IMPACT OF CHURCH SPONSORSHIP ON THE MANAGEMENT OF

SECONDARY SCHOOLS IN THIKA WEST AND GATUNDU NORTH

DISTRICTS IN KIAMBU COUNTY

BY

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DECLARATION

This research project is my original work and has not been submitted for award of

 degree in any university.

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DEDICATION

To my late husband, Sammy Mwaura Kariuki, who did not live to see the completion of this work and to our beloved children; Alex, Emma and Joan who are my greatest inspiration. To my loving parents, Peter Kaguara and Joyce Wanini, whose sacrifice, love and devotion l can never repay and for teaching me the value of hard work.

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ABSTRACT

This research attempted to study and investigate the impact of church sponsorship on the management of secondary schools in the larger Thika District covering the current Thika West, and Gatundu North Districts. The study examined historical foundation of Western Education in the said region and the factors that influenced the development, the role of missionaries in relation to organization, management of schools, financial and physical support and the nature of mission-state partnership in the provision of education. This study identified schools using purposive sampling techniques basing itself on the categories of national, provincial and district schools. It also categorized them on the basis of church sponsors which were Catholic Church, Anglican Church of Kenya, Presbyterian Church of East Africa and Salvation Army. 18 (51%) schools were sampled from which, the BoG chairpersons (18), principals (18), and 3 teachers per school (54) were selected to fill in the questionnaires. The District Education Officers of the two districts and the church representatives were interviewed, thus, 96 respondents. Data were collected using questionnaires and interviews. Researcher adopted descriptive survey research design. This is the process of collecting data to answer questions concerning the current status of church sponsors. The descriptive survey research design determines and reports the way things are and further attempts to describe people's attitudes, opinions, possible behaviour values and characteristics. Before the actual data collection, pilot study was randomly done on 3 schools to determine the reliability and validity of the instruments. It was discovered that two questions on the BoGs questionnaire were vague, adjustments were made on the questionnaires. It also revealed that space given for answering questions was small in some areas; thus more space was provided. Descriptive statistics was used to analyze the quantitative data obtained. These include frequencies and percentages. Qualitative analysis considered inferences that were made from the respondents' opinions. This analysis was thematically presented in narrative form and the results presented in frequency tables, bar graphs and pie charts. The study established the functional role of the Church sponsor, which includes, membership the B.O.G, consultation on the appointment of head teachers, maintains the religious traditions of the church in the schools and to provide moral and spiritual nourishment to the school community. The study further established that there are many conflicts that exist between the church sponsors and the school management boards. These conflicts impact negatively to the running of schools and also to curriculum instructions. Conflicts arise from sponsors' failure to play their role of maintaining religious traditions as stipulated in the Act, and instead, they overstep in the management. Others strongly felt they should be the managers of their sponsored schools which contradicts the Education Act cap 211 (1968). The study recommends that the Government works on a strategy to completely keep off the church from management of schools and to ensure that all laws are followed and the church takes it rightful place which is basically spiritual.

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ABBREVIATIONS AND ACRONYMS

ACK - Anglican Church of Kenya

BoG - Board of Governors

C M S - Church Missionary Society

DEB - District Education Board.

DEO - District Education officer.

MOEST - Ministry of Education, science and Technology

NGO - Non- Governmental Organization

PCEA - Presbyterian Church of East Africa

S A - Salvation Army

MP - Member of Parliament

TIQET - Totally Integrated Quality Education and Training

KIE - Kenya Institute of Education

SIAS - Statutory Inspection of Anglican Schools

RE - Religious Education

VA - Voluntary Aided

DSCF - Department for Schools Children and Families

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Christian Church has a long history of establishing schools and providing formal education in many parts of the world. The nature of Christian schools and education varies enormously from country to country, according to the religious, educational, and political cultures. In some countries, there is an established church whose teachings form an integral part of the state-operated educational system; in others, the state subsidizes religious schools of various denominations.

Cremin, (1983), a distinguished scholar in the field of education, has said that during the colonial period in America, the bible was "the single most important cultural influence in the lives of Anglo-Americans. "Thus, the cornerstone of early American education was the belief that "children are a heritage from the Lord." Thus, in Colonial America, the schools were mostly run by the churches. The first settlers in America felt that it was important that children learned to read so they could read their Bibles. Learning right from wrong and developing good moral character were considered as important as learning the 3R's. As part of the daily curriculum, students were taught to pray and read using the Bible. Later in 1690, the New England Primer was introduced which taught spelling, reading and the alphabet using Bible verses, thus teaching both reading and Bible morals at the same time. Daily school prayer was a natural part of this educational system. After the American Revolution, Webster, (1962) introduced the Blue_Book Speller which also used Bible verses to teach reading and spelling. In 1836, 'McGuffey'

Reader was introduced which also featured Bible verses to teach moral values. This school system produced some of the world's brightest inventors and set the Industrial Revolution in motion. The schools continued to be run mostly by Christian churches until the 1890s at which point, State started to take control of the existing schools. (Retrieved from htt://www.vex.sagepub.com/content/36/3/426.abstract).

As the 20th century began, many classrooms started each day with the pledge of allegiance, a prayer and a reading from the Bible. Many churches turned their schools over to the state-run educational system. State-run schools continued to teach moral values using the 'McGuffey' Reader with its Bible verses. America had one of the best school systems in the world. The first crack in the moral school system occurred in 1925 when the newly formed Association paid a teacher in Tennessee to teach Evolution. Biblical creation had been taught throughout the land, and teaching evolution was against the Tennessee state law. While the Association lost the case, it set in motion a re-evaluation of teaching science. Within four decades, the laws were reversed so that now teaching Creation was outlawed and teaching Evolution became mandatory. (Retrieved fromhtt://www.thefreemanonline.org/columns/education-in-colonial-america.)

The Association then started using the courts to change school policy. In 1948 the Supreme Court used the "Separation of Church and State" argument to outlaw a time for school prayer. In 1963, the Supreme Court again declared that prayer in school was unconstitutional. In the same year the Warren Court stopped schools from allowing Bible reading in classes. In 1980, the Supreme Court declared that posting the Ten

Commandments in a school classroom violated the Constitution of the United States. While the early American schools taught the moral values from the Bible, with school prayer, today's public school system prohibits teaching moral values from the Bible, or even allowing students to pray to God that majority of faiths in this country recognize. The result is that America has become a land with much looser morals than four decades ago, which is having a negative effect on all sectors of the society. Retrieved from h**tt://www.baston.com/globe.educational/opnion/eped/articles/2004/05/09**

The Church of England was historically a provider of many schools throughout England. Such schools called 'Church of England schools' were partially absorbed into the state education system, with the church retaining an influence on the schools in return for its support in funding and staffing. Such schools were required to accept pupils regardless of religious background, though if they were oversubscribed they could, and often gave preference to applicants of the relevant faith. Rowan (2004), Archbishop of Canterbury, President of the National Society, said: "Universal free education in England began when the Church of England introduced schools in every parish – more than 50 years before the provision of state education. Two hundred years later, church schools continued to serve their communities, providing an inclusive education with a distinctive Christian ethos''.

According to Deenick (1991), Church schools were established in Australia by both Roman Catholic and Protestant churches during the 19th century. Many of these schools, often with long traditions, continue to form the bulk of the private or independent school sector in Australia. The modern Protestant Christian School Movement began in

Australia through the efforts of Dutch migrants who had enjoyed Christian schools for many decades in their home country. These schools were established because these parents wanted schools which would actively integrate their Christian faith into the whole school curriculum. The schools were operated by parent bodies apart from supervision of churches. Some Christian schools, especially those sponsored by fundamentalist groups, did not accept government funding and subsidies because they could put their school (and potentially their church) operations under more government scrutiny and legislation, which could lead to the government dictating their schools' operation. An example of this would be a requirement to adhere to a state Civil Rights law, in exchange for the subsidy; this would conflict with a Christian school that has mandatory race, ethnic, or religion requirements for admission, or does not allow its students to opt out of attending religious services. Even though a school may accept no government money, it still must adhere to their state education curriculum, student academic performance standards, and state-mandated standardized testing scores (if any).

Historically, *Christian schools* in Canada were run by private Protestant or Catholic organizations (Romeno, 2010). As public education developed, the majority (Protestant) faith became represented by the public school, and the minority faith (usually Catholic) became represented by a separate school. Over time the public schools became increasingly secularized as Canadian society became increasingly pluralistic. Public school boards in Canada, normally have no religious affiliation in modern times, but may still accommodate religious instruction for Christians within their community. They may do this by creating an individual special purpose Christian school, or they may offer

religious instruction within an otherwise secular school. This practice has become so prevalent in Alberta that many private Christian schools have been absorbed by their local public districts as "alternative Christian programs" within the public system. They are presently permitted to retain their philosophy, curriculum, and staffing while operating as fully funded public schools. In Canada, public funding of religious education is permitted, and sometimes required (Cookson, 2004).

Jacob (2004), observed that ''in many parts of Africa, Christian missionary organizations have founded schools, often in places where no other schooling is available. Such schools generally provide a complete education in a Christian context. In such schools, where the government has not provided education, then, it has no control and the Church runs the schools independently, but the Government controls the curriculum and professionalism''

Education in Kenya was established by the Christian missionaries from Europe and America. They introduced education, built schools, financed them, recruited and trained the teachers, oversaw the implementation of the curriculum, taught catechism and approved new teaching approaches (Republic of Kenya, 1992). The Christian missionaries had their own interests, among them to stop slave trade which they considered inhuman, evangelize, to win souls or convert the heathen and to train African catechists. The Church Missionary Society led the missionaries' activities pioneered by Ludwig and Rebman. They began exploration works, Bible translation, establishment of churches and campaigning against slave trade in East Africa, (Kendall, 1978:11). Rabai, in the Coast was their first station, or their base from where they spread to the rest of the

country. Their main strategy to achieve their objectives was to start schools in all villages where they established their missions and this strategy worked well. The colonial government only came later to establish schools where missionaries had not reached. Thus Christian missionaries were founders of modern education in Kenya and so, they are dominant sponsors with a long history in development and management of schools. Mwangangi observes that, 'The history of modern education in Kenya cannot be written without reference to the Christian missionaries and the present day Church' (Mwangangi, 2004). Kyalo noted,

> Religious activities and education in Kenya are so much intertwined that any discussions on modern education without referring to the Christian missionaries and as well as the present day churches is impossible to undertake. (Kyalo, 2004: 28).

Since the Church Missionary Society established the first school in Rabai, Coast Province, in the early 19th century, the development of education in the country has been synonymous with the church in general" (Okoko,2001). After independence, the government of Kenya passed the Education Act cap 211, 1968, which was revised in 1980. The Education Act stipulated the management of secondary schools in Kenya be legally entrusted to the Management Boards. The churches were to assume the role of sponsors. (RoK,1980). The role of church as sponsors was stipulated in the Education Act cap 211(1968) in terms of rights, responsibilities and limitations. According to the Education Act cap 211 (RoK, 1980), a school sponsor is allowed to nominate four (4) of the thirteen (13) members of the school Board of Governors and to propose the chairman who should be ratified by the Ministry of Education (Republic of Kenya, 2004). This organ champions the sponsors' interest in school management.

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The historical roles where sponsors were the main developers and providers for educational institutions have changed. At this time, the missionaries were the main developers and providers for educational institutions they owned. They developed facilities and provided nearly all essential learning resources and employed teachers and other workers. However, changes in the Education Act on school sponsorship seem to be causing some misunderstanding between sponsors, community, teachers and the government. Cases of conflicts between sponsors and school management boards are frequent. The following are examples of a few cited cases highlighted in different daily papers, although as a matter of fact, very many cases go undocumented.

Okoko (2001), in an article; 'Major Row Hits Catholic Sponsored Schools' highlighted the differences of the Church and schools in Western Kenya. The Roman Catholic Church argued that the performance has declined gradually since their schools were given to lay persons. The church was demanding mass transfers of principals in their sponsored schools. The Kenya National Union of Teachers (KNUT) had to intervene, bringing up other issues that affect school performance, besides the principals.

Kellagham (2007), in his article; 'Stop Churches Running the Schools' noted many conflicts between churches and school management. He urges the government to take control of schools and keep church off. Some sponsors have been accused of interfering with the schools' core business by closing down schools indefinitely. A special school was closed by sponsors demanding the transfer of the headteacher in Western Kenya. In other instances, some have rejected and even evicted principals posted to schools by the Ministry (Cheruiyot, 2001). According to Gikandi, (2005), some sponsors meddling in

schools destabilize the instructive activities in the school system. Other church leaders denied principals entry to schools when their demands were not met even though they may be unrealistic.

Public secondary schools in the two districts under study are largely sponsored by Christian churches. The main reason for this situation being that it was the church organizations that started off formal schools in this region. The main church organizations are Catholic, Anglican Church of Kenya (A C K), Presbyterian Church of East Africa (PCE A) and Salvation Army (S A). They used these schools to spread the Gospel as well as to provide formal Education. Schools set up by the early missionaries have very strong Religious traditions of the founding church sponsors up-to-date and this tradition may account for strong church influence in the running of schools.

1.2 Statement of the Problem

From the background, research done internationally, regionally and locally, shows that the Christian churches have had the upperhand in the establishment and management of schools, and provision of formal education. lt was evident that there were many conflicts between church and school management bodies or the government.

In America, there was a conflict in curriculum issues, whereby the church schools were accused of offering poor curriculum, especially in regard to science. For example, in Texas, schools could not teach scientific theories of evolution, but taught biblical theories of creation. Later, the state banned the creation theories and, evolution theories became

mandatory. The issue of state-church separation has affected schools in the developed world, and in America, it has been declared illegal to teach or even mention Bible, prayers or anything to do with Christianity in public schools. Another major issue of conflict is the 'double taxation'. This is a problem in developed countries like America, Canada and Australia because the Christian parents are tax payers, their children are entitled to free government education, but when they choose Christian schools for their children, they must pay the tuition fees. In Australia, some schools started by some fundamentalist groups did not accept funding and subsidies from the government so that the government could not assume any control over their schools.

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In Kenya, the issue of church sponsorship of schools has also been very sensitive, and despite collective efforts by all parties to correct the situation, it remains a big challenge. The Education Act, cap 211 (1968), clearly stipulated the roles, responsibilities and duties of the church sponsors and for the Management boards. In spite of all these, conflicts still occur. The areas of conflicts are Headship, school land and use of school facilities, school funds; the local community and other school stake holders. Headship was the main area of conflict, thus discussed in details. This was whereby the church sponsors have demanded transfers for headteachers; they frustrated many and rejected others on the basis of their faith, without giving a thought to their professional abilities. This meant that some principals became puppets of the Church sponsors to remain in their positions, those who failed as puppets were rejected, or frustrated. The sponsors want to control the school funds, yet, the principal is the chief executive and the financial officer. This brought more conflict between Head teachers and sponsors .The sponsors

accused principals of financial mismanagement or embezzlement of school funds. They have been blamed for poor performances and decline in school discipline. The school boards have also accused the Church sponsors for over stepping and not sticking to their stipulated roles. They have been accused of making schools ungovernable; they have their personal interests that conflict with school interests, they want to use school facilities without consulting or at least informing the management board.

There are other stakeholders who feel their interests should be represented. These are like the local community who donated land to the church, yet the church does not help the school materially. This has made the local community develop some bitterness towards the churches for failure to help the schools financially and materially. It is clear the major problem is role conflict between the church sponsors and other school stakeholders; hence, the study will address the impact of church sponsors on the management of public secondary schools in the Thika West and Gatundu North districts.

1.3 Purpose of the Study

To find out the functional role of the church sponsors and establish their impact on the management of secondary schools in Thika West and Gatundu North districts

1.4 Objectives of the Study

The specific objectives of this study are:

   i.   To find out the functional role of the Church sponsors in the management of

         public   secondary schools

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ii.   To find out how the church sponsors can play effective role in the management of schools and help them achieve curriculum instructions.

iii.   To find out the types of church/management conflicts in public secondary schools.

iv.   To assess how the implementation of education Act (1968), affected the role of the church sponsors in the management of schools.

1.5 Research Questions

This study will seek to answer the following questions:-

i.   What is the role of sponsors in a school?

ii.   How does the presence of the sponsors help the school management to achieve in curriculum and instructional objectives?

iii.   What are the causes of conflicts between the sponsor and the school management, and how do such conflicts affect the management of the schools?

iv.   How did the establishment of the Education Act cap 211 (1968) affect the role of the church in school management?

1.6 Significance of the Study

By assessing and establishing the roles and impact of church sponsors in the management of schools, the findings of this study will be useful to various stakeholders as follows;

It will create awareness about the sponsors and management about the need of each sticking to their stipulated roles. Doing roles well will avoid any conflicts in schools and this may contribute significantly toward the improvement of the management and performance as well. The study will highlight neglected areas by each party i.e.-church

sponsors and the management; identify issues of conflicts and how they can be solved. It will reveal the strengths of each party and be able to enhance them further. It will reveal the weaknesses of each party and be able to work together as a group and improve on them. The information can be useful to the Ministry of Education making the policies. The Ministry of Education can factor in the recommendations of this study when reviewing the legal framework that regulates the role of sponsors and the school management for the betterment of schools and education as a whole. The study will add/supplement the existing knowledge touching on the sponsors and management boards and their specific roles. This knowledge can be used where conflicts exist to help resolve them. Thus the study becomes a useful reference material. This study will also provide useful insights/inputs to other researchers who desire to carry out similar studies in different areas of the country.

1.7 Assumptions of the Study

The study assumed the following:

i.   The nature of the role/activity that church sponsors will undertake in a school will affect the school management.

ii. That the Church sponsors and the B. O. G and all other stakeholders know their specific roles in the management of the school and that no conflict should occur.

iii. That all the respondents will be co-operative and reliable and adequate information.

1.8 Delimitations

The study was delimited to public secondary schools which are Church-sponsored and others were left out. There were other sponsors whose role and impact were not addressed in the study yet their contribution would have been very valuable. These included parents, NGO, social groups such as old students associations and individual sponsors. There were also many important people who were not interviewed yet their contribution would be valuable. These were local leaders like the MP, councilors, community elites, business community and other opinion leaders in the locality. Only a few members of the school management were interviewed like chairman and secretaries to BoG and other members were left out. There were also other factors that had effect on management of secondary schools, yet only sponsors were considered.

1.9 Limitation

The study was limited to part of larger Thika district, covering two new districts, Thika West and Gatundu North. Other Districts were not studied. This was because too large area was not practically possible to study. Another limitation was finances, for travelling to wider areas would be so expensive in terms of cost. This would also have needed a lot of time. The researcher only relied on the respondents and their willingness to give correct information /views on the various issues on the questionnaires. Therefore, all the information completed in the questionnaire is taken to be their genuine views. The literature review has limitation in that not much literature of this case may be available if no other study has been done. The study has limitations in that its findings and

recommendations may not apply in all districts Therefore, the findings may not necessarily be generalized to other districts.

1.10 Theoretical Framework

The Role Theory was be used to provide the theoretical framework for the study Substantial debate exists in the field over the meaning of the "role" in role theory. A role can be defined as a social position, behaviour associated with a social position, or a typical behaviour. Some theorists have put forward the idea that roles are essentially expectations about how an individual ought to behave in a given situation, while others consider it to mean how individuals actually behave in a given social position. Others have suggested that a role is a characteristic behaviour or expected behaviour, a part to be played, or a script for social conduct. Biddle (1986), defines role theory as a sociological study of the role development concerned with explaining what forces cause people to develop the expectations they do on their own. The theory asserts that human behaviour is guided by expectations held by individual and other people. The expectations correspond to different roles individuals perform in their daily lives. In organizations, various subsystems have distinct roles. These roles, though distinct from each other, are complementary and overlap.

Assumptions of the role theory

People define roles for themselves and others based on social learning and reading.

People form expectations about the roles that they and others will play. People subtly encourage others to act within the role expectations they have for them.People will act within the roles they adopt.

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Role conflict or strain

Role strain or "role pressure" may arise when there is a conflict in the demands of roles, when an individual does not agree with the assessment of others concerning his or her performance in his or her role, or from accepting roles that are beyond an individual's capacity. At the same time, a person may have limited power to negotiate away from accepting roles that cause strain, because he or she is constrained by societal norms, or has limited social status from which to bargain role conflict occurs when a person is not able to behave in accordance with the expectations attached to the role. Problems, however, arise when the roles of one system/subsystem affect the working of other subsystems. Owen (1981), declares that 'in the process of carrying out others roles, role conflict may arise.' The role conflict is caused by many factors among them being; role ambiguity, aggressiveness and inactiveness of some sub-committees.

Role ambiguity

Role ambiguity occurs when duties of a role performer are not clearly defined thereby ending up encroaching on role of others, rendering them redundant. The subsystems whose roles have being affected will react in various ways such as resisting and or becoming passive, further affecting the achievements of organizational goals. Such cases have been witnessed in the cases of appointment of school principals. This is the responsibility of the ministry to appoint principals in consultation with the sponsor, but in many cases sponsors have come up so strongly and they appoint principals themselves rejecting others and frustrating many.

Inactiveness of a system

If a (sub) system is inactive in carrying out its prescribed roles such that a functional 'vacuum' is created in an organization, it prompts the other sub-systems to 'come in' and take over the role of the inactive sub-system in the name of helping the situation. For instance, if the school management (BoG) is inactive, the church sponsors may have an excuse and use its power in the name of ensuring that the principals do not have the chance to misuse and misappropriate the school funds among other things. Within organizations, there is much formal and informal information about what the leader's role should be, including 'leadership values', culture, training sessions, modelling by senior managers, and so on. These and more (including contextual factors) act to shape expectations and behaviours around leadership. *Role conflict* can also occur when people have differing expectations of their leaders. It also happens when leaders have different ideas about what they should be doing vs. the expectations that are put upon them. It is because of the forgoing features of the role theory and its applicability in schools that the theory was found suitable for this study.

1.11 Conceptual Framework

Orodho (2005), defines a conceptual model as away of relating factors that tend to influence a particular outline in a more pictorial or diagrammatic way. The conceptual framework shows the relationships among the variables of the problem under study. The components of the independent variable constitute the input of the study which influences the outcomes or out-puts constituting components of the dependent variables as shown in Figure 1.1.

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Figure 1.1 Conceptual framework

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┌─────────────────────────────────────┐
│        Independent variables         │
│                                      │
│  • Nature of functional relationship │        ┌──────────────────────────────┐
│  • Factors for BoGs effectiveness    │        │    Dependent variables\       │
│  • Church sponsors' activities       │───────▶│                               │
│      Religious education             │        │  • Effects of conflicts on    │
│      Representatives in BOG.          │        │    school management.         │
└─────────────────────────────────────┘        │    Teachers' performance      │
                    │                            │  • Planning of students       │
                    │                            │    affairs                    │
                    │                            │  • Students Performance       │
                    ▼                            └──────────────────────────────┘
          ┌─────────────────────────────┐
          │    Extraneous variables     │
          │                             │
          │  • Education legislation /  │
          │    Acts                     │
          │  • MoEST guidelines         │
          │  • Community factors        │
          │  • PTA input                │
          │  • PTcA inputs              │
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Source: Researcher (2011)

The components of the functional relationships between the sponsors and BoG constitute dependent variables which produce impact on the management of schools. The intensity and magnitude on the effect of the sponsors on the secondary school management will be influenced by external variables, which include the legislation, Acts, the MoEST guidelines governing the management of secondary schools. Community factors and Parents Teachers Association (PTA) inputs in school/ management which will in turn have an influence on school management variables such as students and staff affairs and performance.

1.12 Operational Definition of Terms

Board of Governors- Body appointed by to run affairs of an organization. In this study,

it referred school Board of Governors (BoGs)

Conflict - Refers to disagreement, controversies, clash of interests or incompatibility

between two parties such as sponsors and BoGs concerning the management

of schools.

Effects -Refers to outcomes or impact of the conflicts on management processes in

a school.

Management- The activity of planning organizing, directing the activities of a school as

carried out by principals, BoGs and sponsors.

Ministry - A government organ where a minister is in charge meant to run delegated

affairs. In this study, ministry was interchangeably with Ministry of

Education, Science and Technology.

Principal – An executive officer in charge of the daily management of a school and is

the secretary to the school BoG, principal and headteacher were

interchangeably used.

Role -Refers to legally prescribed tasks or responsibilities that make a given job

distinct from other jobs.

Sponsor - An individual or organization which starts and or manages a school.

Sponsor shall be used in this study to mean church sponsors.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher will attempt to review all literature related to Church sponsorship on the management of secondary schools. This will entail analysis of the Education Act cap 211 (1968), policy documents, the education commissions, books and internet. The review will be looked at under the following headings: Church and Education in the United States and other developed countries, the role of the Church of England in Education, the coming of the missionaries and introduction of Western Education, the Education commissions, the church-state co-operation in the educational matters, the Education Act, the role of religious sponsors in Kenya, the role of BoGs , the functional relationship between the church sponsors and the BoGs and Other related studies on church sponsorship and management of secondary schools.

2.1 Church and Education in the United States and Other Developed Countries

There has been the policy of church and state separation in the developed world. The phrase "separation of church and state" (sometimes "wall of separation between church and state"), is attributed to Thomas Jefferson and others, (1802). They advocated for the Establishment Clause of the First Amendment to the Constitution of the United States which stated that congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof ....", while the Article specifies that "no religious test shall ever be required as a qualification to any office or public trust under the United States".

Public debates about the proper extent of church/state separation in the U.S. remain vigorous and impassioned. Politically, active evangelical Christians such as David Barton, a former co-chair of the Texas Republican party, emphasize the religiosity of the nation's founders and assert that "separation of church and state," as widely understood by modern historians and jurists, is a "myth" and that the US. was founded as a religious, Christian nation. Many early immigrant groups travelled to America to worship freely, particularly after the English Civil War and religious conflict in France and Germany.

The presence and extent of religion in public schools is one of the most difficult and contentious issues when it comes to the separation of church and state. On one hand are those who sincerely believe that a lack of religion in the schools "teaches" atheism or secular humanism, resulting in a decline in morality and performance. On the other hand are those who sincerely believe that state sanctioned religion and state supported religious observances infringe upon the religious liberties of all students. This policy has been used by many who are against religion to stop any religious activities in public schools. The impact of this is that all prayers were banned in schools, no Bible readings; the 10 commandments would no longer be displayed in schools. It has been declared illegal to mention God in public schools.

Religious conservatives are anxious to expand the power of religious organizations in the United States, even if that means turning basic principles of religious freedom and liberty on its head. The First Amendment has been interpreted by their Supreme Court to require a separation of church and state. This meant in practice the curtailment of government

assistance to religious schools; prayers in school ceremonies were unconstitutional. As of recently, 37 of the 50 American states are constitutionally prohibited, at least in theory, from financing religious schools. The 'wall of separation' recognized that in principle, government and religion should keep out of each other's way as much as possible. Today, church schools are purely private and independent. lf parents choose to take their children to private religious schools, they have to pay for it. This has raised the issue of 'double taxation' because these parents are tax payers entitled to free education of their children. There are many other countries who have adopted the church state separation policy. These include, France, Netherlands, Australia, Turkey, Italy, Greece, Belgium, European Union, and Sweden. Their reasons are similar to those of US.

2.2 The Role of Church of England in Education.

The situation is different in England. The question that arises is 'whether our constitutional monarchies have a separation of church and state, while retaining the Queen as the titular head of government, who is simultaneously the head of the Church of England?' In England, the church is playing a very important role in Education. Archbishop of Canterbury, Rowan, W. (2004), President of the National Society, said:

> Universal free education in England began when the Church of England introduced schools in every parish – more than 50 years before the provision of state education. Two hundred years later, church schools continue to serve their communities, providing an inclusive education with a distinctive Christian ethos. I am immensely appreciative of the National Society's history and its continuing role in supporting Church of England schools.

The role of the church includes the following;

Inspection

This inspection brings out the distinctiveness and effectiveness of the school as a church school. It is known as the Statutory Inspection of Anglican Schools (SIAS). The governing body of church schools has a legal responsibility to ensure that the school is inspected under Section 48 of the Education Act (2005). This inspection evaluates how well the school, through its distinctive Christian character; meets the needs of all learners. What is the impact of collective worship on the school community? How effective is the Religious Education? (This only applies to VA How effective are the leadership and management of the school as a church school. Diocesan boards of education produce denominational schemes of work or syllabus guidance. Voluntary aided church schools may be advised to use a locally agreed syllabus with additional denominational curriculum material. Christianity will be given prominence in diocesan syllabuses, in line with the foundation of the school, but other faiths will be taught as well. Enabling pupils to understand faith, both their own and other people's is a primary aim of RE in church schools. The National Society provides the inspection framework and guidance for inspectors and schools. This includes a statutory inspection of Anglican Schools self-evaluation toolkit for schools, training for inspectors and various guidance documents available.

Teachers

Teachers of all religious beliefs and none are welcomed to work in any church school provided they will work within the school's Christian ethos and distinctive church school

character. These schools are located within 43 Church of England dioceses around the country each of which has a diocesan board of education. Under the terms of the Diocesan Boards of Education Measure 1991 (No. 2), they are charged to 'promote or assist in the promotion of religious education and religious worship in schools in the diocese and in the promotion of church schools in the diocese'. This governing body is the employer of the school staff so the teachers' contract is with the governing body. It is their decision to specify for the headteacher, or other posts, whether they require them to be a practising member of a Christian church. In a voluntary controlled or foundation church school, the employer is the Local Education Authority. When appointing a head teacher the governors will need to be confident that a candidate is able and willing to maintain and develop the religious character of the school. Diocesan Boards of Education support the induction and continuing professional development of those working in church schools through the publication of guidance, support visits and training courses.

The school building and site are owned by the church. In a voluntary aided school the governing body is the employer of the school staff so the teacher's contract is with the governing body. It is their decision to specify for the headteacher, or other posts, whether they require them to be a practising member of a Christian church. The cost of repairs and capital projects is raised by the governing body with 90% grant from the Department for schools, children and families (DSCF).

2.3 The Coming of the Missionaries and introduction of Western Education

Before Europeans came, there was African traditional and Islamic education systems practised in Africa. Studies carried out have shown that this education was moral, progressive, gradual and practical. The values, knowledge and skills were transmitted by word of mouth. This education molded character and moral qualities, developed aptitude and combined manual activities with intellectual exercises. It was a long life process through stages from birth to death. Islamic education had been established earlier along East African coast by the Arabs. Bogonko (1992), observes that formal non-indigenous education in Kenya and indeed the whole of East Africa began with the coming of Arabs and Persians: They built mosques to which Koranic schools were attached. The aim was to teach Holy Koran and Islamic law, with an aim of converting all attendants to Islamic religion.

Modern education was brought to Kenya by Christian missionaries from Europe and America, thus, were the founders of modern education in 19th century. So, Christian churches are dominant sponsors with a long history in development and management of schools. Their main strategy to achieve their objectives was to establish schools in all villages where they established their missions and this strategy worked so well for them.

2.4 The Education Commissions and Church –State Cooperation in Education

Missionaries and the government established strong links and worked hand in hand in educational matters. This cooperation is brought out best in the education commissions. Malusu, (1997) notes that;

> The principle of church-state-cooperation in education
> appeared first in the Advisory Board of Education headed
> by Frazer (1910), then in other commissions such as
> Education Commission Report (1919) Phelps-Stokes
> Education Commission (1924), Beecher Commission
> Report 1924 Binn's report 1952, Kenya Education Report
> 1964 and in KANU Manifesto 1963.

In 1908, Frazer, Archdeacon was appointed as an education advisor to the then
Government of East Africa. In 1909, Frazer issued a report urging the government to take
greater responsibility in all the full education of all peoples (Kenya Episcopal
Conference, 1982:38). He recommended the establishment of a department of education
which was effected in 1984 with an advisory board of education including representatives
from the Catholic and Protestant missionaries. The Education Commission report, (1919)
recommended that mission schools be registered and subsidized by granted. Teachers
were to be graded by qualifying examinations. Missionaries were to continue with their
founded schools.

The Phelp-Stoke Education Commission, (1924), emphasized the need for greater co-
operation of government and missions and the need for education to develop character
(Kenya Episcopal Conference 1982:36). This was the beginning of the policy of co-
operation between church and state, which has persisted to the present. All other
education commissions have always advocated the same policy. The education ordinance
(1924) affected recommendations of the Phelps Stoke commission by establishing a
permanent Advisory Committee on African education, giving the majority of seats to the
missionaries of cause and ordered that only trained teachers be recruited. This working
through subsidies to the missions reflected the country's continuing emphasis upon

religion and character building through education. In the end "the situation was that those who sought schooling became Christians and those interested in Christianity went to school.

Cooperation between the government and the missionaries in providing education saw "Bush" schools, become primary schools; catechist's schools became teacher training Centres and boarding schools at the mission stations mainly became secondary schools (Kenya Episcopal Conference 1982). Protestant missions formally agreed to cooperate with British government in the new education policy as a result, Alliance High School was started in 1926 – others followed Yalla, 1939, Kabaa, 1927 and Maseno (1938).

In 1963, the positive attitude of the new government was summed in the Kenya African National Union (1963) manifesto statement.

> In the great task of educating our people and continued
> participation of the missions and other voluntary agencies
> who have served us so much in the past will be welcome.

Malusu (1997) noted that the statement implies that the responsibility of providing education belongs to the government since it is a social service. In the same year (1963), the Christian church became aware that the future KANU government would not bow down to any pressure from the home churches, decided to approach the new government jointly Catholics and Protestants to assert their role in education. In their presentation to the government, they made an appeal to the natural right of parents to decide what sort of education their children were to receive. They also claimed, like the early missionaries that they have a divine mandate to teach all men and women of all nations. Third, they insisted that the state has, under God, the responsibility to ensure facilities for the

education of all children and to make provision for moral and religious institutions in all schools. As a state takes over more and more responsibility for the administration of schools, the position of the church in educational matters must be safeguarded to ensure that she can carry out her divine mission and give service of the highest quality. When the people so wish, the resources of the churches should be used for school management. This was the first joint Christian church statement on education in Kenya. As a result, there was a mutual agreement between church and state evolving into gradual process of cooperation which has persisted to this day.

Education Act, cap 211 (1968), allowed the church managers to become sponsors of their former schools, which they transferred willingly to the government' control. Sponsors of schools - Christian church was given several rights (KA 1968). Some of those rights are stipulated in the Education Act cap 211 (1968).

2.5 The Education Act, cap 211 (1968).

After independence, the Kenya Government Established the Education Act, cap 211 (1968). The Education Act required that the churches hand over to the government all their founded and managed schools and they were registered as public schools. The management of all secondary schools was legally entrusted to the BoG or school boards as stipulated in the Act. However, the government recognized the role played by missionaries, thus schools remained under their sponsorship, but registered as public schools. The Republic of Kenya (1968) defines a sponsor as a person or an organization such as a church non-governmental organization (NGO) or a local authority which sets up and runs a school by providing it with inputs such as finances and physical facilities

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(RoK,1980). The word sponsor is first used in the Education Act section 8 (1) in relation to schools formerly managed by a church before they were transferred to local authority. The local authority was empowered to appoint former churches as sponsors. Education Act established DEB to superintend the management of public schools and KIE to co-ordinate the training of teachers to conduct research and prepare educational materials for the development of Education. The Act also allows an agreement to be made between ministry and sponsoring churches as regards the rights, and the responsibilities of the church sponsor in the management of public schools where churches were managers of schools before they became sponsors of such schools. (Wachira, & Kigotho, 2007). In section 11 of the Act, the voluntary organization that is the founder of the school is given the right to nominate 4 persons to champion the sponsors' interests in the B. O. G. Sponsor proposes the chairperson of the BoG who should be ratified by the minister for education. The act allows the sponsor to prepare and recommend for approval by the ministry, the Learning resources for religious Education in sponsored schools (Regulation, 5).

2.6 Role of Sponsors in Kenya

The role of church sponsors in Kenya is stipulated in the Education Act, cap 211 (1968), and in TIQET Education Report. They are the following; to maintain the religious tradition of the school, through religious instruction and the pastoral programme or instruction. Hence, the practice consultation with the sponsor when the TSC or any other agent of TSC appoints headteachers. The sponsor where possible should assist in the physical development of the schools; the sponsor may manage schools which are either

assisted or unaided. The sponsor is not a manager of any public school but, the former church manager will be a sponsor.

The BoG and the sponsors have serious obligation to maintain the religious traditions of the sponsoring church. The sponsor and his representatives shall have the right to enter the sponsored school for the purpose of religious instructions, supervision and for pastoral work among pupils and teachers. The sponsor shall have the right to the use of the building during out of school hours free of charge. A reasonable and adequate amount of the usual equipment grant to school will be used to provide religious textbooks and teaching aids recommended by the sponsors. (This was only applicable when Kenya School Equipment Scheme was in operation). The sponsor may have, during normal school days, a religious day of observance. Sponsor and head teacher should make sure adequate attention is given to teaching of religion. However there seems to be confusion in the status of the present appointment and role of sponsors. The commission notes there are three distinctive levels of sponsors: Original/ Primary, these ones built the school, they often sponsored their own lands dully registered with sponsors trustees, developed the schools, initially until they were taken over by the government. (It is hard to initiate change of sponsorship of their schools). Secondary sponsors: They were invited by the communities to sponsor schools that were community projects. They subsequently contributed to the development of physical facilities of the school. Tertiary sponsors; These were invited after the schools were built and established, and have never contributed to any physical development or to tangible upkeep of the school.

> Today the most religious sponsors can do is to offer
> religious matters and this is more detrimental to the

development of schools." Kyalo, (2004) He further notes that "Schools are not religious entities but are viewed as secular institutions in the eyes of the law', thus, diminish further the role and the activities of the church in schools (p.28)

2.7 The Role of Board of Governors

BoG. is the legal entity with formal authority to make policy decisions on the public secondary schools. It is in change of subject to the provision of the Education Act, (Cap 211), TSC Act (cap 212), and any other regulations that maybe under such Acts. The Act does not shed light on the factors that affect the ability of BoG to carry out their roles of school management. Ogendo (2003), recommends that the various Acts of the governing education be reviewed and harmonized to avoid problems in the functioning of the various bodies under the ministry and that minister makes decisions using power not based on Education Act. School boards occupy the lowest levels in the ministry's administrative hierarchy. School boards constitute 14 members 10 nominated and 3 represent PTA. MoEST (2004), affirms that a third of the members must be female. It is not clear what should happen in absence of females without form 4 level of education which is required. This means that either the BoG is without the a third required females or the form 4 level of education is not crucial. This can be a major cause or conflict between the sponsor and the BoG.

MoEST, (2001), requires board to appoint one person as the secretary to the board who is normally the principal of the school being the executive officer responsible for running the school on daily basis. Of the 10 nominated members 4 are chosen by the sponsors to represent the community interest and 3 represent special interests groups such as businessmen and politicians. However it's not clear what these interests are and to what

extent they can improve the school, thus providing a basis for conflicts in school. It's also not clear how the criteria or appointment can enable the BoG to perform their roles efficiently. The functions of the BoG are stipulated in the Education Act as the following: to prepare and submit to the minister for approval estimates of revenue and expenditure.

 Receive grants/ grants-in-aid from public or local authority funds. Administer grants/ grants-in –aid in respect of the schools in accordance with the approved estimates of expenditure. Submit to the minister for approval plans for the development or promotion of education in the area and to carry out the plans if approved. Tender advice to the minister on the establishment of new school; to submit such statistical, financial and other documents as the minister may require. To superintend the management of public schools; and fulfill such other functions as the minister may prescribe. Regulate students' admissions, and their discipline. Responsible of staff matters such as recruitment and discipline. Contrary to the Act some BoG members have personal interest in schools such as supplying goods. There seems to exist a gap between the expected and actual performances of the BoG members, thus creating some conflicts.

2.8 The Functional Relationship between the Church Sponsors and the BoG

Today, sponsors in practice do the following; they still use school as an evangelical tool where they advance their faith and interests; they provide religious education; establish curriculum for religious education; conduct all religious activities in schools; they maintain the tradition of the sponsors in schools; they are represented in the BoG– three to four members; and they approve of the chairman of the board and the principal thus more conflicts. One of the most controversial topics in the contemporary landscape of

education is the place of religion in public schools. Separation of church and state is logically reasoned to prohibit many religious activities. Koech (2009), observes that;

> Some Sponsors neither contribute financially nor morally to the development of sponsored schools. The commission therefore recommends that the sponsor's role should be re-defined to take active part in spiritual, financial and infrastructural development of schools in order to maintain the sponsor's status". TIQET, (1999: 233).

There are a lot of ambiguities created in the role of the church and this acted as a good recipe of conflicts between the religious sponsors and the BoG thus interfering with smooth ministry of schools. In spite of what Education Act cap 211 (1968), stipulates regarding roles of the sponsors in the management of secondary schools, there is a conflict. Problems arise from process of appointing BoG. There is lack of proper criteria; the church makes very strong demands to be involved in the appointment of the BOG chairpersons and even the principals. Gitari sent a memorandum to the minister of education in Kenya, which stated:

> Mr. Minister Sir, we are quite happy with the provision in the 1980 revised Education Act that is the sponsors of the schools be consulted in the appointments have been made without consultation in the appointment of the Head teachers and the chair persons in the BOG. However there are many cases where these appointments have been made without consultation and knowledge on the sponsors which results in much confusion. The ministry should ensure that the religious traditions and rights of the sponsors are respected and adhered to by all (Gitari, 1998: 3-4).

The above quotation reveals the true sentiments of the churches. In practice, the churches always want to have a stronger say in appointments of both principals and chair persons of the board. This has been a thorny issue as witnessed by poor results and very frequent transfers of principals in church-sponsored schools. Gitari, et al., (1998), recommended

only persons of integrity be appointed to headship, the sponsor be fully involved in the regular supervision of the schools and their report be taken seriously as well as inspection be strengthened to wipe out mismanagement and corruption in schools. The conflict also arises from the fact that church sponsors only look at religious aspects of the head-to-be and not other qualities essential for management of schools. The factors causing conflicts between the religious sponsors and the BoG have not been systematically studied and documented, but appointment of principals and chairpersons of the BoG is one of them. Although the Education Act Cap (211) specifies the role of the church sponsors and the BoG in the school management in practice, conflicts and suspicion in schools still occur. Causes of such conflicts and their effects have not been studied. It was therefore, imperative that this study be carried out to establish the functional relationship between religious sponsors and the BoG as well as effects on secondary school management in Thika West and Gatundu North districts.

2.9 Other Related Studies of Church Sponsorship and School Management

Njenga (2003), carried out a study on effectiveness of the BoG in management of public secondary schools and found that "BoGs faced several problems and challenges in carrying out their role. These were lack of autonomy due to problems with headteachers / PTAs and church sponsors. This reduced the effectiveness of the BoG leading to financial mismanagement, slow growth of schools, indiscipline and poor performance. Njenga in his study recommends that the role of the sponsor in the school management should be limited. Sometimes, the sponsors nominated obstinate and inefficient members into BoG who cannot cooperate with others. After all, Njenga says "Sponsors were only inevitable

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when they founded, financed and provided teachers to schools. Now that is the role of the government." Njenga identified that the problem existed but did not fully highlight the cause of nature of the problems and their impact on the management.

Ojuma, (2003) studied the role of BoG and PTA. in the management of secondary schools in Teso District. The study established that the two bodies worked harmoniously, shared roles regarding finances, discipline and academic aspects of the schools. However, the study established that the BoG did not work independently because of interference with the church sponsors in the church sponsored-schools. Ojuma did not establish the causes and the effects of these interferences by the church sponsors.

Kingi (2007), studied challenges facing the BoG in the management of public secondary schools in Kamwangi division of Thika District. He looked at the role of the BoG in relation to the six task areas of management, that is, curriculum and instruction, finances, personnel issues, student issues, physical facilities and the community relations. Kingi, however, did not look at the role and effect of church sponsor. Infact, Kingi concentrated on what he called ''internal '' factors. No account is given on how the Church Sponsor can enhance or hinder the management and the working of the BoG, thus a gap for study. Mwangangi studied the role of Catholic Church in provision of education in Machakos Diocese. He concurred that missionaries played a dominant role in early days in the establishment and management of schools. Mwangangi notes "It is a fact that education in Kenya cannot be written without reference to the Christian missionaries and the present-day churches (Mwangangi, 2002).

With independence and the Education Act Cap 211 (1968), the role of the church has been reduced to that of sponsors as stipulated in the Act. However, it's difficult to identify their roles in practice and this causes conflicts as well as creating a loophole because Mwangangi didn't establish the exact role of a church sponsors today and what to be done to improve their performance. Mabeya (2009), did a research paper on the role of church sponsor in the management of secondary schools in Uasin Gishu District. The study established that the expectations the sponsor had on students and teachers had a significant influence providing good learning environment, on the operations of the school. It also established administrative challenges have a significant relationship with the roles played by the sponsors in the school. The most prevalent challenges that Head teachers encounter while dealing with sponsors are Favors sought, the nomination of ineffective BoG chairperson, and use of school facilities for non-academic activities.

Mwanthi (2010, did a study on the challenges facing the church sponsors in the management of public secondary schools in Kibwezi, Makueni district of Eastern province. She established the following as some of the challenges, finances, Head teachers' ownership of schools, use of school facilities, school land. The sponsors demand transfer of head teachers, on the basis of their faith among others. However, the study was carried out in only one district, hence, cannot be generalized to all other districts.

2.10 Summary

From the foregoing review of literature related to the role of sponsors on the management of secondary schools, the following gaps were evident: There was no specific reference made or was available for Thika West and Gatundu North districts implying that no study of a similar nature had been done in the area. Hence, the study addressed the case in the Thika West and Gatundu North districts. Studies elsewhere identified the conflicts between the church sponsors but no account was given on how church sponsors could enhance or hinder the management of schools. Mabeya (2009), did a similar study on the role of church sponsors in Uashin Gishu District. He interviewed the BoG chairpersons, Principals and the teachers, but he did not interview the church sponsors' Representatives to seek their views and suggestions so as to understand their side of the story. The researcher interviewed the sponsors' representatives. Also, these studies did not interview education officers on these matters who are the custodians of the legal matters pertaining to education. Hence, the researcher interviewed the DEO in the two districts.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology included the description of the research design, study locale, target population, sample selection procedure, data collection procedure, instrumentation, and data analysis techniques.

3.2 Research design

The study adopted descriptive survey research design. This is a process of collecting data to answer questions concerning the current status of church sponsors. The descriptive survey research design determines and reports the way things are. (Orodho 2008). It further attempts to describe such things as people's attitudes, opinions, possible behaviour values and characteristics. It allows the best for the researcher to summarize present and interpret the gathered data for clarification of issues from a diverse category of respondents (Orodho, 2005). He contends that survey research design is broad-based since it enables one to collect data from various categories and respondents. It therefore, enable the researcher to collect diverse data from DEO. Church sponsors' representatives, principals, BoG chairpersons and teachers. Using this research design, an empirical and in-depth data were obtained from the field for further processing and drawing conclusion.

3.3 Study Locale

The study was carried out in larger Thika district. This is the former Thika district which had five divisions, i.e. Thika- Ruiru, Gatundu, Gatanga, Kakuzi and Kamwangi. All these are now districts. The research will be limited to two former Divisions, the current

Gatundu North and Thika West districts. The Area has varied relief from high land, hilly and low land. The area is densely populated. It is a rich agricultural land/ region where pineapples, sisal, tea and coffee are the main cash crops. It's situated about 50km northwest of Nairobi city. Singletone (1993) advises that an ideal setting for any study should be easily accessible to the researcher. The researcher found the Area very convenient because she has worked and lived in this area for over 15 years. It was also convenient in terms of time, cost and accessibility. The area had all categories of schools, national, provincial and district schools. There were also many church sponsors in the area. This enabled the researcher to choose types of schools and assess how different church sponsors affected the management of schools. This diversity enabled the researcher to collect views from diverse groups of respondents.

3.4 Target Population

The area under study has 35 public secondary schools registered under four church sponsors catholic 17, PCEA 9, ACK 7, and Salvation Army 2. Target population was 96 respondents.

3.5 Sampling Design

Sampling procedures in this study was purposive sampling sample. Size of 51% schools was purposively selected for the study. Gay (1992) observes that for survey research, a sample of at least 20% for a small population is a good representation. On this strength, the researcher obtained 51 % of all the schools in the two districts. Thus, 18 schools were studied, that was 18 principals, 18 Board of Governors chairpersons, 54 teachers that is 3

from each school, 4 representatives of the church sponsors, and 2 District Education Officers from the two of district for the study. The researcher used a stratified sampling technique to select a population about which generalization was made (Mugenda & Mugenda, 1999). The districts were stratified to categories of schools in terms of church sponsorship and type of school that was national, provincial and district schools. These ensured sub-groups in the population were proportionately represented in the sample, (Orodho, 2005). Schools were selected on the basis of their sponsors. The principals and BoG chairpersons of the schools selected were also purposively selected for the study as they were directly involved in the management of schools. The District Education Officers of the two districts were included in the study to represent the Ministry of Education.

3.6 Research Instruments

This study used questionnaires and interview schedules, all constructed by the researcher. There were principals' questionnaire, BoG chairpersons' questionnaire, and teachers' questionnaire for all the selected schools i.e, 18 principals, 18 chairpersons and 3 teachers per school, a total of 54. There were two (2) interview schedules, one for the church sponsor representatives and another for the two District Education Officers. According to Mugenda & Mugenda (1999), questionnaires are relatively easy to construct and cost effective to administer. They provide the researcher with a relatively easy accumulation of effective data and endear themselves well to the survey research design adopted for this study. The researcher constructed different questionnaires for different category of respondents. Interview schedules were used for the DEO and the church sponsors.

3.7 Piloting of the Research Instruments

The researcher carried out a pilot study before the actual administration to test the reliability and validity of the instruments. Mulusa (1990) stated that the aim of a pilot study is to assess the clarity of the wording of the questions in the instrument so that items found not to meet the anticipated data would be modified or discarded. Since piloting doesn't need a big sample, the researcher randomly selected three schools whose principals, BoG chairpersons, and teachers completed the questionnaires. These did not participate in the actual study.

3.8 Validity and Reliability of the Research Instruments

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

3.8.1 Validity

Orodho (2004), points out that validity is the degree to which the empirical measure or several measures of the concept, accurately measure the concept. This, therefore, implies that validity is concerned with the extent to which a technique actually measures what it was intended to measure. Content validity of the instrument was established through consultations with the supervisors who were professionals and experts in the area of study. The supervisors critically examined the questionnaire items and determined that they represented the effects they were to measure. Once the items were ascertained as valid, the researcher then administered them in the actual study.

3.8.2 Reliability

Before administering the questionnaire, the researcher established their reliability. Gay (1976), defines reliability as the degree to which a test consistently measures whatever it measures. The study applied test – retest method to establish the reliability also referred to as co-efficiency of stability. The researcher administered the questionnaire to the study sample, after two weeks, the same questionnaires were administered to the same sample.

3.9. Data Collection Procedure

The researcher personally administered the questionnaires. The administration entailed taking the instruments to the respondents. Three different questionnaires for each school were given out; one for the principal, one for the BoG chairperson and another for teachers. The researcher relied on the principal to facilitate contact and completing of the questionnaires by each type of respondent. As for the interview schedule for the DEO and the church sponsor representatives, the researcher served them with the copy personally and fixed the interview dates. The researcher wrote down points during the interviews. The researcher visited schools one week after the delivery of the questionnaires as per agreement with the respondents and collected the completed questionnaires for data analysis.

3.10   Data Analysis

The gathered data from the various instruments and transcripts were validated, edited and then coded. Validation process enabled the researcher to determine the return rates of the questionnaires. In editing, the instruments were scrutinized to determine the completeness

and relevance of the responses. They were then classified into complete and incomplete instruments. All Instruments were up to 60% complete, thus, none was discarded. Data from interview guides and questionnaire items constituting the qualitative data in form of words and phrases were transcribed and then arranged as per emerging themes, relating these themes to the research questions while establishing patterns of relationships among the responses. Finally, data coding was done whereby categories of responses were identified, classified and then recorded on a prepared sheet as per research questions or objectives of study. The data were analyzed using descriptive statistics, which were the percentages and frequencies. The results were presented using frequency distributions, graphs and pie charts.

3.11 Ethical Issues

The researcher explained to the district education officers the purpose of the study and acquired written permission to facilitate the travel to all chosen schools. At school level, the principals were also told the purpose and the nature of the study being carried out in their schools. The researcher promised them confidentiality pertaining toevery information they would give. Authority to administer questionnaires was sought from the principals.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

The main purpose of this study was to find out the functional role of the Church Sponsors of secondary schools and establish their impact on the management of secondary schools in Thika West and Gatundu North districts. The findings of the research are presented based on the four research questions stated below:

i. What is the role of sponsors in a school?

ii. How does the presence of the sponsors help the school management to achieve curriculum instruction objectives?

iii. What are the causes of conflicts between the sponsor and the school management, and how do such conflicts affect the management of the schools?

iv. How did the establishment of the Education Act cap 211(1968) affect the role of the church in school management?

The demographic data of the respondents are given first followed by the analysis and discussion of each of the four questions.

4.1   Demographic Data of the Respondents

The study was conducted in eighteen (18) public schools in Thika West and Gatundu North districts with a sample size of eighteen (18) Headteachers, 18 BoG chairpersons, 54 teachers, 4 church sponsors and 2 district education officers. The rate of questionnaire return was 97%. Out of 96 questionnaires administered, only 3 for Board of Governors were not returned, that is about 3%.

Table 4.1 shows the academic qualification of the teachers, head teachers and the BoG members who were interviewed.

Table 4.1: Academic Qualifications of the Respondents

Qualifications	Teachers		Headteachers		BOG	
	Frequency	%	Frequency	%	Frequency	%
PhD Graduate	0	0	0	0	1	7
M/ED	8	15	3	16	1	7
B.ED Graduate	37	68	12	68	5	32
Diploma	3	6	0	0	4	27
Others	6	11	3	16	4	27
Total	54	100	18	100	15	100

According to table 4.1, most teachers were B.Ed graduates 37 (68%). The M.Ed followed with 8 (15%) followed by others who did not state their qualifications 6 (11%). Diploma holders were 3 (6%). This means that most of the teachers were professionally qualified. It also means that 15% had tried to improve themselves by getting a second degree. None of the teachers had P.hD. This could mean that the teachers do not register for P.hD degrees or those who did P.hD did not remain in secondary schools, but got jobs elsewhere.

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Most of the Headteachers, 12 (68%) out of 18 had B.Ed , MEd were 3 (16%) and 3 % did not state their qualifications. None of the Headteacher had either Diploma or P.hD certificates. It is surprising that there were headteachers who did not state their academic or professional qualifications. These could be the diploma holders who could feel

embarrassed by their low qualifications. Some of them could also be feeling insecure or threatened by teachers who were more qualified than them.

From the 15 BoG respondents, 5 (32%) were B.Ed graduates, followed by diploma with 4 (27%) and 4% who did not state their qualifications. There was 1 (7%) member of the board with the highest qualifications that is P.hD. The BoG members who did not reveal their qualifications could be those with very low qualifications and they are embarrassed. They could also be those imposed by the sponsors without minimum qualifications of form four (4) as required by the Education Act cap 211(1968). They could also be the members who had not read the Education Act cap 211 (1968), hence, could also be the category of BoG members who could not understand their role in the board, thus more challenges and problems in the board. This information is further presented in the bar graph below.
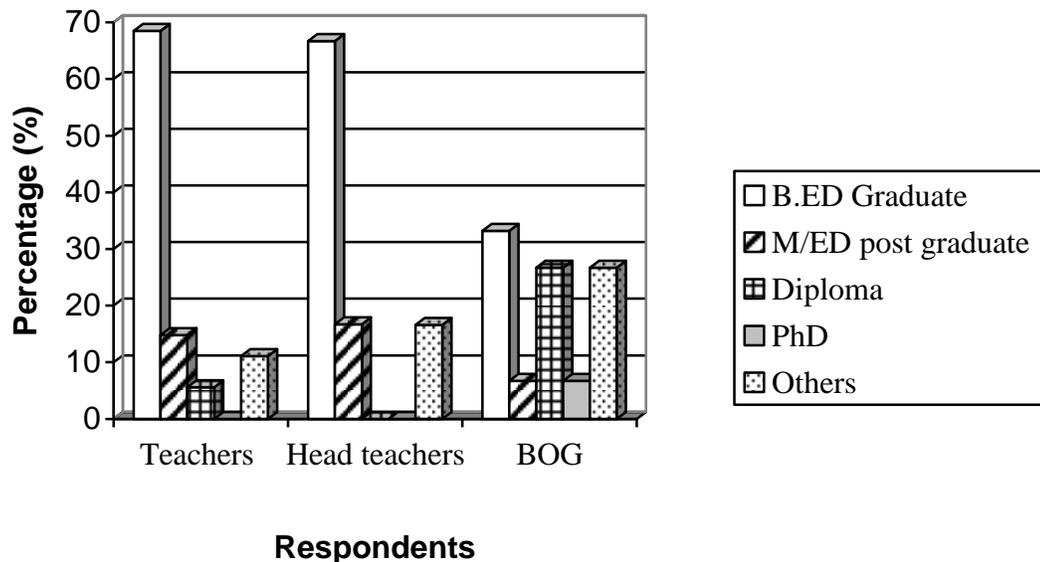
Figure 4.1: Academic Qualifications of the Respondents

It is evident from the figure above that most of the respondents were well-qualified. Thus all should understand their roles well and act accordingly.

Table 4.2 shows the years of service for all the respondents, these are teachers, Head teachers and the B.O.G Members .The table includes years of service in the current station and in other stations that the Respondents may have served.

Table 4.2 Years of Service for the Respondents

Service	Teachers		Head teachers		BoG	
	Frequency	**%**	**Frequency**	**%**	**Frequency**	**%**
0 – 5 yrs	24	44	6	33	8	53
6 – 10 yrs	14	26	3	17	4	27
11 – 15 yrs	13	24	4	22	0	0
16 – 20 yrs.	2	4	4	22	3	20
Above 20 yrs	1	2	1	6	0	0
Total	54	100	18	100	15	100

According to table 4.2, it is clear that most of the respondents have served between 0 – 5 years with 24 (44%) for teachers, 6 (33%) for head teachers and 8 (53%) for the BoG. Teachers who had served for 6 – 10 years were 14 (26%) followed closely by those who had served for 11 – 15 years 13(24%). Teachers whose service bracket of 16 – 20 years were 2 (4%) and above 20 years were only 1 (2%). This means that most of the teachers had not served for long in their current stations. This could mean that they are not sure of the sponsors and their roles in schools. They could even be the respondents who said they are not aware of the role of the sponsors .They could also be the newly employed teachers and have not had the time to fully learn about the school system or read the

Education Act, cap 211 (1968). These could also be the respondents who were non-committal in nearly all questions.

Among the headteachers, the numbers of respondents who had served for 11 − 15 years was the same as those of 16 − 20 years 4 (22%) each, this was followed by those of 6 − 10 years 3 (17%). Only 1 out of 18 headteacher respondents had served for more than 20 years. BoG respondents 4 (27%) had served for 6 − 10 yrs followed by 16 − 20 years 3 (20%). None of BoG respondents had served between 11 − 15 years and above 20 years .This could means that most of the BoG members served for the recommended two terms of three years each, after which they retired which is in line with the Education Act cap 211(1968). I totally do agree with these because six years is long enough time to start and finish up any proposed projects. Again, this removes the idea of some members being so attached to the schools to an extent of possessing schools as if they are personal property.

Table 4.3 represents all the sampled schools in the districts of study. The sampling is done according to the Church Sponsors and the categories of schools, that is, National, Provincial and District schools.

Table 4.3: Sampled schools in the area of study

School categories	Catholic	ACK	PCEA	S A	Total
National	2	0	0	0	2
Provincial	3	2	2	2	9
District	2	2	3	0	7
Total	7	4	5	2	18

It is clear from table 4.3 that Catholic sponsors had the most schools (7), followed by PCEA with 5, then ACK with 4. The least was Salvation Army with 2 schools. All these are very important to my study. It was meant to compare the impact of different Church sponsors on management of different categories of schools. It was revealed that Catholic sponsors are more possessive and protective of their schools; they do not allow non Catholics to head their schools. BoG Chairpersons are of their faith. They are keener on their religious traditions and observances. This means that they are also so controlling, thus interfere more with the management of schools. This agrees with the literature review whereby most of the conflicts between Church Sponsors and school management where found in Catholic sponsored schools.

It was noted that ACK Sponsors are keen on all their schools and all the Head Teachers and BoG chair persons are of their faith. However, it was different with the PCEA and Salvation Army. In the PCEA schools visited, 3 out of 5 Head Teachers were of the PCEA faith while the other 2 were from different faith. The BoG chairpersons were of PCEA faith. The same case applies to Salvation Army schools. The headteachers of both schools were of different faith, and only BoG chair persons were of their faith. This means that some sponsors are tolerant and appreciate the professional teachers and their ability to head schools. This also means that there are some Church sponsors who have fully accepted their role as stipulated in the Education Act cap 211 (1968). In these schools, there was no conflict because the sponsors knew their role and did not involve themselves in the management of the schools. This agrees with Kyalo (2004) in the

literature review who said that 'Today, the most religious sponsors can do is to offer religious matters. This is further presented in a bar graph below.

Figure 4.2 Presenting sampled schools
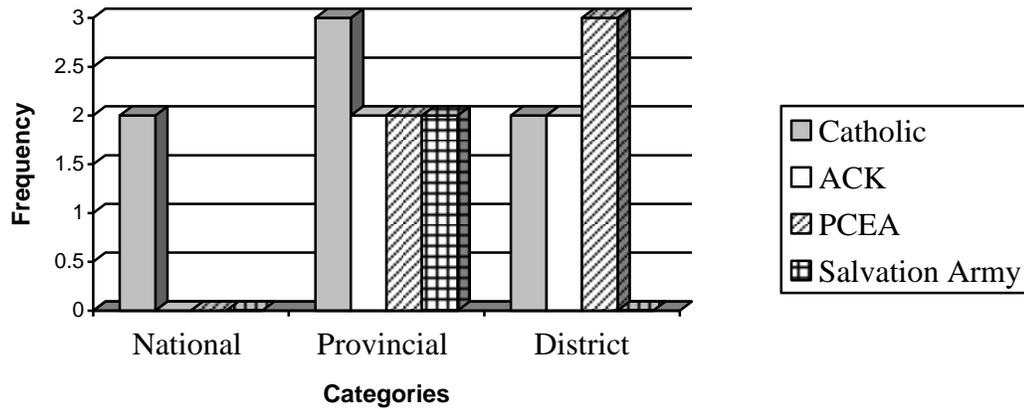
4.3: Role of the sponsors in secondary schools

Table 4.4 shows the role of the sponsors in schools according to the teachers, head teachers, BoG and Sponsors themselves.

Table 4.4: Role of Sponsors according to teachers, head teachers, BoG and Sponsors.

Role	Teachers		Head teachers		BOG		Sponsor	
	Freq	%	Freq	%	Freq	%	Freq	%
Manage school	40	74	17	94	5	33	4	100
Provide education al resources	19	35	15	83	5	33	1	25
Giving financial aid	22	41	7	39	10	67	2	50
Assisting poor students	10	18	9	50	1	7	1	25
Spiritual help	42	78	17	94	3	20	3	75
Total	54		18		15		4	

The respondents in table 4.4 gave more than one role in the list. Others said that the sponsors played all the roles that are listed in the table. Teachers' category said that the main role was spiritual nourishment 42 (78%), followed by management of school 40 (74%), while giving financial aid was 22 (41%) followed closely by provision of educational resources 19 (35%). The least role as stated was assisting poor students with 10(18%). According to headteachers the major role was management of school and spiritual nourishment which had 17(94%) each followed by provision of educational resources with 15 (83%). The least were assisting poor students 9 (50%) and giving financial aid 7 (39%) respectively. It shows clearly that all head teachers are also not sure of role of sponsors according to the Education Act cap 211 (1968), Out of 18, 17 Head teachers said the role of sponsors is management of schools which contradicts the Education Act cap 211(1968), which they all claimed to have read. According to the act, the sponsor is not a manager of any public school. The sponsor may manage either assisted or unaided schools. This confusion could have arisen from the fact the Education Act cap 211 (1968), allows the church sponsor to appoint 4 BoG members and to be consulted in the appointment of the head teachers. The purpose for this provision is to allow the church champion it interests which is to safeguard the religious traditions, but not to manage the schools.

According to the BoG, the major role of sponsors was giving financial aid 10 (67%) followed by management of school and provision of educational resources each having 5 (33%). Spiritual nourishment had 3 (20%) while the least was assisting poor students with 1 (7%) out of 15 respondents. The BoG, (67%) said the major role of the sponsors is

to provide finances. This also contradicts the education Act Cap 211 (1968), which says that the sponsors where possible should assist in the physical development of the schools. This is also very interesting that the BoG, the legal body entrusted with management of schools don't also the role of the sponsors as stipulated in the Education Act cap211 (1968). This could be interpreted to mean that B.O.G allows the sponsors to interfere with their work. This agrees with the literature review. Njenga (2003), in his study on the effectiveness of BoG in management of secondary schools, found out that they faced a lot of challenges and problems in carrying out their role. This is mainly due to lack of autonomy due to the influence by the sponsors. I strongly feel that the sponsors have so much influence that the BoG is overshadowed. This renders the BoG ineffective.

According to table 4.4, the Sponsors felt that their main role was management of school 4(100%). However, this contradicts their role as stipulated by the Education Act cap 211 (1968). The Act states very clearly that the church is not a manager of any public school. This shows very clearly where the conflicts come in because the church assumes the role of managers. It also shows that although the church sponsors have read the Education Act cap 211(1968), they do not act accordingly. This could be interpreted to mean that the church has not accepted its role as sponsors and would probably like to resume their role as the managers of their schools. It could also mean that they have not understood their role at all.

This area of the role of the sponsors has received a lot of disparity in opinion and creates confusion as to whether all the respondents really worked together as a team and if they

worked towards the same goal. Another question that arose was the understanding of the Education Act Cap 211(1968) because majority of respondents said that they had read the Education Act Cap 211 (1968), yet their understanding and interpretation was totally different. These information shows that there is a sharp contradiction between the role that Sponsors play and the stipulated role in the Education Act, cap 211 (1968). It is very unfortunate that other stakeholders don't seem to realize this anomaly, thus creating more problems. This forms a very good recipe for conflict with the management.

Table 4.5 shows how the sponsors help the Schools to achieve curriculum instructions; this is according to teachers, head teachers and the sponsors.

Table 4.5: How sponsors help the schools achieve curriculum instructions

Responses	Teachers		Head teachers		Sponsor	
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**
Providing moral support	14	26	2	11	1	25
Implementing policy	17	30	8	44	3	75
Appointment of B.O.G and school Principal	10	19	6	33	0	0
Provision of education resources e.g. books, paying teachers not posted by TSC	3	6	1	6	0	0
No idea	10	19	1	6	0	0
Total	54	100	18	100	4	100

Out of 54 teachers, 17 (30%) felt that their role is to implement policy followed by 14 (26%) who were for providing moral support. Appointment of BoG and school principal

and those who had no idea had 10 (19%) respondents each while a few said their presence helps in provision of education resources e.g. books and provision of teachers not from TSC. Out of 18 Headteachers who responded,8 (44 %) said that the presence of the Sponsors help in implementing policy, followed by appointment of BoG and school principal 6 (33%), 2 (11%) respondents said providing of support while those who said provision of education resources e.g. books together with those who had no idea had 1 (6%) each. Sponsors felt that their presence in schools helped to achieve curriculum by implementing policy 3 (75%), while 1 (25%) said they provided moral and spiritual support. None of them said anything about appointment of BoG and school principal or provision of education resources e.g. books and paying teachers not posted by TSC. It is so surprising that none of the sponsor respondents related their presence with appointment of BoG and school and principal. This contradicts the Education Act cap 211 (1968) that allow the sponsors to nominate 4 members in the BoG, appoint the chairman and be consulted in the appointment of the head. This indicated that there is confusion of roles and that these sponsors do not know why they are in the school boards. It was also very surprising that only 1 (25%) of Sponsors related their presence in Schools with spiritual welfare which is the major responsibility according to the Education Act cap 211(1968). This further denotes that the Church has not accepted her place and seems to be indirectly fighting against the Government decision to take and manage all sponsored school.

There were teachers (19%) and Head teachers (6%) who had no idea of how the presence of Sponsors can help the management achieve in curriculum instructions. This showed

that there is no team work, that the role of the sponsor is not striking enough to be noted by all stake holders. It could also be interpreted that these few respondents have had issues with the sponsors.

4.4   Sponsor's Expectations

Table 4.6 shows what the sponsors expect from the teachers and the head teachers. The expectations are tabled as positive, negative and no idea, but in the discussion, the specific expectations are outlined.

Table 4.6: The sponsors' expectations from the teachers and head teachers

Expectations	Head teachers		Teachers	
	Frequency	%	Frequency	%
Positive	12	67	30	56
Negative	2	11	10	18
No idea	4	22	14	26
Total	18	100	15	100

According to table 4.6 most of headteacher respondents 12 (67%) said the expectations were positive which include good performance, good morals for teachers, students and entire school community, good discipline for the students. This works well with the head teachers for it would make their work easy. It also shows that the headteachers and sponsors agreed on one thing. Only 2 (11%) who said the expectations were negative. These could be those who have had problems with the sponsors, or those of different faith. They could also be those who are professionals and feel the schools can be run professionally and good results be achieved without sponsors. Among the Teacher

respondents, 30 (56%) said that the expectation were positive, 10 (18%) said were negative expectations. The rest (26%) had no idea whether sponsors have any expectations from their schools they have sponsored. All these show that there is absolutely no teamwork and people are working without clear directions.

Table 4.7 shows the effects of the Sponsors' expectations on the school development and achievement of curriculum instructions.

4.7: **Effects of Sponsor's expectations on school development and achievement of curriculum instructions.**

Effects	Headteachers		Teachers	
	Frequency	**%**	**Frequency**	**%**
Students and teachers becomes morally upright	5	28	7	13
Raise the students academic performance	6	33	14	26
Make some subjects compulsory	2	11	4	7
Interference with academic programs	2	11	5	9
Teachers are demoralized	2	11	15	28
Teachers are motivated	1	6	9	17
Total	18	100	54	100

According to table 4.7, out of 18 head teachers 6 (33%) said the major effect of the Sponsors expectations on the school development and achievement of curriculum instructions was to raise the students academic performance, followed by 5 (28%) who said students and teachers become morally upright. Interference with academic programs,

make some subjects compulsory and teachers being demoralized had 2 (11%) each. Only 1(6%) said that teachers are motivated. Teachers respondents who said teachers are demoralized had the highest number 15(28%) followed closed by those who said to raise the students academic performance 14(26%). Then teachers are motivated 9(17%) followed by students and teachers becomes morally upright with 7(13%). This is a clear indication that that Sponsors offer spiritual guidance which is reflected in the behavior change of the teachers and students. This agrees with Education Act cap 211 and as an individual, l agrees with it. This can also be related to improvement of students' performance because good discipline brings better study methods, thus good results. This is further presented in the figure below.
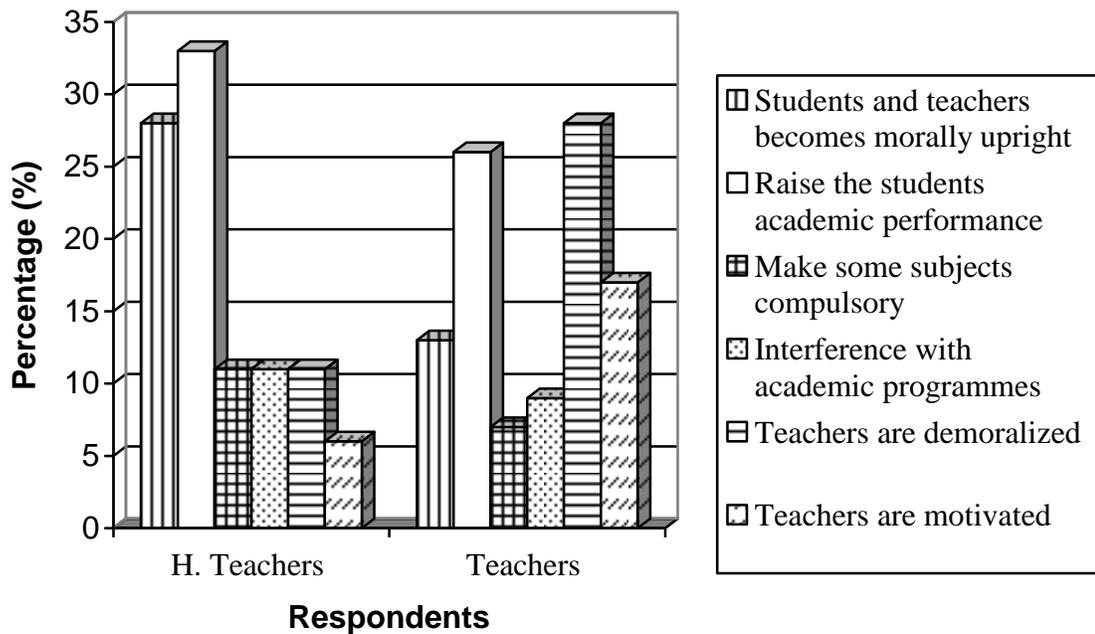
Figure 4.3: Effects of sponsors' expectation on school development and curriculum instructions

Figure 4.3 clearly shows effects of the Sponsors expectations on school development and curriculum instructions according to teachers and head teachers as follows; that raising

the students' academic performance (33%) followed by students and teachers becoming morally upright (28%) were the main effect according to Head teachers. Making some subjects compulsory, interference with academic programmes and teachers being demoralized were other effects with 11% each. Only a very small percent of Headteacher respondents 6% said teachers are motivated

On teachers respondents, students and teachers becomes morally upright was the highest 28% followed closely by raising the students academic performance(26%) while those who said teachers are motivated was (17%). Students and teachers becomes morally upright was (13%) while interference with academic programs was (9%). Just a small percent of teachers' respondents (7%) said making some subjects compulsory was an effect on sponsor's expectations. This means students and teachers were comfortable with those compulsory subjects

.

4.5 Perception of Education Act Cap 211 (1968)

Table 4.8 shows the respondents who have read the education Act cap211 (1968) and those who have not read.

Table 4.8: Respondents who have read the Educational Act

Respondents	Yes		No	
	Frequency	**%**	**Frequency**	**%**
Teachers	40	74	14	26
Sponsors	4	100	0	0
BOG	12	80	3	20

According to table 4.8, most of teacher respondents 40 (74%) had read the Act, cap 211(1968) only a few 14 (26%) had not read. Some had read partly and those who had not read could be the one who had been in service for less than 5 years. All the sponsors (100%) had read the Educational Act cap 211 (1968). This means that they should all be aware of their roles. But from the findings, this is totally different, thus, they cause a lot of conflict when they over step. Most of BoG respondents 12 (80%) had read the Act while those who had not read were only 3 (20%). Those who had not read could be illiterate members who are sponsor's representative. This shows that most of the respondents had read the Education Act cap 211 (1968), thus should be expected to understand roles of each well and act accordingly. Unfortunately, role conflicts still occur. It is clear that Church brings most of the conflicts because they assume and play the role of the managers of schools which contradicts Education Act cap 211(1968).

Table 4.9 shows whether the Sponsors play their role as stipulated in the Education Act cap 211 (1968) according to teachers. The responses are written as Yes and No and not sure.

Table 4.9: Whether Sponsors play their Role as stipulated in the Education Act cap 211(1968) according to the teachers

Response	Frequency	%
Yes	20	37
No	18	33
Not sure	16	30
Total	54	100

The table above shows that 20 (37%) respondents felt the sponsor's role is as per the Education Act while 18 (33%) said the role they play differs from what is stipulated in the Act. Those not sure whether the role played was as stipulated were16 (30%). Those who said no may be those from different religious traditions or be demoralized by high expectations from the sponsors. Thirty percent were not sure whether sponsors play their role as stipulated. This means these are teachers who had not read the Act. It could also mean that the sponsors don't do any striking or significant role that is worth noting. This is further presented by the pie chart below.
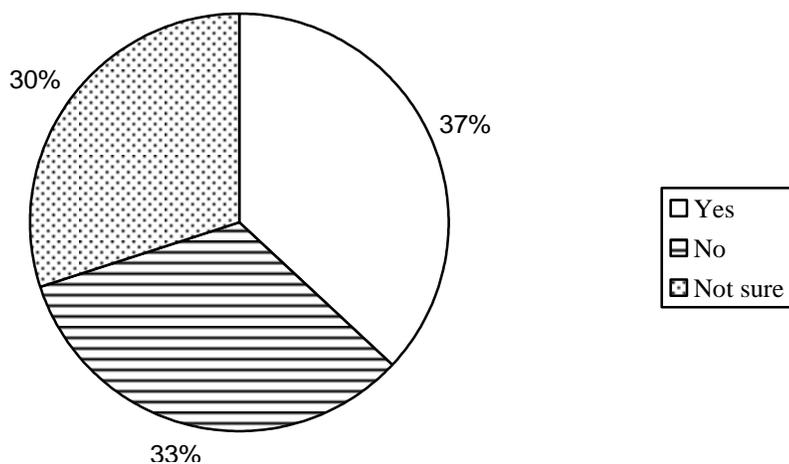
Figure 4.4: Indicating whether the sponsors play their role as stipulated in the Act according to the teachers

Figure 4.4 above clearly shows how the respondents differed on the role played by the sponsors compared with the role stipulated in the Education Act. Thirty-seven percent said their role is as stipulated while 33% said it is different. Thirty percent were not sure they could be those who had not read the Act or had read it partly.

Table 4.10 shows the effects of the education Act on the management of public secondary schools. This is as per the B.O.G, sponsors and District Education Officers.

Table 4.10: Effects of Educational Act Cap 211 (1968) on the role of the sponsors in school management.

Effects	BoG		Sponsors		DEO	
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**
Forced to hand over schools to government or local council	9	60	2	50	0	0
Limited to religious traditions and giving moral support	5	33	1	25	2	100
Consult in appointments of BoG and the principal	10	67	2	50	1	50
No idea	3	20	0	0	0	0
Total respondents	15		4		2	

The respondents in table 4.10 gave more than one effect on how Education Act affects the role of the sponsor in the school management. Most of BoG respondents 10 (67%) said consulting in appointment of BoG and the principal were the major role of sponsor in the management of school followed by being forced to hand over the school or government or local council 9 (60%), limited to religious traditions and giving moral

support had 5 (33%) while still were other 3 (20%) who had no idea of the effects probably these are respondents who had not read the education Act.

Out of 4 sponsors 2 (50%) said major effects of the Education Act were being forced to hand over the schools they had established to the government or local council and also that they must consult in appointment of BoG and the principal. Being limited to religious traditions and giving moral support had 1(25%). It is very surprising that some sponsors had no idea about the effects of education act on school management. On DEO respondents, 2 (100%) of them said the effect was limited to religious traditions and giving moral support. 1(50%) also added that another effect was consulting in appointment of BoG and the principal. None of the two respondents said forced to hand over the schools to government or local council was an effect and since both had read the Education Act cap 211(1968), none of them said had no idea. According to BoG the effect of the Education Act on role of the Sponsors was forcing them to consult in appointment of BoG and the principal 67% and also forcing them to hand over the schools they had established to the government or local council 60% while the DEO felt the effect was limiting them to religious traditions and giving moral support 100%.

4.6: Causes of conflicts between church sponsor and the school management

Table 4.11shows the causes of conflicts between the Church Sponsors and the BoG according to teachers, Sponsors and the BoG. The responses are tabled as yes or no.

Table 4.11: **Conflicts between the Sponsor and BOG according to teachers, Sponsors and BoG**

Response	Teachers		Sponsors		BOG	
	Frequency	%	Frequency	%	Frequency	%
Yes	44	82	3	75	7	47
No	10	18	1	25	8	53
Total	54	100	4	100	15	100

According to the table 4.11, teacher and sponsor respondents indicated that there are a lot of conflicts between church sponsors and school management 44 (82%) and 3 (75%) respectively. Teacher respondents who said there are no conflicts were 10(18%) while sponsors were 1 (25%).

It is clear that there are a lot of conflicts between church sponsors and the school management as indicated by majority of teachers, sponsors and BoG respondents. The few there are no conflicts. This could be because as members of the management they feared to be seen as failures or the ones causing these conflicts. The major conflict was difference in priorities as stated by BoG 33% and sponsors 50%, the other cause of conflict was difference in religious traditions 27% for BoG and 25% for sponsors. The reason for the cause could be because the BoG members are not of the same denominations/faith.

Table 4.12 shows the causes of conflicts between the sponsors and the school management according to the BoG and the Sponsors.

Table 4.12: Showing causes of conflicts according to BoG and the Sponsors

Causes of conflicts	BoG		Sponsors	
	Frequency	%	Frequency	%
Appointment of BoG chairman	4	27	0	0
Difference in priorities	5	33	2	50
Difference in religious traditions	4	27	1	25
Use of school facilities	2	13	1	25
Interference by Educational Officers	0	0	0	0
Total	15	100	4	100

Table 4.12 shows that the main conflict was difference in priorities 5 (33%) on BoG and

2 (50%) on the according to sponsors. This was followed by appointment of BoG

chairman and difference in religious traditions which share the same number of

respondents 4 (27%), the least conflict according to BoG was the use of school facilities

2(13%). Difference in religious traditions and use of school facilities had each 1 (25%)

respondent according to sponsors. None of the respondents said there was interference by

educational officers. Teachers respondents had different views for they said the main

cause of conflict was use of school facilities without consultation 37%, the next one

being clash of sponsor's programs with school academic programs 22%. Insisting of

illiterate members as sponsor's representative in the BoG was not a major conflict

according to teacher respondents. All these show that the education Act cap 211(1968) is

not well understood. It also clearly indicates there is no teamwork among the

stakeholders and more so that the sponsors overstep causing the conflicts. Thus, I do

agree with Kellagham (2007, in literature review who said in his article 'stop churches running the schools'. He urges the government to take control of schools and to keep church off. Cheruiyot (2007) holds the same idea that the role of the church has been detrimental to the running of schools. I do also agree with Gikandi (2005) who noted that sponsors meddle in schools and destabilize instructive activities in the schools system.

Table 4.13. below shows the causes of conflicts between the sponsors and management board according to teachers.

Table 4.13: The causes of conflicts according to the teachers

Causes of conflicts	Frequency	%
Fight against principal	10	19
Demand for finances	8	15
Use of school facilities without consultation	20	37
Their programs clash with school academic programs	12	22
Illiterate members to the BoG	4	7
Total	54	100

According to the table 4.13, most of the respondents 20(37%) said that the main conflict was use of school facilities without consultation followed by those who said their programmes clash with school academic programmes 12 (22%). Fight against the principal was another conflict with 10 (19%), followed by demand for finances 8(15%). The least conflict was push for illiterate members to the BoG 4 (7%). This is further represented in figure 4.5.
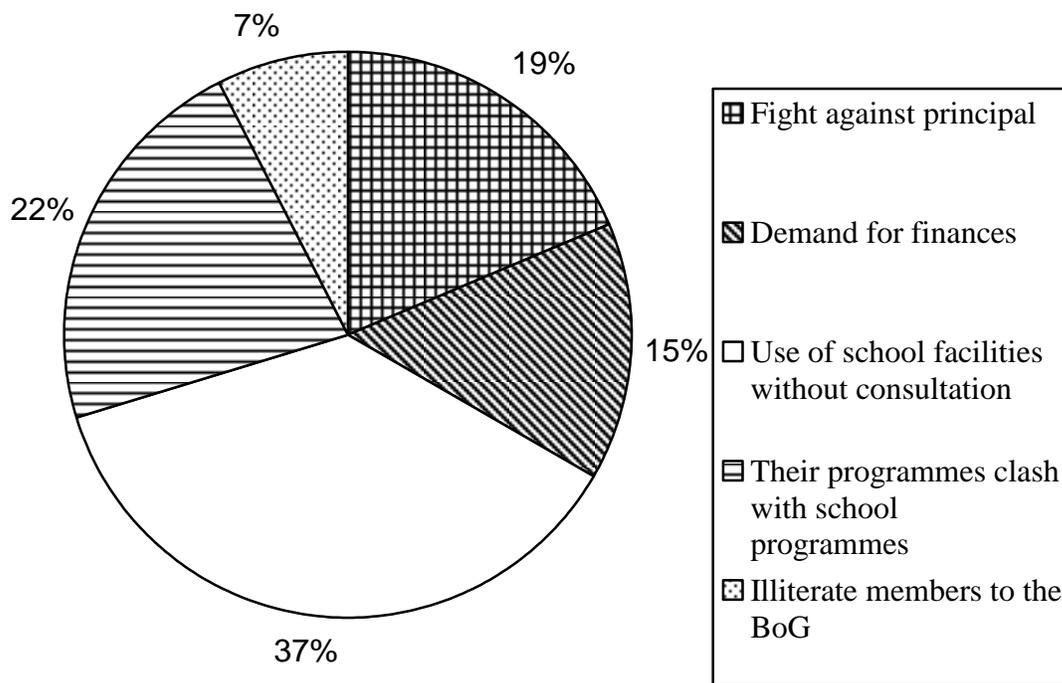
Figure 4.5: Representing the causes of conflicts according to the teachers

Figure 4.5 clearly shows that the main conflict was use of school facilities without consultation (37%), followed by clashes of sponsors programs with those school academic programmes followed by demand for finances 19%. The least was push for illiterate members to the BoG with 7%.

Table 4.14 shows the effects of the conflicts between the sponsors and management boards.

Table 4.14: How the conflicts affect the management of the school according to teachers

Effects	Frequency	%
Rejected principal	3	6
Insist on unqualified principal	4	7
Tension thus policy making becomes difficult	15	27
Principal's becomes puppet of the church thus fail professionally	6	11
Poor academic performance	16	30
Teachers feel demotivated / demoralized	8	15
Students strikes	2	4
Total	**54**	**100**

According to the table 4.14, 16 (30%) out of 54 respondents said that the biggest effect was poor academic performance followed by tension thus policy-making becomes difficult 15 (27%). There are also those who said that teachers feel demotivated/demoralized 8(15%) followed by those who said principals become puppets of the church thus fail professionally 6 (11%). Those who said insist on unqualified principals were 4 (7%) while others said rejected principals were 3 (6%). The least effect was student strike 2 (4%).

This is further presented in a pie chart below.
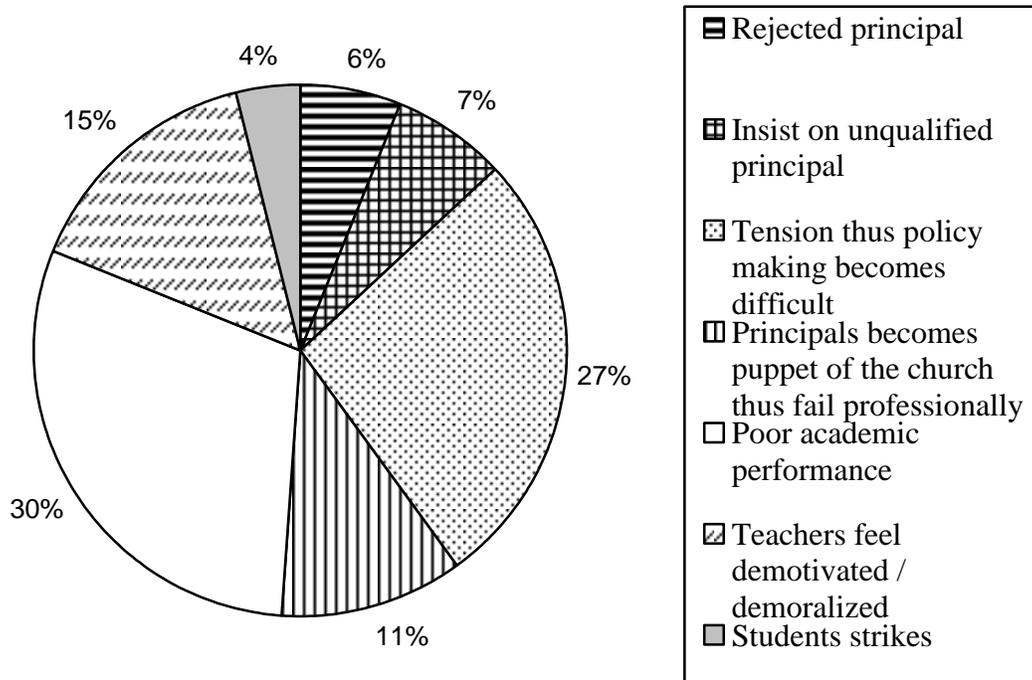
Figure 4.6: Effects of the conflicts on the management of school according to teachers.

Figure 4.6 above clearly shows that the biggest effect is poor academic performance 30%, followed by tension that makes policy-making difficult 27%. Teachers feeling demoralized had 15%, followed by insisting on unqualified principal 7%. Other effects indicated are rejected principals 6% and student strike 4% respectively.

The collected data also showed that the biggest and most serious effect was poor academic performance by the students with 30% and tension thus making and implementing policies become difficult with 27%. Student strikes (4%) are not normally as a result of conflicts between the two sponsors' and school management. It was noted that the Catholic and PCEA sponsors are very strict, that they don't allow principals who are not of their faith to head the schools they have sponsored. However, ACK and Salvation Army were not strict on the faith of the principals.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This chapter gives the summary of findings of the study, the conclusion and recommendations as per the findings. It further gives the suggestions for further study.

5.1   Summary of the Findings

The summary of the findings are presented as per the objectives of the study.

5.2   Demographic Information of the Respondents

Most of the teachers and Head teachers were well qualified with Bachelor of Education degree. A number of teachers and Headteachers hold M.Ed and are well-qualified. The highest qualification in the three categories was a BoG member with a P.hD. Some BoG members did not state their qualifications probably these are sponsors' representatives who were either illiterate or had low qualifications and were embarrassed.

The data collected showed that most of the respondents had served between $0 - 5$ years. This means they don't have a lot of experience in management of the schools. Only a few members of the BoG had served for more than 10 years. Among all the respondents, only a few had served for more than 20 years.

It also emerged from the study that Catholic Church is the main sponsor of schools in the districts of study with 17 schools; followed by PCEA with 7. ACK had 9 schools; the least sponsor was Salvation Army with 2 schools. It was also clear from the findings that

the Catholic sponsors are very strict and do not allow non-Catholics to be head in their sponsored school. The BoG chair persons are also of their faith. The same case applied to A.C K where all the head teachers and BoG chair persons of their sponsored schools are of their faith. This is different from the PCEA and the Salvation Army .The Salvation Army, had no problem with the headteachers faith and in the two schools, both head teachers belong to different faith. It is only the BoG chairpersons who were of their faith. The PCEA also had some head teachers from other faith, but all the BoG. chair persons belonged to their faith.

5.3. The Role of Sponsors

The role of sponsors is to offer spiritual nourishment indicated by majority of teachers and headteachers. The BoG respondents differed with teachers, headteachers and sponsors; they said the main role is to give financial aid. Assisting poor students as role of the sponsors was not considered a major role. The presence of sponsors helps in implementing policy as indicated by teachers, headteachers and sponsors respondents. It is surprising that all the sponsors said that their role was to manage schools. Some of them said that their role was spiritual and moral affairs.

5.4. Causes of Conflicts between Sponsors and BoG and How They Affect Management of Schools

The study found that there are a lot of conflicts between church sponsors and the school management. All the respondents; teachers, headteachers, BoG and sponsors agreed that there are conflicts. About half of the BoG respondents said nothing about the conflicts

probably these may be sponsors' representatives and those who support them. The major conflicts were found to be difference in priorities and difference in religious traditions. This means that BoG members come from different denominations. Interference of education officers to the management caused no conflict between the sponsor and the school management. According to teacher, respondents', the main cause of conflict was use of school facilities without consultation, the next one being clash of sponsors' programs with school academic programmes. Sponsor also accused the head teachers for mismanagement of schools and poor performance in academics.

The impact of these conflicts was poor academic performance by the students, continuous disagreements and tension thus making and implementing policies become difficult, demotivation of teachers and general poor working relations and environment. It is evident that student strikes are not caused by conflicts between the sponsor and school management.

Headteachers and teachers respondents knew that the sponsors' expectations were positive. These include improved performance, good morals; good discipline for students and teachers, few respondents indicated that sponsors' expectations were negative. These included expecting that teachers attend all religious activities, control of staff and head teacher, demand for funds, and insisting on being consulted on all matters, which is not possible. These may be those who are from different denominations or those who have had problems with the sponsors. It is amazing that there are headteachers and teachers who had no idea of any expectation from the sponsors. This means sponsors and

academic staff don't work as a team. Headteachers respondents felt the major expectation was raising the academic performance though teacher respondents said they are demoralized meaning there is no harmony between the two.

5.5 .Effects of Education Act cap 211(1968) on the Role of Sponsors

The study showed that all the sponsor respondents had read the Education Act cap 211 (1968). Most of teacher respondents also had fully read and many of them felt that the sponsors are doing their role as stipulated in the Act while others objected. Those who said no may be those from different religious traditions or be demoralized by high expectations from the sponsors. They could also be those who had not read the Act and were not sure of whether sponsors they play their role as stipulated by the Act.

The establishment of Education Act cap 211 (1968) affected the role of sponsors in different ways. First, the churches were made to hand over all their established and managed schools to the government and they were registered as public schools. The Church was not given any choice, thus lost all control of schools and as Malusu, (1997) puts it that the responsibility of providing education belongs to the government since it is a social service. However, the government invited the churches to participate as sponsors. As stated in the literature review, the original sponsors had provided land, built schools, and developed all physical facilities, provided educational resources and employed teachers. Today, according to Kyalo (2004), the most the religious sponsors can do is to offer religious matters. He further noted that schools are not religious entities, but viewed as secular institutions in the eyes of the law. This totally diminishes the role and the activities of the Church in schools.

5.6   Conclusion

The study revealed that most of the stakeholders were well-qualified with B.Ed and M.Ed qualifications one BoG having a Ph.D. Few of them who didn't reveal their qualifications probably had low grades. It revealed that Catholic sponsors had the highest number of schools almost half of all the Sponsored schools. Most of the stakeholders had served for less than 5 years and so not experienced though there are still some experienced ones who had served more than 10 years. It was also noted from the findings that most of the respondents had read the education act and they were well-informed.

It was noted that there was no harmony between the Church Sponsors and School management. This is evidenced by several conflicts arising between the two. It was evident that the Church Sponsors do not do their work of religious matters; instead, the Sponsors either knowingly or unknowingly, insists on their original work of managing schools, they want to make and implement policies. This is contrary to the Education Act cap 211(1968). Some BoG members especially those from the church support the sponsors even when they know that they are going overboard. The high expectations of sponsors and failure to adhere to the Education Act Cap 211 (1968) mainly by the sponsors played a major role in these conflicts which affect the academic performance of the students. The major causes of conflicts were found to be difference in priorities and difference religious in traditions. It also revealed that these conflicts hinder the effectiveness of BoG and the teachers as well. There were general misunderstanding and tension which led to poor working environment and relations. However, in the area of study, there was no case of closure of schools.

It was clear from the findings that most respondents felt that educational matters and the management of schools should be completely left to professionals; these are Head teachers and a well-constituted board of governors. The sponsors should be left to deal with spiritual and moral matters of the schools and they should be made to fit in the school programmes. lt was clear that all respondents felt that the sponsors should be made to bear some responsibilities like providing finances so that they can retain their sponsor status. Another view that was expressed by many respondents was that the Education Act, Cap 211 (1968) should be revised with the view to addressing the changing roles of the sponsors because the government now provides virtually everything to the schools.

The study also revealed that different Church sponsors influenced school management differently. The Catholic Church was more possessive and protective of their schools and could not allow non-Catholics to head their sponsored schools or be chairperson of the BoG. This is of course meant more trouble for the management boards. It was also noted that their influence is more in the bigger schools than in the smaller district schools. The ACK Church had the same influence and could not allow non-Anglicans to head their sponsored schools or be the chairperson of the board. Their influence was the same in their schools like the Catholic sponsors. The PCEA and Salvation Army had no problem with the heads, only the chairpersons were of their faith. As a result, fewer conflicts were revealed in their sponsored schools.

5.7 Recommendations of the Study

i)   Ministry of Education should ensure that all the sponsors and BoG members are well-qualified and should undergo capacity building courses so as to understand their role in schools well.

ii)   The government should work on a strategy to create harmony/teamwork rather than struggle or competition between the BoG and the sponsors.

iii)   The Government should re-define the roles of the sponsors since they no longer provide finances to schools.

iv)   The Ministry of Education should remove Church sponsors from school management boards and limit them to the spiritual and moral affairs only.

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5.8 Suggestions for Further Research

i.   Since the study was restricted to functional role of Church sponsors and its impact on secondary schools in Thika West and Gatundu North districts, other studies on a wider area or different districts should be done to compare the findings.

ii.   The study restricted itself to the Church sponsors. Another study should be carried out to find out the role and impact of other school sponsors and important stake-holders, like parents, old students associations, and larger community.

iii.   The study was limited to public secondary schools only. A study should be done to establish the role and impact of Church sponsors in the private schools.

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APPENDICES

APPENDIX I

INTRODUCTORY LETTER TO THE RESPONDENTS

Mwaura Mercy Wambui

P.O. BOX 2534

Thika

Dear Sir/Madam,

REF: INTRODUCTION

I am a post-graduate student from Kenyatta University currently undertaking research on

the topic: **Impact of Church sponsorship on the management of secondary schools in**

Thika West and Gatundu North Districts.

You have been identified as one of the respondents to provide information. Any

information you give will be treated as confidential and anonymous and shall be used for

the purpose of this study only.

Your help will be appreciated.

Thanks.

Yours faithfully,

Mercy Wambui Mwaura.

INTERVIEW SCHEDULE FOR THE DISTRICT EDUCATION OFFICERS

I am a post-graduate student from Kenyatta University currently undertaking a research on the topic**: Impact of the Church sponsorship on the management of secondary schools in Thika West and Gatundu North districts.**

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

1.   How many public secondary schools do you have in your district?

        …………………………………………………………………………………..

2.   How many are church- sponsored?

        …………………………………………………………………………………..

3.   Who are the main church sponsors?

        …………………………………………………………………………………..

4.   In your district, what roles have the Church sponsors played in promotion of

        education in general and in the management of secondary schools?

        …………………………………………………………………………………..

5.   In your own assessment, do you think church sponsors have given secondary

        school education adequate attention?…………………………………..

        If yes, explain

        …………………………………………………………………………………..

        If no, give reasons. …………………………………………………………..

6.   With the implementation of education Act, 1968, what is the role of

        church sponsors in;

        …………………………………………………………………………………..

    a)   Management and administration of schools?

        …………………………………………………………………………………..

    b)   Standards and quality of education?

        …………………………………………………………………………………..

c)   Provision of education resources to church-sponsored schools?

        …………………………………………………………………………………..

d)   General welfare of the school?

        …………………………………………………………………………………..

7 a) Has the Church played its role as a sponsor effectively?

        If yes, explain briefly.

        …………………………………………………………………………………..

b)   If no, what in your opinion has made the sponsor be less effective?

        …………………………………………………………………………………..

C)   Have you witnessed any differences or conflicts between the church sponsors

        and the school management boards? Yes /No

        If yes, what are the causes of these conflicts? ……………………………..

    c) What effects do you think these conflicts had on the school management?

        …………………………………………………………………………………..

d) How can these conflicts be solved so that the role of the sponsor is strengthened?

…………………………………………………………………………………..

………………………………………………………………………………….

8. What would you recommend the sponsor do to improve in the management of schools in future?

…………………………………………………………………………………..

…………………………………………………………………………………..

…………………………………………………………………………………..

Thank you.

APPENDIX III

QUESTIONNAIRE FOR CHURCH SPONSORS' REPRESENTATIVES

I am a post-graduate student from Kenyatta University currently undertaking a research on**: Impact of the Church sponsorship on the management of secondary schools in Thika West and Gatundu North districts.**

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

1 a)   How many schools are under your sponsorship in the district?....................

  b).   What does being a sponsor to a school actually mean?

………………………………………………………………………………..

c)   What role does the church play in the provision of education?

………………………………………………………………………………..

2.)   With the implementation of education Act (1968), what has happened in terms of?

a)   Role of the Church?..

b)   Management and Administration of the schools? ....

 c)   Standard and quality of education? ……………………………………………...

d)   Provision of education resources? ……………………………………………

e)   General welfare of the schools? ……………………………………………….

3. a)   What factors hinder the church from playing its role as a sponsor effectively?

…………………………………………………………………………..……

4. How can these factors be eliminated?

………………………………………………………………………………….

c)   What are the advantages of a church sponsored schools over non-sponsored

schools? …………………………………………………………………………..

4 a)   what is the educational policy of your church? ………………………………….

b)   What are the achievements of the church as sponsor in the district?

………………………………………………………………………………………

c)   Which areas call for amendments? …………………………………………………

5.)   In relation to management of schools, should education act be amended? If yes,

what areas? …………………………………………………………………………

a)   Would it be advisable for the church to get back its established schools from

government and manage them?

………………………………………………………………………………………….

b)   Should churches establish and manage their own schools? …Yes/ No……………

If yes, say why …………………………………………………………………………...

c)   How would the church benefit by establishing and managing new own schools?

d)   Would the local community benefit, parents included?

………………………………………………………………………………………………

e)   At the moment, how is the church assisting its sponsored schools besides

keeping/maintaining the religious traditions? …………………………………………...

f)   What do you think/wish is the future role of church in provision of education in

the district and in the country as a whole?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you.

QUESTIONNAIRE FOR HEADTEACHERS

I am a postgraduate student from Kenyatta University currently undertaking a research on the topic**: Impact of the Church sponsorship on the management of secondary schools in Thika West and Gatundu North districts.**

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

Section A: Personal data

1.   Your years of service in this school…………………………………………………...

2.   Professional qualifications …………………………………………………….……..

3.   Your denomination…………………………………………………………………

Section B:

1. Who is the sponsor of your school?

ACK,   Catholic,   PCEA, Salvation Army, other (specify)……………………………….

2.   What has been the role of the sponsor in:

a)   Management of the school?...

        ……………………………………………………………………………….

b)   Provision of education resources …………………………………………………

c)   Giving financial Aid…………………………………………………………………..

d)   Assisting the poor children /students? …………………………………….. …..

e)   Maintaining the religious traditions of the school?...

        …………………………………………………………………………………

3 a)   How would you define your relationship with the church sponsor?

………………………………………………………………………………………

b)   Does the sponsor have any expectations from you as the principal? Yes/No

c)   lf yes, which are they ? ……………………………………………………………

…………………………………………………………………………......................

d)   How do they affect the development of the school and achievement of

curriculum instructions? ……………………………………………………………….

……………………………………………………………………………………….

4 a)   As an educationist and administrator, would you advise the church gets back it's

founded and established schools from the Government and manage them today?

Yes / No .Give reasons ………………………………………………………………

....

b)   ln your own opinion, do you think that schools need sponsors?

Yes/ No. ……………………………………………………………….……………

c)   lf yes, what would you wish the church does to improve on the management of

the school? ……………………………………………………………………….

5. a) In your own opinion, is the role of the sponsor positive or negative to the

management of schools? …………………………………………………………...

  b) Give reasons for your answer……………………………………………………..

6.   What recommendations would you make in regard to sponsors and their role in

secondary schools and in education as a

whole?..

Thank you.

QUESTIONNAIRE FOR TEACHERS

I am a post-praduate student from Kenyatta University currently undertaking research on the topic**: Impact of the Church sponsorship on the management of secondary schools in Thika West and Gatundu North districts.**

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

Section A: Personal Data

1. Your qualifications---

2. Years of service in current station---

3. Your denomination--

Section B

1. Who is the sponsor of your school?

    ACK, Catholic, PC EA .Salvation Army, Other (specify)-----------------------------

2. What role does the school sponsor play?

----

3 a) Have you read the Education Act? Yes / No

b) If yes, do the sponsors play their role as stipulated in the Act? ----------------------------

----

4. a) Does the church sponsor have any expectations on the teachers?

b)If yes, mention them--

----

c) How do these expectations affect the teachers' performance and achievement of

curriculum instructions?---

----

5. In your own opinion, how does the sponsor help in :

    a) The management of the school?--

    b) --

    ----

    c) Finances ---

    ----

    d) Physical facilities---

    ----

    e) Any other help (specify)--

    ----

 a) In your opinion, do schools really need sponsors? Yes/ No--------------------------------

----

b) Give reasons for your answer.--

----

7. What recommendations would your give to the ministry of Education on the policy of

 Church sponsorship?---

Thank you.

APPENDIX VI

QUESTIONNAIRE FOR THE B.O.G CHAIRPERSONS

I am a post-graduate student from Kenyatta University currently undertaking research on the topic**: Impact of the Church sponsorship on the management of secondary schools in Thika West and Gatundu North districts.**

You have been identified as one of the respondents to provide information. Any information given will be treated as confidential and anonymous and shall be used for the purpose of this study only.

1. a,) What are your professional qualifications/ Business?-------------------------------------

  b) Your denomination?--

2. Who is the sponsor of your school? ---

  ACK, PCEA, Catholic, Salvation Army, Others (specify)----------------------------------

3. How many years have you served as B.O.G chairperson in :

a) This school? ---

b) Any other school (s) ---

4. a) Have you read the Education Act? Yes/no

  b) If yes, what does it say about the role of BOG in management of secondary

  c) Schools in Kenya? --

  d) What does it say about the role of church sponsors in a school?-----------------------

  ----

  5. How does the sponsor contribute towards the school development?--------------------

  ----

  6 a) Are there any conflicts between the Church sponsors the B. O. G?

Yes/ No

If yes, state them.---

----

b) What do you think caused these conflicts?-------------------------------------

----

----

c) What were the effects of these conflicts?

----

d) 6. a) In your opinion, do you think that schools need the sponsors?

Yes /no?

b) If yes, give your reasons--

----

c) if no give your reasons--

----

7. What recommendations would you make with regard to secondary school management and church sponsors?---

Thank you