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**Influence of Catholic Church Sponsorship in Management of Student
Unrest: Case of Public Secondary Schools in Siaya County, Kenya**

MAKHUNGU ANTONINA ISALANO (SR)

070859

**A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Science in Educational Management,
School of Humanities and Social Sciences at Strathmore University**

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August 2021

DECLARATION

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University to the best of my knowledge. The dissertation has no material previously published or written by another person except where due reference is made in the report.

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Date: 19/8/2021

Approval

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DEDICATION

I dedicate this work to my parents Mr. and Mrs. Isalano who were a source of continued prayers and encouragement throughout this study. To my nieces and nephews, I pray that this will motivate you to aim higher.

ABSTRACT

This study explored influence of church sponsorship in management of students' unrest in secondary schools in Siaya County. Explicitly, the study analyzed relationship between church appointed school administrative leadership and the management of students' unrest; determined relationship between spiritual guidance of students and management of students' unrest; and examined relationship between sponsorship of development projects and management of students' unrest. The study was underpinned on the structural functioning theory. The study targeted catholic sponsored secondary schools in the county from which the sample size was taken. The study adopted a pragmatic approach method therefore employing concurrent triangulation mixed method design. Questionnaires, interviews and document analysis were used as data collection methods. The quantitative data was analyzed descriptively through frequencies and percentages using SPSS Version 26. Qualitative data was transcribed and analyzed through content analysis approach. The outcome of the study was evidence of disparities between numbers of student unrest among the church appointed school administrator institutions in comparison to the government appointed school administrator institutions. The church appointed administrators had less incidences of student unrest in comparison to those schools with government appointed administrators and this difference was statistically significant. The findings indicated a positive and significant correlation between church appointed administrative leadership and sponsorship of development projects with the management of student unrest. The findings showed a negative but insignificant association between spiritual guidance and management of student unrest. An increase in church appointment of administrative leadership and sponsorship of development projects yielded an increase in management of student unrest while spiritual guidance did not have any effect on management of student unrest. The study concludes that student involvement and inclusion in planning of development projects of church sponsors and students would contribute to the reduction of student unrest cases; that lack of appropriate spiritual care initiatives and inexperienced teachers in these schools means that there was an increase in student unrest; and that schools that have a government appointed administrator had more cases and violent cases of student unrest.

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LIST OF ABBREVIATIONS AND ACRONYMS

CRE	Christian Religious Education
BOG	Board of Governors
DQUASO	District Quality Assurance and Standards Officer
KCE	Kenya Catholic Episcopal
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NCRC	National Crime Research Center
PTA	Parent Teachers Association
SMART	Specific, Measurable, Attainable, Realistic and Time Bound
SPSS	Statistical Package for the Social Sciences
SU-IERC	Strathmore University Institutional Ethics Review Committee

DEFINITION OF TERMS

Church appointed school administrative leadership – This refers to the appointment of secondary school administrators by church sponsors.

Church sponsors – This refers to the church institutions sponsoring public secondary schools and this is limited to the Catholic Church.

Spiritual guidance – This refers to elements of psychology in tandem with spiritual teaching

Sponsorship of development projects – This refers to the church sponsor being involved in the financing and management of development projects in secondary schools.

Student unrest – This is the explosive, uneasiness, and resentment conduct manifested in lesson boycott, demonstrations, destruction of property and life, and strikes among secondary school learners.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The management of education facilities in Kenya can be either public, private, or church sponsored (Wamunyu, 2012). The Ministry of Education (MoE) and the Board of Governors Order recognizes that sponsors recommend chairperson of the school board who should be recommended by the MoE. The Education Act (2013) further provides that the sponsor should commend and prepare endorsement by the department in charge of education resources for learning religious education in sponsored schools as provided for in regulation five (Mabeya, Ndiku, & Njino 2010).

Kenya's Basic Education Act (2013), gives provision for church sponsor to participate in the management of the school by appointing the school manager and maintaining religious traditions and church doctrines in schools they sponsor by offering pastoral services, ensuring security by reinforcing employment of sufficient personnel and school fencing. The Act similarly provides the role of the church sponsor to be involved in student discipline management, formation of character, and inculcation of moral values towards the achievement of the national goals of education.

The Kenyan government after achieving independence recognized the function played by the church in education management and development. The government acknowledged that it was necessary for Christian churches to support financial resources in the management of the education sector due to poor financial resources for the post-colonial government (Gikungu, Karanja, & Thinguri, 2014). These schools started by the church, were under the sponsorship of these religious institutions, but were registered as public schools (Gikungu et al., 2014).

One of the challenges facing secondary schools in the 21st century has been student conflicts (Chemutai, Onkware, & Itoyo, 2020). Student unrest has not been a new phenomenon but has been a recurring issue in Kenya secondary schools in varying degrees and during specific durations. The history of education in Kenya shows that student unrest has been a frequent occurrence since 1970s (Republic of Kenya, 2017).

In 2016, there were a total of 483 incidents of student unrest which included 239 cases of fire and 244 other forms of unrest (Kagwanja, 2016). In second term alone, the incidents were 429 which constituted 88.81% of the incidents which occurred in 2016. The unrest was manifested in terms of burning of administration blocks, canteens, dormitories, and classrooms. Out of the 282 buildings burnt, 228 (80.85%) were dormitories. There were also cases of arson, general destruction of school and students' property, boycott of classes and examinations, walkouts, sit-ins, written and verbal threats to administration (Special Investigating Team, 2016).

Student unrest has occurred in church sponsored secondary schools which have often been seen as institutions that have a greater moral formation due to sponsorship by the church. According to Gikungu and Karanja (2014), church involvement in management of schools was a major strategy of curbing students' unrest. However, this is not the case, for example, in 2008, a Queen of Apostles, a junior church sponsored seminary, two big dormitories were burned down and property worth millions of shillings were also destroyed (Muli, 2012). In another investigation, Romata (2008) noted that determinants of indiscipline stemmed from adolescents' new roles in society, rigorous studies, violence and crime shown in media, and weakened family and home structures among Catholic sponsored secondary schools in Nyeri County. In Kitui, over 40 secondary schools were involved in unrest and 15 out of these were catholic sponsored schools (Muthamba, 2017).

A Nation Media Group (July, 31, 2018) indicated that a total of 107 cases of students' unrest had been reported in secondary schools in 2018 with arson cases reported as sixty-three. The report by special investigation team on students' unrest (2016) observed that majority of the sponsors from the 97 public secondary schools visited nationwide were not playing roles as expected. These included the catholic and protestant sponsored schools. In most of the schools visited, spiritual care was unstructured or non-existent despite the fact that majority was sponsored by church organizations. The sponsors had little or no involvement in spiritual programs for students and this contributed to the student unrest. These exposed students to negative ideologies and values that resulted into students' unrest characterized by destruction of property, injuries and loss of life.

Muindi (2010) indicates that the support for church sponsorship in schools was aimed to save the parents and the nation from stress and loss associated with student unrest in secondary schools by providing holistic and religious values formation that would contribute to positive behavior among learners. Mabeya et al. (2010) asserted that missionaries had a major part to play in the development and maintenance of all learning institutions they sponsored as they supported development projects in schools. This shows the importance of church sponsorship was an appreciated incentive into financing education.

Ouma (2015) noted that the sponsor assisted by recruiting and appointing school managers, extra board-recruited teachers, building libraries, laboratories, classroom, and giving bursaries to students in need thereby enhancing development out and in the school environment. Fuller and Johnson (2014) argue that the school success where sponsors are enhanced in everyday operations of the school is due to shared roles in academic programs, extra-curricular activities and religious activities.

There is some evidence that church sponsorship has not had the desired effects on the management of secondary schools. One such study is that of Kihanya (2015) that revealed that the significant barrier for head teachers were sponsors who were overly strict in terms of the faith practiced in the school and this resulted in more issues such as appointment of board members leading to student unrest. Additionally, findings established head teachers faced challenges with strict sponsors with problems arising from the appointment of school leadership and this could have an effect on student indiscipline and unrest. Itumbiri (2012) found that church sponsors representatives in the management reduces mismanagement of resources and student discipline. Mosomi and Zachariah (2017) found that sponsors interrupted their mandate such as insisting on supervision of projects in the schools.

The foregoing literature shows the importance of church sponsorship in Kenya's education. However, the evidence (Romata, 2008; Muthamba, 2017; Gikungu & Karanja, 2014; Muli, 2012) also show that the involvement of church in financing and management, appointment of school managers or administrators, and moral and religious values of education would lead to greater moral standing among learners and this would have a positive effect on reducing and managing student unrest. This is an area that this study aims to explore.

1.2 Statement of the Problem

The foregoing literature indicates that the sponsorship of education by the church in Kenya was based on financing education and along with this, sponsorship of education was anticipated to also contribute to instillation of spiritual values that would provide the holistic formation of learners in the education system. Church sponsorship was seen to also be able to deal with the rising issues in secondary education where there was prevalence of student unrest several decades after the post-colonial government took over the education sector.

Despite church sponsorship and involvement in the appointment of school administrators, spiritual guidance, and sponsorship of development projects in schools; the number of student unrest in church sponsored schools has still occurred in recent years (Gikungu & Karanja, 2014; Muli, 2012; Romata, 2008; Muthamba, 2017). This student unrest has been manifested in destruction of school property, loss of life, fatalities, injuries to teachers and students as well. These incidences of student unrest have an indication of criminal intent many of which have caused a public outcry hence the timely and urgent need for the current study. Several studies (Chepkawai, 2014; Kesui, Manduku, & Sang, 2017; Chemutai et al., 2020) have examined the factors that lead to student unrest in church-sponsored schools but there is less evidence of studies that have examined the influence of church sponsorship and involvement in the appointment of school administrators, spiritual guidance, and sponsorship of development projects on managing student unrest which is a gap that this study aims to fill.

1.3 Objectives of the Study

1.3.1 General Objectives

The purpose of this study is to explore the influence of the Catholic Church sponsorship in management of students' unrest in Siaya County and suggest ways of curbing the unrest.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To analyze relationship between church appointed school administrative leadership and the management of the students' unrest in Siaya County

- ii. To determine relationship between spiritual guidance and the management of students' unrest in Siaya County.
- iii. To examine relationship between sponsorship of development projects and management of students' unrest in Siaya County.

1.4 Research Questions

This research was guided by the following research questions:

- i. Is there relationship between church appointed school administrative leadership and the management of students' unrest in Siaya County?
- ii. Is there relationship between spiritual guidance and the management of students' unrest in Siaya County?
- iii. What is the relationship between sponsorship of development projects and management of students' unrest in Siaya County?

1.5 Significance of the Study

First, the findings and recommendations from this study will help the policy and decision makers to strategize and reinforce on policies in institutions for moral development of students to curb and resolve issues of students' unrest. Secondly, the study hopes to be of importance to church institutions as it will demonstrate the areas that they need to evaluate their involvement while improving on these areas in order to reduce and manage student unrest. Third, the study is of importance to students, teachers, and school managers as it provides an avenue for them to share on their opinion, perceptions, and recommendations on the subject of church sponsorship and management of student unrest. The study will finally form a knowledge base on which other researchers can develop their studies while also contributing to existing knowledge on church sponsorship and management of student unrest. The study will as well provide support for existing theories that will be used to underpin the study.

1.6 Scope of the Study

The study focused on influence of Catholic Church Sponsorship in management of students' unrest in Siaya County. The areas for study comprised of influence of church appointment of school administrative leadership, spiritual guidance and sponsorship of development projects on management of students' unrest. The locational scope of study has 60 public catholic sponsored schools out of 239 public secondary schools. The study involved 60 church representatives, 60 principals, 60

head students, an education secretary and District Quality Assurance and Standards Officer (DQUASO).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlines the theoretical and conceptual frameworks of the study. The theoretical framework explores the theory of structural functioning. It will review the related literature. The conceptual framework will operationalize the variables under study.

2.2 Theoretical Framework

Theoretical framework comprises of definition of concepts and the theories that exist and have been used by other studies and are suitable for the present study. Theoretical framework should show comprehension of concepts and theories that are significant to the problem under study and then relate this to the larger field of knowledge in a discipline. This study was anchored on structural functioning theory.

2.2.1 Structural Functioning Theory

The structural functioning theory argues that an organization has several groups of various individuals working in harmony towards a common goal (Parsons, 1956). The theory views society as a complicated system of parts which work in harmony promoting stability and solidarity. The structural functioning theory aims to explain the functioning and stability by summarizing the four functional requirements for any system and these are goal attainment, latent pattern maintenance, integration, and adaptation. The adaptation component refers to the problem of acquiring needed resources to meet the needs of the institution through planning (The Basic Education Act, 2013 section 59 (c)), Goal Attainment: the problem of setting and implementing goals, directed by laws passed by the government (The Basic Education Act, 2013).

The integration component refers to the challenge of maintaining coordination or solidarity in the parts of the system via monitoring. The latent component of the theory argues the issue of transmission, preservation, and creation of the systems unique value and culture for the aim of making sure efficient and effective delivery of basic education (The Basic Education Act, 2013). The theory proposes that many firms are complex and large social units comprising of several sub-parts which aim to understand the association between the whole system and the parts in a firm and specifically on stability for their achievements. The theory thus appropriately explains

the interaction of the church sponsorship and public secondary schools in management of students' unrest in Siaya County.

The structural functionalism theory views the school as a system, that is, a social system that features the integration of various parts, a unique population, a complicated network of social relationships and its own particular culture (Hoy, Miskel, & Tarter, 2019). In these sub-systems there is interaction with each other in the environment. In this research, the church sponsored secondary school sub-systems consist of Board of Governors (BOG), students, government, sponsors, Parent Teachers Association (PTA), teachers, support staff and administration. The sponsor being a sub-system, its interaction with the school by appointment of school administrative leadership, facilitating spiritual guidance, and sponsorship of development projects should enhance discipline and therefore effect the management of students' unrest.

Other studies have used the theory in their investigations; these include Mabeya et al. (2010) investigation that found sponsor expectations of the school administrators on students and teachers had an effect on school operations as a system. Odindo (2016) used social functioning theory in examining role of religious sponsors in management of student discipline in public schools in Kisumu West County noting that church sponsors as a sub system of the school should actively be involved in management of students' discipline.

The theory is of importance to this research as the sub-system interaction described by the theory applies to the sponsor, learners, school administration, and the government as the different sub-systems that have to work in harmony in terms of the appointment of the school administrators, enhance participation in sponsorship of school development projects and participate in the spiritual formation and guidance of students. These sub-systems working in harmony in view of the three independent variables are assumed to have an impact on the management of student unrest.

2.2.2 Catholic Church Sponsorship

There is an indispensable and crucial role played by church sponsor in school management that is not provided for in the Kenya Education Act of 2013. Such functions include maintaining teachers and students' discipline, providing counseling in spiritual formation, mobilization of school community to enhance school facilities

expansion, provision of school chaplaincy and in-servicing teachers of Christian Religious Education (CRE). (Mabeya et al. 2010). Ouma (2015) defined church sponsored schools as those public institutions of learning that is supported by any religious institution to perform some of its roles entirely or partially. In this study, catholic church sponsored schools refer to public secondary schools that are partially or fully supported by the Catholic Church.

2.3 Empirical Literature

Karanja and Bowen (2012) indicate that student unrest is a global occurrence that spans political, economic, geographical and racial as well as gender boundaries. According to Amine (2015), student unrest is the participation of students in demonstrations, strikes, mass meetings, walkouts, processions, burning of school property, murder and violent confrontation with the administration and the immediate community. Student unrest is manifested in schools in the form of strikes, riots, demonstrations, protests, boycotts, sit-ins, harassment and other violent forms. This section of the review focused on past empirical studies that have examined the relationship between the study variables.

2.3.1 Church Appointment and the Management of Students' Unrest

A study conducted by Kate (2016) in Nigeria among a sample of 25 staff and 175 learners aimed to assess the causes of student unrest using a case study research design. The findings established that student unrest was caused by dissatisfaction of handling of matters by principals, low morale, low academic performance and poor advice of parents. The direct effects are the reprimand of students with the complaints of chance transfer of staff and poor feeding. The study recommended that there was need for effective and organized use of student press to motivate learners to make constructive critiques in the college and the school administration should adopt strict measures to maintain regulations and rules in the schools. The findings suggest the importance of communication between the students, management and any other sponsor. However, the role of sponsor of schools was not examined and this is a focus of this study.

An earlier study conducted on management of public high schools through churches in Kiambu County was done by Kihanya (2015) targeting PTAs, churches, teachers and principals. The results indicate that in most schools under area of study, school

administrators and the sponsors were quarreling over the school management issues. It was revealed that the significant barrier for head teachers were sponsors who were overly strict in terms of the faith practiced in the school and this resulted in more issues such as appointment of board members. The study showed the problems that may arise from the appointment of school leadership and this could have an effect on student indiscipline and unrest but this was not investigated in this study and this is a gap the study will fill.

In an aim to describe the nature of secondary schools' student unrest in Kericho County, Chemutai et al. (2020) adopted the functionalism and participative leadership theory using an evaluation research design. The respondents from the study were from the BOG, education officers, teachers, head teachers and students. It was revealed that students in day schools would be violent towards each other at the end of the day as there was no authority. The study did not examine role of church-sponsorship and how they can manage student unrest.

In evaluating effectiveness of communication among school administration and students, Onditi (2019) used the progressive education theory and the participative leadership theory and targeted secondary school head teachers, deputy head teachers and student leaders. The data was collected using questionnaires and interview schedules adopting a mixed method approach. The results revealed there was a lack of clear channels of communication between the head teacher and other education stakeholders, especially the students suggesting that the lack of communication between the administrative leadership and the students would result in student unrest.

In assessing democratic decision-making and unrest among learners in Elgeyo Marakwet, Chepkawai (2014) used stratified random sampling to select 10 schools and 72 participants. The data was collected using document analysis and questionnaires. The study found that through such communication, rumors, suspicions and bad plans would be done away with regarding school administration which has often resulted in student unrest. The study, however, did not explore how church sponsorship factors can contribute to management of student unrest.

Adopting a descriptive research design to examine the part of church sponsor on academic performance of learners in Uasin Gishu County, Mabeya et al. (2010) adopted a descriptive survey design targeting public Christian church sponsored

secondary schools in which the 97 head teachers and 7 education secretaries were the sample size. The study found that sponsor expectations on student and teachers had an effect on the operations of the school and also a relationship was found between academic performance and sponsor. The study recommended that there was need to examine particular governance and church sponsor of secondary schools to establish the function of sponsor in increasing the schools' stability. The study did not however examine the role of the sponsor in appointing school administrators and sponsoring development projects and their influence on student unrest, a gap that this study aims to fill.

2.3.2 Spiritual Guidance and Management of Students' Unrest

A research on types, causes and possible solutions of student indiscipline done by Ngwokabuenui (2015) cited likely actions to remedy the student unrest in secondary schools consist of accountability in behavior, moral leadership, orientation education and moral instruction and education. The sample was 120 secondary schools comprising of senior discipline masters and mistresses, principals, teachers, and senior students. The study made the recommendations for the Cameroonian government, policy makers, educationalists, school administration, educators and parents to ensure that facilities are adequately provided in schools for teaching and learning that is effective. The moral instruction and education stakeholders should increase efforts at making sure that acceptable moral training is provided for learners.

The Kenya Catholic Episcopal (2000) asserts that a school curriculum that is sponsored should be inclusive of religious education programme that is centered on life, multifaceted and broad as personal growth. The curriculum should be grounded in the ways and tradition of the church that aims to create spiritual development. According to Basic Education Act (2013), the sponsor should ensure and facilitate provision of counselling and guidance to all students. This is to enable students to know about themselves and easily encounter challenges that they face in day to day life to curb the menace of students' unrest.

In a study conducted in Kiambu County, Kihanya (2015) targeted PTAs, churches, teachers, and principals. The results indicate that in most schools under area of study, school administrators and the sponsors were quarreling over the school management issues. The results were indicative that schools that were church sponsored had better

spiritual guidance in comparison to non-church sponsored schools. The backflip of this was that churches insisted on the attendance to service of the sponsor which could also result in student unrest.

In an aim to recommend strategies to mitigate secondary schools' student unrest, Mariere (2012) found that unrest in secondary schools has created concern on the destruction of property, associated violence and loss of life. The participants in the study were school administrators, teachers, students and parents who were engaged in in-depth interviews. The study established that lack of guidance and counselling led to student unrest. However, the study does not look into the role of church sponsorship and participation in spiritual guidance and the impact that this role can have or has had on the management of student unrest. Moreover, the study used a case study approach and the findings may not be generalizable to other population.

In Kisumu, a study by Odindo (2016) indicated that drug abuse, influence of modern technology, ineffective guidance and counselling, cheating in exams, low level of parental involvement and inadequately trained chaplains were causes of school unrest. The study adopted a cross-sectional survey research design where the units of analysis were 42 public secondary schools sponsored by religious organizations. The sample size consisted of 42 PTA Chairpersons, Principals, deputy principals from each school, 5 Priests and 1 QUASO. The study noted that student indiscipline was common despite the religious sponsor inclusion in the BOG. The study concluded that religious sponsors should be engaged actively in student indiscipline management. This finding implies that despite the presence of religious formation studies, these were not effective in managing student unrest by enhancing moral formation among learners. The study did not focus on the role of church sponsorship on managing student unrest and did not also include learners into their sample size which this study aims to do.

In a study conducted in Kwale County, Kenya, Mathai (2015) explored teachers' use of guidance and counselling on student unrest. The sample size for the study was 240 respondents consisting of principals, teachers, and prefects in form 3 and 4 classes selected using stratified sampling. The investigation revealed that inexperienced teacher counselors wasn't a serious challenge in secondary schools and could not be associated with student unrest. However, the study ignored role of church sponsorship

in the management of student unrest that this study aims to fill by conducting this research.

Wambu and Wickman (2016) did a study on the preparedness of school counselors in delegating their duties in a school environment through a survey of 105 school counselors in Nairobi, Kiambu, Murang'a and Embu Counties. The results revealed school counselors gaps in ability and preparation to address the various issues facing students and this could be a factor that resulted in student unrest given the needs for spiritual guidance are ever changing with the generation of students. The study did not make any distinction between church sponsorship variables and management of student unrest that this study examines.

In Kericho, Ruto, Manduku, and Kosgey (2017) evaluated the factors of counseling and guidance in secondary schools investigating the qualification and materials efficacy for this service. Using a descriptive research design, the findings show a lack of professionalism in provision of counseling and guidance and also poor continuous training on counseling and guidance each school term. These factors were a barrier to effectiveness of counseling and guidance. The study did not examine the influence of church sponsorship on student unrest that is the focus of this study.

In Kisii County, Birundu, Simatwa, and Kawasonga (2019) examined the consequences of counseling and guidance on academics of learners in secondary schools. The study utilized a descriptive and correlation research design using questionnaires and interview schedules as data collection instruments. The target population was 346 principals, 346 teachers and 30,000 form four students from which 185 principals and 185 teacher counselors were recruited into the sample size. The findings showed that in spite of high levels of training as secondary school teachers, the study established that the number of trained teachers offering the counseling services was small. This finding implies that there was inadequate funding for counseling. However, the study did not explore the role of church sponsorship on guidance and counseling as a component of spiritual formation.

A report of the special investigation team on student unrest (2016) observed that in most of the schools visited, there were loosely structured spiritual programs or non-existent. This would have created a void in students' spiritual well-being and fostered poor value system. It also noted that spiritual care arrangements made by school

administration did not consider needs of all students thereby creating discontent amongst some of them. In other instances, worship time and places within the school were abused and turned into a drug den. Inadequate spiritual nurturing in schools encouraged students to seek and embrace spiritual satisfaction from other sources which included devil worship, cultism, radicalization and extremism. These sources were discovered to have had negative influence on students' behavior including drug abuse, risky sexual behavior and violence.

2.3.3 Sponsorship of Development Projects and Management of Students' Unrest

The sponsor assures that there is adequate provision and adequate physical facilities for the institution (The Basic Education Act, 2013). The physical facilities include building, washrooms, library, classrooms, offices and other infrastructure to encourage students towards learning. This is in line with the adaptation function of the theory adapted to enhance smooth school operations for stability. Mabeya et al. (2010) observed that the sponsor has much to contribute to the learning environment and that teaching and learning resources should be given so as to develop a good working environment. The study did not examine the role of church sponsorship on student unrest that is the focus of this study.

In a study conducted in Nandi South Sub-County, Mosomi and Zachariah (2017) sought to establish the determinants resulting in conflicts between parents, BOGs, headteachers, education officials and teachers in school management. Adopting a descriptive research design, the study targeted 38 schools. The PTA chairmen reported sponsors interrupted their mandate such as insisting on supervision of projects in the schools. However, the study did not examine the influence of religious sponsorship on management of student unrest which this study focuses on.

A study by Eugene (2013) on student unrest in Senior High School in Upper East Region of Ghana exposed that unrest was caused by lack of indispensable and learning facilities evidenced in the dilapidated structures of most schools, no effective communication channel and lack of student's involvement in decision-making resulting to poor social relationships. A study by Ouma (2015) indicated that sponsors had a positive effect on discipline and academic performance through such initiatives as provision of bursaries, employment of surplus teachers, building libraries, laboratories, and classrooms. These studies did not focus on the influence of church

sponsorship in appointment, spiritual formation, and development projects and how these interact with management of student unrest.

2.4 Conceptual Framework

Figure 2.1 shows the independent and dependent variables, that is, influence of sponsor and students' unrest. The contributions are herein explained especially how the three contributions: appointment of school administrative leadership, spiritual guidance and sponsorship of management projects may influence students' unrest. These contributions are hoped that when implemented will check on students' unrest as indicated at the right hand of the diagram.

The influence of each independent variable was broken into specific, measurable, attainable, realistic and time bound (SMART) deliverables which served as indicators of evaluating the study's objective attainment. Under appointment of school administrative leadership as an influence for instance, it was operationalized by examining the number of principals appointed by the church against appointment by the government.

For spiritual guidance, the study analyzed the typology of spiritual guidance and counseling mechanisms available in the schools and the effectiveness of guidance and counseling in schools. For the development projects, the researcher measured the inclusion in planning of development projects by students and the sponsor. Non-violent unrest and violent unrest were the features used to measure the concept of student unrest.

The intervening variables are ones that can affect the relationship between the independent and dependent variable. In this study, one of the intervening variables was type of school which could be mixed, boys, girls, day or boarding schools. The extent to which the regulations and guidelines of secondary education are enforced is the second intervening variable.

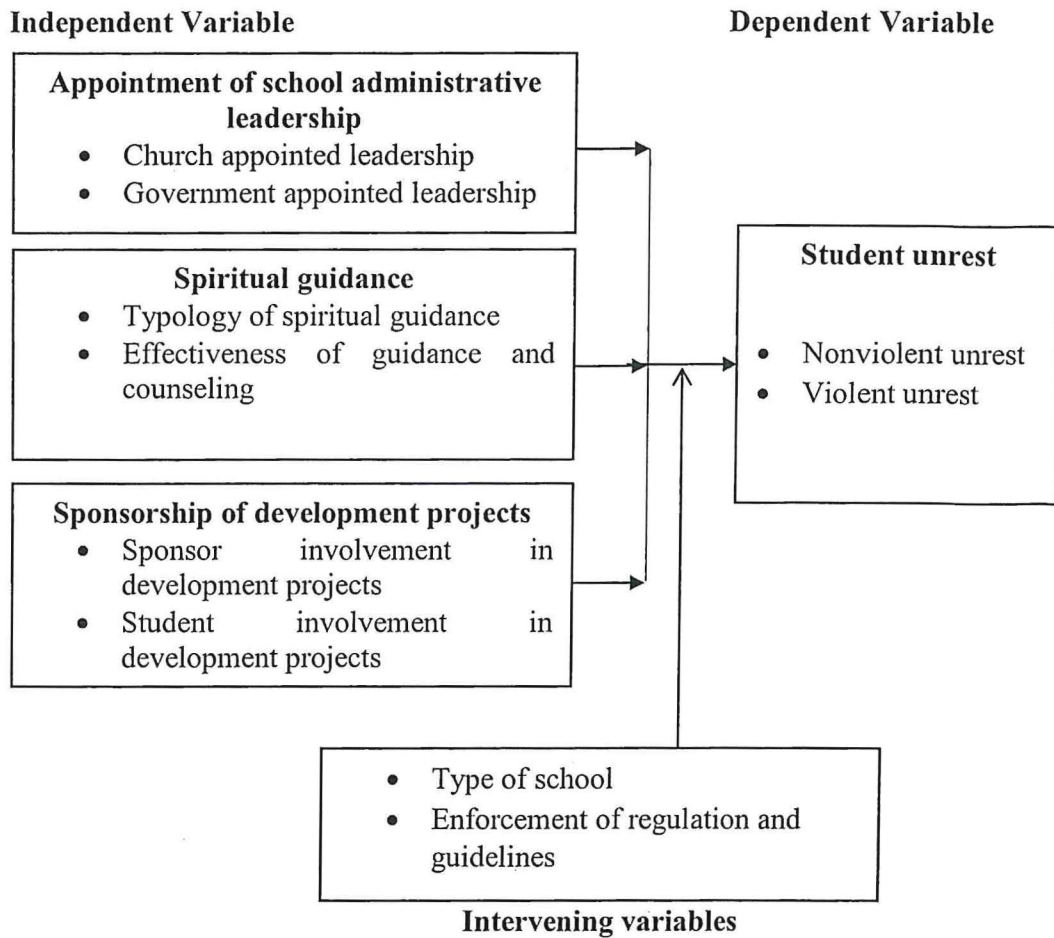


Figure 2.1: Conceptual Framework
Source: Researcher (2021)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the research design, population and sampling, data collection methods, data analysis, validity of the instruments and reliability of the instruments.

3.2 Research Design

A descriptive analysis was used to give detailed information about the phenomenon. According to Kothari (2019), descriptive research studies are concerned with describing the characteristics of an individual or a group of people. Qualitative research design is a naturalistic process of collecting and analyzing data with the focus of understanding and discovering of experiences and perspectives (Harwell, 2011). This method therefore allowed further understanding by description of the experiences of the students. Quantitative research design is a deductive design (Creswell & Creswell, 2018), in which data is collected and analyzed through gathering of numerical data. Using this quantitative data, a study can establish cause and effect relationship between variables. Statistical analysis using quantitative data is helpful in generalization by establishing statistical significance. This design helped in examining the relationship between independent and dependent variables to make data analysis and presentation.

3.3 Target Population

According to Kothari (2019), the target population is the elements from which a sample is selected and which the findings of the study are to be generated. The county has 239 secondary schools, classified as public or private, day or boarding mixed or single sex schools. There are ten girls' boarding schools, forty-one mixed day schools, four mixed boarding schools, and five boys' boarding schools. The study targeted 60 Catholic Church sponsored secondary schools in Siaya County. In each of these schools, a principal, a representative of the sponsor, and a Head student total to 180 respondents as the target population shown in Table 3.1.

The principals were included in the school owing to experience and knowledge on appointment of administrative leadership of schools. The sponsor representatives were included in the sample to provide their perspectives on spiritual guidance and management of student unrest and appointment of administrative leadership. Student

leaders' perspectives in this study were important to give their opinions on spiritual guidance, sponsorship of development projects and student unrest.

3.4 Sampling

Kothari (2019) describes the process of sampling as the selection and inclusion of some portion of the sample into a final group from where inference about the population can be made. Yamane (1967) sample formula was adopted to establish the sample size of 126 respondents.

$$n = \frac{N}{1+N(e^2)}$$

Where;

n = sample size

N = study population

e = tolerance at the preferred level of confidence

$\alpha = 0.05$ at 95% confidence level.

$$\begin{aligned} n &= 180 / 1 + 180 (0.05)^2 \\ &= 180 / 1.45 \\ &= 124 \end{aligned}$$

3.5 Data Collection Methods

The Primary data was collected using questionnaires and interviews. Secondary data was documented from the selected schools. According to Orodho (2014), instruments are selected depending on the nature of the study, kind of data to be collected and kind of population targeted.

3.5.1 Questionnaires

As this study is descriptive in nature with a sample size that is large, questionnaires were used as the main data collection instrument because they are easy to process and analyze data. They also enable the researcher to reach a large number of people therefore it is economical (Brent, 2018). The questionnaire was administered to principals, sponsor representative and head students. The questionnaires had a mix of closed ended and Likert scale questions. This is to yield uniformity of results and easy analysis and to allow respondents to give their views on the influence of the church sponsor in the management of students' unrest. The questionnaires were administered to the 124 Principals, head students and representatives of sponsors.

3.5.2 Interviews

Interviews were used to collect in-depth information to provide more information from the education secretary and District Quality Assurance and Standards Officer (DQUASO).

3.6 Data Analysis

Quantitative data was analyzed by descriptive statistics. The quantitative data that was collected from the field using the structured closed –ended items for the Principals, Head students, sponsors’ representatives and Education Secretary were tabulated. The data was organized and presented in frequency distribution tables and percentages calculated which helped to show the distribution of respondents on the dependent variable. Data analysis was then done to relate the identified factors to management of students’ unrest. The qualitative data was coded by use of The Statistical Package for the Social Sciences (SPSS) Version 26 software.

The study used descriptive statistical approaches to analyze the data. These included the use of frequency and percentages for the background information data and mean and standard deviation for the Likert scale data. The aspects that were included in the Pearson model were the relationship between the influence of the church sponsorship and administrative leadership, spiritual guidance and sponsorship of development projects in the management of students’ unrest in Siaya County.

3.7 Validity

Validity is the degree to which an instrument measures what it purports to measure. It is the extent to which an instrument asks questions that enhance accuracy (Ghazali, 2016). The study used construct and content types of validity. The researcher conducted a pilot study to ascertain the validity of the questionnaires and the interview schedules. Fraser, Fahlman, Arscott, and Guillot (2018) indicate that a pilot study is important as it enables necessary correction concerning the research instruments thus ensuring that the instruments contain the necessary content and measure the constructs of the study. The questionnaires were administered using the drop and pick strategy of data collection and the validity was done by checking on the wording and structure of the questionnaire with the key informants being selected from professionals in the education sector to determine the validity of the study.

3.8 Reliability

Reliability refers to an instrument giving the same or similar results consistently after repeated trials (Fourier, 2014). The Cronbach Alpha coefficient was used to determine the internal consistency of the instrument which is a statistic that measures the average or sum of Likert items and falls from a value of 0 to 1 where the closer the value is to 1 means that the instrument is reliable (Bonett & Wright, 2014). According to Ghazali (2016) values of 9 and above are considered as excellent and those that are below 5 are unacceptable. Table 3.1 shows that the overall instrument reliability with 25 items had a Cronbach Alpha Coefficient of 0.733 and this meets the threshold based on Ghazali acceptability scale and the instrument was thus deemed reliable in terms of its internal consistency.

Table 3.1: Reliability Statistics

Variables	Cronbach's Alpha	N of Items
Church appointment of administrative leadership	0.623	10
Spiritual Guidance	0.918	9
Sponsorship of development projects	0.647	9
Student unrest	0.747	9
Overall instrument reliability	0.733	25

3.9 Ethical Consideration

Ethical considerations are principles which should bind the researcher in conducting the research (Fleming & Zegwaard, 2018). The researcher observed confidentiality and anonymity. Respondents were given enough information regarding the study that their participation is voluntary. All works cited were referenced and originality index report provided as part of the appendices. The researcher sought permission from relevant authorities by applying for institutional ethical approvals from The Strathmore University Institutional Ethics Review Committee (SU-IERC) and also applied for a research permit from The National Commission for Science, Technology and Innovation (NACOSTI). Upon acquiring this documentation, the researcher then sought permission from Siaya County Director of Education to collect information from the sampled list of secondary schools.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

This chapter presents the outcome from the data analysis conducted where it is graphically presented in tables. The chapter consists of sub-sections of the response rate, background information of the respondents, and descriptive statistics for each of the study variables, which is supported by quotes and findings from the secondary data and the qualitative information.

4.1 Response Rate

The researcher administered 124 questionnaires during the quantitative data collection process out of which 81 questionnaires were returned and used in the analysis. Forty three questionnaires were not returned in time and some of these were incomplete and thus did not meet the threshold of analysis. This means that the study was able to achieve a response rate of 65.3 % as shown in Table 4.1. According to Mugenda and Mugenda (2019), a response rate of 50 % is acceptable and this was also suitable for this research.

Table 4.1: Response rate of the Study

Categories	Number	Percentage
Questionnaires administered	124	100
Questionnaires returned	81	65.3
Questionnaires not returned	43	34.7

4.2 Background Information

The study sought the background information of the respondents and these include the category of respondents and their gender. The importance of background information of respondents are aimed to describe the respondents of the study and this way it makes it easier to generalise the information that is collected in a research. The gender and category of respondents was thus important to also make comparisons between the responses of the groups in relation to the objectives of the study if need be.

4.2.1 Gender of Respondents

The findings from the gender representation in the findings indicated that the male respondents were 63.0 % of the sample and 37.0 % were female respondents as shown in Table 4.2. These findings imply that student leaders and principals and

school sponsor representatives in the selected schools were most likely to be male indicating the male domination in church leadership. The gender of respondents was important to show the leadership and management roles that female participants have in secondary schools.

Table 4.2: Gender of Respondents

Gender of respondent	Frequency	Percent
Male	51	63.0
Female	30	37.0
Total	81	100

4.2.2 Category of Respondents

Table 4.2 shows the category of respondents that were reached through the questionnaire instrument. The results show that the majority of the respondents were sponsor representatives as represented by 42.0 % of the sample, head students accounted for 34.6 % of the respondents and 23.5 % represented the principals reached in the study. The high number of sponsor representatives was associated with their availability as well as the head students. Principals of the schools were at times not reachable during the data collection exercise.

Table 4.3: Categories of Respondents

Respondent Category	Frequency	Percent
Principal	19	23.5
Sponsor representative	34	42.0
Head student	28	34.6
Total	81	100.0

4.3 Church Appointment of School Administrative Leadership and Management of the Students' Unrest

The first objective of the study was to elicit the perceptions of the respondents on the appointment of school administrators by the church in relation to management of student unrest. The respondents were asked to indicate level of agreement with the statements based on a five-point Likert scale. The findings indicate respondents' agreement that lack of administrative authority for decision making leads to student unrest as shown by a mean score of 4.94 and standard deviation of 1.176. This finding suggests that a vacuum of authority in secondary schools would result in a rise in student unrest.

The key informant interviews indicated that lack of authority in decision making was based on the appointment of leadership without consultation with the sponsor.

According to Key Informant 2:

If the Ministry of Education could collaborate and work collectively with the sponsor, maybe things would be different. Most of the student unrest has occurred in our schools because of change or transfer of principals. When the sponsor nominates a name and forwards to the Ministry and instead of endorsing, a different person is sent of a different faith, this does not go well with the school community. Sometimes there are conflicts of interest either from the sponsors' side or government side and these results into misunderstanding, some of the principals posted therefore will be rejected and students react to this in demonstrations or strikes. If the appointed principal has a vast experience, well qualified, is a devout catholic and suitable for the job, she/he will be accepted and school operations will run smoothly without unrest.

The descriptive findings indicated a mean score of 3.07 indicating moderate agreement that generation of suspicion and feelings of abdication of responsibility among students and other teachers has resulted in student unrest.

Table 4.4: Church Appointed School Administrators and Management of Student Unrest

Church appointment of school administrative leadership statements	Mean	Std. Deviation
The long absence of the 'person of authority' that resides in the institution in second term contributes to student unrest	2.23	1.425
The lack of administrative authority for decision making leads to student unrest	4.94	1.176
The generation of suspicion and feelings of abdication of responsibility among students and other teachers has resulted in student unrest	3.07	1.447
There has been students' dissatisfaction over acting Principal's off-handed administration which results in student unrest	2.20	1.364
Student's unrest is mostly as a revenge for disciplinary action meted out to them by the school administration.	2.73	1.466
Rivalry between private school owners has resulted in cases of student unrest	2.49	1.450
The expectations of the sponsor on teachers and students had a significant influence on student unrest	2.49	1.550
The appointment of religious people to management and leadership of schools has contributed to student	2.35	1.442

unrest			
Parents' complaining about church leadership has resulted to student unrest	appointed	2.72	1.451
Teachers' complaining about church leadership has resulted to student unrest	appointed	2.86	1.539
Overall mean score		2.80	1.431

The data from the secondary data shows that there are 10 Girls Boarding Schools, 5 Boys Boarding Schools, 4 Mixed Boarding Schools and 41 Mixed Day Schools sponsored by the Catholic Church. From the same data, there were a sample of 36 schools which had a church appointed administrator and 24 schools had administrators appointed by the government education authorities. Out of these schools, 15 had experienced forms of violent student unrest with much less evidence of student unrest among the church appointed administrators experiencing five student unrest (2 from Girls Boarding, 2 from Boys Boarding, 1 from Mixed Boarding) and ten student unrests in government administrator appointed schools (3 from Girls Boarding, 3 from Boys Boarding, 2 from Mixed Boarding and 2 from Mixed Day). Table 4.5 shows the breakdown of unrest. The findings indicate that appointing administrators by the church has a positive effect on reduced incidences of student unrest.

Table 4.5: Frequency and Nature of Student Unrest

Type of school	Form	Level	Number
Catholic church appointed	Violent	High	5
	Nonviolent	Low	51
	Situational	Managed	4
Government appointed	Violent	High	10
	Nonviolent	Low	44
	Situational	Managed	6

The researcher also aimed to determine whether there existed any statistically significant difference in management of student unrest between church and government appointed administrative leadership in the sample. A chi-square analysis was thus conducted to determine this. The findings of this analysis are presented in Table 4.6 which shows $\chi^2 = 5.926$, $p = .015$ which tells us that there is a

statistically significant difference between church appointment and government of administrative leaders and management of student.

Table 4.6: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	5.926 ^a	1	.015		
Continuity Correction ^b	4.537	1	.033		
Likelihood Ratio	5.867	1	.015		
Fisher's Exact Test				.031	.017
N of Valid Cases	60				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.00.

b. Computed only for a 2x2 table

4.4 Spiritual Guidance and Management of Students' Unrest

The second objective of the study was to elicit the perceptions of respondents on the relationship between spiritual guidance and management of students' unrest. The respondents were asked to indicate their level of agreement with the statements based on a five-point Likert scale. Table 4.7 shows that respondents moderately agreed that the inexperienced teacher counselors providing spiritual guidance has resulted in student unrest as shown by a mean score of 3.88 and a standard deviation of 1.187. The findings imply that there is a presence of spiritual formation in the secondary schools; however, the effectiveness of this formation was questionable according to the respondents. This finding was supported by statements from the key informants, according to key informant 1:

In most of our schools, there are loosely structured spiritual programs that are not effective in providing spiritual formation. The sponsor needs to be fully involved in the school operations in order to facilitate this. Few teachers are trained to offer Guidance and Counselling to students even though this does not stop us from executing the service. After assessing and evaluating some teachers who are of good conduct, they are empowered through refresher courses and seminars from the experienced ones. These counsellors address students generally during assembly days to make them feel free to go for guidance.

Table 4.7: Spiritual Guidance and Management of Student Unrest

Spiritual guidance and management statements	Mean	Std. Deviation
There is provision of spiritual formation; pastoral programs, mass, catechesis, spiritual talks, recollection in relation to management of students' unrest	2.85	1.509
Inculcation of moral values is an effective measure to manage students' unrest	3.62	1.124
There is provision of guidance and counseling as a measure to effective management of students' unrest	2.30	1.418
Provision of adequate physical facilities as a measure to effectively manage students' unrest	2.41	1.563
There has been little or no moral input to prevent student unrest in the institution	2.88	1.279
The few guidance and counseling sessions available for students have contributed to unrest	3.38	1.445
Lack of financial support from the school administration for spiritual guidance has contributed to student unrest	3.46	1.467
The poor or lack of involvement from peer counselors has contributed to student unrest	3.10	1.554
The inexperienced teacher counselors providing spiritual guidance has resulted in student unrest	3.88	1.187
Overall mean score	3.09	1.394

The inculcation of moral values is an effective measure to manage students' unrest was also shown by a mean score of 3.62 and standard deviation of 1.124 indicating that respondents moderately agreed with the statement. The finding shows the importance of having subjects and lessons that built on delivering the moral values and formation among learners and this would have a beneficial impact on student unrest management.

According to key informant 1:

Spiritual guidance is important in strengthening spiritual and moral character building for rational decision making in students. It also advances justified action guiding principles in response to an identified need. The students' moral values can be enhanced through pastoral programs; mass, spiritual talks, retreats, recollections, seminars, catechetical classes and Guidance and Counselling sessions. The availability of the sponsor is key in facilitating this.

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4.5 Sponsorship of Development Projects and Management of Student Unrest

The third objective of the study was to elicit the perceptions of respondents on the relationship between development projects and management of students' unrest. The respondents were asked to indicate level of agreement with the statements based on a five-point Likert scale. The results show that respondents moderately agreed that school improvement projects initiated from the top leadership curb student unrest as shown by a mean score of 3.69 and standard deviation of 0.970 as shown in Table 4.8. This means that church sponsorship in development projects would result in an open channel of communication between management and students and the projects would receive support from the different stakeholders. This would mitigate student unrest.

Table 4.8: Sponsorship of Development Projects and Management of Student Unrest

Sponsorship of development project statements	Mean	Std. Deviation
The sponsor has a lot to contribute to the learning environment to reduce school unrest	2.00	1.129
The learning and teaching resources should be provided in order to create a good working environment	2.05	1.139
Student unrest has been caused by lack of indispensable and learning facilities	4.93	1.340
New buildings have also been constructed to replace what has been destroyed.	2.44	1.483
The delay in implementation of development projects results in student unrest	3.04	1.757
Implementation of ambitious development projects without adequate planning and financing has resulted in student unrest	3.44	1.049
School improvement projects initiated from the top leadership curb student unrest	3.69	0.970
The abandonment of schools development projects has resulted in student unrest	2.80	1.545
The lack of participation of students in development projects has contributed to student unrest	2.33	1.458
Overall mean score	2.96	1.319

The findings also show moderate agreement with the statement on the implementation of ambitious development projects without adequate planning and financing has resulted in student unrest as seen by a mean score of 3.44 and standard deviation of 1.049. The results also show respondents strong agreement that student unrest has been caused by lack of indispensable and learning facilities as shown by a mean score

of 4.93 and standard deviation of 1.340. The findings indicate that respondents had no confidence in the way development projects were sponsored by the church in their institutions. The results also show respondents felt somewhat there was need for sponsors to support the learning facilities improvement in the institution.

4.6 Student Unrest

Table 4.9 shows the results on the manifestation of student unrest among public schools in Siaya County that was the dependent variable of the study. The results indicate that destruction of furniture and other school property was a prevalent form of student unrest witnessed among the respondents as shown by a mean score of 3.63 out of a score of 5 on the Likert scale which means this was moderate. The findings also show that boycotting of school procedures was a form of student unrest that was experienced in the schools as the responses show a mean score of 3.43 out of a possible 5 on the Likert scale which means this incidence occurred moderately during student unrest.

Table 4.9: Manifestation of Student Unrest

Manifestation of Student Unrest Statements	Mean	Std. Deviation
Feeling of unpleasantness	3.23	1.335
Destruction of furniture and other school property	3.63	1.188
Boycotting of school procedures	3.43	1.565
Burning of buildings, especially dormitories, administration blocks, classrooms, and food stores	2.11	1.332
Walk outs from examination halls/classrooms	2.41	1.385
Physical altercation with administration and support staff	2.63	1.545
Refusing Punishment From Teachers	2.84	1.444
Fighting amongst students	2.75	1.529
Bullying of learners	3.42	1.474
Overall mean score	2.94	1.422

4.7 Correlation Analysis

Table 4.10 shows positive association; church appointed administrative leadership would result in an increase in management of student unrest as indicated by a correlation of 0.235 and this was statistically significant at the 0.05 level ($p=0.035$).

There was a positive correlation between sponsorship of development projects by a correlation coefficient of 0.275 with management of student unrest and this was significant at the 0.05 level ($p=0.013$). However, a negative association between spiritual guidance and management of student unrest was observed and this was insignificant at the 0.05 level ($p=0.614$).

Table 4.10: Correlation Coefficient

		Church appointment of administrati ve leadership	Spiritua l guidanc e	Sponsorship of development projects
Church appointment of administrative leadership	Pearson Correlation	1		
Spiritual Guidance	Pearson Correlation	.445**	1	
Sponsorship of development projects	Pearson Correlation	.390**	0.151	1
Management of student unrest	Pearson Correlation Sig. (2- tailed)	.235* 0.035	-0.057 0.614	.275* 0.013

4.8 Regression Analysis

A multiple regression analysis was done whereby the independent variables were modeled against the dependent variable. Table 4.10 shows the results of the model summary which is used to indicate the extent to which the model explains change in the dependent variable. The results indicate that the coefficient of determination (R^2) value is 0.732 which means that sponsorship of development projects, spiritual guidance and church appointment of administrative leadership explained 73.2 % of variation in management of student unrest. This finding suggest that church sponsorship factors influenced management of student unrest and there is need for future research to examine what are the remaining 26.8 % of variation on management of student unrest.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 ^a	.732	.091	.50632

a. Predictors: (Constant), spiritual guidance, Church appointment of administrative leadership, sponsorship of development projects

Table 4.12 shows the ANOVA results which are used to explain the significance of the model in explaining variations in the dependent variable. The results show that at the 0.05 significance level, the p value is 0.16 which means that the model is statistically significant in explaining the influence of sponsorship of development projects, spiritual guidance, Church appointment of administrative leadership on management of student unrest.

Table 4.12: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.829	3	.943	3.679	.016 ^b
	Residual	19.740	77	.256		
	Total	22.569	80			

a. Dependent Variable: Management of student unrest

b. Predictors: (Constant), spiritual guidance, Church appointment of administrative leadership, sponsorship of development projects

The outcome of regression coefficients are used to indicate the direction and magnitude of the influence of explanatory variables on the dependent variable. Table 4.13 shows that an increase in spiritual guidance resulted in a decrease in management of student unrest by a coefficient of -0.155 but this was insignificant at the 0.05 level ($p = 0.105$). An increase in church appointment would result in a 0.196 increase in management of student unrest and this was significant at the 0.05 level ($p = 0.005$). This was also observed for Sponsorship of development projects where an increase in this variable resulted to a 0.192 increase in management of student unrest and this was significant at the 0.05 level ($p = 0.002$).

Table 4.13: Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.419	.348		6.957	.000
	Spiritual Guidance	-.155	.094	-.195	-1.639	.105
	Church appointment of administrative leadership	.196	.105	.239	1.870	.005
	Sponsorship of development projects	.192	.105	.211	1.827	.002

a. Dependent Variable: Management of student unrest

CHAPTER FIVE

DISCUSSION

This chapter aims to provide a discussion of the findings of the study by comparing and contrasting the findings with previous studies. This discussion is presented in a subsection corresponding with the objectives of the study.

5.1 Discussion

5.1.1 Relationship Between Church Appointment of School Administrators and Management of the Students' Unrest

The findings from the first objective of the study indicate that respondents were in agreement that suspicion and feelings of abdication of responsibility among students and other teachers has resulted in student unrest. This finding agrees with Onditi (2019) that revealed that in Kenyan schools, there exists lack of clear channels of communication between the head teacher and other education stakeholders, especially the students suggesting that the lack of communication between the administrative leadership and the students would result in student unrest. This is a point which was supported by Chepkawai's (2014) study which reported that through such communication, rumors, suspicions and bad plans would be done away with regarding school administration.

The second finding on this objective was respondents' agreement that a lack of administrative authority for decision making leads to student unrest. This finding agrees with those of a National Crime Research Centre (2016) report that revealed that the long durations without an authority figure residing in the institutions especially in the second term of learning resulted in a vacuum in making decisions and this created an environment of suspicion and feelings of abandoning responsibility among teachers and students. This finding does corroborates those of Chemutai, et al. (2020) who reported that students in day schools would be violent towards each other at the end of the day as there was no authority.

The correlation and regression findings indicated a positive association and effect of church appointment of school administrators and management of the students' unrest. The results from the chi-square statistics also indicated that church appointed school administrative leadership resulted in less student unrest.

5.1.2 Relationship Between Spiritual Guidance and the Management of Students' Unrest

The findings show no relationship between spiritual guidance and management of student unrest. The descriptive statistics showed that respondents agreed that the inexperienced teacher counselors providing spiritual guidance had resulted in student unrest. Comparing this finding with other studies that have examined student unrest, the findings from this research disagree with previous study of Mathai (2015) investigation indicated that inexperienced teacher counselors wasn't a serious challenge in secondary schools and could not be associated with student unrest.

Moreover, the findings corroborate those of Wambu and Wickman (2016) that gaps in ability and preparation to address the various issues that students had and this could be a factor that resulted in student unrest given the needs for spiritual guidance are ever changing with the generation of students. This finding can also be supported by that of Wambu and Wickman (2016) who indicated that the career training of teacher counselors had an effect on execution of counseling and guidance programs. However, the existing counselor teachers had no such training thereby limited in mitigating student unrest.

Second finding was that respondent's disagreement that there was a provision of spiritual guidance as a measure to effective management of students' unrest. This finding supports that of Wambu and Fisher (2015) research which revealed that the government supported the provision of counselling and guidance in schools but the policy framework for this is weak. There is no evidence of holistic programs on spiritual guidance are existent and recommend that there is need for adequate measures to make sure that there is better provision of counseling services to all learners. These variations require more complex responses to the models and policies of school counseling.

This view and finding are corroborated by a study by Ruto, Manduku, and Kosgey (2017) which reported that various schools in Kericho County were going through issues that consist of strikes, school drop outs and poor relationships among learners despite the provision of counseling and guidance services in schools. This finding was also supported by Birundu, Simatwa, and Kawasonga (2019) revelation that in spite of

high levels of training as secondary school teachers the study established that the number of trained teachers offering the counseling services was small in Kisii County.

5.1.3 Relationship Between Sponsorship of Development Projects and Management of Students' Unrest

The findings from the study showed that there was a positive and statistically significant association between sponsorship of development projects and management of students' unrest. This was further confirmed by the regression analysis which showed that sponsorship of development projects resulted in better management of student unrest. The descriptive statistics findings indicated that respondents perceived that school improvement projects initiated from the top leadership result in student unrest to an extent. According to The Basic Education Act (2013) in section 59 (c), the sponsor assures that there is adequate provision and adequate psychical facilities for the institution (The Basic Education Act, 2013). The physical facilities include the building, washrooms, library, classrooms, offices and other infrastructure to encourage students towards learning.

This finding implies that there were development projects initiated by school administrators that had an effect on student unrest. Supporting this argument, Mabeya et al. (2010) observed that the sponsor has more financial resources and incentive to influence the learning environment. The teaching and learning resources should be given so as to develop an adequate working environment. However, the findings suggest that school administrators initiated projects without the support of the sponsor. A study by Eugene (2013) on student unrest in Upper East Region of Ghana exposed that unrest was caused by lack of indispensable and learning facilities evidenced in the dilapidated structures of most schools suggesting that lack of development projects by school administrators resulted in student unrest thus agreeing with the finding of this study.

This finding was also supported by Gikungu and Karanja (2014) argument that there has been an increasing trend of strikes in Kenya and the ministry that is responsible has been lagging in implementation of recommendations that have been proposed by studies and task force. Gikungu and Karanja explained further that lots of financial resources have been destroyed due to unplanned repairs that are done to rehabilitate and renovate school buildings. The new buildings have been constructed in place for what has been destroyed and these resources would have been used in other development projects to

enhance the standards of education in the country in purchase of textbooks and other pursuits in academia.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusions

The findings from the study indicated that there was a difference in the number of student unrest among the church appointed school administrator schools in comparison to the government appointed school administrator schools that experienced more student unrest cases. The study results indicated that there was a statistically significant difference in management of student unrest between church appointed and government appointed school administrative leadership. The study therefore concludes that schools that have a government appointed administrator had more cases of student unrest.

In the second objective of the study, the inferential statistics indicated that there was no statistically significant relationship between spiritual guidance and management of student unrest. This can be explained by the finding that indicated of inexperienced guidance and counseling teachers resulted in the increase in student unrest in schools. The findings also indicated agreement of respondents that inculcation of moral values would result in reduction of school unrest. The study thus concludes that inadequate spiritual nurturing and lack of experienced teachers for counselling and guidance services in these schools means that there was an increase in student unrest.

In regard of the third objective, there was evidence of a statistically significant association between sponsorship of development projects and management of student unrest. Specifically, the descriptive statistics show that student inclusion and church participation in sponsoring development projects was effective in managing student unrest. The study therefore concludes that school administrators need to include the sponsor (church) and the students in development projects.

6.2 Recommendations

6.2.1 Recommendations for Action

First, the study recommends that the sponsor should actively participate in school operations for stability; facilitation of spiritual guidance and development projects. There is need for more channels of communication between students, the church, and school management on issues and matters that may result in student unrest. These communication channels should also embrace providing a space for students to be

involved in decision making on school development projects for them to provide input and suggestion. Second, the study recommends that there is need to enhance the design and delivery of spiritual guidance in secondary schools. There is need to provide further training for guidance and counseling teachers and at the same time adopt peer to peer counselling programs in school by identifying student counselor potential in the institution and support them in providing guidance and counselling for other students. Clear policy guidelines on the provision of spiritual guidance services in the schools should also be developed.

6.2.2 Recommendations for Policy

The study recommends for further discussion in the participation and involvement of the Catholic Church in public secondary school spiritual guidance. This can be done by allowing the Catholic and other Churches the power to engage the school spiritual guidance programs in spiritual values and formation to enhance the social transformation of learners other than focus on the financial power of the church in supporting development projects.

6.3 Areas of Further Research

The study focused on the influence of Catholic Church sponsorship on managing student unrest in Siaya County. The study recommends for further research on church sponsorship among other denominations and also in other counties that have registered higher numbers of student unrest incidences.

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APPENDICES

Appendix A: Consent Form

TITLE OF DISSERTATION: INFLUENCE OF CATHOLIC CHURCH SPONSORSHIP IN MANAGEMENT OF STUDENTS' UNREST: CASE OF PUBLIC SECONDARY SCHOOLS IN SIAYA COUNTY.

NAME OF RESEARCHER: MAKHUNGU ANTONINA ISALANO (SR)

Purpose of Study: This study seeks to explore the influence of Church Sponsorship in management of students' unrest in Siaya County. In case of any further clarification, please contact the researcher on this number: 0729991292.

Please agree with a yes or no to the following statements to indicate your agreement to participate and be interviewed for this study.

I voluntarily accept to participate in the study

I understand I can withdraw any time, refuse to answer any question without any consequence

I understand I will not benefit directly in participating in the in this research

I understand that all information provided in this study will be treated confidentially

I understand that my identity remains anonymous in the study

I understand that extracts of my interview may be used in the study

Signature of researcher

The participant has given their verbal consent to participate in the study

Signature.....

Date.....

Appendix B: Questionnaire for respondents

Section A: Background Information

1. Please indicate your gender
 - 1 = Male
 - 2 = Female

2. Please indicate to which category you belong to?
 - 1 = Principal
 - 2 = Sponsor representative
 - 3 = Head student

Section B: Church Appointment of School Administrative Leadership

This section seeks information on role of the sponsor while dealing with school administrative leadership in management of students' unrest. Please indicate your *honest opinion about the following statements. **KEY: 1- Strongly Disagree. 2- Disagree, 3-Undecided 4- Agree, 5- Strongly Agree**

S/No.	Statements	1	2	3	4	5
15	The long absence of the 'person of authority' that resides in the institution in second term contributes to student unrest					
16	The lack of administrative authority for decision making leads to student unrest					
17	The generation of suspicion and feelings of abdication of responsibility among students and other teachers has resulted in student unrest					
18	There has been students' dissatisfaction over acting Principal's off-handed administration which results in student unrest					
19	Student's unrest is mostly as a revenge for disciplinary action meted out to them by the school administration.					
20	Rivalry between private school owners has resulted in cases of student unrest					
21	The expectations of the sponsor on teachers and students had a significant influence on student unrest					
22	The appointment of religious people to management and leadership of schools has contributed to student unrest					
23	Parents' complaining about church appointed leadership has resulted to student unrest					
24	Teachers' complaining about church appointed leadership has resulted to student unrest					

Section C: Spiritual Guidance

This section seeks information on spiritual guidance in management of students' unrest. Please indicate your honest opinion about the following statements. **KEY: 1- Strongly Disagree, 2-Disagree, 3-Undecided 4- Agree, 5- Strongly Agree**

S/No.	Statements	1	2	3	4	5
6	There is provision of spiritual formation in relation to management of students' unrest					
7	Inculcation of moral values is an effective measure to manage students' unrest					
8	There is provision of guidance and counseling as a measure to effective management of students' unrest					
9	Provision of adequate physical facilities as a measure to effectively manage students' unrest					
10	There has been little or no moral input to prevent student unrest in the institution					
11	The few guidance and counseling sessions available for students have contributed to unrest					
12	Lack of financial support from the school administration for spiritual guidance has contributed to student unrest					
13	The poor or lack of involvement from peer counselors has contributed to student unrest					
14	The inexperienced teacher counselors providing spiritual guidance has resulted in student unrest					

Section D: Sponsorship of Development Projects

This section seeks information on Sponsorship of Development Projects management of students' unrest. Please indicate your honest opinion about the following statements. **KEY: 1- Strongly Disagree, 2-Disagree, 3-Undecided 4- Agree, 5- Strongly Agree**

S/No.	Statements	1	2	3	4	5
25	The sponsor has a lot to contribute to the learning environment to reduce school unrest					
26	The learning and teaching resources should be provided in order to create a good working environment					
27	School unrest has been caused by lack of indispensable and learning facilities					
28	New buildings have also been constructed to replace what has been destroyed.					
29	The delay in implementation of development projects results in student unrest					
30	Implementation of ambitious development projects without adequate planning and financing has resulted in student unrest					
31	School improvement projects initiated from the top leadership result in student unrest					

32	The abandonment of schools development projects has resulted in student unrest					
33	The lack of participation of students in development projects has contributed to student unrest					

Section E: Student Unrest

This section seeks information on the manifestations of students' unrest in your school. Please indicate your honest opinion about the following statements. KEY: 1- Strongly Disagree, 2-Disagree, 3-Undecided 4- Agree, 5- Strongly Agree

S/No.	Statements	1	2	3	4	5
34	Feeling of unpleasantness					
35	Destruction of furniture and other school property					
36	Boycotting of school procedures					
37	Burning of buildings, especially dormitories, administration blocks, classrooms, and food stores					
38	Walk outs from examination halls/classrooms					
39	Physical altercation with administration and support staff					
40	Refusing Punishment From Teachers					
41	Fighting amongst students					
42	Bullying of learners					

Appendix C: Interview Guide for Education Secretary and DSQUAO

1. Do you think the appointment of school administrators in schools can influence student unrest? If yes/no, please explain this answer
2. Do you have an opinion on how school administrators should be appointed in secondary schools to reduce incidences of student unrest?
3. How do you think appointment of school administrators can be enhanced to reduce the occurrence of student unrest in secondary schools?
4. Do you think spiritual guidance and counseling in schools can influence student unrest? If yes/no, please explain this answer
5. Please give your opinion on how experience of school guidance and counseling teachers can be enhanced to reduce incidences of student unrest in secondary schools?
6. How do you think moral value can be inculcated into secondary schools to reduce incidences of student unrest?
7. Do you think the sponsorship of development projects in schools can influence student unrest? If yes/no, please explain this answer
8. What is your opinion on school administrators' sponsorship of development projects results to student unrest?
9. Please give your opinion on how sponsorship of development projects can be used to reduce incidences of student unrest in secondary schools

Appendix D: Ethical Approval



Strathmore
UNIVERSITY

15th October 2020

Ms Isalano, Sr Antonina
antonina.isalano@strathmore.edu

Dear Ms Isalano,

RE: Influence of Catholic Church Sponsor in Management of Student Unrest: Case of Public Secondary Schools in Siaya County, Kenya

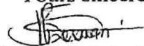
This is to inform you that SU-IERC has reviewed and **approved** your above research proposal. Your application approval number is **SU-IERC0901/20**. The approval period is **15th October 2020 to 14th October 2021**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,







Dr Virginia Gichuru,
Secretary; SU-IERC

Cc: Prof Fred Were.
Chairperson; SU-IERC



Ole Sangale Rd, Madaraka Estate, PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email info@strathmore.edu www.strathmore.edu

Appendix E: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 574748	Date of Issue: 23/October/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Sr. Antonina Isalano Isalano of Strathmore University, has been licensed to conduct research in Siaya on the topic: INFLUENCE OF CATHOLIC CHURCH SPONSORSHIP IN MANAGEMENT OF STUDENT UNREST: CASE OF PUBLIC SECONDARY SCHOOLS IN SIAYA, KENYA for the period ending : 23/October/2021.</p>	
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