INVESTIGATION INTO CAUSES AND EFFECTS OF SPONSOR-GOVERNMENT
CONFLICT IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN
NYAMIRA DISTRICT, KENYA

BY

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DECLARATION

This project is my original work and has not been submitted for any other study programme in any University.

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2011
DEDICATION

First and foremost, this work is dedicated to Jehovah (God), the source and sustainer of our being and the provider of knowledge and wisdom.

Secondly, this work is dedicated to my parents, Mr. Benjamin Mitunda Nyabongoye and Mrs. Sibia Moraa Mitunda whose love and inspiration have kept on fueling my insatiable search for truth and more knowledge.
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Additionally my profound thanks go to Mercy Mwikali for typing and printing this piece of work. To my wife whose love, moral and financial support is highly cherished and appreciated.

May God bless them all.
ABSTRACT

The complexity of our societal needs and interests of different segments of the society, and the resultant demand for increased services of education impel individuals and groups to seek cooperation. The success of Educational enterprises in Kenya has been achieved in a large measure by cooperation among different stakeholders. Notably, the church in partnership with the government has played and continues to play a great role in the provision and management of education in Kenya. However, despite the great contributions which have been made through church-state cooperation, there have been many challenges. Conflicts between the sponsor and the government over the management of public secondary schools in Kenya have been witnessed in recent years and have been prevalent in Nyamira District. This has impeded professional delivery of educational programmes. However, causes of such conflicts had not been established. This study investigated the causes and effects of conflicts between the sponsor and government in the management of public secondary schools in Nyamira District with a view to establishing how the sponsors and the government could work together harmoniously for purposes of enhancing delivery of quality education. The objectives of this study were to, identify areas, causes of sponsor- government conflict and investigate the effects of the same on public secondary schools in Nyamira District. The study was guided by functionalism theory by Talcott Parsons(1966). The research design used in this study was descriptive survey. The target population comprised of 69 principals of church sponsored public secondary schools, seven church sponsors and the District Education Officer, Nyamira District. Schools that were involved in the study were selected using stratified random sampling by proportional allocation. The sample size comprised of 32 principals, four sponsors and the Nyamira District Education Officer. Data were collected using questionnaires and interview schedules. Reliability of these instruments was tested by using split half technique. Data collection was undertaken by the researcher, he administered the questionnaires to principals and conducted personal interviews with the sponsors and the DEO. Data collected were edited, coded and analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to analyse data using tables and figures. The study revealed that sponsors had clashed with the government mainly in areas of school leadership and religion. The main causes of this conflict were inadequate or lack of consultation on the appointment of school administrators and managers, interference with religious programmes by MoE and sponsors’ demand to have a greater say in the management of school projects. These conflicts adversely affected the stability and academic progress of secondary schools in Nyamira District as they had been a stumbling block to smooth running of education programmes. Based on these findings, it was concluded that the roles between the sponsors and the government in the management public secondary have not been clearly defined in terms of rights, responsibilities and limitations, thus creating loopholes for conflicts. It was recommended that MoE should harmonize different legal provisions on education in order to come up with a definite policy on secondary school management. The MoE should also review the current system of managing secondary schools with a view to providing for proper working relationship and equitable participation of all stakeholders.
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<th>Description</th>
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<tbody>
<tr>
<td>AIC</td>
<td>Africa Inland Church</td>
</tr>
<tr>
<td>BoG</td>
<td>Board of Governors</td>
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<td>CoG</td>
<td>Church of God</td>
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<td>CRE</td>
<td>Christian Religious Education</td>
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<td>DEB</td>
<td>District Education Board</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>ELCK</td>
<td>Evangelical Lutheran Church of Kenya</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
</tr>
<tr>
<td>MED</td>
<td>Master of Education</td>
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<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<td>NEAB</td>
<td>National Education Advisory Board</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<tr>
<td>PEB</td>
<td>Provincial Education Board</td>
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<tr>
<td>PHD</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent’s Teachers Association</td>
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<tr>
<td>RoK</td>
<td>Republic of Kenya</td>
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<tr>
<td>SDA</td>
<td>Seventh Day Adventist</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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1.0 INTRODUCTION

1.1 Background to the Study

Education exists for the good of the society and people regard it as an important way of life.

Various segments of the society are concerned about public education:

- Parents are naturally concerned about the education of their children.
- Most citizens are interested in education programmes as tax payers. They view education as a utilitarian service having an investment function with eventual economic returns (Nelson, 1954; Shiundu & Omulando, 1992).
- The church considers a school as an important agent of evangelization and character formation where moral, spiritual, physical and intellectual potentials are realized for integral development (White, 1903; Sharma, 2008).
- The state views education as a cornerstone for economic growth, social development and the principal means of improving the welfare of her citizens. Consequently, it has been the concern of governments of the world to provide quality and relevant education, an education from which an individual and the country as a whole is best able to profit (Sharma, 2008).

These concerns provide a basis for cooperation although they may under certain circumstances set a stage for conflicts. Nelson (1954) averred that the success of any educational enterprise had been achieved to a large extent by cooperation. He further said that various groups have been cooperating in the development and management of education. A good example of such cooperation is church-state partnership in the provision of education.
In England, the pattern of support by the government of religious schools has been an integral part of the English administration policy of financing education (Scanlon, 1966). In Scandinavian countries the church and state have been partnering in provision of education to their citizens. For instance, in Norway, the government in alliance with the church has a number of schools under the administration of a body known as the Ministry of Church and Education (Sharma, 2008). In various nations and regions of the world like Ireland, Spain, Canada and Muslim countries like Pakistan, religious and denominational influences have permeated school administration/management systems (Safra and Yeshua 2003).

Western education was introduced in Africa by European missionaries in the nineteenth century. When the colonial governments began to assume more roles in education, they turned to the existing mission schools and gave financial support (Datta, 1984; Scanlon, 1966). In lending help to the missions, European administrators in Africa were working on the basis of their experience at home. The understanding between the church and state in provision and management of education in Europe was extended to Africa (ibid). Scanlon (1966) noted that the decision of allocation of rights and responsibilities in education had been reached, through intense consultations and heated debates by missionary groups and colonial administration.

At independence most African countries found themselves with education systems that not only had religious emphasis but also were incapable of meeting African needs socially and economically. In the light of the above, the task of the African governments and religious organizations has been to re-examine their roles in provision of education and management (Scanlon, 1966).
In Kenya, as in the rest of Africa, the inability of both the colonial administration and the missions to meet educational needs of Africans singlehandedly led to co-operation of both in the provision and management of education (Datta, 1984; Mutua, 1975). During this period a pattern emerged in which missions depended on the government for financial support while the government depended on missions for management, staffing and partial financing (Scanlon, 1966; Data, 1984).

At independence, in 1963, Kenya inherited an education system that was not only irrelevant to the needs of Kenyan masses but also discriminative and dogmatic. The school system was run by different organizations including religious groups and civic authorities. There were marked disparities in access and quality. It was for this reason that the Kenyan Government set up the Kenya Education Commission on 19th December 1963 to advice the government on the national policies of education. The Commission led by Ominde recommended a unitary system of education. Subsequently, the government took over the management of all schools to ensure standardized curriculum coverage. Schools established by churches remained under their sponsorship but were registered as public schools. This meant that the government was to continue partnership with the missions through a system called sponsorship (Rok, 1964; Aduda 2001).

In 1967, T.S.C was established and was mandated to employ all public schools teachers, a break from the past when teachers were employed by either church sponsors or by local authorities. In 1968, the Kenya Education Act was enacted. It put the responsibility for education in the hands of the Minister for Education and instituted various organs for the organization and management of education at all levels. Secondary schools were to be
managed by the Board of Governors (BoG) and administered by their respective institutional heads (Eshiwani, 1993; RoK, 2000).

According to the Education Act section 8 (1), church organizations are provided for to be appointed as sponsors. The Act provides that the local authority is empowered to appoint former church managers as sponsors if the community served by the school wishes the religious traditions of the school be respected. The Act further provides that the functions of the sponsors shall be:

- To maintain religious traditions of the school through religious instructions and pastoral programmes of instruction.
- Nomination of BoG members in conjunction with other public leaders and provincial Director of Education (PDE). The Education Act section 11 gives sponsors the right to nominate four persons to represent their interests in school Board of Governors.
- Preparation of the Religious Education syllabus, text books and other teaching aids for religious education in sponsored schools.

From the foregoing, it can be averred that the church was and still is a key player/stakeholder in the provision and development of education in Kenya. Through their collaborative efforts with the government Christian missions/churches have continued to play an active role in the provision and management of education in Kenya. Eshiwani (1993) has concurred with this view in noting that religious bodies such as Christian missions played a big role in establishing education institutions and still continue to do so. The church is still seen as an important institution in complementing the government efforts in the provision of formal education.
However, it must be recognized that despite the great contributions that were made through the church-state cooperation there had been many challenges. At times there were controversies between the government and the church over the management of education in Kenya. Mutua (1975) noted that church-state partnership in the colonial era was riddled with difficulties and conflicts as each partner tried to safeguard their interests. Sifuna (1980) pointed that these conflicts were as a result of differing aims and areas of emphasis.

Conflicts between the sponsors and the government over the management of public secondary schools in Kenya have been witnessed in recent years, some of them resulting in closure of schools, (RoK, 2000). The following cases clearly illustrate the above assertion:

In May 2001, school head teachers in Machakos accused sponsors of meddling in school management. They alleged that some church leaders undermined school head teachers which led to a difficult working relation between them and the sponsors, (Agweyu, 2003).

In August 2005 the then assistant Minister for Education, Kilemi Mwiria, clashed with the Catholic Church over the appointment and transfer of head teachers and principals. He asserted that the sponsor cannot dictate who is to head a sponsored school, because employment and posting of teachers is the responsibility of Teachers Service Commission. This was disputed by the then chairman of the Kenya Episcopal Conference, Arch Bishop John Njue, now cardinal John Njue, arguing that the government act of appointing and transferring head teachers without consulting them was meant to lock them out of the management of schools they had established and supported over the years, (Nyagah, 2005).

In January 2007, Arch-Bishop Zachaeus Okoth of the Kisumu Arch-Diocease accused the government of trying to usurp the powers of the church vested upon it by the Education Act
on sponsorship. He complained that the government had intended to transfer head teachers of institutions they sponsored in Nyanza province without consulting them. He asserted that changes made by the government must be acceptable to them (Omanga, 2007). In April 2007 the then Nyanza PDE, Abdulahi Abdi accused the sponsors of imposing non-performing principals arguing that they owned schools, (Ayodo, 2007)

In February 2004, the then Nyanza provincial Director of Education, Mrs. Roselyn Onyuka, lamented that cash for prayer deals were rampant in S.D.A sponsored schools. Some schools were known to be paying between 2,000 and 10,000 shillings per month for prayers. She warned that the role of the church as a sponsor was to support schools but not to fleece them. The provision to maintain a religious tradition does not imply that the sponsor should demand payment for prayers, (Oduor, 2004)

A catholic Bishop of the Diocese of Kisii ordered that their sponsored schools in the region, that is Nyamira, Kisii central and Gucha districts, should not reopen in January 2001 until the head teachers who had been posted to such schools by TSC without consulting them were transferred elsewhere. The schools that were affected included; Cardinal Otunga Mosocho, St. Paul’s Amasago, Sengera Girls, Rangenyo Girls and St. Augustine Otamba. The sponsor argued that the schools had been mismanaged and that their pleas to have the head teachers transferred were unheeded (Mwanzia, 2001; Aduda, 2001).

In April 2007, the then roads and public works minister, Simon Nyachae, lamented that interference by sponsors in the school administration was partly to blame for dismal performance in schools in the larger Gusii community. The minister told the sponsors to keep
off the management of schools to allow those conversant with education to do their job. (Angwenyi, 2007).

The sponsor-government conflict has led to adverse effects on the stability of institutions concerned in Nyamira District. It is also noteworthy that this conflict is far from being satisfactorily resolved. In endeavoring to resolve it, the following need to be taken into account:

- The question of conflict of interest and prejudices of certain stakeholders should be unmasked and dealt with.
- How to maintain a balance between rights, privileges and responsibilities of the sponsors and the government agents.
- How all stakeholders can be made to move towards unity of purpose, that is, efficient management and provision of quality education.

1.2 Statement of the Problem

From the foregoing, it is clear that each stakeholder has a significant role in the promotion and management of education in Kenya. It is presumed that each stakeholder is knowledgeable in law and school management and will cooperate for the good of public education in Kenya. Cooperative efforts between the sponsors and the MoE have been witnessed over the years. This notwithstanding, there have been cases of managerial controversies. Notably, the sponsor had clashed with the MoE in areas of appointment and transfer of head teachers as well as in management of finances. Even where roles between the sponsors and the government are clearly spelt out, problems arise when implementing them. This implied that there is a divergence between the expected performance of roles and actual performance of the same, a situation likely to create conflicts in schools. Aspects causing
sponsors-government conflicts in the management of public secondary schools in Nyamira District have not been established. Therefore, the study attempted to investigate the causes and effects of the sponsor-government conflict in the management of public secondary schools and establish appropriate means of bringing about harmonious working relations between the sponsors and the government.

1.3 Purpose of the Study

The purpose of the study was to investigate areas, causes and impact of sponsor-government conflicts in the management of public secondary schools in Nyamira District, Kenya.

1.4 Objectives of the Study

The objectives of this study were to:

- Investigate into the areas of conflict between the government and the sponsors in the management of public secondary schools in Nyamira District.
- Identify causes of such conflicts in the management of public secondary schools in Nyamira District.
- Assess the effects of the sponsor-government conflict on public secondary schools' management in Nyamira District.

1.5 Research Questions

The study attempted to answer the following questions:

- What were the areas of conflict between the sponsor and the government in the Management of public secondary schools in Nyamira District?
- What were the causes of sponsor-government conflicts in the management of public secondary schools in Nyamira District?
• How did sponsor-government conflicts affect the effective management of secondary schools in Nyamira District?

1.6 Significance of the Study

The findings of this study highlighted the root causes of sponsor-government conflict and the importance of partnering together harmoniously in the management of public secondary schools. It was hoped that this would enhance cordial relationship between the sponsors and other stakeholders for provision of quality education and hence improved performance.

The findings of this study also aimed to provide significant information to policy makers that would enable them to formulate adequate safeguards within the legal framework of education system to ensure proper working relationship between the sponsors and other stakeholders. This would contribute to the improvement of the current system of managing public secondary schools.

1.7 Assumptions

Basic assumptions of the study were:

• Respondents would be able to give truthful information.

• Educational stakeholders were concerned with effective management of schools, hence quality education.

1.8 Limitations of the Study

It was not possible to get the opinions of other stakeholders like parents Teachers Association (PTA), BoG chairpersons and community leaders because this required considerable time and substantial amount of financial resources.
1.9 Delimitations

- The study was conducted in Nyamira District only. For more conclusive results a wider area could have been studied. However it was not possible to do so due to financial constraints.

- The study confined itself to church sponsored public secondary schools in Nyamira District, hence the results of this study would only be generalized to other sponsors of education in the rest of the country with caution.

1.10 Theoretical Framework

The study was guided by Talcott Parsons' structural functionalism theory. This theory proposes that a human society is like an organism and is made up of structures called institutions. These institutions are specially structured so that they perform different functions on behalf of the society. This theory attempts to provide an explanation on how human society is organized and what each of the various institutions does in order for the society to continue existing. According to this theory, as a result of being interrelated and interdependent, one organ can affect the others and ultimately the whole. The whole can also affect one or all the social institutions (Kombo and Tromp 2006).

Structural functionalism theory is concerned with the concept of order in organizations irrespective of the conflicts experienced or changes that may take place. It seeks to understand relationship between the parts and the whole. This theory is applicable in this research as it explains how our organizations like educational institutions operate. Management of educational institutions involves various elements, namely; MoE, provincial and District Education Boards, Board of Governors, parents Teachers Associations (PTA) and sponsors. These elements are sometimes in harmony but more often than not they are in
diametric opposition to each other. For education forces to be marshaled and directed towards 
the attainment of national goals of education all those involved in or concerned about public 
education should play their roles effectively and efficiently and at the same time cooperate 
with each other. Roles of each education partner should be clearly spelt out in our legal 
documents/policy framework. Thus it can be averred that management of public secondary 
schools cannot be done effectively without continuing cooperation and support of all 
education partners.

1.11 Conceptual Framework

In Kenya, the major yardstick to measure the output of any education endeavour is 
performance in examinations. This output is resultant majorly from provision of quality 
education. Quality education is realized when education stakeholders such as MoE, BoG and 
sponsors integrate among themselves to bring about harmony and stability, necessary 
prerequisites for quality education. However, at times these stakeholders do not work 
together in harmony and this destabilizes institutions of learning leading to poor performance. 
The researcher conceptualized in this study that, in order for education forces and resources 
to be marshaled and directed towards provision of quality education and consequently 
attainment of good academic results, it is imperative to have a clear cut education policy 
defining roles, rights and limitations of each stakeholder in management of education. This 
policy should also seek to promote harmonious working relationship and equitable 
participation of all stakeholders. The conceptual framework is shown below.
Fig. 1.1: Conceptual Framework

**M.o.E**
- Overall policy maker.
- Provision of administration and professional services.

**B.o.G**
Management of the school

**SPONSOR**
- Maintains religious traditions.
- Financial and physical development.
- Nomination of BOG Members.

Harmony and stability in school → Quality education

Source: Researcher’s Own (2009)

Double edged arrows indicate mutual relationship that should exist between MoE, BoG and sponsor. They also indicate a feedback mechanism among them. The BoG is the major structural link between the sponsor and the Ministry of Education as it manages the school on their behalf. The convergence of the single edged arrows indicates a forged interdependent partnership and understanding among MoE, BoG and the sponsor in the management of public schools. This cooperative effort leads to harmony and stability which enhance efficiency in the delivery of quality education in the institutions of learning.
1.12 Operational Definition of Key Terms

**Conflict:** It refers to clash, competition or interference of incompatible or opposing forces.

**Sponsor:** It is a church that initiated the development of schools or was invited to manage the school (s) on behalf of the community.

**Role:** Legally prescribed task or responsibilities which make a given job distinct from other jobs.

**Management:** It is the process of efficient planning, organizing, directing and controlling of operations of institutions in order to achieve desired goals.

**Public Secondary School:** It refers to post-primary schools maintained or assisted out of public funds.

**Sponsored Schools:** These are public schools which are registered under specific Christian churches.

**Schedule II Schools:** These are schools or group of schools established by a voluntary body.

**Education Stakeholders:** These are individuals or groups who can significantly affect or are significantly affected by educational activities. They have a legitimate claim on some aspect of education because they are involved with or are influenced by education.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter has been devoted to review of relevant literature focusing on the development and management of education in Kenya during the colonial period and after independence, highlighting on the role of the missions and government and church-state relations in the provision and management of education.

2.2 Sponsor-Government Relationship in the Provision and Management of Education During the Colonial Era.

Formal education was introduced in Kenya by missionaries around the middle of the 19th century. The first mission school was established in 1846 at Rabai near Mombasa by the church missionary society, but little progress was made in the establishment of schools further inland until the turn of the century when the building of the Uganda railway helped the missions to extend their activities, (Raju, 1973; Eshiwani, 1993).

After the completion of the construction of the Uganda railway, in 1901, missionaries embarked on serious competition for spheres of influence in the interior of Kenya. They established mission stations and schools in parts of Eastern, Central and Western Kenya, Nairobi and Rift Valley. Missionary groups which were involved pioneering western education in Kenya included the Church Missionary Society, Catholic Missions: Mill Hill Fathers, Consolata Fathers and Holy Ghost Fathers, the Methodist church, Church of Scotland Mission, Friends Africa Mission, African Inland Mission, Seventh- Day Adventist Church and the Lutheran Church. (Sorobea, 1992; Eshiwani, 1993).
The main purpose behind the establishment of these stations and schools was to spread Christianity. Education was a major tool of proselytization. To them (missionaries), the church and the school were interwoven and everybody that went to school became a Christian. As a result the curriculum of the mission schools was mainly religious. (Sheffield, 1973; Otiende et al, 1992). Mutua (1975) observes that the period before 1909 was one in which the missionaries were solely responsible for all aspects of education for Africans. Denominational rivalries had led them to establish more and more schools with little regard to planning so that, by 1910, they could neither effectively control, supervise, direct nor finance their school systems.

As the Europeans become increasingly entrenched in Kenya they began to take keen interest in the type of education provided by missionaries. The European settlers wanted mission schools to produce the type of Africans who could be employed in their farms. In 1909, Professor Fraser was commissioned by the colonial government to recommend the structure and type of education for Kenya (Otiende et al, 1992).

Consequent to Fraser Commission Report(1911), experimental grants were offered to mission schools that offered technical education and the Department of Education was founded in 1911. (Sifuna, 1990). The department of education was responsible for planning, implementation and coordination of education activities in the country (Mutua 1975). Sorebea (1992) noted that when the colonial government began taking part in the African Education it employed two approaches, providing education in areas with little missionary influence and aiding missionary education.
The missionaries initially rejected government involvement in the provision of education for Africans as they were opposed to secular education. The missionaries interpreted this as government attempt to take over their schools. (Raju 1973). Sheffield (1973) observed that, in response to government’s involvement in education, the missionaries became increasingly committed to education not only to meet the demands of the converts but also to keep the government from taking over schools. In other words missions were determined to retain the church’s hold on formal education. However towards the end of the second decade of the 20th century the missionaries began to find it difficult to finance the school system they had established. They could not finance the increasing number of schools alone. Raju (1973) averred that they were desperately short of funds, and as a result of the recommendations of the East Africa Protectorate Education Commission of 1919, they were offered financial help by the government. It was also recommended that religious teaching should be given a place in all schools except the Muslim schools (Sifuna, 1980). As a result of this development, a pattern of cooperation evolved in which missionaries supplied staff, managed and partially financed their schools while the government provided land, funds and education policy (Micheni, 1985; Raju, 1973).

The theme of cooperation between the government and the church in the provision and management of education for Africans was restated throughout the colonial rule. Like the 1919 Education Commission, the Phelps-Stokes Commission Report of 1924 also emphasized the need for cooperation between the colonial government and the missions. The Beecher committee of 1949 on Scope, Content and Methods of African Education System, its Administration and Finance, recommended that the government should continue with the existing policy whereby the Christian missions and churches were officially recognized as
agents of government for purposes of education for Africans. (Otiende et al, 1992; Eshiwani, 1993).

Micheni (1988) noted that missionaries continued to play an active role in education sphere until the late 1950s when missionary managers and supervisors were being replaced gradually by government qualified educators. This paved way for direct government control and the missionaries concentrated in providing religious education in schools as sponsors.

It should be noted that the church and State Cooperation during the colonial era was not always smooth. It was punctuated with crises between the Department of Education and the missions. Mutua (1975) has observed that it was often characterized by suspicion and strains. Sifuna (1980) avers that the church-state conflict was as a result of differing aims and areas of emphasis. The missionaries emphasized on moral religious instruction through literary education whereas the colonial government advocated technical and agricultural education. He further observed that these conflicts might have also been caused by a difference of opinion in government and mission circles as to the meaning of the word cooperation. The mission’s interpretation appeared to have been that the government would supply money while the missionaries established and controlled schools. It is noteworthy that in spite of these conflicts the church and state continued to work together in the provision and management of education in Kenya.

2.3 Management of Public Schools after Independence and the Sponsor- Government Relationship.

Since independence there has been cooperation between the government and the church in areas of curriculum development, daily management of schools, provision of resources and consultation on matters of appointment of staff (Olembo et al, 1992). At independence (1963)
the country found itself with an education system largely managed by religious organization. Many of the Kenyan schools were run by missions assisted by government grants. The education offered to Africans towards the end of the colonial period not only had religious emphasis but also was irrelevant to the needs of the Kenyan masses. The government therefore had to take quick action to develop a new education policy that could satisfy individual and national needs. With this in mind, the government appointed the Kenya Education Commission, chaired by Professor Ominde, on 19th December 1963, to survey the existing educational resources and advise the government on formation and implementation of national policies of education (Otiende et al, 1992).

In its report of 1964 the Ominde Commission recommended direct central government control of educational activities in the country to ensure their effective coordination in order to achieve national objectives of education. It also recommended that the government should continue the partnership with the missions through a system called sponsorship:

..........voluntary bodies will continue to make contribution in those special areas of education activity in which for one reason or another, the government is not yet in a position to undertake the whole of the cost and responsibility for provision (RoK 1964:134).

In 1968, the Kenya parliament the Education Act which provided for the regulation and progressive development of education in the country. It empowered the Minister for Education to carry out all national education policies with effective cooperation of all educational institutions and public bodies. The government assumed full responsibility for all education (Sifuna, 1990; Eshiwani 1993). To this end a framework for the organization and management of education was established.
Education in Kenya today is managed by various offices and bodies whose roles are provided for in the educational legal system. The Ministry of Education (MoE) is responsible for the provision of administrative and professional services in education at national, provincial and district levels. The Minister for Education provides political leadership while the permanent secretary is the accounting officer and overall administrative head. The Education Secretary is responsible for all professional matters in education while the Senior Deputy Secretary is in charge of administrative matters. The Directorate of Basic Education is responsible for providing education for early years. The directorate of secondary and tertiary education is responsible for secondary school education and colleges. The Directorate of Policy and Planning is responsible for planning, formulating and analyzing education policies, projects and programmes as well as coordinating Kenya Education Sector Support Programme, (KESSP). The Directorate of Quality Assurance and Standards is responsible for ensuring that quality education is provided in all primary, secondary and teacher training institutions (MoE, 2007).

In the field administration there are Provincial Directors of Education, District and Municipal Education officers in charge of administration and supervision of Education in their Provinces, Districts and Municipalities. The National Education Advisory Board (NEAB), Provincial and District Education Boards manage education at their respective levels. Secondary schools are managed by Boards of Governors (BoG). BoG is entrusted with financial, physical, material, human resource and organizational management. Each board is answerable to the Minister for Education on matters concerning management of secondary schools. In addition BoG is answerable to TSC on matters concerning, behaviour, promotion and discipline of teachers (RoK, 2000). Implied in this policy is the view that sponsors have no mandate to control BoG (RoK, 2000).

Teachers Service Commission (TSC) is responsible for formulation of policies relating to teacher management, recruiting and employing, deploying, promoting, remunerating and terminating employment of teachers (RoK, 1967).

The term sponsor is mentioned in section 8(1) of the education Act in relation to schools formerly managed by the church which were transferred to the local authority. As per the provisions of the education Act, the local authority is empowered to appoint former church managers as sponsors if the community served by the school wishes the religious traditions of the school to be respected (RoK, 1980).

At present, the sponsor’s responsibility in Schedule II Schools is indicated below:

- Taking part in the nomination of BoG members in conjunction with public leaders and the PDE’S office before names are forwarded to the minister for appointment.
- Recommending or preparing religious studies syllabus, books and other materials to be used in teaching religious education in sponsored schools.
- Upholding religious traditions of the school through religious instructions and pastoral programmes (ibid). It is observed in the Commission of Inquiry into the Education System of Kenya Report (2000) that it is on the basis of this provision that the Teachers Service Commission consults with the sponsor when appointing head teachers to sponsored schools (RoK, 2000). However, it should be noted that the
employment and deployment of teachers is solely the function of TSC as it is provided for in the TSC Act cap 212.

The Koech Report (2000) identified three types of sponsors, namely the original or primary, secondary and tertiary sponsors. The primary sponsors built schools they sponsored often in their own lands, duly registered with sponsor's trustees, developed them fully till they were taken over by the government. Secondary sponsors were invited by the communities to sponsor or take over schools that were community projects. These sponsors subsequently contributed to the development of physical facilities of the schools. Tertiary sponsors were invited after schools were built and have contributed very little to physical development or tangible upkeep of the school.

The Koech Report has further observed that there seems to be confusion in the status of the present appointment and role of sponsors. Although the law specifies the manner of appointment of sponsors, the regulations are not being followed. Many of the sponsors have not been appointed in accordance with the existing law (RoK, 2000). As a result of this confusion, there have been a number of conflicts, some of them resulting in the closure of schools, between the sponsor, parents Teachers Association, the Board of Governors and the ministry, especially when it comes to the appointment of the head of the school (Ibid). Kindred (1978) observed that sponsors tend to confuse their advisory role with established authority of school officials and consequently interfere with schools.

While analyzing reasons for drop in performance among schools that were once the light of Nyanza Province, Ayodo (2007) observed that one reason advanced for this was the high handedness of sponsors. Sponsors have been accused of imposing and protecting non-
performing principals arguing they own the schools while the government employs teachers. The former Nyanza PDE Abdulahi Abdi admits that sponsors have been meddling with school affairs.

Sponsors on their part argue that churches play a major role in education e.g. fostering morality in the sponsored schools through their religious programmes and establishing schools where the government has not ventured. Their role should be strengthened to include, among other things, training teachers and school administrators through in-service, arguing this will boost quality education (Bishop, 1994; Muniu, 2006).

It is lamentable to note that some sponsors hide behind the banner of sponsorship to promote their vested interests. They pressurize TSC officials, through politicians, to appoint their own relatives and friends without adhering to merit. There seems to be an assumption in the sponsors’ thinking that every Christian teacher can head a school, but this is not the case. Imposing leadership expectations on such teachers is a sure way of failing the schools concerned. Kareithi (2007) has concurred with this view in noting that with the religious godfather factor the fall of schools is inevitable. The effects of this scenario are that teachers become demoralized, parents withdraw their children from such schools and discipline goes down leading to frequent riots.

It is important to note that once a school loses its glory it is difficult to put it back on track. Parents lose confidence in the management and enrolment goes down. Consequently, in order to survive such schools enrol students with low grades, a situation that is currently being experienced by most sponsored schools in Nyamira District. It is here being indicated that sponsor-government conflicts are adversely affecting schools in Nyanza Province, more so in Nyamira District, as they are a stumbling block to the stability of schools.
Kamotho, (2008) observed that loopholes created due to the role ambiguities between the sponsors and the governments had apparently led to existence of two centres of power, in some schools, which were in diametric opposition to each other. Wanderi (2008) averred that given the magnitude of conflicts and confusion currently being experienced in the management of public secondary schools, the government should review the current system of managing public institutions with a view of coming up with policy guidelines clearly defining the roles of each education stakeholder and spelling out their functional relationship.

Given the above identified scenario, there have been discussions among some stakeholders as to whether or not to reduce the powers and influence of the sponsors in the management of public secondary schools. Some argue that given the diminishing contributions towards development of schools, as education is funded by the government, parents and other bodies other than the sponsors, sponsors’ role should be re-examined with a view to stepping it down. They lament that, despite their peripheral role in the development and management of schools, sponsors have so strong an influence that if they reject a head teacher the TSC has no alternative but to do their bidding. Some sponsors mainly look at the religious aspects of the principals- to- be without minding other qualities essential for management of schools. They warn that if such a practice is allowed to flourish, as it seems to be the case in Nyamira District, there is a danger of creating patronage in the church sponsored educational institutions. Principals appointed under such circumstances end up owing their loyalty to the sponsors but not to the Ministry of Education (Gikandi et al, 2006)
2.4 Summary

In a nutshell the following can be said about the development and management of education and the church-state relation in the provision and management of education in both colonial and post-independence eras.

Missionaries were the pioneers of formal education in Kenya and they were a very powerful factor in the development and management of education for Africans throughout the colonial period. Official government involvement in education began with the creation of an education department in 1911. The inability of either the missionaries or the colonial government to meet the educational needs of Africans led to cooperation of both in the provision and management of education. However their varied aims of education often caused conflicts but nevertheless they continued to work together.

The Education Act (1968), revised in (1980), gave a framework for the organization and management of education was established. Currently, the management and responsibility of educational provision is shared between the government, BoG and other bodies including Parents Teachers Association, the community and religious organizations. The religious organizations, in this study designated as sponsors, still continue to play a significant role in the development and management of public secondary schools. Their influence has continued to flourish in the independent Kenya.

It has been pointed out in this literature review that despite the collaborative efforts between the government and the sponsors there have been instances of misunderstanding in most cases resulting into conflicts. Sponsor-government conflicts over the management of public secondary schools are prevalent in Nyamira District. Although various studies have been
carried out on sponsor-government relationship in the development, provision and management of education in Kenya, inadequate attention has been given to causes and effects of sponsor-government conflict in the management of public secondary schools in Kenya. Such studies have dwelt more on the sponsors contribution to education.

Given the above circumstances it became necessary to investigate causes and effects of sponsor-government conflicts in the management of public secondary schools in Nyamira District and come up with appropriate means of enhancing harmonious working relations between them.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter focuses on research design, locale of the study, target population and sample selection, research instruments, piloting, validity and reliability of research instruments, data collection procedures and data analysis.

3.2 Research Design
The research design used in this study was descriptive survey. The study aimed at exploring and explaining the causes and impact of sponsor- government conflict in the management of public secondary schools in Nyamira District. Descriptive designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret data for the purpose of clarification (Orodho, 2008). Borg and Gall (1989) in Orodho (2008) noted that the descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.3 Locale of the Study
The locale of the study was Nyamira District, Kenya. Nyamira is one of the districts in Nyanza province. It borders Rachuonyo District in the West, Manga District in the south, Borabu District in the East and Bureti District in the North. It has four divisions namely, Nyamaiya, Nyamira, Erekenyo and Nyamusi. The district headquarters is at Nyamira town. It has rugged terrain with rich volcanic soils. Farming is the main economic activity with tea as the main cash crop. The church sponsors in the district were Seventh Day Adventist (SDA), Church of God (CoG), African Inland Church (AIC), Catholic, Evangelical Lutheran Church of Kenya (ELCK), Pentecostal Assemblies of God (PAG) and Salvation Army. The
locale was chosen because conflicts between the church sponsors and other stakeholders – BoG, PTA, MoE, and TSC were prevalent but causes of such conflicts had not been established.

3.4 Target Population

Target population is the set of elements that the researcher focuses upon and to which the results obtained by testing sample will be generalized (Orodho, 2005). The target population comprised of principals of sponsored schools, church sponsors and the District Education Officer, Nyamira District. The district had 80 schools; out of these schools 69 were sponsored. The distribution of schools in the district per sponsor is indicated in Table 3.1.

Table 3.1: Distribution of Schools in Nyamira District per Sponsor: DEO’s Office (2010).

<table>
<thead>
<tr>
<th>SPONSOR</th>
<th>NO. OF SCHOOLS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDA</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>CATHOLIC</td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td>PAG</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>ELCK</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>AIC</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CoG</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Salvation Army</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>69</td>
<td>100%</td>
</tr>
</tbody>
</table>
3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Sampling is the process of selecting a sub-set of cases of the target population in order to make generalizations about the whole population (Orodho, 2005). The schools that were involved in the study were selected using stratified random sampling by proportional allocation. Stratified random sampling involves dividing population into homogeneous subgroups and then taking a simple random sample from each subgroup. Proportional allocation is a format whereby each stratum contributes to the sample a number that is proportional to its size in the population (Orodho, 2005). Schools were stratified in terms of sponsors and then simple random samples were drawn from each stratum and then these sub-samples were joined to form a complete sample. This method was preferred because it ensured that all the sub-groups (different categories of sponsored schools) were represented in the sample in proportion of their numbers in the population itself.

3.5.2 Sample Size

The sample size comprised of 32(45%) of the schools targeted for study, seven education secretaries, each representing a church sponsor, and the District Education Officer. Out of the remaining 37 schools six were used for piloting. The following formula was used to calculate sample size for each stratum.

\[
\text{Stratum sample size} = \frac{\text{No. of schools in a stratum}}{\text{Target population}} \times \text{Desired percentage (%)}
\]
### Table 3.2: Stratum Sample Size Per Sponsor

<table>
<thead>
<tr>
<th>SPONSOR</th>
<th>NO. OF SCHOOLS</th>
<th>SAMPLE SIZE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh Day Adventist</td>
<td>28</td>
<td>12</td>
<td>17.39</td>
</tr>
<tr>
<td>Catholic</td>
<td>22</td>
<td>10</td>
<td>14.49</td>
</tr>
<tr>
<td>PAG</td>
<td>9</td>
<td>4</td>
<td>5.79</td>
</tr>
<tr>
<td>ELCK</td>
<td>6</td>
<td>3</td>
<td>4.35</td>
</tr>
<tr>
<td>AIC</td>
<td>2</td>
<td>1</td>
<td>1.45</td>
</tr>
<tr>
<td>COG</td>
<td>1</td>
<td>1</td>
<td>1.45</td>
</tr>
<tr>
<td>Salvation Army</td>
<td>1</td>
<td>1</td>
<td>1.45</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>69</strong></td>
<td><strong>32</strong></td>
<td><strong>46.37</strong></td>
</tr>
</tbody>
</table>

#### 3.6 Research Instruments

The researcher relied on reactive research methods to collect data. This means that the respondents are aware of the study and react to the study instrument in the form of questions presented by the researcher, (Orodho, 2005). Questionnaires and Interview Schedules were used to collect data from the respondents. Given the vastness of the district and the number of principals who were involved in the study, it was deemed appropriate to administer a questionnaire to the principals. Interviews were conducted with the District Education Officer and the sponsors using interview schedules.

#### 3.7 Piloting Research Instruments

Orodho (2008) observed that once a questionnaire has been constructed it must be tried out in the field. Piloting is meant to reveal appropriateness or inadequacies of a research instrument. In this study six out of 69 secondary schools in Nyamira District were used for piloting. Piloting involved principals of the sampled schools. These schools were excluded from the
actual study. Sponsors and the District Education Officers were excluded from the pilot study because they were involved in the main study. The procedures that were used for piloting were similar to those that were used during the actual study. Items in the questionnaire that were found inadequate were modified to improve the quality of the research instrument.

3.8 Validity and Reliability of Research Instruments

Before the research instruments were used for data collection their validity and reliability was established first.

3.8.1 Reliability

Reliability is the degree to which a particular procedure gives similar results over a number of repeated trials, (Orodho, 2008). The spilt-half technique was used to test the reliability of the questionnaire. This method was chosen because of the type of target population the limited amount of time. It required only one testing. It involved splitting the test scores into halves (Odd and Even items) and finding the extent of correlation between the halves. The results of the first part were correlated with the results of the second part using spearman correlation formula given as

$$r' = 1 - \frac{6 \sum d^2}{N(N^2 - 1)},$$

then, Spearman Brown Prophecy formula given as:

$$r_1 = \frac{2r}{1+r}$$

"r" of 0.82 was obtained and thus the instrument was judged as reliable for the study.

3.8.2 Validity

Validity is the degree to which a test measures what it is supposed to measure. Content validity therefore refers to the degree to which the sample of test represents the content that the test is designed to measure. The supervisors examined the questionnaire items and interview schedules and on ascertaining them as valid they were used for the actual study.
3.9 Data Collection Procedure

A letter of introduction was obtained from Kenyatta University. A research permit was obtained from the National Council for Science and Technology, Ministry of Education. Consent to carry out research in Nyamira District was sought from District Education Officer and principals of the sampled schools. The researcher visited the sampled schools and sponsors to create rapport and make appointment for the administration of research instruments. Data collection was undertaken by the researcher on the dates agreed upon between him and the respondents. The researcher administered questionnaires to principals and conducted personal interviews with the District Education Officer and the sponsors which were guided by interview schedules. The respondents were assured of strict confidentiality. Completed questionnaires were collected as per the agreement with the respondents. The researcher took short notes during the interview with the sponsors' education secretaries, and the DEO.

3.10 Data Analysis Plan

Data collected were edited by the researcher. He went through the questionnaires filled by respondents and information gathered through personal interviews to check their completeness, accuracy of answers and uniformity in the interpretation of the questions. The researcher coded and compiled the data collected and analyzed it using statistical package for social sciences, (SPSS). Descriptive statistics were used to present the research findings using tables, figures and percentages. Data was analyzed thematically.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter focuses on presentation and discussion of research findings of the study. In this study the DEO and all the 32 sampled principals were accessed. Questionnaires from principals were scrutinized to check their completeness and accuracy and all were determined as complete. Four (57%) of the sponsors’ education secretaries were accessed. Their percentage was deemed adequate for the study. The remaining three could not be reached at the time of study because they were far placed. The findings are discussed under five themes as indicated below:

i. Demographic Information.

ii. Areas of conflict in the management of public secondary schools in Nyamira District.

iii. Causes of conflicts between the sponsors and the government in the management of public secondary schools in Nyamira District.

iv. Effects of the sponsor-government conflict on public secondary schools in Nyamira District.

v. Probable solutions to sponsor-government conflict in the management of public secondary schools in Nyamira District.

4.2 Demographic Information

This information is presented under the following categories
Nyamira District had 69 schools sponsored by churches. The main sponsors were the SDA and catholic churches sponsoring 28 and 22 schools respectively. Nine schools were sponsored by PAG while ELCK and AIC sponsored 6 and 2 schools respectively. The Church of God (CoG) and Salvation Army sponsored one school each.

Nine out of the 69 sponsored schools were fully established by the church (sponsors) while the rest (60) were built by the local communities and sponsors were later invited to take over. According to RoK (2000) this kind of sponsorship is known as tertiary. Tertiary sponsors are those religious organizations (churches) which were invited to take over schools after they had been built by the local communities and have contributed very little to physical development or tangible upkeep of the schools. It is unfortunate that the practice in Nyamira District had been that instead of setting up more schools the churches were simply taking
over schools already established by local communities. Such a scenario had caused tension between the sponsors and other stakeholders given the heterogeneous nature of the local communities in Nyamira District.

4.2.2 Sponsors’ Contribution Towards Maintenance of Religious Traditions in Sponsored Schools.

The study revealed that not all the sponsored schools in Nyamira District had a pastoral programme approved by the Ministry of Education. However, 28 (88%) of the schools had a structured religious programme prepared by the sponsor. Sixteen (50%) of the sponsored schools indicated that religious programmes were financed by the school / BoG. Six (19%) of the schools indicated that the schools’ religious activities and programmes were fully financed by the sponsors while 9 (28%) of the schools indicated that religious programmes were jointly financed by the school and the sponsor. Sixteen (50%) of the schools indicated that they had qualified religious instructors, twelve of whom were fully paid by the school. This research further established that sponsors did not have monitoring and evaluation tools for spiritual and moral progress in their schools.

These findings were in agreement with Wanderi (2008) and Gikandi (2006) views that sponsors played a peripheral role in the management of public secondary schools and thus they were slowly losing their relevance. They should be required to get fully involved in the spiritual, guidance and counseling programmes in order to remain relevant in the current school management system.
4.2.3 Sponsors’ Contribution Towards Education Well Being of their Schools

Sponsors’ contribution to the academic wellbeing of their schools was sought. In the view of the researcher, this would help bring out a clear picture as to whether or not the church was fully committed to its mandate of enhancing education for moral, spiritual, physical and intellectual development (holistic education). The study revealed that, despite the acute shortage of teachers experienced in sponsored schools, none had a teacher paid by the sponsor.

4.2.4 Academic Qualifications of the Members of the Education Committees

Academic qualifications of the members of education committees were sought as it was, in the view of the researcher, thought to have a direct bearing on how they handled issues relating to sponsor-government conflict in the management of public secondary schools. The study revealed that one chairperson was a PhD holder while the rest, three, were Bachelor of Education Degree holders. Most of the Education committee members were BED graduates. This is a clear indication that sponsors had education committees whose members were highly qualified and conversant with education policies and trends in Kenya. They should therefore have been able to interpret the Education Act and implement their mandate.

4.3 Areas of Conflict in the Management of Public Secondary Schools in Nyamira District

Respondents were required to identify aspects of school management where the government and sponsors had clashed. To solicit respondents for information on areas where the government and the sponsored had experienced conflicts, a list of probable areas was
provided to principals and they were required to indicate appropriately the situation in their schools. Responses from open ended questionnaire items were either related to the probable areas on the list given principals or arranged as per the emerging themes.

The responses were summarized and presented in table 4.1.

Table 4.2 Areas of Sponsor-Government Conflict According to Principals.

<table>
<thead>
<tr>
<th>S/NO.</th>
<th>Areas of Conflict</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Appointment of School Administrators and Managers</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td>ii</td>
<td>Religious Issues/Matters</td>
<td>21</td>
<td>66</td>
</tr>
<tr>
<td>iii</td>
<td>Monitoring of School Projects</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>iv</td>
<td>Financial Management</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>v</td>
<td>Use of School Facilities</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>vi</td>
<td>Performance in KCSE</td>
<td>6</td>
<td>19</td>
</tr>
</tbody>
</table>

As table 4.2 shows, appointment of school administrators and managers was the major area of conflict between the sponsors and the government in the management of public secondary schools in Nyamira District. This was pointed out by 32 (100%) of the respondents. Another major area of conflict was religious issues/matters. This was indicated by 21 (66%) of the respondents.
Other areas of conflict pointed out included, use of school facilities 9 (28%), financial management 9 (28%), monitoring of school projects 10 (31%) and performance in Kenya Certificate of Secondary Education (KCSE), 6 (19%).

Information in areas of sponsor government conflict was also obtained from the sponsors. Four education secretaries who represented their churches were interviewed using interview schedules. Their responses were either related to the probable areas on the list given to the principals or arranged as per the emerging themes.

Areas identified included appointment of school administrators and managers and religious issues, each indicated by 4 (100%) of the respondents, use of school facilities indicated by 75% of the respondents, poor performance indicated by 2 (50%) and lastly, financial management indicated by 1 (25%) of the respondents.

The DEO, as an authority in education matters, was asked to identify the areas where the sponsors and MoE had clashed. He identified two main areas:

(i) Appointment of leadership in schools
(ii) Clash between MoE activities and church programmes especially on worship days i.e. Saturday and Sunday

4.4 Causes of Sponsor-Government Conflict in the Management of Public Secondary Schools in Nyamira District.

A list of possible causes was provided and the principals were required to indicate the ones that had caused conflicts between the government and the sponsors in their schools. Their responses were summarized in Table 4.2
<table>
<thead>
<tr>
<th>S/NO</th>
<th>Causes of Sponsor-Government Conflict</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Lack of or inadequate consultation on the appointment of the principal.</td>
<td>30</td>
<td>93</td>
</tr>
<tr>
<td>ii</td>
<td>Lack of or inadequate consultation on the appointment of Deputy principal.</td>
<td>25</td>
<td>78</td>
</tr>
<tr>
<td>iii</td>
<td>Conflict of interest between the sponsor and the government in the appointment of BOG chairperson.</td>
<td>25</td>
<td>78</td>
</tr>
<tr>
<td>iv</td>
<td>Interference with religious programmes by MoE</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td>v</td>
<td>Sponsor’s demand for a say in the management of school projects.</td>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>vi</td>
<td>Conflicts between the sponsors and the MoE over the heads who do not come from the community.</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>vii</td>
<td>Sponsor’s demand for a say in the supervision and inspection of school finances.</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>viii</td>
<td>Use of school facilities</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>ix</td>
<td>Poor performance in KCSE.</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>x</td>
<td>Sponsor’s demand for a greater say in the schools planning.</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>xi</td>
<td>Misappropriation of school funds by BoG and the principal.</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>
As indicated in Table 4.3 the major cause of conflicts between the sponsors and the government in Nyamira District was inadequate consultation on the appointment of the school principals. This was pointed out by 30 (93%) of the 32 respondents. Although it is clear in the Education Act that sponsors should be consulted on the appointment of the principals, in some instances the sponsors were not consulted at all.

Other major causes of sponsor-government conflicts were inadequate consultation on the appointment of deputy principals and conflict of interest between the sponsors and other stakeholders in the appointment of BoG chairpersons. These were both indicated by 25(78%) of the respondents. Eleven (34%) of the respondents further indicated that the sponsors had clashed with the government over the appointment of principals who did not come from the local community. This is an indication by the respondents that there were intrigues between the sponsors and other stakeholders, notably the local politicians, MoE and TSC officials over the appointment of school administrators and managers. The above findings are in accord with Mutua (1975) and Sifuna (1980) who had indicated that sponsor-government conflicts were as a result of each partner trying to safeguard his interests.

Seventeen (53%) of the respondents indicated that sponsors had clashed with the MoE officials over the interference of religious programmes.

Other causes pointed out by the principals were sponsors' demand to have a greater say in the:

(i) Management of school projects as indicated by 13 (41%) of the respondents.

(ii) Supervision and inspection of school finances as indicated by 10 (31%) of the respondents.
(iii) Schools physical planning and development as indicated by 7 (22%) of the respondents.

This is an indication that sponsors wanted to still remain key stakeholders in the decision making process of the schools they sponsored despite the fact that the government and other stakeholders were investing heavily in these schools in terms of human, material and financial resources. This situation had caused tension and suspicion between the sponsors and other stakeholders. The sponsors’ demand for a greater say in the areas other than the ones assigned to them by the Education Act was interpreted by other stakeholders as unnecessary interference in school management.

The study further revealed that poor performance in KCSE and misappropriation of school funds by BoG and some principals had caused conflicts between the sponsors and MoE and its agents. This was indicated by 8 (25%) and 4 (13%) of the principals respectively.

Responses from the sponsors’ education secretaries indicated that conflicts existed in the appointment of principals, deputy principals and BoG chairpersons. According to the Education Act (1980) sponsors should be consulted on the appointment of principals. The Ministry of Education further mandates the sponsors to propose the BoG chairperson from among the four of its nominees in the BoG to the Minister for Education (GoK 1980 and 2004). The sponsors interpreted these provisions to mean that they had an upper hand in recommending and accepting principals who could head their schools. However, there were instances where such appointments were made without consultation and this had resulted into tension between the MoE and the sponsors. This was indicated by 4 (100 %) of the respondents (sponsors).
The study also revealed that sponsor-government conflicts were further aggravated by interference in worship programmes by the MoE officials. The sponsors had accused the MoE officials in the district of interfering with the worship programmes by scheduling competitions in both curricular and co-curricular activities on the holy days – Saturday for SDA church and Sunday for catholic and other churches. This had been interpreted by the sponsors as an infringement upon their rights. The sponsors were aggrieved that instead of ensuring that religious traditions and their rights were respected, the MoE officials had violated them. Coupled to this situation was the demand by MoE officials and other government agents to have access to school physical facilities like halls and play grounds during the worship days. The sponsors lamented that instead of creating conducive environment for the execution of their rights as mandated by the Education Act, the MoE and its agents were acting as stumbling blocks.

Other causes between the sponsor and the government were poor performance in KCSE and misappropriation of school funds by BoG and principals as indicated by 2 (50%) and 4(100%) of the respondents respectively.

The DEO concurred with the sponsors and principals by pointing out that sponsor-government conflicts were mainly caused by inadequate consultation in the appointment of leadership in schools and clash between MoE activities and church programmes on Saturdays and Sundays. The DEO pointed out that sponsors had constantly demanded that Saturdays and Sundays should be purely reserved for religious activities.
4.5 Effects of Sponsor–Government Conflict in the Management of Public Secondary Schools

A list of probable effects of sponsor-government conflict on management of public secondary schools was given to the principals and they were required to indicate appropriately the situation in their schools. Tabulated in Table 4.3 were their responses.

Table 4.4 Effects of Sponsor-Government Conflicts in the Management of Public Secondary Schools as per Principals.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Effects of Sponsor – Government Conflicts</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Teachers demoralized</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td>ii</td>
<td>Poor academic performance</td>
<td>20</td>
<td>63</td>
</tr>
<tr>
<td>iii</td>
<td>Withdrawal of students</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>iv</td>
<td>New principal barred from taking over headship</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>v</td>
<td>Removal of principal from office</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>vi</td>
<td>Protracted disagreements between the sponsor and the principal</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>vii</td>
<td>Frequent transfer of principals</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>viii</td>
<td>Students’ strikes or unrests</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>ix</td>
<td>Staff wrangles</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>x</td>
<td>Closure of schools</td>
<td>2</td>
<td>6</td>
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</table>
As Table 4.4 indicates, the major effect of sponsor government conflict in the management of public secondary schools in Nyamira District was the killing of teacher’s morale. This was pointed out by 24 (75%) of the (32) respondents. Other serious effects were poor academic performance and withdrawal of students. These were indicated by 20 (63%) and 19 (59%) of the respondents respectively. These findings were in agreement with Angwenyi (2007) and Ayodo (2007) who had indicated that one of the reasons for poor academic performance in sponsored schools in Nyanza province was sponsor–government conflicts in their management.

Table 4.3 also shows barring of new principals from taking office indicated by 19 (59%), removal of principals from office indicated by 18 (56%), protracted disagreements between the sponsors and the principals and frequent transfer of principals each indicated by 15 (47%) of the respondents are other effects. Situations such as these had had adverse effects on teachers’ morale and unity, student enrolment and academic performance as they created a hostile teaching and learning environment.

Other effects of sponsor government conflicts were students’ unrests, closure of schools and staff wrangles. Student unrests was indicated by 10 (31%) of the respondents. This finding was in accord with Kamotho (2008) who had averred that malpractices and instability that were brought about by sponsor-government conflicts had in some instances precipitated into students’ unrests. When students realized that the school administrative and management systems were unstable and ineffective they too wanted to make their case. Two schools had been temporarily closed down as a result of conflicts between the sponsors and the
government. This was indicated by 2 (6%) of the respondents. When schools are closed down the students are the losers and the syllabus is not covered.

This is a clear indication of the extent to which sponsor-government conflict can degenerate if left unresolved. It is imperative for sponsors and MoE officials to realize that if they see each other as competitors and enemies they will always behave as thus but if they regard each other as allies and partners they will gain understanding, support and cooperation of each other thus avoiding ugly incidences and embarrassing situations such as the above.

Responding to the item on effects of sponsor government conflicts in the management of public secondary schools, the sponsors’ education secretaries pointed out a number of effects. Four (100%) of the respondents pointed out that sponsor- government conflicts had resulted into poor academic performance and lack of public good will. While 3 (75%) of the respondents pointed out that sponsor- government conflicts had culminated in low student enrolment and strikes in some schools two (50%) indicated that the conflicts had led to removal of principals from office, closure of schools and wrangles among teachers. Other effects pointed out by sponsors were that some new principals had been barred from taking office and teachers had been demoralized. Each was indicated by one respondent.

From the foregoing it is clear that sponsor- government conflicts had had adverse effects on leadership, stability, motivation of teachers, discipline of students and academic performance or progress on the on the affected schools. The effect of such conflicts was that there was a high turnover of principals, a situation that made it difficult for such schools to accomplish their goals since principals had not had enough time to implement their plans. Consequently,
teachers had become demoralized, discipline had deteriorated leading to student unrests, parents had withdrawn their children because they had lost confidence in such institutions and community members had become reluctant to support such schools. The end result was that academic standards had fallen hence poor performance.

The DEO indicated that the sponsor- government conflict was one of the major contributory factors to instability in some secondary schools in the Nyamira District. This was evidenced by high rate of ‘student nomadism’ in the district. Student nomadism refers to transfer of students from a school perceived to be deteriorating in academic standards to a better one. Such a situation had impacted negatively on student enrolment, performance and development of the affected schools.

4.6 Probable Solutions to Sponsor-Government Conflict.

A list of probable solutions was provided and the principals were required to indicate the ones that were applicable to their situation. Responses given based on the open ended questionnaire items on the same issue were arranged according to emerging themes. Their responses are summarized in Table 4.5.
Table 4.5 Suggestions on How Sponsor-Government Conflict Can be Resolved.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Suggestions</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Harmonize different legal provisions in education in order to come up with a definite policy on secondary school management.</td>
<td>27</td>
<td>84</td>
</tr>
<tr>
<td>ii</td>
<td>There should be set criteria enumerating knowledge, skills and abilities that a person should possess to qualify for appointment as BoG chairpersons in order to seal loopholes that may be exploited to promote vested interests.</td>
<td>27</td>
<td>84</td>
</tr>
<tr>
<td>iii</td>
<td>Policy guidelines should be put in place to ensure proper working relationship between the sponsor and government.</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td>iv</td>
<td>Review the sponsor’s role with a view of reducing its influence.</td>
<td>21</td>
<td>66</td>
</tr>
<tr>
<td>v</td>
<td>Sponsors continuously finance schools at a fixed percentage to retain their sponsor status.</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>vi</td>
<td>Involving sponsors in staff development</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>vii</td>
<td>Incorporating sponsors in supervision and inspection of schools.</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>viii</td>
<td>Ban sponsorship</td>
<td>02</td>
<td>6</td>
</tr>
<tr>
<td>ix</td>
<td>Giving sponsors a say in auditing of school finances</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
As indicated in table 4.5, various action requirements were recommended for resolving sponsor-government conflict. Twenty seven (84%) percent of the respondents suggested that different legal provisions in education should be harmonized in order to come up with definite policy on secondary school management. Twenty four (75%) of the respondents recommended that policy guidelines should be put in place to ensure proper working relationship between the sponsor and the government. These two suggestions were probably prompted by the fact the loopholes created due to role ambiguities have often caused tension between the government and the sponsors.

Twenty seven (84%) of the respondents suggested that there should be a set criteria enumerating knowledge skills and abilities a person should possess to qualify for appointment as a BOG chairperson in sponsored schools in order to seal loopholes that may be exploited by concerned stakeholders to promote their vested interest. Twenty one (66%) of the respondents recommended that the sponsors’ role should be reviewed with a view to reducing their powers and influence in schools. This suggestion was probably prompted due to the fact that sponsors contribution towards the well being of schools was on the decline as indicated earlier in this document.

Other recommendations given included, sponsors to continuously finance schools at a fixed percentage in order to retain their sponsorship status, this was indicated by 14 (44%) of the respondents. This was probably prompted by two reasons: First, the fact that sponsors had been consistently claiming to be given a prominent role in the management of schools.
Second, if the proposal is put into effect the majority of the sponsors would find it too expensive to finance their schools hence they would be humbled and consequently they would recognize the importance of other stakeholders.

It was also suggested that sponsors should be incorporated in supervision and inspection of schools, staff development, both indicated by 5 (16%) of the respondents, and auditing of school finances indicated by 1 (3%) of the respondents.

One rare suggestion that was given was that, government should ban sponsorship. It was indicated by 2 (6%) of respondents. It is important to note that the influence of Christianity in Kenyan school system is inescapably strong and therefore the suggestion to ban sponsorship would severely affect the delicate balance that exists between the government and sponsors.

According to the sponsors, there were a number of measures that need to be effected in order to resolve or minimize sponsor-government conflicts in the management of public secondary schools. Four (100%) of the respondents (sponsors) indicated that sponsor’s role should be strengthened by:

- giving them a greater say in the appointment of principals and deputy principals
- incorporating sponsors in supervision and inspection of schools
- involving sponsors in auditing of school finances

These suggestions were prompted by the fact that sponsors had felt that the MoE officials had been compromised by those with vested interests. These included non-performing principals who had wished to be retained in their current stations, principals who embezzled school funds and wanted a cover-up and local leaders who wanted to influence choice of school leadership for their own selfish ends.
Other suggestions given by the sponsors included policy guidelines should be put in place to ensure proper working relation between the government and sponsors and the government should harmonize different legal provisions in education in order to come up with a definite policy on secondary school management. This was indicated by 4 (100%) and 1 (25%) of the respondents respectively.

Responding to the item on what needs to be done in order to resolve sponsor-government conflict the DEO proposed the following measures:

- the government should harmonize different legal provisions in education in order to come up with a definite policy or secondary school management
- review sponsors’ role with a view of reducing its influence
- Sponsors to continuously finance schools at a fixed rate in order to retain their sponsor status.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on giving a summary of research findings, drawing up conclusions and making recommendations based on the research findings.

5.2 Summary

The purpose of this study was to investigate causes and impact of sponsor-government conflict in the management of public secondary schools in Nyamira District, Kenya. The descriptive design adopted by the study provided a basis for data collection, analysis and presentation. Questionnaires and interview schedules were used to collect data from principals, sponsors and the DEO, Nyamira District.

The following is a summary of the major findings of the study.

The study revealed that majority of public secondary schools are sponsored by the church i.e. 69 (86%) out of 80 schools in Nyamira District. Sponsors had played a significant role in maintaining religious traditions of their schools through preparing religious programmes for their schools. However, it was revealed that they had done little to finance these religious programmes and that they had no mechanisms for monitoring and evaluating spiritual progress of their schools. Sponsors had education committee members who had Bachelor of Education and above. This implied that the members were conversant with education law, policies and trends, and had the capacity to interpret their roles in schools.
There had been managerial controversies in the areas of appointment of leadership, religion and finance. Inadequate or lack of consultation on matters of appointment of school administrators and managers had been the main cause of conflict between the sponsor and the MOE. Sponsors had also clashed with the MoE over the curricular and co-curricular activities, like games and sports, scheduled for Saturday and Sunday which they claimed interfered with worship programmes and profaned the sacred days. The effects of these conflicts had been, parents withdrawing their children from such schools, killing of teachers’ morale, frequent transfer of principals and deterioration of discipline leading to student unrests. Under such circumstances it had been difficult to realize meaningful development of most schools and delivery of quality educational services to the students in the region.

The respondents felt that it was important for the MoE to come up with clear cut policies on management education in Kenya. These policies should be made in such way as to allow full and equitable participation by all stakeholders in the management educational institutions.

5.3 Conclusions

Based on the research findings the following conclusions were drawn:

Their past contributions notwithstanding, sponsors had failed to effectively carry out their official mandate of maintaining religious traditions of schools they sponsored through religious instructions and pastoral programmes. However, they continued to play and insist on playing an active role in the appointment of school administrators and managers. Due to their diminishing contributions towards the wellbeing of schools, churches were slowly
losing relevance as sponsors. It was ironical for them to continue demanding for greater involvement in other areas of school management.

Sponsor-government conflict in the management of public secondary schools is a real and serious problem in Nyamira District. Failure by the government and sponsors to adequately consult each other on matters affecting the management of secondary schools was an indication that the roles of each partner in terms of rights, responsibilities and limitations were not clearly defined in the education legal framework. Thus, either of the partners had been exploiting the loopholes created by role ambiguities to propagate and protect their vested interests.

Sponsor-government conflicts had adversely affected the management of public secondary schools in Nyamira District as they had been a stumbling block to stability and smooth running of education programmes. Implicit in these findings is the view that management of public secondary schools in Nyamira District cannot be done effectively without continued cooperation and support of all education partners.

5.4 Recommendations

Based on the research findings the following are the recommendations:

i. In order for education forces and resources to be effectively marshaled and directed towards provision of quality education for the Kenyan children, the MoE should review the current system of managing secondary schools with a view to providing for proper working relationship and equitable participation of all stakeholders.
ii. There should be set criteria, enumerating knowledge, skills and abilities that a person should possess to qualify for appointment as a BoG chairperson in sponsored schools in order to seal loopholes that may be exploited by those with vested interests.

iii. Given that the government and the church have continued to be key stakeholders in provision and management of education and that their cooperation had greatly contributed to development of education, they need to be sensitized on the importance of embracing each other as allies and partners but not as enemies and competitors.

5.5 **Recommendation for Further Research**

i. The study was carried out in Nyamira District. The study could be expanded to include the whole province or even a wider area with a view to establishing whether the problem is local or national.

ii. A study could be carried out to establish the extent to which interdenominational rivalries over the control of schools previously owned by the community have contributed to the sponsor-government conflicts in Nyamira District.

iii. The study collected data from three categories of education stakeholders i.e. the principals, sponsors and the DEO. A related study could be carried out to include other stakeholders as this would give a wider picture of the problem.
REFERENCES


Interview Schedule for District Education Officer

Dear Sir/Madam, this interview is designed to gather information on the causes and impact of sponsor – government conflict in the management of public secondary schools in Nyamira District. The information given will be treated with utmost confidentiality.

1) a) How many public secondary schools are under your jurisdiction?
   
b) Of these, how many are sponsored by Christian church?
   Please give the sponsor and the number of schools each sponsors.

2) In your opinion are the sponsors assigned adequate roles in the management of public Secondary Schools? Please explain your answer.

3) What is the relationship between the DEO’S office and the sponsor?
   Very cordial □  Cordial □  Not cordial □

4) a) Are there areas you feel the sponsors have failed in their duty in the Management of public secondary schools in the district?
   b) If yes please highlight on those areas,

5) a) which areas have generated conflicts between the sponsors and other stakeholders?
   b) What causes the conflicts in the areas identified above.
   c) What can these conflicts be alluding to?

6) How do these conflicts impact on the stability of public secondary schools?

7) Given the longstanding cooperation between the sponsors and the government in the promotion of education in Kenya, what are your recommendations on sponsors’ involvement in the management of public secondary schools.
APPENDIX II

Interview Schedule for Sponsor

This interview is designed to generate information on the causes and impact of sponsor-government conflict in the management of public secondary schools in Nyamira District. The information obtained will be used by the researcher for the purpose of this study only. All information will be treated confidentially.

1) a) How many public secondary schools do you sponsor in Nyamira district?
   b) Out of these schools you sponsor;
      i) How many did you establish?
      ii) How many did the community establish?

2) a) Do you have an education committee or secretariat?
   b) If yes, please give the qualifications of the chairman of education committee or Secretariat.
   c) How many members are trained educationists?
   d) What is the general qualification of other members?

3) a) Do you have pastoral programmes for the schools you sponsor?
   b) If yes, how is it financed?
   c) Do you have a syllabus for the pastoral programme approved by the Ministry of Education?
   d) How does the church evaluate the pastoral programme?
   e) What other activities does the church engage in besides the pastoral programme?

4) Is the sponsor involved in the day to day running of the school? How?

5) a) Are the sponsor’s interests/concerns adequately catered for by the Education Act?
   Please explain your response.
b) In the education Act which sections do you, as a sponsor, feel should be clarified or re-defined?

6 a) Is the sponsor consulted before the appointment of the principal of the school it sponsors? If yes, what input do you usually provide in the appointment of principals?

7) In your opinion are you adequately represented in the BoG?

8 a) what do you think cause conflicts between the sponsor and other stakeholders?

b) How have the conflicts affected the schools you sponsor?

c) How best can these conflicts be resolved?

Thanks a lot, May God bless you.
APPENDIX III

Questionnaire for Principals

This questionnaire is meant to generate information on the causes and impact of sponsor-government conflict in the management of public secondary schools in Nyamira District. Please respond as truthfully as possible. Your responses will be used by the researcher for purposes of this study only. Your responses will be completely anonymous, therefore do not write your name or the name of the school.

Section A: Background information

1) Name of the sponsor of your school

2) (a) What is your Curriculum Based Establishment

   (b) How many teachers are employed by:

   TSC

   BOG

   Sponsor?

3) Does the school have a structured religious programme? Yes ☐ No ☐
   i) If no, why?
   ii) If yes, who finances it?

   b) Does the pastoral programme have a syllabus approved by the Ministry of Education? Yes ☐ No ☐

4(a) Does the school have a qualified religious instructor?
    If yes, who pays him/her?

60
(b) What other religious activities does the sponsor engage in, in your school?

Section B: Sponsor involvement in school management.

5a) How often does the sponsor visit your school?
   i) Almost always □ \ sometimes □ \ rarely □
   ii) What is the purpose of the sponsor's visits?

6a) Identify the areas of conflict between the sponsor and the government. Please tick appropriately.
   - Appointment of school leadership □
   - Financial management □
   - Religious matters/programmes □
   - Use of school facilities □
   - Monitoring of school projects □
   - Others, specify.

61
b) What are the causes of the conflicts in the areas identified above? Please tick appropriately:

- Lack of or inadequate consultation on the appointment of the deputy principal.
- Lack of or inadequate consultation on the appointment of the principal.
- Conflict between the sponsor and the MoE over the heads who do not come from the community.
- Sponsors demand for greater say in the management of public secondary school other than the one assigned in the Education Act in:
  (i) Supervision and inspection of school projects / programmes.
  (ii) Management of school finances.
  (iii) Schools physical planning and development.
- Interference with religious programmes by the MoE and its agents.
- Poor performance in Kenya Certificate of Secondary Education.
- Misappropriation of school funds.
- Conflict of interest between the sponsor and the government on the appointment of the BoG chair person.
- Others, specify

7) Which of the following responses are indicators of the impact of sponsor-government conflicts on school management?

i) Withdrawal of students

ii) Removal of principal from office

iii) New principal barred from taking headship
iv) Students’ strikes or unrests

v) Protracted disagreement between the principal and the sponsor

vi) Poor student performance

vii) Teachers demoralized

viii) Frequent transfer of principals

Others, specify..................................................................................................................
........................................................................................................................................
........................................................................................................................................

8) How can these conflicts be solved?

- Reviewing the sponsor’s role with a view of stepping it down/reducing their influence.

- Strengthening the sponsors’ role by giving them greater say in:
  i) Appointing principals
  ii) Appointing deputy principal
  iii) Auditing school finances
  iv) Staff development

- Sponsors should be incorporated in supervision or inspection of schools.

- Sponsors continuously finance schools at a fixed percentage to retain their sponsor status.

- Harmonize different legal provisions in education in order to come up with a definite policy on school management.

- Others, ..........................................................................................................................
9) A principal who is not influenced by the sponsor is better placed to manage the school.

i) Strongly agree

ii) Agree

iv) Disagree

v) Strongly disagree

Thank you for your cooperation.
## APPENDIX IV

### Work plan/Timetable

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<tr>
<th>ACTIVITY</th>
<th>SEP-DEC. 2009</th>
<th>JAN-MARCH 2010</th>
<th>MAY 2010</th>
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