

**INFLUENCE OF DONOR FUNDING ON DEVELOPMENT OF
SECONDARY EDUCATION: A CASE OF CHURCH SPONSORED
SCHOOLS IN WEST POKOT COUNTY, KENYA.**

BY

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**A research project report submitted in partial fulfillment of the requirements
for the award of the degree of master of arts in project planning and
management of the University of Nairobi**

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DECLARATION

I declare that this research project is my original work and has not been presented for an academic award in any other university.

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This research project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This research project is dedicated to the Almighty God who gave me the gift of knowledge, patience, courage, and good health throughout the period I have worked on this programme. I also dedicate this work to my beloved wife Emma, and my three children; Abeud, Babra, and Arja for their moral support and encouragement throughout my study.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACK	Anglican Church of Kenya.
ASAL	Arid and Semi-Arid Land
CRI	Centres of Religious Instruction
CDF	Community Development Fund.
ECDE	Early Childhood Development Education
EFA	Education for All
ELCK	Evangelical Lutheran Church of Kenya
FBO	Faith Based Organizations
FGM	Female Genital Mutilation.
FPE	Free Primary Education
KBC	Kapenguria Bible Centre
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Program
LCMS	Lutheran Church-Missouri Synod
LEAF	Lutheran Evangelical Association of Finland
MOEST	Ministry of Education Science & Technology
NGOs	Non-Governmental Organizations
NLM	Norwegian Lutheran Mission

NWD	North West Diocese
PTRs	Pupil-Teacher Ratios.
RCC	Roman Catholic Church.
SMEA	Scripture Mission East Africa
SWAp	Sector Wide Approach
SLEAF	Swedish Lutheran Evangelical Association of Finland.
SLM	Swedish Lutheran Mission.
SPSS	Statistical Package for Social Science
UNESCO	United Nations' Educational, Scientific and Cultural Organization.
USA	United States of America.
WMPL	World Mission Prayer League.

ABSTRACT

Despite the effort of the community and government in developing secondary education, there are increasing concerns regarding secondary schools accessibility among the Pokot community. Due to this the donor funding by and through the church have come in to boost the development of secondary education. The purpose of this study was to investigate the influence of donor funding in development of secondary education, a case of church sponsored schools in West Pokot County, Kenya. The study focused on secondary education projects of three church missions in the county, namely; Roman Catholic Church (RCC), Evangelical Lutheran Church in Kenya (ELCK), and Anglican Church of Kenya (ACK) from 2000 to 2013. The specific objectives of the study include; to establish whether church donor funding influenced development of secondary schools infrastructure, to determine whether church sponsored schools influenced the development of students' scholarship programme, to explore the extent of donor funding contribution in land provision for expansion and development of secondary education in Pokot county, and to determine whether the church influenced the development of teaching and learning resources. A descriptive survey design was used in the study. The target population comprised of the key informants-educational officers in the county level, the school principals, and church missions'- leaders in the dioceses offices, also students of the 36 secondary schools sponsored by donor funding from the church. The sample size of the students was taken through simple random sampling and the leaders mainly the principals, educational county leaders and church mission leaders was sampled through judgement sampling a major branch of purposive sampling. Data was collected using questionnaires, interview schedules, and observations. Collected data was analyzed using descriptive statistics whereby both quantitative and qualitative approaches were used. The research findings indicate that church donors have really developed secondary schools infrastructure. The findings showed that all the three churches have really invested in buildings, eg. classes, dorms, toilets, library and so forth. It was clear that the donor funding by the church influence students sponsorship mainly those who are bright and from humble background. Students who got scholarships from church donor funding were 28.9%. The six schools sampled for provision of land showed that the church provided in total 195 acres of land. ACK provided 63 acres, while RCC 70 acres, and ELCK 62 acres. Last but not least on the influence of church in development of teaching and learning resources, findings indicated that 64.8% are from the government and 25.1% from the church-funds.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

A donor-fund is a charitable giving administered by a public, churches or private charity and created for the purpose of managing an organization, family, or individual. A donor-fund offers the opportunity to create an easy-to-establish, low cost, flexible vehicle for charitable giving as an alternative to direct giving. Donors enjoy administrative convenience (the sponsoring organization does the paperwork after the initial donation), cost savings, and tax advantages (versus individual giving) by conducting their grant making through the fund. Among the many donor-funding organization is the church(<http://www.za.ask.com/wiki/donorfund>).

Church sponsored schools are an integral part of the state maintained system of education in England. Long before the state established machinery to build Boarding Schools through the 1870 Education Act, the churches had taken their own major initiatives through the National Society and the British and Foreign School Society. The Butler Education Act of 1944 secured the future of church sponsored schools within the context of post-war educational reconstruction and this future remained unchallenged by the 1988 Education Reform Act. Today, in England and Wales Anglican schools provide places for 16.8% of primary and 4.3% of secondary pupils, while Catholic schools provide places for 9.5% of primary and 8.8% of secondary pupils (Leslie & Lanshear, 1993).

In USA, Catholic mission schools were first established in early 16th Century by the Spanish Franciscan missionaries with the objective of teaching Christian doctrines, reading and writing. Later in the 17th Century, the mission schools educated American natives on farming, skilled crafts, Christian belief and other fields. The American Revolution of 1776 realized a long-term plan for establishing permanent Catholic education institution in America. Many of the established

institutions faced financial constraints and relied on private sources of funds and limited profits from owned property such as land. In the 19th century Catholic interests in education increased because of the increasing Catholic immigration. To serve their increasing communities, American Catholics made an attempt to reform American public schools to eradicate blatant fundamentalist Protestant overtones. An estimated 3,500 parochial schools were in the United States in 1900. In a period of 20 years, the number of elementary schools rose to 6,551 with an enrolment of 1,759,673 pupils and 41,581 teachers. The number of secondary schools also increased dramatically. 100 Catholic secondary schools existed in 1900, but as of 1920, more than 1,500 existed. As of 2006/2007 the United States had 7,498 Catholic schools, this constitutes 6,288 elementary schools and 1,210 secondary schools. The overall population of students was 2,320,651 including 1,682,412 students in the elementary/middle schools and 638,239 in secondary schools. Enrolment in catholic schools has consistently dropped due to changing demographics despite the strong commitment to catholic education by church and lay leaders (Walch, 1996).

Lutheran schools and education were a priority for Lutherans who migrated to the United States and Australia from Germany and Scandinavia. One of the first things they did was to create schools for their children. This strong educational tradition was handed down from Martin Luther himself. The oldest continuously operating school in the United States is St. Mathew Lutheran School in Manhattan. It was started in 1752 and still operates preschool through to eighth grades. When the Lutheran Church – Missouri Synod (LCMS) was founded in 1847, this tradition of Lutheran education was continued. The synod was started by twelve churches that operated a total of nineteen schools. Several of the churches operated a number of schools in the rural countryside so that students would not have to walk too far to school each day. The LCMS operates the largest Protestant school system in the United States. Currently, the LCMS operates 1,368 Early Childhood Centers, 1,018 elementary schools, 102 high schools, ten universities and two seminaries

for a total of 2,488 schools in the United States. These schools educate more than 280,000 students and are taught by almost 18,000 teachers. The only state without a Lutheran school is Maine. Lutheran schools operated by the LCMS also exist in Hong Kong and mainland China. (The Office of Church Relations, 2014).

In Australia, the first mission Lutheran school was opened in 1839. Today, there are twenty-seven Lutheran-Secondary schools in Queensland, thirty-three in South Australia and sixteen in Victoria, with a much smaller number in each of the other states and territories. The body overseeing these is Lutheran Education Australia, which has a branch in each State. There has been a very significant growth in Lutheran school enrolments over the last twenty-five years and particularly in the last decade. As of August 2011, 37 313 Australian children attended Lutheran secondary schools. (<http://en.wikipedia.org/wiki/LutheranChurchofAustralia>).

In Nigeria, the Benue River in West Africa, the longest tributary of the Niger, dominated the area first explored by missionaries. They focused on evangelism, using education and medicine as handmaids of the gospel. The ability to read was absolutely necessary for the process of evangelization and CRIs (Centers of Religious Instruction) were set up from the outset by each mission station. It was also thought imperative that Nigerians themselves should be trained for evangelistic work and a school was set up for this purpose in Gindiri in 1934. Classes for farmer evangelists were started and a small group of indigenous teachers were trained. The first Nigerian pastors began their training in 1937. They were Toma Tok Bot of Forum, Bali of Langtang and David Lot of Panyam. In 1953 the first Nigerian missionary was sent by Panyam Church to the Gwoza Hills area. Meanwhile, a Middle School for boys was opened which developed into a Boys' Secondary School. A Girls' Senior Primary Boarding School was run for many years until there was sufficient provision for girls in the schools in the area of each ethnic group. A Girls' High School for secondary education for girls was established in 1958. Thus the Mission played an important role in secondary

education, giving an opportunity for Nigerians to go on to their further studies as doctors, teachers at all levels, and university lecturers, (<http://en.wikipedia.org/wiki/MissionworkinNigeria>).

In 1948, the ELCK was first established in Kisii, Kenya by the Swedish Lutheran Mission through Martin Lundström. There are currently four dioceses namely, South West Diocese (Kisii and environs), the Lake Diocese (Lake Victoria and environs), the North West Diocese (West Pokot County and environs), the Central Diocese (Central Province). The Cathedral diocese of ELCK exists constitutionally and it is based in Nairobi. Totally, ELCK comprises of about 130 pastors and approximately 75,000 to 100,000 members. ELCK-in general has a total of 300-primary and 100 secondary schools which are sponsored by the church in one way or another. There are five mission societies that have contributed in establishing ELCK, primarily from Nordic countries. These mission societies include; Norwegian Lutheran Mission (NLM), Swedish Lutheran Mission (SLM), Lutheran Evangelical Association of Finland (LEAF), World Mission Prayer League (WMPL) and Swedish Lutheran Evangelical Association of Finland (SLEAF). (Collver, 2011).

The project report gave an analysis of the Lutherans, Anglicans and Roman Catholics. Many factors have contributed to the development of education in West Pokot County. Some of these are historical; others have to do with the topology, and the socio-economic situation of the county. The project report focused on the contribution of donor funding in addressing such factors to ensure that the goals, structure and management of education or the opportunities students have for education are achieved, hence underscoring the significance. According to West Pokot Development Plan 2008, the population of secondary going age (14 – 17 years) was 31,886.

The study area, West Pokot County is located in the Rift Valley Province of Kenya. The county covers an area of 9,169.4 Km² with a total population of

51,690. 69.4% of the population lives below the poverty line. West Pokot County constitutes Arid and Semi-arid land (ASAL); 1034 Km² is arable land and 7760 Km² is non-arable. This implies that 80% of the land has no agro-ecological potential. The main economic activity includes nomadic pastoralist, mining and commercial businesses. Kapenguria is the administrative headquarters of West Pokot County, it is located approximately 400Km North West of Nairobi. (Totty, 1944)

1.2 Statement of the problem

Abagi (1999) acknowledges the long history of Kenya's education sector to international funding. At independence, the World Bank loaned the country a sum of Kenya Pounds (K£) 2.5 million (US\$ 649,350) in order to implement one of the recommendations of the first Kenya Education Commission for the expansion of Secondary schools over the 1965-76 period.

Education is considered to be the tool in the development of a country and hence of a county. Development and economic growth has a direct relationship with literacy level. Based on human right point of view, in a given country, education has been taken to be one of the basic human rights of each individual. Every government has to make sure that there is equitable distribution of educational facilities, funds, etc in order to enhance access and participation of her citizenry. The Kenyan government today is faced with financial constraints in provision of educational opportunities and thus a large number of eligible youth are not in access to secondary education, especially in Pokot County. Other stakeholders have come in to assist the government meet her objective of education for all or accessible to all. Among the many stakeholders, NGOs especially the faith based organizations through churches like RCC, ELCK, and ACK have also contributed a lot towards increasing accessibility and participation of education.(Abagi, 1999).

Therefore, influence of donor funding in development of secondary education by the church missions have both positive and negative effects which were assessed

so that policy makers, government, community, and other NGOs can react and, finally, burst the vicious circle of illiteracy, poverty and other related consequences of lack of education and enhance educated and developed county.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of donor funding on development of secondary education. A case of church sponsored schools mainly RCC, ELCK and ACK in West Pokot County, Kenya.

1.4 Research objectives

The research will be guided by the following objectives:

1. To establish the influence of donor funding on provision of infrastructure for secondary schools education.
2. To determine the influence of donor funding on provision of students' scholarship programme.
3. To explore the extent of influence by donor funding on provision of land for expansion and development of secondary education.
4. To determine the influence of donor funding on provision of teaching and learning resources.

1.5 Research questions

The proposed study will seek to answer the following questions:

1. How has donor funding influenced the development of secondary schools infrastructure?
2. To what extent have church sponsored schools enhanced the development of students' scholarship programme?
3. How has donor funding contributed in land provision for the development and expansion of secondary schools in Pokot County?
4. To what extent has the church influenced the development of teaching and learning resources for secondary education?

1.6 Significance of the study

Of the various studies on the influence of FBOs in Kenya, especially the conflict prone regions such as West Pokot County, limited information is available on the impact of the Faith-based organization (FBOs) in developing the education system, Kenya in general and West Pokot in particular. This study was conducted with an effort to increase the data available of the secondary schools donor funding from RCC, ELCK, and ACK on the relationship between the Ministry of Education, secondary schools educators, the community and FBOs. The findings of this study hopefully was to elucidate on the central role donor funding played in accessing, promoting- quality, equity and relevance of secondary education by providing physical facilities, scholarships, land, and provision of learning and teaching resources.

The researcher hopes that the study was important especially to the education sector (MOEST) in establishing a follow-up of its previous programs such as the SWAP and to be able to draw observation that can be used for future plans customized to regions facing similar challenges as the study area. Through this study, the three donors –funding churches involved in developing secondary education may hopefully realize the role they played in enhancing access to education, and handle some of the challenges highlighted in this report.

1.7 Basic assumptions of the study

In the study the following assumptions were made; the sample size was a true representative of the target population, all the respondents were cooperative and provided a reliable responses and data collection instruments had validity and was measuring the desired construct.

1.8 Limitations of the study

The findings of the study were based on the openness/sincerity of the respondents' feedback: this is a factor beyond the researcher's control. The researcher assured the respondents of the confidentiality with which the information presented was handled and that the research was for academic purpose only. This approach was appropriate to avoid biased response with fear of being victimized.

The study was limited to West Pokot County which has poor road coverage and poor or no mobile phone network coverage in some other parts. Given that the representative sample was selected randomly, it was therefore likely that access to some of the selected institutions posed a challenge to the researcher. This implies that, to reach some of the respondents, it costed the researcher both additional time and resources to source for the vital information.

1.9 Delimitations of the study

The study was conducted in West Pokot County. Although the three mission churches could be having other programmes which are not educational, the study confined itself on the secondary education alone. The study had its respondents as students, principals, diocesan leaders and county educational leaders.

1.10 Definition of significant terms

Church sponsors – A group of people sent by a religious body, especially a Christian Church, to a foreign country or community to do religious and social work. This religious body can be from within the local or international community.

Donor funding- This is an organization, which can be church bodies, government, NGO's etc that makes a gift of money, clothes, books, equipments, etc to help other countries or communities. The amount of money is saved or made available for a particular purpose eg. Education, Health, Agriculture, etc. The specific purpose here is secondary education.

Development -It is from the word “develop” which means to cause something e.g. education to grow larger, fuller, more mature or increase its value.

Secondary education – This is an intermediate kind of education whereby a child joins after successful elementary (primary) education.

Sponsorship – Assistance given by a church organization in terms of fees or other costs.

Influence - The power that something or somebody has to make something or somebody behave in a particular way. It can also mean to have an effect on a particular situation and the way that it develops.

1.11 The organization of the study

This chapter forms the basis of the study. The chapter highlighted the introduction of the study, the background to the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, the scope and limitations, definition of significant terms. Chapter two was on literature review, the background on secondary education and donor funding, FBOs and Kenya Development, Factors that have contributed to the establishment of church-mission secondary schools in West Pokot County, church-funded secondary

schools in the county, impacts of church –donor funding on secondary schools, conceptual framework and knowledge gap. In chapter three the researcher introduced the research design and methodology, the target population, sampling design and sample size, data collection instruments and procedures, data analysis and ethical considerations. In chapter four was on data analysis and presentation where by introduction, quantitative and qualitative analysis was done. Lastly in chapter five the researcher concluded by explaining the summary of the findings, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous studies related to the current study were to be reviewed in this chapter. The aspects covered in this chapter include; Concept of development in secondary schools, provision of infrastructure, land, sponsorship/scholarship, and provision of teaching and learning resources. Other issues were the areas of church-donor funding, impacts of these funding on secondary education and conceptual framework.

2.2 Concept of development in secondary schools.

The expansion of the railway encouraged missionaries to establish a school in Kenya's interior, so that's why (amongst other reasons) the railway was so important to the growth of education. The first school in western Kenya was established at Kaimosi in 1902. By 1908, the missionaries formed a joint committee on education that later became the Missionary Board of Education, and the following year the British government established an education board. In 1923 the British secretary of state established a committee to advice on the educational affairs of the African-Kenyans and this marked the beginning of the first educational policy by the British colonial government. Kenya gained independence on 12th December 1963, and between 1964 and 1985, the 7-4-2-3 system was adopted – seven years of primary, four years of lower secondary, two years of upper secondary, and three years of university. The first class or year of primary school is known as Standard 1, the final year as Standard 8. In 1981, a Presidential Working Party recommended that the 7-4-2-3 system be changed to an 8-4-4 system (eight years in primary, four years in secondary, and four years in university education). The current 8-4-4 system was launched in January 1985. It put more emphasis on vocational subjects on the assumption that the new structure

would enable school dropouts at all levels either to be self-employed or to secure employment in the informal sector. (<http://kileva.wordpress.com/2011/12/29>).

According to Ngaroga, (1996) education is defined by different educationist as a product or a process, but for our purpose we shall define education as a process that enables one to acquire and develop knowledge, skills, and attitudes. He continues by asserting that, the word process underscores the fact that education is a continuous activity that never ends. It is only school education that begins and ends with the time of schooling but education as such continues throughout a person's life. The learner has to be actively involved in the learning process if the desired knowledge, skills, and attitudes are to be acquired.

Secondary school education starts right after primary school education. There are government schools, private schools and Harambee schools. Government schools are broadly divided into national schools, provincial schools and district schools. Students with top tier scores in the KCPE exam, typically go to national schools. (<http://kenyapage.net/education/secondary.html>).

There are four years in secondary school. Each class year goes from January to December with month long breaks in April, August and December. The first year is called Form one followed by form two, three and four. At the beginning of form 4, students typically select the Tertiary Education or University courses they would like to study upon completion of secondary education. At the end of form 4, students take the Kenya Certificate of Secondary Education (KCSE) exam. This is a national exam taken by all form 4 students nationally and at the same time. A student's score in this exam determines whether they get to join one of the State Universities and also determines their University courses. KCSE typically involves taking exams in 8 subjects. Each subject has two exam papers: paper 1 and paper 2. For the sciences, paper 1 is the theory exam while paper 2 is the practical exam. For the language exam, paper 1 is the grammar and essay exam while paper 2 is the literature exam. Each exam lasts 2 to 4 hours. Each subject has 12 possible

points for a possible total of 72 points. Scores are described based on the average score in all 8 subjects. Thus a student with an average score of 10 points in the 8 subjects is said to have earned a B+ in the KCSE exam. (<http://kenyapage.net/education/secondary.html>).

According to Article 1 of Education for All (EFA) Jomtien, Thailand, (1990) of which Kenya is a signatory to the commitment, every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs. To support this, the World Education Forum held in Dakar in April, 2000; the international community made a pledge that, “no countries seriously committed to Education for All (EFA) will be thwarted in their achievement of this goal by lack of resources” (UNESCO, 2000). However, despite overall increased investment in basic education, large funding gaps are still hindering progress towards the attainment of EFA goals by 2015. The critical lack of financing calls for partners to explore innovative financing approaches to education which can act as an important supplement to, and catalyst for, more efficient use of scarce resources.

The Global Education Fund observation indicates that, in Kenya, 60% of children do not attend secondary education. The organization further expounds that expanding financing for quality secondary education is a primary challenge in Kenya.

The current focus of the Ministry of Education, Science and Technology (MOEST) is on the provision of quality education. This is relevant to achieving the economic growth and development needed to face the competition provided by a global market. Non-dependence on external funding and support is another major aim; along with increasing awareness of the importance of lifelong learning, Lacey, (2012).

According to the Kenya Education Sector Support Program 2005-2010 (Republic of Kenya, 2005) and the MOEST, Sector Wide Approach (SWAp) it aims mainly

for efficient move towards achieving quality, equitable education and training to all Kenyans. The reason is that SWAp would see to it that educational services are presented to the learners in an effective and efficient way. Therefore, to develop the education sector through SWAp, MOEST has engaged various stakeholders since 2005.

According to Republic of Kenya, (2007) the core aim of SWAp as established by MOEST is to secure financial support for Kenya Education Sector Support Program (KESSP); a basis upon which the national government, individuals, communities, the private sector, Non-Governmental Organizations (NGOs) and other development partners collectively support the education sector in the period between 2005/06 to 2009/10. SWAp was formulated to significantly minimize duplication and inefficient use of resources especially for the projects and programs that are implemented without both substantial long-term and adequate sector-wide strategy. Due to all these, the church has come in as before to fuel education sector in Kenya.

2.3 Provision of infrastructure by the church sponsors.

Poor physical infrastructure has been and is one of the constraints hindering development of the district. Poor road network and inadequate transport inhibit the exploitation of available resources. Some areas of the district are completely inaccessible as people and livestock trek for long distances before getting an access road. High potential areas of the district are also inaccessible, which hinders transportation of farm produce to markets. Poor roads also contribute to high transport costs and thus high product prices. Out of 1031.7 km of roads in the district, only 55km has murrum while the rest is both rural access or earth roads. The district is poorly served by electricity, which is very crucial for industrial development and growth as well as educational development of the informal sector, West Pokot District Development Plan, (2002-2008)

According to Bebbington and Farrington (1992a) and (1992b) asserts that, because of their (FBO) style of work, many FBOs have demonstrated an ability to reach poor and illiterate people, work in inaccessible places or areas, innovate, or in other ways achieve things which are difficult for official agencies eg. Education to the illiterate. Many poorer people are represented by these organizations; this is so because many FBOs have close links with poor and illiterate communities. The above author actually points out that NGOs contribute a lot to developing countries especially in terms of education.

Chitere and Mutiso (1991) assert that, “NGOs in Kenya support communities to improve their living standards by developing their initiative and locally encouraging the use of available resources. To this end they will emphasize community participation and involvement as a prerequisite for their financial, technical, and moral support”. This is what the FBO’s e.g. Church missions especially the RCC, ELCK, and ACK have done to the Pokot, mainly in education area.

2.4 Provision of students -scholarship programme

Barton, (1991) he asserts that West Pokot County is located in the Rift Valley Province of Kenya. The county covers an area of 9,169.4 Km² with a total population of 51,690. 69.4% of the population lives below the poverty line. West Pokot County constitutes Arid and Semi-arid land (ASAL); 1034 Km² is arable land and 7760 Km² is non-arable. This implies that 80% of the land has no agro-ecological potential. The main economic activity includes nomadic pastoralist, mining and commercial businesses. Kapenguria is the administrative headquarters of West Pokot County, it is located approximately 400Km North West of Nairobi.

According to Totty, (1994) he asserts that a traditional subsistence economy is the predominant economic among the Pokot people not a monetary economic. Traditional subsistence economy includes subsistence farming and livestock

rearing in the highlands and lowlands respectively. Pastoralists who strongly believe wealth is material possession of animals and children are seventy five percent 75% of the Pokot population. The county fact sheet reveals that the county has an estimate of 60% poor persons and 40% absolute poor. The county contributes 1.52% to national poverty in Kenya. According to Barton (1991), he comments that the agricultural Pokot (namely called –“Pipo-pagh” meaning people of the flour and inhabit the highlands and foothills of Cherangani highlands, Sekerr and Chemorongit hills and the escarpments of Rift Valley. “Pipo-Pagh” -may be said to represent the original Pokot who speak the purer dialect. These agricultural ones are very few compared to the pastoral Pokot who are more than the others. “*Pipo-tich*” means the people of cattle who are as nomadics as the Turkana and the Karamojong.

Food and income poverty are the most prevalent forms of poverty besides other manifestations such as health, education, safe drinking water, and sanitation. Food poverty has led to food insecurity and high dependency on food relief. Poor and infertile soils, poor management and poor farming practices, shortage of farm inputs, lack of storage facilities other contributing factors to food insecurity. While livestock production is the engine of growth of the district’s economy, the poor and inadequate livestock marketing systems and facilities for livestock products greatly hurts the livestock sub-sector, and on the other hand, transport by tracks is prohibitively expensive to most livestock farmers. Substantive livestock markets are located very far from production zones of the district. This has led to the exploitation of the livestock keepers by the middlemen, and after selling all the animals, no job for their children, (West Pokot District Development Plan, 2002-2008).

Due to the poverty level and the low or poor income from the people of Pokot as explained above, it has become hard for them to pay fees for their children who are capable academically. This is one of the many reasons why the church has come in to help in scholarship.

2.5 Provision of land for secondary schools constructions

According to Totty, (1994), he asserts that the terrain of Pokot is harsh and this is what made the colonialists to pronounce the district as a closed district. The people themselves might be best described in the words of a former colonial district commissioner of West Suk (West Pokot) that “The Suk (Pokot) are very backward and conservative to a degree and it will be a long uphill task to win their confidence and secure any active interest and support from them to any scheme which may be inaugurated for their benefit. They are naturally suspicious of any innovation, due to their past history when they were chased by colonialists from the plains of Trans-Nzoia and lived in isolation in the hills. This has closed rapid development as other districts making the district much poor in utilizing the local resources and development of educational status. The terrain impedes transportation. The rugged and mountains topography makes it difficult for communication and establishment of schools and subsequent supervision of the few schools established in the area. This has concomitantly affected the educational growth and development in the district. However, with the introduction of church sponsored schools, there has been high enrolment in the schools, but the need of land for more schools and classrooms remain top priorities in the county.

Among other problems such as prevalence of diseases, poverty, population increase, drought, poor farming methods and environmental degradation is the most predominant menace in the county, illiteracy is another issue. It has locked the district into a cocoon of illiteracy hence unawareness, poverty and as a result, living standards is low hence very slow development, West Pokot District Development Plan, (2002-2008)

Cattle rustling have existed for a long time and it is an on-off cultural activity between the Turkana and Pokot, Karamojong and Pokot, Sebei and Pokot people in this region are victims of this human catastrophe. It has placed the economy of the region in a fragile and sorry state. This has affected the schooling of their

children due to limited schooling opportunities as well as living the people poor. There have been noticeable shift towards crop farming by those settled in the highlands and those in the wet lowlands. Recurrent bots of insecurity, which is caused by banditry on the roads, unclear land patterns, livestock raids in the grazing areas and intertribal conflicts, are obstacles to development. These conflicts have not augured well especially for the development agents with projects on the ground and to those who wish to come to the district and help the people. Nomadic pastoralism is an educational challenge the county encounters in its effort to provide education for all. The movements from one place to another to seek pastor due to an arable land makes it difficult for the government and other development agents like the church bodies to provide permanent physical facilities like water, health, and schools as these are bound to collapse immediately the beneficiaries move to new areas of settlement, (West Pokot District Development Plan, 2002-2008).

2.6 Provision of teaching and learning resources.

According to Totty, (1994), many primary school-age children are still out of school due to premature termination of education by persons, retrogressive cultural practices e.g. FGM leading to early marriages (as source of income to parent in form of dowry), negative attitude towards girl child education / high discrimination against girl child education; and cattle rustling, bad religious activities such as those of '*Dini ya musambwa*', distance from villages to schools, high household poverty, ignorance of most parents, migrating patterns of the community, i.e. pastoralists searching for water and pasture, inadequate role models in some parts of the district etc. Child labor is high beginning with market days. A growing number of orphans and other poor children forced to drop out of school, increased number of orphans in and out of school as a result of HIV/AIDS and the negative effects of the pandemic.

Otiende and Sifuna (1994), asserts that; diminished community support following their misconstrued role vis-à-vis that of the Government in the implementation of the Free Primary Education (FPE) initiative. Coupled with high poverty, learning and teaching materials are also inadequate and prohibitively costly from school uniforms, transport and development levies; extra expenses for private tuition.

Apart from the West Pokot District Development plan factors mentioned above, the other core reason why the church has contributed to secondary education is because of the upkeep of their (Christian) doctrinal and ethical/moral issues. Otiende and Sifuna (1994), asserts that; Martin Luther criticized the schools of his period, he (Luther) stated that parents should neglect sending their children to such schools due to the uselessness of the results obtained by those who attended them. According to the above authors, Luther argued that it is much more necessary to give attention to your children and to provide for their education than to purchase indulgences, to visit foreign churches or to make solemn vows.

Starratt J. Robert, (1994) in his book on building an ethical school; expands further the argument of Martin Luther by clarifying that if teachers are to influence students to live as authentic persons who act out of a sense of autonomy, connectedness and transcendence, as persons concern about justice in their personal and social lives, genuinely caring for other people, and courageous enough to critique the ingrained practices within society which oppress others, then teachers will have to present themselves to students as people who strive to live their own lives this way. This will require many teachers to take the ethical challenges in their lives more seriously than they do at present. Where students experience this variability among their teachers, they will no doubt experience differently the lessons those teachers teach as well.

2.7 Areas of church-donor funding.

According to Millennium Development Goals, vision 2030, (2009) the report asserts that every child has a right to education, and that the primary responsibility

of providing education lies with the state. The children's Act of 2001 recognizes provision of basic education that is primary and secondary as a basic human right that every Kenyan child should enjoy, and promotes equal educational opportunities for both girls and boys. The report also confirms that the government has taken measures to ensure the achievement of universal to primary and secondary education. Despite these efforts of the government, there are still challenges facing the West Pokot people that need to be addressed. Most of these challenges have been mentioned above, and due to these challenges, other stake holders have come in to assist the government and thus Pokot child. Among these are the church missions, namely the RCC, ELCK, and ACK among others.

According to the Constitution of ELCK, (2003), (which goes hand in hand with RCC and ACK constitution on education), the main areas that the church focused were areas with: diminished community support due to the high poverty levels, poor nutritional and health practices, inadequate and poor infrastructure including water and sanitation especially rural areas, and communities with retrogressive cultures eg. girl child has no right to education, FGM etc.

West Pokot County had 50 registered secondary schools in the year 2013 and over ninety percent (90%) of all these schools are funded by the church in one way or another. There are many churches that have invested in education in Pokot, but because time could not allow us to go into the detail of all the churches sponsored schools, the researcher outlined only the RCC, ELCK, and ACK mission secondary sponsored schools in the County.

2.8 Impacts of church-donor funding on secondary education.

According to Soltis, et al (1998), he asserts that teaching is the process of releasing people from the chains of ignorance; but it is also clear that learning is passive, it is a matter of 'turning' and allowing the mind to see clearly. In other places Plato spelled out more clearly what is involved here, and it is obvious that he valued the

abstract reasoning; the person who had been trained to reason clearly (logically and mathematically) would be more likely to escape from the cave of ignorance and see the truth by using his mind. Of course, we say “I see it” when we have learned something!

According to Nsubuga, (2005), he states that; the duty we owe to our youth is the provision of their education, not education merely in terms of books, credits, diplomas, and degrees, but education in terms of preparation for living and earning. Planning for American Youth points out how birth and environment have made boys and girls different and how they must all have equal opportunities to live and learn. The author continues by saying that the major aims of education are fourfold, namely; -Self-Realization, -Human Relationships, -Economic Efficiency, and Civil Responsibility.

Datta (1984) asserts that, exposure to modern education, it is presumed, makes pupils to see things in a broader perspective, beyond the narrow horizons of a tribal, religious or linguistic community. Education through a common language e.g. English in Kenya or Swahili in Tanzania at the post – primary level (Secondary), provides young children with a channel of interaction-a necessary condition for national integration. Furthermore, the schools offer the young a common cultural experience which is supposed to contribute to the emergence of the feeling of national solidarity. The author continues by adding that the positive impact of secondary education is it recruits pupil from diverse backgrounds, the school itself becomes a microcosm of the society- a nation in miniature. Thus all these factors by Datta contribute to the strengthening of national integration.

According to Bogonko (1992), he states one of the advantages of mission secondary schools by noting that, it was from such schools that the first African elite emerged. The government, missionaries and private sector also tapped their first educated local workers-evangelists, teachers, hut counters, clerks, telephone operators, carpenters and builders from mission schools. It was these schools, too,

which initiated modern social change in Kenya-water mills, brick houses and agricultural practices. This can be called empowerment of people or the community.

Education is power. According to Busher (2006), the author asserts that power is the means not only by which people assert their preferred values and choices over those of other people, but also the means by which they prevent other people making choices or, indeed, challenge the choices that have already been implemented, perhaps by controlling the agenda for discussion. This power mainly arises from influence that comes from people's personal and professional skills and knowledge. High school or secondary education is the foundation of this power. Pokot people now are heard nationally and internationally due to education.

According to Kimokoti and Kibera (2007), they point out that differences in gender inequality of educational opportunities and other hidden discriminatory practices such as failure to pay attention to the needs of girls can be achieved through re-socializing society. Society stands to gain a lot by educating women who constitute more than fifty percent of the human race. Their perspective is reformist in approach and has achieved some success in improvement of educational facilities for girls, and access to institutions that were only accessible to men. Girl child education is being realized among the Pokot community due to church mission schools for girls. For example St. Theresa's Tartar Girls, Propoi Girls, ELCK-Chesta Girls, St. Anne's Girls, Nasokol Girls, St.Eliza's Kabichbich, among others, have assisted a girl child from FGM, early marriages, etc.

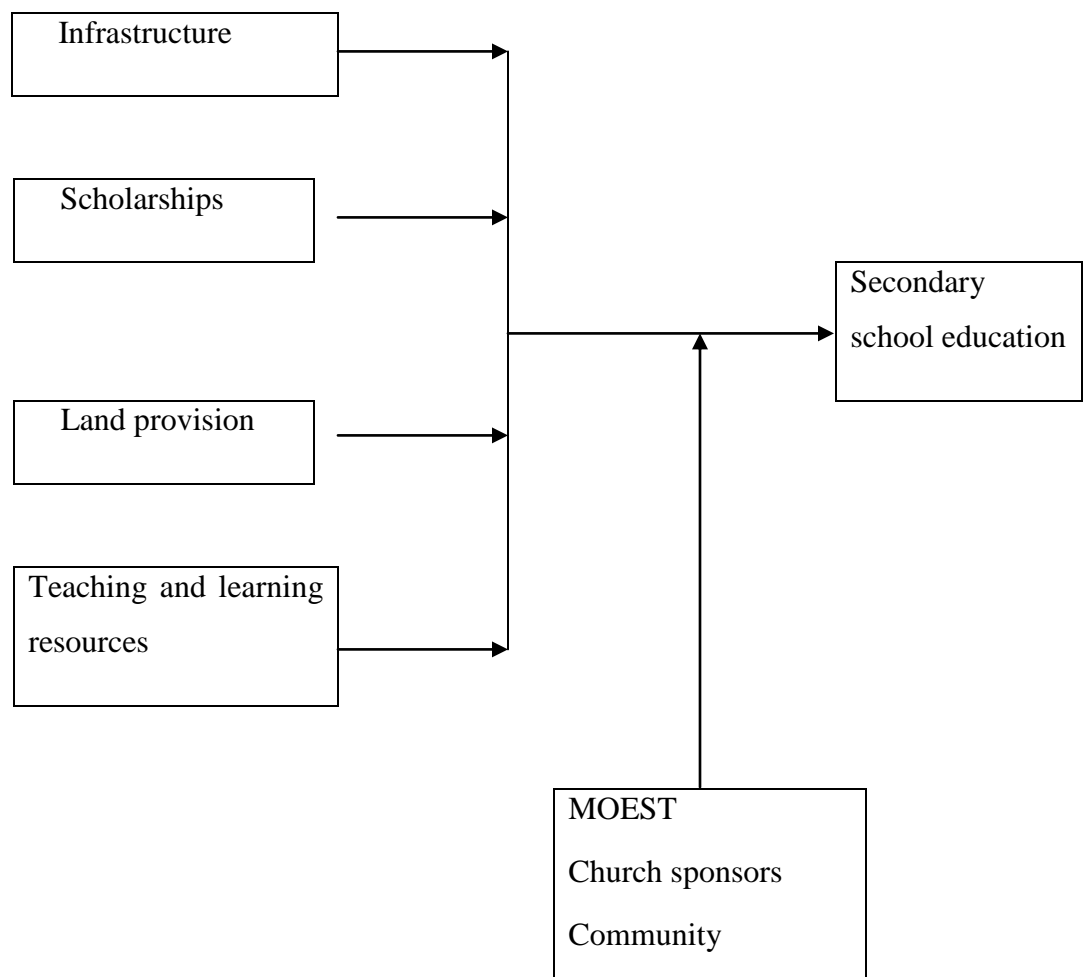
2.9 Conceptual framework

The study adopted a conceptual framework that showed the correlation between the dependent and independent variables as illustrated in the figure below:

Figure 2.1 Conceptual framework:

Independent variables

Dependent variable



Moderating variables

2.10 Knowledge gap

Various scholars have researched in the education sector in West Pokot County but few have clearly elaborated the contributions of donor funding in mission schools especially in the ASAL areas. It is with this approach that the research sought to find out how donors through church missions of RCC, ELCK, and ACK especially have contributed in access to secondary education in West Pokot County. The research also investigated the management challenges facing the funded projects at the completion of funding.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter of this research project report, the researcher explained the research design that was used; the target population, sampling design and sample size, data collection instruments, validity and reliability of the research instruments, the methods used to obtain or collect data and analyze the data. Lastly, operationalization of variables and ethical considerations that the researcher respected was highlighted.

3.2 Research design

The study adopted a descriptive survey research design which involved collecting data in order to determine the influence of donor funding in development of secondary education in West Pokot County. The researcher considered this method appropriate given that it demonstrated relationships between the independent variables (for example donor funding) and dependent variables (for example secondary schools development). The study sample was described exactly in the environment it existed. Descriptive studies can answer questions such as “what is” or “what was” (Bickman & Jog, 1998). Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and draw valid general conclusions from the facts discovered.

This method is used for studying selected issues, cases or events in depth and in detail. Consequently, it enabled the researcher to describe, in detail, the influence of donor funding in development of secondary education.

3.3 Target population

The targeted population for this study was the stakeholders in secondary education sector in schools that were supported by church-donor funding in West Pokot County. These were mainly the students; school heads (principals), church

missions' management staff (diocesan leaders) and County Education Officers. The study will target 14,456 people who will comprise of 14,400 students from 36 schools (average 400 per school), 36 principals, 15 Diocesan leaders (5 heads each from three denominations), and 5 educational county leaders from county education office. For the purpose of this study, RCC, ACK and ELCK NWD sponsored secondary schools were purposively and randomly sampled because of their support of secondary schools distributed in the entire West Pokot County.

3.4 Sampling design and sample Size

The main factor considered in determining the sample size is the need to keep it manageable, Mugenda (1999). Probability sampling technique was used in this study, mainly for the students and purposive sampling was for the key informants namely; principals, County educational leaders and diocesan leaders. Each member in the entire population had an equal chance of being selected for the study. The target population was categorized into various groups such as sex, age group, and location. Subjects were randomly chosen from each group to ensure a typical representation of the entire population especially for the students. The simple random sampling was used to select 30% of the group from different categories by use of raffles or folding of papers. This simple random sampling technique enabled the researcher to collect data that reflected the entire population, in that the sample was selected without bias to arrive at specific respondents from each stratum.

The formula given below from Slovin's (2003) was used to determine the sample size of the target population of students mainly, due to the large number.

Equation $n=N/(1+Ne^2)$ where,

n=number of sample

N=Total population

e=Margin of error (0.05)

Therefore N=14,400

$$n = 14,400 / (1 + 14,400 \times 0.05 \times 0.05)$$

$$n = 14,400 / 37 = 389. \text{ The sample size of the study will be 374.}$$

This is almost in agreement with Sekaran (2003), a population size of 15,000 gave a sample size of 375. Sekaran (2003) table for determining sample size is attached at the appendix VI-where N- population size and S- sample size.

Purposive sampling was used to select key informants from the school principals, diocesan church leaders, and county education officers.

3.5 Data collection instruments

The data for analysis was obtained through the use of questionnaires and interview methods, thus it was mainly through primary data. Open and close ended questions was used. In open ended queries the respondents were given room to explain their answers in detail while the close ended questions required “yes” or “no” answers. The use of questionnaires presented a number of benefits to the whole process of research. To start with, the use of questionnaires was cheaper to the researcher to administer than any other methods available. The only cost included printing of questionnaires. Another justification for the use of the questionnaires was easiness to administer confidentially hence ensured the protection of privacy of the participants. Finally, questionnaire method is objective hence data collected was not affected by any other factors such as the affiliation between the researcher and the respondent. Therefore, it can be concluded that questionnaires enabled the researcher to gather data at relatively little cost (Beiske, 2007).

3.5.1 Pilot

Pilot testing is a small scale trial or testing of the questionnaires. To ensure the reliability of the research instruments, piloting was done in Kaptama Division, Bungoma County. This area was used for piloting because the two counties have seen the similarities in church mission schools. The research instruments were

administered to the same pilot group twice after a given interval. The Cronbach's coefficient alpha of 0.70 and above implied that the research instruments were reliable and therefore the researcher adopted the research instruments. However, a Cronbach coefficient alpha that is less than 0.70 implied that the research instrument was not reliable and the researcher made necessary corrections before using the instruments to collect data from the actual respondents of this study. (www.zeeopedia.com/read.php/pilottestingofquestionnaire).

3.5.2 Validity of the research instruments

Validity is the accuracy and meaningfulness of inferences, which are based on research results, Mugenda, (1999). Questionnaires and interview are said to be valid when the intended parameters are actually measured. To test the validity of the research instruments to be used, the researcher sought the assistance of the supervisor to ensure that they are valid.

3.5.3 Reliability of the research instruments

According to Sekaran, (2003) she asserts that reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the "goodness" of a measure. If a research's finding on the same test given twice, thrice, or even fourthly is similar, that measure is considered reliable. Data reliability is based mainly on the researcher who ensured that there was precision with which data was collected.

3.6 Data collection procedures

The researcher, before collecting data, did send a letter to the County Director of Education requesting to be allowed to collect data from the RCC, ELCK, and ACK secondary sponsored schools. The letter had a copy of permit obtained from University of Nairobi. To enable the respondents to prepare for the study, this was done three weeks before the actual date of data collection. The researcher went to

schools and sought permission from the principals to carry out the study; this was during the day of the data collection. Finally, the researcher proceeded to the respondents; explained the purpose of his visit. The researcher assured respondents of the confidentiality of any information given.

3.7 Data analysis technique

The researcher used descriptive survey method. The study adopted descriptive statistics to analyze the collected data. The data was tabulated; the measures of central tendency calculated and percentages drawn. The analyzed data was presented using tables.

3.8 Operational definition of variables.

The variables in this research project was measured both as a subjective and objective. A subjective measure is based on opinion e.g students' satisfaction to the criteria of scholarship offer. Objective measures are those measured in number of completed infrastructure or projects build. Therefore the variables here was measured by the researcher as follows; the infrastructure was measured in numbers through a checklist of completion and how many in a school sampled, scholarship was by noting down the criteria used and how much are they given full or half way, salary to staff was measured by how many are paid and how much per month, land how many acres does a school own and teaching and learning resources e.g. computers how many was the school given or bought for by the church?

3.9 Ethical considerations.

Rights, anonymity, and confidentiality of the respondents were highly respected in all phases of the research study. Informed verbal consent to the respective County Education Board and the respondents were taken before data collection as explained above. Issues of anonymity and confidentiality, voluntary participation and freedom to discontinue the interview or discussion at any stage, importance of

participating in the study were explained before the real date. All findings were presented without writing names or identifiable personal description; this was mainly to help preserve anonymity.

CHAPTER FOUR

DATA ANALYSIS PRESENTATIONS, INTERPRETATION, AND DISCUSSION.

4.0 Introduction

In this chapter, the primary data collected from the sampled population was analyzed, presented, interpreted and discussed in line with the findings on the influence of donor funding in development of secondary education in West Pokot County. The questionnaires were distributed to the respective respondents; principals/ school administrators, students, county education officers and the diocesan secretaries/ church leaders. The information was assessed quantitatively and qualitatively through tabulation, graphs and charts for easy, simple and clear interpretation of collected data.

4.1 Analysis

This section presents figures and statistics attained from the collected data. The generated data is interpreted to provide some knowledge and understanding on how various variables attributed to donor funding influence the development of secondary education in West Pokot County.

4.1.1 Response rate

The study did find necessary to understand the response rate of the respondents. This was important as it gave the data for analysis. The response rate analysis was presented in the table 4.1.1 below.

Table 4.1.1 Response rate analyses

Respondents	Target sample	Actual response	None response	Percentage
Principals	36	24	12	7
Students	374	318	56	89
County education officers	5	5	0	1
Church leaders	15	11	4	3
Totals	430	358	72	100%

Table 4.1.1 illustrated the response rate on questionnaires and interview schedules given to various cohorts of respondents. Out of the total of four hundred and thirty, only three hundred and fifty eight were completed and returned, this is 83.3% response rate. Some limitations such as time constraint and respondent reluctance contributed to this outcome. This is considered viable since it is adequate to carry out any research. Mugenda & Mugenda, (1999).

From the illustration above, 89% of the respondents comprised of secondary schools students. 7% of the respondents were obtained from secondary schools principals (administrators), diocesan secretaries (church leaders) made up 3% of the respondents and 1% from the county education officers.

4.1.2: Gender of respondents.

The study did find necessary to investigate the gender distribution of the target population, this was vital because it helped in analyzing service delivery or role played. The respondents were asked to indicate their sex. The findings were as in table 4.1.2 below.

Table 4.1.2 Gender of respondents.

Respondents	Frequency (male)	Percentage (male)	Frequency (female)	Percentage (female)
Principals	16	8.7	8	4.6
Students	159	86.9	159	90.9
County education officers	1	0.6	4	2.3
Church leaders	7	3.8	4	2.3
Totals	183	100%	175	100%

Table 4.1.2 showed that in terms of gender, 90.9% students were female while boys were 86.9%, principals 4.6% were ladies while 8.7% were men, county education officers 2.3% were female while men were 0.6%, and church leaders 2.3% were ladies while 3.8% were men. This showed that there were many students and county education officers who were ladies than men while on the other areas that is principals and church leaders, men were many.

The table below is the summary of the respondents' gender.

Table 4.1.3 Summary of gender of respondents

Respondents	Frequency	Percentage
Male	183	51
Female	175	49
Totals	358	100%

The table above showed that 51% of the respondents consisted of male whereas female were 49%, this is a normal national trend especially in ASAL areas where girl child has a lot of challenges in education and at work place or in any position of leadership, although this kind of trend should change. Majority of the respondents were secondary school students.

4.1.3 Age of the respondents.

The study did find necessary to understand the age distribution of the target population. This was important as it gave the data for analysis of age schemes and to find out if the age influenced the students or workers sampled in different categories. The respondents were asked to state their age bracket and the results were presented in table 4.1.4 below.

Table 4.1. 4 Distribution of respondents by age.

Age bracket (in years)	Frequency	Percentage
11-13	0	0
14 - 17	220	61.4
18 and above	138	38.6
Totals	358	100%

Majority of the respondents were drawn from secondary schools students, hence majority were aged between fourteen and seventeen years of age as illustrated by the age distribution frequency table. It was found out that none of the respondents were aged below 14 years, including those sampled from the students' cohort.

4.1.4 Provision of infrastructure

The study found it necessary to investigate the infrastructure of the six church sponsored schools sampled, this was important because it helped in analyzing projects done by the donor funding bodies of the church. The physical facility

observation checklist was used by the researcher and the results were as table in table 4.1.5 below.

Table 4.1.5 Contribution of Church missions in provision of infrastructure.

Facility	ACK			RCC			ELCK			Total
	Nasokol Girls	ACK Mesha ck Tumko u	Total	Ortu m Boys	St. There sa Tartar Girls	Total	ELC K Chest a Girls	ELC K Sook Boys	Total	
Classrooms	16	8	24	34	20	54	22	6	28	106
Laboratories	3	1	4	3	4	7	2	1	3	14
Libraries	1	1	2	1	1	2	1	0	1	5
Computers	40	13	53	12	23	35	33	11	44	132
Dormitories	11	3	14	8	9	17	4	2	6	37
Toilets	16	10	26	10	15	25	2	8	10	61
Land (acres)	52	11	63	40	30	70	50	12	62	195

The data obtained from the physical facility observation checklist, which was administered by the researcher through physical observation/ examination of the education facility sponsored by the three church missions that were studied. Table 4.1.4 showed the six mission schools sampled for research study, two from each church. The study revealed that 24 classrooms were built by ACK, 54 by RCC, and 28 by ELCK. ACK had built 4 laboratories, 7 by RCC, and 3 by ELCK. ACK and RCC had 2 libraries built while ELCK had only 1. On teaching and learning resources the study found out that 53 computers had been provided by ACK to

their two schools under study, 35 computers by RCC and 44 by ELCK. Back to buildings, ACK had built 14 dormitories, RCC 17, and ELCK 6 dormitories. ACK schools had 26 toilets built by the donor church, RCC 25, and ELCK 10. Last but not list, the study found out that ACK had 63 acres provided by the church in total for two schools studied, RCC had 70, and ELCK 62. This information was important in analyzing the extend at which donor funding by the churches had influenced education through the stated variables in the objectives. It showed in general from the above table that RCC had done a lot, followed by ELCK and ACK in Pokot county, secondary education for the six schools.

4.1.5 Provision of land

Church missions have played a central part in acquisition of land for development of secondary education. The provision of land, a major factor of production has catalyzed construction of not only schools but also mission hospitals and rescue centers for victims of retrogressive cultural abuses such as subjects of female genital mutilation.

Table 4.1.5 below, shows a comparison of the role played by church mission in provision of land by three churches that were studied, that is ACK, RCC and ELCK for development of six secondary school. The physical facility observation checklist featured in APPENDIX VIII of this report was administered in six secondary schools namely; Nasokol girl's secondary school, Meshack Tumkou mixed secondary school, Ortum boys secondary school, St. Theresa girls secondary school, Chesta girls secondary school and Sook boys high school. The information obtained was tabulated and the results analyzed using graph as illustrated in Figure 4.1.4

Initially, the primary objective of the church missions was to acquire land for development of churches. However due to the growing need to educate their brethren in order to be able to read and write the missionaries gradually developed

temporary educational centers which were later equipped and further expansion into schools. Part of the secondary schools that were initiated in this manner still serve as Coventry for the founding churches, a good example is St. Theresa Girls high school – Tartar and Ortum Boys high school.

The study found it necessary to go further and sample the acres of land found in the check list above and draw percentages. The findings were as table 4.1.6 below.

Table 4.1. 6 Provision of land by ACK, RCC and ELCK for development of six secondary schools.

Category	Frequency (acres)	Percentage
ACK	63	32.3
ELCK	62	31.8
RCC	70	35.9
Totals	195	100%

From table 4.1.6 out of 195 acres (100%) of land in total, 35.9% was for RCC, 32.3% for ACK, and 31.8% for ELCK. This is a sign that land is a rare resource to get but it also revealed that the three churches have really tried to source land for the schools and more should be done in future.

4.1.6 Provision of scholarships/ sponsorship

The study found necessary to find first the source or providers of students’ schools fees. This study was important in that it assisted the researcher to know the main person who struggles to get fees in everyday life.

Table 4.1.7 Fees payment in secondary schools.

Category	Frequency	Percentage
Parents	226	71.1
Guardian	36	11.3
Sponsor	56	17.6
Totals	318	100%

Majority of the students interviewed, 71.1% acknowledged that their secondary school fees expenses are paid for by their parents. The guardians contributed 11.3% of secondary school fees payment. 56 students constituting 17 % of the sampled population attributed the payment of their secondary school fees to sponsors. This information was important because it showed the main means of fees, from parents who had no good occupation as explained and shown below.

a) Occupation of parents/guardians

Students whose educational expenses are covered by their parents, the researcher sought to find out on the occupation of their parents/guardian. The table below clearly indicates that most of the students depend on sponsorship to cater for their fees payment because 59.7% of parents were farmers which is not large scale farming, 24% were civil servants, pastoralists were 7.5%, religious leaders were 1.3%, and business persons were 7.5% as pastoralists.

Table 4.1.8 Occupation of self-sponsored secondary students' parents/guardians.

Parent's/Guardian work	Frequency	Percentage
Farmers	190	59.7
Pastoralists	24	7.5
Civil servants	76	24
Religious leaders	4	1.3
Business persons	24	7.5
Totals	318	100%

b) Types of scholarships/sponsorships

The research sought further information regarding the type, amount of sponsorship and reasons why the students sought for sponsorship. It was stated that there are three types of sponsorship, namely by the church, NGOs, and good performance scholarship award by the school administration. It was clear from the table that many students (74.4%) do not know where to get help or they know but they have no access to scholarship. Church scholarship has assisted 11.3% of the students; the findings were as table 4.1.9.

Table 4.1.9 Types of scholarship/sponsorships.

Category of sponsorships	Frequency	Percentage
Church	36	11.3
NGO	4	1.3
Performance	8	2.5
No sponsorship	246	77.4
Other	24	7.5
Totals	318	100%

c) Amount of scholarships/sponsorships.

The researcher sought to know how many students have benefitted with fees assistance and how much was he or she allocated. The study showed that 78.6% have got no scholarships or allocations, 2.5% succeeded with full scholarship, 3.8% got partial that is not full but some funds, and 15.1% got some fees assistance when funds were available, as shown below.

Table 4.1. 10 Amount of sponsorship received by secondary school students

Amount of scholarship	Frequency	Percentage
Full scholarships	8	2.5
Partial	12	3.8
When funds are available	48	15.1
No allocations	250	78.6
Totals	318	100%

d) 4.1.10 Reasons for seeking sponsorship.

The study found it necessary to establish the reasons why many students, parents or guardians sought for scholarships or fees assistance for secondary education. In that regard the respondents were asked to state the reasons why they were given scholarship and the findings were as table 4.1.11

Table 4.1.11 Reasons for seeking sponsorship

Category	Frequency	Percentage
Poverty	246	77.4
Good conduct	36	11.3
Examinations reward	8	2.5
Others (sports, friends, etc)	28	8.8
Totals	318	100%

Table 4.1.10 of 246 (77.4%) of the respondents analyzed showed that the main reason that pushes them to seek for secondary school scholarship assistance is poverty that is lack of basic needs. It was also found that 11.3% of the respondents got scholarship not due to poverty but good conduct while 2.5% received scholarship due to passing or doing well in exams. Lastly it was deduced that 8.8% of the students got scholarship due to other reasons such as doing well in sports, music festivals, drummer, or from good friends (Samaritans), etc. It is therefore clear that poverty is the set back of education in Pokot.

4.1.7 Provision of teaching and learning resources

The study found it necessary to explore the availability of teaching and learning resources. The respondents who were principals, county education officers and church leaders, were asked to indicate the provider of teaching and learning

resources e.g. computers, books, teachers, exam papers, etc. the findings were as table 4.1.12

Table 4.1.12 Providers of teaching and learning resources

Category	Frequency	Percentage
Private sector	1	2.5
Government	26	64.8
Church	10	25.1
Community	3	7.6
Totals	40	100%

According to the study done, the government was found to be the leading provider of teaching and learning resources with 64.8% respondents. Church (25.1%), community (7.6%), and private sector (2.5%), these respondents analyzed showed also that they have assisted in development of secondary education teaching and learning resources in one way or another. This information was important in analyzing the extend at which the church donor funding had influenced secondary school development.

4.2.1 Challenges in secondary education development

The study found it necessary to establish the challenges that are found in church sponsored secondary schools education. Thus the respondents were asked to state the main setback of secondary education in Pokot County; the findings were as table 4.1.13.

Table 4.1.13 Challenges in secondary education development

Category	Frequency	Percentage
Poverty	152	41
Retrogressive culture	56	16
Topographical challenges	36	10
Poor physical infrastructure	72	21
Insecurity	28	8
Under-staffing	14	4
Totals	358	100%

In addressing the question on the challenges facing secondary education development and the priority areas for improvement; poverty at 41% emerged the greatest barrier to access of secondary education. Other main barriers were poor physical infrastructure at 21% and retrogressive culture at 16%, this was also followed by topographical 10%, insecurity 8%, and understaffing at 4%.

4.2.2 Perception about church sponsored secondary schools.

The researcher found it necessary to investigate the perception or opinion of all the respondents about church sponsored secondary schools. Church sponsored schools were to be analyzed to show if it has value to the community or not. The respondents were asked to state their opinion on these schools; the findings were as in table 4.1.14.

Table 4.1.14 Opinion about church sponsored secondary schools

Category	Frequency	Percentage
Excellent	144	40
Very good	90	25
Good	13	3
Average	72	20
Poor	39	11
Totals	358	100%

Many of the stakeholders, namely the principals, students, county education officers, and church leaders confirmed that the church sponsored secondary schools are well managed academically, morally, and socially. As shown above 40% was excellent, 25% was very good, 35 good, average 20% and only 11% commented that the church had done poor work.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION.

5.0 Introduction

The purpose of this study was to investigate the influence of donor funding in development of secondary education. This was a case of church sponsored schools in west Pokot County in Kenya. The variables studied were; provision of infrastructure, provision of scholarships, provision of land, and provision of teaching and learning resources from the donor church. This chapter therefore provides a synopsis of the findings, conclusions, and recommendations that were deduced from the study findings. The overall response rate was 83.3% of the desired respondents from various church sponsored secondary schools stakeholders namely; students, principals, church leaders, and county education officers.

5.1 Summaries of the findings.

According to World Bank, (2001), accessibility of education of whatever level is the aim and should be the main goal of any education system to ensure that there is equitable distribution of national development. The general conference on equity of 1960 in Paris, emphasized the need to make secondary education in its different forms generally available to all. It was clear from the research report that low access and participation in secondary education was due to poverty and regional differentials particularly in the ASAL, the poor and vulnerable groups, Orodho and Njeru, (2004).

The respondents were made up of the church leaders, they were the ones in one way or another, financed the schools, the county education officers were the policy makers of the schools, the principals were the administrators and also policy

makers, and last respondents were the students who were mainly the most 89% in the response rate. In relation to gender the respondents comprised both of male and female who were, 51% and 49% respectively. Majority of the respondents were between 14-17years, this was 61.45% thus these were students and above 17 years was 38.55%, and these were mainly the principals, church leaders, and county education officers.

5.1.1 Provision of infrastructure

Infrastructure is the basic structures and facilities necessary for a country or an organization eg. Church sponsored secondary schools, to function efficiently. Examples of infrastructure are buildings, water, transport, energy resources, also administration systems.

The study found out that some schools had a lot of infrastructure compared to others who had more topographical problems than the schools who were invested most with infrastructure. The fear here is that the remote places of Pokot County will remain unreached educationally and this poses a danger in future. On the other positive side, it was found that the church have really done a lot to the schools they sponsor in infrastructure but there should be equitable distribution to all areas of the concern churches.

5.1.2 Provision of scholarships.

Scholarship is an award or an offer of money to somebody to help him or her pay for their education and here we talk of secondary education. The study found out that there are three types of scholarship to students namely; from the sponsoring church to bright and/or from poor background, from the school administration and parents for good performance or conduct (this includes also money from CDF), and from the Non Governmental Organizations e.g. Action –Aid, World vision, and others.

The study found out that some students are from poor or humble background, are clever or do well academically, and are active members of the church but could not access the scholarship due to lack of someone to help them or close relationship with the leaders in charge. This had negative impact both spiritually and academically to the students affected.

5.1.3 Provision of land.

Land is the solid dry part of the earth's surface, contrasted with sea or water. It can also be defined as an area of ground belonging to one person, community, or government. The study found out that some of the sponsored secondary schools were bought for land by their sponsoring churches. Unfortunately, the churches are not as aggressive as before in buying land for the schools already in existence (started) or being started. Most of the respondents were of the opinion that the church should continue as before (that is provide land) especially in the remote or lower areas of Pokot County.

The study also found out that most of the schools sponsored got their land through the Pokot community themselves, in that in many areas the land belongs to the community. This was really encouraging the stake holders especially the church to invest in secondary education.

5.1.4 Provision of teaching and learning resources.

Resource is a thing that gives help, support, or comfort when needed. It can also mean a supply of something that a country, county, an organization, or an individual has or can use to increase wealth or value of the project. It is also defined as the ability to find a quick, clever ways of doing things. The study found out that the church have not fully injected these resources to schools. It was clear that very few schools, from the research done, have benefitted in staff payments, computers, books, exam papers, and other relevant resources for secondary education from their church sponsors.

5.2 Conclusions

This study established that all the factors namely infrastructure, scholarship, land, teaching and learning resources have some influence on the development secondary education. However, the extent of the influence and importance of these factors differ.

Church donor funding for secondary schools is seen as an approach for youth empowerment and development because the youths will excel to universities, jobs will be created and as a result county economic growth would be established. Despite all the positive thinking by the providers and beneficiaries of the funds or donations, the loop holes that temper with the education development should be mitigated otherwise church sponsored secondary schools will not realize her progress. There is need of equitable resource allocation by the concern church donors for scholarships, land, infrastructure, teaching and learning resources.

The church donors to secondary schools should not concentrate more on infrastructure and leave out or help little, the bright students from humble background. The study found out that a lot of money and effort was put on buildings than the students who the buildings (class rooms, library, and laboratory) were meant for, balancing of such key resources was to be considered.

5.3 Recommendations.

Based on the research findings and empirical discussions and evidence, the following recommendations for the study are made; the government and the church leaders through their machinery and authority should enact special legal framework that will provide an affirmative action in order to ensure that marginalized communities especially in the ASAL are given assistance in accessing secondary education.

Church scholarship programme, government initiatives constituency bursary and other NGOs that assist in fees, should be monitored closely to ensure that the deserving students benefit from the scheme without personal interest. On the other hand developments of infrastructure, land, teaching and learning resources should also be monitored.

The school administration and the ministry of education plus the church leaders should not only emphasize on the material resources and forget the student academically. These stake holders should make sure students excel academically by infusing quality learning.

The cost-sharing strategy for fees, provision of land, buildings, etc should be reviewed so that all the education stakeholders can participate. And if possible measures should be taken to make a provision for free secondary education.

Monitoring and evaluation of the projects (secondary sponsored schools) sponsored by the church should be taken closely because the importance of these can be adulterated or watered down by poor and corrupt implementation and management, they should be channeled to intended purposes or useful and sustainable infrastructure.

5.4 Contributions to the body of knowledge

The study had the following contributions to the body of knowledge;

Objectives	Contributions
To establish the influence of donor funding on provision of infrastructure of secondary schools education.	This study found out that church donor funding had influenced secondary education development in that classrooms, dormitories, laboratories, toilets, etc had been built by these funds. It is therefore advisable that strategic plan

	should be done and equitability of infrastructure resources should be considered.
To determine the influence of donor funding on provision of students scholarships programme of secondary schools education	This study noted that the church had influenced secondary education development by providing scholarships to bright students from humble background. It is therefore advisable that monitoring and evaluation of this programme should be done regularly.
To explore the extent of influence by donor funding on provision of land for expansion and development of secondary schools education	This study found out that church donor funders have done little on provision of land for the expansion of secondary schools compared to other variables studied. Therefore it was noted that the church in collaboration with the ministry of education in the county should have a spatial plan on provision of land in the entire county.
To determine the influence of donor funding on provision of teaching and learning resources.	The study established that secondary education development fully depends on the provision of teaching and learning resources. It was found out that the church had not done a lot, only 25.1% while the government had 64.8%. It is therefore advisable that prior planning by the church donor funding should be done in provision of these resources.

5.5 Suggested areas for further research.

Since not all stakeholders were included among the respondents due time, e.g. the missionaries and parents (although they might have been included indirectly), it is therefore recommended that further research should be conducted using a larger sample which will include them as a target population directly not indirectly. Also the same research should be conducted in the primary and/or college or university level. This will help the county to realize how the churches have assisted up to the high level of education. Lastly, the same research should be conducted to all the churches in Pokot not only the three and not only in education department but also in other projects of the churches e.g. Agriculture, health, women work, etc.

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APPENDICES

APPENDIX I: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Email: ehmu_cde@education.go.ke

Web: www.education.go.ke

When replying please quote date & Ref.

COUNTY EDUCATION OFFICE
WEST POKOT COUNTY
P.O. BOX 17
KAPENGURIA

13th June, 2014

REF: WPC/EDUC/ADM/15/28/VOL..II/15

TO WHOM IT MAY CONCERN

RE: RESEARCH PROJECT BY MR. ANDREW NGEIYWA.

The bearer of this letter is undertaking his studies at Nairobi University. He would wish to carry out research on influence on donor funding in development of secondary Education: A case of church sponsored schools in West Pokot County.

You are hereby kindly requested to accord him the necessary assistance in order to accomplish the assignment.

(OWINO O.J.)

COUNTY DIRECTOR OF EDUCATION
WEST POKOT.



APPENDIX II: LETTER FROM THE UNIVERSITY OF NAIROBI

APPENDIX III: QUESTIONNAIRE FOR THE RESPONDENTS

Dear Respondents,

I am a student at University of Nairobi pursuing Masters of Arts in Project Planning and Management. I am carrying out a research on, *'Influence of donor funding in development of secondary education. A case of church sponsored schools in West Pokot County, Kenya.'* It is a requirement that a student writes a thesis in the field of study. For this purpose, I request you to kindly spare your time to fill the accompanying questionnaire honestly and to the best of your knowledge. Put a tick (✓) where appropriate and fill the blank spaces at the end of each question.

This research is purely academic, the information you provide will be handled with utmost confidentiality and/or anonymity. You need not include your name. Any additional information that you may feel necessary for this study is welcome.

Your contribution to this study will be valuable in the achievement of the research objectives.

Thank you in advance for your support.

Yours faithfully,

Andrew Ngeiywa

(Researcher)

APPENDIX IV: STUDENT'S QUESTIONNAIRE

This questionnaire is for research purposes that shall keep the confidentiality of your response. Put a tick in the appropriate box.

1. What is your gender? a) Male b) Female (*please tick only one*)
2. What is your age bracket?

AGE	<i>Below 14</i>	<i>14-17</i>	<i>17 and above</i>

3. Which type of school are you in? i) Girls ii) Boys iii) Mixed
4. Which form are you? i) One or two ii) Form Three iii) Form Four
5. Who pays for your school fees? i) Parent ii) Guardian iii) Sponsor
6. What is the occupation of your parent? i)Farmer ii)Pastoralists (cattle keeper) iii) Civil servant iv) Businessman / woman
7. What is the occupation of your guardian? i) Farmer ii) Pastoralists' (cattle keeper) iii) Religious leader iv) Businessman/woman v) Civil servant
8. What type of sponsorship do you receive? i) Church ii) NGO's iii) performance Scholarship iv) None of the above
9. Give reasons why you sought for the scholarship (sponsorship)? i) Parents unable to pay fees ii) Given as an appreciation of good conduct iii) Obtained by passing well iv) None of the above
10. How much scholarship do you get from the sponsor? i) Full payment (ii) Partial payment iii) given when funds are available iv) None of the above
11. What is the **main hindrance** of secondary education in West Pokot County?

Hindrances	Poverty	Retrogressive culture	Topographical challenges	Poor Physical infrastructure	Insecurity

12. Who is the *main initiator* of Secondary education in Pokot County? (Tick one only)

Initiators	Community	Churches	Government	Private Sector

13. What should be done (**checked most**) to improve secondary education in Pokot county? i) Poverty [] ii) Retrogressive culture [] iii) Poor infrastructure [] iv) Staffing []
14. What is your general comment about church sponsored secondary schools by RCC, ELCK and ACK? i) Excellent [] ii) Very Good [] iii) Good iv) Average [] v) Poor []

Thank you for your cooperation!

APPENDIX V: PRINCIPAL'S INTERVIEW

This interview is meant for research purposes, it will reserve the confidentiality of your response. Put a tick where applicable.

1. How long have you been in this school? _____

2. What is your age? _____

3. Sex; i) Male ii) Female

4. Marital status; i) Single ii) Married iii) Widowed iv) Divorced

5. Name of your school; _____

6. Year established; _____

7. Type; i) Mixed ii) Boys iii) Girls iv) Others

8. Residence; i) Day ii) Boarding iii) Boarding and Day

9. Who sponsors' the school? _____

10. What are the roles carried out by the sponsors?

11. How did the school acquire this land? i) Community, ii) Church donor funding, iii) Government iv) NGO v) Good Samaritan

12. Who pays for the staffs of the school? i) Parents and Community ii) Church-donor funding iii) Government iv) NGO v) Church and Government vi) Good Samaritan

13. Do you think the parents will manage the school on their own in future after the phase out of the sponsor church with little money from the government?

14. Do you think that the donor funding of Church missions are helpful to the county as far as secondary education is concerned?

15. Have your school received any equipments/apparatus eg. computers from the sponsor church? i) Yes ii) No If yes which ones?

16. Who has built this school? i) NGO's ii) Government iii) Sponsor church iv) Community v) Government and sponsor church

17. Among the above who has played a very big role in schools infrastructure?

18. What is the main means of getting secondary school fees in Pokot County?

School fees	Scholarship/donor	salary	Sale of cattle	Harambee	CDF or Government

19. What is the main hindrance of secondary education?

Hindrances	Poverty	Retrogressive cultures	Topographic al challenges	Poor physical infrastructures	Insecurity

20. Which one is the main area that the church has **invested most** in secondary education?

Church Investments	Scholarships	Infrastructures	School equipments	Lands	Payments of staff

21. What is your general comment about church sponsored secondary schools mainly RCC, ELCK, and ACK in this county?

Thank you for your cooperation

APPENDIX VI: DIOCESAN SECRETARY’S OR CHURCH LEADER’S INTERVIEW.

This interview is meant for research purposes, it will reserve the confidentiality of your response. Put a tick where applicable.

1. What is your age? _____
2. Sex; i) Male [] ii) Female []
3. Marital status; i) Single [] ii) Married [] iii) Widowed [] iv) Divorced []
4. Name of your church? i) RCC [] ii) ELCK [] iii) ACK []
5. What is your designation? _____
6. How long have you been in Pokot County as a Church leader?

7. Donor funding of the church missions have assisted the county in secondary education, kindly highlight briefly the main areas the church has assisted;

8. Do you think the parents will manage the school on their own in future with little hand from the government?

9. Do you think that the church missions funding for secondary schools are helpful to the county?

10. What are the main areas that the church donor funding to secondary education are engaged in;

Church investment	scholarship	Infrastructure	School equipment	Land	Salaries

11. What are the challenges you are facing in performing your duties?

12. What are the challenges parents faces in educating their children?

13. What is the main hindrance of secondary education in west Pokot County?

Hindrances	Poverty	Retrogressive culture	Topographical Challenges	Poor physical infrastructure	Insecurity

14. What are your plans for community and the church in general for transition after the church mission donor funding phases out?

15. How does the church start or open secondary mission schools in Pokot County?

- a) Through the **community** request []
- b) Through the **County Government** request []
- c) Through the request of the **church leaders** []

16. What is your general comment about secondary schools sponsored by donor funds from the church missions?

Thank you for your cooperation!

APPENDIX VII: COUNTY EDUCATION OFFICER INTERVIEW

This interview is meant for research purposes, it will reserve the confidentiality of your response. Put a tick where applicable.

1. Year of birth? _____
2. Sex; i) Female [] ii) Male []
3. Marital status; i) Single [] ii) Married [] iii) Widowed [] iv) Divorced []
4. Designation; _____
5. For how long have you been working in the ministry of education?

6. For how long have you been working in the ministry of education in this county of Pokot? _____
7. What are the challenges you are facing in performing your duties in this county, especially for secondary education?

8. In your opinion what are the challenges parents face in educating their secondary school children?

9. What is your recommendation in these challenges?

10. Are you aware of the church missions that are involved in secondary educational matters in Pokot County, would you mention them?

11. In your opinion, what are the main areas that the church mission donor funding have really assisted the county in secondary education?

12. How do you cooperate with the church mission in payment of staff in some secondary schools?

13. In your opinion what will really happen when the donor funding of church missions for secondary education phases out?

14. What is your general comment about donor funding by church mission to secondary schools in Pokot County?

Thank you for your cooperation!

APPENDIX VIII: PHYSICAL FACILITY OBSERVATION CHECKLIST

Facility	Type	Furniture	Equipment	Size & Fitting	No.	Remarks
Classroom						
Laboratory						
Library						
Computers						
Dormitory						
Toilet						
Other						
	1. Permanent 2. Semi permanent 3. Temporary	1. Adequate 2. Inadequate 3. None	1. Appropriate 2. Inappropriate 3. (Assorted) 4. None 5. Not applicable	1. Recommended 2. Less than recommended 3. More than recommended		
Classroom	7mx9m=63m square for 45 students 1.5 m square per student (UNESCO) –Lockheed (200)					
Laboratory	Windows fixed, water and fire extinguisher (MOES&T)					
Dormitory	Two doors, windows without grills and 2metres square per student (MOES&T)					
Toilet	Reasonable depth of about 30ft					

**APPENDIX IX: REGISTERED CHURCH (RCC, ELCK & ACK)
SPONSORED- SECONDARY SCHOOLS BY 2013.**

Church missions schools (from form one to four) that are sponsored in one way or another are:

A. RCC –Sponsored Secondary Schools are (24) in the county.

1. St. Theresa’s Tartar Girls Secondary School (a national school in Kenya).
2. St. Anne’s Girls Secondary School.
3. Ortum Boys Secondary School.
4. Our Lady of Peace-Pser.
5. Holy Trinity Girls –Serewo.
6. St. Daniel Comboni Kaptabuk Secondary school.
7. St. Comboni Amakuriat Secondary School.
8. Fr. Leo Staples Girls Secondary School.
9. Holy Rosary Girls Secondary School.
10. St. Cecilia Girls Secondary School-Chepareria.
11. St. Elizas Kabichbich Girls Secondary School.
12. St. Mary’s Siyoi Mixed Secondary School.
13. Holy Cross Boys Secondary School-Kacheliba.
14. Parua Mixed Day and Boarding Secondary School.
15. Keringet Mixed day Secondary School.
16. St. Mulumba Mixed Day Secondary School
17. St. Catherine Chepnyal
18. Weiwei Boys Secondary School
19. St. Stephen Laikong Girls
20. St. Anthony of Padua
21. Alale Girls
22. Kamito Boys

23. St. Augustine Chepkopegh Boys

24. St. Mary's of Mercy –Pserum

B. ELCK-Sponsored Secondary Schools are (7) in the county.

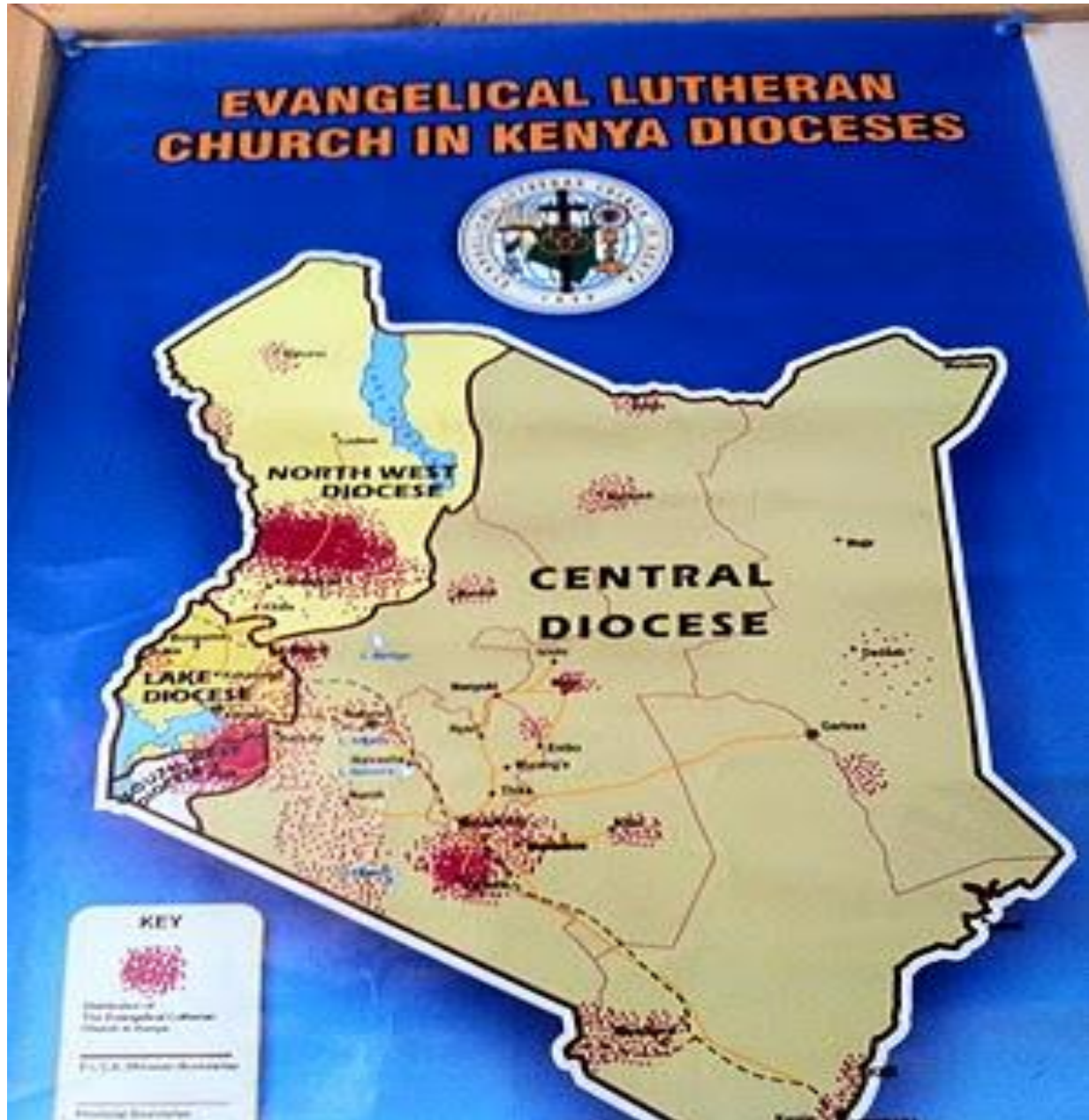
1. ELCK-Riwo Secondary School.
2. Sook Boys Secondary School.
3. Chepareria Mixed Day Secondary School.
4. ELCK-Chesta Girls Secondary School.
5. Propoi Girls Secondary School.
6. ELCK-Chepkalit Mixed School.
7. ELCK-Sekerr Secondary School.

C. ACK-Sponsored Secondary Schools are (5) in the county.

1. Nasokol Girls Secondary School.
2. St. Stephens Chepkono Secondary School.
3. Canon Price Secondary School –Tamkal.
4. Konyao Secondary School.
5. Meshack Tumkou Mixed Secondary School.

APPENDIX X: MAP FOR ELCK PARISHES

Map 1: Map of Republic of Kenya showing Location of ELCK Parishes



Source: Witness, Mercy, Life Together blog: (<http://wmltblog>)

APPENDIX XI: THE SAMPLE SIZE FORMULA BY SEKARAN

Table 11.3
Sample Size for a Given Population Size

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384