STRATEGIES TO OVERCOME CHALLENGES FACING SCHOOLS
SPONSORED BY BROTHERS OF OUR LADY MOTHER OF MERCY IN
THE PROVISION OF QUALITY EDUCATION IN KENYA

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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented to any other University or Institution of higher learning for award of any purpose. The information from other sources has been duly acknowledged.

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Dedication

This work is dedicated to my mother Paschalia Nyaboke and my late father Lawrence Nyakundi for the role they played in raising me since my formative years, helping me to create a vision for my future, encouraging me to learn and supporting my education. To the Brothers CMM, teachers and other benefactors whose support in one way or another contributed to my quality education and my successful completion of my studies at various levels of education.
## Abbreviations and Acronyms

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<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>APHRC</td>
<td>African Population and Health Research Centre</td>
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<td>BoM</td>
<td>Board of Management</td>
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<td>CDF</td>
<td>Constituency Development Fund</td>
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<td>CHE</td>
<td>Commission for Higher Education</td>
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<td>CMM</td>
<td>Congregation of the Brothers of our Lady Mother of Mercy</td>
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<td>CPs</td>
<td>Coaching Programme Schools</td>
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<td>CRE</td>
<td>Christian Religious Education</td>
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<td>CU</td>
<td>Christian Union</td>
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<td>CUEA</td>
<td>The Catholic University of Eastern Africa</td>
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<td>DELTA</td>
<td>Development Education Leadership Teams in Action</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>FSE</td>
<td>Free Secondary Education</td>
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<td>FSJ</td>
<td>Franciscan Sisters of St. Joseph</td>
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<td>GMR</td>
<td>Global Monitoring Report</td>
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<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>KEC</td>
<td>Kenya Episcopal Conference</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>Acronym</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
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<td>NGOs</td>
<td>Non-Governmental Organisations</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<tr>
<td>QAS</td>
<td>Quality Assurance and Standards</td>
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<tr>
<td>SDA</td>
<td>Seventh Day Adventist</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations International Children's Emergency Fund</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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<tr>
<td>WVP</td>
<td>Western Volunteer Programme</td>
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<td>WEF</td>
<td>World Education Forum</td>
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I concede the financial support to Brothers CMM sponsored schools in Kenya by the Brothers CMM general board and finally I sincerely wish to thank the Brothers CMM for giving me the backing to undertake my studies.
Abstract

The purpose of this study was to identify the strategies to overcome challenges facing Brothers CMM sponsored schools in the provision of quality education in Kenya. Four research questions were formulated to guide the study. They included: ways in which Brothers CMM have contributed to the provision of quality education in their schools, contribution of the students, teachers and head teachers in the provision of quality education, challenges perceived to militate against the provision of quality education and strategies to overcome the challenges facing Brothers CMM in the provision of quality education. Literature review covered the definitions of quality education, key historical theorists on quality education, indicators for quality education, the role of the church and the government in the provision of quality education, empirical studies and summary of the literature review. Quantitative and qualitative research methods were used for gathering research data. Quantitative data were obtained from the surveys of 12 teachers and 120 students of Brothers CMM sponsored schools. Qualitative data on the other hand, were gathered from analysis of documents and from 3 head teachers and 1 provincial superior. The study found out that Brothers CMM have substantively contributed to the provision of quality education in Kenya by participating in the actual teaching, addressing relevant educational issues, being conversant with the adverse issues facing the youth they are teaching and making attempts to address them. The study also indicated challenges faced with regards to, resource allocation, attitude and professional development of the teaching personnel. Based on the findings the study concluded that Brothers CMM should work with other stakeholders in improving quality of education. Finally, realistic recommendations to overcome challenges in Brothers CMM sponsored schools were suggested with possible actions for improving the quality of education in Brothers CMM sponsored schools.
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CHAPTER ONE

INTRODUCTION

1.1 An overview

The presence of Brothers CMM in an educational community concurs in perfecting the sensitivity of everyone to the poverty that still torments young people, families and entire peoples. This sensitivity can become a source of profound changes in an evangelical sense, inducing a transformation of the logics of excellence and superiority into those of service, of caring for others and forming a heart that is open to solidarity. The preferential option for the poor leads to avoiding all forms of exclusion. There are many challenges in Brothers CMM sponsored schools in Kenya today, but identifying those issues is half the battle. With a laundry list of challenges to face, now is the time for educators, parents and Brothers CMM to come together and begin to find solutions for the benefit of all students in Brothers CMM sponsored schools in Kenya today.

1.1.1 Background to the problem

Quality education for character formation is a subject that has received ample attention in both secular and religious circles (Anderson, 2009). This education is geared towards producing socially, morally, intellectually, physically and spiritually developed persons. Students are introduced to the sense of responsibility, ideas of right in relation to the surrounding world and are inculcated with skills necessary for life and service. By so doing, quality education helps students to attain satisfactory social adjustment, develop a responsible attitude towards life, and understand the relationship of law and freedom and importance of physical work. From a Christian perspective quality education helps students to develop their God-given abilities, desire
to continue the process of education after school, develop physical and mental disciplines, and
fashion a biblical life pattern (Anderson, 2009).

The church’s interests in education grew from the philosophy that learners at all levels of
schooling are uniquely valuable persons and should be educated to use their God-given
capacities to become principled individuals, qualified for any position of life. Mweru (2008)
observed that quality educating for Christian character formation was to begin in the home where
the basic values of redemptive discipline, mental and physical health were to be balanced with
the importance of work. Since those early days, the Brothers CMM have embraced the
philosophy that Christian education should be redemptive in nature, for the purpose of restoring
human beings to the image of God (2 Corinthians 4:4). Miller (2005) noted that mental, physical,
social and spiritual health, intellectual development, and service to humanity form core values
that are essential aspects of quality education.

Social and emotional education to students as Ogeno (2008) put it helps them to make
decisions with adequate consultation before action. Such education as he further remarks enable
students to develop positive self-image, self-appreciation, self-understanding, self-forgiveness
and self-acceptance. It also helps them to cope with academic, interpersonal, intercultural and
social challenges. Hill (2006) asserts that the future of young people depends on how their
spiritual, social and emotional foundations are laid especially in their secondary schools system.
It is for this reason that secondary school education should provide academic, intra-personal,
inter-personal and social skills necessary for changing times.

In Catholic schools, teaching of religion must help students to arrive at a personal
position in religious matters that is consistent and respectful of the position of others, thus
contributing to their growth and to a more complete understanding of reality. It is important that
the whole educational community, especially in Catholic schools, recognizes the value and role of the teaching of religion and contributes to its enhancement by the teachers, parents and students. By using words that are suited to mediating the religious message, the religion teacher is called to stimulate the learners to study the great questions concerning the meaning of life, the significance of reality and a responsible commitment to transform it in the light of the evangelical values and modern culture (Rupert & Keefe, 2007).

The church must be careful to safeguard the priority of the person in their educational programme. For this it must cooperate in the concrete choices that are made regarding the general school programme and its formative proposal. Each student must be considered as an individual, bearing in mind his/her family environment, personal history, skills and interests. In a climate of mutual trust, the church must discover and cultivate each person’s talents and help young people to become responsible for their own formation and to cooperate in that of their companions. This requires the total dedication and unselfishness of those who live the educational service as a mission. This dedication and unselfishness contributes to characterizing the school environment as vital in which intellectual growth is harmonized with spiritual, emotional, physical and social growth (Rupert & Keefe, 2007).

Veith (2006) was of the view that quality education has to inform and form students on how to think critically, act responsibly and create imaginatively. The educators’ task in Christian schools is to invite students to imagine the consequences of their praxis and envision how an aspect of it can or should be reshaped to promote the well being of others. Veith (2006) discusses key principles students require to make worthwhile decisions: creation of enabling environment, accommodation of other people’s opinions, respect for other people’s choices, following authorized procedures, doing interactive interrogation and consultation, facilitating group
planning, maintaining support and being willing to take initiatives. Quality education offered in homes, churches and schools must be Christ-centred and should be effective.

Rheede (2009) sees quality education as the single most important factor essential for economic growth, technological advancement, social-cultural sophistication, healthy living and successful political governance. As Rheede (2009) argues, education is more than speaking a foreign language. It encompasses the development of skills and competencies essential to navigate through life, efficiently and effectively perform productive tasks necessary for maintenance and enhancement of life. It therefore has to be looked at holistically and not just as a process where children or individuals go through a school system. It has to be viewed from the end product also; the graduates who will emerge from this system and the consequent society created (Rheede, 2009).

According to Rheede (2009) Poor quality and irrelevant education is often cited by parents and students as a reason for dropping out of school. However, the debates over how to define, improve and measure quality in practice continue. The 2005 Global Monitoring Report (GMR) which focused specifically on quality stated that two principles characterize most attempts to define quality in education: the first identifies learners’ cognitive development as the major explicit objective of all education systems. The second emphasizes education’s role in promoting the values and attitudes of responsible citizenship and in nurturing creative and emotional development United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005).

Quality of the teachers is fundamental in creating an educational environment that is purposeful and fertile as noted in the Catholic Statistics (2003). It is for this reason that the institutions of consecrated life and religious communities, especially when in charge of Catholic
schools, propose formation itineraries for teachers. It is opportune in these to emphasize the vocational dimension of the teaching profession in order to make the teachers aware that they are participating in the educational and sanctifying mission of the Church (Catholic Statistics, 2003).

In the Catholic Statistics (2003) it is recommended that the Church must be concerned with the whole of man/woman’s life, even the secular part of it in so far as it has a bearing on his heavenly calling. By devoting themselves to the educational mission in schools, the church contributes to making the bread of culture reach those in most need of it. They see in culture a fundamental condition for people to completely fulfil themselves, achieve a level of life that conforms to their dignity and open themselves to encounter with Christ and the Gospel. Such a commitment is founded on a patrimony of pedagogical wisdom that makes it possible to confirm the value of education as a force that is able to help the maturing of a person, to draw him/her to the faith and to respond to the challenges of such a complex society as that which we have today.

Flannery (1988) in the preface of the Declaration of Christian Education (Gravissimum Educationis), the church recognises education as a human right. Education should promote international relations, peace, and unity. It must pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral, spiritual, and intellectual talents develop in harmonious manner. In this way they will attain a greater responsibility in the right use of their freedom to take an active part in social life.
1.1.2 Contribution of Brothers CMM to Quality Education in Kenya

Paul II (2002) asserted that modern difficulties and confusion, together with the new prospects that are appearing at the dawn of the third millennium, are strong reminders to spend one’s life in educating the new generations to become bearers of a culture of communication that may reach every person. The main motive and, at the same time, the goal of the commitment of every consecrated person, is to light and trim the lamp of faith of the new generations, the “morning watchmen (Isaiah 21:11-12) at the dawn of the new millennium” (Paul II, 2002).

Like the morning watchmen, the Brothers of Our Lady, Mother of Mercy have made their contribution in the field of education. They were founded by Bishop Joannes Zwijsen in 1844 in Tilburg, Holland. Moved by the social needs that were prevalent then and inspired by the merciful love of St. Vincent de Paul for the poor, Zwijsen wanted his followers to serve God in their fellow men and thus bring them to God. Bishop Zwijsen was really concerned about the vulnerable and the underprivileged. He also saw the lack of faith at that time. Therefore he was particularly concerned about religious education (Brothers CMM Constitutions, 1990). Because of the mission of the congregation they prefer to work for the development of the world around them through educational work, especially for the poor and needy (Brothers CMM Constitutions, 1990).

New development took place when the Brothers CMM received a second wave of missionary fervour and attention was directed to other parts of the world. In 1957, the then general board under the leadership of Brother Novatus Vinckx as the Superior General started a global spread away from Dutch-speaking territories. A decision was reached to start with a teachers’ training college at Asumbi, and an intermediate school (upper primary) in Nyabururu, which the Brothers of Our Lady Mother of Mercy were to take over from the Mill Hill
Missionaries. In January 1961, Cardinal Otunga High School (Mosocho) initially called St. James' Secondary School was born. It started as a Government aided school at Nyabururu Catholic Mission. The school was founded on strong Catholic traditions by a society of religious teaching Brothers from Holland. It came into existence in reply to the late His Eminence Maurice Cardinal Otunga's request to have missionaries teaching in his new Diocese. This was after he was ordained Auxiliary Bishop in 1957 and appointed to run the new Diocese of Kisii carved out of Kisumu Diocese in 1960 (Mass, 2010).

As we all know, a large number of schools in Kenya were established by churches and missionary societies. As the post-independence regime took over, some of the church schools were handed over to the Government, by the respective churches and church related organizations. The churches who established the schools taken over wholly or partially by the Government were recognized by the Education Act of 1968 as “sponsors” (Sifuna and Otiende, 2009). Cardinal Otunga High School Mosocho was one of them. Although the Brothers CMM continued teaching in the school, they felt a need to start their own school where they could reach out to the less privileged in society. They came to this decision because the cost of secondary education had escalated beyond the reach of poor young people. As a result, Coaching Programme (CP schools) in Kenya were started, which are today known as Brothers CMM sponsored schools (Maas, 2010). These schools have to do with the proclamation of the gospel of mercy. From a historical point, the schools are an offshoot of the Diocesan Youth Meetings which the Brothers started hosting annually. This exposure to the world of young people disclosed a deep seated need, that of further schooling after primary education (Sifuna, 2009).

In 1994 the Brothers CMM in Mosocho under the leadership of Brother Sifuna sought the Provincial Board’s permission to assist young people through education. In February 1995,
the first four needy youths from Mosocho area started their journey in the secondary school syllabus. The classes were conducted in the Mosocho library in the afternoons, and the teachers were all volunteers. The young people came without essential needs such as uniforms, and participated in the coaching programme (CP) as it was known by that time in the measure that suited their personal situation. A number of the volunteers had just finished form four and were waiting to join the university and some had just graduated and were waiting for government employment (Sifuna, 2009).

Currently the Brothers CMM are managing three secondary schools; St. Vincent and St. George both in Rachuonyo District and St. Justino in Nairobi. St. Patrick’s Day Secondary School is now under the government’s management. The structure has since changed and the CPS are now run like normal day secondary schools, but with a clear preference for the poor (Koning, 2002). According to Mass (2010) the CPs have changed in structure since the government is offering subsidized secondary education and that was the aim of the Brothers CMM as well. Brothers CMM have shown immense interest in education because it is not only capable of imparting knowledge but also through it, can proclaim salvation to all people.

Brothers CMM sponsored schools are avenues of character moulding and formation of persons who later become protagonists in the society. In secondary schools, students are helped to develop a sense of ethical and moral judgment. By implications, Brothers CMM sponsored schools should aim at enabling learners to become critical and creative thinkers when faced with technological, social and economic challenges. This may explain why educators in Brothers CMM sponsored schools are expected to be role models. The Brothers CMM have to keep abreast to the signs of the times for the provision of quality education. They may not allow the
inspiration of the spirit to be extinguished by clinging to methods of work and activities of which
the need and importance are less evident.

1.1.3 Challenges facing Brothers CMM in the provision of Quality Education

Some would argue that the state of Brothers CMM sponsored schools have plenty of
room for improvement, but developing a plan to take Brothers CMM sponsored schools in the
right direction is easier said than done. The first challenge lies in identifying the underlying
problems that are keeping Brothers CMM sponsored schools from the provision of quality
education to the students. According to Sifuna (2009) this challenge, in part, is due to the fact
that the problems may change considerably depending on who is labelling them, whether it is
students, parents, educators or Brothers CMM.

In the sessions of the Provincial chapter 1995, transition process was identified as one of
the challenges that affected the provision of quality education in Brothers CMM sponsored
schools negatively. The challenge was how to effect a transition from a European dominated
group to African dominated group in the provision of quality education in Brothers CMM
sponsored schools. Recognising the movement of the spirit and divine providence, reading the
signs of the times in the decreasing number of expatriate Brothers and growth in the number of
Kenyan Brothers, they felt the need to prepare them to take over the management of their schools
(Brothers CMM Kenyan provincial chapter, 1995).

This is in line with Brothers CMM Constitutions that describe acquiring of skills as a
matter of justice for professional training of the brothers (Brothers CMM Constitutions, 1990). In
The general chapter of 2008, it was noted that this topic of acquiring degrees and diplomas is
quite current for the young brothers and young provinces Kenya included. This has contributed
significantly in reducing the presence of professional brothers in the field of education. As well, it was noted that it is difficult to combine the religious formation of brothers with the professional training. The demands imposed by society play a significant role in this; that is to say, the requirements of local authorities in terms of training for brothers who intend to work in educational institutions.

It is true that the main objective of starting the coaching programme schools (CPs) by Brothers CMM was to provide quality education to the needy students. The Brothers CMM used to subsidize the tuition fees partly or in whole to the neediest (Sifuna, 2009). However with the advent of free day secondary schools (FSE) in 2008 by the government, the Brothers CMM may have changed their focus from the needy and the dynamics have changed from Coaching programme schools to normal day secondary schools. This is against the spirit of the founder Bishop Zwijsen who wanted his followers to serve God in their fellowmen and thus bring them to God (Brothers CMM Constitutions, 1990). Because of this mission in the church and of the history of the congregation they prefer to work for the development of the world around them through educational work: the guidance, in many different forms, of young people, especially of those who are poor and needy (Brothers CMM Constitutions, 1990).

Barriers that pose a profound threat to the provision of quality education in Brothers CMM sponsored schools in Kenya according to Koning (2002) are many. It was the founder’s intention that Brothers CMM should be available for all works of mercy. That they should have an open eye and an open heart for people around them who are poor, who are in need, the losers and the marginalised in society (Brothers CMM Constitutions, 1990). One particular work of mercy was education and guidance of youth, with the poor as their target group. It is the youth,
their training and future more than any other group that constitutes the object of merciful love of the congregation (Koning, 2002).

Budget cuts have created huge problems for Brothers CMM sponsored schools in recent years to be able to reach out to the poor students. Less funding means smaller staff, fewer resources and a lower number of services for students. In one of his speeches during the general chapter of 2008, the provincial superior of the Kenyan province asserted that lack of funding caused many of the challenges facing Brothers CMM in the provision of quality education (Brothers CMM general chapter, 2008).

Still on the point of financial constrains in Brothers CMM sponsored schools, Koning (2002) expressed that the preferential option for the poor leads to avoiding all forms of exclusion. Within the Brothers CMM sponsored schools, there is often an educational plan that serves the more or less well-to-do social groups while attention for the most needy definitely takes second place. In many cases, social and economic circumstances leave no better alternatives. This, however, must not mean the exclusion of a clear idea of the evangelical criteria or of trying to apply it at a personal and community level and within the Brothers CMM sponsored institutions as Koning (2002) puts it.

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Jennifer (2010) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. The resources available in Brothers CMM sponsored schools are constrained due to reduced funds.
In his report to the provincial chapter of the Kenyan province (2013-2014), the provincial superior recognises that Brothers CMM sponsored schools are collectively facing a rather unpredictable future. They do not have foundations to raise funds. They still depend on the general board for subsidy even though this has significantly been reduced to less than 50% of what they used to get five years ago. The revenues collected at source are insufficient to cover all their needs. It is a fact that in many respects, they lack properly qualified manpower to manage the schools (Brothers CMM provincial chapter, 2013-2014).

During the general chapter of (2008), it was observed that working in Brothers CMM sponsored schools is fragile. This is because often Brothers CMM work with relatively few brothers responsible for educational institutions. A consequence of that is that many brothers demand much for themselves. It was recommended that the Brothers CMM shall continually reflect on the deeper human and evangelical meaning of the educational work of the poor. This means that the educational work of the Brothers CMM ought not to become a goal in itself, but rather a means of being mercifully present and serving in peace and justice.

In Brothers CMM sponsored schools, students’ achievement is seen merely in relation to academic subjects hence reducing education to students’ performance on standardized tests. Furthermore, the sole purpose that schooling seems to serve nowadays is to prepare children to compete in the global economy (Koning, 2002). According to (Sifuna, 2009) providing guidance on school staffing; search for new approaches in education, and conduct of resource mobilization for the schools has not been taken seriously.

Together with other Christian educators, Brothers CMM know how to grasp and enhance the vocational dimension that is intrinsic to the educational process (Koning, 2002). The absence or scarce attention to the vocational dimension not only have deprived young people of the
assistance to which they have a right in the important discernment on the fundamental choices of their lives, but it has also impoverished Brothers CMM who are in need of the presence of young brothers in their educational institutions.

There are many challenges in Brothers CMM sponsored schools in Kenya today, but identifying those issues is half the battle. With a laundry list of challenges to face, now is the time for educators, parents and Brothers CMM to come together and begin to find solutions for the benefit of all students in Brothers CMM sponsored schools in Kenya today.

1.2 Statement of the problem

Brothers CMM sponsored schools are collectively facing a rather unpredictable future. Some would argue that the state of Brothers CMM sponsored schools education system has plenty of room for improvement, but developing a plan to take Brothers CMM sponsored schools in the right direction is easier said than done. The main objective of starting the coaching programme schools by the Brothers CMM was to provide quality education to the needy students. The Brothers CMM used to subsidize the tuition fees partly or in whole to the neediest. However with the advent of free day secondary schools by the government, the Brothers CMM may have changed their focus from the needy and the dynamics have changed from Coaching programme schools to normal day secondary schools.

The challenge of financial dependence in Brothers CMM sponsored schools has affected the provision of quality education negatively. In the general chapter of 2008, it was noted that the financial means coming from the general board are decreasing rapidly (Brothers CMM general chapter, 2008). This is supported by the provincial superior’s report of the Kenyan province 2013-2014 who asserts that budget cuts have created huge problems for Brothers CMM
sponsored schools in recent years to be able to reach out to the poor students (Brothers CMM provincial chapter, 2013-2014).

The general board of the Brothers CMM expects the Brothers in the Kenyan province to come up with strategies to overcome the challenges facing them in the provision of quality education. Apparently limited study has been conducted to establish the strategies to overcome challenges facing Brothers CMM in the provision of quality education in Kenya. Therefore there was need to investigate the strategies to overcome challenges facing Brothers CMM in the provision of quality education in Kenya.

1.3 Research questions

This study was guided by the following research questions:

1. In what ways do the Brothers CMM contribute to the provision of quality education in their schools?

2. What is the contribution of the head teachers, teachers and students in the provision of quality education in schools sponsored by Brothers CMM?

3. What challenges are facing Brothers CMM sponsored schools in the provision of quality education in Kenya?

4. What strategies can be put in place to overcome the challenges facing Brothers CMM sponsored schools in the provision of quality education?
1.4 Significance of the study

First, the study will identify challenges that hinder the provision of quality education in Brothers CMM sponsored schools in Kenya. With this data, the Brothers CMM would come up with interventions for their schools programs. The government of Kenya, through the Ministry of Education, Science and Technology would benefit from the study as it would enable it to formulate quality policies for secondary school educational programs.

The study findings will also benefit Brothers CMM and head teachers to identify aspects of quality deficiency and adopt appropriate improvements at the level of schools. In addition, the findings would help them to assess the administrative policies in terms of planning, school facilities, equipment, and resources for effective provision of quality education. Furthermore, the findings would provide the basis for corrective measures in provision of quality education gaps that require immediate action.

Teachers are key players in the provision of quality education. The findings will boost their case for training and career development to enhance their knowledge as well as motivate them for better performance. Students too will benefit from the findings, especially in maximizing effective student learning habits and other educational benefits. Other congregations involved in education could benefit from the results of this study since this will enhance monitoring and evaluation of the quality of education provided in their educational institutions.

1.5 Scope and Delimitations of the study

This study is delimited to three secondary schools under the management of the Brothers of Our Lady Mother of Mercy, namely: St. Vincent and St. George in Rachuonyo District and St. Justino in Nairobi. Cardinal Otunga high school and St. Patrick's Mosocho were left out since the
management has changed and handed over to the government. The study focused on the strategies to overcome challenges facing Brothers CMM in the provision of quality education in their schools.

The study only focused on the following aspects of quality education: Spiritual competence which according Robin (2006) is an important component in quality education as it emphasizes the connectedness of all living things and stresses the harmony between the inner life and outer life; Physical competence as Miller (2005) illustrates provide students with opportunities to become skilled mentally, develop fitness and gain understanding about the importance of physical activities; Emotional for Miller (2005) provides students with a set of competencies in their daily life to increase their abilities consecutively to maintain superior relationships with others and develop a better outlook on life; According to Robin (2006) intellectual competence among students is attained through interaction with other talented colleagues in academics, teachers during curriculum coverage and their life experiences as they practice what they learn in class; Social aspect describes a student’s effectiveness and ability to establish and maintain a high quality of mentally satisfying relationships with others (Miller, 2005).

The researcher in this study is interested in the five aspects mentioned for they give a complete picture of what quality education is. The scope of the study may not allow for generalization of the findings to the whole country. This is because the study area is too small and has unique conditions and characteristics that may not apply to other areas.
1.6 Theoretical Framework

The study is based on the progressive theory of John Dewey who lived in 1859-1952. Peggy and Linda (2005) noted that Dewey is considered by many to be the most influential education theorist in the twentieth century. Dewey is known in the education field for his ideas on experience and reflection, democracy and education, motivation of students, the nature of freedom in learning, and pragmatism (Perricone, 2006).

Dewey (1958) argued that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. Dewey (1924) made a strong case for the importance of education not only as a place to gain content knowledge, but also as a place to learn how to live. Moral and social problems, for Dewey (1958) are concerned with the guidance of human action to the achievement of socially defined ends that are productive of a satisfying life for individuals within the social context. For Dewey the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area (Eames, Eames & Field, 2003). To isolate the school from life was to cut students off from the psychological ties which make learning meaningful; not to provide a school environment which prepared students for life in society was to waste the resources of the school as a socializing institution (Dewey, 1958).

According to Dewey (1958) intelligence is a prime factor in the moral life. Intelligence establishes new patterns of behaviour, replaces immediate goals with more distant goals, and narrows the distance between the self and others. Religious ideals according to Dewey (1958) had to be universalized. Religious endeavours simply meant dedication to a living aspiration and a vital world. Dewey (1924) equated education with philosophy, for he felt that a deep knowledge of man and nature was not only the proper goal of education but the eternal quest of
the philosopher. "If we are willing to conceive of education as the process of forming fundamental dispositions, intellectual and emotional, toward nature and fellow men, philosophy may even be defined as the general theory of education" (Dewey, 1924, p. 328).

Some of the strengths of Dewey’s theory include: His belief that education must engage with and enlarge experience has continued to be a significant strand in informal education practice. Dewey’s passion for democracy, for educating so that all may share in a common life, provides a strong rationale for practice in the associational settings in which informal educators work. He believed in enabling people to follow their vocation their calling and encouraged the concept of life-long learning. He focused on the student’s real-life experiences and believed in making learning relevant and rewarding. He provided the philosophical foundation for learning by doing and experiential education. This enabled people with different learning styles, multiple intelligences, to make use of these strengths when developing (Perricone, 2006).

A major criticism of progressive education is the lack of rules. Teachers create rules for the students to follow, but these rules are not used as social control mechanisms as they are used in traditional education classrooms. Progressive approach to education resulted in education chaos, in which no standards of learning were neither identified nor achieved, creating an environment counterproductive to learning. Critics also believed that progressive education instruction created habits in students which resulted in undisciplined students (Finnan, 2006).

One of Dewey's preeminent concerns and that apply to Brothers CMM is the educator's role in creating an environment of education that provides continuity based on the assimilative model of student learning. The difficulty in this challenge lies in continually adapting subject matter to the growing sphere of individual experiences as students’ progress. Dewey also raises questions about the built learning environment and critiques how traditional schools are insular
environments rather than interacting with the world, which would promote an understanding of the world and provide a context, which Dewey posits that everything must have a context to be able to draw from it and have it be educational. Brothers CMM sponsored schools are sometimes in the same dilemma as Dewey. Dewey felt that when there is no intimate connection between the methods and materials of knowledge and moral growth, particular lessons and modes of discipline have to be resorted to.

Dewey saw school as an opportunity for children to develop as individuals and citizens. Through education Brothers CMM can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move. The researcher had to agree with Dewey that education and schools should be more akin to good parenting. As a parent, one seeks to help his/her child develop as fully as possible whether it is caring for his/her physical well-being, emotional health, intellectual needs, and spiritual well-being or introducing him/her to sports so that the child develops to his/her full potential. The quality teacher seeks to nurture all aspects of the student.

The Brothers CMM as well try to contribute towards making the world a better place to live in and to bring more humaneness into society through quality education. This is in line with Dewey’s progressive theory. The progressive theory guided the researcher to identify strategies to overcome challenges facing Brothers CMM sponsored schools in the provision of quality education.

1.7 Conceptual framework

According Figure 1, quality education is a dependent variable and of concern that is affected by independent variables: learners and teachers, content, environment and process.
The nature and quality of the inputs (learners and teachers, content and process) significantly determine the outcome (quality) of educational provision. The teachers constitute the principal factor in educational provision and thus affect the quality of education in a significant way. Attributes of concern include number of teachers available, students’ teacher ratios, academic qualification, content knowledge, as well as years of experience. Brothers CMM sponsored schools are Christ centred where Christian and universal values are taught with the help of competent Christian educators.

The content of education is critical in determining learning outcomes. The type, relevance and the volume are important. The materials that support teaching and learning, their type, quality and quantity impact significantly on the quality of education. These include: school space and equipment including classrooms, and other buildings. The curriculum should be based on learning outcomes such as: spiritual, emotional, physical, social and intellectual aspects of quality education.

The process component of the quality education relates to such aspects as teacher pupil interaction. It also concerns the regularity and punctuality of the teacher in the school for instructional activities. A good quality education (outcome) is one that enables all learners to realize the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance well-being. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy and life skills.
Figure 1: Conceptual Framework of the strategies to overcome challenges faced by CMM Brothers sponsored schools in the provision of Quality Education

LEARNERS AND TEACHERS
Health and Psychological Development
- Good health and nutrition status
- Learner confidence and self-esteem
- Regular attendance for learning

Brothers CMM sponsored schools
- Christ centered education
- Christian and universal values
- Competent Christian educators

QUALITY EDUCATION
Outcomes:
- Learning through life
- Healthy/Well-nourished
- Aware of their rights
- Respect diversity

ENVIRONMENTS
Physical Elements
- Access to quality school facilities
- Class size

Psychological Elements
- Safe environments
- Effective discipline

Service Delivery
- Health services
- Counseling services

CONTENT
Materials
- Relevant to schooling

Curriculum
Based on outcomes:
- Social competence
- Spiritual competence
- Emotional competence
- Physical competence
- Intellectual competence

Standards
- Standards and targets for Student learning

PROCESSES
Students
- Special assistance where needed
- Time on task
- Access to language used at school
- Relevant, student centred methods

Teachers
- Competence and efficiency
- Ongoing professional learning for teachers
- Positive teacher/student relationships
- Positive working conditions
- Frequent monitoring
- Feedback mechanisms that target learning needs

Supervision and Support
- Administrative support and leadership
- Use of technology in schools
- Governments that support education
- Financial resources for education system

1.8 Operational definition of key terms

**Charism:** This is used to describe the spiritual orientation and characteristics of the mission or values that might be exhibited as a result of the vows Brothers CMM take.

**Challenges:** These are factors that tend to hinder Brothers CMM from providing quality education.

**Head teacher:** Refers to someone in administrative supervisory and instructional roles. The term is used interchangeably with principal.

**Indicator:** Something that shows the presence of a change or performance of the programme (i.e. it is a measure of change which may be positive or negative).

**Quality education:** It is a philosophy of education based on the premise that each person finds identity, meaning, and purpose in life. Quality education is the art of cultivating the moral, emotional, physical, psychological and spiritual dimensions of the developing child.

**Religious Brother:** Is a member of the congregation of the Brothers of our Lady Mother of Mercy who commits himself to following Christ in consecrated life of the Church, usually by the vows of poverty, celibacy and obedience.

**School climate:** In this study, school climate refers to the atmosphere of the school in terms of security, relationships, resources and interaction between the school and the larger society.

**Works of Mercy:** In this study, mercy is contemplated to be a virtue influencing one's will to have compassion for, and, if possible, to alleviate another person’s misfortune.
1.9 Organization of the study

This study is organized into five chapters. Chapter one provides a general introduction to the study. It focuses on the background to the problem. This chapter also deals with the statement to the problem, and research questions that guide the study. It also includes significance of the study, scope and delimitation of the study, theoretical framework, conceptual framework and operational definitions of key terms.

The second chapter begins with the definition of quality education, indicators for quality education, key historical theorists who have contributed to quality education and role of the state and the church in the provision of quality education and challenges they face in the provision of quality education. The second part reviews empirical studies on the strategies to overcome challenges faced in the provision of quality education. The chapter concludes with a summary of the reviewed related literatures and identification of the knowledge gap being addressed by the study.

The third chapter deals with the methodology. This includes the description of the research design, the target population, sample and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis procedures.

Chapter four presents data analysis, and discusses and interprets the findings. Finally, chapter five gives a summary of the study findings and conclusions drawn from the same. Recommendations on the way forward for improving quality education and suggestions on areas for further research are also provided in this chapter.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews key issues related to strategies to overcome challenges facing Brothers CMM sponsored schools in the provision of quality education. The chapter begins with the definition of quality education, indicators of quality education, key historical theorists who have contributed to quality education, role of the state and the church in the provision of quality education and challenges they face in the provision of quality education. The second part reviews available Kenyan generated empirical studies that throw light on some quality issues in education. The study also draws on some literature from Europe and on research and analyses of quality education in other African countries. The chapter concludes with a summary of the reviewed related literatures and identification of the knowledge gap addressed by the study.

2.2 Definition of Quality Education

In general, quality in education faces definitional problems. It becomes more problematic when quality is conceptualized in terms of a particular aspect of education because as Dare (2005) observes, all the elements associated with educational quality are interrelated. A serious defect in one element is likely to have implications for quality in others. This is reflected in Ankomah (2005) observation that more problems arise when the outcomes of education are the focus for defining quality. This is because purposes of education are culturally bound and value laden. For example, for some people, the purpose of education is to foster students’ cognitive, moral, and social development; for others it is a means of promoting social cohesion and nation building; while for some others, it is a preparation for the world of work.
Varied as they may be, the definitions of the quality of education generally converge on
the analysis of information that might be employed to guide decisions about the provision of
education (Liston, 199). Hoy, *et al* (2005:10) says:

> Quality in education is an evaluation of the process of education which enhances the need
to achieve and develop the talents of the customers of the process, and at the same time
meets the accountability standards set by the clients who pay for the process or the
outputs from the process of educating.

According to this definition the key aspects of quality of education are developing the
value for money paid. Wardsrworth, Stephens and Godfrey (2002) partly concur with this
position when they say evaluating the quality of an educational system entails analysing first and
foremost: the extent to which the products or the results of education provided meet the
standards stipulated in the system’s educational objectives, and the extent to which the
knowledge, skills and values acquired are relevant to environmental conditions and needs.

The two definitions focus on standards, but this by no means makes them comprehensive,
as there is no guarantee that those standards are worth achieving in the first place. Standards seek
to relate to needs of customers, which shift rapidly, thus making the definition of quality of
education an elusive and rapidly shifting concept (Liston, 1999). Miller (2001) argues that
quality is related more to the relevance and value of each institution’s mission, purpose, goals
and objectives, and the achievement of identified outcomes. What emerges from this view is that
quality can be more effectively assessed, by looking at what happens in the school, rather than
broad policy parameters. Quality then refers to those measurable and felt attributes of a product
or services that enhance customer’s satisfaction.

Koning (2002) defines quality education according to the founder of Brothers CMM as a
philosophy of education based on the premise that each person finds identity, meaning, and
purpose in life through connections to the community, to the natural world, and to humanitarian
values such as compassion and peace. Maas (2010) supported this definition when he asserted that quality education for the Brothers CMM aims to call forth from the students an intrinsic reverence for life and a passionate love of learning. Robin (2003) describes this further by stating, at its most general level, what distinguishes quality education from other forms of education are its goals, its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment.

For Langford (2005) quality education is the art of cultivating the moral, emotional, physical, psychological and spiritual dimensions of the developing child. A quality way of thinking seeks to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly. Every child is more than a future employee; every person’s intelligence and abilities are far more complex than his/her scores on standardized tests. For the purposes of this study, Koning (2002) definition of quality education will be adopted.

2.3 Indicators of Quality Education

From the definitions of quality of education reviewed earlier in this study, it is clear that not just one indicator is a guarantee for quality. This view is supported by Huxtable (2005) when he argues that measuring quality is not easy, as what satisfies the customer constantly changes, and that the quality of any product or service has many scales. There is a range of indicators which individually are necessary, but are not sufficient indications of the presence of the quality of education. Thus, quality of education becomes a matter of degree of the presence of the indicators, rather than an absolute, or discrete variable, which is either there or not. This assertion is consistent with Teklemariam and Nam (2011) observation that evaluation of school
performance must focus on multi-level and multi-facet indicators including inputs, process, and outputs of schooling in addition to quality development of students.

The literature so far suggests that quality is both a quantitative and a qualitative issue. Its indicators should therefore convey notions of quantity and quality (Dare, 2005). Dare (2005) defines quality indicators of education as performance indicators that refer to a quality characteristic or objective, thus alluding to the broad context of performance evaluation in which the learners operate. It may also be understood in terms of a figure that describes quality characteristic or the achievement of quality objectives.

According to World Food Programme (2003) indicators are crucial for understanding the structured logic model to accomplish results. The World Food Programme has grouped educational indicators into: Input indicators; they include human and physical ingredients of teaching, the raw materials needed to bring about the results sought. These could include financial disbursement figures, acquisition of equipment, pupil: classroom ratio, and pupil: teacher ratio (Ogula, 2002). Output indicators are most immediate results of activities, the results over which one has the most control. They include products, services, pupil-textbook ratio, and percentage of teachers’ gross enrolment ratio, drop-out rate, repletion rate, completion rates, attendance rate, and illiteracy rate (Ogula, 2002). Impact indicators include performance in achievement tests, high scores on attitude scale, teachers use active learning strategies, clean school facilities, positive attitude of teachers to students, and students actively engaged in the classroom. Impact indicators include: improved tests, low fertility rate, and participation of school levers in democratic process (Ogula, 2002).

There are indicators for assessing quality within an education system according to UNESCO (2006). These are: number of teachers and their level of training; the number of
learners and their background; the availability of teaching and learning equipment and materials; and effectiveness of school governance. Hence according to UNESCO (2006), the key variables that impact on quality education at school level are: availability and affordability of materials and equipment; physical facilities available; adequate and qualified teaching and support staff and effective institutional management and acceptable institutional environment. These are the indicators the researcher will use in this study.

2.4 Key historical theorists who have contributed to Quality Education

According to Peggy and Linda (2005) the roots of quality education can be traced back to several major contributors. Originating theorists include Jean-Jacques Rousseau, Ralph Waldo Emerson, Henry Thoreau, Bronson Alcott, John Pestalozzi, Friedrich Frobel and Francisco Ferrer. More recent theorists are Rudolf Steiner, Maria Montessori, Francis Parker, John Dewey, John Caldwell Holt, George Dennison, Kieran Egan, Howard Gardner, Carl Jung, Carl Rogers, Miller John, Paulo Freire among others. According Langford (2005) all insisted that quality education should be understood as the art of cultivating the emotional, physical, social, intellectual and spiritual dimensions of the developing child. A quality way of thinking seeks to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly. Every child is more than a future employee; every person's intelligence and abilities are far more complex than his or her scores on standardized tests.

Two features that mark the growth of educational ideas and practices on a global scope are the definitiveness of sources of dominant conceptions and the rapid diffusion of these ideas. Jean Jacques Rousseau is one such name featuring in the intellectual biographies of early twentieth century thinkers from a wide geographic spread (Venkateswaran, 2005). The social
climate of this period was shaped by three key ideas: science, humanism, and democracy all of which had their roots in the European experience of industrialization and role as colonial master over most of the world.

There was an interest in universalizing schooling to ensure the spread of basic literacy, numeracy and moral development, as a way of controlling the masses. This was a popular view of the need to educate the poor, whether in one’s own country or in colonies. Authoritarian teachers, textbooks, examinations and frightened children, were the images dominating this period, and which continue to form the backdrop against which reform and change and the search for quality were articulated and continue to be rearticulated. Pestalozzi’s banishment of physical punishment and Froebel’s focus on the role of play are examples of the kind of qualitative shift these educators promoted (Kumar & Sarangapani, 2005).

Miller’s (1998) Holistic Curriculum Theory expounds on the requirements for attaining a quality youth. Miller’s theory examines the philosophical, psychological, religious/spiritual and social foundations of quality Christian Education. The theory states that quality Christian Education interrogates practical applications of knowledge. Miller’s theory suggests five paradigms which quality Christian education for character formation should address to produce holistic persons (Nyabwari, Katola, & Muindi, 2013)

The five paradigms that are discussed on how they relate to quality Christian education for character formation in Brothers CMM sponsored schools include: Physical education that plays a central role in educating the whole student. It provides them with opportunities to become skilled mentally, develop fitness and gain understanding about the importance of physical activities Miller (1998). Development of physical competencies in students in Brothers
CMM sponsored schools would help students to develop a positive attitude towards physical activities.

Emotional competencies: Emotional competency development helps students to understand why human beings react differently to given situations, times and circumstances. This makes them learn to co-exist with others despite diversities. Further, emotional competences enable them to know how to survive through the challenges which interfere with their emotional well-being. This will be achieved through enlightening students in Brothers CMM sponsored schools on effects of uncontrolled emotions, haste reactions to various issues and the importance of self-acceptance, self-worth, self-forgiveness and self-esteem. Spiritual competencies: Enables students interpret meaning of Christian education in their present and future lives, developing in them a sense of purpose, value of belief in God and solutions to their day-to-day dilemmas as well as teaching them the role of religion in their lives. It further makes them more caring, tolerant, convicted and actively engaged in the spiritual quests. Spiritual competence would require Brothers CMM sponsored schools to appreciate holistic Christian education for moral formation which inculcates the aforementioned values (Miller, 19998).

Intellectual competencies: Intellectual competence among students is attained through interaction with other talented colleagues in academics, teachers during curriculum coverage and their life experiences as they practice what they learn in class. Quality Christian education for character formation helps students to become aware that not all knowledge is certain. Intellectual competence gained through holistic Christian education for character formation in Brothers CMM sponsored schools confirms to the public that Christian education does not only prepare learners spiritually but also intellectually (Miller, 1998).
Social Competencies: Social competence refers to the social, emotional and cognitive skills that students need for successful social adaptation. It describes a student’s effectiveness and ability to establish and maintain a high quality of mentally satisfying relationships with others. Development of social competence among students in Brothers CMM sponsored schools through quality Christian education for character formation enables students to establish and maintain social connections during and after school. The aforementioned five paradigms suggested by Miller (1998) fit into the objectives of Brothers CMM educational philosophy which seeks to offer quality Christian education to produce the physical, spiritual, emotional, social and intellectual competencies among students. The competencies guides the traditions and practices which serve as instruments for the implementation of the theory and practice of quality Christian education for character formation among students in Brothers CMM sponsored schools.

Forbes (2005) was of the opinion that quality education nurtures a sense of wonder. Montessori, for example, spoke of cosmic education: Help the person feel part of the wholeness of the universe, and learning will naturally be enchanted and inviting. There is no one best way to accomplish this goal, there are many paths of learning and the holistic educator values them all; what is appropriate for some children and adults, in some situations, in some historical and social contexts, may not be best for others. The art of quality education lies in its responsiveness to the diverse learning styles and needs of evolving human beings (Forbes, 2005).

Maria Montessori (1870 – 1952) visualized a new world where children could grow up in an atmosphere of peace and respect and extend that attitude into adult life. She approached education as a scientist by using the classroom as her laboratory for observing children and finding ways to help them to achieve their full potential. The Montessori Method of education
combines a philosophy of freedom and self development for children within a structured setting. Building upon children's intrinsic desire to learn, Montessori created ideal environments full of opportunities for children to experiment and initiate their own education. This learning environment is continually adapted in order that the child may fulfil his/her greatest potential: physically, mentally, emotionally, intellectually and spiritually. The Montessori classroom prepares its learners for each successive developmental phase, allowing them to take responsibility for their own education making choices, changing and becoming unique human beings (Lillard, 2005).

Dewey (1924) his philosophical views on educational aims, curriculum and pedagogy exercised an influence on the educational imagination of pedagogues and several national systems of education from the late nineteenth century and into the early half of the twentieth century. In his pedagogic creed, the teacher assumes the functions of an enquirer in order to set a model for the child. Dewey’s yardstick for judging authentic or meaningful education is that it must provide experiential learning for each child by introducing real life problems in the classroom. Through his prolific writing and work in his experimental school, Dewey was able to raise several questions regarding the educational quality of the contents of curriculum and pedagogic practices that placed children in the position of being passive recipients, and disconnected school learning from the community of the child.

According to Dewey (1958) fostering collaboration rather than competition in classrooms, teachers help young people feel connected. By using real-life experiences, current events, the dramatic arts and other lively sources of knowledge in place of textbook information, teachers can kindle the love of learning. By encouraging reflection and questioning rather than passive memorization of facts, teachers keep alive the flame of intelligence that is so much more
than abstract problem-solving skill. By accommodating differences and refusing to label children, for example, as learning disabled or hyperactive, teachers bring out the unique gifts contained within each child’s spirit.

The researcher adopted Dewey’s theory for he stressed the need to change our attitudes about students and their treatment. The philosophy underpinning his work is one of respect and care for all students: the ideal teacher is gentle, sympathetic and always looking for the best in every student. Dewey saw the child as a motivated doer, rather than an empty vessel. He observed that learning was enhanced when people have a sense of control and interest over what they are learning ((Venkateswaran, 2005). This allows students to enjoy learning and not learn for the sake of an extrinsic reward such as a good mark ((Venkateswaran, 2005).

2.5 The role of the government and the church in the provision of quality education

In the formal education system, secondary education is strategically placed in such a way that it connects primary schooling, tertiary education and the labour market. It can be regarded as the transitional level that connects those in the education system from low to higher echelons of education. It plays a key role as a transitional level of education that links basic education with skills and professional development, without which one cannot cross to or achieve them (World Bank, 2005).

Gyekye (20028) says that the desire or enthusiasm to access school education in order to acquire knowledge, skills, and new tools of analysis, is one thing; to actually succeed in acquiring them and showing evidence in having acquired them in concrete terms is quite another. The quality of the products of the catholic and the government institutions or programmes are often evidenced in the quality of performance of the products.
2.5.1 The role of the government in the provision of quality education

Digolo (2003) asserts that the desire to provide quality education for all Kenyan children was one of the major objectives of the struggle for independence. The Kenyan government sees provision of quality education and training for all Kenyans as fundamental to the success of overall national development strategy (Government of Kenya, 2005). Not endowed with rich mineral resources which aid development in many nations, and faced with a fast rate of globalization and internal social upheavals, Kenya’s hope lies in re-assessing and refocusing her education system to invest more in her wealth of human resources Ministry of education science and technology (2004). Furthermore, quality education is paramount for bridging the knowledge gaps between privileged and under-privileged communities, social inclusion, environmental sustainability, agricultural production, healthy living, industrial development and economic empowerment.

In Kenya, education financing is based on the cost-sharing policy introduced in 1988, which requires most costs in education to be met through partnerships between public sector and Non-Governmental Organizations (NGOs), religious organizations, development partners, communities/individuals and private sector (Republic of Kenya, 2005). Within this funding policy framework, overall government role includes professional development, teachers’ remuneration in public institutions, provision of infrastructure, administration and management, and provision of bursaries and scholarships for needy students.

As the country moves towards achieving universal primary schooling, demand for education is shifting to secondary education. The global trends demand that more skills, values, and attitudes are necessary to exploit any global opportunity. Therefore, as has been noted by the World Bank (2005) provision of good quality secondary education is a critical tool in generating
the opportunities and benefits of social and economic development. Educating people means putting opportunities into their hands, and is recognized as one of the best anti-poverty strategies.

The government, stakeholders and policy makers are concerned about the relationship between school facilities and students learning and achievement, not only because of health, security, and psychological issues, but also because the failure to create and maintain optimum learning environment could undermine other efforts to reform education in the country. It is the vision of the government to use quality education delivery to accelerate the nation’s socio-economic development through expanding access to education at all levels of education, raising quality of teaching and learning, making education more relevant to national goals and aspiration as well as making tertiary education more cost effective ((Digolo, 2003).

2.5.2 The role of the church in the provision of quality education

In Kenya, the Christian missionaries played a dominant role in determining the quality and type of education for Africans. They built schools, managed and supervised them, determined the curriculum and influenced the direction of education policy (Mabeya, Nduku and Njino, 2009). They also established training colleges for teachers and provided funds for running the costs of education, with a small subsidy from the government.

Nyabwari, Katola, and Muindi (2013) observed that the church in Kenya has participated aggressively to ensure that quality education is fairly given to both boys and girls. The Kenya Catholic Secretariat for example through her development office maintains programmes that offer quality education to the youth in Catholic institutions of learning. Most outstanding of her programme is the Development Education Leadership Teams in Action (DELTA) aimed at equipping students with leadership skills to enable them to deal with life’s challenges after
school. Most churches in Kenya have constructed schools which not only act as centres of evangelism but also as avenues of providing quality education for character formation among learners (Nyabwari, Katola, and Muindi, 2013).

According to the Catholic Statistics (2003) when the preferential option for the poorest is at the centre of the educational programme, the best resources and most qualified persons are initially placed at the service of the least, without in this way excluding those who have less difficulties and shortages. This is the meaning of evangelical inclusion, so distant from the logic of the world. The Church does, in fact, mean to offer its educational service in the first place to those who are poor in the goods of this world or who are deprived of the assistance and affection of a family or who are strangers to the gift of faith. Unjust situations often make it difficult to implement this choice. Sometimes, however, it is Catholic educational institutions themselves that have strayed from such a preferential option, which characterized the beginnings of the majority of institutes of consecrated life devoted to teaching.

Mabeya, Nduku and Njino (2009) carried out a study on the roles of the sponsor in school management. The findings indicated that all the church sponsors contributed to the maintenance of religious traditions and church doctrines in schools. This supports the historical traditions of the church missionaries’ intention in the introduction of formal education where the school was looked at as a media of evangelization (Kimotho, 2009). The issue of supervising and ensuring that religious education was taught in school was also the role of the church which supports the Kenya Episcopal Conference (KEC) that a sponsored school curriculum should include a substantial religious education programme that is life centred, multifaceted as well as personal growth (Mabeya, Nduku and Njino, 2009).
2.5.3 The mission of consecrated persons in the field of quality education and poor children

A profile of consecrated persons clearly shows how their educational commitment in schools is suited to the nature of the consecrated life. In fact, their experience of the particular gifts of the Spirit, their careful listening to the Word, their constant practice of discernment and their rich heritage of pedagogical traditions amassed since the establishment of their institutes consecrated persons give life to educational undertakings in the educational field. While aware that it cannot be exhaustive, the Catholic Church intends pausing to consider just some elements of the mission of the consecrated persons (Catholic Statistics, 2003).

Access to education especially for the poor is a commitment assumed at different levels by Catholic educational institutions. This requires arranging educational activity to suit the least, no matter what the social status of the pupils present in the scholastic institution. This involves, among other things, proposing the contents of the social doctrine of the Church through educational projects and requires checking the profile that the school foresees for its students. If a school listens to the poorest people and arranges itself to suit them, it will be able to interpret the subjects at the service of life, and avail of their contents in relation to the global growth of people (Rupert & Keefe, 2007).

Following in the footsteps of the Good Shepherd, consecrated persons should identify among their pupils the various poverty situations that prevent the overall maturation of the person and marginalize him or her from social life, by investigating their causes. Among these, destitution occupies an undisputable place. It often brings with it the lack of a family and of health, social maladjustment, loss of human dignity, impossibility of access to culture and consequently a deep spiritual poverty (Paul II, 2002). Becoming the voice of the poor of the world is a challenge assumed by the Brothers CMM, and all Christians should do the same. Due
to their choices and their publicly professed commitment of a poor personal and community lifestyle, Brothers CMM are more strongly sensitive to their duty to promote justice and solidarity in the environment in which they are active (Koning, 2002).

The preferential option for the poor requires living a personal and community attitude of readiness to give one’s life where necessary. It might therefore be necessary to leave perhaps even works of prestige which are no longer able to implement suitable formative processes and consequently leave no room for the characteristics of the consecrated life. In fact, if a school is excellent as an academic institution, but does not bear witness to authentic values, then both good pedagogy and a concern for pastoral care make it obvious that renewal is called for (Paul II, 2002). Brothers CMM are therefore called to check to see if, in their educational activity, they are mainly pursuing academic prestige rather than the human and Christian maturation of the young people; if they are favouring competition rather than solidarity; if they are involved in educating, together with the other members of the school community, persons who are free, responsible and just according to evangelical justice.

In the modern situation, the educational mission in schools is increasingly shared with the laity. Whereas at times in the recent past, collaboration came about as a means of supplementing the decline of consecrated persons necessary to carry out activities, in sharing responsibility. Consecrated persons must therefore transmit the educational charism that animates them and promote the formation of those who feel that they are called to the same mission. To discharge this responsibility Brothers CMM must be careful not to get involved exclusively in academic-administrative tasks and to not be taken over by activism. What they must do is favour attention to the richness of their charism and try to develop it in response to the new social-cultural situations.
2.5.4 Challenges facing the Government in the provision of quality education

The government, in acknowledging the challenges posed by 8-4-4’s heavy curriculum has constantly endeavoured to downsize it, adjust it, drop subjects, make others lighter and give children options and choices, just to see which fits best. This has brought about the new alternative A and alternative B syllabuses, aimed at bright students and weak students respectively. It must be clearly pointed out that making subjects lighter and optional just to improve final year examinations scores cannot be a strategy for a nation that seeks to be a centre for technological excellence by the year 2030 (Kalambuka, 2010).

The question of access, relevance and content of education provided are very important in order to achieve its goals. However several criticisms have been levelled against the Kenyan education system in relation to the former; these include; inefficiency to utilize resources to meet educational needs and waste (Ntarangwi, 2003). Other criticisms levelled against the education system include; poor administration structures, quality and relevance of curriculum and cost of providing education also has been criticized in its ability to develop socially, politically, economically and well informed citizenry (Ntarangwi, 2003). Low pay has pushed teachers out of the classroom. Teachers in both primary and secondary levels have migrated into other well paying professions in the civil service (Otula, 2009).

In relation to input, a number of factors continue to frustrate the provision of quality education for the majority of Kenyan students. However, poverty and inequality remain the biggest contributory factors in ensuring access to relevant information and content within the Kenyan educational system. Inequalities continue to be apparent features in the provision of quality education. On the other hand, more affluent institutions of learning often have well equipped laboratories, classrooms and instructional materials. On the other hand however, low
Mauluko (2007) also noted that an autocratic and hierarchical administration of school has been blamed for emergence and continuous school unrest within the educational landscape. Public schools in Kenya are governed by archaic rules and governance that promote authoritarianism. Failure on the part of government officials, teachers and parents to work together has been blamed for school unrests across the country. Insecurity has a bearing on the ability of students and teachers alike to access quality education. Lack of security exacerbates school dropout rates, repetition and results in waste. It also impacts on the teacher student ration as teachers move to schools located in safer areas (Kumba, 2009).

The losses made during the post election violence, in terms of personal losses, business losses, losses in tourism earnings, destruction of property, and the loss of life were massive. All these can be attributed to ignorance and lack of quality education, which through skewed policies has entrenched social inequalities (Kumba, 2009). Computed into monetary value, billions of shillings were lost. More billions are lost daily as a result of ignorance. Investing in education would not only save this money but contribute immensely to economic growth. Well educated people are excellent consumers of services and goods as they are empowered.

2.5.4 Challenges facing the church sponsored schools in the provision of quality education

Despite the continual provision of Christian education, church sponsored schools still struggle with issues inconsistent with her education philosophy. Anderson (2009) states that Christian schools should not be places where drug-peddling, wanton destruction of property and
other social messes are practiced. The schools should be marked with Christian spirit and focus on moral character formation among students.

Similarly, it is assumed that Brothers CMM sponsored secondary schools are agents of the church’s tradition and goals of Christian education. The education is believed to underscore a wholesome character development of a person: physical, social, moral, spiritual, intellectual and emotional. Contrary to the expectations the problems that face Kenyan schools are also witnessed in Brothers CMM sponsored secondary schools. These include drugs and substance abuse, national examination irregularities, sexual immorality and harassment, unwanted pregnancies, and abortions among others (Maas, 2011).

There are conflicts of interests in management of schools owing to the favours demanded by sponsors in some schools. Notably sponsors contributed very little towards the development and provision of educational projects in schools. Apart from protecting their traditions, the sponsors no longer played significant roles in the development of schools under their jurisdiction. It was also noted that some school sponsors cause divisions in schools by making preferences as to who should be the head teacher and to some extent teach or enrol as a student in their sponsored schools. This proves that sponsors generally do meddle in the management which is the cause of some of the conflicts experienced in the school environment (Mabeya, Nduku and Njino, 2009).

The current legal framework for education does not provide for all legal aspects of church sponsored schools except for school registration and examination. The process of acquiring a school registration certificate is long and cumbersome and has resulted in some schools registering as business entities, therefore operating with a business license. This makes it
difficult for the Ministry of Education to monitor the activities of such schools, which hardly meet the conditions for setting up a school. (Kimotho, 2009).

In most church schools, students rarely have the same teacher for more than two years. It can be very beneficial to teach the same group of students for an extended period of time. It is easier to get to know your students and their families well and to care for their needs and interests when, as a teacher, one is given the opportunity to build long-term relationships with students and their families (Miller, 2006). Church investors depend on own savings to finance development of a new school. This kind of financial base is narrow and leads to increased cost-burden on households while discouraging low-income earners from enrolling their children in church sponsored schools (Mauluku, 2007).

2.6 Empirical studies

This section reviews available Kenyan generated empirical studies that throw light on some quality issues in education. The study also draws on some literature from Europe and on research and analyses of quality education in other African countries.

2.6.1 Empirical studies done outside Kenya

Imran (2009) did a comparative study of quality education in public and private secondary schools of Punjab. All the secondary schools, their heads, secondary school teachers and students of 10th class of public and private sector of the Punjab constituted population of the study. The data obtained was tabulated and analyzed by using simple percentage and two way chi square tests. The major purpose of the research was to compare the quality of education in public and private schools in Punjab.
Main conclusions of the study were: private sector schools had actually less number of students and teachers at secondary level as compared to public sector schools. In public sector schools student-teacher ratio was higher than private schools. Heads of private sector secondary schools were better than heads of public sector secondary schools regarding involvement of subordinate staff in decision making, keeping themselves as a part of team while leading them and carrying out the well-organized tasks. In public schools, in service training was provided to teachers and their selection was done on merit. In contrast, private sector was lacking these factors. Behaviour of teachers of private schools was motivating and they encouraged questioning and enhanced creativity among students, whereas public schools were lacking these factors. Respondents of both the systems were of the view that curriculum of both type of systems was not up-to-date.

The major recommendations of the study were: more schools to be established in public sector. The heads and teachers of schools should take necessary actions which may help to raise academic standards in their schools. The heads of public schools should take seriously the problem of their low pass percentage. Teachers of both systems should be given opportunities to get training in order to improve their teaching skills. Imran (2009) did a comparative study of quality education in public and private secondary schools in Punjab, while the present researcher carried out a study on the strategies to overcome challenges facing church sponsored schools in the provision of quality education in Kenya.

Finn (2009) investigated perceptions about the nature and purpose of religious education of parents and teachers in a study of one Catholic secondary school in regional Victoria, Australia. In the research project data were collected using questionnaires and interviews from parents and teachers of religious education associated with the particular secondary school. It
was discovered that the parents and the teachers were in agreement in relation to most areas of religious education, especially in areas associated with values, morality, individual spirituality and what might be termed as religious literacy. Parents and teachers were shown to have different attitudes towards religious education in the senior school. The data also highlighted the importance of the role of the teachers and school in providing religious education for families who have become distanced from traditional religious institutions.

Many of the parents endorsed the school as the primary place for their children to receive information about religion, and chose to distance themselves from the religious education process in favour of allowing the experts at the school to take on this role on behalf of the family. The study raised issues for the ways in which the school communicated with parents, both in terminology and technology. Overall, the findings affirmed the work of the teachers in religious education by parents who were time poor and who wished to see the school take on the primary role of educating the children about religion, with expectations that the children would be fully exposed to the Catholic religious tradition in its teachings, ethics, liturgy and social justice practices.

Finn (2009) investigated perceptions about the nature and purpose of religious education of parents and teachers in a study of one Catholic secondary school in regional Victoria, Australia while the present researcher will carry out the study in Kenya. The researcher investigated only on aspect of quality education (spirituality) while the present study will deal with the five aspects of quality education. In the research project data were collected using questionnaires and interviews from parents and teachers of religious education associated with the particular secondary school. Observation and document analysis were included with questionnaires and interviews in the present study.
Okochi (2009) carried out a study on the clergy and catholic educational leadership in Nigeria. He found out that education is a very important aspect of the mission of the Catholic Church, and the Catholic school is the arena where the church works to realize its educational vision of forming young people to face the challenges of life. The quality and effectiveness of the educational leadership of Catholic schools therefore, is a matter of grave concern to the church. The parish priest is at the heart of educational leadership of Catholic schools located within his parish. This study examined the educational leadership practices of parish priests who run Catholic schools in the Catholic diocese of Awka, Nigeria. The research aimed at discovering the priests' comprehension of the role of parish priests in Catholic schools, the leadership strategies they employ in generating funds for the running of the schools, maintaining the Catholic identity of the schools and recruitment, motivation and professional development of staff.

Using qualitative research methodology of purposeful sampling and key informant interviews, this researcher reached the conclusion that transformational leadership strategies like persuasion, striving for all to have a shared vision, good communication, working to gain the trust and loyalty of staff and students, and striving to inspire by personal example, are valued and deployed by the parish priests in their leadership of Catholic schools. The study also concluded that the parish priests of Awka diocese accept and make efforts to employ collaborative leadership practices in the leadership of Catholic schools under their care.

Educating the young, they believe, must be the joint effort of the parents, the church, the teachers, the government and the community, hence the need to work closely together for the benefit of the students and pupils of the Catholic schools under their care. A further conclusion of the study is that the clergy educational leaders of Awka diocese recognize that they are well
prepared for parish leadership right out of the seminaries, but believe that they are inadequately prepared for Catholic school administration which most engage in a few years after ordination when they become parish priests. They therefore advocate the inclusion of educational administration in the seminaries' formation programs.

This study examined the educational leadership practices of parish priests who run Catholic schools in the Catholic diocese of Awka, Nigeria. The present researcher examined the educational practices of the Brothers of our Lady Mother of Mercy whose main function is to provide quality education to the needy in society.

A study carried out by Ogunmade (2005) investigated and described the status and quality of secondary science teaching and learning in Lagos State, Nigeria. The study was carried out with a view of generating data for actual and ideal picture of teaching and learning of science in schools and to make recommendations for closing the gap between the actual and ideal. Quantitative and qualitative methods were used for gathering research data. Quantitative data were obtained from the surveys of 78 junior secondary science teachers and 500 junior secondary students from three Local Education Districts of Lagos State.

Qualitative data on the other hand, were gathered from analysis of national and state curriculum documents and from focus groups of science teachers, school principals, parent association representatives, education officers, teacher educators, representatives of the professional association for science teachers and representatives of examination bodies in Lagos State, Nigeria. Other key stakeholders including scientists in a government establishment and those working in industry were also interviewed. Quantitative data were coded and analyzed using the SPSS 13.0 statistical package coproduce descriptive statistics.
Qualitative data also were transcribed and categorized into emerging themes. Triangulation of data from various sources was used to reveal pictures of actual science teaching and learning and an ideal science for junior secondary schools in Lagos State, Nigeria. Findings from this study indicated a gap between actual science teaching and learning and an ideal school science with regards to curriculum, pedagogy and learning, class sizes and resource allocation, teacher knowledge and skills, attitude and professional development, and community support.

This investigated and described the status and quality of secondary science teaching and learning in Lagos State, Nigeria. The study was carried out with a view of generating data for actual and ideal picture of teaching and learning of science in schools. This study dwelled on one aspect of quality education (intellectual) while the present researcher will include other aspects of quality education (social, spiritual, emotional and physical).

Matemba (2011) carried out a comparative study of Religious Education in Scotland and Malawi with special reference to developments in the secondary school sector, 1970-2010. The study provided a systematic comparison of Religious Education (RE) as it has evolved in the secondary school curriculum of Scotland and Malawi, between 1970 and the present day (2010). It sought to draw analogies and, where valid, to indicate significant points of difference regarding key issues that underpin this development between two countries that also have a historical relationship dating back to 1859. This was a qualitative study which used the phenomenological research method. In both countries data was collected through field-based research using key informant interviews, relevant documents and school surveys. The conceptual framework of the thesis was based on concepts and issues in the discourse of contemporary Religious Education. The constant comparison strategy of data analysis was implemented in exploring issues that emerged in the research.
The findings of this study suggested that despite some points of differences, there was greater similarity on salient issues that underpinned the nature of secondary school RE in the two countries, in areas such as the need for curriculum reform, micro-politics of reform, provision in schools and status of the subject. Given the challenges the subject faces in both Scotland and Malawi, the study concluded that without government intervention and support from other key stakeholders RE will continue to be regarded as a marginal curriculum subject.

This study provided new insights into a comparative study of Religious Education in Scotland and Malawi with special reference to developments in the secondary school Sector. This was a qualitative study which used the phenomenological research method. This research gave new insight to challenges encountered in the provision of quality education in Brothers CMM sponsored schools. The study used both qualitative and quantitative approach through descriptive survey designs.

2.6.2 Empirical studies done within Kenya

Akoth (2013) carried out a study to investigate the contribution of the Franciscan sisters of St. Joseph, Asumbi, to education in Kenya. The study aimed first at establishing who the FSJ were, and their place in the contribution to education in Kenya. The background of the study, explaining the reasons for founding religious institutes in the ancient Christian history, was meant to authenticate the existence of the FSJ as a religious institute with a mission to provide education where there was need. In following some of the activities of the Catholic Missionaries of the late 19th and early 20th centuries, the study recognized the part played by the missionaries who trained the FSJ in the art of teaching, so as to become the educators that they became.
Data was collected through interviews, questionnaire, observations, focus group discussions, written literature and story-telling. Samples of people working in FSJ learning institutions were selected. Other samples included neutral public who knew FSJ, District Education Officers of relevant Districts, and the FSJ former students. All these selections were purposively done in order to gain insights on the contribution the same sisters had made and were making to education in Kenya. All the findings of the study were reviewed and analyzed in line with the objectives of the study.

The study revealed that the FSJ had substantively contributed to education in Kenya by participating in the actual teaching, addressing relevant educational issues, being conversant with the adverse issues facing the youth they were teaching and making attempts to address them; by giving holistic education, paying particular attention to the girl child, and economically, socially and educationally empowering Kenyan citizens for the life.

Data was collected through interviews, questionnaire, observations, focus group discussions, written literature and story-telling. The present researcher used the same instruments except for story-telling and focus group discussions. FSJ look at adverse issues facing the youth they are teaching and make attempts to address them, by giving holistic education, paying particular attention to the girl child. The present researcher also paid particular attention to the girl child including boy child.

Churu and Mwaura (2013) carried out a research on the Catholic Church and schools in Kenya: A historical perspective on education for holistic development: From the colonial period to foundations of an education dispensation for independent Kenya. The study attempted a critical analysis of the success of the mission of the Catholic Church to educate holistically in Kenya. The milieus discussed were the schools set up by Catholic missionaries, during the
colonial period. The study found out that the missionaries’ primary goal was evangelization; the schools were increasingly recognized as a preferred forum and strategy for reaching it. Many benefits to the foundation of Christian communities in Kenya were reaped from these Catholic schools. It also stated that the concern of the Catholic Church in education and in schools has always been to facilitate the realization of fullness of life of the members of the school.

Regrettably however, in Catholic education in the colonial period, was the failure to mediate a concurrence of values between its missionary protagonists and the African families and communities, who, as partner educators of the recipients of Catholic education also had their own aims for the education of their children. Very often, there was little regard for the latter the study concluded.

The study showed that the delivery of quality education encountered challenges at different times. It recommended a focus on clarity of what in fact constitutes fullness of life, in a discerned African Christian sense, with due mindfulness of the realities of the times. This can offer increased potential for the Catholic contribution to quality education in Kenya in a situation that faces new and ever more diverse challenges. Data were collected from students, teachers, parents, and clergy using questionnaires, participant observation, individual in-depth interviews and focus group discussion methods.

In the study the researcher used more the quantitative approach. This was clearly seen in the research questions, the design used and descriptive statistics methods of analyzing the data. In this study the researcher was more qualitative in his approach, although some elements of quantitative approach were employed, like he used questionnaires and descriptive method of analyzing.
Nyabwari, Katola, & Muindi, (2013) did a research on Holistic Christian education for character formation in Seventh-Day Adventist Church sponsored secondary schools in Nyamira County, Kenya. The study found out that the church has taken a fundamental role as a sponsor in Kenya since 1968 in providing quality education in her schools. Without this education, church schools risk graduating students who are not well prepared socially, spiritually, morally, physically, economically, emotionally and intellectually disintegrated. Specifically the study explored the church’s educational philosophy, efforts made in the schools to educate for holistic Christian character formation, examined the practices involved in the implementation of the church’s educational philosophy, investigated challenges experienced in the implementation and identified strategies for effective implementation of the Christian education for character formation.

Literature review integrated with data from the field research focused on holistic Christian education in general, philosophy and centrality of Christian education, church schools for holistic Christian education for character formation and the church educational philosophy. The study posits that holistic education interrogates practical application of knowledge in the classroom and in the wider society. Data were collected from students, teachers, parents, clergy and Nyamira County education officers using questionnaires, participant observation, individual in-depth interviews and focus group discussion methods. The study emphasized the importance of holistic Christian education curriculum in secondary schools as a way of preparing them to successively face challenges of their day-to-day life. The present researcher put an emphasis on the strategies to overcome challenges facing Brothers CMM in the provision of quality education.
Boya (2008) did a research on the contribution of the De La Salle Brothers to the development of education in Kenya: A case study of Saint Paul secondary school in Marsabit. The purpose of the study was to find out the contribution of the De La Salle Brothers to the development of education in Kenya and to establish whether the findings concurred with the ideals of the Lasallian approach to education. The research aimed at finding out ways in which the De La Salle Brothers provide quality education based on human and Christian values to the poor.

The study used both quantitative and qualitative methods in conducting the research. The target population of the study included students, the administration and teaching staff. Data was collected using questionnaires, interview schedule, observation checklist and document analysis. The findings of the study indicated that the school provided quality instruction based on human and Christian values. Many educational and pastoral care activities, community service and leadership courses given to the students periodically prepared students for life. The study recommended the development of self-sufficiency projects in order to reduce the high financial dependency of the school on overseas donors. The study equally recommended collaboration between the diocese and the government in running the diocesan schools in the area. The research aimed at finding out ways in which the De La Salle Brothers provide quality education based on human and Christian values to the poor while the present researcher provided ways in which Brothers CMM can overcome challenges they face in the provision of quality education to the poor.

Ireri (2002) carried out a research on the contribution of the Augustinian Missionary Sisters to the provision of secondary education in Mbeere district in Kenya. She focused on the St. Monica Girls Secondary school as a case study. The objectives of the study were to find out
the contribution made by the Augustinian Sisters to the girl-child secondary education in Mbeere district. Also the study found out the extent to which the objectives of producing committed Christians, good citizens and fastening leadership qualities in students were achieved. The research also sought to examine the factors that contribute to good performance of the school in the district, to find out the problems faced by the Augustinian Sisters in developing the school and to make suggestions for the future improvement of the school.

To collect data, the researcher used questionnaires, observation guide, content analysis guide and interview guide. The findings of the study revealed that in terms of contribution, the Augustinians Sisters build a spirit of teamwork between administration, teachers and students; and that a Christian environment was created in the school. The study also showed that the school provided extra courses to willing students and catered for spiritual development as well as academic needs of the students. Emphasis was given on cleanliness, co-curricular and recreational activities in the day to day running of the school. The school was found to be neat and well equipped with teaching and learning facilities. The researcher suggested that other schools both private and public in the district should adopt the spirit of teamwork found in St. Monica Girls’ secondary school.

Kibwoen (2001) carried out a research on the contribution of the Benedictine Missionaries to education in Kenya. It was a case study of Kerio Valley parishes in Marakwet District-Eldoret Diocese. The aim of the study was to investigate the contribution of the Benedictine Missionaries in provision of education and offering moral and religious education. The researcher also wanted to examine how the people in Kerio Valley schools respond to the Benedictine Missionaries’ educational activities, to identify the problems experienced while providing such education and how those problems were solved.
The research was conducted as a case study and the respondents were selected using stratified and simple random sampling techniques. The findings of the study revealed that the Benedictine Missionaries contributed significantly to the provision of education in Kerio Valley region and that their contribution had reduced the rate of literacy in the region to large extent. The research also established that the partial payment of school fees by the Benedictine Missionaries led to remarkable increase in student enrolment in the subsequent years after elementary education.

In the section of recommendations of this study, the researcher invited the church to continue sending teachers for pastoral programme instruction courses and that her effort should be supported by both parents and the government in the general provision of education in the area. Due to the problems encountered by the church, the researcher recommended seminars on the importance of education, the establishment of ecumenical programmes in order to limit denominational problems, and that local leaders and parents should be receptive to donors and well wishers of good intentions, especially for the development of the wider society.

Kowino, Agak & Kochung (2012) carried out a research on the Role of Teaching Christian Religious Education (C.R.E.) to the development of critical thinking amongst Kenyan secondary school Students in Kisumu East District, Kenya. They consistently reported that Kenyan students’ moral standing and general conduct in the wider society reflects incompetence in critical thinking. The scenario in which irrational behaviour has dominated the character of the Kenyan youth has brought to contention whether the moral well being of the youth is on a downward trend suggesting that either the teaching of critical thinking through C.R.E is defective or the Kenyan education system as a whole is defective. Another possibility is that the syllabus does not contain relevant elements that could enable students acquire and develop the
needed critical thinking skills. One other likelihood could be the existence of a discrepancy between the C.R.E programme objectives and the instructional practices meant to achieve them. From the forgoing, it was evident that the nature of this discrepancy is yet to be established for effective intervention strategies to be put in place to arrest the apparent downward trend in the acquisition of moral critical thinking skills.

Specifically the study determined whether or not aspects of critical thinking skills are employed by teachers in their instructional practices in Kisumu East district secondary schools. Four instruments used in collecting data included: a graphic-observation rating scale, a learners’ critical thinking achievement test, an in-depth interview schedule and documents analysis guide. The obtained results suggested that teachers rarely used the elements of critical thinking skills that could enable the learner make accurate moral decisions. Another notable finding was that the curriculum and the syllabus guides did not elaborate on the elements of critical thinking skills that teachers ought to use during C.R.E content delivery.

Mobegi, Ondigi, and Oburu (2010) did a research on secondary school head teachers’ quality assurance strategies and challenges in Gucha district, Kenya. The research design used was descriptive survey method. The study population consisted of 120 public secondary schools. Stratified random sampling technique was used to select five girls’, four boys’ schools and 37 co-educational schools. Questionnaire, interviews and observations were used to obtain data. Data were analyzed by the use of descriptive statistics of frequencies and percentages. Data from interviews were analyzed qualitatively in an on-going process as the themes and sub-themes emerged from data.

The findings of the study showed that head teachers’ curriculum supervisory methods were limited to checking of teachers’ professional records and gave less emphasize to
departmental supervision, self appraisal and class-visits. Financial constraint was cited as the major challenge which impacted negatively on physical facilities, teaching and learning materials, and teaching methods. The study concluded that head teachers employed inadequate methods for the supervision of teachers in the sampled schools, preferring to rely on written records to establish the quality of education and recommended that they should take up their roles as quality assurance officers and ensure that all modern methods were employed in secondary schools. Further, head teachers should devise school income generating projects to improve on financial problems that currently result in student absenteeism, transfers and inadequate facilities. The study was done in public secondary schools while this study focused on church sponsored schools. The study was based on multiple case studies as a case study, but the current study used descriptive survey design.

Achando (2011) carried out a study on quality of education offered in private secondary schools: a case of slum schools in Nairobi Province, Kenya. The main objective of this study was to investigate the quality of education offered in selected private secondary schools in Nairobi's slums; Kenya. The study adopted an explanatory approach using a descriptive survey design on the 4 selected private schools. The research instruments that were used to elicit data were questionnaires for students, teachers and head teachers; unstructured interview schedules for teachers; and observation schedule that were used to investigate how resources were being utilized and actual class teaching - learning. Data collected was analyzed using descriptive analysis according to the information obtained from questionnaires, observations, interviews and document analysis. Analysis also involved organizing data into codes, themes and categories to determine relationships in categories.
The major findings was that head teachers and teachers in the slum private schools were not qualified to teach in those secondary schools and that their teaching experience was minimal. The teaching learning resources were also not adequate to foster quality education. Based on these findings, it was recommended that school managers should be qualified, employ qualified teachers and offer them regular in-service courses. Teachers should also be motivated to concentrate on their work. The schools should also provide adequate teaching learning resources. The main objective of this study was to investigate the quality of education offered in selected private secondary schools in Nairobi's slums. The present researcher was interested in finding out strategies to overcome challenges facing Brothers CMM in the provision of quality education.

2.7 Summary of the Literature Review

This chapter has reviewed the key aspects that shape the concept of quality of education, especially the approaches to quality education both globally and regionally. The reviewed literature has been based on related issues, and empirical studies in connection with strategies to overcome challenges encountered in the provision of quality education in schools. The literature reviewed found out that there are theories that have been developed in view to quality education. Many researchers have done studies in the area of quality education, with consensus that quality education is defined and understood according to different educational systems and programmes. They have accepted that quality is a volatile term that cannot be pinned down in one definition. Rather, quality can be defined according to the need and emphasis of a nation system. However, most of the studies reviewed are concerned with the type of quality education imparted to students as the tentative definitions of quality are concerned.
According to the empirical studies reviewed, gaps are based mainly on setting, findings, focus, and even methodology. Most of the studies reviewed collected data from the head teachers, teachers and students and used two instruments especially questionnaires and interview guides. It was necessary to get views on the strategies to overcome challenges facing Brothers CMM sponsored schools in the provision of quality education from the provincial superior in addition to the head teachers, teachers and students. This is because of the role he plays in the formulation and implementation of educational policies in the Brothers CMM sponsored schools. As well he is one of the founders of the CP schools in Kenya. There was need to use at least two instruments such as questionnaires, interview guides plus document analysis guide and observation schedule to get the views from various sources for triangulations purposes to access the ontological reality.

There is limited research evidence on the strategies to overcome challenges facing Brothers CMM in the provision of quality education despite the fact that they have been in the field of education for the last fifty years in Kenya. As well there is no organization that is left from the influence of post-modern organization paradigm where diversity, rapid advancement in technology, global competitiveness, rapid changing environment, flexibility and information impose their law in the provision of quality education. Being part of this century, Brothers of our Lady Mother of Mercy sponsored schools also are influenced by the new organization paradigm and therefore cannot avoid the global completion.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this chapter is to outline the methodology that was used by the researcher to conduct the study. Methodology describes the overall approach to research design. It is a strategy or a plan of action that links methods to outcomes. The methodology included the research design, the target population, population sample, and sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis procedures.

3.2 Research Design

This study used a combination of qualitative and quantitative approaches, a strategy supported by Kothari (2011) when he argues that qualitative and quantitative research are mutually exclusive approaches, rather the most useful research findings typically result from appropriately applying both paradigms. It is necessary for the study to have this two-pronged approach, as the quantitative phase yielded numerical data while the qualitative phase descriptive data.

The study adopted a combination of descriptive survey and naturalistic design method to find the state of affairs. Mamia (2005) states that descriptive survey besides finding facts may also result in the formulation of important principles of knowledge and solution to significant problems. Using descriptive survey design the researcher was able to establish the strategies to overcome challenges facing Brothers CMM sponsored schools in the provision of quality
education. According to Mmaduokonam (2005) descriptive survey’s aim is simply to present a picture and is either in the form of questionnaires or interviews.

Jackson (2011) noted that naturalistic observation seeks to provide authentic, rich descriptions of the behaviour of interest as it naturally exists and unfolds in its real context. Using naturalistic observation design the researcher was able to have interview in a natural setting with the head teachers and the provincial superior. The researcher developed a semi-structured interview guide that was used to collect information from the head teachers and the provincial superior an idea supported by Goodwin (2009). The descriptive Survey and naturalistic designs were useful in getting responses to the same questions from a number of students and teachers on the strategies to overcome challenges facing Brothers CMM sponsored schools in the provision of quality education. These designs ensured collection of wide range of data ranging from opinions/views, habits and attitudes. Due to the nature of self evaluation (especially through filled-up questionnaires) it was possible to reach a greater number of student respondents, thus the sample being more reliable as the sample size included more representatives from the target population (Jackson, 2011).

3.3 Target Population

The researcher concentrated on three secondary schools under the management of Brothers CMM, students, teachers, head teachers and the provincial superior. The decision of targeting this population was based on the realization that the head teachers are the people who instil knowledge to students and develop the policies of education including the curriculum. The provincial superior’s awareness of the education system is of great importance in promoting provision of quality education in Brothers CMM sponsored schools. The teachers were targeted
because they engage in actual teaching and training of students and interact on day to day basis with students in the classrooms. The students are the direct beneficiaries of the education provided by Brothers Brothers CMM sponsored schools.

3.4 Description of Sample and Sampling Procedures

The sample used in the study was guided by the rule of the thumb which recommends that in case of survey research, a minimum of 100 subjects of major subgroup and 20 to 50 subjects of the minor subgroup be used (Kothari, 2011). Therefore the sample consisted of 3 secondary schools, 3 head-teachers, 12 teachers, 120 students and 1 provincial superior.

Table 1: Sample Population

<table>
<thead>
<tr>
<th>School</th>
<th>Head-teachers</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Georges</td>
<td>1</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>St. Vincent</td>
<td>1</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>St. Justino</td>
<td>1</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>12</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

3.4.1 Selection of Schools

The researcher automatically included the schools under study. The three schools that were used in this study included; St Vincent de Paul and St. Georges secondary schools in Rachuonyo District and St Justino secondary situated in Nairobi. The three schools that were used in this study are mixed (Boys and Girls). This is supported by Jackson (2011) when he
wrote “Taking into account the scope and objectives of their research, researchers should be inclusive in selecting participants”.

3.4.2 Selection of Students

From the three sampled schools’ 40 students from each school were selected using stratified samplings. In total 120 students were sampled from the total population of 545. Students were stratified into forms three and four and twenty students from each form were selected using systematic random sampling. The students were put into group of male and female balance gender. A systematic random sampling was used to select the boys and girls. This type of sampling is supported by Goodwin (2009) who asserted that a systematic sample is obtained by selecting one unit on a random basis and choosing additional elementary units at evenly spaced intervals until the desired of units is obtained.

In each form, 20 students (10 boys and 10 girls) were sampled using class attendance register. In sampling ten boys, the researcher took the total number of boys in each form and divided it by five to get number “n”. The researcher then sampled randomly 4 which was between 1 and “n\text{th}”. Thus student number 4 was selected every “n\text{th}” name until number ten was arrived at. The same procedure was used in selecting the girls.

3.4.3 Selection of Head teachers

The three school head teachers were automatically included in the study because of their crucial role in managing the member secondary schools. They were automatically included in the study because they are only three. This view is supported by Jackson (2011) when he noted that, researchers should be inclusive in selecting participants.
3.4.4 Selection of Teachers

Stratified random sampling was used to obtain teachers from each school who participated in the study. Gender formed the basis for the strata. Durrheim and Painter (2006) point out that stratified sampling is used to establish greater degree of representativeness in situation where a population consists of sub-groups or strata. Strata were formed by putting female names in one container and male names in another. Papers were mixed and a representative sample of four (4) teachers was randomly selected from both sides. From the three schools, 12 teachers were selected out of the total population of 32 to participate in the study. The data given by the teachers was important for this study as they are the ones who spend much time with students.

3.4.5 Selection of the Provincial Superior

The provincial superior was selected using purposive sampling because he was in a good position to give in-depth data about the strategies to overcome challenges encountered in the provision of quality education in Brothers CMM sponsored schools. David and Sutton (2009) acknowledge that in purposive sampling, the units are selected according to the researchers own knowledge and opinion about which ones they think will be appropriate to the topic area.

In total the sample comprised of 3 head teaches, 12 teachers, 120 students and 1 provincial superior of the Brothers of our Lady Mother of Mercy in the Kenyan province. The size of the sample was 136 respondents out of a population of 581 (Source: Brothers CMM sponsored schools’ offices, 2012).
Table 2: Summary of Sample and Sampling Techniques

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total Population</th>
<th>Sampling Size</th>
<th>Percentage</th>
<th>Method of Sampling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>3</td>
<td>3</td>
<td>100</td>
<td>Automatic inclusion</td>
</tr>
<tr>
<td>Teachers</td>
<td>32</td>
<td>12</td>
<td>37.5</td>
<td>Stratified random</td>
</tr>
<tr>
<td>Provincial superior</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>Purposive</td>
</tr>
<tr>
<td>Students</td>
<td>545</td>
<td>120</td>
<td>22</td>
<td>Stratified and Systematic</td>
</tr>
<tr>
<td>Head teacher</td>
<td>3</td>
<td>3</td>
<td>100</td>
<td>Automatic inclusion</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>581</strong></td>
<td><strong>136</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Brothers CMM sponsored schools’ offices, 2012.

3.5 Description of Research Instruments

The researcher used questionnaires, interview guides and observation guide to collect data. Questionnaires were used to gather data from students and teachers. Interview guide was used to collect information from the head teachers and the provincial superior. Observation guide was used by the researcher to observe the availability and quality of physical facilities in so far as they would have an effect on quality of education.

3.5.1 Questionnaires

The questionnaire was preferred for its suitability to this study. It was suitable as a method of data collection because it allowed the researcher to reach a larger sample within
limited time. According to Kaplan and Saccuzzo (2009) a well designed questionnaire: gives accurate and relevant information to the research question, minimizes potential sources of bias, is more likely be completed as simple and focused as possible. It has standardized answers that make it simple to compile data.

3.5.1.1 Questionnaire for the students

The instrument comprised of five sections prepared on the basis of the research questions. Section A was on background information of the respondents that is, gender, and age, level of form and who pays the school fees. Section B was on the contribution of the Brothers CMM in the provision of quality education. Section C was on the contribution of the head teachers, teachers and students in the provision of quality education. Section D was on the challenges that are perceived as militating against the provision of quality education. Section E was about practical suggestions or strategies to improve quality of education in their schools. The main aim here was to get ideas of the students concerning strategies to overcome challenges encountered in the provision of quality education (See Appendix I).

3.5.1.2 Questionnaire for the teachers

The questionnaire for the teachers was used in order to obtain experiences of teachers on the strategies to overcome challenges encountered in the provision of quality education in Brothers CMM sponsored schools. The questionnaire consisted of closed and open ended questions. The questionnaire comprised of five sections prepared on the basis of the research questions. Section A: solicited demographic information of the respondents including gender, age, level of education, social status and years of experience in teaching. Section B was on the
contribution of the Brothers CMM in the provision of quality education. Section C was on the contribution of the head teachers, teachers and students in the provision of quality education. Section D was on the challenges that are perceived as militating against the provision of quality education in CMM sponsored schools. Section E was about practical suggestions or strategies to improve quality of education in their schools (See Appendix II).

3.5.2 Interview Guides

Semi-structured interview guides were used to gather information from head teachers and the provincial superior. The interviews were planned as semi-structured which allowed for an initial basic structure in the interview schedule, but had possibilities for interviewees to add information beyond the specific focus of the set questions as supported by Kaplan and Saccuzzo (2009). The interviews were conducted with the aim of following up a range of issues raised in the analysis of responses to the questionnaire instruments. The interview guides were suited to this study since they are flexible and adaptable.

3.5.2.1 Interview Guide for Head teachers

The researcher developed a semi-structured interview for the head teachers. The researcher was interested in getting their views on the strategies to overcome challenges encountered in the provision of quality education in their schools. The researcher used interview guide for it provided flexibility and ability to probe and clarify responses. The interview guide comprised of five sections prepared on the basis of the research questions. Section A, which solicited demographic information of the respondents including gender, age, level of education, social status and years of experience in administration role in the school. Section B was on the
contribution of the Brothers CMM in the provision of quality education. Section C was on the
collection of the head teachers, teachers and students in the provision of quality education.
Section D was on the challenges that are perceived as militating against the provision of quality
education. Section E was about practical suggestions or strategies to improve quality of
education in their schools (See Appendix III).

3.5.2.2 Interview Guide for the Provincial Superior

The provincial superior was purposively included in the sample. The interview guide
comprised of five sections prepared on the basis of the research questions. Section A, solicited
demographic information of the respondent including gender, age, level of education, social
status and years of experience in administration role (as provincial superior). Section B focused
on the contribution of the Brothers CMM in the provision of quality education. Section C dwelt
on the contribution of the head teachers, teachers and students in the provision of quality
education. Section D was on the challenges that are perceived as militating against the provision
of quality education. Section E sought out practical suggestions or strategies to improve quality
of education in their schools (See Appendix IV).

3.5.3 Observation Guide

The researcher used naturalistic observation and non-participant/direct observation. In the
former type, behaviour can only be observed as they occur naturally and the researcher does not
control or manipulate the subjects or the environment in any way Mugenda and Mugenda, 2003).
According Kothari (2004) behaviour is recorded and studied as normally occurs. In the latter
type the observer is not directly involved in the situation to be observed. The researcher used
direct observation and non-participation. This implied that behaviour was observed as it occurred naturally; the researcher did not control or manipulate the environment in the study in any way. In non-participation, the observer was not directly involved in the situation to be observed. He was on the outside looking in and did not intentionally interact or affect the object of the observation.

The researcher observed the schools in their settings, as the interaction of teachers and students and their behaviour in the classrooms and outside. The researcher also utilized direct observation on quality of schools’ physical facilities, such as classrooms, sanitation, chairs, teaching and learning resources as well as overall environment of the schools, to determine whether or not it was conducive for learning and safe for students and staff.

The observation guide elicited information about the effectiveness of school facilities on quality education. The researcher directly observed selected challenges influencing provision of quality education. For example teaching and learning facilities, such as chairs, number of students in classrooms, students-textbooks ratio, teachers and students presence in the class, the suitability of the learners’ age and comfortable setting (See Appendix V).

3.5.4 Document Analysis Guide

Document analysis was also used to guide the researcher in collecting data from documents or records such as school students’ register, records of work, teachers’ attendance, schemes of work and lesson plans. Document analysis is a qualitative data instrument where documents are quoted and interpreted by the researcher to voice meaning to the phenomenon under study (Kothari, 2011). The importance of document analysis in this study was to determine
the historical facts about provision of quality education in Brothers CMM sponsored schools (See Appendix VI).

3.6 Reliability and Validity of the Research Instruments

Across disciplines, competent researchers often not only fail to report the reliability of their measures Malhotra (2004), but also fall short of grasping the inextricable link between scale validity and effective research. At best, measurement error affects the ability to find significant results in one’s data. At worst, measurement error can significantly damage the interpretability of scores or the function of a testing instrument. This section attempts to explore these measurement related concepts as well as some of the issues pertaining thereto. In so doing, it is hoped that the questions raised were, to some extent at least, answered.

3.6.1 Validity of the Research Instruments

An instrument is considered valid when there is confidence that it measures what it is intended to measure in a given situation (Kothari, 2011). The important types of validity, which were considered for this study, were face validity, content validity, and external validity. In determining the validity of the questionnaires and interview guides, the researcher presented the drafts to independent experts to assess the questions for face and content validity. Based on their comments and suggestions the questionnaires were fine tuned to achieve the purpose of the study.

To enhance external validity there was need to be explicit rather than implicit about the population to be generalized to (Owens, 2005). To enhance generalization, the researcher selected a sample that was as similar as possible to the population as a whole. This was done by
automatically including schools sponsored by Brothers CMM. Thereafter, questionnaires were pilot tested in one of the secondary schools previously under the Management of Brothers CMM (St Patricks) that was not associated with this study. This was done in order to determine the clarity and relevance of the questions in eliciting information about the strategies to overcome challenges facing Brothers CMM in the provision of quality education. Based on their comments and feedback appropriate corrections were made. Thereafter the questionnaires were found suitable by the researcher and were used to generate data for this research study. The researcher used source and method triangulation, and participants’ language verbatim accounts to ensure credibility. Source triangulation was used when collecting data from school heads, teachers, students and the provincial superior. Method triangulation was done using interview guides and observation in addition to questionnaires.

3.6.2 Reliability of the Research Instruments

Malhotra (2004) gives four methods of assessing reliability, namely split-half, internal consistency, test-retest and equivalent-form. In this study split-half technique was adopted because it requires only one testing session. Moreover, split-half technique eliminates chance error due to differing test conditions as in test-retest or the equivalent-form techniques (Malhotra, 2004). In this approach, an instrument was administered to an appropriate group. At random, the scored items were divided into two groups. All the odd numbered items were grouped together and all even numbered items together. Then the scores from the two groups of items from all the subjects were correlated. Data with a high split-half reliability had a high correlation coefficient and this justified the test or reliability at the piloting stage.
According to Garson (2009) reliability coefficient ranges between 0 and 1 in value. A reliability value of 0.00 means absence of reliability whereas value of 1.00 means perfect reliability. Kaplan and Saccuzzo (2009) indicated 0.70 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. According to Garson (2009) by convention, a lenient cut-off of 0.60 is common in exploratory research. He further maintains that the spearman-Brown prophecy coefficient is used to estimate full test reliability based on split-half reliability measures. A common rule of thumb is 0.80 or high for adequate reliability and 0.90 or higher for good reliability (Garson, 2009).

Pilot testing was carried out in one of the schools that was not included in the sample. Ten students and four teachers participated in answering the questionnaires. After piloting the instruments the researcher calculated the reliability coefficient of the likert scale questions set to for the teachers and students using the Statistical Package for the Social Sciences (SPSS) version 16). The Cronbach’s alpha was calculated. The researcher accepted therefore as reliable a reliability coefficient that ranges from 0.7 and above. If the reliability coefficient would be found to be greater than 0.6 then the instrument was reliable but if it was less than 0.60 then it would imply that some items were ambiguous leading to inconsistency.

For the questions to the teachers, the alpha/reliability coefficient obtained was 0.78 which was above 0.60. This implied that the responses given by the respondent teachers were consistent, and thus meaning that the items in teachers’ questionnaires were understood. The reliability coefficient obtained for the students’ questions was 0.79, which was above 0.60. This meant that the responses given by students were consistent and that the items in the students’ questionnaire were not ambiguous. The questionnaires were accepted at the following indices: questionnaire for students 0.87 and teachers 0.85.
3.7 Description of data collection Procedures

After the approval of the research proposal by supervisors and CUEA’s panel of defence, a letter was given by the department of post graduate studies in education which was used to apply for research clearance permit from the Ministry of Higher Education Science and Technology. The researcher visited each school on a separate day and explained to the head teachers the purpose and intention of the study. The researcher informed the head teachers in advance of his intended visit through a mobile phone. The researcher personally administered the questionnaire to the teachers and the students. The teachers and students were given enough time to fill in the questionnaires after which the filled-in questionnaires were collected. Interviews for the head teachers were conducted by the researcher at different days and time. The researcher then travelled to the provincial house where he had an interview with the provincial superior. The interviews conducted with the head teachers and provincial superior were face-to-face. To get the right words of the interviewees, the researcher used a tape recorder during the interview sessions.

The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The researcher then concentrated on observation checklist and documents such as class attendance register, admission register, examination results summaries and schools’ code of conduct were analysed.

3.8 Description of data analysis procedures

To analyse the information collected from the field, the researcher first identified and differentiated between quantitative and qualitative data. The researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which were corrected to
improve the quality of the responses. The open-ended responses from students and teachers were coded and summarized into themes, categories and patterns and presented in a narrative form. Quantitative information from close-ended questions, especially demographic information, was analyzed using descriptive statistics such as frequencies, percentages, tables and bar graphs. The interviews of head-teachers and the provincial superior were also transcribed into narratives, themes and categorized into their similarities according to each research question.

SPSS package version (16) was then used to produce a range of statistical tables and figures which allowed findings from the data to be quantified and compared. The data from the teachers and students were kept separate in an initial process of collating raw scores and percentages for each question. This step provided a general indication of the levels of responses to the questions. It showed, in questions that were common to both groups, where there was apparent broad agreement or difference in the responses of the students and teachers. Non quantifiable data was described in the respondents’ own words. Finally the findings were discussed in relation with existing literature.

3.9 Ethical Considerations

The application of moral rules and professional codes of conduct to the collection, analysis, reporting, acceptance of subjects’ right to privacy, confidentiality and informed consent was adhered to. According to Oliver (2003) the importance that ethics now has within the field of social science is evidenced by the array of books devoted totally to the subject of ethics for research students.

The researcher ensured that ethical issues were respected throughout the study. The research methods proposed involved mainly questionnaires addressed to students and teachers
and interview guides for the head teachers and provincial superior of the chosen schools. The
various ethical issues considered in the study were voluntary participation, harmless research
methods and techniques, confidentiality and anonymity Gomm (2004). The participants involved
in the proposed study were mainly volunteers. No respondent was pressurized to answer the
various questions.

The respondents were informed that participation was voluntary and that they could omit
answers to any particular questions if they chose. In so doing, care was taken not to harm anyone
psychologically through the various questions set. For example, in the questionnaire, the
questions were set in such a way that the participants did not feel accused of doing their job
wrongly. Questions pertaining to ethnicity were also set in such a way that they couldn’t harm
the sensibility of the participants. In the same way, confidentiality and anonymity were respected
an idea supported by Oliver (2003). For example, the questionnaire didn’t ask for the name of the
participants or their personal address and phone numbers. The questionnaire made it clear that
whatever information they gave, these would be used only for research purposes. If comparisons
were to be made between the answers of, say two Participants from different schools, the names
of the schools would not be used.

By the same token, the researcher explained the main objectives and aims of the study to
the participants. The researcher was honest with the participants so as to avoid any deception.
Moreover, any shortcoming or negative data was communicated to the readers during the
analysis and reporting of the research.
CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

This chapter gives an account of the findings of the study followed by a meaningful discussion and interpretation of the results. The raw data collected through questionnaires, interview guide; direct observation and document analysis were systematically organized according to research questions. The study used both quantitative and a qualitative designs. Data was analysed using descriptive analysis whereby frequencies, means and percentages were used to analyse quantitative data. The qualitative design enabled the researcher to analyse the views of school heads and provincial superior on the challenges facing Brothers CMM in the provision of quality education, as well as strategies that could be used to improve the quality of education thereof.

4.1.1 Rate of Return of Research Instruments

In total, 136 respondents were sampled to participate in the study (120 students, 12 teachers, 3 head teachers and 1 provincial superior). Six male and six female teachers were to participate in filling in the questionnaire, but only 4 female teachers participated instead of the targeted six. Two more male teachers participated in the exercise making their number 8 instead of 6. All the questionnaires from the teachers were returned. Students who were sampled to participate in filling the questionnaire were 120 (form three 68 and form four 52). They returned their entire questionnaire. The three head teachers and one provincial superior, who were to be interviewed, participated. Overall, all the instruments were returned, thus enhancing credibility of the study’s findings.
4.2 Demographic Information of the Respondents

Four major groups of participants took part in this study. They included: students, teachers, head teachers and provincial superior. Demographic information of the respondents in this study was collected to show the characteristics of those who took part in the study. The information collected was based on gender of the respondents, age, religion, years of experience of the head teachers and teachers, level of qualification of the teachers and head teachers, who pays the school fees for the students among others.

4.2.1 Demographic Information of the Students

Demographic information of the respondent students in this study was collected to show their characteristics. The information collected was based on gender of the respondent students, age, level and religion. The data obtained was analyzed and presented as shown in Table 3.

Table 3: Percentage distribution of demographic characteristics of students (n=120)

<table>
<thead>
<tr>
<th>Variables and Characteristics</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>20</td>
<td>30.3</td>
<td>25</td>
</tr>
<tr>
<td>16-19</td>
<td>13</td>
<td>19.7</td>
<td>13</td>
</tr>
<tr>
<td>20-24</td>
<td>24</td>
<td>36.4</td>
<td>11</td>
</tr>
<tr>
<td>Above 25 yrs</td>
<td>9</td>
<td>13.6</td>
<td>5</td>
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<tr>
<td>Level</td>
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<td></td>
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<tr>
<td>Form3</td>
<td>34</td>
<td>50.0</td>
<td>34</td>
</tr>
<tr>
<td>Form4</td>
<td>28</td>
<td>42.4</td>
<td>24</td>
</tr>
<tr>
<td>Religion</td>
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</tr>
<tr>
<td>Christian</td>
<td>62</td>
<td>93.9</td>
<td>53</td>
</tr>
<tr>
<td>Muslim</td>
<td>4</td>
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</tbody>
</table>
Students were asked questions through a questionnaire on their gender, current level of class and religion. The background characteristics of students was sought out by the researcher in this study to ascertain the status of the students who attend the CMM sponsored schools. It also gave a clear picture on how the characteristics play role in the contribution of students to the provision of quality education.

Out of the total number of students who participated in the study, 55% were of male and 54 (45%) were of female in gender. The majority 56.7% of them were in Form Three followed by those who were in Form Four 43.3%. Students who were of Christian religion were 95.8% with a few of them 4.2% coming from the Muslim fraternity. This echoed the sentiment made by the provincial superior during the interview, that Brothers CMM sponsored schools are open to students from various cultural and religious backgrounds (See Table 3). Table 4 gives information about students’ parents and who pays their school fees.

Table 4: Gives information about students’ parents and who pays their school fees

<table>
<thead>
<tr>
<th>Variables and Characteristics</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both parents alive</td>
<td>48</td>
<td>72.7</td>
<td>39</td>
<td>72.2</td>
<td>87</td>
<td>72.5</td>
</tr>
<tr>
<td>Only father alive</td>
<td>2</td>
<td>3.0</td>
<td>2</td>
<td>3.7</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Only mother alive</td>
<td>16</td>
<td>24.2</td>
<td>13</td>
<td>24.1</td>
<td>29</td>
<td>24.2</td>
</tr>
<tr>
<td>Pays school fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My father</td>
<td>31</td>
<td>47.0</td>
<td>18</td>
<td>33.3</td>
<td>49</td>
<td>40.8</td>
</tr>
<tr>
<td>My mother</td>
<td>8</td>
<td>12.1</td>
<td>16</td>
<td>29.6</td>
<td>24</td>
<td>20.0</td>
</tr>
<tr>
<td>well wishers/sponsor</td>
<td>13</td>
<td>19.7</td>
<td>12</td>
<td>22.2</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>CDF</td>
<td>1</td>
<td>1.5</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Guardians/Relatives</td>
<td>13</td>
<td>19.7</td>
<td>8</td>
<td>14.9</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>100</td>
<td>54</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>
When students were asked whether their parents were still alive, 72.5% had both parents alive with slightly a quarter of them 24.2% having only their mothers alive and 3.3% with only their fathers alive. Students whose parents are dead sometimes get difficult time in clearing their fees on time or completely burdened in paying their school fees. This is in conformity with Western volunteer programme (WVP) Kenya (2003) an NGO as stated in one of their articles that orphaned and vulnerable children struggle to meet the costs of going to school. The support children get from well wishers is often erratic and unreliable, and most of the time they rely on their own hard work to pay for school levies, uniforms, pens and books. However, rigid deadlines for payment, combined with escalating costs associated with going to school means more and more children are sent home from school.

Majority of the students, who participated in the study 40.8%, had their school fees paid by their fathers and 20% reporting that their mothers were responsible for paying their school fees. Interestingly, almost a quarter of the students 20.8% mentioned that were well wishers and sponsors who were paying their school fees. A substantial number of students 17.5% also stated that their guardians/relatives were responsible for paying their fees while Constituency Development Fund (CDF) was stated by the least percentage 0.8% their fees come from the kitty. This is in harmony with Ngugi 2009 who asserted that (CDF) is a fiscal decentralized strategy that has a potential in uplifting the standard of living of rural population. However, due to corruption, mismanagement, loopholes in the CDF Act, the fund is becoming increasingly ineffective and hence not able to meet the needs of the rural people. This is made worse because the level of CDF awareness and knowledge among the community members is very low.

It was clear that more than half of the students reported that their school fee was paid for by their parents. However, from the interaction with students, teachers and from various
interviews by the researcher it was learnt that Brothers CMM were another source of funds to pay the school fees for those whose parents were unable to do so. The students were asked to state the occupation of their parents. This was in relation to the ability of the parents to pay school fees for their sons and daughters. Figure 2 shows the occupation of the students’ parents in relation to the ability to pay school fees for their sons and daughters.

Figure 2: Occupation of students’ parents
In relation to the ability to pay school fees, the students were asked to state their parents’ occupation. Majority of the students’ 40.8% parents’ occupation was either farming or small business though there was a good percentage 8.3% who also stated their parents being teachers (refer Figure 2). Though the findings indicated that some parents were officially in charge of their sons’ and daughters’ school fees, they were in one way or another helped by Brothers CMM when difficulties arose as seen in section 4.3 on the contribution of Brothers CMM in the provision of quality education.

This is in line with the vision of the World Declaration on Education for All (2002) on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential and developing learners’ personalities, so that they can improve their lives. This point was emphasised by the provincial superior who confirmed that they help needy bright students pay their university tuition fee when need be. There was almost an equal presentation in gender for the students who Brothers CMM paid school fees for. “Brothers CMM are currently paying university fees for 4 male students and 3 female students,” said the provincial superior.

4.2.2. The teachers’ background information

Age and gender of the teachers were sought by the researcher to provide a valuable perspective for planning and managing education system in Brothers CMM sponsored schools. Figure 3 reflects the characteristics of the teaching force in terms of age.
Teachers were asked to state their age group and as the findings indicate on figure 3, 8 teachers were aged between 20 and 29 years, who are regarded to be in their youthful stage while the remaining 4 were 30 years and above. This is a good precedence in provision of quality education especially when it is regarded that youthful teachers are energetic to take on their work without tiring. From the old teachers as well there can be a transition of teaching experience from the old age to the young age. One of the head teachers interviewed had the following to say about the age category of the teachers:

Successful balance of youth and experience within a teaching force can have a positive impact on both access to education and the quality of provision. Teacher’s age provides a proxy for the overall experience of a teaching force, based on the assumption that older teachers have accrued greater years of service hence provide quality education (head teacher CMM schools, 27th November 2012).

Figure 4 shows the gender distribution for teachers who participated in the study.
Teachers were asked to state their gender where by 8 of them were male in gender while 4 female in gender. The researcher observed that safety measures for the teachers may outweigh gender issues in schools sponsored by Brothers CMM. This is against UNESCO (2007) where it was noted that the proportion of teachers by sex is a commonly-used indicator which reflects the overall gender balance in the teaching force. However, it is important to consider that large gender disparities among the teaching forces appear to have an impact on educational quality and the demand for education, particularly among girls and young women.

From the findings there was an equal 50% presentation of teachers’ marital status distribution in the study where half were married and another half single. This confirmed the information got from the interview with one of the head teachers that a number of male teachers are not married hence posing a danger to female students when it comes to male teacher and female student relationship. He noted that:

Students experience a wide range of effects from sexual harassment that impact negatively on their academics. These include: having trouble sleeping, loss of appetite, decreased participation in class, avoiding study groups, thinking about changing schools and actual changing of schools; lamented one of the head teachers during the interview. Students may experience multiple effects or just one. This may affect the provision of quality education in the schools sponsored by Brothers CMM (head teacher CMM schools, 27th November 2012).
From these findings in relation to teachers provision of quality education, it may affect it adversely especially in the side of the girl child education.

Regarding religion, all the respondent teachers were Christians with most of them possessing an experience of less than one year in teaching. This was in line with what the provincial superior said during the interview that, “Brothers CMM sponsored schools are supposed to be Christian leadership schools with Catholic identity”. About their qualification, the twelve teachers who participated in the study were bachelor degree holders. This was in conformity with what the provincial superior said during the interview that, “teachers’ educational level remains a relevant and commonly measured indicator in the provision of quality education.

4.3 Contribution of Brothers CMM in the provision of quality education in their schools

In relation to this research question on the contribution of Brothers CMM in the provision of quality education in CMM sponsored schools, the researcher wanted to establish from the students their thought on the key areas and ways in which they perceive the Brothers CMM contributed to the provision quality education.

4.3.1 Contribution of Brothers CMM by way of resources to provision of quality education

The researcher wanted to establish from the students the resources which they perceive have been put in place in Brothers CMM sponsored schools in the provision of quality education. Table 5 shows the percent distribution of key areas where Brothers CMM have contributed to quality education in the schools they manage.
Table 5: Key areas which contribute to quality education according to students

<table>
<thead>
<tr>
<th>Items in key areas</th>
<th>Value items</th>
<th>n</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School offer textbooks (n=120)</td>
<td>Offer textbooks</td>
<td>111</td>
<td>92.5</td>
</tr>
<tr>
<td></td>
<td>Do not offer textbooks</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Perception of quality of education (n=150)</td>
<td>Quality</td>
<td>114</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Not of quality</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Things provided in the school (n=118)</td>
<td>Meals</td>
<td>112</td>
<td>99.1</td>
</tr>
<tr>
<td></td>
<td>Drinking water</td>
<td>74</td>
<td>65.5</td>
</tr>
<tr>
<td></td>
<td>Accommodation</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>The school provide time for sports (n=120)</td>
<td>Provide sports</td>
<td>105</td>
<td>87.5</td>
</tr>
<tr>
<td></td>
<td>Do not provide sports</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>Guidance and counselling (n=120)</td>
<td>Offer counselling</td>
<td>102</td>
<td>85.0</td>
</tr>
<tr>
<td></td>
<td>Do not offer counselling</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>School do communicate with parents regularly (n=120)</td>
<td>Do communicate</td>
<td>78</td>
<td>65.0</td>
</tr>
<tr>
<td></td>
<td>Do not communicate</td>
<td>42</td>
<td>35.0</td>
</tr>
</tbody>
</table>

Students were asked whether the Brothers CMM contribute to provision of quality education through providing schools with textbooks. The findings showed that majority, 92.5% of students held the opinion that the school provided textbooks while only 7.5% who failed to agree with their colleagues that textbooks were provided in the school. Those students who held the view that the Brothers CMM sponsored schools do provide them with textbooks were asked for the reasons to how they think this has been done. In view of their response, they said that the schools had libraries in place. On the other hand, the students who opposed saying that textbooks were not provided held the reasons supporting their opinion citing that there were no libraries and that in case where these libraries were in place, they were not in good condition (see Table 5). They went further stating that books might be in place, but they were not given the books.
when they needed them. It’s well known that providing learning resources contributes greatly in ensuring provision of quality education but at the same time lack of enough material would affect this quality. Achando (2011) echoed the same sentiment that, the teaching learning resources in private slum schools were not available and if available were not adequate to foster quality education.

Other areas where students feel the Brothers CMM have chipped in by contributing in provision of quality education are offering food, drinking water and accommodation with 99.1%, 65% and 2.7% of students stating respectively. On school sports and guidance and counselling, 87.5% and 102 (85%) respectively agreed that time was provided for these extra-curricular activities with 12.5% disagreeing on the same issue saying that there was no time allocated for sports in the school.

Figure 5 shows reasons given by those students who failed to agree that time was provided for sports.

Figure 5: Reasons given by students who were against time provision for sports in school
Stating various reasons to support their views for disagreeing, 50% of those who disagreed believed that they were denied a chance to have time to participate in sports, because of examinations, followed by 40% of them who cited unfavourable climate as among the factors why time was not set for sports. Unavailability of coaches to coach students during sports was another reason stated by students as well as lack of vehicles to make it possible to access sports venues, thus denying them time to participate in sports (see Figure 5). From observation, the researcher discovered that academic performance was given more prevalence to other aspects of quality education as confirmed by the students.

Communicating with students’ parents over school matters relating to their students by school management is one of the important factors in tracking the performance and behaviour change of the child. In one of the articles bridging the gap communication between parents, pupils and schools, Burgess (2013) states that it’s widely recognised that the more involved parents are in their child’s education, the better the student performs at school. However, when students were asked whether their schools did communicate with their parents more often, 65% of the participants agreed they did while 35.0% disagreed (see Table 5).

Another major area where the Brothers CMM have greatly contributed to provision of quality education according to students is through nurturing Christian values. A good percentage of students 25% wrote “We know how difficult it is to try to live up-right when the rest of the world seems to not care how they live. As students in Brothers CMM sponsored schools we have to remain strong Christians, and help the rest of the students get back on the right path.” Figure 6 shows the responses given by students why they felt that Brothers CMM had done their best in promoting Christian values.
In regard to what the Brothers CMM had done in developing Christian values among the students, students were asked to give reasons on whether the Brothers CMM have contributed towards provision of quality education through nurturing Christian values. Guidance and counselling was the most mentioned 35.8% followed by Christian groups such as Young Catholic Students (YCS), Seventh Day Adventist (SDA) and Christian Union (CU) 34.8%.

Other mentioned measures which students felt were important in nurturing their Christian values were mass every Wednesday and Friday; praise and worship; prayers every evening among others. It’s clearly indicated from the findings that the Brothers CMM have contributed in different areas in provision of the quality education. This is done through the provision of resources despite the fact that the resources altogether are not to satisfaction.
4.3.2 Ways in which the Brothers CMM have contributed in provision of Quality Education

Apart from the areas where students perceived the Brothers CMM have contributed towards provision of quality education, the researcher also sought to establish the ways in which students perceive the Brothers CMM have contributed towards enhancing the education quality in their schools. Table 6 shows the perception of the students on how Brothers CMM have contributed to quality education in their schools.

Table 6: Ways on how students perceive the contribution of Brothers CMM to quality of education

<table>
<thead>
<tr>
<th>Ways through how Brothers CMM contribute to provision of quality education</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>They employ qualified teachers</td>
<td>26</td>
<td>28.3</td>
</tr>
<tr>
<td>Providing necessary learning materials</td>
<td>18</td>
<td>19.6</td>
</tr>
<tr>
<td>Boosting the financial status</td>
<td>16</td>
<td>17.4</td>
</tr>
<tr>
<td>They provide textbooks</td>
<td>13</td>
<td>14.1</td>
</tr>
<tr>
<td>Christianity and discipline</td>
<td>7</td>
<td>7.6</td>
</tr>
<tr>
<td>Participate in teaching students especially when no enough teachers</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>Providing meals</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>Making sure they is enough teachers</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Sociable to students</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Organize joint exams</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Building classes</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>
The students were asked about their perception on the contribution of Brothers CMM in the provision of quality education. Majority of them were of the perception that the Brothers CMM have played a major role in employing qualified teachers and providing necessary learning materials 28.35% and 19.6% respectively to make sure that their schools offer quality education. This is in agreement with Rice (2003) in his book understanding the effectiveness of teachers’ attributes and did emphasize that teacher quality matters. In fact, it is the most important school-related factor influencing student achievement. The same sentiment was echoed by the provincial superior when asked whether he had done enough to employ qualified teachers in the schools. Moreover, Brothers CMM were said to be supporting students financially, providing textbooks and even participating in teaching when there arise a shortage of teachers (refer to Table 6).

There was a small percentage 2.20% who had the view that the brothers do organize joint examinations. One of the head teachers was in conformity with the students who said that, “supporting students especially the disadvantaged ones is a key to success in attaining quality education.” This is supported by Organization for Economic Co-operation and Development (OECD) report on equity and quality education. The report states that Schools with higher proportions of disadvantaged students are at greater risk of challenges that can result in low performance, affecting education systems as a whole. Low performing disadvantaged schools often lack the internal capacity or support to improve. School leaders and teachers and the environments of schools, classrooms and neighbourhoods frequently fail to offer a quality learning experience for the most disadvantaged (OECD, 2012).

A small number of students 3 (3.3%) indicated that Brothers CMM were sociable to them. Gregory and Weinstein (2004) are in line with this who asserted that even as schools place
increasing attention on accountability and standardized testing, the social quality of student-teacher relationships contributes to both academic and social–emotional development. As such, student–teacher relationships provide a unique entry point for educators and others working to improve the social and learning environments of schools and classrooms.

4.3.3 Overall perception of students on quality of education offered by the Brothers CMM

Students were asked to rate their overall perception of the quality of education in relation to areas and ways in which they said Brothers CMM have contributed towards quality education. Figure 7 shown in figure perception of students in regard to quality education as per the contribution of Brothers CMM.

Figure 7: Perception of students in regard to Quality of Education as per the contribution of Brothers CMM
Three quarter 95% of the total students had the perception that the education provided was of quality compared to only 5 percent who held the view that it was of low quality as shown in Figure 7.

**4.3.4 Teachers’ perception on the contribution of Brothers CMM to quality education**

Teachers were asked ways on how they perceive the Brothers CMM’ contribution towards provision of quality education. This would help the researcher to compare their take and that of students to identify whether there was any deviations in their sentiments with that of students. Table 7 shows the reasons teachers gave in relation to Brothers CMM provision of quality education.

**Table 7: Reasons given by teacher on Brothers CMM contribution to Quality Education**

<table>
<thead>
<tr>
<th>Item</th>
<th>category</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brothers CMM have played their role as far as provision of resources is concerned</td>
<td>Yes</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Reasons that Brothers CMM have played their role</td>
<td>Well stocked libraries</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>As far as provision of resources is concerned</td>
<td>Enough human resource</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>Provided enough facilities</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Whether education given to the students caters for the development aspects of quality education</td>
<td>Caters</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td></td>
<td>Do not cater</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>
According to the twelve teachers who participated in the study, Brothers CMM have played their role as far as provision of resources is concerned. The teachers gave the following reasons in support of the response: there were well stocked libraries in place, enough human resource and that facilities were enough, 70%, 20% and 50% of the respondents respectively. Majority of the teachers 91.7% agreed in unison that the education given to the students caters for the development aspects of quality education. The provincial superior concurred with the teachers that Brothers CMM had done everything possible in providing resources to the schools.

On the implementation of tools and mechanisms to enhance the quality of teaching and learning, one of the head teachers said that they had adequate classrooms and learning materials, while the other colleague said that it was to a certain extent that this has been done. The provincial superior illustrated that this has been done through appointing qualified personnel and instituting the provincial board meetings.

Brothers CMM have taken their responsibility with regard to career development of the teaching staff; according to one of the head teachers interviewed. The other head teacher had the view that the Brothers CMM have done it to a certain degree. The mandate of career development of teachers is under the provincial superior who categorically said that nothing so far had been done. This sentiment by the provincial superior contradicts with Imran (2009) who found out that professional development is important in any career field and it is equally important for educators. Teaching information, techniques, and methods are constantly being updated and changed and this means that your education alone will not be enough to serve you throughout your whole career.

The provincial superior was asked whether the Brothers CMM provided money for repairs and maintenance. He had the following to say, “There is money allocated for repairs and
maintenance, the vote-head is not adequate in maintaining the physical facilities.” The head teachers and the provincial superior agreed that Brothers CMM have provided for physical facilities in terms of class rooms, desks library, laboratories and latrines in the school.

4.3.5 Summary

The findings under the research question on the contribution of Brothers CMM in the provision of quality education: the findings from the students show that Brothers CMM have done a great input in providing resources such as text books, meals and time for sports. They have also provided guidance and counselling and accommodation facilities for the students in majority of schools as shown in Table 6. Students also confirmed that, Brothers CMM do communicate more often to their parents on matters concerning them and the school. On the area of nurturing Christianity, it was found that students do feel it has helped them interact with other students who come from different backgrounds through bible studies among other things (refer Figure 6). However there were students in the part of time provision for sports who held the view that this time was not allocated to them due to academic reasons like they were supposed to prepare for exams. Brothers CMM contributed towards achieving quality education by employing qualified teachers, providing necessary learning materials, financial support, participating in teaching whenever it arises that teachers are not adequate among many other reasons stated by students (refer Table 7).

Overall in satisfaction of whether the Brothers CMM have done enough in their part and the impact of quality of education through these contributions, majority of the students expressed satisfaction by terming it quality (refer Figure 7). According to students’ perceptions, it was an indication that Brothers CMM’ contribution has been achieved in provision of quality education
despite little dissenting opinions as per the findings. However, there was divided view on whether Brothers CMM have done enough while the head teachers and provincial superior had a view that they have done it and others with a view that it had been done to a certain degree.

4.4 Contribution of Head teachers, teachers and students in provision of Quality Education

Achieving quality education needs not only the contribution of head teachers but also that of teachers and students. Table 8 articulates the roles perceived by the respondents for head teachers, teachers and students in the provision of quality education.

Table 8: Roles of Head teachers, teachers and students as stated by respondents

<table>
<thead>
<tr>
<th>Role of</th>
<th>Roles</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>Leading by example</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td></td>
<td>Enforcing school rules</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Dealing with indiscipline</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Providing necessary materials/equipments</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Ensuring smooth running of schools routine</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>Plan their work well</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>Motivation to students</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>Provide guidance</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>Creating good relationship between students and surrounding environment</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>Motivation to teachers</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Provide guidance</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td></td>
<td>Creating good relationship students and teachers</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Students</td>
<td>Abide by school rules</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Willing to learn</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>Obedience</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Hardworking</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>
In regard to the teacher’s role in ensuring provision of quality education, teachers cited that they were responsible for ensuring smooth running of the school routines, planning their work well, motivating students, providing guidance to students and establishing a good relationship between students and the surrounding environment. This is in line with Dewey (1958) who argued that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. Thus, Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also as a place to learn how to live. In his eyes, the purpose of education should not revolve around the acquisition of a pre-determined set of skills, but rather the realization of one’s full potential and the ability to use those skills for the greater good in society. Providing guidance to students was the most of the mentioned role by majority of teachers 66.7%.

From the findings, the provincial superior was in the view that head teachers are like managers of the schools whose main work is to monitor the progress made by teachers and students and give directions. He was in agreement with Kristina (2010) who asserted that leadership involves the process of influencing group activities towards setting common goals and eventually achieving them. When the teachers were asked about the roles of head teachers, the largest response 7 (58.3%) was that they lead by example. Enforcing school rules and making sure that discipline is maintained was also among the roles cited as responsibilities of head teachers.

It was clear that according to these opinions some of the roles were overlapping where there was no clear knowledge that’s the role belonged to. Students’ role is also critical towards ensuring provision of quality education in shaping their careers. Teachers had in their views that it is a student’s role to abide by rules, be obedient, have a will to learn and also be hard-working.
Fletcher (2005) in his guide of meaningful student involvement concurred that students should play a crucial role in the success of school improvement.

Table 9 shows various assistance which the head teachers and teachers stated to have been in place to help them in managing various issues.

**Table 9: Head teachers and teachers on assistance given to cope with various aspects**

<table>
<thead>
<tr>
<th>Area of action</th>
<th>Action taken</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class room management</td>
<td>Ensuring minimum absenteeism of students/ teachers</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Provision of reading materials</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Provision of moral support</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Assessment and signing of class registers frequently</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Lecturing class prefects concerning management skills</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Management of students</td>
<td>Counter checking lesson plans</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Provision of books</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>Having morning and evening preparations</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Syllabus coverage</td>
<td>Counter checking lesson plans</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Provision of books</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Creating rooms for remedial classes</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>Having morning and evening preparations</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Improve performance</td>
<td>Setting targets /goals to achieve</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>Education trips</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Awarding best performing students</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Regular examinations</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Support from parents</td>
<td>Meet parents during academic clinics</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>Buying necessary materials when asked to do so</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Making sure they pay school fees</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>
In assistance to cope with management of students, the respondents said that they were assisted in provision of books and by having morning and evening preparations, counter checking lesson plans which were the same responses given towards ensuring that syllabus is well covered (see Table 9). Setting targets to achieve, education trips, awarding the best performing students and offering regular examinations are among the assistance teachers perceive they are getting towards management and improvement of academic performance.

The management and leadership of schools would not be successful without involvement of parents. Parents assist teachers by meeting during academic clinics, paying school fees and buying any necessary materials when need be. However, in this aspect of parents’ assistance, there were some of the teachers who felt that there was no assistance given by parents because the majority of the students were the ones who were sponsored (see Table 9).

The head teachers had their perspectives in the role which should be played by themselves, the teachers, quality assurance officers and the students. On their opinion, head teachers’ role is attributed to: curriculum implementation, supervision and implementation of all activities. For the students, according to their head teachers, they should make sure that they have played their role by attending classes regularly, maintaining high discipline and working hard. On the other hand it’s the duty and role of the teachers to make sure that they teach and implement the curriculum same as to quality assurance officers who in their view should also supervise and asses the school. These sentiments were in harmony with the provincial superior who said that:

Head teachers should monitor, guide and maintain discipline in the school while students should offer good cooperation to administration, make sure that their school fee is paid in time and commit themselves to studying. Teachers are also to make sure that they offer quality teaching and proper guidance to students. Quality assurance officers should set targets and make sure that they are met (Provincial superior, Nairobi, 24th November 2012).
4.4.2 Summary

Head teachers’ role in CMM sponsored schools were established as leading students by setting examples, enforcing school rules, dealing with indiscipline and ensuring smooth running of school routine. Teachers were: to make sure that they had prepared and planned their work well, provided guidance and counselling to students and create a good relationship between students and surrounding environment. Students were also enjoined in the roles where they were required to abide by the school rules, be obedient, willing to learn and last but not least be hardworking. These roles were believed by the respondents as the major ones towards achieving provision of quality education (see Table 8)

4.5. Challenges that are perceived to militate against provision of quality education

The quest for quality is not a smooth path, nor is it a straight forward one. To the contrary, there are several challenges that the Brothers CMM have to overcome. Granted overcoming these challenges completely may not be feasible, but an effort must be made to minimize their adverse impact in Brothers CMM sponsored schools. If no effort is made to control the effect of these challenges, the quality of education will be low resulting in a waste of already scarce resources. Hence it is important that these challenges are clearly understood before they are tackled. Major challenges identified by the provincial superior, head teachers, teachers and students are listed below.

4.5.1 Challenges perceived by students to militate against provision of quality education

The researcher sought to establish the opinion of students concerning the challenges facing Brothers CMM sponsored schools in the provision of quality education. Table 10 shows
the percentage distribution of how students perceived various challenges facing the Brothers CMM in the provision of quality education.

Table 10: Challenges perceived by students to militate against provision of quality education

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is good climate, trust and good relationships within the school</td>
<td>33(27.5)</td>
<td>67(55.8)</td>
<td>11(9.2)</td>
<td>8(6.7)</td>
<td>1(0.8)</td>
</tr>
<tr>
<td>There is adequate physical resources and other facilities in the school</td>
<td>12(10.0)</td>
<td>49(40.8)</td>
<td>15(12.5)</td>
<td>33(27.5)</td>
<td>11(9.2)</td>
</tr>
<tr>
<td>Qualification and professionalism of teaching staff is catered for</td>
<td>39(32.5)</td>
<td>48(40)</td>
<td>12(10)</td>
<td>16(13.3)</td>
<td>5(4.2)</td>
</tr>
<tr>
<td>Discipline in the school among students is good</td>
<td>40(33.3)</td>
<td>54(45.0)</td>
<td>11(9.2)</td>
<td>14(11.7)</td>
<td>1(0.8)</td>
</tr>
<tr>
<td>The security of school is good</td>
<td>39(32.5)</td>
<td>28(23.3)</td>
<td>11(9.2)</td>
<td>30(25.0)</td>
<td>12(10)</td>
</tr>
<tr>
<td>There is provision of adequate teaching and learning</td>
<td>24(20.0)</td>
<td>51(42.5)</td>
<td>11(9.2)</td>
<td>29(24.2)</td>
<td>5(4.2)</td>
</tr>
<tr>
<td>Students are empowered to study</td>
<td>43(35.8)</td>
<td>51(42.5)</td>
<td>7(5.8)</td>
<td>11(9.2)</td>
<td>8(6.7)</td>
</tr>
<tr>
<td>Motivation, spirit of competition and sense of achievement exist</td>
<td>11(9.2)</td>
<td>48(40)</td>
<td>4(3.3)</td>
<td>3(2.5)</td>
<td>6(5.0)</td>
</tr>
<tr>
<td>Finance to buy teaching/learning materials is always available</td>
<td>15(12.5)</td>
<td>33(27.5)</td>
<td>18(15.0)</td>
<td>18(32.5)</td>
<td>15(12.5)</td>
</tr>
<tr>
<td>Laboratories and libraries are adequate</td>
<td>19(15.8)</td>
<td>31(25.8)</td>
<td>12(10)</td>
<td>33(27.5)</td>
<td>25(20.8)</td>
</tr>
</tbody>
</table>
On a scale of 1 to 5 where 1 = strongly agree, 2= agree, 3= Neutral, 4=Disagree and 5 = strongly disagree, students were asked to rate various attributes where majority 100, (83.3%) (Strongly agree) agreed that there was good climate, trust and good relationships within the school and more than half 50.8% were of the view that there was adequate physical resource and other facilities in the school. Qualification and professionalism of teaching staff was catered for according to most of the students 72.5%. However, though the respondents seemed to have been in agreement in most of the questions posed to them, there were areas where there was a substantial number which raised concern as 45% of the students disagreed that there was enough finance to buy teaching/learning materials. Laboratories and libraries also seemed to be an area of concern to schools where 48.3 % of the students disagreed.

The students were in agreement with Sandvik (2011) who carried out a study on: Is Quality Education a Livelihood Strategy? and found out that livelihood strategy was impacted by a vulnerability context. He recognized the potential of secondary school education to assist students in becoming self-sustained and less vulnerable to socio-economic and environmental trends, shocks and seasonal changes. However, he found out that due to teaching and learning strategies, limited subject contextualization and parental involvement, and inadequate infrastructure and materials, the potential of secondary school education to bring positive change to livelihood strategies was underutilized.

The researcher observed that there was a very urgent need to construct libraries, laboratories and other physical facilities in the schools. Most of the schools lacked well equipped science and computer laboratories as well as libraries. This made it difficult for teachers to apply good methods of teaching, such as student-centred approach, inquiry method and project method of teaching.
Table 11 presents various challenges faced by Brothers CMM sponsored schools in offering quality education as perceived by the teachers. It was so important for the researcher to seek and establish from the teachers some of the challenges facing Brothers CMM sponsored schools in the provision of quality education.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree f</th>
<th>Strongly Agree %</th>
<th>Agree f</th>
<th>Agree %</th>
<th>Neutral f</th>
<th>Neutral %</th>
<th>Disagree f</th>
<th>Disagree %</th>
<th>Strongly Disagree f</th>
<th>Strongly Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is good school climate, trust, and relationships within the school</td>
<td>5 (41.7)</td>
<td></td>
<td>4 (33.3)</td>
<td></td>
<td>1 (8.3)</td>
<td></td>
<td>2 (16.7)</td>
<td></td>
<td>0 (0.0)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>There is adequate physical resources and other facilities</td>
<td>0 (0.0)</td>
<td></td>
<td>8 (66.7)</td>
<td></td>
<td>3 (25.0)</td>
<td></td>
<td>1 (8.3)</td>
<td></td>
<td>0 (0.0)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Qualifications and professionalism of the teaching staff is standard</td>
<td>6 (50.0)</td>
<td></td>
<td>6 (50.0)</td>
<td></td>
<td>0 (0.0)</td>
<td></td>
<td>0 (0.0)</td>
<td></td>
<td>0 (0.0)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>There is security in the school compound</td>
<td>1 (8.3)</td>
<td></td>
<td>6 (50.0)</td>
<td></td>
<td>3 (25.0)</td>
<td></td>
<td>2 (16.7)</td>
<td></td>
<td>0 (0.0% )</td>
<td>0 (0.0% )</td>
</tr>
<tr>
<td>Management style promotes provision of quality education</td>
<td>1 (9.1)</td>
<td></td>
<td>6 (54.5)</td>
<td></td>
<td>3 (27.3)</td>
<td></td>
<td>1 (9.1)</td>
<td></td>
<td>0 (0.0% )</td>
<td>0 (0.0% )</td>
</tr>
<tr>
<td>Provision of teaching/learning materials are adequate</td>
<td>2 (16.7)</td>
<td></td>
<td>6 (50.0)</td>
<td></td>
<td>3 (25.0)</td>
<td></td>
<td>1 (8.3)</td>
<td></td>
<td>0 (0.0)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>There is staff development and empowerment of teachers and students</td>
<td>0 (0.0)</td>
<td></td>
<td>6 (50.0)</td>
<td></td>
<td>2 (16.7)</td>
<td></td>
<td>3 (25.0)</td>
<td></td>
<td>1 (8.3)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Motivation, spirit of competition and sense of achievement exist is evident</td>
<td>1 (10.0)</td>
<td></td>
<td>6 (60)</td>
<td></td>
<td>2 (20.0)</td>
<td></td>
<td>0 (0.0)</td>
<td></td>
<td>1 (10.0)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Finances to buy teaching /learning materials are provided when need be</td>
<td>4 (33.3)</td>
<td></td>
<td>5 (41.7)</td>
<td></td>
<td>2 (16.7)</td>
<td></td>
<td>0 (0.0)</td>
<td></td>
<td>1 (8.3)</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>There is involvement of PTA and BOG in internal policy formulation</td>
<td>1 (8.3)</td>
<td></td>
<td>7 (58.3)</td>
<td></td>
<td>4 (33.3)</td>
<td></td>
<td>0 (0.0)</td>
<td></td>
<td>0 (0.0)</td>
<td>0 (0.0)</td>
</tr>
</tbody>
</table>
On a scale of 1 to 5, where 1 is strongly agree, 2 is agree, 3 is neutral, 4 is disagree and 5 is strongly disagree, teachers were asked to rate on challenges perceived as militating against provision of quality education. Teachers almost held the same perception as that of students’. The majority of the teachers 75.5% were in agreement that there was a good school climate trust and relationship within the school. All of them were in agreement that qualification and professionalism of the teaching staff was standard. Finances to buy teaching and learning materials were also an area where teachers according to the findings, agreed upon that it was among the challenges facing provision of quality education.

4.5.3 Adequacy of Resources as perceived by the teachers

The researcher sought to establish the perception of the teachers about the adequacy of resources in Brothers CMM sponsored schools. Figure 8 shows the percentage distribution on whether the teaching resources, textbooks, desks sanitary and classrooms were adequate.

**Figure 8: Adequacy of Resources**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>83.3</td>
<td>16.7</td>
</tr>
<tr>
<td>Desks</td>
<td>58.3</td>
<td>41.7</td>
</tr>
<tr>
<td>Other teaching resources (writing materials, ...)</td>
<td>60.7</td>
<td>39.3</td>
</tr>
<tr>
<td>Sanitary units (toilets, latrines, urinals)</td>
<td>66.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Textbooks</td>
<td>83.3</td>
<td>16.7</td>
</tr>
</tbody>
</table>
Most of the resources were available according to teachers in their schools. Writing materials, text books, desks and sanitary units (toilets/latrines, urinals) were cited by respondent teachers as adequate as shown in figure 6. However majority 83.3 % were of the view that classrooms were inadequate. This is in contrast to one of the head teachers who was of the view that, “Classroom environment encompasses physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviours.”

Vandiver (2011) further says that as educators, if we were unable to construct the type of facilities that are conducive to a successful educational environment for children, we, as a group of professionals, are letting future generations down. He emphasizes that in providing quality education for students, educators must take into consideration the role school facilities play in the educational and learning environment.

Figure 9 shows percentage distribution of how students rated the education currently offered in the schools by the teachers.

**Figure 9: Perception of students regarding the quality of education provided by teachers**
When students were asked to rate the quality of education provided by teachers, 62.5% wrote that the standard was good, 20.0% as not up to standard and 17.5% as outstanding education. To define quality education is very broad but according to Colby (2000) quality education would encompass the aspect of having quality learners, quality content, quality process, quality environment and quality outcomes. Going by Colby we would say that the 62.5% who termed the education being of good standard and 17.5% who perceived it as outstanding one would conclude that the quality of education is good, but get also to have concern with the 20.0% of the students who said it was not up to standard (see Figure 9). Considering the inadequacy of the textbooks, the classrooms and desks, it clearly shows that it’s not enough to be termed as quality.

### 4.5.4 Common challenges students face in achieving quality education

Students were asked to name the challenges they perceived were hindrance towards achieving the quality education. Table 12 shows percentage distribution of the common challenges the students face.

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of fees</td>
<td>60</td>
<td>55.5</td>
</tr>
<tr>
<td>Lack of enough reading materials/books</td>
<td>21</td>
<td>15.7</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>17</td>
<td>19.5</td>
</tr>
<tr>
<td>Misunderstanding between teachers/students</td>
<td>10</td>
<td>9.3</td>
</tr>
<tr>
<td>Poverty</td>
<td>20</td>
<td>18.5</td>
</tr>
<tr>
<td>Lack of enough teaching staff</td>
<td>4</td>
<td>3.7</td>
</tr>
<tr>
<td>Poor security</td>
<td>9</td>
<td>8.4</td>
</tr>
</tbody>
</table>
Lack of school fees was the biggest challenge stated by the students 55.5% as facing them among the six top most challenges cited. Lack of enough reading materials/books, peer pressure and misunderstanding between teachers and students were also perceived as other challenges among students in acquiring quality education 15.7%, 19.5% and 9.3% respectively. This is in harmony with Chen (2012) who asserted that there are many challenges facing schools today but indentifying them is half the battle. With a laundry list of challenges to face, it is time for educators, parents and Brothers CMM to come together and begin to find solutions for the benefit of all students in their schools. According to Chen (2012) the challenges stated were class room size, poverty, bullying, students’ attitude and behaviour, no child left behind, parents’ involvement, students’ health and funding. These problems are also common in CMM sponsored schools as this article agrees with the findings in this study.

4.5.5 Common challenges perceived by teachers hindering provision of quality education

The researcher sought to establish further the challenges perceived by teachers as hindering the provision of quality education. Table 13 is a representation of the challenges which are perceived by teachers to be facing them in provision of quality education.

<table>
<thead>
<tr>
<th>Item</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students absenteeism due to lack of clearing school fees</td>
<td>5</td>
<td>45.6</td>
</tr>
<tr>
<td>Lack of funds to build infrastructure</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Understaffing</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Maintenance of good relationship</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Lack of collaboration between teachers and parents</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Lack of motivations</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td>Poor working conditions</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>
According to the teachers 45.6% the greatest challenge facing them was the students’ absenteeism which occurred due to lack of clearing school fees. On the same note, the three head teachers interviewed pointed out that:

The economic status of parents is seen to impact negatively on the provision of quality education. Brothers CMM sponsored Schools are low class schools and they are in the centre of poverty. Parents are poor, therefore, they cannot pay fees which can promote provision of quality education. Most parents are peasant farmers, hence unable to support the schools financially (Head teacher CMM schools, 27th December 2012).

Other reasons given were lack of funds to build more infrastructures such as classrooms and to buy learning materials and lack of motivation wherever need arose 9.1%. The study further indicated that some of the teachers 27.3% felt that to some extent teachers lacked motivation due to low salary, which limited their role in ensuring provision of quality education.

Such findings signal serious issues in schools. Chen (2012) argues that competent teachers who are also well prepared cannot teach effectively under adverse conditions. Poor motivation of teachers translates to teacher absence, indifferent classroom practices, and early departure from the profession which impedes a teacher’s ability to teach. This behaviour leads to poor student learning.

4.5.6 Challenges faced by head teachers in the provision of quality education

The challenges facing head teachers that might affect quality education revolved around management of students, teachers, physical and material resources, school finance and management of school communities. When they were asked to mention the major challenges related to these aspects that might affect the quality of education they said that students required a lot of supervision in order to perform and that most of the students due to their poverty stricken backgrounds, has led to poor school fees payment which lead to severe students’ absenteeism.
Low remuneration for teachers was a major challenge affecting the quality of education and inadequacy in school finance. Teachers felt that the school communities wanted to get involved in every school activity which they perceived as too much and could interfere with school management, yet, according to them, they fail to pay school fee at the right time. One of the head teachers interviewed renowned that:

Qualified teachers attending to their professional duties suffer from poor salary levels and they often work far from their family and home community. A growing incidence of HIV/AIDS is apparent within the education community due to male teachers in particular being unable to establish a normal home life. Despite these drawbacks, it is remarkable how committed teachers are to their careers and to the students they work with. Poor remuneration of teachers has affected the provision of quality education in CMM Brothers sponsored schools (Head teacher CMM schools, 27th December 2012).

Provincial superior’s opinion was that there was a big challenge in student management because they had been affected by the external factors e.g. media. The low remuneration for teachers to perform their duties to the maximum was also echoed by the provincial superior. There was lack of proper management of school finances due to lack of qualified personnel according to the provincial superior.

During the interview with the head teachers, one of them noted that:

Some parents won’t be seen for the entire school year, no matter what sort of issues might arise. Others never seem to go away, hovering over the child and teacher and interfering with the education process. There are ways parents can become involved and support their students’ quality education at the same time, but teachers don’t always get that level from parents (Head teacher CMM schools, 27th December 2012).

4.5.7 Summary

The respondents (66.7%) said that teaching resources such as pieces of chalk, writing materials and charts among others are adequate while 33.3 % were of the opinion that it wasn’t adequate. Text books, classrooms and desks are other learning resources which were among the
resources which were mostly not seen as adequate by the respondents. These are challenges facing head teachers; teachers and students in provision of quality education (refer Figure 9).

The challenges perceived to militate in the provision of quality education, teachers and students in their opinion held the view that there is good school climate, trust, and relationships within the school but according to students, lack of school fees and lack of enough reading materials were among their topmost concerns (see Table 13). On the other hand, teachers’ major concerns were students’ absenteeism, due to lack of clearing school fees and lack of funds to build infrastructure.

4.6 Strategies to overcome challenges facing Brothers CMM in provision of quality education

Students, head teachers and teachers were asked a question to determine the strategies to be put in place in order to overcome the challenges facing the CMM Brother in the provision of quality education in their schools.

4.6.1 Strategies proposed for future development of quality education by students

The respondent students were asked to propose the most effective ways for stakeholders and Brothers CMM to improve the provision of quality education in Brothers CMM sponsored schools. Table 14 shows percentage distribution of strategies proposed to improve quality of education in future by the students.
Table 14: proposed strategies to improve quality of education in future by students

<table>
<thead>
<tr>
<th>Variable characteristics</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Views for future development of quality education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of enough facilities</td>
<td>58</td>
<td>50.9</td>
</tr>
<tr>
<td>Providing more professional teacher</td>
<td>33</td>
<td>28.9</td>
</tr>
<tr>
<td>Collaboration between students and teachers</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td>Consider students with financial problems</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>More inter school activities</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Motivation</td>
<td>3</td>
<td>2.6</td>
</tr>
</tbody>
</table>

The findings indicated that 50.9% of the students were of the view that in order to forge forward and overcome the challenges facing future development of quality education, provision of enough facilities should be taken into consideration. This was among the challenge stated by both head teachers and as indicated by the findings (refer Figure 9) where facilities like desks, textbooks and other resources were among the inadequate resources. Providing more professional teachers and having collaboration between students and teachers were also among the strategies suggested by students that would help in solving challenges faced in the provision of quality education 28.9% and 9.6% respectively (see Table 14).

4.6.2 Strategies proposed for provision for parents to meet teachers by students

In regard with parents’ involvement in facilitating towards the future development in provision of quality education, students were asked to highlight the strategies that can be put in place. Table 15 shows students suggestion on provisions of parents to meet teachers.
Table 15: Strategies suggested by students on provision of teachers to meet parents

<table>
<thead>
<tr>
<th>Variable characteristics</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set day for parents day</td>
<td>46</td>
<td>48.9</td>
</tr>
<tr>
<td>Collaboration of parents/teachers</td>
<td>25</td>
<td>26.6</td>
</tr>
<tr>
<td>Organize meeting with the students</td>
<td>8</td>
<td>8.5</td>
</tr>
<tr>
<td>Parents should purchase learning materials</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>Secretaries be present all the time and inform parents of activities</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Parents should offer guiding and counselling to students</td>
<td>3</td>
<td>3.2</td>
</tr>
</tbody>
</table>

On provisions that could be made for individual parents to meet teachers and voice concerns about their students, majority of students 48.9% suggested that in future a day be set for parents where they could meet with their students and perhaps share their grievances and progress of the school. Students also suggested that there be collaboration of students and teachers in education matters and that there should always be someone to act as a secretary to update and inform parents of school activities among many others (see Table 15). These findings were supported by one of the head teachers, who pointed out that:

The school administration always called for parents/guardians’ support and help whenever students committed a grievous offense. He added that in education, the work would always be complex where both parents and teachers or school administration needed collaboration and support for education of young people (Head teacher CMM schools, 27th December 2012).

From the document analysis and observation, it was clear that parents were rarely involved in school activities (e.g. meetings, school open days), decision making, and consultation. Also parents rarely contributed financially for extra expenses. In a nutshell, there
was little involvement of parents in practical activities of the schools. The findings contradict what was found in the literature review, that there are new forms of new governance and partnership in schools, including shared decision-making with teachers and parents.

Brothers CMM School and head teachers need to become coalition builders as much as managers; internal running of schools themselves are no longer as precise as they once were. Furthermore the findings also contradict Mulford (2003) who found out that school-community relation as the number one priority for school improvement, describing it as the “first engine.” In as far as the involvement and support of parents to schools is concerned, it was observed that in some schools, there were no Parent Teacher Associations.

Therefore, concerning the limited participation of parents Brothers CMM sponsored schools, the researcher concurs with Mulford (2003) who argues that there is a new kind of partnership in schools, in which both the school and the community contribute directly to the strengthening and development of each other.

4.6.3 Strategies proposed to students’ involvement in learning progress

As group members, students have responsibility for helping to create a beautiful learning environment as well as performing basic chores to maintain the classrooms and site. Students also act as peer and cross-aged tutors and mediators (Macmahom, 2004). Students learn conflict resolution skills and are trained to be Peace Makers. Table 16 shows percentage distribution on suggestions proposed by the students on how they can be involved in learning process.
Table 16: Suggestions proposed by students on how they can be involved in learning process

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being active in class and developing a positive attitude towards learning</td>
<td>26</td>
<td>24.5</td>
</tr>
<tr>
<td>Collaboration between teachers and students</td>
<td>20</td>
<td>18.9</td>
</tr>
<tr>
<td>Full commitment to education</td>
<td>17</td>
<td>16.0</td>
</tr>
<tr>
<td>By forming discussion groups</td>
<td>16</td>
<td>15.1</td>
</tr>
<tr>
<td>Providing guidance and counselling</td>
<td>9</td>
<td>8.5</td>
</tr>
<tr>
<td>Co-curriculum activities</td>
<td>8</td>
<td>7.5</td>
</tr>
<tr>
<td>Provision of required facilities</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Maintaining discipline</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>Be given support by parents and teachers</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Good utilization of time</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Inter school activities</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Stipulating rules and regulations</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Organizing student committee</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Allow students to evaluate teachers</td>
<td>4</td>
<td>3.6</td>
</tr>
</tbody>
</table>

In regard to how the students could be involved in learning progress, most 26 (24.5%) were of the opinion that they should be active and develop a positive attitude to subjects. A number of students 18.9% felt that they should collaborate with the teachers. A good relationship between teachers and students should be inculcated through counselling so as to enhance cooperation during class and in other school activities as mentioned by 8.5% of the students. In addition, students should be allowed to evaluate teachers as mentioned by 4 (3.6%) of the
students. Provision of required facilities was also suggested by 6.6% since most of the schools lacked important resources. 5.7% of respondent students advocated for maintaining discipline as a way of improving provision of quality education. Finally, it was suggested that parents and teachers should give support to students and discourage certain social aspects in society which pulled students, especially girls, away from their academic commitment.

These would help shape up the provision of quality education as perceived by the students. The provincial superior was of the estimation that:

On part of the students, active participation in the classroom is critical for quality education to be realized. The teachers are not there just to inform, to give grand speeches and sermons. They are there to make them think and help them learn to form those souls and that means getting them to do it on their own (Provincial superior, Nairobi, 24th November 2012).

This is in authentication with Macmahom (2004) who asserted that mastery of the subject, active participation of students and well prepared classes are fundamental in the provision of quality education, but so is making the classes interesting.

4.6.4 Proposed strategies by teachers to overcome challenges faced in quality education

The study sought to establish some practical suggestions from the respondent teachers on how to improve the provision of quality education in Brothers CMM sponsored schools. Table 17 indicates proposed strategies by teachers to overcome the challenges facing Brothers CMM in the provision of quality education in their school.
Table 17: proposed strategies by teachers to overcome challenges faced by Brothers CMM sponsored schools in the provision of quality education

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance teachers with subject needs to avoid under staffing or overstaffing</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Teachers motivation</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Strong and stable management</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Ensure students pay fees in time</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Attractive salaries for teachers</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Ensuring students to practice income generating activities</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Provide leadership training programme</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Build boarding facilities</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>

To overcome challenges faced by Brothers CMM sponsored schools, teachers suggested that there be a balance of teachers with subject needs to avoid under staffing or overstaffing, and that teachers’ motivation be assured, strong and stable management be put in place to ensure that students pay fees in time 18.2%, 18.2% and 2 18.2% respectively. On the point of motivation, one head teacher argued, “and even the teachers that we have are not motivated because of poor facilities.” There is therefore need to improve the living conditions of teachers and give extra incentives that will make the teachers to be motivated to teach in Brothers CMM sponsored schools. This was supported by a good number of head teachers who said in interviews that,
Teachers should be given chalk allowances just as medical doctors and other government sectors get. This would encourage them to commit themselves in their job rather than thinking of other means of survival. In the end, teachers are people who need proper treatment and care in order for them to deliver (Head teacher CMM schools, 27th December 2012).

This would reduce staff turnover in the schools. Teacher morale is a necessary condition for the provision of quality education.

Strong and stable management of the Brothers CMM sponsored schools is another strategy that was put forward by 2 (18.2%) of the respondent teachers. This is in confirmation with Aaron (2008) who said that workers are more productive and more committed to their jobs when they know that management is stable and appreciates their efforts. Thus, compliments are wonderful ways of expressing appreciation to employees. Of great importance 1 (9.1%) of the respondent teacher was of the idea that students should be encouraged to start income generating projects. Through this, students with difficulties in paying school fees, can be assisted to do so. This will also equip student with skills for self-reliance in the future in the society.

4.6.5 Proposed strategies by teachers to provision of parents meeting teachers

Parent participation and input is an essential element in the provision of quality education in schools as noted by Desforges (2003). Parents should be involved in most aspects of the school’s operation. In conjunction with the educational staff, parents help guide the school towards the realization of its mission. More importantly, parent participation sends a strong and clear message to students that education is a significant family value, making education seem relevant and important. Figure 10 shows proposed strategies by teachers which can be made for provision of parents to meet teachers to voice concerns about their future
Equally, same to the views suggested by students, teachers shared the same sentiments that parents’ day and academic clinics be organized as one way of making a provision to individual parents to meet and voice concerns about their future. In addition, they suggested that there should be total monitoring of students (refer to Figure 10).

4.6.6 Proposed strategies by teachers on what can be done to improve culture in schools

The respondent teachers were asked to propose strategies that could be made in improving the culture in Brothers CMM sponsored schools. Table 18 is percentage a distribution of proposed strategies by teachers on improving culture in Brothers CMM sponsored schools.
Table 18: Percentage distribution of proposed strategies by teachers on improving culture in school

<table>
<thead>
<tr>
<th>Suggested strategy</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re organizing the school structures</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Enhancing good cultures/environment</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Meet with other CMM teachers schools to share</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Recognition of value of every one</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Provide adequate teaching and learning resources</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Employ qualified teachers</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Appointing school officials</td>
<td>1</td>
<td>8.30</td>
</tr>
</tbody>
</table>

The findings showed that re-organizing the school structures and enhancing good cultures/environment are among the top suggested strategies which should be put in place to improve the school culture. An advice to Brothers CMM to meet and share with teachers and students was also seen as a good strategy to improve the school culture (see Table 18).

4.6.7 Proposed strategies by head teachers to be put in place to overcome the challenges facing provision of quality education in Brothers CMM sponsored schools

The strategies to be put in place to overcome the challenges facing Brothers CMM sponsored schools in the provision of quality education according to the head teachers is seeking for more means of raising more funds through lobbying for more sponsorships outside the Brothers CMM. The Brothers CMM would need a sound strategic planning according to the
provincial superior. This was in line with the school heads who argued that an effective strategy to deal with this problem would be for Brothers CMM to increase its subsidy to CMM Schools by increasing tuition grants to reasonable levels. In support of this position one school head teacher had this to say, “Brothers CMM have to be trained in designing income generating projects so that they boost their financial bases and also assist some well-performing, but needy students from their schools.” He felt this could augment their financial support and help to improve the provision of resources in the schools. One of the head teachers was of the idea that:

Students should have access to quality education within the CMM Sponsored schools regardless of their background. Brothers CMM sponsored schools should be places where students’ rights especially those of girls, are respected, injustices are challenged and lives transformed. By attending Brothers CMM sponsored schools, students can acquire the confidence and knowledge to better access and make use of information that can improve their lives (Head teacher CMM schools, 27th December 2012).

Class conferences, parents’ days and education days were the strategies cited by the head teachers where provisions could be made for individual parents to meet teachers in future and raise their concerns. To improve the culture of the school the head teachers suggested that the emphasis be laid on morals and discipline besides involving parents more in running of the school through BOG and PTA. In addition one head teacher noted:

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves (Head teacher CMM schools, 27th December 2012).

Students are facing challenges of responding to rapidly changing environments and culture of schools as observed by the researcher. Teachers must be directly involved in developing teaching strategies for the educational development and motivation level of students. This was in harmony with one of the head teachers who said, “Teachers are also responsible for
using teaching strategies which increase student’s involvement in the learning process. Teaching strategies include activities inside classrooms and out of class activities.”

Collaboration between teachers and students was as well emphasised by one of the head teacher if provision of quality education has to be realised. This affirms Gandhi’ theory of education that a teacher who establishes rapport with the taught, becomes one with them, learns more from them than he teaches them. He who learns nothing from his disciples is, in my opinion, worthless. Whenever I talk with someone I learn from him/her. I take from him/her more than I give him/her. In this way, a true teacher regards himself as a student of his students. If you will teach your pupils with this attitude, you will benefit much from them (Gandhi, 1997).

One of the challenges reported by the provincial superior was inadequate finance which resulted to inadequate supply of teaching and learning materials and equipment. He also suggested that provision of quality education requires that head teachers be involved in translation of education policies and objectives into viable programmes within the schools. This was in agreement with Gogo (2002) who did a research on the impact of cost sharing on access, equity and quality of secondary education. In his study, he emphasized that on a daily basis head teachers have the responsibility to ensure that teachers implement the set curriculum and that learning activities take place.

Measures and indicators are there which are used to measure and assess students’ learning according to the provincial superior. Included indicators are; results, BOG meetings and appraisals. These were strong strategies to deal with challenges associated with offering quality education. It is the responsibility of the Brothers CMM to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches. They should ensure
that the facilities are used efficiently and effectively. The school grounds e.g. play grounds should be safe and well maintained.

4.6.7 Summary

According to the students, teachers and head teachers, what needs to be done to overcome challenges facing Brothers CMM sponsored schools in the provision of quality education include: adequate resourcing which will be needed to build new classes and train more teachers, dealing with the quality issues including size of classes, number of teachers and provision of materials, promotion of child friendly and teacher friendly school environment, respect and protection of the rights of students in Brothers CMM Sponsored schools including protection from violence in schools especially of the female student, review of school curricula to promote critical and relevant learning, proper governance of schools and implementation of Schools Management Committees, tracking of resources to ensure proper, adequate and accountable utilization of resources budgeted for education, improvement of teacher quality through employment of professional and qualified teachers, in service training and retraining and implementation of the teacher salary structure, dealing with the HIV/AIDS pandemic in the education sector and empowerment approach to quality education.

In conclusion, if Brothers CMM have to achieve the provision of quality education, they should change course especially in terms of philosophies and policies particularly those that concern the needy students in society. The Brothers CMM need to rise up to the challenges and change the course of events in and put quality education in a right footing. That is the only sure way to improving the provision of quality education in Brothers CMM sponsored schools.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher presents a summary of the whole work, conclusions drawn from the findings and recommendations made by the researcher for improving the provision of quality education in Brothers CMM sponsored schools in Kenya. The researcher was guided by four research questions as indicated in chapter one of this study.

5.2 Summary

The main concern of the researcher in this study was to find out the strategies to overcome challenges facing Brothers CMM sponsored schools in the provision of quality education. The research was guided by the following research questions:

i. In what ways do the Brothers CMM contribute to the provision of quality education in their schools?

ii. What is the contribution of the head teachers, teachers and students in the provision of quality education in schools sponsored by Brothers CMM?

iii. What challenges are perceived as militating against provision of quality education in schools sponsored by Brothers CMM?

iv. What strategies can be put in place to overcome the challenges facing Brothers CMM sponsored schools in the provision of quality education?

A combination of descriptive survey and naturalistic designs were used in the study and targeted Brothers CMM sponsored schools because of the challenges they are facing in the
provision of quality education. A total of 136 respondents participated in the study including three schools. The sample population was selected by stratified, automatic inclusion, purposive and systematic sampling from a population of three schools, three heads teachers, one provincial superior, thirty two teachers and five hundred and forty five students. Data were collected using questionnaires, interview guides, observation schedules and document analysis. Three assistants were selected by the researcher who assisted in administering research instruments to the respondents. The data collected from the teachers and students was supplemented and counter checked using the observation schedule for schools, document analysis and the interview guides for the head teachers and the provincial superior. Data collected were analysed by quantitative and qualitative methods.

5.2.1 Brothers CMM’s contribution for provision of quality education in their schools

The study found out that Brothers CMM had contributed to the provision of quality education in the following ways: provided textbooks although some respondents argued that textbooks were not enough. Libraries were in place, but not in good condition. Teaching learning resources were available but not adequate to foster quality education. They provided accommodation to some needy students. On school sports and guidance and counselling, time was provided. Accordingly, Brothers CMM have taken their responsibility with regard to career development of the teaching staff although to a certain degree. They have provided for physical facilities in terms of class rooms, desks, library, laboratories and latrines in the school.
5.2.3 Contribution of head teachers, teachers and students in provision of quality education in Brothers CMM sponsored schools.

According to the research question the researcher found out that students, teachers and head teachers had contributed to the provision of quality education in the following ways:

Enforcing school rules and making sure that discipline is maintained by the head teachers. Head teachers acted like managers of the schools whose main work is to monitor the progress made by teachers and students and give directions. Head teachers’ role was attributed to curriculum implementation, supervision and implementation of all activities. For the students they should make sure that they have played their role by attending classes regularly, maintain high discipline and working hard. On the other hand it’s the duty and role of the teachers to make sure that they teach and implement the curriculum.

5.2.4 Challenges that are perceived as militating against provision of quality education in schools sponsored by Brothers CMM

Research question three found out that: Finances to buy teaching and learning materials were among the challenges facing the provision of quality education. Lack of school fees was the biggest challenge stated by the students, facing. Lack of balanced diet, lack of enough reading materials/books, peer pressure, lack of enough water and misunderstanding between teachers and students were also perceived as other challenges among students in acquiring quality education. The economic status of parents was seen to impact negatively on the provision of quality education.
5.2.5 Strategies that can be put in place to overcome the challenges facing Brothers CMM sponsored schools in the provision of quality education

On the way forward, students have to be active in class and develop positive attitude to subjects, collaboration between teachers and students. Parents’ day and academic clinics be organized as one way of making a provision to individual parents to meet and voice concerns about their future. It was suggested that there should be a balance of teachers with subject needs to avoid under staffing or overstaffing, and that teachers’ motivation be assured. Strong and stable management is to be put in place to ensure that students pay fees in time. Brothers CMM to seek for more means of raising more funds through lobbying for more sponsorship.

5.3 Conclusions

- Based on the results from data analysis and findings of the research, one can conclude that Brothers CMM have made tremendous progress in promoting access to quality education by providing the required support both financially and materially as the findings indicate. They have also substantively contributed to the provision of quality education by participating in the actual teaching, addressing relevant educational issues, being conversant with the adverse issues facing the youth they are teaching and making attempts to address them.

- Head teachers’ role in Brothers CMM sponsored schools were established as leading students by setting examples, enforcing school rules, dealing with indiscipline and ensuring smooth running of school routine. Teachers are to make sure that they have prepared and planned their work well, provided guidance and counselling to students and create a good relationship between students and surrounding environment. Students also
are enjoined in the roles where they are required to abide by the school rules, be obedient, willing to learn and working hard.

- However, there are still numerous bottlenecks in the system, Finances to buy teaching and learning materials in providing quality education to the less privileged in society remains a challenge. Lack of availability of proper laboratories, libraries and playing fields were hindrances to the provision of quality in Brothers CMM sponsored schools.

- Finally, it was suggested that to improve the provision of quality education in Brothers CMM sponsored schools, the Brothers should employ qualified teachers and motivate the practicing ones by paying them well. They should also provide adequate teaching and learning resources and to balance teachers with subject needs to avoid under staffing or over-staffing in schools.

- Therefore, there is no doubt that the Brothers CMM sponsored schools are facing a number of challenges which might have an impact to the standard of quality of education. But there are perspectives and approaches that have been proposed in terms of strategies that when adhered to, as indicated from the findings can be useful to rise up to the challenges and change the course of events and put quality education in a right footing.

### 5.4 Recommendations

Brothers CMM are key stakeholders in the provision of quality education in their schools. The respondents had the following recommendations which the researcher also deemed important in addressing the strategies to overcome challenges facing Brothers CMM sponsored schools in the provision of quality education.
i) This study found that some teachers had no adequate professional qualifications. They had done some courses in university but not related to education. Therefore, is recommended that Brothers CMM should ensure that their schools have teachers who hold professional qualifications. This is the caliber of teachers who can deliver quality instructions and bring about quality education.

ii) Further, the study has shown that head teachers and teachers were not motivated because of low remuneration. As a result, it was suggested that they should be motivated by paying them well and awarding appreciation tokens for good work example professional development. This will motivate teachers and minimize staff turnover. Higher teacher motivation will lead to improved teaching and learning hence provision of quality education.

iii) The findings also showed that Brothers CMM sponsored schools lacked proper instructional materials and facilities, such as textbooks, laboratories and libraries. Brothers CMM should provide enough textbooks, put up proper laboratories and libraries. This will boost the morale of support staff to work better and more professionally and promote the provision of quality education in Brothers CMM sponsored schools.

iv) Lack of school fees was cited has one of the challenges facing the students in the provision of quality education. The study recommended that Brothers CMM should strengthen affirmative action by awarding bursaries to needy students in their schools hence creating positive and productive learning environment where the students fully participate in all activities taking place in their schools. The study invites Brothers CMM to explore some self-sufficiency projects in order to make an adequate decision on how the schools can become sustainable at long term with less help from donors. This action will promote the provision of quality education in Brothers CMM sponsored schools.
5.5 Suggestions for Further Research

The study was by no means capable of exhausting all pertinent areas concerning the provision of quality education in Brothers CMM sponsored schools. Therefore, after careful consideration of the findings, the researcher suggests the following areas for further research:

i) The role, involvement and support of parents in Brothers CMM sponsored schools in the provision of quality education. The methodology for this type of study could be qualitative.

ii) A similar study that explores Brothers CMM leadership style in the provision of quality education in relation to students’ academic performance. The methodology for this study could be quantitative; otherwise a qualitative study would provide more information that is inaccessible in a quantitative method.

iii) A study in Brothers CMM outside Kenyan province replicating the strategies to overcome challenges facing Brothers CMM in the provision quality education. From this type of research study, educators may provide more descriptions on the strategies to overcome challenges faced in the provision of quality education.

iv) Finally, an investigation of whether or not teaching and learning facilities have impact on quality education in as far as provision of quality education is concerned.

Brothers CMM in Kenya must continue to be aware that they are the communicators in the provision of quality education. They must work to hone their skills in order to represent the needs, visions, and expectations of the congregation. Brothers CMM must focus on the strategies to overcome challenges facing them in the provision of quality education.
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APPENDICES

APPENDIX I: Questionnaire for Students

In this study, the researcher will find out the strategies to overcome challenges facing the schools sponsored by Brothers CMM in the provision of quality education in Kenya. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. All your responses and information collected will be treated with utmost confidentiality and only used for analytical purpose of the study. Please do not write your name or that of your school anywhere on this questionnaire. Kindly tick [✓] where appropriate or fill in the required information on the spaces provided.

Nyakundi O. James (Bro)

Section A: Background Information

1. Gender: Male [ ] b) Female [ ]

2. Form: Form III [ ] Form IV [ ]

3. Religion: Christian [ ] Muslim [ ]

Any other, specify


5. Who pay (s) your school fees? a). My Father [ ] b). My Mother [ ]
c). others (specify) -----------------------------------------------

Section B: Contribution of Brothers CMM in the provision of Quality education

6. Give reasons why you chose to join this school ---------------------------------------------------

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-----------------------------------------------------------------------------------------------

7. a). Does the school provide teaching/leaning materials such as text books, laboratory equipment among others?  a). Yes [ ]  b). No [ ]

b). briefly, explain -----------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------

8. Briefly explain how the Brothers CMM contribute to the provision of quality education

-----------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------

9. Does the school communicate regularly with your parents/guardians?

   a). Yes [ ]  b). No [ ]

10. Among the following items, tick the ones that are provided to you by the school

    a) Meals [ ]  b) Drinking water [ ]  c) Any other (specify) -------------------------------

-----------------------------------------------------------------------------------------------
11. a) Does the school provide time for sports?  a) [ ] b) No [ ]

b) If time for sports is not provided by the school state why? -----------------------------------

-----------------------------------------------

c) If you go for sports, which games are available? ---------------------------------------------

-----------------------------------------------

-----------------------------------------------

12. What other co-curricular activities provided in the school? ----------------------------------

-----------------------------------------------

-----------------------------------------------

13. How does the school assist you to develop Christian values, to become responsible citizen
and a learned person? ---------------------------------------------

-----------------------------------------------

-----------------------------------------------

Section C: Contribution of the head teacher, teachers and students in the provision
of quality education

14. a) Who is responsible for maintaining the physical environment in the school? ---------------

-----------------------------------------------

-----------------------------------------------

b) How can the students be more involved in caring for the school compound? -------------------

-----------------------------------------------
15. How will you describe the quality of education provided to you by the teachers? You can tick as many as possible. a) Emotionally fulfilling [ ] b) Attention to spiritual life [ ] c) Promotes physical fitness [ ] d) Encourages critical thinking [ ] e) Enhances responsibility f) Not sure.

Section D: Views on the challenges perceived as militating against the provision of quality education

16. Instruction: Kindly, put [✓] to indicate the degree to which you agree that the following statements contribute to quality education in the school:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Undecided (U)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is good school climate, trust, and good relationships within the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is adequate physical resources and other facilities in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualifications and professionalism of the teaching staff is catered for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline in the school among students is good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The security of the school is good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is provision of adequate teaching and learning materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are empowered to study on their own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation, spirit of competition and sense of achievement exist among students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finances to buy teaching/learning materials is always available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories and libraries in the school are adequate and available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. List other challenges facing Brothers CMM sponsored schools in the provision of quality education.

---

18. What are some of the common problems that face students?

---

Section E: Strategies to be put in place to overcome the challenges faced in the provision of quality education

19. Give suggestions that you feel are necessary for the future development of quality education in this school?

---

20. What provisions can be made for individual parents to meet teachers and voice concerns about their students?

---

21. How can the students be involved in the learning process?

---

Thanks for your responses
APPENDIX II: Questionnaire for the Teachers

The purpose of this study is to find out strategies to overcome challenges facing the schools sponsored by Brothers CMM in the provision of quality education in Kenya. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. All your responses and information collected will be treated with utmost confidentiality and only used for analytical purpose of the study. Please do not write your name or that of your school anywhere on this questionnaire. Kindly tick [✓] where appropriate or fill in the required information on the spaces provided.

Nyakundi O. James (Bro)

Section A. Background Information

1. Your Gender a) Male [ ] b) Female [ ]

2. Your age group (in years)
   a) Between 20-29 [ ]
   b) Between 30-39 [ ]
   c) Between 40-49 [ ]
   d) 50 plus [ ]

3. Level of education
   a) Bachelor’s Degree [ ]
   b) Diploma [ ]
   c) Masters Degree [ ]
   Others (Specify) ------------------------------------------------- ------------------------------------------

4. Marital status
   a) Single [ ]
   b) Married [ ]
   c) Others (Specify) -----------------------------------------------
5. Religion a) [ ] Christian  [ ] b) Muslim [ ] c) Others (specify) 

6. Years of experience as a teacher? 

   a) Below 1 year [ ]
   b) 1-5 years [ ]
   c) 6-10 years [ ]
   d) 11-15 years [ ]
   e) 16 years and above [ ]

7. Years of experience as a teacher in Brothers CMM sponsored schools:

   a) Below 1 year [ ]
   b) 1-5 years [ ]
   c) 6-10 years [ ]
   d) 11-15 years [ ]
   e) 16 years and above [ ]

**Section B: Contribution of Brothers CMM in the provision of quality education**

8. a). Do you think the Brothers CMM have played their role as far as provisions of resources are concerned? a). Yes [ ]  b). No [ ]

   b). briefly, explain

   ----------------------------------------------------------------------------------------------------------------------------------------

   ----------------------------------------------------------------------------------------------------------------------------------------

9. Do you think the education given to the students in this school caters for the development of the aspects of quality education? 

   -----------------------------------------------
Section C: Contribution of the head teachers, teachers and students in the provision of quality education

10. How does your head teacher assist you to cope with?
   a) Classroom management
   b) Management of students
   c) Syllabus coverage
   d) Improvement of academic performance
   e) Getting support from parents in terms of involvement

11. What do you think is the role of the following in ensuring provision of quality education?
   a) Head teachers
Section D: Challenges faced in the provision of quality education in Brothers CMM schools

12. Instruction: Please, put [✓] to indicate the degree to which you agree that the following statements contribute to quality education in the school:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Undecided (U)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is good School climate, trust, and relationships within the school</td>
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<tr>
<td>There is adequate physical resources and other facilities</td>
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<tr>
<td>Qualifications and professionalism of the teaching staff is standard</td>
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<tr>
<td>There security in the school compound</td>
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<tr>
<td>Management style promotes provision of quality education</td>
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<tr>
<td>Provision of teaching/learning materials are adequate</td>
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<tr>
<td>There is staff development and empowerment of teachers and students</td>
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<tr>
<td>Motivation, spirit of competition and sense of achievement exist is evident</td>
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<tr>
<td>Finances to buy teaching/learning materials are provided when need be</td>
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<tr>
<td>There involvement of PTA and BOG in internal policy formulation</td>
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</tbody>
</table>
13. How do you rate the adequacy of the following resources: (Indicate Adequate or Inadequate)

i) Classrooms

ii) Sanitary units (Toilets/latrines, urinals)

iii) Desks

iv) Text books

v) Other teaching-learning resources (writing materials, charts, chalks)

14. List other challenges that contribute to the provision of quality education in the school

Section E: Strategies to be put in place to overcome the challenges facing the provision of quality education

15. What strategies can be put in place to overcome the challenges facing Brothers CMM sponsored schools in the provision of quality education?

16. What provision can be made for individual parents to meet teachers and voice concerns about in their students future?

17. What could be done to improve the culture of the school if need be?

Thanks for your responses
APPENDIX III: Interview Guide for Head teachers

Section A: Demographic Information

1. Gender

2. Professional qualification

3. Years of experience in teaching

4. How long have you been in this school?

5. For how long have you been a head teacher in the current school?

Section B: Enrolment and Admissions

6. What is the average number of students per class?

7. What problems do you face in admission of students?

8. a) Are the finances provided to your school by Brothers CMM adequate to meet the school needs throughout the year?

   b) If no, how do you cope with the situation?

Section C: Role of the Brothers CMM in enhancing the provision of quality education

9. Have the Brothers CMM employed enough and qualified teachers in the school?

10. Has the institution implemented tools and mechanisms to enhance the quality of teaching and learning? If so please illustrate.

11. Have the Brothers CMM taken their responsibility with regards to career development of the teaching staff?
12. a) Is the money allocated by Brothers CMM for repair, maintenance improvement vote-head adequate in the maintenance of physical facilities?  

b) Have the Brothers CMM provided for physical facilities in terms of classrooms, desks, library, laboratories, and latrines in the school?  

c) If the answer is no, give possible solutions.

Section D: Challenges perceived as militating against the provision of quality education

13. Mention problems that you face in school management that might affect the quality of education in the school in relation to:

a) Management of Students  
b) Management of Teachers  
(c) Management of Physical and Material Resources  
d) School Finance Management  
e) Management of school communities

14. Do teaching and learning processes appear coherent to students?  

15. Do you analyze the teaching and learning processes on a regular basis  

16. What measures are used to assess student learning?  

17. Have you defined "key quality indicators" based on your student outcomes goals?
Section E: Contribution of the head teachers, teachers and students in the provision of quality education

18. What do you think is the role of the following in ensuring provision of quality education?

a) Head teachers
b) Students
c) Teachers
d) Quality Assurance Officers

19. What role does Christianity plays in the school?

Section F: Strategies to be put in place to overcome the challenges

20. What strategies can be put in place to overcome the challenges facing Brothers CMM sponsored schools in the provision of quality education?

21. Could there be other ways of assessment than individual written uniform tests for example an explanation, project work, group presentation etc?

22. What provision can be made for individual parents to meet teachers and voice concerns in the future?

23. What could be done to improve the culture of the school if need be?

Thanks for your responses.
APPENDIX IV: Interview Guide for Provincial Superior

Section A: Demographic Information

1. Gender

2. Professional qualification

3. Years of experience as provincial superior

Section B: Enrolment and Admissions

6. What is the average number of students per class?

7. What problems do you face in admission of students?

Section C: Role of the Brothers CMM in enhancing the provision of quality education

9. Have you employed enough and qualified teachers in the school?

10. Have implemented tools and mechanisms to enhance the quality of teaching and of learning?
    If so please illustrate.

11. Have you taken responsibility with regards to career development of the teaching staff?

12. a) Do you allocate money for repair, maintenance improvement vote-head adequate in the maintenance of physical facilities?

    b) Do you provide for physical facilities in terms of classrooms, desks, library, laboratories, and latrines in the schools?

    c) If the answer is no, give possible solutions.
Section D: Challenges perceived as militating against the provision of quality education

13. List problems that you face in school management that might affect the quality of education in the schools sponsored by Brothers Brothers CMM in relation to:

a) Management of Students

b) Management of Teachers

c) Management of Physical and Material Resources

d) School Finance Management

e) Management of school communities

14. Do teaching and learning processes appear coherent to students?

15. Do you analyze the teaching and learning processes on a regular basis?

16. What measures and indicators are used to assess student learning?

17. Do they assess value added, or only performance at the end of the program?

18. Have you defined "key quality indicators" based on your student outcomes goals?
Section E: Contribution of the head teachers, teachers and students in the provision of quality education

19. What do you think is the role of the following in ensuring provision of quality education?

a) Head teachers

b) Students

c) Teachers

d) Quality Assurance Officers

20. How do you keep the mission of the school?

21. What role does Christianity play in the school?

Section F: Strategies to be put in place to overcome the challenges

22. What strategies can be put in place to overcome the challenges facing Brothers CMM sponsored schools in the provision of quality education?

20. Could there be other ways of assessment than individual written uniform tests for example an explanation, project work, group presentation etc?

21. What provision can be made for individual parents to meet teachers and voice concerns in the future?

Thanks for your response
APPENDIX V: Observation Checklist

Observation checklist: Name of the school ------------------------------------- Date ---------------

<table>
<thead>
<tr>
<th>f) Facility/Item/Services</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairs and desks</td>
<td></td>
<td></td>
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<tr>
<td>Library and books</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Laboratory and chemicals</td>
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<tr>
<td>Offices</td>
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<tr>
<td>Assembly hall</td>
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<tr>
<td>Staff room</td>
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<tr>
<td>Cooking facilities</td>
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<tr>
<td>Toilets</td>
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<tr>
<td>others</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Teaching/Learning resources</th>
<th>Adequate</th>
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<th>Not available</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reference books for teachers</td>
<td></td>
<td></td>
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<tr>
<td>Maps</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
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<tr>
<td>Resource centres</td>
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<tr>
<td>Chalkboards</td>
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<tr>
<td>Others</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>3. Staffing</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting staff</td>
<td></td>
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<tr>
<td>Others</td>
<td></td>
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<tr>
<td>4. Social facilities</td>
<td>Adequate</td>
<td>Inadequate</td>
<td>Not available</td>
<td>Comment</td>
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<td>---------------------</td>
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<tr>
<td>Playgrounds</td>
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<td></td>
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<tr>
<td>Recreation hall</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reception room</td>
<td></td>
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<tr>
<td>In-door games</td>
<td></td>
<td></td>
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<tr>
<td>Others</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>5. Other services</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Food</td>
<td></td>
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<tr>
<td>Water</td>
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<tr>
<td>Electricity</td>
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<tr>
<td>Guidance and Counselling</td>
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<tr>
<td>Spiritual talks</td>
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<tr>
<td>Status of the environment</td>
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<tr>
<td>Forms of punishment</td>
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<tr>
<td>Hygiene</td>
<td></td>
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<tr>
<td>Others</td>
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</tbody>
</table>
APPENDIX VI: Document Analysis Guide

Section A: Philosophy, Mission statement, Goals and objectives of the school

Section B: Number of applicants and actual number of enrolment during the last five years

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of new applicants</th>
<th>Number of newly enrolled students</th>
<th>Percentage of enrolled students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
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<td>2010</td>
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<td>2011</td>
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<tr>
<td>2012</td>
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<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>

Section C: Disciplinary cases that occurred during the last five years

<table>
<thead>
<tr>
<th>Year</th>
<th>Disciplinary action 1</th>
<th>Offences 1</th>
<th>Disciplinary action 2</th>
<th>Offences 2</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>Suspension</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
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<td>Total</td>
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</table>

Section D: National examinations performance record during the last five years

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students who sat for examination</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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</table>
APPENDIX VII: Photo of St. Justino one of the sampled schools and students

Source: School Albums, 2012
APPENDIX IX: Photos of Sts Vincent Urambo and Georges Sikri

Source: School Albums, 2012
APPENDIX XI: Introductory Letter of the Head of Department of Educational Administration and Planning to carry out Research Data Collection

27th November, 2012

TO WHOM IT MAY CONCERN

Re: Nyakundi O James MED 1012565 : Master of Education Degree Thesis Research

I am writing to introduce to you, Nyakundi, J., a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist him to accomplish his academic research requirements.

Master of Education Degree specialization is Educational Administration and Planning. He has completed all course work requirements for this Programme. However, every student in the Programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly, James’ proposal for research has been approved. He will conduct research on the following topic:

"Strategies to overcome challenges facing Brothers of our Lady Mother of Mercy sponsored schools in the provision of quality Education in Kenya"

Thanking you in advance for any assistance you will offer Martin.

Sincerely,

Dr. Sr. Marcella Momanyi
Head of Department
Educational Administration and Planning
APPENDIX XII: Introductory Permit Letter of National Council for Science and Technology to carry out Research Data Collection

[Image of the permit letter]

Republic of Kenya
National Council for Science and Technology

Our Ref: NCST/RCD/14/012/1648
50th December, 2012

James Nyakundi
The Catholic University of Eastern Africa
P.O.Box 62187-00200
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 29th November, 2012 for authority to carry out research on “Strategies to overcome challenges facing Brothers of our Lady Mother of Mercy Sponsored Schools in the provision of quality education in Kenya.” I am pleased to inform you that you have been authorized to undertake research in Rachuonyo and Embakasi Districts for a period ending 31st December, 2013.

You are advised to report to the District Commissioners and the District Education Officers, Rachuonyo and Embakasi Districts before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR M.K. RUGUTT, PHD, PSC
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioners
The District Education Officers
Rachuonyo District
Embakasi District.

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development.”
APPENDIX XIII: Map of Embakasi District showing position of St. Justino Secondary School
APPENDIX XIV: Map of Rachuonyo District showing position of St. Georges Secondary School
APPENDIX XV: Map of Rachuonyo District showing position of St. Vincent Secondary School