

CHAPTER ONE

INTRODUCTION

1.1 Background information to the study

Historically, there has always been a close link between religion and education. For example, the Roman education was rooted in the ideals of the Roman people. It endeavoured to shape the youth in such a way that they were able to fit in the Roman society (Shiundu & Omulando, 1992). Hull (2002), asserts that approach to Religious Education in different countries varies in accordance to various factors. The classroom component of Religious Education refers to the formal curriculum that has set educational objectives, methodologies and assessment procedures. It is conducted by a teacher following a set curriculum developed from the mandated guidelines of the local bishop. Religious education has become a distinct subject within the Catholic secondary schools. This is in accordance with Awakenings (Catholic Diocese of Ballarat (CDB, 2005), which in turn is based on universal Church documents. While the Church documents provide a solid foundation for religious education, the process has become problematic because of the contradictory use of terminology.

According to Catholic Diocese of Ballarat (CDB, 2005), the Christian churches have traditionally sought to exercise significant influence over the nature of religious teaching. Northern Ireland, along with other parts of the United Kingdom, and many European countries, continue to include Religious Education (RE) in its curriculum. Schools in the Catholic tradition are overtly confessional in their approach, while many teachers from the Protestant community seem to have adopted what might be termed a non-denominational neo-confessionalism. Overall though, there is some ambivalence about the purposes of RE in schools. Is it the role of schools to teach and nurture faith, or should the purpose of religion in school be to promote awareness and understanding? This is a crucial issue in an increasingly plural global society and any discussion of religious education must take account of the potential dangers. Turkey is one of the few countries which has experienced various alternative approaches in religious education in the 20th century and it has tried to learn from its mistakes. Turkish society experienced the negative consequences of an extreme secular educational policy which allowed no religious education at all in public schools. It became obvious; however, that neither nationalism nor modernity could substitute for religion. Religion, either as an expression of individual piety or as an institutional organization, could not be suppressed or ignored. The current situation of religious education in Turkey is less than ideal. It is not realistic, for

example, that one or two hours per week can be satisfactory in fulfilling the genuine need for religion. However, increasing the number of course hours does not necessarily seem to be the answer. Less central and more flexible educational policy can accommodate religion within the framework of general education. This development however would require certain legal and constitutional changes (Adanali, 2002). Although Life Education now seems to have come to prominence in the curriculum of secondary schools in Taiwan, there has not been a growing awareness of the simultaneous importance and need for religious education as such. Due to a general disregard of the value of religious education, society abounds with materialistic greed. People are lost in a competitive environment that is dominated by worldly desires. In this environment, religion can have a great influence on one's thinking and attitudes towards life and can promote people's spiritual development. Thus, there is reason to believe that 'Life Education' should include religious education (Shu-Sum, 2002).

When the British extended their control over Nigeria during the 19th and 20th centuries a system of Islamic Education had already been in existence for centuries in the Muslim Emirates of what is now northern Nigeria. Overall, the British established a cordial relationship with the Emirates under a system of indirect rule and, when modern schools were set up in the colonial period; Islamic religious knowledge was included as a subject of study in the northern states. Christian religious education was included in the southern states in the same way. In due course, both Islam and Christianity were taught in both the north and the south and large numbers of students took them as examination subjects for the West African School Certificate. When periods for religious instruction came up, however, Muslims and Christians would go to separate classes taught by teachers of their own respective religions. Teacher training colleges and universities introduced appropriate courses at various levels (Lemu, 2002).

Christian Religious Education, according to the revised curriculum of Republic Kenya (2002), is an integrated subject with Geography, History and Government under Social studies at the primary level of education in Kenya though it is taught separately. At the secondary level of education, it is an independent subject but an option along with Hindu Religious Education (HRE) and Islamic Religious Education (IRE). It falls under the Humanities Department that comprises of RE, Geography and History and Government. It is compulsory at forms one and two but elective at Forms Three and Four in non-catholic schools. However, it has been made compulsory in public catholic secondary schools. A student taking CRE for KCSE cannot take HRE and IRE but can also study Geography and/or History or just CRE alone.

1.2 Statement of the Problem

The influence of the church on education is a global concern and can be cited in Taiwan (Shu-Sum, 2002), Turkey (Adanali, 2002), Northern Ireland (Richardson, 2002) among other countries worldwide. Religious Education (RE) is a compulsory subject in the state education system in England. Schools are required to teach a programme of religious studies according to local and national guidelines. RE in England is mandated by the Education Act 1944 as amended by the Education Reform Act 1988 and the Standards and Framework Act 1998. In Kenya, the influence of the church can be traced from the colonial period. Eshiwani (1990) asserts that formal education was introduced to the people of Kenya by missionaries as a strategy for evangelical success and the missionaries dominated the provision and administration of education throughout the colonial period. At the dawn of independence in Kenya, the first Commission of Education chaired by Ominde (Education Commission, 1964) recommended that Religious Education should be taught as an academic subject that has a body of knowledge. Furthermore, the Education Act (Republic of Kenya 1969 revised 1980) empowers religious sponsors to carry out stipulated roles in their sponsored schools. It is presumed that if the sponsors perform their salient roles efficiently and effectively, schools will realize sound resource management and subsequent enhanced academic performance. Despite the correlation of the church and education from colonial period and the stipulated role of the church in the Kenyan Constitution, Bungoma East Sub-county has had no research on the influence of the church on implementation of Religious Education so as to ascertain whether it has any influence in regard to Religious Education and its implementation. Previous studies were based on contribution of the Quaker Church to Management of secondary schools in Bungoma East District in which results show that the Quaker Church has very minimal influence in its sponsored public secondary schools (Simatwa, 2010). A study by Chemutai (2008) on the influence of attitude on CRE on students' performance asserts that most students do not consider the subject for its moral teaching but choose it for the purpose of passing examination. Eshiwani (1992), while analyzing the quality of secondary education in Kenya, notes that the subject has continued to be less prominent among students in secondary schools. Furthermore, there has been information regarding negative feelings towards the subject (Christian Educator, 1993). The performance of students in the KCSE (RE) has been unsatisfactory in the past few years (KNEC; 2007). Furthermore, in spite of the church's image as hierarchical and with universally enforced norms, the church's policies and practices of governance and accountability are neither defined nor universally practiced in schools. What happens in schools, secondary schools included, really depends on personalities and politics at the local level (Koech, 1992). Due to the prevailing

situation, coupled with the onset of devolution, Kenya has had many changes in entirely all aspects hence there is need to investigate the influence of the Catholic Church on the implementation of Religious Education in public schools so as to ascertain whether it has any influence on the implementation of Religious Education in Catholic sponsored secondary schools in Bungoma East Sub-County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of the church on the implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-County.

1.4 Objectives of the study

The objectives of the study were:

- 1.To investigate the influence of the teaching and learning resources provided by the church on the implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-county.
- 2.To determine the influence of staffing of teachers by the church during the implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-county
3. To establish how motivational mechanisms used by the church influence on implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-County.
4. To examine the influence of the church policies on implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

- 1.How do the teaching and learning resources provided by the church influence the implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-County?
2. How does the staffing of teachers by the church influence the implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-County?
- 3.How does motivational mechanisms put in place by the church influence implementation of Religious Education in Bungoma East Sub-County?

4. How do the church policies influence the implementation of Religious Education in Catholic sponsored Secondary Schools in Bungoma East Sub-County?

1.6 Significance of the Study

The study is meant to contribute to the growth of knowledge regarding the influence of the church on implementation of Religious Education in schools. The findings will assist the Quality Assurance and Standards Officers (QASOS) both at the county and national levels in planning issues related to the implementation of Religious Education in secondary schools.

It is also deemed to sensitize the Catholic sponsors on their role in enhancing the implementation of Religious Education in Catholic sponsored public secondary schools and to highlight areas that need to be addressed so as to improve the implementation of Religious Education.

The study will also provide baseline information and offer challenges to other researchers to carry out more studies in the area studied. Furthermore the study is meant to propose concrete solutions to the challenges encountered by the church, teachers, students and the community in regard to the implementation of Religious Education.

1.7. Delimitation of the Study

The study was conducted in Bungoma East Sub-County. The research topic was on the influence of the church on the implementation of Religious Education in public Catholic sponsored Secondary Schools in Bungoma East Sub-County. The study was delimited to only public Catholic sponsored Secondary Schools. Private sponsored schools were not involved in the study and also other public secondary schools sponsored by other religious groups. The target population was 2402 students and 8 principals.

1.8. Limitations of the Study

A limitation is an aspect of study that the researcher knows may adversely affect the results but has no direct control over (Orodho, 2004). The study was carried out on Catholic sponsored public Secondary Schools in Bungoma East Sub-County and the schools were far from one another so it was a problem of accessing the targeted schools. Some of these schools are in remote areas where the only means of transport were motor-bikes. However the researcher made prior arrangements visited such schools early so as to avoid getting stranded particularly during the rainy season. Financial constraints was another limitation that made the researcher strain so as to deliver and collect the questionnaires from respondents. However the researcher was bailed out by friends who contributed money to assist so as to lessen the burden.

1.9. Assumptions of the Study

This study was guided by the following basic assumption:

The study assumed that all respondents would be willing and honest in giving their responses.

1.10. Definitions of Significant Terms as used in the study:

Public secondary schools – Secondary schools which are mostly financed by the state and are managed by government officials.

Teachers – The term is used to refer to professionally qualified personnels in terms of training who are equipped with knowledge, skills and attitudes to handle learning.

The Church: It is used to mean an organization or institute.

Implementation: Implementation is the carrying out, execution, or practice of a plan, a method, or any curriculum design.

Learning and teaching resources: Instructional materials used both by the teachers and learners to facilitate learning process.

1.11. Organization of the Study

This study is divided into 5 chapters as follows: Chapter One: Introduction, this include the background information of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, assumptions of the study, definitions of significant terms as used in the study and organization of the studys. Chapter Two presented a review of literature and relevant research associated with the problem reviewed according to the research objectives whose independent variables were teaching and learning resources, staffing of teachers, motivational mechanisms and church policies. It also has theoretical framework of the study and conceptual framework. Chapter Three presents the methodology which includes research design, target population, sample size and sampling procedures, research instruments used for data collection, pilot testing, validity and reliability of research instruments data collection procedures and data analysis techniques. It also has ethical issues and operationalization of variables. Chapter Four presents data analysis, presentation and interpretation. Chapter Five presented summary of findings, discussion, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviewed the literature related to the study on the influence of the church on the implementation of Religious Education in public Catholic sponsored Secondary Schools in Bungoma East Sub-County. This was in line with the following study objectives: the influence of available teaching and learning resources during the implementation of Religious Education in public Catholic sponsored Secondary Schools in Bungoma East Sub-County, the influence of posting of teachers during the Implementation of Religious Education in public Catholic sponsored Secondary Schools Bungoma East Sub-County, the influence of motivational mechanisms on the implementation of Religious Education in public Catholic sponsored Secondary Schools in Bungoma East Sub-County and the influence of church policies on the implementation of Christian Religious Education in public Catholic sponsored Secondary Schools in Bungoma East Sub-County, theoretical framework, conceptual framework and the summary of literature review.

2.2. The Influence of the Teaching and learning Resources and the Implementation of Religious Education

Church influence on education is a global concern and has been cited in Taiwan, Turkey, Northern Ireland, Rome among other countries. The role of the church or religious organs in the provision of education at various levels internationally has been widely documented (Hill, 1991, 2004, 2005), (Holly, 1978). It should be noted that subjects vary in nature, context and depth. A tool that is suitable for one subject may not be suitable for another. Teaching and learning resources are very essential tools that are utilised so as to enhance learning. Teaching and learning resources are commonly referred to as instructional materials, teaching and learning aids or educational media. In this group are things that make teaching and learning easier and more meaningful. They are tools used for teaching and learning, or those that support the teacher in the delivery of knowledge or help to emphasize specific knowledge. All good teaching and learning resources should meet the needs of the learners, fulfil the requirements of the subjects, and facilitate the teaching and learning process. Teaching aids function on the basis of their ability to impact on the senses. As noted by Jacinta & Regina (1987), 'If the impression on the senses is vivid, arresting or striking our learning is more effective.' Teaching and learning resources can be classified in various categories: Visual materials, printed materials, various types of boards,

graphics, games, audio-visual aids, audio aids and resource persons, Jacinta & Regina(2000). Maicibi (2003) asserts that when the right quantity and quality of human resources are brought together, they can manipulate other resources towards realizing institutional goals and objectives. Yadar (2007) and UNESCO (2008) postulate that object well handled practically impresses itself more firmly in the mind than the object merely seen from a distance. Mutai (2006) states that learning is strengthened when there are enough reference materials such as textbooks and teaching aids which can positively change teachers' and learners' attitudes.

Tawfieq (1998), in his study concerning the status of Religious Education in Saudi Arabia asserts that textbooks occupy a central position because of two reasons: It is a major teaching and learning aid and also it is the main means of defining, in practical terms, what is to be learned and hence taught and what is not. Textbook is a major instrument for defining the curriculum to teachers and learners alike. Teachers will realise their intentions through a range of psychological tools. These are those symbolic artefacts- signs, textbooks, symbols, formulae, graphic devices, that help individuals master their own natural psychological functions (Kozulin, 1998). They can range from pedagogical choices to textbooks and other resources (eg using religious artefacts or mainstream DVDs), and importantly speech and talk. The teacher's motives are mediated through these pedagogical tools. In England, church schools make use of a collection of religious artefacts to enrich teaching in religious education. In most church schools, in school libraries, there is a good supply of RE topic books and computer software to support children's individual research. Children find, select and analyse information using the internet and CD roms. They also use ICT to review modify and evaluate their work and to improve its presentation (www.allsaints.reading.sch.uk, 2014).

Churches and schools share a common concern. They want the best for young people most of whom are students. Churches have always had considerable involvement in education. Schools always need good teaching and learning resources. High quality christian resources can make a real difference particularly in collective worship and Religious Education. Some churches have programmes where individuals and organisations buy christian books for school libraries or for Religious Education. For example, Stapleford Centre has a partnership scheme for churches wanting to buy books for schools. Their focus is on teaching on christianity, as well as spiritual development in other areas of the curriculum. Scripture Union is another organisation that is religious and has several resources that are designed to help children with transition onto school, from primary to secondary school. Furthermore, many churches have facilities which can be

shared with school. Class visits to churches are a common part of Religious Education and some churches have developed interesting programmes for such visits (Scripture union-church&school.html, 2006).

The resources necessary for the provision of primary and secondary education in Nigeria are prescribed by the national policy on education (FRN, 2004). At the tertiary level, the federal government works in collaboration with the Nigerian Universities Commission, the National Board for Technical Education and the National Commission for Colleges of Education in ensuring the provision and maintenance of standard recommended resources. Educational resources have been grouped into four groups that include : physical resources such as school plants, classrooms, offices, recreational facilities and the entire school ground; material resources including instructional aids, stationeries, education plans, objectives and prescribed methodologies; human resources both teaching and non-teaching staff; and financial resources made up of all monetary input into the education system directed towards the achievement of specified educational objectives (Agavi, 2010). Time is a resource that is highly limited in supply and critical to education, but often taken for granted by the providers of educational resources. Time is a vital complementary resource that is indispensable in the effective harnessing and utilization of the physical, material, financial and human resources in the school system. According to Ngware, et al (2006), the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials, all have a direct bearing on quality as they determine how effective the curriculum is being implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. Saitoti, (2003) asserts that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, a conducive learning environment, the quality of teaching force, and assessment and monitoring of learning achievements.

There are many types of instructional materials used in teaching and learning processes. The most important task is for the teacher to decide which one is appropriate in teaching a particular topic. Instructional material may be grouped under: Audio aids, visual aids and audio-visual aids. The grouping of educational or instructional materials into visual, audio and audio-visual is presented by Ellington & Race (1993). Instructional materials according to Ajelabi (2000) are teaching and learning materials that constitute an integral component of classroom instructions which are utilised in delivering educational information to the learner. Wachira (2008), in her

study on the influence of educational resources on pupils outcomes, defines educational resources or teaching-learning resources as all materials and equipment used to enhance effective learning. Her major concern is that there is notable shortage of teaching and learning equipment in the schools today. In her study she laments at situations whereby a teacher wants to teach reading in the absence of reading books, while in some cases, teachers want to write on the chalkboard but there are no pieces of chalk. She strongly urges school administrators and other stakeholders to start exploring ways and means of solving such problems because if they are left unsolved, the affected schools will sink deeper and deeper into many problems which impact negatively on school academic achievements. According to African Education in Focus Journal (2010), reading textbooks is not the only problem that face schools on the side of teaching materials and equipment. There is inadequate supply of many things , just to mention a few like desks , tables, maps, pictures and posters. The journal arrives at the conclusion that the success of any lesson depends on how well the teacher prepares his lesson, what type of teaching and learning resources he uses and any other equipment. This means that the availability of adequate education resources can not be downplayed in the journey to excelling academically. To reduce these problems teaching resource centres would be helpful for teachers at which teachers can borrow items such as radios for the broadcasting lessons, tape recorders, projectors and many other teaching and learning resources that can enhance learning (World Bank, 2008).

2.3 The Influence of Staffing of Teachers on the Implementation of Religious Education

Staffing of teachers in schools is very crucial worldwide and has been a very contraversial issue in regard to equity in schools. Historically, most teachers in Kenya have been hired centrally through the Teachers Service Commission (TSC). Teachers hired through the TSC have civil service protection and receive salaries and other allowances from their employer though there are bodies like religious bodies and parents organizations who also hire some teachers. Without teachers in schools, there is no curriculum implementation. Staffing of teachers is carried out by different bodies in various countries depending on the status of the schools whether they are church schools, voluntary aided or controlled schools among other categories, Amankwtia (2007). For instance Rockhampton Diocese, the Diocesan Catholic Education Office acts as an agency of the Catholic Church and is responsible for the provision of a range of educational services under its authority. Within the Catholic Education Office, the Diocesan Director has authority for leadership, administration and management of catholic education in the diocese. As such the Director ensures the optimal use of all resources and the efficient and cost-effective

delivery of services (Heenan, 2006). The Diocesan Catholic Education Office has responsibility for staffing of primary schools, the process of school review and improvement, and performance reviews of principals and senior leaders. Clergy also have a significant involvement in these including the selection and appointment of principals. Amankwatia, (2007) while analysing the characteristics of Voluntary Aided and Controlled schools (VACS), says that in Controlled Schools, the staff are employed by the local authority whereas in the Voluntary Aided Schools (VAS), the foundation governors are the majority on the governing body.

In Kenya, prior to independence, education provision involved a partnership between local communities, non-governmental agencies and church organisations (Kinuthia,2009, Bandi, 2011). During that period, missionaries played a key role in the development and maintenance of educational institutions that they owned (Mabeya & Ndiku, 2010). After independence, education was nationalised and schools that were established and managed by the missionaries remained under their sponsorship but were registered as public schools (Mabeya & Ndiku, 2010).The former managers of such schools become sponsors.The Education Act, 1968, revised 1980, with the Teachers Service Commission Act, Cap 212 confers extensive powers on the Minister for Education over the management and regulation of education in Kenya. The two acts give the Minister extensive latitude to delegate his powers to local authorities , County Education Boards or Boards of Management.The TSC delegates its powers relating to hiring, control and discipline of teachers to Boards of Management inter alia.Based on the Education Act, the sponsor has some rights and responsibilities (Republic of Kenya,1980: Mabeya & Ndiku, 2010) : For example, appointment of the principals and teachers to be made in agreement with the sponsor, religious instruction shall be given at the school in conformity with a syllabus prepared or approved under the regulations made section 19 after consultation with the sponsor (Republic of Kenya, 1980), the sponsor to prepare and recommend for approval by the Minister the learning resources for religious education in sponsored schools.Masika & Simatwa, (2010), while researching on the contribution of the Quaker Church to management of public secondary schools in the former larger Bungoma East District, discovered that the appointment of school principals was not influenced by Quaker Church as the results showed 91% for those respondents who said the church has no influence against 9% for those who said that the church influences the appointment of principals in public secondary schools.

Historically, most teachers in Kenya have been hired centrally through the Teachers Service Commission (TSC). Teachers hired through the TSC have civil service protection and receive wages and benefits that are considerably above levels that would clear the market, and there is

considerable queuing for these positions. For teachers in these positions, promotions, transfers, and disciplinary actions are decided through TSC rather than by more local bodies such as the boards of management associated with every Kenyan secondary schools, which primarily composed of selected representatives from various sectors.

2.4 The influence the Motivational Mechanisms put in by the Catholic church and the implementation of Religious Education

According to Nevid, (2013), motivation is a term that has been defined in various ways. Some people view motivation as a concern with why people do or refrain from doing something. It is a personal force that causes one to behave in a certain way. Further, motivation is an individual's internal process that energizes, directs and sustains behaviour. Apart from the above definitions, motivation has also been used to mean the willingness to exert high levels of effort to reach or achieve a predetermined reward or goal. It is a force that kindles a burning desire for work or action and the readiness to work towards a goal or satisfy a need, Nevid (2013). Motivational mechanisms are strategies or measures that the church has put in place so as to motivate both the teachers and the students in regard to implementation of Religious Education. The measures or strategies are motivators thus those things which induce an individual to perform and these include: higher pay, praise, recognition, rewards among other strategies. The motivators can be tangible or intangible and involves the biological, emotional, social and cognitive forces that activate behaviour. Motivation can be intrinsic or extrinsic. Intrinsic motivation refers to self-generated factors that influence people to behave in a certain way or to move in a particular direction. These factors may include responsibility, which involves the feeling that work is important, freedom to act, scope to use and develop abilities, interesting and challenging work and opportunities for advancement. Extrinsic motivation refers to what is done by others to motivate people. This may include rewards such as increased pay, praise, promotion and punishments such as disciplinary action, withholding pay or criticisms, Nevid (2013).

Motivation is an area which has globally been researched on. For instance, the famous psychologist Maslow (1943) with his theory of Maslow's Hierarchy of Needs has found wide application in many fields and religion is not an exception. Maslow proposed that individual needs can be classified into five categories and that each category of these categories operate in a hierarchical manner, flowing from low order to high order. Apart from Maslow, another psychologist, Herzberg (1959), conducted a study which focused on job satisfaction primarily to find out the factors associated with job satisfaction. He collected data from a sample of 203 accountants and engineers based in Pittsburg, USA. From his findings he found that factors

associated with feelings of happiness or satisfaction were concerned with the job itself while those associated with dissatisfaction were related to the environment in which the job was done. Herzberg came up with two factors that can be used to explain his theory. The two factors are Motivators and Hygiene or Maintenance factors. The Motivators tend to increase job satisfaction and include things like achievement, recognition, responsibility among others. The other group of factors thus the Hygiene or Maintenance needs, serve to remove dissatisfaction and are related to job context. These include pay, status, job title, job security among others. Churches worldwide have also been involved in providing learning and teaching resources and other services that motivate both teachers and learners. The type of educational resources from the donors come in form of books, school uniforms, library facilities, education tours and excursions. The students received spiritual support from the donors which included provision of spiritual nourishments during Saturdays and Sundays by qualified teachers, opportunities to participate in youth related programmes in the church, encouragement to attend church services, guidance and counseling, training on morality, provision of spiritual and personal development books like the bible and hymn books. The nature of social support provided by the donors to the sponsored children to include; provision of basic needs like food and clothing to the sponsored children and their families, following up children while at school to ensure smooth learning, tours and excursion to motivate them and enhance their interaction. The physical support provided to the sponsored children included proper housing for the family, water tanks, and other facilities required for raising the standards of living, games kits and medical/health assistance through payment of hospital bills for the children. Compassion sponsorship had a positive influence on the academic performance of the sponsored children. The study recommends review of the existing policies and laws on compassion sponsorship programme with a view to effectively manage the effects of sponsorship on academic performance of secondary schools in Kenya. Nevid, (2013).

2.5 The Influence of Catholic Church Policy on the Implementation of Religious Education

According to the Kenya Catholic Education Policy (2000), children attend school not for the purpose of education but also need to establish good study habits. The learners must attend classes, do assignment and attend all school functions including all religious ceremonies. The findings also agree with Makokha (2002) that learners' school curriculum should include the participation of church oriented activities. According to Muindi (2008), high level of discipline and academic excellence is founded on the core values of the school. Church sponsored schools place spiritual and character development above academic excellence. The school's value system

is based on Christianity and students are led to achieve self actualization and become what God has made them to be. Findings of Muller & Ellison (2001) stress that the cultural values of a religious community are a significant path way to academic success for adolescents. The provision of guidance and counselling to students was rated almost on fifty-fifty basis meaning that it was only given prominence when there was a problem in the school. This finding agrees with Mwanzia (2005) that a priest was called upon to pray for the students found with witch craft in a school after the students had a long quiet sit- in for one week. The priests burnt a sack full of assorted paraphernalia, weird drawings and powder among other things. The priests expressed shock that such incidences had taken long and occurred in schools. The findings however, expose some flaws in the posting of guidance and counseling teachers' policy to schools. The teachers are posted to schools with no consideration of their ability or experience (Republic of Kenya, 2004 circular, G/1/VOL/8/83). This argument is in line with Makokha's views (2002) that guiding and counseling teachers should be posted to sponsored schools after consultation with and in agreement of the sponsor and priority should be given to teachers of integrity and graduates of Teachers' Pastoral Counselors (TPC) .

According to Okumbe (1992), supervision is considered as a dimension or phase of educational administration which is concerned with improving instructional effectiveness. Olembo, Wanga and Kiragu (1992) defined supervision as the attempt through second party intervention, to ascertain, maintain and imThe church, therefore, has a big part to play in the development and extension of education. Accordingly, the second Vatican council (1965) promulgated some fundamental principles concerning Christian education, especially in regard to schools (Gravissimum Educationis, no 1, 1965). People should not just take the role of the church in school for granted. Those involved in education at different levels need to examine, analyze and evaluate the church's tasks as sponsor. Koech (1992) says that the key question to ask is that: what have been the church's shortcomings and failures in carrying out its duties as sponsor? He further states eight questions that could be used to assess the actual situation concerning church sponsorship and supervision of schools.

2.6. Theoretical Framework

The study was guided by the Structural Functionalism Theory; Talcott (1991). According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and

complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place. The theory seeks to understand the relationship between the parts and the whole system in an organization and in particular identify how stability is for the most part achieved. Structural Functionalism further advocates for an analysis of the perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, teachers and the ministry. However, it is crucial to take into account conflicts of interests and differing value-basis in order to understand the organizations (Carr & Capey, 1982). The theory thus appropriately explains some conflicts between the head teachers and church sponsors in the management of public secondary schools in Kenya. The school as a social system has within it a series of sub-systems which include sponsors, teachers, Board of Management (BOM), Parents and Teachers Association (PTA), students, support staff and the government. Their interactions should be harmonious for effective achievement of educational goals. According to Cheruiyot (2004), performance is a product of good discipline, good management and excellent facilities. Therefore, the acquisition of the learning and teaching resources is solely an important factor in the improvement of academic standards. This is a clear indication that the indifference of sponsors to school activities in the provision of resources and education in their schools seems to point out that their roles have not been clearly defined and therefore needs to be re-formulated.

Therefore the current study was based on Structural Functionalism Theory as it is one of the most predictive persuasion theories and it has been applied in various fields of research. By Structural Functionalism Theory, when it is applied, it explains the relationship between the Catholic church and implementation of Religious Education in Catholic sponsored secondary schools as implementation is a process that requires the participation and collaboration between various stakeholders so as to accomplish educational goals and objectives. All the above views concerning the Structural Functionalism Theory enabled the researcher in establishing the influence of the church in the implementation of Religious Education in Catholic sponsored secondary schools in relation to provision of teaching and learning resources, staffing of teachers, motivational mechanisms and Catholic church policies.

2.7. Conceptual Framework

This study was guided by the following conceptual framework shown in figure 1, which is used to explain the interrelationship between the variables. A conceptual framework is a scheme of variables a researcher operationalises in order to achieve the set objectives (Oso & Onen 2002). Mugenda and Mugenda (1999) argued that independent variable attempts to indicate the total influence in the study. In this study the conceptual framework was guided by the research objectives. Firstly, the study aimed at investigating how the available teaching and resources influence the implementation of Religious Education in Catholic sponsored secondary schools in Bungoma East Sub-County. Secondly, it sought to determine the influence of the church on staffing of teachers on the implementation of Religious Education in Bungoma East Sub-County. Thirdly, to establish how motivational mechanisms used by the church influence the implementation of Religious Education in Bungoma East Sub-County. Lastly, to examine the influence of the church policies on the implementation of Religious Education in Bungoma East Sub-County. The independent variables are : Teaching and learning resources, staffing of teachers, motivational mechanisms and church policies. The dependent variable is implementation of Religious Education in Catholic sponsored secondary schools.

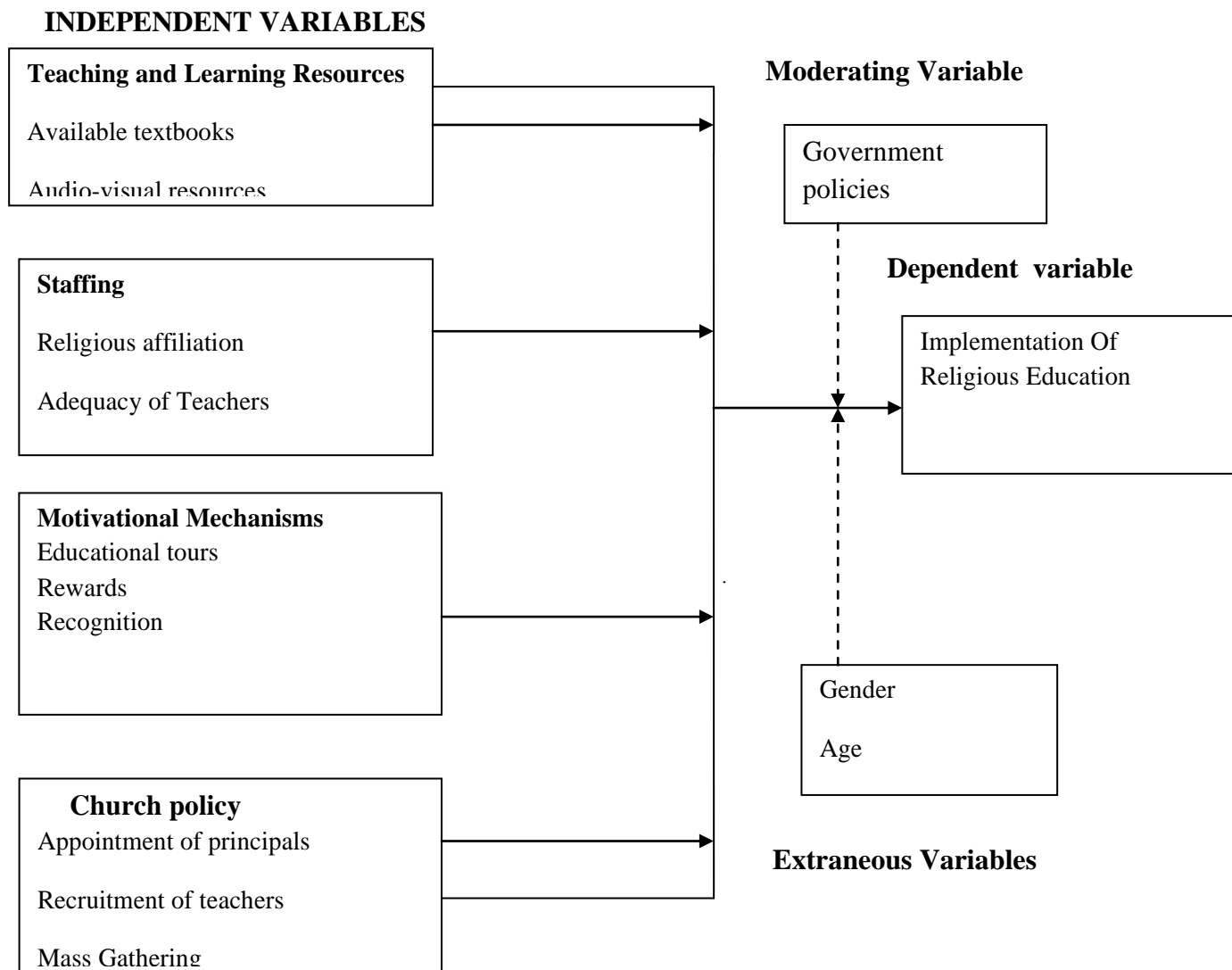


Figure 1 Conceptual Framework

The conceptual framework identifies the independent variables, in this case: availability of teaching and learning resources, staffing of teachers, motivational mechanisms and Catholic church policies. Teaching and learning resources in form of textbooks have an influence on the implementation of Religious Education. Similarly, staffing of teachers is another crucial area. Motivational mechanisms like educational tours, rewards and recognition are likely to influence the implementation of Religious Education. Similarly, church policies in form of Mass gathering, pastoral services and Guiding and Counseling services are also likely to influence the implementation of Religious Education. The conceptual framework also identifies the dependent variable as implementation of Religious Education. Government intervention is likely to influence the implementation of Religious Education for instance through enforcement of law that concern subject clusters and career choices.

2.9 Summary

The literature reviewed clearly show that the church does not significantly influence the implementation of Religious Education in Catholic sponsored secondary schools. In regard to objective one: To investigate the influence of the teaching and learning resources provided by the church on the implementation of Religious Education in Catholic sponsored public secondary schools in Bungoma East Sub-County, it is evident that in some countries the Catholic church influences the implementation of Religious Education through the provision of teaching and learning resources. For instance, the literature reviewed in Nigeria showed that the Federal Government works in collaboration with Nigerian Universities Commission, the National board for Technical Education for Colleges of Education in ensuring the provision and maintenance of standard recommended resources. In Kenya, the literature reviewed indicated that the Catholic church does not influence the implementation of Religious Education through the provision of the teaching and learning resources. Bandi,(2011), asserts that in Kenya, prior to independence, education provision involved a partnership between local communities, non-governmental agencies and church organizations. In regard to objective two, the literature reviewed indicated that the Catholic church does not influence the implementation of Religious Education through staffing of teachers since it is the duty of the Teachers Service Commission. In regard to objective three, the literature reviewed indicated that the motivational mechanisms put in place by the Catholic church do not influence the implementation of Religious education in Catholic sponsored public secondary schools in Bungoma East Sub-County. Lastly, in regard to objective four, the literature reviewed indicated that the Catholic church policies like attending Mass and pastoral and Guiding and Counselling programmes influence the implementation of Religious Education in Catholic sponsored public secondary schools in Bungoma East Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The chapter consists of the research methodology which include the research design, the area of study, the target population, the sampling procedures, sampling technique, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

3.2. Research Design

This study used descriptive survey design. A descriptive survey design is a process of collecting data in order to answer questions concerning the current status of the subjects in the study, Mugenda & Mugenda (2003). Descriptive research design is used in preliminary and exploratory studies to allow researcher to gather information, summarize, present and interpret for the purpose of clarification, (Orodho, 2002). Borg & Gall (1989) noted that descriptive survey design is intended to produce statistical information about aspects of education that interest policy makers and educators. The descriptive survey design was employed because it guaranteed breadth of observation and also provided for accurate descriptive analysis of characteristics of a sample which was used to make inferences about population.

3.3. Target Population

According to Mugenda & Mugenda (2003), a target population is defined as the population to which the researcher wants to generalize the results of the study. The researcher targeted 8 Catholic public sponsored secondary schools with a population of 2402 students taking Religious Education (MOEST, 2014) in the 8 Catholic sponsored public secondary schools and 8 principals. Therefore the total target population was 2410 which consisted of 8 principals and 2402 students taking Religious Education according to Ministry of Education Science and Technology (MOEST Bungoma, (2014).

3.4. Sample Size and Sampling Procedures

According to Mugenda & Mugenda (1999), a sample is a group of persons or items selected from the population that will be subjected to the study and is usually a representative of the entire population. This section described the sample size and sampling procedures that were used for the study.

3.4.1 Sample size

A sample is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). According to Mugenda and Mugenda (1999), a sample enables a researcher to gain information about the population. In reference to Mugenda and Mugenda (2003), at least 10% of target population is good sample size for descriptive survey research design. To determine the sample size for the study, the researcher relied on Mugenda & Mugenda (2003) and took 10% of the target population in determining the sample size. Therefore the sample size for the study was 241 respondents as the sample size comprising of 8 principals and 233 students.

3.4.2 Sampling Procedures

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). Stratified random sampling is a method of sampling where the strata are formed based on members' shared attributes or characteristics. According to Kothari (2004), stratified random sampling is where the population is divided into several sub-populations that are individually more homogeneous than the total population. The different sub-populations are called 'strata' and then we select items from each stratum to constitute a sample. Systematic random sampling refers to arranging the sample size in a certain order and then picking the items at certain intervals (Mugenda & Mugenda, 1999). The study used stratified random sampling technique followed by systematic random sampling technique to pick 233 students where every 4th student from the school register was picked to be included in the study. According to Orodho & Kombo, 2002, purposive sampling techniques is a process of sampling procedure where all respondents due to their small number, all are included in the study and was used to select 8 principals from the 8 Catholic sponsored secondary schools in Bungoma East Sub-County to enable all principals who head the 8 Catholic sponsored secondary schools to participate in the study.

3.5 Research Instruments

According to Design (2005), research instruments are tools that assist the researcher in the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis and evaluate outcomes. The data for this research was collected from both primary and secondary sources. The secondary sources included records, past research and documents. Documents that

were analyzed included class registers and teaching and learning resources records. The primary sources were the subjects of the study who gave actual data as it is in the field. The instruments that were administered for collection of data were questionnaires which were administered to form one, form two, form three and form four students studying Religious Education and principals heading Catholic sponsored secondary schools. The questionnaires used were both closed and open ended. Questionnaires were used because the population was literate hence able to read and respond to questions without problems (Mugenda & Mugenda, 1999).

3.6 Pilot Testing

Piloting is trying out of research instruments on the respondents who will not be used in the main study. Groll (1986) noted that a pilot study is necessary because a researcher embarking on classroom research for the first time will find it valuable to spend some time in the classroom using one or more established systems and looking at the kind of issues which will arise in turning his/ her own research questions into a set of criteria and definition for use in the classroom. It is important for a pilot study to be carried out before any research is done as stated by Peter (1994). He states that even the most carefully constructed instrument cannot guarantee to obtain a hundred percent reliable data. Therefore it was necessary to pretest the instruments of the research on a small sample of respondents in a preparatory exercise to find out if there is any weakness so that it can be corrected. In this study, two catholic sponsored secondary schools from the neighboring Kimilili sub-county which were not targeted to take part in the main study were selected for piloting.

3.7 Validity of the Instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results . Validity deals with the adequacy of the instruments for example, the researcher needs to have adequate questions in the written task in order to collect the required data for analysis that can be used to draw conclusion.Frenekel (1993) suggest that the individual who is supposed to render an intelligent judgment about the adequacy of the instruments should be given the instruments before the actual research is carried out. In the study validity was taken care of through various ways. First, the reseacher achieved validity through extensive literature review on the implementation of Religious Education in various countries worldwide. Secondly, the items in the instruments were prepared in line with the objectives of the study and were amended according to the expert's comments and recommendations before being administered. Furthermore, the instruments were piloted and the questionnaires appraised by the supervisor to evaluate the applicability and appropriateness of the content clarity and adequacy of the

construction of the instruments from a research perspective. A field test was conducted with a pilot of two schools that were not included in the main study.

3.8 Reliability of the Research Instruments.

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). According to Seliger & Shohamy (1989,) reliability is the extent to which data collection procedures and research tools are consistent and accurate. Donald (2006) asserts that research instruments are expected to yield the same results with repeated trials under similar conditions. The above definitions therefore imply that, for a researcher to make authentic conclusions over a research, the reliability of research instruments must be tested. In a research study, a reliability coefficient can be computed to indicate how reliable data is. A coefficient of 0.80 or more implies that there is a higher degree of reliability of the data (Mugenda & Mugenda, 2003). Reliability of the data is in fact a very important aspect of a research study and should be addressed early in the research process and also reported in the final document. In this study, the Test-retest reliability was used to assess the reliability of the research instruments. The instruments were given to similar subjects for the study but not used in the final study. The same instruments were administered to the same group after two weeks. A comparison between the responses obtained in the two tests was made using The Pearson's Product Moment Formula (r) as shown below:

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{(N\sum X^2 - (\sum X)^2)[N\sum Y^2 - (\sum Y)^2]^{1/2}}}$$

Where $\sum xy$ = sum of the gross product of the values of each variables.

$(\sum X) (\sum Y)$ = product of the sum of x and the sum of y and N = total number of items.

The pilot study obtained a Coefficient Correlation of 0.75. This means that the research instruments were reliable for the study. The two schools were not used in the final study. In this case, the pilot study results showed a Coefficient Correlation of 0.75 making the questionnaires reliable tool for data collection for the study.

3.9. Data Collection Procedures

According to Madhu (2005), data collection procedure is the plan for activities that are involved in a given study. In this study, the researcher followed the required procedure in obtaining the relevant documents needed for the study. Data collection means preparing data for the purpose of obtaining information, making decisions and passing information to others. It is a plan that is

developed to enable successful collection of data. This enabled the researcher to make prior arrangements on what to do , at which time, how to do it and the resources required. The plan involved planning items in a chronological order. Data collection took four weeks but before the researcher embarking on the exercise, clearance was sought from the University of Nairobi, National Council of Science, Technology and Innovation (NCSTI) seeking permission to carry out research. Permission was also sought from Sub-County Director of Education Bungoma East to allow the study to take place in her jurisdiction. The researcher personally administered the questionnaires to the principals as well as the students through the teachers teaching Religious Education. The targeted Catholic sponsored secondary schools were visited and questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses.

3.10. Data Analysis Techniques

Data analysis refers to the process in which raw data is ordered and organized to make it useful information (Mugenda & Mugenda, 1999). Quantitative data processing and analysis began with editing the questionnaires to minimize errors then coding for the open ended data, analysis and then interpretation. The Statistical Package for Social Science (SPSS) was used to make a descriptive analysis to give percentages and frequency distribution which displayed data regarding the influence of the Catholic church on implementation of Religious Education in public secondary schools. Conclusions and recommendations were based on patterns that arise from the data analysis. In interpreting the results, the frequency with which an item appeared was interpreted as a measure of importance, attention or emphasis using tables, percentages and frequencies.

3.11. Ethical issues

Ethical considerations are principles which should bind the researcher in conducting the research (Schulze, 2002). The researcher observed confidentiality as one of the ethical considerations. This meant that the information from the respondents remained confidential and was not divulged to anybody. The names and any form of identification that could be associated with the respondents were not sought because such information will not be included in the report. Moreover before volunteering information, the respondents were given enough information regarding the study and told that participation in the study was voluntary. The researcher sought permission from relevant authorities before embarking on the research. This included permission from University of Nairobi, the Kenya National Council of Science, Technology and Innovation and Bungoma East Sub-County Director of Education.

3.12. Operationalization of Variables

Objectives	Variables	Indicators	Scales	Statistical Analysis
To investigate how the available teaching and learning resources influence the implementation of Religious Education in Catholic sponsored Secondary Schools in Bungoma East Sub-County	Independent Teaching and learning resources Dependent Implementation of Christian Religious Education	Textbooks Audio-visual resources Religious pamphlets Subject clusters	Nominal ordinal	descriptive
To determine the influence of the church on staffing of teachers in the implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-county	INDEPENDENT Staffing of teachers DEPENDENT Implementation of Christian Religious Education	Appointment of principals Religious affiliation Subject clusters	Nominal ordinal	Descriptive
To establish how motivational mechanisms by the church influence implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-County.	INDEPENDENT Motivational mechanisms DEPENDENT Implementation of Religious Education	Rewards Recognition Educational tours Subject clusters	Ordinal ordinal	Descriptive
To examine the influence of the church policies on implementation of Religious Education in Catholic sponsored public Secondary Schools in Bungoma East Sub-County	INDEPENDENT Church policies DEPENDENT Implementation of Religious Education	Mass Guiding and counselling Subject clusters Subject clusters	Nominal ordinal	Descriptive

3.13 Summary

A descriptive survey design was used for this study. The target population consisted of Catholic sponsored secondary schools in Bungoma East Sub-County. The sample size was 241 respondents comprising of 8 principals and 233 students studying Religious Education. Purposive sampling was used for the 8 principals whereas stratified random sampling design and systematic random sampling was used to select the students for the study. Data was collected using structured questionnaires. The data collected was edited, coded and analyzed using descriptive statistics. This involved the use of measures of distributions (frequencies and percentages) and presentation of information in tables. The researcher observed confidentiality as one of the ethical considerations by not including the names of the respondents on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the results and interpretations of quantitative and qualitative data analysis of the study. It is divided into two major sections. The first section describes the demographic characteristics of the target population, covering the gender of respondents, age bracket of the respondents, qualification and teaching experience. The second section of the chapter provides results and interpretations which were based on the four major research objectives of the study.

4.2 Response Return Rate

The researcher issued 233 questionnaires to students selected from Form 1, Form 2, Form 3 and Form 4 taking Religious education and 8 questionnaires to the principals heading Catholic sponsored secondary schools. Some schools were Girls boarding schools and some were Mixed day secondary schools hence gender ratio was considered. Questions on the questionnaires were categorized to elicit responses relevant to the achievement of the research objectives. The research targeted Catholic sponsored secondary schools in Bungoma East Sub-County. Out of 241 questionnaires dispatched, 196 were fully filled and returned. The response rate is shown in table 4.1.

Response Return Rate is very crucial in the sense that it will determine whether the findings are large enough to be relied on since the higher the Response Return Rate the more reliable the study is to give information regarding the implementation of Religious Education, Mugenda & Mugenda, (1999). The study sought to determine the Response Return Rate from the 241 questionnaires administered to the respondents and results are shown in the table 4.1

Table 4.1 Response Return Rates

Respondent	Dispatched	Return Rate	Percentage
Principals	8	8	100
Students	233	188	81
Total	241	196	

From table 4.1, the return rate was 100% for principals while for students was 81%. On average there was return rate of 81% which implied that the data provided was reliable and valid to be a true representation on the entire population. According to Nachimias & Nachimias (1958) 80% to 90% return rate is enough for a descriptive survey study.

4.3 Demographic Characteristics of respondents

The study sought to determine the demographic characteristics of respondents based on gender, age brackets, qualification, and teaching experience.

4.3.1: Gender of respondents

The study sought to determine gender of respondents.

Table 4.2 Gender of respondents

Gender	Frequency	Percentage
Students		
Male	78	41
Female	110	59
Total	188	100
Principals		
Male	3	38
Female	5	62
Total	8	100

From the above table, the findings show that 78 (41%) of the students were male and 110 (59%) were female. For principals, the findings show that majority of principals who head Catholic sponsored secondary schools in Bungoma East Sub-County were females (62%), The males were 3 (38%). This was an indication that majority of the principals heading catholic sponsored secondary schools are females since majority of Catholic sponsored secondary schools are for girls or mixed secondary schools. This could also be an indication of increased advocacy for girl child education.

4.3.2: Age brackets of respondents

The study sought to establish the age brackets of the respondents. The respondents were asked to indicate the age brackets that they belonged to. The findings are shown in the table 4.3

Table 4.3 Age brackets of respondents

Age brackets	Frequency	Percentage
Students		
11-20	176	94
21-30	12	6
31-40	0	0
41-50	0	0
Above 50	0	0
total	188	100
Principals		
21-30	0	0
31-40	1	12
41-50	3	38
Above 50	4	50
total	8	100

From the table 4.3, 176 (94%) of the student respondents were between 11- 20 years, 12 (6%) between 21-30 age bracket and none of the students was between 31-40 and similarly 41-50 age bracket as well as above 50 year age bracket. Age brackets for principals was also important. From the table 4.3 showing age brackets for the principals, 4 (50%) were above 50 years old,3 (38%) between 41-50 years old, and 1 (12%) between 31-40 years old. The fact that 50% of the principals were above 50 years meant that the majority of them have enough experience.

4.3.3: The qualifications for principals heading Catholic sponsored secondary schools

The study sought to find out qualifications of the principals heading public Catholic sponsored secondary schools in Bungoma East and the findings are indicated in table 4.4.

Table 4.4: Qualification of the principals heading Catholic sponsored secondary schools

Response	Frequency	Percentage
Certificate	0	0
Diploma	1	12
Graduate	5	63
Masters and above	2	25
Total	8	100

From table 4.4, the findings revealed that 5 (63%) of the respondents were graduates, 2 (25%) had masters degrees, 1 (12%) was Diploma holder while there were no principals with certificate qualification. The results revealed that majority of the principals were adequately trained since majority were degree holders by 63%.

4.4 Influence of church on availability of teaching and learning resources during implementation of RE in Catholic sponsored secondary schools

In this section the study presents results on how the available teaching and learning resources influence the implementation of RE in Catholic sponsored secondary schools based on who provides the teaching and learning resources and whether they are adequate. To answer research objective one, the study sought to establish whether the available teaching and learning resources influence the implementation of RE in Catholic sponsored secondary schools.

4.3.5: Adequacy of RE Textbooks

The respondents were asked to determine the adequacy of RE text books. The ratings are shown in table 4.5.

Table 4.5 Adequacy of RE Textbooks

Response	Frequency	Percentage
Very Adequate	33	17
Adequate	68	35
Inadequate	85	43
Don't Know	10	5
Total	196	100

As per the table above, 85(43%) of the respondents rated the use of CRE text books as inadequate, 68(35%) as adequate, 33(17%) as very adequate and 10(5%) responded by saying that they did not know. The results showed that RE textbooks are inadequate (43%). This means that the learners are not motivated to study RE as a subject due to the inadequate resources.

4.3.6 : Whether the Sponsor Church Plays a Significant Role in the Provision of RE Textbooks

The study sought to find out whether the Catholic church as sponsors play a significant role in the provision of RE Textbooks.

Table 4.6 The provision of RE Textbooks by the church

Response	Frequency	Percentage
Strongly Disagree	30	15
Disagree	96	49
Agree	70	36
Total	196	100

From table 4.6, 30(15%) of the respondents strongly agreed with the statement that the sponsor church plays a significant role in the provision of CRE text books,96(49%) disagreed with the statement while 70(36%) of them agreed that the sponsor church plays a significant role in the provision of Christian Religious Education text books. The results revealed that majority of the respondents (49%) disagreed that the church provides RE text books.The implication is that the church does not fully take charge in provision of RE books .

4.3.6: Source of RE textbooks

The study sought to establish the source of Religious Education text books.

Table 4.7: Source of RE textbooks

Response	Frequency	Percentage
The Church	37	19
The Government	94	48
No response	65	33
Total	196	100

From the table 47, the findings revealed that, 94 (48%) of the principals of the Catholic public sponsored secondary schools showed that the Government is the source of Religious Education text books, 65(33%) never responded, while 37(19%) said that the church is the one that provides the RE text books. This means that even in Catholic secondary schools the government is one of the major sources of Religious text books. The government is committed to the provision of quality education to its citizens.

4.3.7Administration of Diocese Exams

The study sought to find out how frequent the church administers diocese examination and the results are shown in table 4.8.

Table 4.8 The frequency of the church in the administration of diocese exams

Response	Frequency	Percentage
Very Often	148	76
Often	40	20
Rarely	8	4
Total	196	100

The findings show that, 148 (76%) revealed that the administering of diocese examinations by the church is very often, 40 (20%) said that it is often while 8 (4%) said that administering of diocese examination is rare. From the above findings it is evident that the Catholic church administers its own examinations very frequently and this has an influence on implementation of Christian Religious Education in Catholic sponsored secondary schools in Bungoma East Sub-County. This may contribute to Catholic sponsored secondary schools performing better in Religious Education compared to other ordinary public secondary schools

4.5: Influence of the church on staffing of teachers during the implementation of RE

In this section the study presents results on whether the staffing of teachers has an influence on the implementation of RE in Catholic sponsored public secondary schools. The principals of the 8 schools in the study were asked to say whether the Catholic church influenced their posting to their current schools. The results of the findings are shown in table 4.9.

Table 4.9 Influence of church on staffing of principals.

Response	Frequency	Percentage
Yes	42	21
No	154	79
Total	196	100

The finding show that out of the 196 respondents that were involved in the study, 154 of them (79%) indicated that the church did not influence the appointment of teachers to their current schools. Only 42 (21%) agreed that the church influenced the posting to the current school. The implication is that the Teachers Service Commission is responsible for the staffing of teachers in public secondary schools in Kenya hence the Catholic church does not influence the staffing of teachers in Catholic sponsored secondary schools so much.

4.3.8 Catholic Church Advocacy for posting of catholic teachers.

The study sought to establish whether the Catholic Church advocates for catholic teachers to be posted to catholic sponsored schools. :

Table 4.10 : Rate of advocacy of Catholic teachers

Response	Frequency	Percentage
Strongly Agree	109	56
Agree	54	28
Disagree	33	17
Total	196	100

From the table 4.10, the findings indicate that 109 (56%) strongly agreed that Catholic church advocates that catholic teachers be posted to Catholic public secondary schools, 54 (28%) agreed and 33 (17%) disagreed that Catholic teachers be posted to public sponsored secondary schools. From the findings it is seen that Catholic Church advocates for teachers who are Catholics be posted to Catholic sponsored secondary schools. This is because they understand the Catholic routine better than non Catholic teachers.

4.3.9 Catholic Church Supplements incase of inadequate RE teachers

It was also important to establish whether Catholic church supplements incase inadequacy of Religious Education teachers in Bungoma East Sub-County. Since. The findings are shown in table 4.11.

Table 4.11 Catholic church supplements incase of inadequate RE teachers

Response	Frequency	Percentage
Yes	145	74
No	51	26
Total	196	100

From the table 4.11 the findings show that 145 (74%) agree that the Catholic Church supplements where there is inadequacy of teachers teaching Christian Religious Education while 51 (26%) disagreed that the Catholic church supplements incase of inadequacy. This implies that the Catholic church supports the implementation of the Religious Education curriculum in the Catholic sponsored public secondary schools.

4.6: Influence of motivational mechanisms put in place by the Catholic church and implementation of RE

The study sought to establish the motivational mechanisms that the Catholic church has put in place in regard to the implementation of Christian Religious Education. The respondents were asked to say whether they are motivated and their responses are shown in table 4.12..

4.3.10 Availability of motivational mechanisms

Motivation is a very important factor since it influences performance. The study sought to find out whether teachers and students are motivated in Catholic sponsored secondary schools. The respondents were asked to say whether they are motivated in their schools and their responses are shown in table 4.12.

Table 4.12 Availability of motivational mechanisms

Response	Frequency	Percentage
Yes	58	30
No	138	70
Total	196	100

From the findings above, out of 196 respondents, 58(30%) agreed that there are motivational mechanisms in their schools and 138(70%) disagreed that motivational mechanisms are available in their schools. The findings revealed that majority of the respondents denied that there are motivational mechanisms in their schools. This may contribute to mass movement of RE teachers from Catholic public secondary schools to non Catholic public secondary schools.

4.3.11 Involvement of the church in RE educational tours

The study sought to establish whether the sponsor church was involved in planning of educational tours for teachers and students in schools that they sponsor. The respondents were required to rate the involvement and the findings are shown in table 4.13.

Table 4.13 Involvement of the church in RE educational tours

Response	Frequency	Percentage
strongly disagree	45	23
Disagree	48	24
Agree	103	53
Total	196	100

From table 4.13, the findings revealed that out of 196 respondents in regard to whether the church is involved in RE educational tours, 45(23%) disagreed that the Catholic church is involved in planning for educational tours for students and teachers, 48(24%) strongly disagreed while 103 (53%) agreed that the church is involved in planning for educational tours. The result indicate that the church values Religious Education tours as part of the learning processes.

4.3.12 Rating for provision of rewards to students and teachers who perform well in RE.

The study sought to find out whether the church contributes to the rewards to students and teachers who perform well in Religious Education. The students were asked to rate the provision of rewards to students and teachers and the results are shown in table 4.14.

Table 4.14 Rating for provision of rewards to students and teachers

Response	Frequency	Percentage
Very Good	35	18
Good	56	29
Fair	105	54
Total	196	100

From the table 4.14, the findings revealed that, 27(14%) of students rated the provision of rewards by the church as very good, 54(25%) rated it as good and 107(57%) rated the provision of rewards to both teachers and students as fair. This is an indication that the Catholic church appreciates rewards as a way of motivating both the learners and teachers.

4.3.13 Recognition of teachers who excel in RE

Recognition is another aspect of motivation that improves performance. The study sought to know whether the teachers who do well in Christian Religious Education are given recognition. The principals were asked to say whether CRE teachers are recognised and the results are shown in table 4.15.

Table 4.15 Recognition of teachers who perform well in RE subject.

Response	Frequency	Percentage
Yes	118	60
No	78	40
Total	196	100

From table 4.15, the findings show that 118 respondents (60%) agreed that those RE teachers who do well are given recognition whereas (40%) denied that RE teachers are recognised in their schools. The findings show that those Religious Education teachers who excel are recognised in Catholic sponsored secondary schools in Bungoma East Sub-County. This is an indication that Catholic church contributes to good performance of Religious Education by recognizing teachers who excel.

4.7 Influence of the catholic church policies on implementation of RE

The study sought to determine Catholic policies and how the influence implementation of Religious Education in Catholic sponsored secondary schools in Bungoma East Sub-County.

4.3.14 Provision of spiritual nourishments

Spiritual nourishment is the pillar of almost all churches and is given priority by churches. Respondents were asked whether the Catholic church has a policy requiring them to attend Mass and results are shown in table 4.16.

Table 4.16 To which extend do you agree that all students attend Mass in the school

Response	Frequency	Percentage
strongly agree	136	69
agree	48	24
disagree	12	6
Total	196	100

From table 4.16, findings indicate that 136 (69%) strongly agreed that students are expected to attend Mass, 48 (24%) agreed and 12 (6%) of the respondents disagreed that they are expected to attend Mass. The findings show that majority of respondents indicate that attending mass is one of the Catholic Church policy and it has an influence on implementation of Religious Education in Catholic sponsored secondary schools in Bungoma East Sub-County.

4.3.15 The frequency at which Guiding and Counselling programmes are offered by the Catholic church.

The study sought to find out the frequency at which the Catholic Church provides Guiding and Counselling programme in their sponsored secondary schools and how often the Guiding and Counselling programmes in their sponsored secondary schools.

Table 4.17 :The frequency at which the Catholic church offers guiding and Counselling programmes in their sponsored public secondary schools

Response	Frequency	Percentage
more often	124	63
less often	58	30
not often	14	7
Total	196	100

From the findings, 124 (63%) indicated that the Guiding and Counselling programmes are offered more often, 58 (30%) showed that they are less often while 14 (7%) of the respondents said that the sessions are not often. The findings reveal that Guiding and Counselling programmes are

frequently held hence have an influence on implementation of Christian Religious Education in Catholic sponsored secondary schools in Bungoma East Sub-County.

4.3.16 If RE subject is compulsory in Catholic public secondary schools

The study sought to determine whether Religious Education is compulsory in Catholic sponsored secondary schools in Bungoma East Sub-County . The results are shown in table 4.18:

Table 4.18 If RE is a compulsory subject in Catholic sponsored public secondary schools

Response	Frequency	Percentage
Yes	179	91
No	17	9
Total	196	100

From table 4.18, the results show that 179 (91%) agreed that RE is compulsory in their schools while 17 (9%) disagreed. The findings show that RE is compulsory in almost all Catholic sponsored secondary schools in Bungoma East Sub-County.

4.3.17 Challenges the church faces in the implementation of RE in Catholic sponsored public secondary schools

The study sought to establish the challenges that Catholic church faces in the implementation of Christian Religious Education in Catholic sponsored public secondary schools in Bungoma East Sub-County.

Table 4.19 The challenges that catholic church faces in implementation of RE

Response	Frequency	Percentage
Financial Constraints	97	49
Internal Church Wrangles	84	43
Personal Interests	15	8
Total	196	100

The findings of the study were: 97 (49%) mentioned financial constraints as one of the challenges that the Catholic church faces, 84 (43%) indicated internal church wrangles followed by 15 (8%) who mentioned personal interests. The findings show that financial constraints is the main challenge that Catholic church faces and this influences implementation of Religious Education in Catholic sponsored secondary schools. This is an indication that also Catholic

sponsored public secondary schools face financial problems like most of the public secondary schools.

4.3.18 Suggestions to resolving challenges facing the church in implementing RE in catholic schools

The study sought to establish resolutions to the challenges that Catholic church faces in implementation of Religious Education in public secondary schools in Bungoma East Sub-County and results are shown in table 4.20.

Table 4.20 Suggestions to resolving challenges facing the church in the implementation of Religious Education

Suggested solutions	Frequency	Percentage
Income generating activities	65	33
public awareness on importance of RE	98	50
Proper guidelines on choosing spiritual leaders to head the church	17	9
Government intervention	16	8
total	196	100

From the table above, 65 (33%) of the respondents mentioned income generating activities as one of the solutions to resolving the challenges that the Catholic church faces, 98 (50%) mentioned public awareness on importance Religious Education, 17 (9%) mentioned Proper guidelines on choosing spiritual leaders to head the church while 16 (8%) mentioned government intervention. The findings, indicated that public awareness is the best suggestion in resolving challenges that Catholic church faces in implementation of RE in public Catholic sponsored secondary schools in Bungoma East Sub-County.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The chapter provides a summary of major findings as deduced by the study, it also presents discussions, conclusions, recommendations and areas of further research.

5.2 Summary of Findings

This sub section outlines summary of findings based on the objectives of the study. Investigation on the influence of the available teaching and learning resources on the implementation of RE in public Catholic sponsored secondary schools in Bungoma East Sub-County, the findings revealed that majority of respondents agreed that they use teaching and learning resources in RE lessons by 94% who agreed that RE teachers use teaching and learning resources, 4% disagreed and 2% gave no response in regard to whether teaching and learning resources are used in CRE lessons. Results on the adequacy of the teaching and learning resources indicated that 52% agreed that they are adequate, 20% as very adequate, 20% as fair, 2% as poor whereas 5% did not respond. Investigation as to whether the learning and teaching resources influence the implementation of Religious Education in public secondary showed that 92% agreed that it does, 8% of the respondents were not sure and none of the respondents disagreed. Investigation on whether the church plays a significant role in the provision of teaching and learning resources revealed that 54% disagreed with the statement, 16.7 agreed, 23.6% of the students were not sure and 5.7% gave no response. Investigation on the source of teaching and learning resources revealed that 92% of the respondents indicated that the school provides the teaching and learning resources, followed by 8% by donors and the church and the government had 0%.

Investigation on the influence of staffing of teachers on the implementation of Religious Education in Bungoma East Sub-County, the findings revealed that 12% of the respondents agreed that the staffing of teachers by the Catholic church influences the implementation of RE in Catholic sponsored secondary schools in Bungoma East Sub-County whereas 88% of the respondents disagreed with the statement.

Investigation on the influence of motivational mechanisms on the implementation of Christian Religious Education in Bungoma East Sub-County, the findings revealed that 53% of the respondents agreed that the sponsor church is involved in RE educational tours, 24% disagreed while 23% strongly disagreed. Regarding availability of motivational mechanisms in Catholic sponsored secondary schools in Bungoma East Sub-County, 70% of the respondents in the study disagreed that there are motivational mechanisms while 30% agreed. The rating for provision of rewards to students and teachers who perform well in RE also revealed that 54% of the respondents rated the provision as fair, 29% as good while 18% rated it as very good. On the average therefore, motivational mechanisms put in place by the church do not influence the implementation of RE in Catholic sponsored secondary schools in Bungoma East Sub-County.

Investigation on the influence of church policies on implementation of RE in Catholic sponsored secondary schools in Bungoma East Sub-County revealed that 69% of the respondents strongly agreed that attending Mass is compulsory in Catholic sponsored secondary schools. Further, 91% of the respondents agreed that RE is a compulsory subject as compared to 9% who disagreed. Regarding Guiding and Counseling sessions, 63% agreed that such programmes are more often, 30% said they are less often while 7% said that they are not often. Basing on the findings, church policies influence the implementation of RE in Catholic secondary schools in Bungoma East Sub-County.

5.3 Discussion of the Findings

In this sub section the research discusses findings based on objectives of the study:

Concerning the influence of the available teaching and learning resources on the implementation of RE in public Catholic sponsored secondary schools in Bungoma East Sub-County, the findings revealed that majority of teachers use teaching and learning resources in CRE lessons. The study further revealed that teaching and learning resources enhance the implementation of RE in public secondary schools. However, the church which is an integral organ in the implementation of RE in secondary schools in Kenya, the study results showed that despite the contribution of the church towards education, its contribution in regard to the provision of teaching and learning resources is negligible. The results showed that 48% of the respondents that were interviewed indicated that the learning and teaching resources are provided by the government whereas only 19% indicated that the Catholic church provides teaching and learning resources. As to whether the church plays a significant role, 23% of the respondents agreed

whereas 69% disagreed. This view is also supported by Masika et al, (2010) who asserted that the church does not play any significant role as concerns the financial needs of schools that they sponsor. The church's main contribution is the establishment of schools by providing physical facilities, land in particular on which virtually all schools are built. Further, the finding is consistent with Eshiwani's (1993) view who underscored the fact that religious organizations play a big role in establishing educational institutions.

Investigation on the extent to which staffing of teachers influence the implementation of RE in public Catholic secondary schools in Bungoma East Sub-County, the finding revealed that the posting of teachers does not influence the implementation of RE. Results showed that 88.89% of the respondents disagreed that posting influences implementation of CRE followed by 11.11% who agreed that that posting has an influence. This finding is consistent with Simatwa's (2010) view that the contribution of the church in regard to staffing is very minimal. In his study, 91% of his respondents indicated that the church does not have any influence followed by 9% of those that agreed that the church had an influence. The finding is also consistent with Catholic Information Service for Africa (CISA) 2008 finding that churches are now sponsoring educational institutions only in name. For instance, appointment of school principals is independent of Quaker church influence in a number of its sponsored schools. The Quaker church does not interfere with the appointment of principals in Quaker sponsored secondary schools because it is aware of its mandate in regard to staffing. This finding is also consistent with the guidelines of the Teachers Service Commission which stipulates that it is the only organ that is responsible of principals and all other teachers (Republic of Kenya, 1967). The only way through which the church has influence is through the Board of Management where the religious sponsors are represented. The finding is in agreement with the Government's stance on all religious sponsors' role in recruitment, selection and deployment of teachers (Republic of Kenya 1968, revised 1980). The church's role in selection is to ensure that the right people are recruited transparently. The church's intervention in staffing is limited to pastoral programmes in its sponsored schools. The role is vital in regard to spiritual nourishment and guiding and counselling programmes.

Concerning the influence of motivational mechanisms by the church on the implementation of RE in public Catholic sponsored secondary schools in Bungoma East Sub-county, the findings revealed that motivational mechanisms put in place by the church do not influence the implementation of RE in public Catholic sponsored secondary schools in Bungoma East Sub-

County. The results indicated that 75% agreed that there are motivational mechanisms in their schools. In regard to the church involvement in educational tours, 55% of the student respondents agreed that the church is involved. This finding is consistent with Akala (2007) who asserts that everywhere in the world, the Catholic Church recognizes and contributes immensely to education as an area of human development.

Concerning the influence of church policies on the implementation of RE in public Catholic sponsored secondary schools in Bungoma East Sub-County; the findings revealed that church policies have a significant influence on the implementation of RE in Catholic public sponsored secondary schools in Bungoma East Sub-County. This was shown in the finding regarding the provision of Guiding and Counselling programmes which 63% the students showed that the Guiding and Counselling sessions are more often as opposed to 7% who said that they are less often. In regard to attending Mass in Catholic sponsored secondary schools, 69% of the respondents agreed that attending Mass is compulsory in Catholic sponsored secondary schools in Bungoma East Sub-County. This finding is in agreement with Akala (2007) who stresses that everywhere in the world, the Catholic Church recognizes and contributes greatly in regard to enhancing and developing informed evangelization process as cited in the Sacred Congregation for Catholic Education, 1977.

5.4 Conclusions

The study sought to investigate the influence of the teaching and learning resources provided by the Catholic church on the implementation of Religious Education in public Catholic sponsored secondary schools in Bungoma East Sub-County, Kenya.

The above findings show that majority of the respondents cited that the teaching and learning resources provided by the church do not influence the implementation of Religious Education in public Catholic secondary schools in Bungoma East Sub-County.

The findings revealed that staffing of teachers does not influence the implementation of RE in public Catholic sponsored secondary schools in Bungoma East Sub-County. The findings further showed that motivational mechanisms used by the church do not influence the implementation of Christian Religious Education in public Catholic sponsored secondary schools in Bungoma East Sub-County.

The findings further showed that motivational mechanisms used by the church do not influence the implementation of Christian Religious Education in public Catholic sponsored secondary schools in Bungoma East Sub-County.

Lastly, the findings revealed that church policies influence the implementation of Religious Education in public Catholic sponsored secondary schools in Bungoma East Sub-County.

5.5 The Recommendations of the study

The following are the recommendations of the study:

- 1.** It recommends that the Catholic Church should be involved in the provision of teaching and learning resources in its sponsored schools and should not be seen to be only concerned with offering pastoral programmes alone.
- 2.** The study recommends that the Catholic Church together with other religious sponsors should be consulted in regard to staffing in their sponsored schools so as to ensure that morally upright individuals are appointed in their respective schools and also to ensure that the interests and religious traditions are not flawed.
- 3.** The study recommends that public secondary schools should embrace staff with diverse characteristics and should not be rigid by spelling out certain characteristics. Schools should involve `collaborative staff` which has been identified as a key factor typically associated with good implementation plans.
- 4.** The study recommends that parents should work closely with schools where their children study and should be involved in decision making regarding their children in school. Parents should not leave their children wholly in the hands of the school administration but should work jointly with the teachers and other stakeholders for the success of their children.

5.6 Areas for further studies

Similar studies to be carried out in regard to: The influence of faith based organizations in the management of public secondary schools in other sub- counties in Bungoma County and the whole country so as to compare the findings.

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APPENDICES

APPENDIX 1: LETTER TO THE SCHOOL PRINCIPAL

ROSE C. WATAKA
UNIVERSITY OF NAIROBI
DATE-----

THE PRINCIPAL

Dear sir/madam,

RE:REQUEST TO CARRY OUT REASEARCH IN YOUR SCHOOL.

Iam a student in university of Nairobi,Bungoma sub-centre pursuing a Masters Degree course in Project Planning and Management.As part of my course,I am required to carry out research on “Influence of the church on implementation of Christian Religious Education in Catholic sponsored secondary schools in Bungoma East Sub-county.”

The purpose of this letter is to request you to allow me to collect the required information from teachers and students in your school.If allowed,I promise to abide with your rules.

Attached are copies of questionnaires and a letter from the university.

Thank you in advance.

Yours faithfully,

ROSE C. WATAKA

APPENDIX II

STUDENTS` QUESTONNAIRE

You have been identified as a potential respondent in this research. The information you provide is expected to determine the influence of the church on the implementation of Religious Education secondary schools ; a case of Catholic sponsored secondary schools in Bungoma East Sub-County, Bungoma County. The information you give will be treated as confidential. Kindly provide the information that is well known to you. DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE. Your cooperation and support is very important and will highly be appreciated.

Thank you.

PART A; DEMOGRAPHIC INFORMATION

[Please tick(✓) where appropriate]

1 Gender

Male () Female ()

2 In which class are you?

A () Form one

B () Form two

C () Form three

D () Form four

3 How old are?

11-20

15-20

20-25

SECTION A: INFORMATION ON TEACHING AND LEARNING RESOURCES AND IMPLEMENTATION OF RELIGIOUS EDUCATION

1. Do the RE teachers use teaching and learning resources in RE lessons?(Tick where appropriate)

A. Yes

B. No

2. If your answer is “yes”, how do you rate the use of teaching and learning resources?(Tick where appropriate)

A. Adequate

B. Very adequate

C. Poor

D. Very poor

E. Fair

3. Does the sponsor church play a significant role in the provision teaching and learning resources?

A. Yes

B. No

C. Not sure

4. How often does the Catholic Church administer Diocese examination in your school?(Tick where applicable)

A. Very often

B. Often

C. Rarely

SECTION B: INFORMATION ON MOTIVATIONAL MECHANISM

5. Are there motivational mechanisms in your school?(Tick where applicable)

A. No

B. Yes

6. The church is significantly involved in Religious Education tours.(Tick where applicable)

A () Strongly disagree

B () Disagree

C () Agree

7. How do you rate the provision of rewards by the church to the students who study RE and RE teachers?

A.() Very good

B. () Good

C. () Fair

8. Are teachers who excel in Religious Education recognized by the church?

A () Yes

B () No

SECTION C: INFORMATION ON CHURCH POLICIES

9. All students attend Mass in school.(Tick where applicable)

A () Strongly agree

B () Agree

C () Disagree

10 () How often does the church offer Guiding and Counselling sessions in school?

A. () More often

B. () Less often

C. () Not often

11. Is Religious Education compulsory in school? (Tick where applicable)

A. () No

B. () Yes

12. Give suggestions on how CRE can effectively be implemented in secondary schools.

APPENDIX III: PRINCIPAL`S QUESTIONNAIRE

Introduction

You have been identified as a potential respondent in this research. This research is meant for academic purposes. It will try to find out the influence of the Catholic church on the implementation of Religious Education in Catholic sponsored secondary schools in Bungoma East Sub-County, Bungoma County. You are kindly requested to provide answers to the questions asked as honestly as possible. Responses to the questions will be treated with confidentiality. Please do not write your name on the questionnaire. Please tick where appropriate or fill in the required information in the spaces provided. Your support and cooperation will highly be appreciated.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

- 1 What is your gender? (Indicate with a tick where applicable)
 - A. () Male
 - B. () Female

- 2 How old are you? (Please indicate with a tick where applicable)
 - A () 21—30 years
 - B () 31----40 years
 - C () 41----50 years
 - D () Above 50 years

- 3 What is your highest level of qualification?
 - A () Certificate
 - B () Diploma
 - C () Graduate level
 - D () Masters

SECTION B: INFORMATION ON PROVISION OF LEARNING AND TEACHING RESOURCES AND RELIGIOUS EDUCATION

- 4 The church provides Religious Education textbooks. (Please indicate with a tick where applicable)
- A () Strongly disagree
B () Agree
C () Disagree
- 5 Which is the main source of Religious Education textbooks?
- A () The Government
B () The Church
C () No response
- 6 How often does the church administer Diocese examination?
- A () Very often
B () Often
C () Rarely

SECTION C: INFORMATION ON STAFFING OF TEACHERS AND IMPLEMENTATION OF RELIGIOUS EDUCATION

- 7 Did the church influence your posting to the current school?
- A () No
B () Yes
- 8 Do you agree that catholic church advocates for catholic teachers to be posted to catholic sponsored secondary schools?
- A () Strongly agree
B () Agree
C () Disagree

- 9 In case of inadequacy of teaching staff in catholic sponsored secondary schools, does the church send some members of the clergy to supliment the inadequacy by teaching RE in catholic sponsored schools?
- A () Yes
- B () No

SECTION D : INFORMATION ON MOTIVATIONAL MECHANISMS AND CHURCH POLICIES

- 10 Are there motivational mechanisms in your school?
- A () Yes
- B () No
- 11 Is it a must for all students and teachers to attend Mass in school?
- A () Strongly agree
- B () Agree
- C () Disagree
- 12 Is RE a compulsory subject in school?
- A () Yes
- B () No
- 13 Does the church offer Guiding and Counseling sessions in your school?
- A () Yes
- B () No
- 14 How do you rate the provision of Guiding and Counseling services
- A () Adequate
- B () Fair
- C () Poor

15 what are some of the challenges that churches face in the implementation of Religious Education in secondary schools?

16. Give suggestions on how to solve the challenges that churches face during the implementation of Religious Education in secondary schools.

