EFFECT OF CHURCH SPONSORSHIP ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN KIAMBU SUB-COUNTY, KENYA

KIHANYA LEAH NJERI
E55/CE/22831/2010

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DECLARATION

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

Kihanya Leah Njeri
E55/CE/22831/2010

This project has been submitted with our approval as university supervisors.

Dr. Florence M. Itegi
Lecturer
Department of Educational Management, Policy and Curriculum Studies, Kenyatta University

Dr. John K. Ndiritu
Lecturer
Department of Educational Management, Policy and Curriculum Studies, Kenyatta University
DEDICATION

To my beloved husband and friend Gitahi, my parents Mr. and Mrs. Kihanya and our children Sharon and Dennis. Thank you for your support throughout the study.
ACKNOWLEDGEMENT

I wish to thank the almighty God for His providence sustaining and keeping me up to this moment and granting me peace, wisdom, sanity of mind and a chance to reach this far.

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God bless you all.
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ABBREVIATIONS AND ACRONYMS

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<td>BoM</td>
<td>Board of Management</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<td>KEC</td>
<td>Kenya Episcopal Conference</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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ABSTRACT

Church sponsors are expected to participate in the preparation of religious education syllabus, provide guidance on school staffing, implement education policies, search for new approaches to education in Kenya and conduct resource mobilization for their sponsored schools (Education Act, 2013). As such, the current study sought to establish the effect of church sponsorship in management of public secondary schools in Kiambu Sub-County. The study was guided by the following objectives: to determine the perception of teachers and parents on the role of the sponsor; to determine the perception of teachers and parents on the role of the sponsor in management of church-sponsored schools; to find out areas of conflict in management of public secondary schools; to establish the effects of church sponsors in management of schools; to establish the challenges headteachers face in relation to church sponsorship in management of public secondary schools; and to propose strategies of enhancing good leadership in public secondary schools in Kiambu Sub-County. The study was based on role theory by Biddle (1979). The study employed a descriptive survey design targeting 12 principals, 96 PTA representatives, 180 teachers, 3 church sponsor representatives and the area education officer. Simple random sampling was used to select 18 teachers and 12 PTA representatives. Purposive sampling was used to select 6 principals, 3 church sponsor representatives and the District Education Officer, totalling to 40 respondents. Questionnaires and interviews were used to collect data from headteachers, teachers and parents while an interview schedule was used to conduct face-to-face interview with the District Education Officer. Qualitative data was analysed thematically in line with the study objectives. The findings were presented using frequency distribution tables, bar graphs and pie charts. The study established that over 80.0% of the respondents cited the major roles played by the sponsors in the school as spiritual nourishment, assisting in the school governance and participation in the school board of management. The major areas of conflict among the sponsors and the school administrators as reported by majority of respondents (over 60.0%) were management of funds and superiority complex. Other areas of conflicts included conflict of interest between the sponsors and other stakeholders on the appointment of the BoM and conflicts related to school academic performance. The study further revealed that over 50.0% of the respondents stated that church-sponsored schools had more enhanced spiritual guidance among students and staff members and they have strong culture that enabled them to perform well. Regarding challenges faced by the headteachers in the management of church-sponsored schools; the study found that over 80.0% of the respondents sponsors ordered all students to attend their service irrespective of their denomination, appointment of the BoM members, high expectation from the sponsors in terms of academic attainment, a lot of bureaucracy among the sponsors, hatred from some sponsors and inadequate leadership skills from some of the leaders appointed by the church. The study recommends that there is need to have clear policies regarding the different roles of all those involved in running church-sponsored schools. This would assist in avoiding some of the conflicts encountered in the school administration; among other recommendations.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Church considers education to be its concern since, “as a mother, it is obliged to provide for its children an education in virtue of which their whole lives may be inspired by the spirit of Christ” (Gravissimum Educationis, 1965 no. 3 also cited in St. Cecilia Congregation, 2014). The involvement of religious sponsors in the management of Kenya’s education can be traced back to the colonial days. According to Eshiwani (1990), formal education was introduced to the people of Kenya by the missionaries as a strategy for evangelical success. The missionaries dominated the provision and administration of education throughout the colonial period. Some of the centres they established grew into large institutions and today are among the national secondary schools in the country. Shidende (1996) observes that the principal motive of most of the missionary groups especially the protestant ones was to reform the social sector of the African life and this was to be motivated through bringing the Africans into membership of their churches with Christian education as the major tool of evangelism.

The church considers the establishment and maintenance of schools a priority (Koech, 1992). The Church has influenced a lot of changes in education since the first century and has also used education as a means of evangelizing people. The Church has been very active and instrumental in the development of education over the years. The missionaries played a vital role in the establishment of formal and non-formal education (Bogonko, 1992). Kyabukasa (1993) stresses that “the missionary zeal gave an educational moment which, for quite some time, stood
without an equal rival in eastern and central Africa, and thus, deserves the title, "pioneer of education." The church today is considered the sponsor of the schools which it helped establish or maintain. Mwanthi (2010), define a sponsor as the religious organization that founded a school and guides the school in the spiritual matters. On the other hand, the Basic Education Act 2013 refers to a sponsor as a person or institution who makes a significant contribution and impact on the academic, financial, infrastructural and spiritual development of an institution of basic education (Republic of Kenya, 2013).

The Kenya Episcopal Conference (KEC, 2000) notes that, the challenge for the Church in her new role as a sponsor is demanding. This is especially so for many of the Church personnel, who previously functioned as managers and heads of schools. As pointed out by Mburu (2009), it is for this reason that the role of the Church in schools whose function previously was full management of schools, has today changed to that of sponsorship, calls for focus by researchers. The Basic Education Act (Republic of Kenya, 2013) spells out the roles of sponsors in the management of Public Secondary Schools. However, reports indicate that all is not well in terms of the relationship between religious sponsors and other stakeholders like head teachers, parents and education officers in the school management.

The Report of the Committee reviewing the education system in Kenya chaired by Koech (Republic of Kenya, 1999) reveals that there are a number of conflicts involving religious sponsors, parents and Parents and Teachers' Association officials, head teachers and Boards of Governors. Nzwili (2002) for example reported an impasse that had arisen between the Catholic Church and the Ministry of Education over the closure of five Parochial Schools which had gone to a second
The impasse was rooted on the grounds that Catholic Church Officials had complained about government violation of the provision of the Education Act which requires that they should be involved in most of the decision making processes on matters affecting the management of schools.

According to the Basic Education Act No. 14 of 2013 (Republic of Kenya, 2013), the roles of the sponsor include: (a) to participate and make recommendations of review of syllabus, curriculum, books and other teaching aids; (b) representation in the School Management Committees and Board of Management; (c) to provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense; (d) maintenance of spiritual development while safeguarding the denomination or religious adherence of others; and (e) to offer financial and infrastructural support.

The Basic Education Act (2013) categorizes the schools as either public or private but not church-sponsored. The sponsor has three (3) representatives in the Board of Management unlike the previous Act where they were Four (4). The church does not champion the chairman for the post is on merit. Previous research has revealed that church sponsors do interfere in school management (Mabeya et al., 2010). On the other, hand researchers such as Masika and Simatwa (2010) show that the Church plays a significant role in the leadership of public secondary schools.

School leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment (Bush, 2005). Effective school leadership is essential to improve the efficiency and equity of schooling. Leadership, according to Kouzes and Posner
(2007), is the process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. Kouzes and Posner (2007) further note that leadership is about creating a way for people to contribute to making something extraordinary happen. In church-sponsored schools, the sponsor plays a role in the leadership of the schools. In some cases however, the role of the sponsor in schools has led to conflicts. This has been highlighted in the Kenya Government’s policy framework for education and training (Republic of Kenya, 2012), which notes that one of the challenges facing schools sponsored by the Church is the existence of conflict over the role of sponsors and the Ministry of Education with regard to ownership, management and appointment of headteachers and teachers of faith-based sponsored institutions. The major goal of this study was to establish the effect of church sponsorship on management of public secondary schools in Kiambu Sub-County.

1.2 Statement of the Problem

Church sponsors are expected to participate in the preparation of religious education syllabus, provide guidance on school staffing, implement education policies, search for new approaches to education in Kenya and conduct resource mobilization for their sponsored schools (Education Act 2013). It is presumed that when religious sponsors play these salient roles effectively, schools will realize sound resource management and consequently enhance academic performance. The major problem that this study sought to address is that there exist conflicts between the sponsor and school administration, which affects management in secondary schools in Kenya. This is evidenced by many cases of conflicts between church sponsors and school management. Previous studies have shown that school sponsors interfere with
school leadership by rejecting principals who have been posted to the school by the Ministry of Education and interfering with instructional activities of the school system. Consequently, the study sought to determine the effect of church sponsorship on management of public secondary schools in Kiambu sub-County.

1.3 Purpose of the Study

The purpose of this study was to establish the effect of church sponsorship on management of public secondary schools in Kiambu Sub-County.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To find out role of the sponsor in management of church-sponsored public secondary schools in Kiambu sub-County.

ii. To find out areas of conflict between the church and public secondary schools in Kiambu sub-County.

iii. To establish the administrative effects of church sponsors in management of public schools in Kiambu sub-County.

iv. To establish the challenges headteachers face in relation to church sponsorship in management of public secondary schools in Kiambu Sub-County.

v. To propose strategies of enhancing good leadership in public secondary schools of Kiambu Sub-County.

1.5 Research Questions

The study addressed the following research questions:

i. What are the roles of the sponsors in management of church-sponsored public secondary schools in Kiambu Sub-County?
ii. What are the areas of conflicts between the church and public secondary schools in Kiambu Sub-County?

iii. What are the administrative effects of the church sponsor on management of church-sponsored public schools in Kiambu Sub-County?

iv. What challenges do headteachers face in relation to church sponsorship in management of public secondary schools in Kiambu Sub-County?

v. What strategies should be put in place to enhance good leadership in church-sponsored public secondary schools in Kiambu Sub-County?

1.6 Significance of the Study

The study is of significance in that:

i. The study may give a clear picture of the impact of the sponsor on leadership in schools.

ii. The results of the study could be used to create awareness about the sponsors and management and the need of each sticking to their stipulated roles. Doing roles well may avoid any conflicts in schools and this may significantly contribute towards the improvement of the management and performance as well.

iii. The findings of the study may also be useful to the Ministry of Education in policy-making. The Ministry of Education can factor in the recommendations of this study when reviewing the legal framework that regulates the role of sponsors and the school management for the betterment of schools and education as a whole.

iv. The study may supplement the existing knowledge touching on the sponsors and Board of Management and their specific roles.
1.7 Delimitations of the Study

The study was delimited in the following ways:

i. The study was conducted in public secondary schools. Private schools were left out for it would be very expensive to go to all schools.

ii. The research was carried out in Kiambu Sub-County, hence the findings can only be generalized to other schools in Kenya with caution.

iii. The study did not include schools that are directly and privately managed by the Church.

1.8 Limitations of the Study

The study was limited in the following ways:

i. The responses to the research instrument could have been influenced by respondents' subjectivity, hence not providing objective data on the study issues. However, the respondents were encouraged to give objective views since the outcome was used for research purposes only and they were assured of confidentiality.

ii. The study was limited to 12 schools in Kiambu Sub-County that are church-sponsored. As such, it is not the intention of the research to imply any generalization beyond the cases at hand. Any speculation beyond this study is left to the reader's interpretation.

1.9 Assumption of the Study

The study held the following assumptions:

i. The study was based on the assumption that the role played by the Church in a Church-sponsored school affects the school management.
ii. It was assumed that the Church sponsors, the BoG and the other stakeholders know their specific roles in the management; and that, if they play their respective roles effectively there would be no conflict.

iii. The study finally was based on the assumption that all the respondents would be co-operative enough to give reliable and adequate information.

1.10 Theoretical Framework of the Study

This study was based on Role Theory by Biddle (1979). Role theory views an organization as a social system, whereby each behavioural act can be seen as stemming simultaneously from two dimensions. These dimensions are called the nomothetic and idiographic dimensions. The nomothetic dimension is one which stresses the interests of the organization, at times referred to as the organizational dimension. The idiographic dimension stresses the individuals or personal interest, sometimes referred to as the personal dimension (Covey, 1991). Observed behaviour therefore, according to Getzels in his book Administration as a Social Process quoted by Owens (1970: 54) is a product of institutional role and personality of the role incumbent. This is mathematically presented as:

\[ B = f(R, P + \varepsilon) \]

Where

- \( B \) is observed behaviour;
- \( R \) is institutional role;
- \( P \) is personality of role incumbent (person who plays the role);
- \( f \) is the mathematical constant of proportionality.
- \( \varepsilon \) is the error term.
Diagrammatically, Owens (1970) illustrates this relationship as follows:

![Diagram of the Role Theory](image)

**Figure 1.1: Illustration of the Role Theory**

*Source: Owens, R. G. (1970)*

Like in an organization, in a learning institution, there are offices and positions occupied by individuals. These offices and positions represent the nomothetic dimension of the organization. For each of these positions, there are certain role expectations, which are usually specified in the job descriptions and tradition. The word tradition here may be interpreted as the world view of the institution over the years. According to Collins English Dictionary (2003), it is a body of beliefs handed down from generation to generation. On the other hand, the individuals in the offices and positions have their own personality structures and needs. These represent the idiographic dimension of the organization (Owens, 1970).

To some extent, even in highly formal organizations, the role incumbent mould shape the offices in some ways in order to fulfil some of their own expectations of their role. Thus, there is a dynamic interrelationship between the institutional requirements and the idiosyncratic needs of the individual. The product of this interaction is organizational behaviour.
An educational institution is a social system dealing with individuals and activities, personalities and roles, expectations and needs. These are what contribute to tradition or observed behaviour of the institution. A system, according to Piele (1970), is the subtotal of parts working independently (individually) and together (organizational) to achieve a required outcome. An educational institution fits this definition fairly well. It involves different parts, that is, persons, departments, courses or classes, all working more or less independently yet together for the common goals to be achieved. An educational institution is not only a system but a social system, that is, it deals with people: administrators, teachers, students and parents, and, in public Church-sponsored secondary schools. In a school, which is considered a human organization (Castetter, 1981), it is people who set up the institutional goals and policies and it is through the people that they are achieved. The success of the school will depend on the interplay between organizational role and personal or individual structures.
1.11 Conceptual Framework of the Study

Figure 1.2: Conceptual framework on effects of sponsors on school management

Roles of the sponsor on the school management
- Provision of pastoral programmes
- Participation on school BOM and PTA

Areas of conflicts between the sponsors and the school management
- Appointment of the principal
- Conflict of interest

Quality management and leadership
- Quality education
- Motivated Teachers
- Motivated parents

Dependent variable

Administrative effects of sponsors on management
- Poor academic performance
- Low teachers motivation

Outcome

Independent variables

Source: Researcher (2013)

The independent variables of the study are the role played by sponsors in schools, the areas of conflict between the sponsor representative and the school administration, and the administrative effects of sponsors on school management. These factors are expected to have effects on management and leadership of schools, which is the dependent variable of the study. Quality management and leadership results to; quality education, motivated teachers and parents.
The role of the sponsor in schools was measured by the responsibilities that the sponsor has been allocated in school. The role of the sponsor is expected to have effects on management and leadership of schools. In schools where the sponsors play their role effectively, there is improved performance both in leadership and academics and vice versa in schools where sponsors are ineffective.

Working relationship between sponsor and school administration was measured by the existing harmony or prevalence of conflicts between the sponsor and school administration. The study expects to get a harmonious working relationship in schools where duties of both the sponsor and school administrators are defined clearly and disagreement in schools where there is conflict of roles. This will in turn have an impact on leadership and academic performance of the school.

The administrative effect of sponsors on management was measured by students and the school as a whole academic performance, teachers motivation while performing their duties, staff turnover among others. The study expects that in schools where teamwork is practiced, there is improved performance in both leadership and academics and vice versa in schools where there is no collaboration.
1.12 Operational Definitions of Terms

Leadership: Refers to the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

Public Church-sponsored school: Refers to a school in which the Church in partnership with the Ministry of Education and the community provide education.

Role: Refers to the characteristic and expected social behaviour of an individual.

Sponsor representative: Refers to the person appointed by the Church, normally the Parish priest, to represent the Church in the management of a Church-sponsored school.

Sponsor: Refers to individuals or an organization which starts and/or manages a school. Sponsor shall be used in this study to mean church sponsors.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on review of literature on the effect of church sponsorship on leadership in public secondary schools. The chapter covers literature on: the role of the sponsor in management of public secondary schools; challenges faced by sponsors in management of public secondary schools; areas of conflicts between sponsors and school management and effects of the church sponsor on management and effectiveness of schools.

2.2 Role of the Sponsor in Management of Public Secondary Schools

A number of studies have been conducted that show the role that sponsors play in the management of secondary schools. In one such study, Onderi and Makori (2013) carried out a study in Nyamira County to determine the issues and challenges facing secondary school principals. One of the objectives of the study was to establish the working relationship between school principals and sponsors. Data were collected using questionnaires distributed to 87 principals from purposively selected schools in Nyamira County. The study established that the major role of the sponsor is to develop facilities and provide essential learning resources for the educational institutions they own. Onderi and Makori (2013) reported that churches which sponsor schools in Kenya include the Quaker Church, Catholic Church, Africa Inland Church, Salvation Amy Church, Church of God, Presbyterian Church of East Africa, Methodist Church, Seventh Day Adventist, Baptist Church, Anglican Church of Kenya and the Pentecostal Assemblies of God Church.
Mburu (2009) conducted a study in Gatanga Division, Thika District to determine the Catholic teachers' perceptions about the role of the parish priest in promoting Catholic identity in public Catholic Sponsored schools. Among the objectives of the study was to determine the extent to which teachers were aware of the role of the parish priest. The study utilized questionnaires for data collection, targeting four principals and 23 Catholic teachers. The study established that, according to the teachers, the roles of the parish priest, as a sponsor representative were playing a leading role in pastoral care (100%), fostering good moral behaviour among students (100%), playing a leading role in worship (95.7%), ensuring academic excellence (82.6%), attending PTA meetings (82.6%), fostering good moral behaviour among teachers (82.6%), ensuring that students are committed to duty (65.2%), ensuring that teachers are committed to duty (60.8%), and supervision of the teaching of CRE (43.4%). Mburu (2009) recommends that the parish priest should be more involved in school activities for teachers and students and work more closely with teachers, parents and the students. This study by Mburu (2009) was conducted among Catholic Church-sponsored schools only. This study covered schools sponsored by different churches.

Oondo (2004) carried out an Evaluation of Catholic Education Policy in Kenya in Catholic-Sponsored Secondary Schools in Kisumu Archdiocese, Kenya. The purpose of the study was to examine the extent to which the policy for Catholic education in Kenya has been implemented in Catholic-sponsored secondary schools in the Archdiocese. The study focused on role performance by all involved in the implementation of the policy at various authority levels. The researcher used Alkin’s Decision-Oriented Evaluation Approach in this study to examine the extent to which
the policy for Catholic education was used in Kenya had been implemented in Catholic-sponsored secondary schools. The study found that those entrusted with the implementation of Catholic Education Policy in Catholic-sponsored schools were aware of their roles as stipulated in Catholic Education Policy Document (2000) to a very limited extent. The study established that the extent of policy implementation was minimal in the Archdiocese of Kisumu and proposed a strategic plan for the Archdiocese to guide effective policy implementation process. This study by Opondo shows that although the roles of the sponsor are clearly spelt out, the Church does not fully fulfil her role as sponsor of schools. While this study by Opondo (2004) was concerned with the implementation of Catholic Education Policy in schools, this study focused on the effect of church sponsorship on school leadership.

2.3 Challenges Faced by Sponsors in Management of Public Secondary Schools

Mabeya, Ndiku and Njino (2010) carried out a study in Uasin Gishu District to determine the role of church sponsor in management of secondary schools and its impact on academic performance and conflict concerns in Kenya. The study used a purposive sampling technique to select 97 secondary schools where the headteachers of the schools and 7 education secretaries of the sponsoring churches formed the sample. Instruments of data collection were document analysis and a questionnaire. The study revealed that some sponsors nominate ineffective representatives in school boards. These representatives on several occasions do not attend meetings nor evaluate school projects initiated through the Parents-Teachers Associations (PTAs). This leads to non-productive wrangles accusing the headteachers of gross
mismanagement and embezzlement of funds. Internal church conflicts weaken the Church’s moral authority over its sponsored schools. The Education Act cap 211 (2013) has given the Church some roles such as: participating in the preparation of the religious curriculum, the syllabus, books and resources for religious instruction and the Church inspects the teaching and maintenance of religious traditions and church doctrines in the school (Republic of Kenya, 1968). Mabeya Ndiku and Njino (2010) concluded that church sponsors do interfere with school management and recommended that the Ministry of Education needs to review the sponsorship policy. This study, however, did not consider the views of other stakeholders, notably teachers and parents. One of the objectives of this study was to determine the perception of teachers and parents on the sponsor in management of church sponsored public secondary schools in Kiambu Sub-County.

A study by Nkanata (2013) conducted in Igoji East Division investigated on administrative challenges facing headteachers and their effects on academic performance in day secondary schools. The descriptive survey study targeted 17 headteachers, 325 teachers and one Area Education Officer. The study revealed that the major administrative challenges influencing students academic performance were student indiscipline, management of school finances, inadequate teaching/learning materials and physical facilities. This study by Nkanata (2013) did not show the challenges related to relationships of school administrators and the sponsors, which was the goal of this study.

Wagai (2005) in a study conducted in Kiambaa Division, Kiambu Sub-County, sought to establish the administrative problems encountered by public primary school headteachers, in the management of pupils. The study used descriptive survey
design targeting fourteen headteachers, 1 District Education Officer and the Area Education Officer. The study identified indiscipline, inadequate human and physical resources as the main administrative problems in the management of pupils. This study by Wagai (2005) was conducted in public primary schools irrespective of whether they were church-sponsored or not. The researcher conducted this study in church-sponsored secondary schools only, thus giving richer findings.

2.4 Areas of Conflicts in Management of Public Secondary Schools

Mwaura (2011) carried out a study in Thika West and Gatundu North Districts of Kiambu County to determine the impact of church sponsorship on the management of secondary schools. Among the objectives of the study was to find out the types of church/management conflicts in public secondary schools. Mwaura's (2011) study established that 82% of the teachers and 75% of the sponsor representatives indicated that there were a lot of conflicts between church sponsors and the school management. Among the major sources of conflict between the sponsor and school administration were appointment of BoM chairpersons, difference in priorities, difference in religious traditions, use of school facilities, and interference by educational officers. This study by Mwaura (2011) did not focus on the impact of church sponsorship on school management, which the proposed study is concerned with.

A study by Mwanthi (2010) in Kibwezi, Makueni District of Eastern Province considered the challenges facing the Church sponsors in the management of public secondary schools. The main objectives of the study were to determine the role expectation of the church sponsor and the school management, to identify the types and cause of conflicts between the sponsor and the school management. The study
used a sample of 15 BoG members, 15 headteachers, 3 sponsor representatives and 3 AEOs, and 1 Sub-County Director of Education. The study used questionnaires, interview guides and document analysis to collect data. This study by Mwanthi (2010) found that although the role expectations of sponsors are clearly stated in the Education Act, the sponsors claim a greater role in school management thus raising conflicts. The study also revealed that although the sponsors are in a cordial relationship with the other stakeholders, there are conflicts with the main causes being lack of consultation and the need to maintain church traditions in schools. Mwanthi (2010) concluded that these conflicts must be resolved by having clear-cut roles, consultations and allowing sponsors greater say in appointment of headteachers.

Njenga (2003) carried out a study in Othaya Division of Nyeri County to determine the effectiveness of the BoM in management of public secondary schools. This study established that the BoM faced several problems and challenges in carrying out their role. These were lack of autonomy due to problems with headteachers and church sponsors. This reduced the effectiveness of the BoM leading to financial mismanagement, slow growth of schools, indiscipline and poor performance. Njenga’s (2003) study recommended that the role of the sponsor in the school management should be limited. Sometimes, the sponsors nominated obstinate and inefficient members into BoM who cannot cooperate with others.

2.5 Effects of the Church Sponsor on Leadership and Effectiveness of Schools

Duemer, Juerez and Sander (2001) conducted a study in Texas on public school teachers perception and administrators’ perception of clergy involvement in schools.
The research used case study for its depth analysis of data, and utilised interview method to collect data. The study found that the teachers perceived the clergy involvement as low and inconsistent due to constitutional provision that separate church and state. The teacher administrators and clergy recommended that the clergy involvement should be high so as to help in the school and especially on conflict mediation, counselling and serving academic growth. The respondents agreed that the clergy would bring sense of moral authority that adds credibility in the workplace. The reviewed study was conducted in Texas; and it used case study and interview method to collect data. This Kenyan study employed a descriptive survey design and used both questionnaires and interview methods. The study would, therefore, reveal what is happening in the Kenyan context.

In Kenya, Masika and Simatwa (2010) carried out an assessment of the contribution of the Quaker Church to management of public secondary schools in Bungoma East District. The study used a descriptive survey design targeting 25 principals, 25 BoG chairpersons, 25 (PTA chairpersons, 329 teachers, and Quaker Church Education Secretary (QCES). The study established that the contribution of the Quaker Church in schools included: staffing through panel of selection in accordance to TSC guidelines; school discipline management through pastoral programme conducted during weekend challenges, rallies, Sunday services, counselling, and special prayer days by chaplains; financing of education which was minimal because of lack of funds; school establishment by providing physical facilities and land; and motivating the teaching staff. Whereas Masika and Simatwa (2010) assessed the contribution of the Quaker Church to management of public secondary schools; the current study
sought to establish the effects of the Church sponsor on management of church sponsored-schools.

2.6 Summary of Literature Review

The literature reviewed indicates that there are a number of factors that affect management of church-sponsored public secondary schools. Factors like the role assigned to the sponsor, working relationship between the sponsor, other school administrators, and perception of other stakeholders on the role of the sponsor. Reviewed studies have identified the role of the sponsor as developing facilities, providing essential learning resources for the educational institutions, giving pastoral care and fostering good moral behaviour among students. However, literature indicates that the extent to which the roles are implemented is minimal, which could have an impact on the management of schools. Literature review has also looked at administrative challenges facing headteachers in secondary schools, but without addressing the challenges related to school administrators and the sponsors. Other reviewed studies have looked at the contribution of the Church to the management of public secondary schools but none of the studies has looked at the effects of the same. To fill this gap, this study sought to establish the effects of the Church sponsorship on management of church-sponsored schools.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, procedures and strategies that were used in the study are described. The research design, study locale, target population, sample and sampling procedures, research instruments, and the methods to be used in data collection and analysis are discussed.

3.2 Research Design

This study adopted a descriptive survey design. The design was considered appropriate for the study because according to Kothari (1985), survey is concerned with describing, recording, analyzing and reporting conditions that exist or have existed. Descriptive survey design is best used in studies that are set to determine the status quo of a given situation. Mugenda and Mugenda, (2003) observe that a survey design attempts to collect data from members of a population in order to determine the current status of that population and whenever possible to draw possible conclusions from the facts discovered. Descriptive survey design was relevant to this study as the researcher only reported the situation of church sponsorship and leadership in schools as it exists without manipulating the variables.

3.3 The Locale of the Study

The study was carried out in Kiambu Sub-County. The County is located in the Central highlands of Kenya in the former Central Province, close to Kenya's capital, Nairobi. Covering an area of 2,543.42 square kilometres, it is also considered one of the wealthiest counties in Kenya. The population density for this area is 638 people
per km$^2$. Temperatures range between 15°c to 28°c with an altitude of 2250 metres above sea level and rainfall between 1200mm to 1600 mm per annum. The soils are well drained with PH range of 4.5 to 5.57 (Kenya Open Data Survey, 2014).

The main economic activities are business, farming, food processing, manufacturing (Leather), mining (Carbacid), Textile (Cotton), motor vehicle assembly, wholesale and retail trade. In addition, the area is rich in agricultural products such as pineapples, tea, coffee, wheat, macadamia nuts, poultry, horticulture, dairy and fish farming. The town is witnessing rapid growth with major road infrastructure and complex real estate developments taking place around the neighbouring environs (Kenya Open Data Survey, 2014). Currently, there are 1,133 primary and 313 secondary schools which run on both the day and boarding system for boys and girls.

3.4 Target Population

The study targeted 12 principals, 180 teachers, 12 PTA representatives, 3 church sponsor representatives from the 12 public sponsored secondary schools in Kiambu sub-county. The study also targeted District Education Officer from the area under study. The principals were targeted to represent the administrative authority in schools as well as a link between the parents, the ministry and the sponsor. The principals facilitate and co-ordinate all the sub-systems in the schools. The teachers are the people who deliver the curriculum and interact with the principals, parents and the sponsor. The parents are key stakeholders because they fund the development projects and provide students. The sponsor represents the church in educational matters in areas of jurisdiction. The District Officer ensures that the government policies are implemented in schools.
3.5 Sample Size and Sampling Techniques

Out of the 12 public secondary schools in Kiambu Sub-County, 6 were selected to participate in the final study. This represented 50% of the targeted schools. Gay (1992) observes that for a survey research, a sample of at least 20% for a small population is a good representation. Stratified sampling was used to select the schools according to types of the schools included: 1 boys boarding, 2 girls boarding and 3 mixed day schools.

From the 6 sampled schools, purposive sampling was used to select 6 principals among them, 3 male and 3 female. Three church sponsor representatives and 1 District Education Officer were also purposively selected. Simple random sampling was used to select 12 PTA members and 18 teachers among them 7(38.8%) male and 11(61.1%) female. The female population is almost twice that of male teachers for out of the 6 schools five are in town. As per the data from the education office, more female teachers are posted in town than male. Stratified random sampling was used to select 6 out of the 12 schools to take part in the study. The schools were stratified according to type, that is, 1 boys boarding, 2 girls, boarding and 3 mixed day schools. This represented 50% of the targeted schools.
### Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Population (N)</th>
<th>Sample (n)</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Headteachers</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>75</td>
<td>105</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Church sponsor</td>
<td></td>
<td></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>representatives</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Parents Teachers</td>
<td>46</td>
<td>50</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Association</td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>District Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>127</td>
<td>158</td>
<td>17</td>
<td>23</td>
</tr>
</tbody>
</table>

#### 3.6 Research Instruments

The study used questionnaires and an interview schedule for data collection. The questionnaires were used to collect data from headteachers, teachers PTA members and church sponsor representatives. Questionnaires were used because they can gather large amounts of information from a large number of people in a short time and in a relatively cost-effective way Orodho (2005). Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and to make suggestions. On the other hand, an interview schedule was used to conduct face to face interviews with the District Education Officer on matters regarding church sponsorship on leadership. Details about the instruments are as follows:

**3.6.1 Church Sponsor Representatives**

The questionnaire for church sponsors representatives consists of five sections. Section I collected demographic data, section II collected data on the role of the sponsor, section III collected data on conflicts in management of church-sponsored
schools, section IV gathered information on effects of church sponsor on management of church-sponsored schools while section V was on strategies for enhancing good leadership in church-sponsored schools.

3.6.2 Headteachers

The questionnaire for headteachers had five sections. Section I dealt with demographic data for the headteachers, section II was on the role of the sponsor, section III collected information on conflicts in management of church-sponsored schools, section IV was on information on effects of church sponsor on management of church-sponsored schools while section V was on strategies for enhancing good leadership in church-sponsored schools.

3.6.3 Teachers

The teachers questionnaire consisted of five sections. Section I gathered demographic data for teachers, that is, gender, age education level and one’s denomination. Section II collected information on the role of the sponsor; section III was on conflict in management of church-sponsored schools, section IV dealt with effects of church sponsor on management of schools while section V gathered data on strategies for enhancing good leadership in church-sponsored schools.

3.6.4 PTA members

The questionnaire for PTA members consisted of four sections. Section I gathered demographic data, section II collected information on the role of the sponsor, section III dealt with conflict in management of church-sponsored schools, while section IV was on strategies for enhancing good leadership in church-sponsored schools.
3.6.5 Interview Schedule for District Education Officer

The interview schedule was used to guide face-to-face interviews to be held with the District Education Officer in relation to church sponsorship on management of public secondary schools. The interview schedule comprised items addressing the objectives of the study. Interviews are considered useful as they obtain detailed information about personal feelings, perceptions and opinions. In addition, they usually achieve a high response rate and ambiguities can be clarified and incomplete answers followed up.

3.7 Pilot of Study

Prior to the actual study, a pilot study was conducted in two schools which were not included in the actual research. Piloting in this study helped to disclose any ambiguities or inconsistencies in the design and in the research tools. In addition, it helped to check whether the instructions and items given in the instruments are clear. The pilot study also helped to facilitate change and modification of the instrument for improvement. According to Mulura (1990), any blank spaces, inaccurate responses, inconsistencies and other weaknesses during pre-test indicate that there is need to review the suitability of the instrument.

3.7.1 Validity of the Research Instrument

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher sought the assistance of research experts, lecturers and supervisors in order to help improve validity of the research instruments.
3.7.2 Reliability of the Research Instrument

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The technique for establishing reliability involved the split-half technique. Split-half technique is a method of reliability testing whereby the instrument being tested is administered only once to the pilot study respondents, and then the responses are divided into two equal halves, which are then subjected to reliability testing (Borg & Gall, 1989). Split-Half technique of reliability testing was employed, whereby the pilot questionnaires from the sample schools were divided into two equivalent halves (SH-1 and SH-2) and then a correlation coefficient for the two halves was computed.

Procedure for split-half is as follows

(i) \[ r = 1 - \frac{6\sum (D)^2}{N(N^2 - 1)} \]

Where:
- \( r \) = Correlation coefficient
- \( N \) = Sample,
- \( \sum \) = Summation of scores,
- \( D \) = Deviation

(ii) \[ SH = \frac{2r}{1 + r} \]  
(Where Items are doubled)  
(Spearman Brown Prophesy)
According to Gay (1992), any research instrument with a correlation coefficient between 0.7 and above is accepted as reliable enough. After testing reliability, a correlation co-efficient of 0.7014 was obtained for teachers questionnaire, an alpha of 0.6734 was obtained for headteachers questionnaire whereas an alpha of 0.6950 was obtained for sponsors questionnaire.

3.8 Data Collection

After getting the consent from the authority to conduct research, the researcher booked an appointment with the principals of the sampled schools to administer the questionnaire to the teachers. The researcher visited each of the sampled schools and administered the questionnaires. As the teachers filled in the questionnaires, the researcher conducted face-to-face interviews with the principals, the District Education Officer, church sponsor representatives and the PTA members as guided by the interview schedule. The respondents were given instructions and assured them of confidentiality and anonymity after which they were given enough time to fill in the questionnaires. The researcher collected the complete questionnaires after a week.

3.9 Data Analysis

The study yielded data that required both quantitative and qualitative analysis techniques. Qualitative data were analyzed by arranging the responses thematically in line with the objectives of the study. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used included frequency counts and percentages. The data were analysed by use of Statistical Package for Social Sciences (SPSS). Martin and Acuna (2002) state that SPSS is able to handle large amounts of data, and given its wide spectrum of statistical procedures purposefully
designed for social sciences and it is also quite efficient. According to Best and Kahn (1993), descriptive statistics are used to present quantitative descriptions in a manageable form. Descriptive statistics help us to simplify large amounts of data in a sensible way. The results of data analysis were presented using frequency distribution tables, bar graphs and pie charts.

3.10 **Logistical and Ethical Consideration**

Before engaging in actual fieldwork, the researcher obtained an introduction letter from Kenyatta University and a research permit from the Ministry of Higher Education, Science and Technology. Once the permit was granted, the researcher sought consent from the District Education Officer to enable her to access the public secondary schools within the Sub-County. All members of the target population were informed that they were free to participate or reject participation in the study. The respondents were assured that information given would be treated confidentially and would be used for academic purposes only. In addition, the respondents were informed that no penalties would be meted out for refusal to participate in the study.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis, presentations and discussions of the study findings. The main objective of this study was to establish the effect of church sponsorship on management of public secondary schools in Kiambu Sub-County. The chapter presents demographic characteristics of the study respondents; roles of the sponsor in management of church-sponsored schools in Kiambu Sub-County; areas of conflict between the church and public secondary schools; administrative effects of church sponsors on management of public schools; and challenges faced by headteachers in management of public secondary schools. The chapter also proposes strategies of enhancing good leadership in public secondary schools in Kiambu Sub-County. The study findings are discussed on the basis of the five research objectives stated above and the literature reviewed. Thereafter, results were presented using frequency tables, bar charts and pie charts.

4.2 Response Rate

The study sample comprised headteachers, teachers, church sponsors, parents (PTA representatives) and District Education Officer. All the respondents completed the questionnaires and returned them hence, giving a 100% response rate. According to Mugenda and Mugenda (2003), for generalization, a response rate of 50.0% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excellent.
4.3 Demographic Characteristics of the Study Respondents

This section covers demographic information of the headteachers, teachers, sponsors and the parents. The information captured includes; respondents gender, age and academic qualifications. The study also captures sponsors of the 11 sampled schools in Kiambu Sub-County. The importance of capturing this information was to provide understanding of the study informants and hence provided a good foundation for detailed discussion of the findings based on the specific objectives of the study.

4.3.1 Gender

Gender refers to a state of being male or female. The importance of establishing respondents gender is to find out whether gender balance policy had been adhered to in the public secondary schools in Kiambu Sub-County as stipulated in the Kenyan Constitution Act; (GoK, 2003).

Table 4.1: Gender of the Study Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Parents</th>
<th>Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>50.0</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>50.0</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100.0</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 illustrates that out of the 6 headteachers who took part in the study, 3 (50.0%) were males and 3 (50.0%) were females. Among the teachers, 38.9% of them were males while 61.1% were females. Out of the 12 parents, half of them were males while the remaining half (50.0%) were females. Results in the table also
indicate that there were 2 (66.7%) female sponsors and 1 (33.3%) male sponsor who participated in the study. These findings indicate that gender balance among the headteachers and parents was considered during data collection procedure. However, the results shows that the number of female teachers and female sponsors was higher compared to that of male teachers and male sponsors.

4.3.2 Respondents' Age

To get this information, headteachers, teachers and parents were asked to indicate their age. Table 4.2 below presents responses obtained.

<table>
<thead>
<tr>
<th>Age</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Parents</th>
<th>Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Below 35 years</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>35-40 years</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>41-45 years</td>
<td>2</td>
<td>33.3</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>46-50 years</td>
<td>3</td>
<td>50.0</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>51-60 years</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Above 61 years</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100.0</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Results in Table 4.2 showed that out of the 6 headteachers, 2 (33.3%) were aged between 41 and 45 years while 4 (66.7%) were aged above 46 years. This illustrates that all the headteachers were over 40 years which the researcher considered to be a mature age for a headteacher to be able to understand and handle management issues in their school. Out of the 18 teachers, majority (55.5%) of them were aged below 40 years. This shows that most of the teachers were aged below 41 years. This
implies that majority of the teachers were still young and they had potential to be involved in management roles of their schools in the course of their teaching career. Among the parents, 7 (58.4%) were aged between 35-45 years while the remaining 5 (41.7%) were above 45 years. This shows that the study selected majority of the young parents to participate in the research. One (33.3%) sponsor was aged 35-40 years, another 1 (33.3%) was aged 41-45 years while the remaining 1 (33.3%) was aged 51-60 years. This implies that the age of the sponsors cut across all age groups, which the researcher considered to be an important aspect since management views would be welcomed from sponsors across all the age groups.

4.3.3 Highest Qualifications of the Study Respondents

Academic qualification refers to designation obtained by an individual which enables her/he to perform a task. In an education sector, it is important to find out the academic qualifications of the stakeholders especially in the management positions. This is because education qualifications of the school leaders have a great impact on school management which eventually influences the school academic performance. To establish the education level attained by the respondents, headteachers, teachers, sponsors and parents were asked to state their highest professional qualifications. Table 4.3 presents results obtained from the headteachers, teachers and sponsors.
Table 4.3: Headteachers', teachers and sponsors highest qualifications

<table>
<thead>
<tr>
<th>Highest qualifications</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>1</td>
<td>16.7</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>5</td>
<td>83.3</td>
<td>14</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100.0</td>
<td>18</td>
</tr>
</tbody>
</table>

Results presented in Table 4.3 illustrate that majority of the headteachers (83.3%) and teachers (77.8%) had attained Bachelors degree. This shows that all the headteachers and teachers were professionally qualified to offer their teaching services and make solid decisions when it came to the management of their respective schools. Among the 3 sponsors, 1 (33.3%) had PhD qualifications; another 1 (33.3%) had Masters degree while the remaining 1 (33.3%) had Bachelors degree. This shows that headteachers, teachers and sponsors from the sampled schools had higher academic qualifications and therefore they were expected to have an experience in the school management and also be effective in their work performance.

4.3.4 Parents Highest Academic Qualifications

Academic qualification refers to the professional titles obtained by an individual after undergoing a course of study. In this view, the researcher sought to find out the highest qualifications acquired by the parents who took part in the study. Figure 4.1 depicts highest qualifications attained by the parents.
Figure 4.1: Highest Qualification attained by Parents

Out of the 12 parents who took part in the study, 33.5% had education levels below a K.C.S.E certificate, 25% had a K.C.S.E certificate, 16.6% had "A" level qualifications, 16.6% had a Bachelors degree while only one of the parents who took part in the study had attained masters' degree. This shows that a relatively higher number of parents had not achieved their secondary education. Although a good number of parents who took part in the study were literate, more than half of them had not attained higher education. The low level of education among some of the PTA representatives could lead to poor role performance especially in school management and also decision-making positions.

4.3.5 Sponsors of the Sampled Schools

Sponsor refers to an individual or an organization which starts and/ or manages an institution. To enhance management and governance of the schools, some of the public secondary schools are sponsored by different churches. The study therefore,
sought to find out sponsors of the 6 sampled schools in Kiambu Sub-County. Figure 4.2 shows representation of sponsors in the regime.

Information presented in Figure 4.2 illustrates that half of the headteachers (50.0%) stated that their schools were sponsored by Catholic churches, 33.3% of them indicated that their schools were sponsored by ACK while 16.7% of them indicated that they were sponsored by PCEA. This shows that all the selected public secondary schools in Kiambu Sub-County were sponsored. The results further showed that majority of schools were sponsored by ACK and Catholics. The sub-county director of education Kiambu sub-county also supported this finding by indicating that most of the schools were sponsored by the Catholic Church, ACK and PCEA Churches. In line with the findings, Onderi and Makori (2013) reported that churches which sponsor schools in Kenya include the Catholic Church, Africa Inland Church, Salvation Army church, Church of God, Presbyterian Church of East Africa, Methodist Church, Quaker church, Seventh Day Adventist, Baptist Church, Anglican Church of Kenya and the Pentecostal Assemblies of God Church.
4.4 Role of the Sponsor in Management of Church-Sponsored Schools

The first objective of the study was to find out roles of the sponsor in management of church sponsored public secondary schools in Kiambu Sub-County. To address this objective, the researcher first sought to identify from teachers and parents whether sponsors played roles in school management.

Table 4.4: Teachers and parents responses on the roles played by the sponsors in school management

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sponsor role in School Management</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Yes</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
<tr>
<td>Parents</td>
<td>Yes</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>Sponsors</td>
<td>Yes</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the findings presented in Table 4.4, 94.4% of the teachers, all the parents (100.0%) and all the sponsors (100.0%) indicated that sponsors played roles in school management.
Table 4.5 shows roles played by the sponsors in the school management as indicated by the teachers, parents and sponsors themselves.

Table 4.5: Roles of Sponsors in Management of the School

<table>
<thead>
<tr>
<th>Roles</th>
<th>Teachers</th>
<th>Parents</th>
<th>Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Provision of pastoral programmes</td>
<td>17</td>
<td>94.4</td>
<td>12</td>
</tr>
<tr>
<td>Assisting in the governance of the schools</td>
<td>14</td>
<td>77.8</td>
<td>10</td>
</tr>
<tr>
<td>Giving consents on appointments of headteachers</td>
<td>15</td>
<td>83.3</td>
<td>11</td>
</tr>
<tr>
<td>Ensuring that school infrastructures and assets are well kept</td>
<td>10</td>
<td>55.6</td>
<td>10</td>
</tr>
<tr>
<td>Providing bursary funds to bright and needy students</td>
<td>10</td>
<td>55.6</td>
<td>9</td>
</tr>
<tr>
<td>Provision of land</td>
<td>13</td>
<td>72.2</td>
<td>8</td>
</tr>
<tr>
<td>Provision of teaching resources</td>
<td>7</td>
<td>38.9</td>
<td>7</td>
</tr>
<tr>
<td>Ensuring religious education is offered in schools</td>
<td>8</td>
<td>44.4</td>
<td>5</td>
</tr>
<tr>
<td>Offering guidance and counselling</td>
<td>9</td>
<td>50.0</td>
<td>6</td>
</tr>
<tr>
<td>Assist the local community in the establishment and management of new schools</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Ensuring good academic performance</td>
<td>3</td>
<td>16.7</td>
<td>4</td>
</tr>
<tr>
<td>Participation in school BOM and PTA meetings</td>
<td>16</td>
<td>88.9</td>
<td>8</td>
</tr>
</tbody>
</table>

As shown in Table 4.5, 94.4% of the teachers, all the parents and sponsors reported that one of the roles of sponsors was provision of pastoral programmes in schools.
This is a situation in which the school community is taught biblical concepts and church doctrines in a positive environment, meaning the sponsors used schools in spreading the gospel and also church doctrines. This supports the historical traditions of the church missionaries’ intentions in the introduction of formal education where the schools were looked at as media of evangelization (Sheffied, 1994). Assisting in the school governance was another role mentioned by 77.8% of the teachers, 83.3% of the parents and all the sponsors. In church-sponsored schools, sponsors are selected to participate in school board of management in order to offer their support to school leaders and also provide excellent challenge in their drive for further improvement.

Results in the table further revealed that 83.3%, 91.7% and 100.0% of the teachers, parents and sponsors respectively stated that another role played by the sponsors in their respective schools was giving consent of appointments of headteachers. However, this role sometimes creates problems in the school management since most of the sponsors recommend headteachers from their own denominations in order to maintain church traditions in the schools. To solve this problem, Mwanthi (2010) recommended that church sponsors should be consulted and also they should be given a greater say during the appointment of the headteachers. Ensuring school infrastructure and assets are well-kept was another role mentioned by 55.6% of the parents, 83.3% of the parents and 66.7% of the sponsors. The findings revealed that church sponsors supported schools through maintenance of the available facilities such as classrooms and school fences as a way of enhancing security and also improving on the learning environment.
The findings also showed that 55.6% of the teachers, 75.0% of the parents and 66.7% of the sponsors stated that sponsors provided bursary funds to the bright and needy students. In accordance with this finding, Sub-County director of education Kiambu Sub-County cited that well-wishers (sponsors) and non-governmental organizations funded the needy and bright students in the Sub-County who showed determination in their studies. He further emphasized that the educational assistance continued to secondary schools and even colleges/universities if the students performed well in national examinations. Furthermore, the Sub-County director of education cited that they also requested for constituency bursary funds for bright and needy students and constituency development funds in order to improve the school teaching/learning processes and school infrastructures. These results therefore indicate that the sponsors were actively involved in ensuring that all students in the schools they sponsored got an opportunity to acquire education. This was a big step in achieving Kenya's goal of education for all as stated in the constitution of Kenya (2003). It also helped in achieving excellence in the schools as the bright and needy students got motivation to work hard, having an assurance that they would proceed with their education. This confirms what Mburu (2009) established in his study that one of the role of school sponsors was to ensure academic excellence in the schools they sponsored.

Participation in school BoM and PTA meetings was another role of sponsors mentioned by 88.9% of the teachers, 66.7% parents and 66.7% sponsors. These results indicate that that the contribution of sponsors in the management role of the schools was highly valued and their participation in the school BoM and PTA meetings was given a consideration. This is a confirmation of what Masika and
Simwata (2010) found out that the church sponsors played a significant role in the leadership of public secondary schools.

Other roles that were mentioned by at least half of the teachers, parents and sponsors included offering guidance and counselling and provision of land. Ensuring religious education is offered in schools was another role cited by 44.4% of the teachers, 41.7% of the parents and 66.7% of the sponsors. The findings indicate that school sponsors ensured that Christian Religious Education (CRE) was offered in their schools as a way of enhancing moral values among the school community to improve religious growth. These results concurred with the findings by Mburu (2009) who conducted a study in Gatanga Division, Thika District to determine teachers' perceptions about role of the parish priest in promoting catholic identity in public Catholic Sponsored schools. The study established that, according to the teachers, the roles of the parish priest as a sponsor representative, were playing a leading role in pastoral care (100%), fostering good moral behaviour among students (100%), playing a lead role in worship (95.7%), ensuring academic excellence (82.6%), attending PTA meetings (82.6%), fostering good moral behaviour among teachers (82.6%), ensuring that students are committed to duty (65.2%), and supervision of the teaching of CRE (43.4%).

In addition, Masika and Simatwa (2010), study established that the contribution of the church in schools included: school establishment by providing physical facilities and land; school discipline management through pastoral programme conducted during weekend challenges, rallies, Sunday services, counselling, and special prayer days by chaplains; financing of education which was minimal because of lack of funds; staffing through panel of selection in accordance to TSC guidelines and
motivating the teaching staff. Similarly, Mabeya, et al., (2010) established that all the church sponsors 97 (100%) contributed to the maintenance of religious traditions and church doctrines in schools. This was followed by giving consent of appointment of headteachers 87(90%) and ensuring that the schools infrastructure and assets are well kept. The issue of supervising and ensuring that religious education was taught in school was rated 40 (41%) which supports the Kenya Catholic Episcopal (KCE) that a sponsored school curriculum should include a substantial religious education programme that is life-centred, broad, multifaceted as well as boosting personal growth. The curriculum should be rooted in the church traditions and ways that nurture spiritual development (KCE, 2000).

4.5 Areas of Conflict in Management of Church Sponsored Schools

The second objective of the study was to find out areas of conflict between the church and public secondary schools in Kiambu Sub-county. To meet this objective, the study first sought to find out from study respondents whether there were conflicts between the sponsors and the school administrators in their respective schools. Table 4.6 shows their responses.

| Table 4.6: Conflicts among the School Administrators and the Sponsors |
|---------------------|--------|--------|--------|
|                     | Headteachers | Teachers | Parents |
|                     | f  | %  | f  | %  | f  | %  |
| No conflicts        | 1  | 16.7 | 5  | 27.8 | 4  | 33.3 |
| There were conflicts| 5  | 83.3 | 13 | 72.2 | 8  | 66.7 |
| Total               | 6  | 100.0 | 18 | 100.0 | 12 | 100.0 |
As shown in Table 4.6, majority of the respondents (83.3% of the headteachers, 72.2% of the teachers and 66.7% of the parents) stated that there were conflicts among the school administrators and sponsors. The results indicate that in most schools under area of study, school administrators and the sponsors were quarreling over the school management issues. These findings were in agreement with the results by Mwaura’s (2011) who established that 82% of the teachers and 75% of the sponsor representatives indicated that there were a lot of conflicts between church sponsors and the school management. In church-sponsored schools, intra group conflicts were mainly experienced. This may include conflicts within the staff, the BoM, the students, the parents, the sponsor or any other stakeholder in school (Robbins, 2003). These conflicts may be influenced by factors such as work interdependence, differences in goals, perceptions and increased demand for specialists e.g. sponsors (Ivancevich, 1996). Okotoni and Okotoni (2003) point out that management of conflicts in schools may have negative impact on the administrative capability of the institutions, morale of the staff, and development of institutional structures as well as on the academic performances of the students. Conflicts also affect the accomplishment of the school goals due to attending stress, hostilities and other undesirable factors when poorly managed. The issue of conflict management then becomes paramount for goal accomplishment.

4.5.1 Factors Influencing Management of Conflicts in Church-Sponsored Schools

To find out factors influencing management of conflicts in church sponsored schools, the study respondents (headteachers, teachers and sponsors) were asked to indicate the extent to which various factors cause conflict in their respective schools.
A likert scale comprising three levels (very great extent, great extent and no extent) was used, with 1 denoting no extent, 2 representing great extent while 3 denoted very great extent. The midpoint of the scale was a score of 2. Therefore, mean scores above 2 denoted the major causes of management conflict whereas mean scores below 2 represented the least causes of the management conflicts. Table 4.7 illustrates results obtained from the headteachers and teachers.

Table 4.7: Headteachers’ and teachers’ responses on factors influencing management conflicts

<table>
<thead>
<tr>
<th>Factors influencing management conflicts</th>
<th>Headteachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation on the appointment of the principal</td>
<td>2.67</td>
<td>2.22</td>
</tr>
<tr>
<td>Sponsors’ demand for greater say in the management of public secondary schools other than the one assigned in the Education Act</td>
<td>2.33</td>
<td>2.11</td>
</tr>
<tr>
<td>Conflict of interest between the sponsor and other stakeholders on the appointment of the BoM chairperson</td>
<td>2.33</td>
<td>2.22</td>
</tr>
<tr>
<td>Sponsor interference with school programme</td>
<td>2.33</td>
<td>2.06</td>
</tr>
<tr>
<td>Academic performance</td>
<td>2.33</td>
<td>2.06</td>
</tr>
<tr>
<td>Commitment by teachers and principals</td>
<td>2.17</td>
<td>2.06</td>
</tr>
<tr>
<td>Discipline among the staff</td>
<td>2.17</td>
<td>1.89</td>
</tr>
<tr>
<td>Conflict between the sponsor and the community on who to head the school.</td>
<td>2.00</td>
<td>1.94</td>
</tr>
<tr>
<td>Discipline of students</td>
<td>2.00</td>
<td>2.06</td>
</tr>
<tr>
<td>Incompetence of some principals and BoM chairpersons</td>
<td>1.83</td>
<td>1.78</td>
</tr>
<tr>
<td>Management of funds by principals</td>
<td>1.83</td>
<td>2.17</td>
</tr>
<tr>
<td>Role conflict between education stakeholders</td>
<td>1.83</td>
<td>1.78</td>
</tr>
<tr>
<td>Superiority complex among stakeholders</td>
<td>1.83</td>
<td>2.00</td>
</tr>
<tr>
<td>Adherence to procurement procedure</td>
<td>1.50</td>
<td>2.11</td>
</tr>
<tr>
<td>Favouritism by the school administration</td>
<td>1.33</td>
<td>1.83</td>
</tr>
</tbody>
</table>
As shown in Table 4.7, the mean scores obtained by the headteachers and teachers on the statements showing factors influencing management conflicts ranged from 1.33 to 2.67 and 1.78 to 2.22 respectively. The highest ranked factors influencing management conflicts by the headteachers and teachers were consultation on the appointment of the principal (mean score of 2.67 by the headteachers and 2.22 by the teachers) and sponsor’s demand for greater say in the management of public secondary schools (mean score of 2.33 by headteachers and mean of 2.11 by teachers). These findings were in agreement with the results by Nzwili (2002) who reported an impasse that had arisen between the Catholic Church and the Ministry of Education over the closure of five parochial schools. The impasse was rooted on the grounds that Catholic Church officials had complained about government violation of the provision of the Education Act which requires that they should be involved in most of the decision-making processes on matters affecting the management of schools. The church also lamented that they should be involved during the appointment of the headteachers. Similarly, Keya (2011) established that management conflicts occur as a result of inadequate consultation on the appointment of the principals and conflict of interest between the sponsors and other stakeholders in the appointment of BoG chairpersons.

Sponsor interference with the school programme was another factor which was reported to have a greater influence on school management. This factor had an average mean score of 2.33 from the headteachers and a mean score of 2.06 from the teachers. The study established that some of the sponsors interfered with the school management by getting involved in issues such as students’ freedom of worship, monitoring of schools physical development projects and hiring of the subordinate
staff. These are some of the duties that could be left out to school board of management. Incompetence of some principals and BoM chairpersons was also cited as another major factor influencing management conflict to a great extent (mean score of 1.83 from the headteachers and a mean of 1.78 from the teachers). This normally occurs among the newly appointed headteachers and BoM members since they are ill-prepared for managerial duties prior to their appointments. Lack of preparedness makes them vulnerable to making blunders which sponsors capitalize on to demand for their removal or overstepping their mandates and authority.

Superiority complex among the stakeholders also emerged as another factor influencing management conflict to a great extent (mean of 1.83 from the headteachers and a mean of 2.00 from the teachers). The findings revealed that disparities emerged among the stakeholders on the school top management positions. Some of the sponsors fight for the higher position in the school in order to have the control of all the school activities. These findings concurred with the results by Matoke and Barasa (2001) who reported that some churches refused to recognize the appointment of the board of management yet they were involved in the BoM’s nomination processes. On the other hand, results in the table revealed that favoritism by the school administration (mean of 1.33 from the headteachers and 1.83 from the teachers) and adherence to procurement procedure (mean of 1.50 from the headteachers) did not emerge to have a great influence on management conflicts in schools as compared to other factors listed in the table.
Table 4.8 illustrates sponsors responses on factors influencing management conflicts.

<table>
<thead>
<tr>
<th>Factors influencing management</th>
<th>VGE</th>
<th>GE</th>
<th>NE</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict of interest between the sponsors and other stakeholders on the appointment of the BoM chair person</td>
<td>2</td>
<td>66.7</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Management of funds by principals</td>
<td>2</td>
<td>66.7</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Superiority complex among stakeholders</td>
<td>2</td>
<td>66.7</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Academic performance</td>
<td>1</td>
<td>33.3</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>Consultation on the appointment of the principal</td>
<td>1</td>
<td>33.3</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>Sponsors demand for greater say in the management of public secondary school other than the one assigned in the Education Act</td>
<td>1</td>
<td>33.3</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>Incompetence of some principals and BoM chairpersons</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Favoritism by the school administration</td>
<td>1</td>
<td>33.3</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Commitment by teachers and principals</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>Conflict between the sponsor and the community on who to head the school.</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Discipline of students</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Role conflict between education stakeholders</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Sponsor interference with school programme</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Adherence to procurement procedure</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Discipline among the staff</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Key: VGE-Very Great Extent; GE-Great Extent; NE-No Extent
As depicted in Table 4.12, mean scores obtained by the sponsors on factors influencing management conflicts ranged from 1.00 to 2.67. The highest ranked factors influencing management conflicts were conflict of interest between the sponsors and other stakeholders on the appointment of BoM chairperson (2.67) and management of funds by principals (2.67). Other factors which emerged to have a great influence on management conflicts were superiority complex among stakeholders (2.67) and academic performance (2.67). More so, most of the respondents indicated that management conflict arises during the consultation on the appointment of the principal. This response was given by most of the sponsors who obtained an average mean score of 2.33. To verify the above findings, DEO Kiambu Sub-County reported that management conflicts arise in the school during appointment of BoM, management of school funds and consultation during appointment of the principal.

Based on the findings obtained from the headteachers, teachers and sponsors, it emerged that most of the management conflicts arise during the consultation on the appointment of the principal, management of funds and superiority complex. The results further revealed that conflict of interest between the sponsors and other stakeholders on the appointment of the BoM and the school academic performance were other areas which contributed to management conflict. The findings concurred with the results obtained by Mwaura (2011) that the major sources of conflicts between the sponsor and school administration were appointment of BoM chairpersons, difference in priorities, difference in religious traditions, use of school facilities, and interference by educational officers. Masika, (2010) further stated that conflict of interest of the church leaders in school management board is another
challenge faced by church-sponsored schools. These findings are in agreement with those of Okumbe (1998) who argues that sponsors demand for admissions in form one even with marks below the cut-off points which as a result influences school overall performance in academics.

4.5.2 Effects of Conflicts on School Management

Conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals. Presented in Table 4.9 are the effects of conflicts in management of church-sponsored schools.

Table 4.9: Effects of conflicts in management of church-sponsored schools (multiple responses)

<table>
<thead>
<tr>
<th>Effects of conflicts</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Poor academic performance</td>
<td>5</td>
<td>83.3</td>
<td>15</td>
</tr>
<tr>
<td>Deterioration of schools</td>
<td>5</td>
<td>83.3</td>
<td>13</td>
</tr>
<tr>
<td>Staff turnover</td>
<td>5</td>
<td>83.3</td>
<td>8</td>
</tr>
<tr>
<td>Students’ indiscipline</td>
<td>5</td>
<td>83.3</td>
<td>12</td>
</tr>
<tr>
<td>Resistance to change by the school administrators, teaching staff and other subordinates</td>
<td>5</td>
<td>83.3</td>
<td>13</td>
</tr>
<tr>
<td>Low teachers motivation</td>
<td>3</td>
<td>50.0</td>
<td>12</td>
</tr>
<tr>
<td>Enrollment of students with low marks</td>
<td>3</td>
<td>50.0</td>
<td>0</td>
</tr>
</tbody>
</table>
As reflected in Table 4.9, 83.3% of headteachers and 66.7% of the sponsors were of the view that management conflicts led to poor school academic performance. The study findings revealed that school management conflicts disrupted teaching and learning processes as most of the time is wasted solving the problems. This as a result, negatively influences academic growth of the students and the school as a whole. Results in the table also showed that management conflicts led to resistance to change by the school administrators, teaching staff and other subordinates. This response was given by 83.3% of headteachers, 72.2% of teachers and all sponsors. In church-sponsored schools, this problem normally occurs among the teachers/headteachers when they feel they are lowly motivated or when they feel like they are considered as failures by their sponsors in terms of their work performance. In addition to this, misunderstanding of the change and its implications among the school stakeholders may lead to resistance to change. The results further illustrate that 83.3% of the headteachers and 72.2% of the teachers reported that conflict in management led to deterioration of schools. This is because conflict between the schools stakeholders often results to polarization of the schools. In such a situation, no school can function effectively or achieve its objectives if the individuals are polarized and working against each other. Other effects of conflicts in management mentioned by most of the headteachers and teachers were students' indiscipline (83.3% of the headteachers and 66.7% of the teachers) which lead to low academic performance and low teachers motivation (50.0% of the headteachers and 66.7% of the teachers). Students indiscipline cases always increase when there are conflicts in the school management and also teachers are lowly motivated. This is because any conflict situation is bound to inhibit daily activities of the school and
in extension of the overall performance of the headteacher, teachers, students and the support staff.

These results were consistent with the findings by Omboko (2006) whose study established that secondary schools had experienced a lot of management problems mainly due to the conflict between the sponsor, headteacher, community and the government. As a result, headteachers and teachers were transferred, interdicted and sacked; learning disrupted impacting negatively on students' academic results but worst of all, permanent tension created between the government, the community and the sponsor. Omboko (2006) further reported that consequent to the conflicts was that most of the headteachers had been transferred while running of the schools faced a lot of difficulties due to student transfers and low morale with all the stakeholders. Moreover, Okotoni and Okotoni (2003) point out that management conflicts in schools had a negative impact on the administrative capability of the institutions, morale of the staff, and development of institutional structures as well as on the academic performances of the students. This is due to the fact that conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals, and it arises when a difference between two or more people necessitates change in at least one person in order for their engagement to continue and develop (Denohue & Kott, 1992). Conflict is a problem when it hampers productivity, lowers morale, causes more and continued conflicts and causes inappropriate behaviours (Tschannen-Moran, 2001).

4.6 Effects of Church Sponsors in Management of Public Schools

The third objective of the study was to establish the administrative effects of church sponsors in management of public schools in Kiambu Sub-County. To ascertain this
objective, sponsors were first asked whether they have ever read the Education Act (2013). Figure 4.3 shows results of this analysis.

![Pie chart showing sponsor responses on awareness of Education Act]

Key
- - Have read
- - Have not read

**Figure 4.3: Sponsors’ responses on their level of awareness of the content contained in Education Act**

Data presented in Figure 4.3 show that 66.7% of the church sponsors reported that they had read the Act while 33.3% indicated that they had not read the Act. This shows that most of the sponsors had read the Education Act and therefore, were expected to perform their roles accordingly. The role of church sponsors is stipulated in the Education Act Cap 211 (1968) in terms of rights, responsibilities and limitations. According to the Basic Education Act (2013), a school sponsor is allowed to nominate four (4) of the thirteen (13) members of the school Board of Governors and to propose the chairman who should be ratified by the Ministry of Education (Republic of Kenya, 2004). This organ champions the sponsors’ interest
in school management. However, the study established that role conflicts still existed in the schools. This means that some of the school sponsors were assuming roles played by the school heads, thus engaging themselves in those roles.

Through an open ended question, the researcher sought to find out respondents (headteachers, teachers and sponsors) views in relation to the effects of sponsors on management of church sponsored schools over non sponsored schools. The study findings revealed that majority of the headteachers, teachers and all the sponsors were of the view that church-sponsored schools had enhanced spiritual guidance of students and staff members, and they had strong culture that enabled them to perform well. The results further revealed that a significant number of the headteachers, teachers and sponsors further indicated that church-sponsored schools were more preferred compared to non-sponsored schools. However, sponsors' perceptions in relation to the ways conflicts were addressed in schools differed from those of the headteachers and teachers. Majority of the sponsors felt that conflicts were better addressed in church-sponsored school compared to non-sponsored schools. These results were contrary to the findings from the headteachers and teachers who were of the view that conflicts were well solved in the non sponsored schools.

4.6.1 Achievements of the Church as School Sponsors

This section sought to find out the achievement attained by the church as the school sponsors in terms of academic performance, discipline, development of projects and pastoral programmes. To establish this, headteachers, teachers and sponsors were given an open ended question in which they were asked to indicate various achievements that were made by the church as a school sponsor in terms of
academic performance, discipline, development of projects and pastoral programmes.

In response, the study established that majority of the respondents (headteachers, teachers and all the sponsors) stated that in terms of academic performance, the greatest achievement attained by the church sponsors was rewarding the best performing students as a way of encouraging them and promoting good academic performance.

In relation to discipline, the study established most of the respondents stated that the church-sponsored had managed to maintain discipline in school through offering of guidance and counselling services, organizing seminars and workshops of the school community members.

With regard to school development projects, results of the analysis revealed that all headteachers, sponsors and majority of the teachers indicated that the church had managed to provide land to the school community whereas a significant proportion of the headteachers and sponsors reported that other churches like Catholic had managed to form an association with the Catholic heads and teachers. In terms of pastoral programmes, all the respondents approved that the Church ensured that Christian Religious Education (CRE) is offered in all schools. In addition, a notable number of the headteachers and sponsors also stated that another goal achieved by the church was organizing and conducting mass services regularly.

These findings were in agreement with the results by Mburu (2009) who found that the leading role of church sponsor was provision of pastoral care (100%), fostering
good moral behaviour among students (100%), playing a leading role in worship (95.7%), ensuring academic excellence (82.6%), attending PTA meetings (82.6%), fostering good moral behaviour among teachers (82.6%), ensuring that students are committed to duty (65.2%), and supervision of the teaching of CRE (43.4%). Furthermore, Masika and Simatwa (2010) noted that the major contribution of the church in schools included: school establishment by providing physical facilities and land; school discipline management through pastoral programme conducted during weekend challenges, rallies, Sunday services, counselling, and special prayer days by chaplains;

4.7 Challenges Faced by the Headteachers in Management of Church-Sponsored Schools

The fourth objective of the study was to establish the challenges headteachers face in relation to church sponsorship in management of public secondary schools in Kiambu Sub-County. To address this objective, headteachers were first asked whether they faced any challenges in the management of the church sponsored schools. An analysis of the study findings revealed that all the six headteachers agreed that they faced challenges in the management of the schools.

Table 4.10 illustrates headteachers’ responses on challenges they face in management of church sponsored schools
Table 4.10: Challenges Faced by Headteachers in Management of Schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsors prefer all the students to attend their</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>service irrespective of their denomination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointment of BoM</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>High expectations from the sponsor in terms of</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>academic attainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot of bureaucracy</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Negative attitude from some sponsors</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>Inadequate leadership skills from some of the</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>leaders appointed by the church</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the results presented in Table 4.10, all the headteachers (100.0%) reported that sponsors preferred all the students to attend their service irrespective of their denomination. This shows that most of the sponsors were very strict in relation to the faith of the school community which as a result created more problems such as appointment of the board of management members (83.3%), student admission and to some extent the teaching staff. These problems occurred in most of the church-sponsored schools since majority of the sponsors emphasized on practicing of their church traditions in the schools without playing a significant role towards development and provision of educational projects in schools. High expectation from the sponsors in terms of academic attainment was another challenge that was raised by 83.3% of the headteachers. Most of the sponsors have high expectations for their schools in terms of academic performance. However, this goal cannot be achieved if teachers and students are inadequate motivated and the school head is
blamed for the failure. As a consequence, this creates poor working relationship especially among the sponsors and the headteachers who felt that schools can be run effectively and good results be achieved without sponsors. Another similar proportion (83.3%) of the respondents also stated that there was a lot of bureaucracy in schools sponsored by the Church. Other challenges mentioned by the headteachers included negative attitude from some sponsors (66.7%) and inadequate leadership skills from some of the leaders appointed by the church (50.0%).

In support of the study results, Sub-County Director of Education cited that the major challenges faced by the headteachers in management of church-sponsored schools were lack of adequate leadership skills from some of the leaders appointed by the church, denominational differences where some churches insisted that the school headteacher must be of their faith and utilization of the school resources such as school bus. Other challenges faced by the headteachers were interference of the school programmes since majority of the sponsors demanded for greater say in the school management and also differences during procurement of materials in the school. The findings revealed that some sponsors nominate ineffective representation in the BoG who on several occasions do not attend meetings nor evaluate school project initiated by the PTA. This leads to some involvement in non-productive wrangles accusing the headteachers of gross mismanagement and embezzlement of funds (Mabeya, Ndiku & Njino, 2010). Similarly, the findings concurred with Mwanzia (2005) who established that church sponsors insisted that the chairperson of the BoG should be of their faith irrespective of their competence to perform.
4.8 Proposed Strategies of Enhancing Good Leadership in Church-Sponsored Schools

The fifth objective of the study was to propose strategies of enhancing good leadership in public secondary schools in Kiambu Sub-County. To answer this research objective, all the study respondents were asked to give their views in relation to the strategies that can be put in place to enhance good leadership in church sponsored schools. Table 4.11 shows results of this analysis.

Table 4.11: Strategies for enhancing good leadership in church sponsored schools

<table>
<thead>
<tr>
<th>Measures</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Outline clear policy guidelines</td>
<td>6</td>
<td>100.0</td>
<td>17</td>
</tr>
<tr>
<td>Sponsors to partly finance schools</td>
<td>6</td>
<td>100.0</td>
<td>9</td>
</tr>
<tr>
<td>Involving sponsors in staff development</td>
<td>6</td>
<td>100.0</td>
<td>6</td>
</tr>
<tr>
<td>Review the role of the sponsor</td>
<td>4</td>
<td>66.7</td>
<td>12</td>
</tr>
<tr>
<td>Incorporating sponsors in supervision and inspection of schools</td>
<td>2</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>Ban sponsorship</td>
<td>2</td>
<td>33.3</td>
<td>1</td>
</tr>
<tr>
<td>Giving sponsors to audit schools</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
</tr>
</tbody>
</table>

As shown in Table 4.11, one of the strategies mentioned by the respondents that would enhance good leadership in church sponsored schools was outlining clear
policy guidelines. This measure was agreed by all the six principals, 17 (94.4%) teachers and all the three sponsors who took part in the study.

Another strategy that was agreed to by all the headteachers, 9 (50.0%) teachers and only one of the sponsors was the sponsors to partly finance the schools. The strategy of involving sponsors in staff development was also agreed to by all the headteachers, sponsors and 6 (33.3%) of the teachers.

Reviewing the role of the sponsor was also a strategy that received positive support from majority of the respondents who took part in the study. This was seen whereby 4 (66.7%) headteachers, 12 (66.7%) teachers and all the sponsors agreed that this strategy would enhance good leadership in the church sponsored schools. In terms of incorporating sponsors in supervision and inspection of schools, only 2 (33.3%) headteachers, 2 (11.1%) teachers and 1 (33.3%) sponsors agreed that this strategy would aid in enhancing good leadership in church sponsored schools.

Concerning the strategy of banning sponsorship, only 2 (33.3%) headteachers, 1 (5.6%) teachers and 1 (33.3%) sponsor agreed that this strategy would enhance good leadership in church sponsored schools. The final strategy, of giving sponsors to audit schools was agreed to by only 2 (11.1%) teachers and 2 (66.7%) sponsors. None of the headteachers agreed that this strategy would enhance good leadership in church sponsored schools. These findings were in agreement with Keya (2011) who suggested that MoE should harmonize different legal provisions on education in order to come up with definite policy on secondary school management. The MoE should also review the current system of managing secondary schools with a view to providing for good working relationship and equitable participation of all
stakeholders. In another study, Njenga’s (2003) recommended that the role of the sponsor in the school management should be limited. This is because sometimes sponsors nominated obstinate and inefficient members into BoM who cannot cooperate with others. Table 4.12 shows other strategies given by the headteachers that can be put in place to enhance good leadership in church-sponsored schools.

Table 4.12: Other strategies that can be put in place to enhance good leadership in church sponsored schools

<table>
<thead>
<tr>
<th>Measures</th>
<th>Headteachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity building through seminars and workshops</td>
<td>6 100.0</td>
<td>11 91.6</td>
</tr>
<tr>
<td>Appointing BOM members who are of high integrity and moral standards</td>
<td>5 83.3</td>
<td>7 58.3</td>
</tr>
<tr>
<td>Giving the BOM some level of autonomy to run the school to void of unnecessary interference by the sponsors</td>
<td>4 66.7</td>
<td>5 41.7</td>
</tr>
<tr>
<td>Increased guidance and counseling sessions from the church</td>
<td>4 66.7</td>
<td>12 100.0</td>
</tr>
<tr>
<td>Increased sponsorship of needy students</td>
<td>4 66.7</td>
<td>9 75.0</td>
</tr>
<tr>
<td>Supports schools in building and construction projects</td>
<td>3 50.0</td>
<td>11 91.6</td>
</tr>
<tr>
<td>Provision of learning materials</td>
<td>2 33.3</td>
<td>4 33.3</td>
</tr>
<tr>
<td>Consultation with education officers and other school stakeholders</td>
<td>2 33.3</td>
<td>3 25.0</td>
</tr>
<tr>
<td>Should be involved in provision of physical facilities in schools</td>
<td>2 33.3</td>
<td>10 83.3</td>
</tr>
</tbody>
</table>

As shown in Table 4.12, capacity building was one of the major recommendations given by the headteachers and parents. The results of the analysis revealed that all
the headteachers and 11 (91.6%) of the parents agreed that this strategy would also be put in place in order to enhance good leadership in church sponsored schools.

Appointing BoM members who are of high integrity and moral standards was also another strategy that was mentioned by the respondents, which would enhance good leadership in church sponsored schools. It received backing from 5 (83.3%) headteachers and 7 (58.3%) parents. Giving the BoM some level of autonomy to run the school in order to void of unnecessary interference by the sponsors, as it could be put in place to enhance good leadership in church sponsored schools received agreement from 4 (66.7%) headteachers and 5 (41.7%) parents. Increasing the guidance and counseling sessions from the church was another mentioned strategy for enhancing good leadership in church sponsored schools by 4 (66.7%) headteachers and all the twelve parents.

The table further shows that 4 (66.7%) of the headteachers and 9 (75.0%) of the parents were of the view that supporting schools in building and construction projects was a strategy that would enhance good leadership in church sponsored schools. The strategy on provision of learning materials also received backing from 2 (33.3%) headteachers and 4 (33.3%) parents while that on consultation with education officers and other school stakeholders was agreed to by 2 (33.3%) headteachers and 3 (25.0%) parents. As finally indicated in the table, 2 (33.3%) headteachers and 10 (83.3%) parents agreed on the strategy of involving sponsors in provision of physical facilities in schools as a means that would enhance good leadership in church sponsored school was supported by 2 (33.3%) headteachers and 10 (83.3%) parents.
On the same note, the sub-county Director of Education suggested that to enhance good leadership in church-sponsored schools, all the school stakeholders should work together in harmony and ensure that school management conflicts were avoided. This can be achieved by ensuring that all the members in the school management board have clearly read the education act and they are aware of their roles and obligations. In addition to this, the director added that the Ministry of education should ensure that capacity building is emphasized in all schools. This can be achieved through organization of seminars, workshops and through guidance and counselling sessions.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations of the study. It also suggests areas for further research.

5.2 Summary of the Findings

The main objective of the study was to establish the effect of church sponsorship on management of public secondary schools in Kiambu Sub-County. Specific objectives of the study were to: determine role of the sponsor in management of church-sponsored public secondary schools in Kiambu Sub-County; find out areas of between the church and public secondary schools; establish the effects of church sponsors in management of public schools and to establish the challenges headteachers face in relation to church sponsorship in management of public secondary schools in Kiambu Sub-County. The study finally proposes strategies of enhancing good leadership in public secondary schools in Kiambu Sub-County.

The study was based on Role Theory by Biddle (1979). The study employed descriptive survey design targeting principals, teachers, parents (PTA representatives), church sponsor representatives and sub-county director of education Kiambu Sub-County. Purposive sampling was used to select principals, church sponsor representatives and the sub-county director of education. Simple random sampling was used to select teachers and parents (PTA representatives). Questionnaires and interviews were used as the main tools for data collection. The following is the main study findings:
5.2.1 Role of the Sponsors in the Management of Church Sponsored Schools

The study established that over 80.0% of the respondents reported that the major roles played by the sponsors in the schools were provision of pastoral programmes, assisting in the school governance and participation in the school board of management. Other roles mentioned included; organizing and participating in fundraising ceremonies meant for school development, provision of land and bursary funds to the bright and needy students.

5.2.2 Areas of Conflict in Management of Church Sponsored Schools

The study findings revealed that majority of the respondents (83.3% of the headteachers, 72.2% of the teachers, 66.7% of the sponsors and 66.7% of the parents) stated that there were conflicts between the sponsors and the school administrators in their respective schools. The results indicate that in most schools under area of study, school administrators and the sponsors were quarreling over the school management issues. The study established that most of the management conflicts arise during the consultation on the appointment of the principal, management of funds and superiority complex. The results further revealed that conflicts of interest between the sponsors and other stakeholders on the appointment of the BOM and the school academic performance were other areas which contributed to management conflicts. According to 60.0% of the headteachers, teachers and sponsors, these management conflicts influenced school academic performance and also led to resistance to change. The study findings revealed that school management conflicts disrupted teaching and learning processes as most of the time is wasted solving the problems. This as a result, negatively influences academic growth of the students and the school as a whole. The results further
showed that conflict in management led to deterioration of school, students’ indiscipline and also low teachers’ motivation.

5.2.3 Effects of Church Sponsors in Management of Public Church sponsored Schools

In relation to this objective, the study established that majority of the headteachers, teachers and sponsors were of the view that church-sponsored schools had more enhanced spiritual guidance among students and staff members compared to non-sponsored schools and they had strong culture that enabled them to perform well. The results further revealed that church-sponsored schools were more preferred compared to non-sponsored schools.

In terms of academic performance, discipline, school development projects and pastoral programmes, the study found that the greatest achievement attained by the church as sponsors were rewarding the best performing students as a way of encouraging them and promoting good academic performance; maintain discipline in school through offering of guidance and counselling services, provision of the land to the school community and ensuring that Christian Religious Education (CRE) is offered in all schools.

5.2.4 Challenges Faced by Headteachers in Management of Church-Sponsored Schools

Regarding this objective, the study established that the major challenges faced by the headteachers were; sponsors dictated all the students to attend their service irrespective of their denomination. This shows that most of the sponsors were very strict in relation to the faith of the school community which as a result created more
problems even in the appointment of the board of management members (83.3%). High expectation from the sponsors in terms of academic attainment was another challenge that was raised by 83.3% of the headteachers. This created poor working relationship especially among the sponsors and the headteachers who felt that schools can be run effectively and good results be achieved without sponsors. Other challenges mentioned by the headteachers included hatred from some sponsors, inadequate leadership skills from some of the leaders appointed by the Church and a lot of bureaucracy among the sponsors; whereby the Church wants to be consulted before the headteacher undertakes every activity in the school which is not possible.

5.2.5 Strategies of Enhancing Good Leadership in Church Sponsored Schools

To enhance good leadership in church-sponsored schools, the study suggested that: sponsors should undergo training to ensure that they know their roles in school management; schools should have increased sessions for guidance and counselling offered by the Church; and sponsors should offer more support to the needy students in terms of sponsorship to enhance their retention in schools. Other recommendations that were made included supporting schools in building and construction projects, provision of learning materials and physical facilities in schools. This would aid in supplementing government effort to provide education in public secondary schools.

5.3 Conclusion

Based on the study findings presented above, the study concludes that the major roles played by the sponsors in the school were spiritual nourishment, assisting in the school governance and participation in the school board of management. Conflicts among the sponsors and the school administrators arise during consultation
on the appointment of the principal, management of funds and superiority complex. Other areas of conflicts included conflict of interest between the sponsors and other stakeholders on the appointment of the BoM and conflicts related to school academic performance.

The study further concludes that church-sponsored schools had more enhanced spiritual guidance among students and staff members and they have strong culture that enabled them to perform well. However, there are various challenges faced by the headteachers in the management of church-sponsored schools. These include; sponsors preferring all students to attend their service irrespective of their denominations, and being consulted on the appointment of the headteacher.

5.4 Recommendations of the Study

Arising from the study findings, the following recommendations were made:-

i. The Ministry of Education needs to have clear policies regarding the different roles of all those involved in management of public church-sponsored secondary schools. This would assist in creating harmony among all the stakeholders hence avoiding some of the conflicts encountered in school management.

ii. The Ministry of Education should enhance capacity building in schools to create awareness on the rights and obligations of the sponsors and their representatives. This would facilitate a smooth working relationship since each party will be aware of their powers and limitations.

iii. The Board of Management should organize more frequent meetings with all the stakeholders, that is; headteacher, teachers, students, sponsors, parents and support staff with an aim of devising ways of working together in order to improve school management practices and students academic performance.
iv. Sponsors should ensure that they nominate competent representatives who will not be negatively influenced by personalities in the education system. This will help to minimize conflicts within the school environment which in many occasions destabilizes school operations.

5.5 Suggestions for Further Research

i. Since the current study was conducted in public secondary schools, there is need to conduct a similar study in private secondary schools to find out whether the same findings would be obtained.

ii. A study should be conducted to find out community perception towards the role of the sponsor in public secondary schools in Kiambu Sub-County.


## APPENDIX I

### INTERVIEW SCHEDULE FOR THE DISTRICT EDUCATION OFFICERS

<table>
<thead>
<tr>
<th>Theme</th>
<th>Main Question</th>
<th>Probing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td>How many schools are in your district</td>
<td>Boys’ boarding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls’ boarding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day schools</td>
</tr>
<tr>
<td>Sponsor</td>
<td>Who sponsors the schools in this district?</td>
<td>Church</td>
</tr>
<tr>
<td></td>
<td></td>
<td>County Education Board</td>
</tr>
<tr>
<td>Management</td>
<td>What is the perception of other stakeholders on the roles of the sponsor in management of church sponsored public secondary schools</td>
<td>What has the church sponsor done in their respective schools regarding the following</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Academic performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii. Discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii. Development of projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv. Pastoral programme</td>
</tr>
<tr>
<td>Conflict</td>
<td>What are the areas of conflict in relation to the sponsor in management of secondary schools?</td>
<td></td>
</tr>
<tr>
<td>Challenges</td>
<td>What are the challenges faced by headteachers in management of public church sponsored schools</td>
<td>• How effective is church sponsorship?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indicate how church sponsorship affects ‘performance’ both in leadership and academics.</td>
</tr>
<tr>
<td>Intervention</td>
<td>What strategies should be put in place to enhance good leadership in church sponsored public secondary schools</td>
<td>How can the role of the sponsor be strengthened?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What would you recommend the sponsor do to improve in the management of schools in future?</td>
</tr>
</tbody>
</table>
APPENDIX II

QUESTIONNAIRE FOR CHURCH SPONSORS

REPRESENTATIVES

I am a postgraduate student pursuing a Masters Degree in Education at Kenyatta University. I am conducting a research on Effects of church sponsorship on management of secondary schools in Kiambu Sub-County County. I hereby kindly request you to fill this questionnaire which will enable the researcher to obtain important information for the research. The information offered will be treated with the utmost confidentiality and will not be unduly disclosed. Your assistance and cooperation will be greatly appreciated.

Yours faithfully

Leah Njeri Kihanya

Signature

Please tick [✓] where appropriate or fill in the required information on the spaces

Section I: Demographic Data

1. Your age
   - 35 - 40 [ ]
   - 41 - 45 [ ]
   - 46 - 50 [ ]
   - 51 - 60 [ ]
   - Above 61 [ ]

2. Gender
   - Male [ ]
   - Female [ ]

3. Academic Level
   - Diploma [ ]
   - Bachelor Degree [ ]
   - Master Degree [ ]
   - A-Levels [ ]
   - KCSE [ ]

4. Please indicate your denomination
   - ACK [ ]
   - Catholic [ ]
   - SDA [ ]
   - PCEA [ ]
   - Others Specify

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


Section II: Role of the sponsor

1. (a) Are there roles that you play in your church sponsored schools?
   Yes [ ] No [ ]

   (b) If yes, indicate the roles
       Provision of pastoral programmes [ ]
       Giving consent of appointments of headteachers [ ]
       Ensuring that school infrastructure and assets are well kept [ ]
       Involved in provision of teaching resource materials [ ]
       Others (specify) ........................................................................................................

2. How does the role of the sponsor affect management of schools in terms of?
   (i) Funding ..........................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

   (ii) Provision of teaching and learning materials ...............................................................
   ........................................................................................................................................
   ........................................................................................................................................

   (iii) Provision of pastoral programmes ...............................................................................
   ........................................................................................................................................

   (iv) Provision of guidance and counseling ..........................................................................
   ........................................................................................................................................
   ........................................................................................................................................

3. (a) Does the Ministry of Education involve the church in provision of education?
   Yes [ ] No [ ]

   (b) If yes, tick the areas where the sponsor is involved
       Curriculum development [ ]
       Provision of pastoral programmes [ ]
       Giving consent of appointments of headteachers [ ]
       Ensuring that school infrastructure and assets are well kept [ ]
       Involved in provision of teaching resource materials [ ]
       Others (specify) ...........................................................................................................
4. Are there some forums where you interact with the following stakeholders? If yes, tick appropriately

- Principals
- Teachers
- Parents
- Ministry of Education

Section III: Conflicts in Management of Church Sponsored Schools

1. a) The table below shows factors that influence management conflicts in church sponsored secondary schools. Indicate the extent to which these factors cause conflict in your school by ticking appropriately.

**KEY: VGE = Very great extent, GE = Great extent, NE = No extent**

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2. How can the church assist to improve the management of schools?

- Offer regular pastoral programmes [ ]
- Offer guidance and counselling [ ]
- Award bursaries to needy children [ ]
- Capacity building workshops for teachers [ ]
- Others (Specify) ........................................................................................................................................

Section IV: Effects of church sponsor on management of church sponsored schools

1. a) In your own opinion, what are the effects of church sponsored schools over non-sponsored schools?

b) What are the achievements of the church as sponsor in the sub-County regarding the following?

   i. Academic performance ................................................................................................................................

   ii. Discipline ..............................................................................................................................................
iii. Development of projects

iv. Pastoral programmes

v. Others (Specify)

Section V: Strategies for enhancing good leadership in church sponsored schools

1. Indicate strategies that should be put in place to realize good management in church sponsored schools.

   Clear policy guidelines
   Review the role of the sponsor
   Sponsors to partly finance schools
   Involving sponsors in staff development
   Incorporating sponsors in supervision and inspection of schools
   Ban sponsorship
   Giving sponsors to audit schools
   Others specify
APPENDIX III

QUESTIONNAIRE FOR HEADTEACHERS

I am a postgraduate student pursuing a Masters Degree in Education at Kenyatta University. I am conducting a research on Effects of church sponsorship on management of secondary schools in Kiambu Sub-County. I hereby kindly request you to fill this questionnaire which will enable the researcher to obtain important information for the research. The information offered will be treated with the utmost confidentiality and will not be unduly disclosed. Your assistance and cooperation will be greatly appreciated.

Yours faithfully

Leah Njeri Kihanya

Signature

Please tick [✓] where appropriate or fill in the required information on the spaces

Section I: Demographic Data

1. Your age
   
   | Age Range | [ ] 35 – 40 | [ ] 41 – 45 | [ ] 46 – 50 | [ ] 51 – 60 | [ ] Above 61 |

2. Gender
   
   |   | Male [ ] | Female [ ] |

3. Professional qualifications
   
   | Qualification | [ ] Diploma | [ ] Ph.D | [ ] M. Ed | [ ] B. Ed | [ ] BA/BSC with PGDE |

4. Your denomination
   
   | Denomination | [ ] ACK | [ ] Catholic | [ ] SDA | [ ] PCEA | [ ] Other (specify) |
Section II: Role of the sponsor

1. Who is the sponsor of your school?
   - ACK [ ]
   - Catholic [ ]
   - SDA [ ]
   - PCEA [ ]
   - Other (specify) 

2. a) Does the sponsor have a role to play in school management?
   - Yes [ ]
   - No [ ]

   b) If yes, tick the roles
      - They offer pastoral programmes [ ]
      - Giving consent of appointments of headteachers [ ]
      - Ensuring that school infrastructure and assets are well kept [ ]
      - Involved in provision of teaching resource materials [ ]
      - Others (specify) 

3. How does the role of the sponsor affect management of schools in terms of?
   - i. Funding 
   - ii. Provision of teaching and learning materials 
   - iii. Provision of pastoral programmes 
   - iv. Provision of guidance and counseling 

4. a) Does the Ministry of Education involve the church in provision of education?
   - Yes [ ]
   - No [ ]
Section III: Conflicts in Management of Church Sponsored Schools

1. (a) In relation to the sponsor, are there areas of conflict in management of schools?
   Yes [ ] No [ ]

(b) The table below shows factors that influence management conflicts in church sponsored secondary schools. Indicate the extent to which these factors cause conflict in your school by ticking appropriately.

**KEY:** VGE = Very great extent, GE = Great extent, NE = No extent

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(c) What are the effects of Conflicts in Management of Church Sponsored Schools?

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2. a) Are there challenges that you face in management of the school in regard to the sponsor?
   Yes [ ] No [ ]

   b) If yes list the challenges

Section IV: Effects of church sponsor on management of church sponsored schools

1. a) In your own opinion, what are the effects of church sponsored schools over non-sponsored schools?

   b) What are the achievements of the church as sponsor in the sub-County regarding the following?
   i. Academic performance
   ii. Discipline
iii. Development of projects

iv. Pastoral programmes

v. Others (Specify)

Section V: Strategies for enhancing good leadership in church-sponsored schools

1. How can the church assist to improve the management of schools?
   - Offer regular pastoral programmes [ ]
   - Offer guidance and counselling [ ]
   - Award bursaries to needy children [ ]
   - Capacity building workshops for teachers [ ]
   - Others (Specify) [ ]

2. What recommendations would you make to the education policy-makers regarding the sponsors and their role in Kenya secondary schools and in education as a whole?
   - Outline clear policy guidelines [ ]
   - Review the role of the sponsor [ ]
   - Sponsors to partly finance schools [ ]
   - Involving sponsors in staff development [ ]
   - Incorporating sponsors in supervision and inspection of schools [ ]
   - Ban sponsorship [ ]
   - Giving sponsors to audit schools [ ]
   - Others (specify) [ ]
I am a postgraduate student pursuing a Masters Degree in Education at Kenyatta University. I am conducting a research on *Effects of church sponsorship on management of secondary schools in Kiambu sub-County*. I hereby kindly request you to fill this questionnaire which will enable the researcher to obtain important information for the research. The information offered will be treated with the utmost confidentiality and will not be unduly disclosed. Your assistance and cooperation will be greatly appreciated.

Yours faithfully

Leah Njeri Kihanya

Signature

Please tick [✓] where appropriate or fill in the required information on the spaces

**Section 1: Demographic Data**

1. Your age
   - 35 – 40 [ ]
   - 41 – 45 [ ]
   - 46 – 50 [ ]
   - 51 – 60 [ ]
   - Above 61 [ ]

2. Gender
   - Male [ ]
   - Female [ ]

3. Professional qualifications
   - Ph.D [ ]
   - M. Ed [ ]
   - B. Ed [ ]
   - BA/BSc with PGDE [ ]

4. Your denomination
   - ACK [ ]
   - Catholic [ ]
   - SDA [ ]
   - PCEA [ ]
   - Other (specify) ____________________________________________
Section II: Role of the sponsor

3. Who is the sponsor of your school?

ACK [ ] Catholic [ ] SDA [ ] PCEA [ ]
Other (specify) ........................................................................................................

4. a) Does the sponsor have a role to play in school management?

Yes [ ] No [ ]

b) If yes, tick the roles

They offer pastoral programmes [ ]
Giving consent of appointments of headteachers [ ]
Ensuring that school infrastructure and assets are well kept [ ]
Involved in provision of teaching resource materials [ ]
Others (specify) ....................................................................................................

3. How does the role of the sponsor affect management of schools in terms of?

i. Funding ........................................................................................................
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ii. Provision of teaching and learning materials ........................................
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4. a) Does the Ministry of Education involve the church in provision of education?
   Yes [ ] No [ ]

b) If yes, tick the areas where the sponsor is involved
   - Curriculum development [ ]
   - Provision of pastoral programmes [ ]
   - Giving consent of appointments of headteachers [ ]
   - Ensuring that school infrastructure and assets are well kept [ ]
   - Involved in provision of teaching resource materials [ ]
   Others (specify) ........................................................................................................

5. a) In your opinion, is the church important in management of secondary schools?
   Yes [ ] No [ ]

b) If yes, give reasons why it is important
   - Provision of pastoral programme which help in spiritual nourishment of the students [ ]
   - Provision of bursaries for the needy students [ ]
   - Provision of teaching and learning materials [ ]
   - Provision of infrastructure [ ]
   Others (Specify) ........................................................................................................

   c) If NO, support your answer ....................................................................................
   ........................................................................................................................................
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Section III: Conflict in Management of Schools

1. a) In relation to the sponsor, are there areas of conflict in management of schools?
   Yes [ ] No [ ]

b) The table below shows factors that influence management conflicts in church sponsored secondary schools. Indicate the extent to which these factors cause conflict in your school by ticking appropriately.
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2. a) Are there challenges faced in school in regard to the sponsor?
   Yes [ ] No [ ]
   
   b) If yes list five challenges
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Section IV: Effects of church sponsor on management of church sponsored schools

1. a) In your own opinion, what are the effects of church sponsored schools over non-sponsored schools?
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b) What are the achievements of the church as sponsor in the sub-County regarding the following?
   
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   ii. Discipline
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   iii. Development of projects
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   ........................................................................................................
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   ........................................................................................................

   iv. Pastoral programmes
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
Section V: Strategies for Enhancing Good Leadership in Church Sponsored Schools

1. Indicate strategies that should be put in place to realize good management in church sponsored schools (tick √ one or more)

- Outline clear policy guidelines [ ]
- Review the role of the sponsor [ ]
- Sponsors to partly finance schools [ ]
- Involving sponsors in staff development [ ]
- Incorporating sponsors in supervision and inspection of schools [ ]
- Ban sponsorship [ ]
- Giving sponsors to audit schools [ ]
- Others specify: .................................................................


APPENDIX V

QUESTIONNAIRE FOR PARENTS

I am a postgraduate student pursuing a Masters Degree in Education at Kenyatta University. I am conducting a research on Effects of church sponsorship on management of secondary schools in Kiambu sub-County. I hereby kindly request you to fill this questionnaire which will enable the researcher to obtain important information for the research. The information offered will be treated with the utmost confidentiality and will not be unduly disclosed. Your assistance and cooperation will be greatly appreciated.

Yours faithfully
Leah Njeri Kihanya

Signature

Please tick [✓] where appropriate or fill in the required information on the spaces

Section I: Demographic Data

1. Your age
   35 – 40 [ ]  41 – 45 [ ]  46 – 50 [ ]
   51 – 60 [ ]  Above 61 [ ]

2. Gender
   Male [ ]  Female [ ]

3. Academic Level
   Bachelor Degree [ ]  Master Degree [ ]  A-Levels [ ]
   KCSE [ ]

4. Please indicate your denomination
   ACK [ ]  Catholic [ ]  SDA [ ]  PCEA [ ]
Section II: Role of the Sponsor

5. Who is the sponsor of your school?

ACK [ ]  PCEA [ ]  Catholic [ ]
Others (specify) ..................................................................................................................

6. How does the sponsor contribute towards the school development?

Provision of pastoral programmes [ ]
Giving consent of appointments of headteachers [ ]
Ensuring that school infrastructure and assets are well kept [ ]
Involved in provision of teaching resource materials [ ]
Others (specify) ..................................................................................................................

3. a) In your opinion, is the church important in management of secondary schools?

Yes [ ]  No [ ]

b) If yes, give five reasons for your answer

Provision of pastoral programme which help in spiritual nourishment of the students [ ]
Provision of bursaries to the needy students [ ]
Provision of teaching and learning materials [ ]
Provision of infrastructure [ ]
Others (Specify) ..................................................................................................................

c) If NO give reasons for your answer..................................................................................
...........................................................................................................................................
...........................................................................................................................................

Section III: Conflict in Management of Schools

1. (a) In relation to the sponsor, are there areas of conflict in management of schools?

Yes [ ]  No [ ]

(b) If yes outline areas of conflict

Finances [ ]  Procurement [ ]
Appointment of the headteacher [ ]
2. (a) Are there challenges faced in school in regard to the sponsor?

Yes [ ] No [ ]

b) If yes list the challenges

In provision of pastoral programmes [ ]
Use of school facilities without charges such as buses, halls, fields etc [ ]
Favoritism in regard to students’ admission regardless of their grades [ ]
Others (specify) [ ]

Section IV: Strategies for enhancing good leadership in church sponsored schools

1. Indicate strategies that should be put in place to realize good management in church sponsored schools (tick one or more)

The roles of the sponsor should be simple and clear [ ]
Sponsors should fund schools projects and [ ]
Sponsor should award bursaries to the needy students [ ]
Ban sponsorship [ ]
Giving sponsors a say in auditing of school finances [ ]
Others (specify) [ ]
APPENDIX VI

LETTER FROM THE INSTITUTION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/22831/10
Date: 20th November, 2014

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. KHANYA LEAH NJERI - REG. NO. E55/CE/22831/10

I write to introduce Ms. Njeri who is a Postgraduate Student of this University. She is registered for a M.Ed. degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Ms. Njeri intends to conduct research for a thesis Proposal entitled, “Effects of Church Sponsorship on Management of Public Secondary Schools in Kiambu Sub-County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

DNN/cao
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.
2241349, 310571, 2219420
Fax: +254 20 318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref No.

NACOSTI/P/15/1816/4591

Leah Njeri Kihanya
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Effect of church sponsorship on management of public secondary schools in Kiambu Sub County, Kiambu County, Kenya" I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 18th May, 2015.

You are advised to report the County Commissioner and the County Director of Education, Kiambu County before embarking on the research project.

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.
APPENDIX VIII

RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

THIS IS TO CERTIFY THAT:

MS. LEAH NJERI KIHANYA
of KENYATTA UNIVERSITY, 0-1000
Makadara Thika, has been permitted to conduct research in Kiambu County on the topic: EFFECT OF CHURCH SPONSORSHIP ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN KIAMBU SUB-COUNTY, KIAMBU COUNTY, KENYA for the period ending: 18th May, 2015

Aplicant’s Signature

REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation

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