4.8.1 Head teachers' responses on provision of physical support to the sponsored children by the donors

The researcher further sought to find out whether donors provided physical support to the sponsored children.

Table 4.7 Head teachers' responses on whether the donors provided physical support to the sponsored children.

Responses	Frequency (N)	Percentages
No	1	12.5
Yes	7	87.5
Total	8	100

According to the results as shown in Table 4.7, 87.5% of the head teachers revealed that donors provided physical support to the sponsored children. The head teachers elaborated that the physical support provided to the sponsored children included proper housing for the family, water tanks, and other facilities required for raising the standards of living, games kits and medical /health assistance through payment of hospital bills for the children.

4.8.2 Project directors' responses on provision of physical support to the sponsored children

The research also sought to find out whether the project directors provided physical support to the sponsored children. From the findings, all (100%) the project directors posited that through the compassion program they provided physical support to the sponsored children. The project directors further elaborated the kind of physical support that they provided to include recreational facilities, health services, nutritional supplements for malnourished, health training and awareness campaigns, training age-graded physical curriculum every Saturday, enlightening children on their rights, VCT services, hospital referrals, implementation of health curriculum, caregiver health HIV/AIDS training, health training, first aid training lesson, provision of sanitary towels for girls and distribution of mosquito nets.

4.9 Influence of compassion sponsorship on the academic performance of the sponsored children

The researcher further sought to find out the influence of compassion sponsorship on the academic performance of the sponsored children.

4.9.1 Head teachers' responses on the influence of sponsorship on sponsored children academic performance

The head teachers' were required to indicate whether compassion sponsorship had any influence on the academic performance of the sponsored children.

Table 4.8 Head teachers' responses on the influence of sponsorship on sponsored children academic performance

Responses	Frequency (N)	Percentages
No	3	37.5
Yes	5	62.5
Total	8	100

From the findings in Table 4.8, the study established that compassion sponsorship had a positive influence on the academic performance of the sponsored children as indicated by 62.5% of the head teachers. The head teachers said that through the sponsorship programme, the sponsored students were in school throughout the term as their school fee was paid for. This enhanced attendance and participation in school of the sponsored students. As such their performance was noted to be relatively better compared with non sponsored students. The sponsorship also provided the students with the educational resource materials which were critical in enhancing the students' performance.

4.9.2 Project directors' response on the influence of sponsorship on the academic performance of sponsored children

The research also sought the opinion of the Project directors on the influence of sponsorship on the academic performance of sponsored children. The research established that the compassion sponsorship positively influenced the academic performance of sponsored children as attested by

all the project directors (100%). The project directors elaborated that the sponsorship had a positive contribution to the academic performance since the sponsored children got school fees thus spent much of the time in school thus increasing the student participation, retention and completion rate of the students. Through school fees payment, provision of educational resources, spiritual, social and physical support, the students were well prepared towards the learning process and thus maximized utilization of their potential in their studies. The motivation, mentorship and career training forums further increased the exposure that the students had creating more interest in their academic pursuit thus enhancing their academic performance. The Compassion sponsorship also facilitated tuition and remedial classes for weak students all of which had a positive contribution to the academic performance of the students. The life skill training and spiritual support also enhanced the students' discipline which also made a positive influence on the students' performance. The Compassion sponsorship also offered students an opportunity to further their studies to the university level provided they excelled in their secondary school studies, an important stimulus towards better performance.

4.10 Comparison of the KCSE performance of the sponsored children and the non-sponsored students

The research further sought to compare the KCSE performance of the sponsored children and the non-sponsored students

4.10.1 Head teachers' responses on comparison of the academic performance between the sponsored children and the non-sponsored children

The study further sought to compare the academic performance between the sponsored children and the non-sponsored children. From the findings, the head teachers indicated that the sponsored students generally tend to perform better than non-sponsored students owing to the fact that they were not sent home due to fees problems and they spent their time in school. On the other hand most of the non-sponsored students faced challenges while paying for their school fees and spent a lot of time at home when sent to collect fees. In addition, the sponsored students were noted to be keen in their studies and perform fairly better than the non-sponsored counterparts as they perceived the sponsorship was a rare opportunity that required to be utilized well.

4.10.2 Project directors' responses on comparison of the academic performance between the sponsored children and the non-sponsored children

The project directors were also required to rate the sponsored children academic performance. According to the findings, the project directors (100%) rated the academic performance of the sponsored children as average.

4.10.3 Head teachers' views on the factors likely to enhance performance among the sponsored children

The research also required the head teachers to indicate the factors likely to lead to satisfactory performance among the sponsored children. From the findings, the research established the factors to include: provision of school fees and other school levies, provision of educational resources, provision of spiritual support, guidance and counseling services, motivation and

mentorship programs, provision of basic needs, following up of the students in school to help address any challenges, coordination between sponsors and school administration and provision of physical facilities and social amenities.

4.10.4 Project directors' views on the factors likely to enhance performance among the sponsored children

The researcher inquired from the project directors of the factors likely to lead to satisfactory performance among the sponsored children. From the findings, the research established the factors to include: improving the standard of living for the sponsored children at home, provision of educational resources and school fees, provision of social support, career guidance and counseling, motivation through rewards schemes, networking with other educational institutions, mentorship, coordination among all stakeholders in educational improvement, teachers training in modern methods of teaching, enhancing learning environment, proper planning and utilization of resources, monitoring and evaluation of the sponsorship program, attitude change among the key players in education pursuit and promoting a reading culture through organized educational forums.

4.10.5 Head teachers' view on factors likely to lead to declining performance among the sponsored children

The research also required the head teachers to indicate the factors likely to lead to non-satisfactory performance among the sponsored children. The head teachers' identified the factors likely to lead to non-satisfactory performance among the sponsored children to include delay in remitting funds to cater for school fees, conflicting programs between the schools and the sponsors, lack of parental support in the school activities, overdependence on the donors by the

parents, un conducive school learning environment, negative peer influence, indiscipline, lack of monitoring of students performance by the sponsors, laxity of the students in their studies, lack of motivation of the students by the parents, absenteeism, insufficient spiritual guidance, insufficient counseling/peer education, dependency syndrome among parents.

4.10.6 Project directors' view on factors likely to lead to declining performance among the sponsored children

The research inquired on the opinion of the project directors on the factors likely to lead to non-satisfactory performance among the sponsored children. The project directors indicated the factors to include inadequate learning facilities, lack of school fees and adequate educational resources, poverty, indiscipline, drugs and substance abuse, lack of coordination between parents and the school administration, negative peer pressure, non-committed teachers, immorality, negative attractions like the video dens, absenteeism, high student: teacher ratio, poor government education policies, negative attitude towards education, inadequate educational resources, poor parenting, retrogressive cultural practices like early marriage.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusion of the study and recommendations drawn from the study findings. The chapter is based on the study objectives which were to establish the influence of school fees payment, provision of educational resources, spiritual support, social support and physical support on the academic performance of secondary school students. The chapter also gives the factors likely to enhance academic performance of sponsored students under the programme of compassion sponsorship.

5.2 Summary of the study findings

The following is the summary of the findings from this study.

5.2.1 The influence of school fees payment on the academic performance of secondary school students in Ndeiya Division

The research established that according to the head teachers and project directors the school fees was paid regularly by the donors on a termly basis for three times a year. In addition, the frequency also varies from one donor to another, whereby some donors were prompt in paying the school fees while others delayed a lot in releasing funds. The head teachers said that through the sponsorship programme, the sponsored students were in school throughout the term as their

school fee was paid for. This enhanced the attendance and school participation for the sponsored students. As such their performance was noted to be relatively better compared to the non-sponsored students.

5.2.2 The influence of provision of educational resources on the academic performance of secondary school students in Ndeiya Division

The study established that the sponsored children received educational resources from the donors according to the majority of the head teachers. The type of educational resources from the donors come in form of books, school uniforms, library facilities, education tours and excursions, stationeries, bags, shoes among others. The findings were supported by those of the project directors' that through the compassion sponsorship they provided educational resources to the sponsored children. The range of educational resources they provided to sponsored children included: stationery, fees, textbooks, career guidance, tuition, remedial classes, exams, revision materials, library services, educational talks, school uniform, school shoes, inspirational books, education trips and career guidance seminars, reference books like atlas and motivational gifts.

5.2.3 The influence of spiritual support on the academic performance of secondary school students in Ndeiya Division

The study established that according to the majority of the head teachers the donors provided spiritual support to the sponsored children. The spiritual support provided to the sponsored children by the donors included spiritual provision of spiritual nourishments during Saturdays and Sundays by qualified teachers, opportunities to participate in youth related programmes in the church, encouragement to attend church services, guidance and counseling, training on

morality, provision of spiritual and personal development books like bibles and hymn books. The majority of the project directors also attested that they provided spiritual support to the sponsored children. They further explained the different forms of spiritual support that they provided to include morning devotions, literature materials like bibles, daily guides; organize spiritual rallies, camps and vacation Bible school, discipleship for the new converts, bible study, evangelism, discipleship, mentorship, spiritual camps, memorizing of scriptures, home fellowship, age-graded spiritual curriculum, Christian union club, community service, peer education lessons, rite of passage for class eight children, prayers, music lessons, rallies, challenge weekends.

5.2.4 The influence of social support on the academic performance of secondary school students in Ndeiya Division

The study also established that according to the majority of the head teachers, the donors provided social support to the sponsored children. The nature of social support provided by the donors to the sponsored children to include; provision of basic needs like food and clothing to the sponsored children and their families, following up children while at school to ensure smooth learning, tours and excursion to motivate them and enhance their interaction. All the project directors also attested that they provided social support to the sponsored children. The social support included creating open door policy for children to express themselves, retreats, community service, counseling and team building, mentorship, games/sports and athletics, training on emerging issues such as HIV/AIDS, drug abuse and sexuality, organizing social retreats, rite of passage, trips, debates and clubs, implementation of the social-emotional compassion curriculum, life skills training and dancing.

5.2.5 The influence of physical support on the academic performance of secondary school students in Ndeiya division

The study further revealed that the donors provided physical support to the sponsored children. The physical support provided to the sponsored children included proper housing for the family, water tanks, and other facilities required for raising the standards of living, games kits and medical /health assistance through payment of hospital bills for the children. The findings were similar to those of the majority of the project directors who posited that through the compassion program they provided physical support to the sponsored children. The project directors further elaborated the kind of physical support that they provided to include recreational facilities, health services, nutritional supplements for the malnourished, health training and awareness campaigns, training age-graded physical curriculum every Saturday, enlightening children on their rights, VCT services, hospital referrals, implementation of health curriculum, HIV/AIDS training, health training, first aid training lesson, provision of sanitary towels for girls and distribution of mosquito nets.

5.2.6 Influence of compassion sponsorship on the academic performance of the sponsored children

The research further revealed that compassion sponsorship had a positive influence on the academic performance of the sponsored children. The head teachers said that through the sponsorship programme, the sponsored students were in school throughout the term as their school fee was paid for. This enhanced the attendance and school participation for the sponsored students. As such their performance was noted to be relatively better compared to the non

sponsored students. The sponsorship also provided the students with the educational resource materials which were critical in enhancing the students' performance. The project directors also elaborated that the sponsorship had a positive contribution to the academic performance since the sponsored children got school fees thus spent much of the time in school increasing the pupil participation, retention and completion rate of the students. Through school fees payment, provision of educational resources, spiritual, social and physical support, the students were well prepared towards the learning process and thus maximized utilization of their potential in their studies. The motivation, mentorship and career training forums further increased the exposure that the students had creating more interest in their academic pursuit thus enhancing their academic performance. The Compassion sponsorship also facilitated tuition and remedial classes for weak students all of which had a positive contribution to the academic performance of the students. The life skill training and spiritual support also enhanced the student's discipline which also made a positive influence on the students' performance. The Compassion sponsorship also offered students, an opportunity to further their studies to the university level provided they excelled in their secondary school studies, an important stimulus towards better performance. The study further found out that the sponsored students generally tend to perform better than non-sponsored students owing to the fact that they were not sent home due to fees problems and they spent their time in school. On the other hand most of the non-sponsored students faced challenges while paying for their school fees and spent a lot of time at home when sent to collect fees. In addition, the sponsored students were noted to be keen in their studies and perform fairly better than the non-sponsored counterparts as they perceived the sponsorship was a rare opportunity that required to be utilized well.

The study also established that the factors likely to lead to satisfactory performance among the sponsored children to include: provision of school fees and other school levies, provision of educational resources, provision of spiritual support, guidance and counseling services, motivation and mentorship programs, provision of basic needs, following up of the students in school to help address any challenges, coordination between sponsors and school administration and provision of physical facilities and social amenities.

The research findings from the school principals on the factors likely to lead to satisfactory performance among the sponsored children were supported by those of the project directors'. The project directors established the factors to include; improvement of the standard of living for the sponsored children at home, provision of educational resources and school fees, provision of social support, career guidance and counseling, motivation through rewards schemes, networking with other educational institutions, mentorship, coordination among all stakeholders in educational improvement, teachers training in modern methods of teaching, enhancing learning environment, proper planning and utilization of resources, monitoring and evaluation of the sponsorship program, attitude change among the key players in education pursuit and promoting a reading culture through organized educational forums. On the factors likely to lead to non-satisfactory performance among the sponsored children, the researcher established that according to the head teachers identified, the factors include delay in remitting funds to cater for school fees, conflicting programs between the schools and the sponsors, lack of parental support in the school activities, overdependence on the donors by the parents, unconducive school learning environment, negative peer influence, indiscipline, lack of monitoring of students performance by the sponsors, laxity of the students in their studies, lack of motivation of the students by the

parents, absenteeism, insufficient spiritual guidance, insufficient counseling/peer education, dependency syndrome among parents. The project directors also indicated the factors likely to lead to non-satisfactory performance among the sponsored children to include inadequate learning facilities, lack of school fees and adequate educational resources, poverty, indiscipline, drugs and substance abuse, lack of coordination between parents and the school administration, negative peer pressure, non-committed teachers, immorality, negative attractions like the video dens, absenteeism, high student:teacher ratio, poor government education policies, negative attitude towards education, inadequate educational resources, poor parenting, retrogressive cultural practices like early marriages.

5.3 Conclusion

5.3.1 The influence of school fees payment on the academic performance of secondary school students in Ndeiya Division

The study concluded that the sponsored children's school fees was paid by the donors. The research concluded that the school fees was paid regularly by the donors on a termly basis for three times a year. In addition, the frequency also varies from one donor to another, whereby some donors were prompt in paying the school fees while others delayed a lot in releasing funds. The head teachers said that through the sponsorship programme, the sponsored students were in school throughout the term as their school fee was paid for. This enhanced the attendance and school participation for the sponsored students. As such their performance was noted to be relatively better compared to the non-sponsored students.

5.3.2 The influence of provision of educational resources on the academic performance of secondary school students in Ndeiya Division

The study concluded that the sponsored children received educational resources from the donors according to the majority of the head teachers. The type of educational resources from the donors come in form of books, school uniforms, library facilities, education tours and excursions, stationeries, bags, shoes among others. The findings were supported by those of the project directors' that through the compassion sponsorship they provided educational resources to the sponsored children. The range of educational resources they provided to sponsored children included; stationery, fees, textbooks, career guidance, tuition, remedial classes, exams, revision materials, library services, educational talks, school uniform, school shoes, inspirational books, education trips and career guidance seminars, reference books like atlases and motivational gifts.

5.3.3 The influence of spiritual support on the academic performance of secondary school students in Ndeiya Division

The study concluded that according to the majority of the head teachers the donors provided spiritual support to the sponsored children. The spiritual support provided to the sponsored children by the donors included spiritual provision of spiritual nourishments during Saturdays and Sundays by qualified teachers, opportunities to participate in youth related programmes in the church, encouragement to attend church services, guidance and counseling, training on morality, provision of spiritual and personal development books like the bible and hymn books. The majority of the project directors also attested that they provided spiritual support to the sponsored children. They further explained the different forms of spiritual support that they

provided to include morning devotions, literature materials like bibles, daily guides; organize spiritual rallies, camps and vacation Bible school, discipleship for the new converts, Bible study, evangelism, discipleship, mentorship, spiritual camps, memorizing of scriptures, home fellowship, age-graded spiritual curriculum, Christian union club, community service, peer education lessons, rite of passage for class eight children, prayers, music lessons, rallies, challenge weekends.

5.3.4 The influence of social support on the academic performance of secondary school students in Ndeiya Division

The study also concluded that according to the majority of the head teachers, the donors provided social support to the sponsored children. The nature of social support provided by the donors to the sponsored children included: provision of basic needs like food and clothing to the sponsored children and their families, following up children while at school to ensure smooth learning, tours and excursion to motivate them and enhance their interaction. All the project directors also attested that they provided social support to the sponsored children. The social support included creating open door policy for children to express themselves, retreats, community service, counseling and team building, mentorship, games/sports and athletics, training on emerging issues such as HIV/AIDS, drug abuse and sexuality, organizing social retreats, rite of passage, trips, debates and clubs, implementation of the social-emotional compassion curriculum, life skills training and talent shows.

5.3.5 The influence of physical support on the academic performance of secondary school students in Ndeiya Division

The study findings from the school principals further concluded that the donors provided physical support to the sponsored children. The physical support provided to the sponsored children included proper housing for the family, water tanks, and other facilities required for raising the standards of living, games kits and medical /health assistance through payment of hospital bills for the children. The findings were similar to those of the majority of the project directors who posited that through the compassion program they provided physical support to the sponsored children. The project directors further elaborated the kind of physical support that they provided to include recreational facilities, health services, nutritional supplements for the malnourished, health training and awareness campaigns, training age-graded physical curriculum every Saturday, enlightening children on their rights, VCT services, hospital referrals, implementation of health curriculum, HIV/AIDS training, health training, first aid training lesson, provision of sanitary towels for girls and distribution of mosquito nets.

5.3.6 Influence of compassion sponsorship on the academic performance of the sponsored children

The researcher further concluded that compassion sponsorship had a positive influence on the academic performance of the sponsored children. The head teachers said that through the sponsorship programme, the sponsored students were in school throughout the term as their school fee was paid for. This enhanced the attendance and school participation for the sponsored students. As such their performance was noted to be relatively better compared to the non-

sponsored students. The sponsorship also provided the students with the educational resource materials which were critical in enhancing the students' performance. The project directors also elaborated that the sponsorship had a positive contribution to the academic performance since the sponsored children got school fees thus spent much of the time in school increasing the pupil participation, retention and completion rate of the students. Through school fees payment, provision of educational resources, spiritual, social and physical support, the students were well prepared towards the learning process and thus maximized utilization of their potential in their studies. The motivation, mentorship and career training forums further increased the exposure that the students had creating more interest in their academic pursuit thus enhancing their academic performance. The Compassion sponsorship also facilitated tuition and remedial classes for weak students all of which had a positive contribution to the academic performance of the students. The life skill training and spiritual support also enhanced the students' discipline which also made a positive influence on the students' performance. The Compassion sponsorship also offered students, an opportunity to further their studies to the university level provided they excelled in their secondary school studies, an important stimulus towards better performance. The study further concluded that the sponsored students generally tend to perform better than non-sponsored students owing to the fact that they were not sent home due to fees problems and they spent most of their time in school. On the other hand, most of the non-sponsored students faced challenges while paying for their school fees and spent a lot of time at home when sent to collect fees. In addition, the sponsored students were noted to be keen in their studies and perform fairly better than the non-sponsored counterparts as they perceived the sponsorship was a rare opportunity that required to be utilized well.

The study also concluded that the factors likely to lead to satisfactory performance among the sponsored children include: provision of school fees and other school levies, provision of educational resources, provision of spiritual support, guidance and counseling services, motivation and mentorship programs, provision of basic needs, following up of the students in school to help address any challenges, coordination between sponsors and school administration and provision of physical facilities and social amenities.

The research findings on the factors likely to lead to satisfactory performance among the sponsored children were supported by those of the project directors. The project directors established the factors to include; improvement of the standard of living for the sponsored children at home, provision of educational resources and school fees, provision of social support, career guidance and counseling, motivation through rewards schemes, networking with other educational institutions, mentorship, coordination among all stakeholders in educational improvement, teachers training in modern methods of teaching, enhancing learning environment, proper planning and utilization of resources, monitoring and evaluation of the sponsorship program, attitude change among the key players in education pursuit, promoting a reading culture through organized education forums.

On the factors likely to lead to non-satisfactory performance among the sponsored children, the researcher concluded that according to the head teachers' identified the factors include delay in remitting funds to cater for school fees, conflicting programs between the schools and the sponsors, lack of parental support in the school activities, overdependence on the donors by the parents, un conducive school learning environment, negative peer influence, indiscipline, lack of monitoring of students performance by the sponsors, laxity of the students in their studies, lack

of motivation of the students by the parents, absenteeism, insufficient spiritual guidance, insufficient counseling/peer education, dependency syndrome among parents. The project directors also indicated the factors likely to lead to non-satisfactory performance among the sponsored children to include inadequate learning facilities, lack of school fees and adequate educational resources, poverty, indiscipline, drugs and substance abuse, lack of coordination between parents and the school administration, negative peer pressure, non-committed teachers, immorality, negative attractions like the video dens, absenteeism, high student: teacher ratio, poor government education policies, negative attitude towards education, inadequate educational resources, poor parenting, retrogressive cultural practices like early marriages.

5.4 Recommendations

The study recommends review of the existing policies and laws on compassion sponsorship programme with a view to effectively manage the influence of sponsorship on academic performance of secondary schools in Ndeiya Division. This will address the existing gaps in the existing policies and laws guiding the implementation of sponsorship programme and making them more effective. A continuous monitoring and evaluation of compassion sponsorship programme is necessary in order to take the positive influence of sponsorship a notch higher.

The study also recommends a more comprehensive and regular awareness campaign among the students under the Compassion sponsorship on the relevance of the programme to their academics and their future careers. This will enhance the gains accrued by the students through improvement of their perception on the value of the sponsorship to their education.

The research further recommends that the sponsorship management should install strict measures to ensure effective utilization of the resources by the students in order to address the laxity among the sponsored students.

The study also recommends that the sponsorship management and all the other key stakeholders should seek to improve their coordination in the implementation of the sponsorship to increase ownership by all the stakeholders and the project sustainability.

5.5 Areas for further studies

The study recommends that further studies should be conducted on the challenges facing academic sponsorship in the Kenyan secondary schools.

The study also recommends that further studies should be conducted on the effectiveness of the sponsorship programme in enhancing academic performance of secondary schools in Kenya.

REFERENCES

- African Education in Focus. (2010). A publication for the center for African education and the African Studies Working Group at Teachers College, Columbia University.
- Agweyu Lugulu. (2003). A study of the role of sponsors in public secondary school Administration in Kakamega District. University of Nairobi.
- Berk Laura. E (2003). Child Development. Boston.
- Brewster D. (2005). Child, Church and Mission: A Resource book for Christian Child Development Workers.
- Bruce Wydick. (2008). Games in economic development. Cambridge University press.
- Bruce Wydick. (2012). Does international child sponsorship work? A six country study on Impacts on adult life.
- Compassion International. (2005). Annual Report.
- Compassion International. (2006). Annual Report.
- Compassion International. (2007). Annual Report.
- Compassion International.(2010). Implementing Church Partner Hand book.
- Compassion International. (2010). Annual Report.
- Compassion International. (Version 1.2, 2009). Communications Field Manual (CFM).
- Compassion International. (Version 1.3, 2009). Program Field Manual (PFM).

- Compassion International Kenya. (Version 1.1, 2009). Programme Communications Relations Guide.
- Compassion International. (2011). Annual report.
- Compassion International. (2011). Health Handbook.
- C.R Kothari. (2004). Research Methodology. Methods and Techniques. New Age International Publishers.
- Fatuma N.Chege & Daniel N.Sifuna. (2006). Girls and Women's Education in Kenya. Gender Perspectives and trends.
- Gichuha Mary Njoki. (2009). Assessment of Challenges facing female managers in Non-governmental organizations. A case study of Compassion International Assisted projects in Coast region of Kenya.
- Joel Vanderhart. (2010). Study on program impact assessment of child development through Sponsorship in Compassion Kenya.
- John Chikati. (2009). The Community Development Hand book. How to build Community Capacity . Regional Partnership for Resource Development.
- Kasomo Daniel.PHD. (2006). Research Methods in Humanities and Education. Zapf Chancery Research Consultants and Publishers.

- Kitaka NaomiMuluki (2003). Factors that influence performance in Kenya Certificate of Secondary Education examinations in private individual secondary schools In Nakuru Municipality. Nakuru District. University of Nairobi.
- Laura Hillenbrand. (2010). Unbroken: A World War II story of survival, resilience, and Redemption. Amazon.
- Lucy Kibera & Agnes Kimokoti. (2007). Fundamentals of Sociology of Education. With Reference to Africa. University of Nairobi Press.
- Lydia Wachira. (2008). Distinction Education. For Primary Teacher Education. Kenya Literature Bureau.
- Mark Gradstein & Kai A.Konrad. (2007). Institutions and norms in economic development. Amazon.
- Melik Osden. (2009). The Right to Education. A fundamental human right affirmed by the United Nations.
- Michen L.Denis. (2007). A study of the role of religious school sponsors in management of Public schools in South Imenti District. University of Nairobi.
- Mugenda & Mugenda. (2003). Research Methods: Quantitative and qualitative Approaches. Thomsom publishers. University of Toronto.
- Musau Susan M. (2004). Factors influencing pupil's performance in Kenya Certificate of Primary Education examinations in Central Division. Machakos District. University of Nairobi.

- Nyabera Thomas M.(2005). A study of the effects of sponsorship on the self- esteem of youth; A Case study of Kawangware F.P.F.K student centre, Nairobi, Kenya. University of Nairobi.
- Orodho J.A. (2004). Techniques of writing Research Proposals and Reports in Education, Masda Publishers.
- Sophia Joyce Ayoo (2002). Factors affecting students' performance in Kenya Certificate of Secondary Education examinations in public secondary schools in Maseno Division.University of Nairobi.
- Thomas lines. (2008). Making poverty a history. Zed books. London and New York. Tom Rath. (2007). Strengths Finder. Amazon.
- Victor Serebriakoff. (1990). Educating the Intelligent Child. Mensa publications.
- Wess Stafford. (2007).Too small to ignore. The Doubleday Religious Publishing Group.
- World Bank. (2006). Attacking Africa's poverty. Experience from the ground. The World Bank.
- World Bank. (2008). Girl's Education in the 21st Century. The World Bank.
- World Bank. (2006). Millennium challenges for Development and faith institutions . The World Bank.
- World Bank ,(2008). Transitions in Secondary Education in Sub- Saharan Africa. Equity and Efficiency issues. The World Bank. Washington D.C.

APPENDIX I LETTER TO THE RESPONDENT

I am a post graduate student pursuing Masters Degree in Project Planning and Management at the University of Nairobi. I am conducting a research of my final year project, which is a requirement of the degree program.

I therefore, kindly request you to spare a few minutes to be taken through a brief interview by the researcher .This is purely on academic exercise and your sincere responses will be highly appreciated and treated with a lot of confidence.

Yours faithfully,

Rachel Ndungi.

Project Planning and Management Student.

University of Nairobi.

APPENDIX 11: SCHEDULED INTERVIEW GUIDE FOR THE PROJECT DIRECTORS

1. How long have you worked in the compassion project?
2. In your own words, how can you define sponsorship in a compassion setting?
3. How often do you pay school fees for the sponsored children?
4. Do you provide educational resources to the sponsored children?
5. What types of educational resources do you provide to the sponsored children?
6. Do you provide spiritual support to the sponsored children and what does it entail?
7. Do you provide social support to the sponsored children and what does it entail?
8. Do you provide physical support to the sponsored children and what does it entail?
9. In your own opinion, does compassion sponsorship have any influence on the academic performance of the sponsored children? Is it a positive or negative effect?
10. How can you rate the sponsored children academic performance? Is it average, below average or above average?
11. According to you what factors are likely to lead to satisfactory performance among the sponsored children?
12. According to you what factors are likely to lead to decline in performance among the sponsored children?

APPENDIX III: SCHEDULED INTERVIEW GUIDES FOR THE SCHOOL

PRINCIPALS

1. How long have you worked as a principal in this school?
2. Do you have Compassion sponsored children who have sat KCSE in your school for the last three years?
3. How often do you receive school fees for the sponsored children from the donors?
4. Do the sponsored children receive educational resources from the donors?
5. According to your knowledge what types of educational resources do the donors provide to the sponsored children?
6. According to you do the donors provide spiritual support to the sponsored children and what does it entail?
7. According to you do the donors provide social support to the sponsored children and what does it entail?
8. According to you do the donors provide physical support to the sponsored children and what does it entail?
9. In your own opinion, does compassion sponsorship have any influence on the academic performance of the sponsored children?
10. Give the trends of the KCSE performance of the children for the last three years?

11. How can you compare the academic performance between the sponsored children and the non-sponsored ones?
12. According to you what factors are likely to lead to satisfactory performance among the sponsored children?
13. According to you what factors are likely to lead to declining performance among the sponsored children?