

**THE CHALLENGES FACING THE SPONSORS IN THE MANAGEMENT OF  
PUBLIC SECONDARY SCHOOLS: THE CASE OF KIBWEZI DISTRICT,  
EASTERN PROVINCE, KENYA.**

By  
PATRICIA KANINI MWANTHI  
E55 /CE / 11619 / 007

A RESEARCH PROJECT FOR THE MASTER OF EDUCATION SUBMITTED TO THE  
DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM  
STUDIES, IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY.

Mwanthi, Patricia  
*The challenges facing  
the sponsors in the*

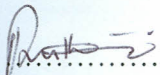


2011/353074

**December, 2010**

## DECLARATION

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



.....  
PATRICIA KANINI  
E55 / CE / 11619 / 007

01/02/2011  
.....  
DATE

This project Report has been submitted for examination with our approval as University Supervisors.



.....  
DR. GEORGE A. ONYANGO  
Lecturer-Department of Educational  
Management, Policy and Curriculum  
Studies.

2.2.2011  
.....  
DATE



.....  
DR. FELICITA NJUGUNA  
Lecturer-Department of Educational  
Management, Policy and Curriculum  
Studies.

2.2.2011  
.....  
DATE

## DEDICATION

This project is dedicated to my dear husband William M. Kitheka and my dear daughter Barbara for their great support and inspiration during my studies. It is my sincere prayer that it will inspire the child to climb to greater heights in life.

## ACKNOWLEDGEMENT

It is with humility and honour that I thank the Almighty God for His faithfulness and sustenance during my two years of study.

I also sincerely thank my lecturers Dr. Onyango and Dr. Njuguna for their kindness and guidance during the undertaking of this study. Thank you for wholeheartedly assisting me in correcting my work and for encouraging me.

I would also like to acknowledge my beloved husband who tirelessly paid my fees and gave me every kind of necessary support. My child Barbara inspired me and prayed with me for my success. Special gratitude goes to my late son whose death inspired me to take my studies.

For all those who supported me in one way or another and stood by me in difficult times, may the good Lord bless you and extend your boundaries.

## ABSTRACT

This study investigated the challenges facing the church sponsors in the management of public secondary schools in Kibwezi District, Kenya. The study was guided by five research questions namely; the role expectation of the church sponsor and the school management, the types and cause of conflicts between the sponsor and the school management, the challenges facing the church sponsor in the management of the schools they sponsor, the effects of the conflicts on the management of schools and the measures to be put in place to improve the relationship between the church sponsor and the school management. The study used descriptive and naturalistic designs. The literature review was discussed focusing on: Structural functionalism theory, the development of education in Kenya, the role of the sponsor in the management of secondary schools in Kenya, and the challenges facing the church sponsors in the management of public secondary schools. The study used a sample of 15 schools out of a total population of 30 schools, 15 BOG members, 15 head teacher, 3 sponsor representatives and 3 AEOs, and 1 DEO. The study used questionnaires, interview guides and document analysis to collect data. The quantitative information was summarized into frequencies and percentages. Narrative and interpretive reports and citation were written down to depict the situation as it is on the ground. All data was strictly interpreted in relation to the research questions and conclusions were drawn from the findings. The study found that the role expectations of sponsors are clearly stated in the Education Act although the fact that the sponsors claim a greater role in school management raises conflicts. The sponsors therefore involved themselves in school management in other ways other than those stipulated in the Education Act through, for instance; educating the needy students, mobilizing the community for funds and providing guidance and counseling to teachers and students. The study also revealed that although the sponsors are in a cordial relationship with the other stakeholders there are conflicts faced but these are amicably solved. Among the main causes of conflict were lack of consultation, inability of the BOGs to manage schools and the need to maintain church traditions in schools. It was concluded that these conflicts must be resolved by having clear cut roles, consultations and allowing sponsors greater say in appointment of head teachers and BOG chairpersons. The church sponsors faced challenges in the management of secondary schools. The challenges included; lack of clear cut roles, low level of education of sponsor representative, inadequate facilities and political appointment of heads. It was concluded that these challenges affected school management by registering poor performance in schools which is characterized by indiscipline and lack of development among others. The study further concluded that among the new measures to be put in place to improve sponsor management of public schools are; giving them a greater say in appointing heads and BOG chairperson, revising the public school governance among other roles.

## TABLE OF CONTENTS

	Page
DECLARATION.....	i
DEDICATION .....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT .....	iv
LIST OF TABLES/ FIGURES .....	vii
LIST OF ABBREVIATIONS.....	viii
CHAPTER ONE.....	1
<b>INTRODUCTION</b> .....	1
<b>1.1: Background to the problem</b> .....	1
<b>1.2: Statement of the problem</b> .....	6
<b>1.3: Purpose of the Study</b> .....	8
<b>1.4: Objectives of the Study</b> .....	8
<b>1.5: Research Questions</b> .....	8
<b>1.6: Assumptions of the study</b> .....	9
<b>1.7: Significance of the Study</b> .....	9
<b>1.8: Limitation of the Study</b> .....	10
<b>1.9: Delimitations</b> .....	10
<b>1.10: Theoretical Framework</b> .....	10
<b>1.11: Definitions of Terms</b> .....	17
CHAPTER TWO.....	19
<b>LITERATURE REVIEW</b> .....	19
<b>2.0: Introduction</b> .....	19
<b>2.1: Structural Functionalism Theory</b> .....	19
<b>2.2: The Development of Education in Kenya</b> .....	20
<b>2.3: Role of Sponsor in Management of Public Secondary Schools in Kenya</b> .....	23
<b>2.4: Privatization of Church Sponsored Schools.</b> .....	26
<b>2.5: Land ownership of sponsored public secondary schools</b> .....	28
<b>2.6: Appointment of Heads Based on Faith</b> .....	29
<b>2.7: The Role of Board of Governors for Effective school Management</b> .....	30
<b>2.8: Summary</b> .....	32
CHAPTER THREE .....	33

<b>RESEARCH DESIGN AND METHODOLOGY</b> .....	33
<b>3.1: Introduction</b> .....	33
<b>3.2: Location of the Study</b> .....	33
<b>3.2.1 Research Design</b> .....	33
<b>3.3: Target Population</b> .....	34
<b>3.4: Sample and Sampling procedures.</b> .....	34
<b>3.5: Research Instruments</b> .....	36
<b>3.6: Piloting of the Research Instruments</b> .....	38
<b>3.7: Data Collection Procedures</b> .....	40
<b>CHAPTER FOUR</b> .....	42
<b>RESULTS AND DISCUSSION</b> .....	42
<b>4.1: Introduction</b> .....	42
<b>4.2: Demographic Profile of Respondents</b> .....	42
<b>4.3: Role Expectation of Sponsor and School Management (BOG)</b> .....	46
<b>4.4: Types, Causes and ways of resolving Conflicts</b> .....	51
<b>4.5: Causes of Conflict</b> .....	55
<b>4.6: Ways of Resolving the Conflicts</b> .....	56
<b>4.7: Challenges Facing the Church School Sponsor</b> .....	58
<b>4.8: Suggestions on How to Improve Church Sponsor and School Management.</b> ..	61
<b>CHAPTER FIVE</b> .....	63
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> .....	63
<b>5.0: Introduction</b> .....	63
<b>5.1: Summary</b> .....	63
<b>5.2: Conclusions</b> .....	66
<b>5.3: Recommendations</b> .....	67
<b>5.4: Suggestions for further study</b> .....	68
<b>REFERENCES</b> .....	69
<b>APPENDIX 1: LETTER OF INTRODUCTION</b> .....	73
<b>APPENDIX II: QUESTIONNAIRE FOR EDUCATION SECRETARY</b> .....	74
<b>APPENDIX III: BOGs' CHAIRPERSON QUESTIONNAIRE</b> .....	77
<b>APPENDIX IV: QUESTIONNAIRE FOR HEADTEACHERS</b> .....	82
<b>APPENDIX V: INTERVIEW FOR EDUCATION OFFICERS</b> .....	84

## LIST OF TABLES/ FIGURES

	Page
Fig 1.1 Figure showing the Conceptual Framework .....	16
Table 3.1 Sample Distributions Across School Categories.....	35
Table 4.1 Distribution of BOGs by highest qualification.....	44
Table 4.2 Work experience of BOG members.....	44
Table 4.3 Education Administration on the Substantive Position .....	45
Table 4.4 Work Experience of Education officers .....	46
Table 4.5 Sponsor's & BOG's views of sponsor's Expected Role.....	47
Table 4.6 Level of training of religious instructors.....	49
Table 4.7 Evaluation of Pastoral Programme Instruction .....	50
Table 4.8 Use of funds from sponsors.....	51
Table 4.9 Occurrences of Conflicts between sponsor and BOG.....	52
Table 4.10 The Role of the sponsor according to the education Act .....	54
Table 4.11 School Manager's ( BOG's) views of Other Methods of Resolving Conflicts...	57
Table 4.12 Challenges facing church school sponsors.....	58
Table 4.13 Effects of the challenges on school management .....	60
Table 4.14 BOGs suggestions ...church sponsor & school management relationship .....	61

## LIST OF ABBREVIATIONS

BOG	-	Board of Governors
ACK	-	Anglican Church of Kenya
AIC	-	Africa Inland Church
CMS	-	Church Missionary Society
CRE	-	Christian Religious Education
DEB	-	District Education Board
DEO	-	District Education Officer
MOEST	-	Ministry of Education of Science and Technology
PTA	-	Parents Teachers Association
A.E.O	-	Area Education Officer
TSC	-	Teachers Service Commission
ROK	-	Republic of Kenya.
TIQET	-	Totally Integrated Quality Education Training.
Cap	-	Chapter.
NGOs	-	Non Governmental Organizations.

## CHAPTER ONE

### INTRODUCTION

#### 1.1: Background to the problem

Provision of education is seen as a vehicle for progressive development. That is why it is given prominence in the Kenyan Education Act cap 211(1968) revised (1980). The Act established District Education Boards to superintend the management of public schools and the Kenya Institute of Education to co-ordinate the training for teachers conduct research and prepare educational materials for development of education. The Act pointed out to the Ministry of Education and the sponsoring churches the rights and responsibilities of the church sponsor in management of schools in Kenya (Banr, 1990). This affected the management of public schools where churches that were managers of schools before became sponsors of such schools (Wachira and Kigotho, 2007).

Sallies (1990) pointed out that in America, Local School Board dealt with education at all levels and they were either elected or appointed. These boards existed and functioned under the principle of lay control over education which rested with the people themselves. Members of the board were drawn from more influential strata of the community. They were named by the mayor or elected by the citizens of the school district, but they derived powers from state legislature.

Sallies (1990) further asserted that in public common schools, the boards determined education programmes and levy taxes in support of education. They were free to set their own budget and also to specify the size of local schools' levy without control except the ceiling placed upon the allowed school levies by the state legislature. The boards were agents

of state and did appoint managers and superintendents to exercise actual direct control over staff, budget and other related issues for public schools. Reference to operations of such management bodies can help BOG in Kenya to improve their management capacity and avoid conflict with the church sponsor.

Sheffield (1973) pointed out that the management of education in Kenya before independence was ineffective, because it was in the hands of missionaries who lacked financial resources, qualified teachers and suitable curriculum. The Local Native Councils' criticism of the ineffective management of African schools by missionaries prompted the setting up of the Phelps Stokes Commission (1924) whose recommendation was that the government should be committed to manage education at all levels.

The management of secondary schools was legally entrusted on the Board of Governors (BOGs) or school boards as stipulated by the Education Act Cap 211 of 1968 revised in 1980 (Republic of Kenya 1968). The sponsors and Parents Teachers Associations (PTAs) had representatives in the boards. Section 11(a) of the Education Act provided for the appointment of the Board of governors (BOG) by the Minister of Education to run and manage the affairs of the secondary schools. The BOG is answerable to the Director of Education currently called Education Secretary on issues related to the management of schools. The BOG also played an advisory role to the Teachers Service Commission (TSC) on issues related to the discipline, appointment and transfer of teachers.

The Education Act Section II gave the voluntary body, which was the founder of the school, the right to nominate four persons (4) out of the thirteen (13) to represent its interest in a school Board of Governors. Thus, the management of schools involved the sponsors and other stakeholders. Sponsors in Kenya included religious organizations such as churches,

private firms, individuals and Non-Governmental Organizations (NGOs). However, Christian churches were the dominant sponsors with a long history of involvement in the development as well as management of schools. Christian Missionary education activities were responsible for the establishment of Western Education in Kenya since mid 19<sup>th</sup> century. Kyalo noted that:

Religious activity and education in Kenya are so much intertwined that any discussion on modern education in Kenya without referring to the Christian missionaries as well as present day churches is impossible to undertake,(Kyalo 2004:1)

The word 'sponsor' is first mentioned in section 8 (1) of Education Act in relation to schools formerly managed by the church, which were transferred to local authority. The local authority was empowered to appoint the former church managers as sponsor if the community served by the school wished the religious traditions of the school to be respected. In this section the role of the sponsor is clearly indicated as to uphold religious traditions of the school. The sponsor was to ensure that the religious instructions were given at schools in conformity with the syllabus prepared or approved under regulations made in section 19 after consultation with the government as observed by Juma (1999).

The 1968 Education Act (Revised 1980), pointed to the Ministry of Education and the churches in regard to the rights and duties of the church in the management of sponsored and private schools in Kenya, (Banr 1990). The Act effected the management of public schools, the teaching of religious education and pastoral program instructions. The churches that were managers of public schools before the Act became sponsors of such schools under the Act, (Wachira & Kigotho 2007). The Education Standards Regulation of 1968 also allowed the sponsor to prepare religious Education syllabus, textbooks and other teaching aids used for religious education in sponsored schools (Regulation, 5). The Education Bill sought by an

Act of parliament to implement Ominde report's recommendation, "to transfer managerial Education authority from the church to local authorities" was seriously opposed by the Catholic Church on the initial wording of this bill. But after a long debate in parliament, new negotiations were opened with the Ministry of Education and finally the church got the following guarantees according to (Republic of Kenya; 1980:17).

- (i) That the church decides on the religious curriculum – that is the syllabus, textbooks and resources for religious instruction and submits to the government for approval and subsequent implementation in schools.
- (ii) The church to inspect the teaching of Religion and maintenance of religious traditions and church doctrines in the school.
- (iii) Have representation of (3 persons) in school committee and (4 persons) in Board of Governor in sponsored schools Act 9 (I) 11 (c).
- (iv) Appointment of chairpersons of Board of Governors be in consultation with the sponsors, Act 10:4(2) (a)
- (v) Be consulted in regard to staffing especially appointment of head teachers of the schools.
- (vi) The sponsor shall ensure that the religious instructions are given at the school in conformity with syllabus prepared under regulations made under section 19 after consultation with the government according to Juma (1999).
- (vii) That the church ensures and co-operate with the members of B.O.Gs to enhance maintenance of high academic and discipline standards in the school.

According to Gathogo (1984), the involvement of the church in education matters was very vital during the colonial days than at present. After independence, the Kenyan government passed the Education Act Cap 211 of 1968 (revised 1980) which handed over the

management of schools to BOG while churches were to assume the role of sponsor (Republic of Kenya 1968 Cap 211 section 8 subsection 3). Although the role of the sponsors was and is still clearly spelt out in terms of rights, responsibilities and limitations the latter seemed to be overstepping its mandate thus creating a loophole for conflict in schools management.

The Totally Integrated Quality Education and Training (TIQET) report of 1999 added on its voice to the already outlined roles of the church sponsor in educational matters. The report indicated that the role of sponsor had changed over time such that sponsors were neither providing basic physical facilities and even finances nor staff to the schools (Republic of Kenya 1999). The provisions of Education Cap 211 of 1968 revised 1980 were clearly spelt out especially in regard to the relationship between the church sponsors and the BOG in the management of schools. This was likely to bring the BOG and church sponsors into a collision course.

Furthermore, a school was a 'secular' institution in the eyes of the law thus diminishing further the activities /influences of churches in schools. Loopholes created due to role ambiguities between the two bodies had, time and again, created tension or conflict which interfered with the smooth execution of school programmes (Kyalo 2004). Though church sponsors had engaged in the provision of education at all levels of education system in Kenya, the secondary education sub-section appeared to be more embroiled in the management of conflict than any other level of education where they were involved.

In May 2001, head teachers in Machakos accused sponsors of meddling in school management. They alleged that some church leaders especially in the catholic sponsored schools openly undermined the heads, which led to a difficult working relationship between the sponsors, and the heads (Agweyu, 2003).

The principals said “some sponsors were even inciting parents and students to reject heads who were not of their faith” (East African Standard 2001). The then Minister of Education Henry Kosgei was reported to have warned sponsors to keep off from schools’ affairs. He instructed the District Education Board headed by District Commissioner not to allow sponsors to interfere with school affairs, (Daily Nation, 2001). The decision had serious consequences on students, teachers, parents and other communities concerned.

Seemingly, there had been a lot of influence on the management of schools from the church sponsors who had literally taken over the management role causing turbulence in management of some schools. Even where the roles between the sponsors and BOG are clearly spelt out, problems arise when implementing them. The sponsor may encroach on the roles of the BOG like in the above role, implying that there is divergence between the expected performance of the church sponsors’ role and the actual performance of the same, a situation likely to cause challenges to the sponsor in the management of schools in Kibwezi district.

This study intended to investigate the challenges facing the church-sponsor in the effective management of sponsored public secondary schools in Kibwezi District.

## **1.2: Statement of the problem**

Despite such collective efforts between the government and the church sponsors, there seemed to be some cases of misunderstanding which in most cases had resulted to conflicts. Notably, the church-sponsor had clashed with the government in areas of appointment, staffing, finances, school lands, school ownership and the use of school facilities, (Daily Nation, 29<sup>th</sup> July, 2007). For instance, sponsors have in some cases demanded for transfer of head teachers on grounds of denomination or mistrust, (Daily Nation, January, 19<sup>th</sup> p. 8

2001). On other occasions sponsors have evicted principals, appointed and posted to their sponsored schools alleging that they were to blame for the poor performance in the Kenya Certificate of Secondary Examinations, gross mismanagement and embezzlement of funds (Okoko, 2001).

Despite the fact that the role of the sponsor is clearly spelt out in the Education Act, there was conflict among the stakeholders on the management of the school. For instance the sponsor maintained that they had to be consulted on who should head their sponsored schools while the TSC maintained that it was the employer and was mandated by the TSC Act cap 212 to appoint, deploy, promote, and transfer teachers to any public schools in the country (MOE, 2004).

At grass root the sponsor maintained that they were carrying out their legitimate roles in school while the BOG and the principal felt that they had the legitimate authority to manage schools and that they were the owners of the school. Similarly, the students especially those from other denominations different from that of the sponsor in question, felt they should be given equal rights like their counterparts in the school. For instance, in the issues of worship and observation of their religious traditions and beliefs.

Parents on the other hand felt they were the owners of the schools; it was their children who learned in those schools and thus, should be involved actively in the management of the school. Because of these different perspectives from the different stakeholders on their role expectation, the sponsor faces a number of challenges in the management of the public secondary schools. This study intended to investigate the challenges facing sponsors in the management of secondary schools in Kibwezi District.

### **1.3: Purpose of the Study**

The purpose of the study was to establish the challenges facing the church-sponsor in the management of public secondary schools in Kibwezi District.

### **1.4: Objectives of the Study**

This study focused on achieving the following objectives;

- 1) Establish church sponsors' views of their role expectations in the management of public secondary schools in Kibwezi District.
- 2) Establish the school managers (BOG) views of church sponsors' role expectations in the management of public secondary schools in Kibwezi District.
- 3) Establish the types and causes as well as ways of resolving conflict between the sponsor and the BOGs (School management), in the management of public secondary schools in Kibwezi District.
- 4) Determine the measures that can be adopted to reduce conflicts between the sponsor and the BOG.
- 5) Establish the challenges facing the church sponsor in the management of public secondary schools in Kibwezi District.

### **1.5: Research Questions**

The study aimed at answering the following study questions;

- 1) What are the church sponsors' views of their role expectations in the management of public secondary schools in Kibwezi District?
- 2) What are the school management Board (BOG) views of church sponsors in the management of public secondary schools?

- 3) What are the types and causes as well as ways of resolving conflict between the sponsor and the BOGs (School management), in the management of public secondary schools in Kibwezi District.
- 4) What are the challenges facing the church sponsor in the management of the schools they sponsor in Kibwezi District?
- 5) What measures can be adopted to promote harmonious working relationship between the sponsors and the BOG in the management of public secondary schools in Kibwezi district?

## **1.6: Assumptions of the study**

1. The researcher assumed that the information that was given out by the respondents was truthful.
2. The church sponsors and BOG members were fully aware of their roles in the management of secondary schools.

## **1.7: Significance of the Study**

### **1. Ministry of Education.**

The findings of the study are useful to the Ministry of Education in policy making by factoring in the study recommendations when reviewing the legal framework that regulates the roles or activities of sponsors and BOGs for the betterment of schools.

### **2. Sponsor.**

The study highlighted areas neglected by church sponsors and BOGs as they overly concentrate on executing their roles. It also identified issues which are a bone of contention between the two bodies such that solutions could be sought.

### **3. Research**

The study supplemented the existing knowledge on matters touching on church sponsors, and the BOG as well as their roles in the management of Secondary Schools. Thus, it became a very useful reference material. Finally, this study provides useful inputs to other researchers in carrying out their studies.

#### **1.8: Limitation of the Study**

Some respondents were afraid and could have wanted to give socially acceptable responses since the questionnaires were dealing with issues of finances. However, the researcher assured them that the research was only for academic purposes.

The researcher depended on the respondents' willingness to give correct views on the various items in the questionnaires.

#### **1.9: Delimitations**

The study was conducted in the sponsored public secondary schools of Kibwezi district. The study concentrated on the church sponsor's role hence the results of the present study could not be generalized to other sponsors of education in the country.

Only public secondary sponsored schools were covered leaving out sponsored private schools and those schools under the District Education Board (DEB) because the conditions in private schools were different from those in public schools.

#### **1.10: Theoretical Framework**

##### **1.10.1 The Role Theory**

Role Theory posits that human behavior is guided by expectations held both by the individual and by other people. The expectations correspond to different roles individuals perform or enact in their daily lives, such as secretary, father, or friend. For instance, most people hold

pre-conceived notions of the role expectations of a secretary, which might include: answering phones, making and managing appointments, filing paperwork, and typing memos. These role expectations would not be expected of a professional soccer player (Biddle, Bruce J.1986: 1267-1297).

Individuals generally have and manage many roles. Roles consist of a set of rules or norms that functions as plans or blueprints to guide behavior. Roles specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario or situation. Role theory holds that a substantial proportion of observable, day-to-day social behavior is simply persons carrying out their roles, much as actors carry out their roles on the stage or ballplayers theirs on the field. Role theory is, in fact, predictive. It implies that if we have information about the role expectations for a specified position (e.g., sister, fireman, and prostitute), a significant portion of the behavior of the persons occupying that position can be predicted. What's more, role theory also argues that in order to change behavior it is necessary to change roles; roles correspond to behaviors and vice versa. In addition to heavily influencing behavior, roles influence beliefs and attitudes; individuals will change their beliefs and attitudes to correspond with their roles. For instance, someone overlooked for a promotion to a managerial position in a company may change their beliefs about the benefits of management by convincing him/her that they didn't want the additional responsibility that would have accompanied the position.

Many role theorists see role theory as one of the most compelling theories bridging individual behavior and social structure. Roles, which are in part dictated by social structure and in part by social interactions (see the two approaches outlined below), guide the behavior of the individual. The individual, in turn, influences the norms, expectations, and behaviors associated with roles. The understanding is reciprocal and didactic.

### Structural-Functional Perspective:

The functionalist approach sees a role as the set of expectations that society places on an individual. By unspoken consensus, certain behaviours are deemed appropriate and others inappropriate. For example, it is appropriate for a doctor to dress fairly conservatively, ask a series of personal questions about one's health, touch one in ways that would normally be forbidden, write prescriptions, and show more concern for the personal well-being of his clients. Electricians or shopkeepers may also show concern for the well-being of their clients, but if they start touching their clients, especially where doctors are allowed to touch, they'll get in trouble; they will have stepped outside of the norms associated with their roles.

In the functionalist conception, role is one of the important ways in which individual activity is socially regulated: roles create regular patterns of behaviour and thus a measure of predictability, which not only allows individuals to function effectively because they know what to expect of others, but also makes it possible for the sociologist to make generalizations about society. Collectively, a group of interlocking roles creates a social institution: the institution of law, for example, can be seen as the combination of many roles, including: police officer, judge, criminal, and victim.

Roles, in the functionalist perspective, are relatively inflexible and are more-or-less universally agreed upon. Although it is recognized that different roles interact (teacher and student), and that roles are usually defined in relation to other roles (doctor and patient or mother and child), the functionalist approach has great difficulty in accounting for variability and flexibility of roles and finds it difficult to account for the vast differences in the way that individuals conceive different roles. Taken to extremes, the functionalist approach results in role becoming a set of static, semi-global expectations laid down by a unified, amorphous society. The distinction between role and norm (or culture) thus becomes sterile.

The functionalist approach has been criticized for its static understanding of roles. Even so, it remains a fundamental concept which is still taught in most introductory courses and is still regarded as important.

Interestingly, this conception has crossed over from academic discourse into popular use. It has become commonplace to speak of particular roles as if they were indeed fixed, agreed upon by all, and uncontroversial (e.g., the role of the teacher or a parent's role). This everyday usage nearly always employs role in a normative way, to imply that this is the proper behaviour for a teacher or a parent, or even for an entire institution.

Role Theory includes the following propositions:

- People spend much of their lives participating as members of groups and organizations.
- Within these groups, people occupy distinct positions each of these positions entails a role, which is a set of functions performed by the person for the group.
- Groups often formalize role expectations as norms or even codified rules, which include what rewards will result when roles are successfully performed and what punishments will result when roles are not successfully performed.
- Individuals usually carry out their roles and perform in accordance with prevailing norms; in other words, role theory assumes that people are primarily conformists who try to live up to the norms that accompany their roles.
- Group members check each individual's performance to determine whether it conforms to the norms; the anticipation that others will apply sanctions ensures role performance.

### Extensions of the Theory

Role Theory has been a fruitful approach to understanding humans and society. As a result, various derivatives and additional concepts have developed.

#### a) Role Confusion

Role confusion is a situation where an individual has trouble determining which role he/she should assume. For example, if a graduate student were to attend a department party at a professor's home, the student may find it difficult to determine if he/she should act as a student toward the professor, exhibiting deference or respect, or as a friend or associate, showing collegiality and familiarity.

#### b) Role Conflict

Role Conflict results when an individual encounters tensions as the result of incompatible roles. For instance, a mother who is employed full-time may experience role conflict because of the norms that are associated with the two roles she has. She may be expected to spend a great deal of time taking care of her children while simultaneously trying to advance her career.

#### c) Role Strain

Role Strain refers to the felt difficulty in fulfilling role obligations. In contrast to role conflict, where tension is felt between two competing roles, the tension in role strain comes from just one role. Returning to the example of a mother, if she were to find that she is unable to fulfill her obligations as defined by, say, an overly demanding spouse (or religion, or child), she would experience role strain. The role expectations may be beyond what she is able to achieve or may push her to the limits of her abilities.

#### d) Role Distance

Role Distance is the effectively expressed pointed separateness between the individual and his putative role. The individual is not denying the role but the virtual self that is implied in the role for all accepting performers. The concept of role distance provides a sociological means of dealing with one type of divergence between obligation and actual performance.

For example, the maturing adolescent who is forced to ride a merry-go-round may display role distance by acting as though the ride does not challenge her physical abilities or frighten her. This may be displayed by riding backwards or leaning dangerously from her horse.

Immediate audiences figure very directly in the display of role distance; actors need an audience or a co-conspirator for role distancing to work.

It is often possible to determine incidents in which role distance might be displayed solely on the grounds of the performers' gross age-sex characteristics. For instance a seventeen year-old boy riding a merry-go-round (especially with peers) will likely display significant role distance.

#### e) Role Embracement

Role Embracement refers to the complete adoption of a role. When a role is truly embraced, the self disappears completely into the role. Three things seem to be involved in the earnestness with which people assume roles or the degree to which they embrace a role:

- An admitted or expressed attachment to the role
- A demonstration of qualifications and capacities for performing it
- An active engagement or spontaneous involvement in the role activity at hand, that is, a visible investment of attention and muscular effort

Role play theory has several Limitations which include:

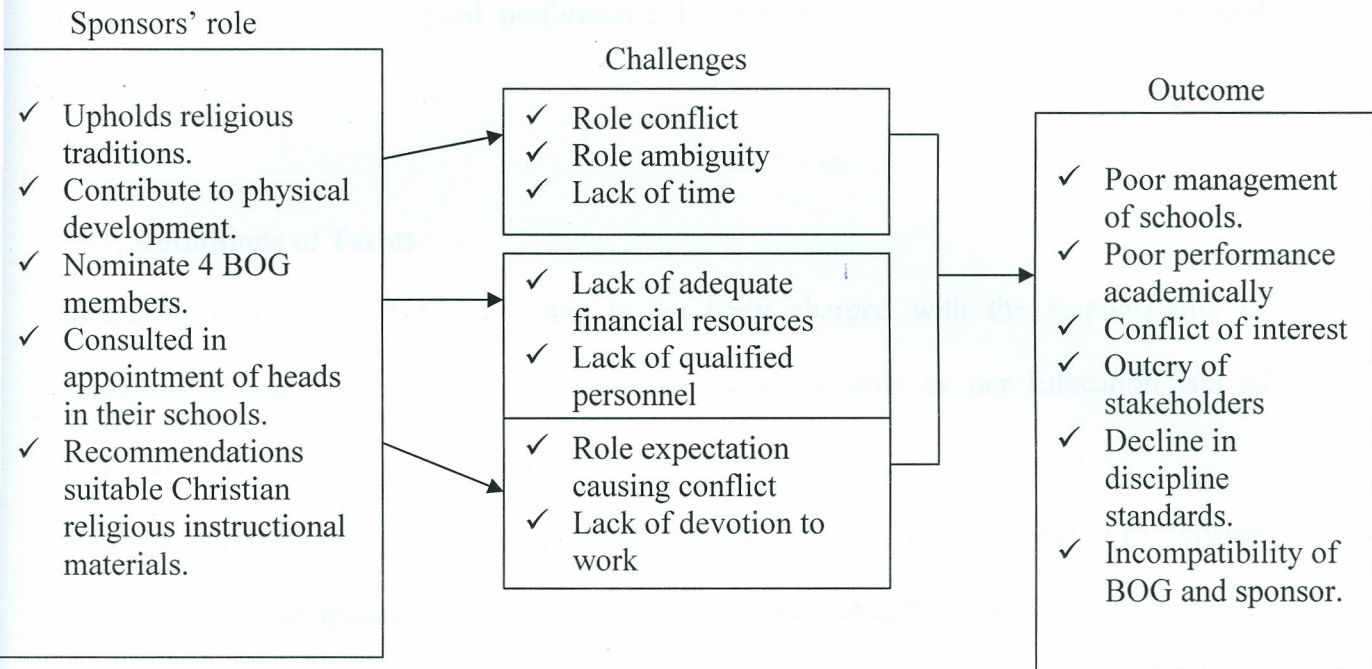
- 1) A hard time explaining social deviance when it does not correspond to a pre-specified role. For instance, the behavior of someone who adopts the role of bank robber can be predicted - she will rob banks. But if a bank teller simply begins handing out cash to random people, role theory would be unable to explain why (though role conflict could be one possible answer; the teller might have taken the job wanting to be a modern day Robin Hood).

2) Another limitation of role theory is that it does not and cannot explain how role expectations came to be what they are. Role theory has no explanation for why it is expected of male soldiers to cut their hair short, but it could predict with a high degree of accuracy that if someone is a male soldier they will have short hair.

Additionally, role theory does not explain when and how role expectations change.

([http://en.wikibooks.org/wiki/Sociological\\_Theory/Role\\_Theory](http://en.wikibooks.org/wiki/Sociological_Theory/Role_Theory))

**Fig 1.1 Conceptual Framework of the study**



Source: Researcher (2009).

Figure 1.1 is the conceptual framework of this study and it is based on the concept that, the church sponsor has roles to play in the public school management. These roles include; upholding religious traditions, contributing to physical development, nominating the BOG members, contributing in the appointment of heads and recommending suitable Christian religious instructional materials.

The figure indicates that the church sponsors face various challenges while trying to perform these duties. The challenges include; role conflict, role expectation, lack of adequate resources and lack of devotion to work.

These challenges have diverse effects on the schools which include; poor performance, lack of discipline, conflict of interest and poor school management which leads to outcry by stakeholders.

This therefore means that the challenges must be addressed amicably in order to reduce their effects. This will lead to good performance by schools, good discipline and thus good management.

### **1.11: Definitions of Terms**

**Board of Governors (B.O.G)** – this is the body charged with the responsibility of management and administration of public secondary schools as per Education Act of 1968(cap 211)

**Conflict** – refers to disagreement, controversies, clash of interests or incompatibility between two parties such as sponsors and the BOG concerning the management of schools.

**Education Secretary** – refers to the person in charge of education matters in Catholic Diocese(s).

**Management** refers a system of working with individual persons and groups for the purpose of achieving the established goals of an organization.

**Parents Teachers Association (P.T.A)** – this refers to representative of parents and teachers whose main work is to co-ordinate the community in providing financial resources and general development of the school.

**Principal** – an executive officer in charge of the daily management of a school and is the secretary to the school BOG. Principal and head teacher will be used interchangeably.

**Public Secondary School** - this is post primary school which is developed equipped and provided with staff from the public funds by the government, parents and communities.

**Role** - refers to functions and responsibilities of an individual, groups or an organization in a given situation as spelt in the policy document.

**School Administration** – this is the day to day running management of school affairs.

**Sponsor**- this refers to religious organization that founded schools and guides those schools in spiritual matters as per the study.

**Stakeholders** – this refers to those people who are interested/and affected by education.

**Teachers Service Commission (T.S.C)** – refers to a body established in 1967 under the Teachers Service Commission Act (1967) to provide registration of teachers, regulating the teacher profession, canceling registration in case of misconduct and to provide for determination of remuneration of teachers.

**Role Conflict**- is a special form of social conflict that takes place when one is forced to take on two different and incompatible roles at the same time. It occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations.

**Role Expectations**- refer to how an individual ought to behave in a given social position. Other theorists suggested that a role expectation is a characteristic behaviour or expected behaviour, a part to be played or a script for social conduct.

**Naturalistic Design**- refers to the design that employs qualitative research methodology in the environment of the people being studied in order to interact with them and learn from them (Lincoln & Guba).

# CHAPTER TWO

## LITERATURE REVIEW

### 2.0: Introduction

This chapter presents a review of related literature drawn from books, thesis, internet, journals and articles. The available literature is on the structural functionalism theory, the development of education in Kenya, the role of the sponsor in the management of secondary schools in Kenya and the challenges faced by church sponsors in the management of public secondary schools establishes a study gap.

### 2.1: Structural Functionalism Theory

According to this theory formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism which is concerned with the concept of order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place ([www.unc.edu/~kbn/.../structural\\_functionalism.doc](http://www.unc.edu/~kbn/.../structural_functionalism.doc)).

The theory seeks to understand the relationship between the parts and the whole system in an organization and in particular identify how stability is for the most part achieved. Structural functionalism further advocates for an analysis of perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, teachers and the Ministry. However, it is crucial to take into account conflicts of interests and differing value- basis in order to understand the organization (Carr and Capey, 1982).The theory thus appropriately explains some conflicts between the head teachers and church sponsors in the management of public secondary schools in Kenya. The school as a social system has within it a series of

subsystems which include sponsors, teachers, BOG, PTA, students, support staff and the Government. Their interactions should be harmonious for effective achievement of educational goals.

## **2.2: The Development of Education in Kenya**

Following the Africanization policy and the government's guiding philosophy of education that every Kenyan has the inalienable right to basic education, no matter his or her socio-economic status, the government and the church got actively involved in the expansion of education at all levels. The missionaries introduced formal education to the British protectorate as a strategy for spreading Christianity to the indigenous people. They dominated the provision and administration of education throughout the colonial era Eshiwani (1998). They pioneered formal education based on western culture, founded schools wherever they established mission stations as they spread evangelism.

Formal education was introduced by the missionaries at the coast at Rabai, particularly the church missionary society in 1946 .The construction of the Kenya –Uganda railway saw the expansion of missionary schools among the Kikuyu, Meru, Kamba, and Embu of central highlands and the Luo, Kisii, and Luhya communities along the shores of Lake Victoria. Missionaries settled and built the country's best primary and secondary schools in the more hospitable areas and avoided the hostile arid and semi arid regions of Northern Kenya according to Sheffield & Kinyanyui (1974). The education work of the missionaries continued and foreshadowed some of the main dichotomies of education in the twentieth century. This includes health services, urbanization, industrialization and most of all of evangelization. The missionary involvement in the expansion of education aimed at inculcating basic literacy for reading the scripture. However, individualism, competition and eliticism were beginning to emerge. Mission station tended to become 'a power in the land

and not a spiritual power only' as Sheffield (1974) observed but that the general aspects of mission education was to convert.

The first missionary school to be set up in Kenya was at Rabai near Mombasa in 1844 by the Church Missionaries of Kenya (C.M.C) and since then, the establishment and the maintenance of schools has always been considered a priority by the church because these same schools today are still most powerful tools of formation of a whole person. In 1910, the colonial government formed the Education Board, which was to look into matters of education. The catholic missionaries were mainly three, the Holy Ghost fathers whose headquarters were in Zanzibar established station at Mombassa in 1890 and Bura near Voi in 1891 and Nairobi 1899. They later opened stations in Kiambu in 1902, and Kabaa in 1913 .The second catholic missionary group was the Consolata Fathers from Turin in Italy who opened a station at Yutho in Muranga in 1902 and Limuru in Kiambu in the same year.

Lastly, the Mary Hill Fathers entered Kenya from Uganda and established stations at Kisumu, in 1903, Mumias in 1904, Kakamega in 1908, and Nakuru in 1910 in Kisii. They set up other stations at Eregi, Kakamega and Asumbi and Amor in South Nyanza . Of the three catholic missionaries, the Consolata Mission (CCM) was the first group to arrive in Meru in 1911 and established a mission station at Mujwa, later in Igoji and Kithilu in Kerre and Gichaga (1997).

The establishment of an Education Department in 1911 allowed the churches to co-ordinate educational activities. Kerre and Gichaga (1997) explain the contribution of Christian churches on sponsorship of schools.

*Many schools and colleges are sponsored by various church organizations. The role of church sponsors is to ensure that the religious traditions of the founder are maintained. Most church sponsors are represented in the board of governors (BOG) and school committee. Sometimes they are consulted in the*

*appointment of head teacher .Their greatest contribution is to ensure that Christian religious education as a subject (CRE) is properly taught. The sponsor jointly with the ministry of education drafts the CRE syllabus that is used in primary, secondary and teachers training colleges. They also participate in production of resource materials used in teaching syllabuses. In addition they provide pastoral care in such institution (Kerre& Gichaga 1997:37-38).*

The presence of a large number of missionaries who established schools in competition with each other hampered the operations of the Department of Education. The Missionaries and the African independent churches in Kenya ran their schools with little control from the Government as observed by Mutua & Namaswa (1992). Owing to these developments, conflicts emerged between the missionary churches and the government on who had the authority to plan and implement the educational activities in the country.

The conflicts were tabled before the 1919 District Education Ordinance commission that was appointed to advise the government on who had a final say on the Africans' education. It recommended that the missionaries establish schools while the government controls the curriculum. In 1918 an argument based on the dominance of building institution for religious training allowed churches to run most schools. The 1923 Education Board emphasize co-operation between the government and the church. The Catholic Church objected to the grants in –aid on the basis that religion was a primary concern to all according to Sifuna and Otiende (1992).

Christian missionaries played a very important role in the establishment of western education in Kenya. There was a stiff competition amongst the missionary societies which resulted to their establishment of schools in different geographical regions of Kenya. In the course of management of the schools they established, they demanded for control of such schools .This brought about the sponsorship policy where churches were assigned roles in the management

of schools. This, therefore, forms a base for the study where Christian church participation in the management of public secondary schools started during the pre-colonial period.

The Ominde Commission of 1964 was appointed by the government after independence to look into the matters of education. This commission was established to address a number of issues pertaining to education. Some of them were focused on the institutionalized management of the schools. It recommended that the management of all government-maintained secondary schools to be rested on the Board of Governors (B.O.G). It acknowledged the role played by the missionaries in the establishment of schools.

After independence, in 1968 the Education Act was published which put the responsibility of Education in the hands of the minister of Education and instituted various organs to organize and manage education at all levels. The District Education Boards were established generally to superintend the management of public schools and Kenya Institute of Education (KIE) to co-ordinate the training of teachers, conduct research and prepare educational materials for development of education in the Education Act Cap 211 (1968).

### **2.3: Role of Sponsor in Management of Public Secondary Schools in Kenya**

The word 'sponsor' is first used in section 8(1) of the Education Act in relation to schools formerly managed by the church which was transferred to local authority. The local authority was empowered to appoint the former church manager as the sponsor. The education order of 1969 on board of governors, defines 'sponsor' as voluntary body other than government, local authority or any other department which is responsible for the establishment of the school. The physical expansion of formal education in Kenya (primary and secondary) has been as a result of government in partnership with church society's commitment to the

development of Education. It is through partnership of the government and other stakeholders that a remarkable growth is realized in Hussien (1994).

Eshwani (1993) noted that the minister for education cannot promote education without the cooperation of other interest partners including voluntary organization such as religious organization, and the Parents Associations. He urges that the missionaries played a big role in the establishment of educational institutions. The education Act therefore, provides a provision of sponsors' participation in the management of the institutions to according to Eshwani (1993).

Sogomo (2002) observes that in order for the minister to be effective he/she needs to delegate some of his functions to other organizations. The main organization to which the minister delegates the management of education at the institution level is the school Board of governors. The school Board of governors (B.O.G) deals with effective management, implementation of school projects, discipline and recruitment of teachers. Following the increase in the number of teachers in the teaching force, it is evident that a centralized system is not suitable for teacher management. And also the parents have become increasingly aware of the right of their children, their involvement in cost sharing in education services demand participation in school management and on how teachers perform (Sogomo 2002).

According to Hussein (1994) different sponsors of educational institutions, mainly from various faith see their role in the organization as only financing the development of education. Their main roles in the management of these institutions is to maintain their religious tradition through representation in the management committees and board of governors.

The Ominde report (1964) says that it is the ministry's policy to transfer the responsibility of the management of secondary schools to board of governors. The device of the board of governors gives a school a personality of its own and is a means of decentralization of authority in the running of the day to day school activities. This is to avoid delays and the impersonal nature of central government and the regional controls.

The ministry of education handbook (1994) identifies the main functions of board of governors namely; the overall development of the institutions, the day to day management and the employment of non teaching staff. Njoroge (2006) points out the role played by the sponsor especially the Catholic Church whereby he says,

*The sponsor can provide funds for the development of a school e.g. the Catholic Church has done this in marginalized areas where school and hospital have been put up even by religious organizations. The sponsor is also entrusted with the freedom of promoting his religious traditions and faith in the sponsored institutions. This is done through teaching of Christian religious education pastoral programmes and pastoral worship (Njoroge 2006:9).*

Notably, the government alone cannot provide all the educational services required nationally in Kenya due to limited government resources. The church is a contributor in the provision of financial resources on top of spiritual resources according to Bray (1988). To enhance the role of the church as sponsor in the management of schools entails an establishment of a policy that empowers the church sector and a consumer of public service, as a stakeholder in education, a sustainable environment that promotes the investment of the sponsor resources in education as observed by Bishop (1994). Currently, it has been observed that the stakeholders are on the periphery with regard to education policy formulation, planning and management. In Kenya, the full potential of the church is not being fully exploited. Consequently, the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the

church in the provision of education in Aluda (2003). Most sponsors enhance the academic standards through the provision of manpower and material resources according to Kigotho (2007). Apparently, an increase in the involvement of the church as partners in the education sectors may strengthen the capacity of the entire system. Often, this happens when excess demand in marginalized and rural areas is met by the church managed institutions.

Koech commission (1999) observes that, *some sponsors have not contributed financially or morally to the development of the sponsored institutions.* This study agree with recommendation 13-27 of the report that, *“Sponsors be required to take an active role in spiritual, financial and infrastructural development of schools in order to maintain sponsor’s status.”*

The need to appreciate and demand for the church as a partner in education has largely been driven by one trend; - an increase in recognition of its value in education in the provision of its resources that leads to quality education. A gap in literature has however been noted as regards the challenges of the sponsor in the management of public secondary.

#### **2.4: Privatization of Church Sponsored Schools.**

Cheruiyot (2007), on an article “why invest in secondary education’, argues that sponsors capitalize on the failure of public school, the government failure to provide adequate facilities in schools that militate against effective teaching and limited supervisions. Notably, some sponsors have been accused of starting private schools within the public sponsored schools or converting public sponsored schools into private communities and other stakeholders are worried of what has become of the academic giant school.

Weisbrod (1998) enumerates three benefits that are primarily social because society reaps the benefits of individual’s education. As those benefits are external to the individual (not

primarily captured by the person) are external benefits or externalities. Education therefore, reduces corrective and welfare services as observed by wesbrod (1998).

Dr. Kellagan, a keen observer of the Kenyan education system, is quoted on a Sunday Standard Newspaper, 29<sup>th</sup> July ,2007 , as having said that although secondary schools are equal on the basis promises that they prepare students for KCSE , some are more equal than others. However, he says, it is only a structural problem that emanates from categorization of schools is based on resources.

The bulk of the elite public institutions are those that formerly offered; A' level education which have more facilities. Majority of the district schools, many of which were formerly categorized as Harambee schools, since they were built to date are district day school or an extension of primary schools, have no facilities (Sunday Standard Newspaper, 2007).

According to Kigotho (Sunday Standard, 29<sup>th</sup> P16, 2007) observes that the ministry of educations report (2003) on *The Strengthening of Mathematics and Science In Secondary Education* (SMASSE) confirms Kallangans observation, where most small schools do not have science laboratories and if any are just containers without content in Kigotho ( 2007).

The text books are another problem that most students share textbooks which should be used by one. The ratio varies from 1:2 to 1; 27. Small and less developed schools are the hardest hit with the students in day institutions most disadvantaged. An education consultant (2007) contributing on a Sunday Standards 29<sup>th</sup> July on an article, On poor performance in secondary schools, also says that lack of resources and disproportion distribution of teachers have been identified as the greatest impediment to a school 's performance and not necessarily pegged on whether day or boarding. The answer is for the ministry of education

to calculate a unit cost for secondary education and costing cover the core Academic needs of the students (Standards Newspaper, 2007).

The trend where churches are opting to run their schools privately is slowly changing the way high school has been run for decades. With public schools poorly managed, private school will eventually take the deal. Performance being product of good discipline, good management and excellent facilities, private schools will no doubt change the educational scene at high school level. This means the rich will move their children from public sponsored schools to private. Currently, parents from Christian and other faiths are keen to take their children to religious based schools according to cheruyoit (2005).

### **2.5: Land ownership of sponsored public secondary schools**

Many church sponsors have been accused of keeping title deeds for the schools they sponsor. According to Angwenyi (2001) in an article, 'Major Row Hits sponsored schools' on the Standard Newspaper, P.13, 2001 argues that the community alleges to have donated the land and built the schools and therefore, have the right to keep their schools' title deed. However, he affirms that most sponsored schools are built on lands donated by communities and churches in Angwenyi (2001). According to Kigotho (2006, the controversy surrounding some schools in Rift valley province where three sponsored public secondary school, have been converted to private, has triggered others to follow suit. Churches now want schools that were staffed by all government- paid teachers to be their domain as observed by Kigotho (2006). A point to note in the forgone session is that it deals with the role of the sponsor in school management but not on its impact on management of the school.

## 2.6: Appointment of Heads Based on Faith

According to the Kenya Episcopal conference (KEC, 2000) at the launch of The Catholic Education Policy, noted that sponsored schools are open to all learners of every religion but the sponsor has special duty towards their doctrine. Children who attend the school for education must be assisted to establish good study habits and keep either the ethos of the school recognizing that discipline grows out of the moral values, ideas and belief of the church. The learners therefore, are expected to respect Christian moral principles and be open to value the education given at the school (KEC, 2000).

The government is accused of posting head-teachers that do not profess the faith of the sponsor to sponsored schools. According to Stanford (2007), on *An Independent Online Edition On schools*, articulates that there is logic in sponsor refusing to have principals who are not of their faith heading sponsored institutions, for fears that the ethos will be diluted.

However, he argues that it is also hard to define a true practicing faithful of a church. Apparently, some are converted because they are eyeing a vacant position in a school (Stanford, 2007). Macharia (2007), argues that the missionaries were interested in education and regarded teaching as a calling, today, teachers put their interest first at the expense of students. Most head teachers and B.O.G members conduct personal business contrary to the Education Act. This has actually led parents to remember with fondness the reigns of the missionary heads, when they headed their schools. Apparently once a school loses its popularity, it is difficult to put it back on track, Parents lose confidence and the enrolment goes down only buildings remains (Macharia, 2007).

## **2.7: The Role of Board of Governors for Effective school Management**

The major role of a school board in accordance with the provision of Education Act Cap 211 is to ensure effective and accountable use of resources in the provision of education in public or private schools. Typically, when this major role is expanded the following components are inclusive:

- ✓ The governing board should ensure that the school is run to provide educational services in accordance with the provision of relevant educational laws and regulations that may be in existence or may come to existence from time to time.
- ✓ Holding regular meetings on schedule set by policy to discuss the dispatch of the school's businesses.
- ✓ The governing body causes the school annual budget to be prepared, approved and submitted to the appropriate education authority for the provision of government grants in the operations of the school in the ensuing year.
- ✓ It ensures that all school funds are properly managed and accounted for by the school head.
- ✓ The board causes the school administration to submit to relevant authorities such information returns and audited accounts as may be required by such authorities from time to time.
- ✓ It holds the head of the institution responsible for the effective operation of the school and for the provision of information to the board to enable it to be current and make informed decision on the school.
- ✓ The board is responsible for the provision of educational facilities. When necessary the board can exercise its powers to acquire sites for school facilities. In addition to

- providing school facilities inform of sites and buildings, boards also must provide the day-to-day operational materials required for an educational programme.
- ✓ It is responsible for sourcing and management of school finance which includes receiving all fees, grants, donations and any other income to the school. The board is required to prepare, approve and implement both the recurrent and development budget of the school.
  - ✓ It should also organize, direct, supervise and monitor approved projects and programmes of the school.
  - ✓ It should regulate the admission of students subject to the general direction of the Education Secretary in the MOE.
  - ✓ It is responsible of reviewing discipline cases of students and making recommendations on actions to be taken by the Education secretary (in MOE) incase of serious disciplinary problems.
  - ✓ Hires and fires members of support staff in accordance with their terms and conditions of service.
  - ✓ Handles teachers' discipline cases in accordance with TSC code of regulations.
  - ✓ The board is responsible of recruiting, selecting and interviewing of teachers for employment by the TSC.
  - ✓ The board shall entrust to the head of the school full responsibility of the day-to-day running of the school.
  - ✓ The board shall be the custodian of all school property.

## **2.8: Summary**

From the foregoing review of literature related to role conflicts between the church sponsors and BOG posing challenge on the sponsor on the management of public secondary school, the following gaps are evident. No specific reference was made to Kibwezi districts, implying that no study of a similar nature has ever been done in the area. This study hence addressed the case of Kibwezi district.

In other cases such as the TIQET (1999) the rising conflicts in schools and the changing nature of sponsorship were identified but did not explore the factor fueling the conflicts and what could be done to limit the undesirable effects of church sponsors on management of schools. This study addressed effects of conflicts in schools and the changing nature of sponsorship. The study also analyzed the functional relationship between the church sponsors and BOG.

In an attempt to fill these gaps the study sought to determine the challenges facing church sponsor in the management of public secondary school in Kibwezi district, the aspects of school management that may have created room for role conflict between the two, how the role conflict impacted on the management of schools and solutions to the problem by seeking views from diverse category of respondents (principals, BOG chairpersons, sponsors' representatives in boards and DEO).

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1: Introduction

The chapter describes the study design and methodology that was used in the study. It includes the location of study, the study design. This section discusses the research methodology, the location of the study and research design, target population, the sample size and sampling techniques, the research instruments, validity and reliability of the instrument, data collection procedures and data analysis.

#### 3.2: Location of the Study

The study was conducted in Kibwezi District of Eastern Province. The district is divided into three administrative divisions namely; Makindu, Kibwezi and Mtito Andei divisions. These divisions have a total of 15 locations. The district has 58 public secondary schools 30 of which are church sponsored.

##### 3.2.1 Research Design

The study employed descriptive and naturalistic design. The goal of naturalistic study is to understand the phenomena being observed as they naturally occur in the field. The descriptive design is appropriate for it is fact finding in the capacity of establishing the truth. Neuman (2000) infers that descriptive research has the capacity to describe the present status of a phenomenon, determining the nature of the prevailing conditions, practices, attitudes and seeking accurate descriptions of activities. It therefore enabled the researcher to collect diverse data from principals, Education secretary/sponsors' representatives, BOG chairpersons and the Education Officers to provide information about the aspects of schools

sponsorship management that could be of interest to education stakeholders. Use of questionnaires was fit for this design.

### **3.3: Target Population**

#### **3.3.1 Schools**

The target population for this study was all the 30 public church sponsored secondary schools in Kibwezi District.

#### **3.3.2 Respondents**

The respondents of this study were the head teachers of schools, all education secretaries of the church sponsored schools, Education Officers in the DEO's office.

### **3.4: Sample and Sampling procedures.**

A sample size of 15 (50%) of church sponsored schools was randomly selected for the study. Gay (1992) observes that for survey research design a sample size of at least 20% for a small population is a good representation. It is on this strength that the researcher obtained the 15 schools.

#### **3.4.1 Schools**

Stratified random sampling was used to select the church sponsored schools which were categorized as mixed, single sex, Day, Boarding and Day and Boarding schools. This was to ensure that schools from each category were represented in the study (Orodho 2005). Table 3.1 explains the sample.

**Table 3.1: Sample Distributions Across School Sponsor**

(N= 67)

<i>Respondents</i>				
<b>Schools Sponsored By</b>	<b>Principals</b>	<b>Chairpersons</b>	<b>Education Secretaries</b>	<b>Schools sampled</b>
AIC	13	13	1	6
Catholic	12	12	1	6
ACK	5	5	1	3
<b>Total</b>	<b>30</b>	<b>30</b>	<b>3</b>	<b>15</b>

Source: DEO's office, Kibwezi District, District Statistics (2008).

The researcher used stratified random sampling to come up with the sample size. The African Inland Church (AIC) and the Catholic sponsored schools had each a sample of 6 schools and Anglican Church of Kenya (ACK) had the minority of three schools.

### **3.4.2 Respondents**

#### **(a) Principals and BOG Chairpersons**

The principals and BOG chairpersons of 15 randomly selected schools, were selected for the study as they were directly involved in management of schools.

#### **(b) Education Secretary /Sponsor's Representative**

All these were selected for the study as they are in charge of education matters in their areas of jurisdiction.

#### **(c) Education Administrators**

The Education Administrators in the district were all picked for the study as they represented the Ministry of Education.

## **3.5: Research Instruments**

This study used the following research instruments;

- (a) Questionnaires for head teachers, Education Secretary, sponsors' representatives and BOG chairpersons.
- (b) Interview schedule for the Education Officers in the DEO's office.

### **3.5.1 Sponsors' Representatives Questionnaires.**

The sponsors' representatives' questionnaires were suitable in providing data about the views of the church sponsors on the challenges they faced in the management of secondary schools in Kibwezi District. The questionnaires were both open-ended and closed-ended. Details of the Education Secretary / Sponsors' representative's questionnaires are shown in Appendix (ii).

### **3.5.2 BOG Chairpersons' Questionnaires.**

The BOG Chairpersons' questionnaires enabled the researcher to collect data from BOG chairpersons on their role expectations of the church sponsor and the areas of conflict between the latter and the School Managers (BOG). The researcher used the BOG chairperson's questionnaire since they were relatively easy to construct and cost-effective to administer (Mugenda and Mugenda 1999). They provided the researcher with a relatively easy accumulation of objective data.

The BOG chairperson's questionnaire was divided into two parts.

Part 1 solicited for relevant demographic data of the BOG chairpersons while Part 2 solicited for their views about the challenges facing the church sponsors in the management of

secondary schools in Kibwezi District. Details of the BOG chairpersons' questionnaire are presented in Appendix (iii).

### **3.5.3 Head Teachers' Questionnaires.**

The researcher used the Principals' questionnaire because, according to Mugenda and Mugenda (1999), questionnaires are relatively easy to construct and cost-effective to administer. They provided the researcher with a relatively easy accumulation of objective data and endeared themselves well to the descriptive research design that was adopted for this study. The Principals' questionnaire was both open-ended and closed-ended. Details of the principals' questionnaire are indicated in Appendix (IV). The open-ended questionnaires sought information of schools they (head teachers) head. While the closed-ended questionnaires sought data on the role expectations of the church sponsor in the school.

### **3.5.4 District Education Officer's (DEO) Interview Schedule.**

The DEO's interview schedule was an open-ended guide to enables the researcher not only to probe for in-depth data as it did not restrict the respondent but also gathered a larger body of data (Kothari 2004). It sought to get data on role expectations of the sponsor by the school manager (BOG) and vice versa. It also provided information on their substantive positions and work experience. The researcher was able to seek for immediate clarification of answers from the respondents and cover all dimensions of investigation. Details of the DEO's Interview Schedule are shown in Appendix (V).

### **3.6: Piloting of the Research Instruments**

The researcher carried out pilot study before the actual administration of the instruments. Pilot study was done to test the reliability and validity of the instruments. Mulusa (1990) states that the aim of a pilot study is to assess the clarity of the wordings of the questions in the instruments so that items that fail to meet the anticipated data can be discarded or modified. Therefore in piloting the researcher was able to know which modifications could be done to the instruments. Since piloting did not need a big sample, the researcher randomly selected three schools whose head teachers and BOG chairpersons completed the questionnaires. The Education Officers and Education secretary/sponsors' representatives were not included in the piloting since they were too few to be piloted

#### **3.6.1 Validity of the Instrument**

It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure. The study used content validity which is the degree to which the content of a given test are related to the traits for which it is to measure according to Best and Khan (2004). Contents validity of the instruments was established through consultations with the supervisor who was a professional and an expert in the area of study. Items found not adequate for measuring the validity were modified to improve the quality of the research instruments. For instance, for the interview guide of the Education Officers the first question was modified to read: "*What is your substantive position?*" Also on the same interview guide question three was modified to read: "*How long have served in your Substantive Position?*" Pre-test was also done to determine the accuracy, clarity and suitability of the instruments. The supervisor then critically examined the questionnaire items to determine whether they

represented the effects that were being measured. Once the items were ascertained to be valid, the researcher administered them in the actual study.

### 3.6.2 Reliability of the Research Instruments.

Psacharopoulous (1985) points out that the devices used for measuring, such as achievement test, must be applied consistently to ensure that the results are repeated and errors are kept at minimum. To establish the reliability of the questionnaires, pre-testing was done through pilot study which was carried out on four church-sponsored schools in the district. The reliability of the items was based on estimation of the variability of the head teachers, BOG chairpersons responding to the items. The reliability coefficient was determined by the test-retest technique also referred to as co-efficient of stability. After two weeks the same questionnaires were administered to the same sample. Pearson Product Moment formula for test re-test was used to compute the correlation co-efficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the questionnaires were administered. The Pearson Product Moment Formula used was as follows:

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2]} \sqrt{[n\sum y^2 - (\sum y)^2]}}$$

Where:

r = Coefficient of Correlation

n = number of paired observations

$\sum xy$  = summation of individual products of values x and y

$\sum x$  = summation of x variable

$\sum y$  = summation of y variable

$(\sum x)^2$  = the x variable is squared and the summed

$(\sum y)^2$  = the y variable is squared and then summed

Orodho (2004) recommends an r of at least 0.8 or above

A Coefficient of 0.85 was obtained. The instruments were considered reliable and were used for the actual study.

Coefficient alpha is an internal consistency index designed for use with tests containing items that have no right answer. Formula used to obtain the coefficient alpha was follows;

$$\text{Alpha} = \frac{NP}{[1 + P(N-1)]}$$

Where P = Mean Inter item Correlation

N= the number of items.

Similarly, an coefficient alpha of 0.849 was obtained.

### **3.7: Data Collection Procedures**

The methods used to collect data for the study included questionnaires and interview schedules. A research permit was obtained from the office of the president .The District Commissioner (DC) and the District Education Officer (D.E.O) Kibwezi were contacted for clearance before the commencement of the study. The researcher visited all the 15 selected schools personally and administered the questionnaires for pilot and the main study. The respondent were given a period of one week to respond after which the questionnaires were collected by the researcher.

### **3.8: Data Analysis**

The analysis of the collected data began with editing and examination of the returned questionnaires to identify any items that were poorly or wrongly responded to. The data was coded appropriately, categorized into themes or topics and processed using statistical package for social sciences (SPSS). The study used descriptive statistics to analyse data collected. Analysis of the data was accomplished by use of frequencies, percentages and tabulating them appropriately. This was followed by drawing of inferences which formed basis of the research findings.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1: Introduction**

This chapter presents the findings of the study on challenges facing sponsors in the management of public secondary schools in Kibwezi District, Eastern Province, Kenya. The study targeted head teachers, sponsors, Education Officers and BOG Chairpersons of sponsored schools. The demographic information of the respondents who participated in the study is presented first. The findings are presented following the research questions. Each research question is dealt with considering different questionnaire items, the interview guide and the observation guide gave relevant data.

#### **4.2: Demographic Profile of Respondents**

The demographic information of interest to the study was; highest qualification, work experience, teacher sponsorship and type of sponsor of school.

##### **4.2.1 Academic Qualification of BOGs**

The study sought information on the highest qualification of the BOGs. Academic qualifications of the BOG chair persons was sought in this study as it was in the knowledge of the researcher that it would have a direct implication on how individual chair persons would handle issues relating to the challenges facing church sponsors on the management of public secondary schools .

**Table 4.1: Academic Qualification of Board of Governors Members.****N=15**

<i>Academic</i>		
<i>Qualification</i>	<i>n</i>	<i>%</i>
KJSE	2	13.3
KCE	3	20
Diploma	3	20
Degree	7	46.7
Total	15	100

The study revealed that half of 7(46.7%) of the BOG chair persons had degree certificates as their highest qualification. Three (20%) indicated that they had KCE certificate as their highest qualifications. This showed that these chairpersons had at least the minimum academic qualifications recommended by MOE&ST (2000) that BOG members should have attained at least Form Four level of education. On the other hand, however, 2 (13% ) of the BOG chairpersons had only KJSE certificates which were obtained at Form two, implying that they had not attained the minimum academic qualification to be BOG members, leave alone being the chairpersons of the BOG. Three (20%) of the BOG chair persons had Diploma certificates.

#### 4.2.2 Work Experience of BOG Members

The study was further interested in finding out the work experience of the BOGs. The findings are presented in table 4.2.

**Table 4.2: Work Experience of BOG Members**

<i>Years</i>	<i>Experience as BOG chairman</i>		<i>Experience as BOG chairman in current school</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
0-5 years	10	66.7	12	80
6-10 years	3	20	1	6.7
Over 10 years	2	13.3	2	13.3
<b>Total</b>	<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>

According to table 4.2, on average, most 10(66.7%) of the chair persons had served as BOG chairpersons for a period of 0-5 years and only 3 (20%) had served for a period between 6-10 years. Two (13.3%) of the BOG members had served for over ten years as chairpersons. Concerning service in the current institution, the majority (80%) had served for a period of 0-5 years and 3(20%) had served for a period between 6-10 years. Two (13.3%) had served in the current schools for more than 10 years. This implied that most BOG chairpersons were new in schools and so may not have understood the management issues of the schools.

### 4.2.3 Substantive Positions of Education Administrators.

The study further sought to find out the official designation of the officers in the DEO's Office. Data on the same were collected, analyzed and presented in Table 4.3 below.

**Table 4.3: Education Administrators on Their Substantive Position.**

	n	%
Area Education Officer (AEO)	2	60.0
District Education Officer (DEO)	1	20.0
Quality Assurance and Standards officer (QASO)	1	20.0
Total	4	100.0

From table 4.3, the majority 2(60%) of the respondents indicated that their official designation in the DEO's office was Area Education Officers (AEOs). There was only one officer in charge of Quality Assurance and Standards in that office. This information shed light on the Substantive Positions of the officers in the District Education Office.

### 4.2.4 Experience of Education Administrators Officers.

The researcher sought to find out the work experience of the officers in the DEO's office. The findings are presented in table 4.4

**Table 4.4: Work Experience of Education Administrators.**

<i>Experience</i>	<i>n</i>	<i>%</i>
0-5 years	2	60
6-10 years	1	20
11-15 years	1	20
Total	4	100

From table 4.4 it can be deduced that, 2(60%) of the officers had been in office for a period of between 0 - 5 years. However, 1(20%) had been in office between 6-10 and 11- 15 years respectively. This implied that those who had been in office for a longer period of time may have had a wealth of experience on how to handle challenges brought to them in the office.

#### **4.2.5 Education Level of Sponsor Representatives**

The study sought information of the level of education of representatives of the sponsors.

The findings indicated that the majority 2(66.7%) of the respondents had secondary education as their highest academic qualification while one was a graduate. This implied that all had attained the minimum recommended academic qualification for one to become a BOG member. This was a strength which needed to be capitalized.

#### **4.3: Role Expectation of Sponsor and School Management (BOG)**

The study sought to establish whether the sponsors and the BOGs were aware of their roles in schools. Data on the same were presented in table 4.5 below.

**Table 4.5: Sponsor's & BOG's views of sponsor's Expected Role.**

<i>Role</i>	<i>Sponsors</i>		<i>BOGS</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Provision of land	2	13.3	2	13.3
Provision of worshipping facilities	15	100	2	13.3
Arranging for fundraising	15	100	15	100
Giving the school a name	2	13.3	14	93.3

From table 4.5 it can be said that all the sponsors were of the view that their role was to provide worship facilities in schools and to organize fundraising. A small number 2(13.3%) however, felt that they should provide land and the name of the school respectively.

The majority of the school management members on the other hand (which is represented by the BOG) supported the view that sponsors should arrange for fundraising. According to sizeable number, 14(93.3%) of the respondents (BOG), the sponsors waited for the community to start schools and they were only active in giving names to the schools they were supposedly sponsoring. This type of sponsorship may be termed as tertiary as classified by (ROK 1999). Under such sponsorship, the sponsors came in after schools had been built and they never contributed to any physical development or to tangible up-keep of the school. A small number of 2(13.3%) were of the view that the sponsor should provide land and worshipping facilities respectively. ROK (1999) recommends that sponsors be required to take active role in spiritual, financial and infrastructural development in order to maintain the sponsor status.

### **4.3.1 Other Roles of the Sponsor in Schools**

The study was interested in knowing other roles undertaken by the church in schools. The programme of interest to the study was Pastoral Programme Instruction. A question was asked on whether churches sponsored Pastoral Programme Instruction in schools. Majority (60%) of the head teachers felt that the sponsors supported Pastoral Programme Instruction in schools. Only a minority (40%) felt that the sponsor did not support Pastoral Programme Instruction. One of the core roles of the sponsor according to the Education Act was to; uphold religious traditions of the sponsor in the school by ensuring that religious instructions were given by the latter in conformity with the syllabus prepared or approved under regulations made in section 19 of the Act.

### **4.3.2 Financing Pastoral Programme Instruction**

The study also sought to find out whether the church sponsor asked for the finances for running the Pastoral Programme Instruction from the schools. The majority 10 (66.7%) of respondents said that the church sponsor did not ask for funds to run Pastoral Programme Instruction from the schools. A sizeable number 5(33.3%) however said that the church sponsor asked for funds from schools.

### **4.3.3 Qualification of Religious Instructors**

The study further sought information on the average level of training of the religious instructors in schools. Data are as presented in Table 4.6 below.

**Table 4.6: Level of Training of Religious Instructors**

<i>Level of Education</i>	<i>n</i>	<i>%</i>
Certificate	3	20
Diploma	8	53.3
Degree	4	26.7
Total	15	100

From the table 4.6 majority (53.3%) of religious instructors were Diploma holders while a few 4(26.7%) were graduates, another very few 3 (20%) were certificate holders. This implied that those few who were graduates were knowledgeable and experienced in current issues affecting students hence they proved effective pastoral teachers.

#### **4.3.4 The Role of the Church Sponsor in Pastoral Counseling**

The study wanted to establish if the church-sponsor assisted in pastoral counseling. Most 14(86.6%) of the church sponsors assisted in pastoral counseling while only 1(6.7%) felt that the church sponsor did not assist in pastoral counseling. This service impacted positively on the spiritual well being of the students hence boosted in maintaining high standards of discipline.

#### **4.3.5 Frequency of Assistance**

A follow up question was asked on how often the church sponsor assisted in pastoral counseling. The findings were that the majority 10(66.7%) of the church sponsors assisted with pastoral counseling at least on a weekly basis. Only 5(33.3%) assisted the schools on a monthly basis. It is important to note that those schools where sponsors were frequent in pastoral counseling discipline of the students was of high standards hence management of the school was easy.

### 4.3.6 Evaluation of Pastoral Programmes

The study was interested in establishing ways in which the church evaluated the Pastoral Programme Instruction Programmes. A question was posed to the sponsors on how they evaluated the programmes. The findings are summarized in table 4.7

**Table 4.7: Evaluation of Pastoral Programme Instruction (N=3)**

	<i>n</i>	%
Interviewing catechism students	1	33.3
Reports from education secretary	1	33.3
Behavior change by students	1	33.3

Table 4.7 indicates that evaluation of Pastoral Programme Instruction was done by observing behaviour change among students 1(33.3%). Other methods included interviewing catechism students and reading reports from the Education Office.

### 4.3.7 Financing the Schools

The researcher further asked the head teachers if the sponsors financed the schools. The findings indicated that the majority 9(60%) of the head teachers were of the idea that sponsors did not finance the schools. Only 6(40%) accepted that the sponsors financed schools. This situation in the Kibwezi District concurs with ROK (1999) view that in practice, sponsors are changing in their nature. According to the report, sponsors were no longer providing finances and physical facilities to schools as expected. As such the sponsors seemed to be losing relevance as they tried to control schools thus creating conflicts between the BOGS and head teachers. If the sponsor were to remain, then their roles in the schools need to be re-defined.

### 4.3.8 Interval of Sponsoring

The study was interested in knowing how often the sponsor financed the schools. The findings were that the head teachers who accepted that sponsors financed schools (but on yearly basis) were the majority 4(26.7%) while 2(13.3%) were of the idea that sponsoring came monthly. The rest 9(60%) indicated that the sponsor did not finance their schools at all.

### 4.3.9 Use of the Funds from Sponsors

A follow up question was asked on what the head teachers used the funds from sponsors for. The findings are presented in table 4.8

**Table 4.8: Use of Funds From Sponsors**

	<i>n</i>	%
Foodstuffs	3	50.00
Human resource	1	16.67
Material resources	2	33.33
<b>Total</b>	<b>6</b>	

Table 4.8 indicates that the funds from the sponsors were used in providing foodstuffs 3(50%), providing physical facilities 2(33.33%) and providing human resource (16.67%). An interview with one of the sponsors revealed that some of the funds were used to educate the needy students.

## 4.4: Types, Causes and ways of resolving Conflicts Between the Church Sponsor and the BOG

The study in this research question sought information on types of conflicts between the church sponsor and the school management. Two questions were posed to the head teachers

to indicate the nature of relationship between the two and the possible areas of conflicts. Analyzed data from the field on the nature of relationship was clear that the relationship between the church sponsor and the other stakeholders was harmonious. This implied that when these two parties had problems they would amicably solve them.

#### 4.4.1 Occurrences of Conflicts Between Sponsors and BOGs in the Management Schools.

Various responses were given to this item and the findings are presented in table 4.9

**Table 4.9: Occurrences of Conflicts Between Sponsors and BOGs in the Management of Schools.**

	<i>No conflict</i>		<i>Rare</i>		<i>Common</i>		<i>Very Common</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<b>BOG chairpersons</b>	8	53.4	2	13.3	2	13.3	3	20
<b>Head teachers</b>	–	–	1	6.7	–	–	14	93.3
<b>Church sponsors</b>	10	66.7	2	13.3	1	6.7	2	13.3

The study sought to find out on the frequency of occurrences of conflicts between the sponsor and the BOGs in the management of schools and the findings were 8(53%) of the BOG chairpersons indicated that the sponsors and the BOGs worked in harmony .While only 3(20%) of them indicated that conflicts between sponsors and BOGs in the management of schools were very common.

Sponsors representatives seemed to concur with the BOGs chairpersons as (67%) of them indicated that the sponsors and the BOGs worked harmoniously in the management of schools. However, (93%) of the head teachers indicated that conflicts between BOGs and the sponsors in the management of schools were very common.

Table 4.9 revealed that head teachers strongly agreed that there were conflicts between the sponsors and the BOGs chairpersons in the management of schools while the sponsor representatives and the BOG chair persons tended to refute it. This difference in opinion was probably due to the differences in the understanding of conflicts or maybe the head teachers were expressing their dislike of the presence of the sponsors in the schools. It would also be that the BOG and the sponsors wanted to hide the differences.

#### **4.4.2 The Role of the Sponsor as Established in the Education Act**

A follow up question was asked on whether the role of the church sponsor was clearly established in the Education Act. This was done with an intention of establishing if the church sponsor was aware of its boundaries as far as school management was concerned.

The findings were that majority, 3(60%) of the respondents, felt that the role of church sponsor was not clearly established in the Education Act while a few 2(40%) felt that it was clearly established. This explains one of the sources of conflict between the church sponsor and the other stakeholders.

#### **4.4.3 Types of Conflict Between the Sponsors and BOGs in the Management of Public Schools.**

The study was interested in finding out the area of conflict between the church sponsor and the school management. The findings indicate that the majority 9(60%) of head teachers felt that the sponsors claimed a greater role in the school management. This is another source of conflict between the school management and the church sponsors. An interview with one of the head teachers revealed that the church sponsors were given a say when it came to appointment of head teachers and BOG chairpersons. It was this right that drove the church

sponsor to claim a greater role in the school management. Whereas it is the ministry's responsibility to appoint school head teachers in consultation with the sponsors, the latter want to take the entire role and decide who should head which school (Mutunga 2005). This is what has caused conflicts between the sponsors and the BOGs.

#### 4.4.4 Roles Assumed by the Church Sponsors

Data were collected from head teachers and analyzed. The findings indicated that majority 7(46.7%) of the church sponsors felt that the church sponsor managed the finances of the schools, 4 (26.7%) were of the opinion that over claiming of their roles was experienced during the deployment of teachers and a minority of 2(13.3%) claimed that the church sponsors overstepped in their desire to control the discipline of students and teachers.

#### 4.4.5 Roles of Sponsors According to the Education Act

The study was interested in finding out from the sponsors their roles as spelt out by the Education Act. This was in the interest of recommending a role boundary between the sponsors and school managers in an effort to eliminate the conflicts. The findings are presented in table 4.10.

**Table 4.10: The Role of the Church Sponsor According to the Education Act**

<i>Roles</i>	<i>n</i>	<i>%</i>
Providing pastoral care	3	100
Preparation religious syllabus	3	100
Counseling of Teachers and students	2	66.7
Advisory and Approval of visits	1	33.3
Arbitrating between warring parties	1	33.3

Table 4.10 clearly indicates that the Education Act provided the roles of the church sponsor which included; providing pastoral care 3(100%), counseling of students and teachers and advising/approving visits each at 2(66.7%), preparing the CRE syllabus 2(66.7%), arbitrating between warring parties each at 1(33.3%) and advising and approving of visits at (33.3%) respectively.

#### **4.4.6 Adequacy of Church Sponsor Roles**

A follow up question was asked to the DEO whether the roles assigned to the church sponsors are adequate. The findings indicated that the Education Officers in the DEO's office felt that the roles assigned to the church sponsor as far as school management was concerned are enough.

An interview with the sponsors indicated that they were comfortable with these roles especially they claimed to be involved fully in the school management in terms of guidance and counseling and Pastoral care. An important thing to note here is that there were no conflicts emanating from pastoral work in the schools. This was probably because there was no role conflict between the sponsor and head teachers.

#### **4.5: Causes of Conflict**

The researcher was interested in establishing the causes of conflict between the church sponsor and the school management. The findings indicated that the major cause of conflict in sponsored secondary schools was inability of BOG to manage schools and lack of consultation between the school management and the church sponsor. However one of the sponsors felt that lack of preservation of the church traditions in schools was also a cause of conflict. An interview with the DEO revealed that sponsors continuously financed schools to retain one of the sponsors' roles.

Other causes of conflict as already indicated by the study included; church sponsors demanding a greater role in school management and church sponsors demanding to choose head teachers for schools. The head teachers felt uncomfortable with this role being undertaken by the sponsor. To them they were like serving two masters: the TSC and the sponsor.

#### **4.6: Ways of Resolving the Conflicts**

The study wanted to establish ways in which the above causes of conflict could be resolved for easy management of public sponsored secondary schools. The findings indicated that the DEO recognized that the most effective way of resolving the conflicts in schools was by having maximum consultation between the school managers and the church sponsors. A sizeable number of other officers in the DEO's office felt that the head teachers should be encouraged to manage schools well. This could be done by in-servicing school head teachers on management. Posting competent head teachers to schools could also be a solution to these conflicts. The sponsor should, may be sensitized to stick to their roles without overstepping. This is an indication that the roles of the church sponsor in the Education Act should be revised and clearly spelt out in order to avoid conflicts.

##### **4.6.1 Other Methods of Resolving the Conflicts.**

The researcher was interested in other methods of resolving conflict between the church sponsor and other stakeholders. Issues of interest were raised with the BOGs and their views sought. The views are reported in table 4.11

**Table 4.11: School Manager's ( BOG's) views of Other Methods of Resolving Conflicts**

<i>Other methods of Resolving Conflicts</i>	<i>Yes</i>	<i>No</i>
Allowing sponsors to check on student discipline	8 (53.3%)	3(33.3%)
Give sponsor great say in appointing head	11(73.3%)	1 (6.7%)
Give sponsor great say in appointing BOG chairmen	12(80%)	2 (13.3%)
Give sponsor great say in appointing deputy head teacher	2 (13.3%)	11 (73.3%)
Allow sponsor to continue sponsoring schools	11(73.3%)	1 (6.7%)
Sponsors to audit school finances	1 (6.7%)	10 (66.7%)
Review Acts governing secondary school management	11 (73.3%)	1 (6.7%)
Sponsor to share in supervision	1 (6.7%)	11 (73.3%)
Culprits from both sides to be tackled legally	5 (33.3%)	5 (33.3%)
Sponsor to demote principals in the result of misappropriation of funds	3 (20%)	12 (80%)

From table 4.11 it can be seen that, School managers were of the view that conflict in schools can be reduced by allowing the sponsor a greater say in the appointment of the BOG chairpersons 12 (80%), giving the sponsors a greater say in appointing the heads, allowing the sponsor to continue sponsoring the schools and the government the sponsors to revising Act governing secondary school management all at 11 (73.3%) respectively. A sizeable percentage of BOG 8(53.3%) of the BOGs felt that the sponsors should be allowed to check the discipline of the students.

On the other hand, according to 12(80%) of the BOGs, the sponsors should never demote principals on grounds of financial misappropriation. They should not have a greater say in the appointment of the deputy head teacher, should not audit school finances and share in supervision as indicated above. This implies that when they (sponsor) do so they are overstepping their mandate and so they should stick to their roles only.

#### 4.7: Challenges Facing the Church School Sponsor

The researcher was interested in finding out the challenges facing the church school sponsors in their endeavor to manage public secondary schools. The findings are presented in Table 4.12.

**Table 4.12: Challenges Facing Church School Sponsors**

(N=3)

<i>Challenge</i>	<i>n</i>	<i>%</i>
Unclear roles	3	100
Lack of consultation	2	66.7
Low level of education of sponsor representatives	3	100
Conflict of interest between the school managers and the church sponsors	2	66.7
Political appointment of heads	1	33.3
Inadequate resources	3	100

Table 4.12, revealed that the church sponsors are faced with various challenges.

All of the 3(100%) acknowledged that church sponsor roles in schools were unclear. The Education Act did not clearly define the boundaries within which the church sponsor should operate. The low level of education of sponsor representatives in schools was another major challenge 3(100%). As had already been indicated, most of the church sponsor representatives had been to school up to Form Four.

These representatives may not understand and contribute adequately towards good school management.

All the sponsor representatives 3(100%) explained that inadequate resources were among the challenges faced. These included time for reviewing development programmes, human resources like trained teachers for teaching Pastoral Programme Instruction and facilities to promote church traditions in schools.

Lack of consultation was another challenge faced by the church sponsors (66.7%). The school head teachers and the MOE carried out most of the projects without fully consulting the church sponsor. Apart from causing conflict between the two it also made it difficult for the church sponsor to fully participate in development programmes. One of the sponsors pointed out that:

***“The school administrations do not consult us when they initiate projects and that is why we have left everything to them. No wonder the school buildings are dilapidated.”***

Conflict of interest between the church sponsor and the school managers was another challenge. Schools had several projects to be undertaken but which one should come first was a matter of school priority. Another minor but important challenge that needed to be addressed was the political appointment of head teachers (33%) of the respondents. As already established by the study the church sponsor claimed a greater role in the appointment of heads. This was supported by majority (73%) of the Education officers in the DEO's office who felt that allowing them this role would go a long way in reducing conflict between the church sponsor and the school managers. An interview with one of the sponsors revealed that, sometimes they had to deal with head teachers who were not committed Christians and had no interest of the school at heart.

The study already revealed that it was not a must for the head to be of the same faith as the sponsor but at least he or she should be a committed Christian.

#### 4.7.1 Effects of the challenges on school management

The study was further interested in establishing the effect of these challenges on the school management. The findings are presented in Table 4.13

**Table 4.13: Effects of the Challenges on School Management**

(N=15)

<i>Effects</i>	<i>n</i>	<i>%</i>
Wasting of Time	12	80
Interference in school Administration	15	100
Poor performance	10	66.7
Uncommitted and divided staff	6	40
Lack of development in schools	13	86.7

Table 4.13 clearly shows that the challenges facing the church sponsors had devastating effects on the school. The majority (100%) of the respondents felt that such challenges caused interference in administration. Another majority, 13 (86.7%) were of the idea that in schools where sponsors faced these challenges there was no development. All the projects in most cases were stalled. Time wastage was cited as another effect, 12(80%) of the challenges. A lot of time and other resources were wasted on meetings that yielded no fruits. It is unfortunate that, some of these challenges ended up in court at the expense of the school. A sizeable number, 10(66.7%) of respondents felt that, poor performance in national examinations was a characteristic of schools that faced these challenges. As the findings showed the staff 6(40%) became divided and their focus and energy was on whom they could support rather than teaching.

A very serious scenario cropped up when the students become involved and in most cases we hear of strikes and all forms of indiscipline rather than good performance.

#### **4.8: Suggestions on How to Improve Church Sponsor and School Management Relationship.**

The study sought suggestions on how to improve the relationship between the sponsor and BOG school in order to improve school administration. The findings are presented in Table 4.14.

**Table 4.14: BOGs Suggestions on How to Improve Church Sponsor and School Management Relationship (N=15)**

<i>Ways of Improving Church Sponsors &amp; School Management Relationship</i>	<i>N</i>	<i>%</i>
Sponsor to have a greater say in appointment of heads	14	93.3
Sponsor to have a greater say in appointment of BOG chairmen	15	100
The MOE and church sponsor to revise the Education Act concerning the roles of the two	13	86.7
Church sponsors to appoint learned representatives to BOGs	11	73.3
MOE to supplement BOGs in provision and maintenance of facilities	11	73.3
Culprits from both sides to be prosecuted legally	9	60

From table 4.14 it can be seen that majority of the respondents were of the view that the church sponsor should have a greater say in the appointment of the BOG chairpersons. A large number 14(93.3%) felt that they should also have a greater say in the appointment of heads. The minority 9 (60%) felt that to improve the relationship, culprits from both sides should be legally prosecuted. According to Gitari et al (1998) there were cases where appointment of head teachers and BOG chairpersons were made without consultation and

knowledge of the sponsor which resulted in much confusion. According to Gitari (1998) the ministry of Education was supposed to ensure that the religious traditions and rights of the sponsors were respected and adhered to by all. Gitari et al further recommended that the sponsor should be fully involved in the regular supervision of the school and their reports taken seriously.

The study was to investigate the challenges in the management of church sponsored public secondary schools in Kiambu District.

From the background information it is clear that church sponsors face many challenges in the management of secondary schools. For instance despite the fact that the role of the sponsor was clearly set out in the Education Act, (cap 211) of revised 1989 there was a conflict between the role of the sponsor and the role of the school. A good example was when a school was established by a church and had their sponsored status recognized by the SAC ministry, but the school was not registered by the SAC. Act cap 212 to appoint, deploy, promote and transfer teachers in the public schools in the country.

The study of the SAC enabled the researcher to work up with five major findings based on the following findings.

### 1. The role expectations of the sponsor and the school management (BOG) in Kiambu District.

The study revealed that the main expectations of the sponsor were to provide a school of high quality, provision of facilities, and to ensure that the school is well managed and that the school's name is well known.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0: Introduction

This chapter presents a summary of the research findings. It then gives conclusions derived from the study, recommendations and suggestions for further study.

#### 5.1: Summary

The purpose of this study was to investigate the challenges facing the church sponsor in managing church sponsored public secondary schools in Kibwezi District Eastern Province Kenya. From the background information it is clear that church sponsors were facing various challenges in the management of secondary schools. For instance despite the fact that the role of the sponsor was clearly spelt out in the Education Act,( cap 211 of revised 1980) there was conflict among the stakeholders on the management of the school. A good example was where the sponsor maintained that it had to be consulted on who should head their sponsored schools while the TSC maintained that it was the employer and therefore mandated by the TSC Act cap 212 to appoint, deploy , promote and transfer teachers to any public school in the country.

The analysis of the data enabled the researcher to come up with five major findings based on the following themes.

#### 1. The role expectations of the sponsor by the school management (BOG) in Kibwezi District.

It was found that the role expectations of the sponsor were: provision of land, provision of worship facilities, organizing for fund raising and giving the school a name.

The study established that the church sponsor was involved in development programmes during the building of the school and giving of the name to the school.

The other sponsor roles included offering Pastoral Programme Instruction. This is with an intention of maintaining the church traditions in sponsored schools. According to the study however, most religious instructors were not well trained and this watered down the value of Pastoral Programme Instruction.

The church sponsor however, evaluated the Pastoral Programme Instruction; interviewed of catechism students in the case of catholic, reviewed reports from the Education secretary and observed behaviour change records of students.

It was further established that the church sponsors financed schools either monthly or yearly and the funds were used to buy food stuffs and, provided for both physical and human resources. The funds were further used to educate the needy students. This was done in consultation with the school management on the same since the church sponsors did not have an organized bursary scheme.

The study found that the sponsor also provided Guidance & Counseling in schools and also mobilized the community in developing the school.

## **2. The types and causes of conflict between the sponsor and the BOGs (School management), in the management of public secondary schools in Kibwezi District.**

The study established that the relationship between the sponsors and other stakeholders is cordial although there were conflicts. The study church sponsor roles establishment in the Education Act were not clear although it stipulated roles like, providing pastoral care, preparing the CRE syllabus, Counseling of teachers and students, advising the teachers and arbitrating between warring partners.

According to the sponsors, although the roles are adequate, they needed to be more involved in school management. In this case, they performed roles that should be played by the PTA. These included; mobilizing parents for funds, involving the community in school development and maintaining student discipline.

According to the study therefore the causes of conflict between the sponsors and the school managers included; lack of consultation, the need for the church sponsor to maintain church traditions and inability of BOG to manage schools.

The study further found that these conflicts had adverse effects on the management of schools and needed to be resolved. Among the ways of resolving the conflicts were; consultation between the two parties, having clear cut roles of the two and school managers doing their work well.

The other methods of resolving these conflicts included; allowing sponsors a greater role in appointing heads and BOG chairpersons, a review of the Education Act on school governance by the MOE in consultation with the church sponsor.

Sponsors on the other hand should avoid involving themselves in direct school supervision, auditing of school finances and demoting of school principals in case of misappropriation of funds. Instead a legal action should be taken against such heads.

### **3. The challenges facing the church sponsor in the management of the schools they sponsor in Kibwezi District.**

The researcher found that the majority of the respondents believed that church sponsors actually faced challenges in the management of public secondary schools due to the conflicts mentioned in question 2. Among the challenges are; unclear sponsor roles which result to lack of consultation, low level of education of sponsor representatives in BOGs, political appointment of heads and inadequate resources.

The study found that these challenges posed effected to the school management. Among the effects are time wasting, interference in administration, poor performance, uncommitted teachers and lack of development of schools.

## **5.2: Conclusions**

- i. The study concluded that the roles of sponsors were stated in the Education Act clearly but due to the fact that the sponsors claimed a greater role in school management conflicts occurred.
- ii. The sponsors involved themselves in school management in ways than those stipulated in the Education Act through; educating the needy students, mobilizing the community for funds and providing guidance and counseling to teachers and students
- iii. The study concluded that the sponsors are in a cordial relationship with the other stakeholders but there are conflicts faced. Among the causes of conflict were; lack of consultation, inability of the BOGs to manage schools and the need to maintain church traditions in schools.
- iv. It was concluded that these conflicts must be resolved by; having clear cut roles, consultations and allowing sponsors greater say in appointment of heads and BOG chairperson.
- v. Due to these challenges, it was concluded that the church sponsors faced challenges in the management of secondary schools. The challenges include; lack of clear cut roles, low level of education of sponsor representative to BOGs, inadequate facilities and political appointment of heads.

- vi. It was concluded that these challenges affect school management by registering poor performance in schools which is characterized by indiscipline and lack of development among others.
- vii. The study further concluded that among the new measures to be put in place to improve sponsor management of public schools were; giving them a greater say in appointing heads and BOG chairpersons, revising the public school governance Act and The MOE supplementing the Sponsors in providing facilities to schools.

### **5.3: Recommendations**

- i. Since the sponsors face challenges in as far as public school management is concerned, the government through the MOE in consultation with the church sponsors should revise the Education Act to make the roles of the sponsors clear.
- ii. The school managers and church sponsor should constantly work in harmony.
- iii. The sponsor on the other hand should ensure that the members selected to represent the church in the school BOG should be learned and experienced. This will allow proper representation especially in as far as school management issues are concerned. Moreover, already serving sponsor representatives should be in serviced in as far as management is concerned.
- iv. The sponsors in their endeavor to maintain church traditions in sponsored schools should not overstep their mandate by claiming more roles like checking the discipline of teachers and students and directly supervising schools. They should not overstep by demoting heads even on grounds of misappropriation of funds, instead, they should take a legal action against them.

- v. To reduce the tension between the school managers and the church sponsors, the government through the MOE should supplement the provision and maintenance of physical facilities in schools.

#### **5.4: Suggestions for further study**

The following issues emerged from the research and were suggested for further investigation.

- a) An investigation into the relationship between specific church sponsor and governance of secondary schools.
- b) To determine the role of the sponsor in enhancement of stability in schools.
- c) An investigation into effects of poor school management to performance in national examinations.

## REFERENCES

- Agwenyu, I., Ngulu, J.M (2001). 'A study on the role of the sponsor in public secondary school administration in Kakamega District.' Unpublished master of education Thesis: University of Nairobi.
- Ayodo, H. (2007). *Sponsor Meddling Affects schools*, Sunday Standard Newspaper 29th July, P.18, 2007.
- Banr, J. (1990). *The Catholic Church in Kenya: A centenary History*, Nairobi, Saint, Paul Publishers, Africa, Nairobi.
- Benaars, G. (1994). *Education and Development*. Nairobi: East Africa Education Publishers.
- Biddle, Bruce J. (1986). *Recent Development in Role Theory*. *Annual Review of Sociology*. pp. 1267-1292. doi:10.1146/annurev.so.12. 080 186. 000 435.
- Bishop, G. (1994). *Alternative Strategies for Education*: Hong Kong Macmillan Education Ltd.
- Bray M., Lillis, K. (1998). *Community financing of Education* .Issues and policy implications in less developed countries: Pergamon Press London.
- Cheruyoit, J. (2005). *Why invest in secondary education*, <http://education.independent.co.uk/schools/article 2181875>.
- Dimmock, C. (1993) *School Management and School Effectiveness*. London Routledge.
- Eshiwani, G.S. (1993). *Education in Kenya since independence Nairobi*: East African Education publishers.
- Gay, L.R. (1992), *Educational Research: Competencies for Analysis and applications*, 4<sup>th</sup> Edition, Macmillan Publishers, New York.
- Gitari, D, Korrik, & Ngoko,S. (1998). *Issues Affecting Education in Development Kenya*, A Memorandum sent to Hon. S. K Musyoka ,Minister for Education and Human Resource Development on 28<sup>th</sup> May 1998 by Joint church Leader.Nairobi.
- Goffman, Erving.(1959). *The Presentation of Self in Everyday Life*. Anchor Books.
- Goffman, Erving.(1961). *Encounters: Two Studies in the Sociology of Interaction*. MacMillan Publishing Co.
- [http://en.wikibooks.org/wiki/Sociological\\_Theory/Role\\_Theory](http://en.wikibooks.org/wiki/Sociological_Theory/Role_Theory)
- Hoy and Miske,. (1978). *Education Administration Theory Research and Practice*: U.S.A Randon House.
- Hussein, T. and Postethwaite N.(1994). *The International Encyclopedia of Education*. (2nd

Edition: Great Britain Elsevier Science Ltd.

Juma G., Ngugi. (1999). *A paper presented to Kenya Secondary schools Association, (KSSHA) in Annual general meeting in Mombasa; on involvement of students and results introduction* Nairobi.

Karani, F.A et al. (1995). *Cost and financing of the education in Kenya. Access equity and quality in secondary Education: University of Nairobi Institute of development studies discussion paper No.208* Nairobi.

Kawasonga, M.A. (1995). *The Pastoral Role of Catholic High School Teachers in the Archdiocese of Kisumu*. Unpublished dissertation .Catholic University of Eastern Africa.

Kellagham, V.A. (2007). *Stop Churches Running Schools*, Daily Nation Newspaper 29th July, 2007, Nation Team Correspondent.

Kerre R. and Gichaga S.(1997) *Christian Religious Education*, Kenya Literature Bureau: Nairobi.

Kenya Episcopal Conference (1992). *Facing the Challenges of Education*. Nairobi: Pauline Publication Africa.

Keshinger, F.N. (1975). *Foundation of Behavioral Research*. 2nd edition New Delhi: Street Sunset Publisher.

Koech, D. (1999). *Report of the commission of inquiry into Education in Kenya (Koech commission)*:Government Press.

Kothari, C.R. (2005). *Research Methodology, Methods and Technique*. 2nd Edition. New Delhi: New Age International (p) limited Publishers.

Kyalo, J.M. (2004). *Impact of Church Sponsors Activities on the Performance of Secondary Schools: A Case of Soy Division, Uasin-Gishu District*. (Unpublished Thesis), Kenyatta University, Nairobi.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Macharia P., Mutai, Kareith A. (2007). *Retracing footsteps of Anguished Academic Giants. A Special Report*, Sunday standard, 29th July , pp16-19 2007

Magenda M.O. & Mugenda G. (1999). *Research methods*: Nairobi Acts press.

Michener, H. A. & John D. (1999). *Social Psychology*. Harcourt Brace College Publishers.

MOE&ST (2004). *Policy Guidelines for Appointment for Secondary Schools*. (Ref No. G/9/1/Vol. Viii/83).

Mulusa, T.(1988). *Evaluation Education and Community Development, Nairobi:* College of Adult Education University of Nairobi.

Mutua & Namaswa. (1992). *Education Planning. Nairobi:* General Printers Ltd.

Mwanzia, M. (2001). *Clerics threaten to close five schools.* East African Standard Newspaper (July 3rd 2001).

Neuman, (2000). *Challenges of the BOG in management of secondary schools in Uasin Gishu District,* Unpublished master of Education Thesis. Catholic University.

Ngang'a, M. (2005). *Influence of School Boards on Sponsor Churches.* The standard tune 23rd Pg 5. The Standard.

Njoroge, M. (2006). *Paper presented to principals of Catholic sponsored. Schools in Meru Diocese.*

Okoko, T. (2001). *Major Row Hits Catholic Sponsored schools.* Pan African News Agency Africa.Com.

Okumbe, J. (1998), *Educational Management Theory and Practice.* Nairobi University Press.

Olembo, J. O. (1922), *Management in Education,* Education Research and Publication, Nairobi.

Orodho, J.A. (2004). *Technique of writing research proposals and reports in education and social sciences* (4th Ed). Nairobi :Masola publishers.

Orodho, J. A. (2004) *Elements of Education and Social Science Research Methods,* Masola Publishers, Nairobi.

Raba, Z. (2008) *Effects of Role Conflicts Between Church Sponsors and Boys on Management of Public Secondary Schools in Rigoma Division, Nyamira District.* (Unpublished Thesis) Kenyatta University.

Republic of Kenya (1964). *The Kenya Education Commission:* Nairobi, Government Printers.

Republic of Kenya (1968). *Education Act Cap 211,* Government Printers, Nairobi.

Republic of Kenya (1999). *Totally Integrated Quality Education and Training (TIQET).* Government Printers, Nairobi.

Republic of Kenya (2000). *Ministry of Education, Science and Technology Good School Governance. A handbook for school committees and Boards of Governors,* Government Printers, Nairobi.

Sallies, J. (1990). *Schools, Parents and Governors. A New Approach to Accountability,* London, Routledge.

Shieffied, J.R (1973). *Education in Kenya; Historical Study*. New York: Colombian University.

Sifuna D. N. (1978), *Decentralization of Education: Teacher Management*, World Bank, Washington D.C.

Sifuna, D.N. & Otieno, J.E. (1992). *An Introductory History of Education*. Nairobi: Nairobi : University press.

Stanford, P. (2007). *Head teacher; the job no one wants*. Independent online edition. (25) January, 2007; <http://.Independent.Co.Uk/schools/article21818.ece>.

Wachira Kigotho (2007). *Retracing Footsteps of Vanquished Academic Giants*. Sunday Standard Newspaper (29th July P.16, 2007) Kenya.

Weibrod, B. (1998). *Economics Benefits Of Education*. Washington D.C: Wegbridge printers.

[www.unc.edu/~kbn/.../Structural Functionalism.doc](http://www.unc.edu/~kbn/.../Structural Functionalism.doc)

## APPENDIX 1: LETTER OF INTRODUCTION

Patricia K. Mwanthi

P.O Box 58-90137

Kibwezi.

### Dear respondent

I am a post-graduate student from Kenyatta University currently undertaking research on the topic: “Challenges facing the Church Sponsor in the Management of Public Secondary schools in Kibwezi District.”

You have been identified as one of the respondents to provide the information much needed for this study. Any information you give will be treated as confidential and anonymous, and shall only be utilized for the purposes of this study. Please respond to the questions by following the instructions given. You may not write your name or that of your school.

Yours Faithfully,



P. MWANTHI

## APPENDIX II: QUESTIONNAIRE FOR EDUCATION

### SECRETARY/SPONSOR'S REPRESENTATIVE

#### Instructions

This questionnaire is designed to gather general information on the challenges facing the sponsors in the management of public secondary schools in Kibwezi District. Please respond to each question by ticking the appropriate response or by giving your own opinion as truthfully as possible. Your response will be completely anonymous and will be used by the researcher for the purpose of this study only.

All information in this questionnaire will be treated confidentially; therefore do not write your name or the name of the school.

1. Name of the church organization.....

2. How many secondary schools does the sponsor church have in Kibwezi District?  
.....

3. Does the sponsor church have an education committee?

Yes ( )                      No ( )

If yes, (i) how many members are trained teachers? .....

(ii) What is the general qualification of the members of the committee?

Primary ( )                      Secondary ( )

Diploma ( )                      Degree ( )

(Please choose one)

4. Does the sponsor church have pastoral programmes in the secondary school they sponsor? Yes ( )                      No ( )

a) If yes, who finances its operations?.....  
.....

b) Do sponsored schools contributed any funds for running the pastorate Programmes?

5. Does the sponsor have syllabus pastoral programme approved by the Ministry of Education? Yes ( ) No ( )

ii. What is the average level of training for pastoral programme instructor?

.....

6. How does the church evaluate the pastorate programmes?

.....

.....

7. Does the church – sponsor offer any pastoral counseling in the schools they sponsor?

.....

If yes, how frequent?

Weekly ( ) Monthly ( ) Yearly ( )

8. Does church – sponsor participate in the financial funding of the sponsored schools?

Yes ( ) No ( )

If yes, is the funding based on any condition to be fulfilled by the school?

Yes ( ) No ( )

9. Does sponsored school still accept funding for teachers salaries from the

Government?

Yes ( ) No ( )

10. Does the church – sponsor requires consultation before appointment of head teachers?

Yes ( ) No ( )

a) If yes, (i) what input does the sponsor usually provide in appointment of the

Head teachers? .....

ii) Should proposed head teacher be of sponsor's faith?

Yes ( )

No ( )

11. Are there some areas of conflict between the church – sponsors and other stake holders in management of schools?

Yes ( )

No ( )

If yes, what are the areas of conflict?.....

12. What are the causes of this conflict?.....

13. How can these conflicts be solved? .....

14. Are you aware of the roles assigned to you by the Education Act on management of secondary schools?

Yes ( )

No ( )

If yes what are these roles?

.....  
.....

15. As a sponsor are you comfortable with the roles assigned to you on management of sponsored schools?

Yes ( )

No ( )

If No, do you claim for greater role?

16. What specific areas do you claim to have been involved in as far as management of sponsored schools is concerned?.....

*Thank you for your co-operation.*

### APPENDIX III: BOGs' CHAIRPERSON QUESTIONNAIRE

#### CHALLENGES FACING THE CHURCH SPONSOR IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN KIBWEZI DISTRICT

Feel free to complete this questionnaire honestly. The information given will be kept confidential and anonymous and will be strictly used for the purpose of this study. Hence, you may not write your name or that of your school.

#### Part I: Demographic Data

Put a tick (✓) in the response which you feel is appropriate.

1. What is your highest academic/professional qualification?

KJSE ( )

KCE ( )

KACE ( )

Diploma ( )

Degree ( )

Other.....

2. For how many years have you served as BOG Chairperson?

(a) In the current school?

0-5 years ( )

6 – 10 years ( )

Over 10 years ( )

(b) In other schools?

0-5 years ( )

6 – 10 years ( )

Over 10 years ( )

3. Who is the sponsor of your school?

Church:

AIC ( )

Catholic ( )

ACK ( )

Other.....

4. Specify the church to which you are affiliated.

AIC ( )

Catholic ( )

ACK ( )

Other.....

**Part II: BOG's Chairperson's Views on Challenges facing Church Sponsors in the management of Secondary Schools in Kibwezi District.**

1. What is the contribution of the sponsor towards your school's development?

Put a tick (✓) in the appropriate response(s) given below:

Land ( )

Cash/finances ( )

Classrooms ( )

Office block ( )

Laboratory ( )

Equipped Laboratory ( )

Equipped Library ( )

Provides worship facilities ( )

Arranges for fund raising ( )

School's Name ( )

Others?

.....

2. At what stage of the school's development did the sponsor come in? Put a tick as appropriate:

- a) Sponsor established the school ( )
- b) Sponsor gave it the name, no facilities ( )
- c) Community established school, sponsor took over to provide facilities ( )

2. Others? Specify:.....

3. Does your sponsor and BOGs work in harmony? Please rate appropriately.

- |   | Yes | No  | No opinion |
|---|-----|-----|------------|
| 4. a) Sponsors and BOGs work inn harmony      | ( ) | ( ) | ( )        |
| 5. b) Occasional conflicts between them exist | ( ) | ( ) | ( )        |
| 6. c) Conflicts are common between them       | ( ) | ( ) | ( )        |
| 7. d) Conflicts are very common between them  | ( ) | ( ) | ( )        |
| 8. e) Others? Specify:.....                   |     |     |            |

9. Which of the following responses indicate how the conflicts between the sponsors and BOGs have impacted on school's management? Tick as appropriate.

- |                                      | Yes | No  | Not sure |
|--------------------------------------|-----|-----|----------|
| a) Closure of school                 | ( ) | ( ) | ( )      |
| b) Removal of principal from office  | ( ) | ( ) | ( )      |
| c) New principal barred              | ( ) | ( ) | ( )      |
| d) Student strikes or unrest         | ( ) | ( ) | ( )      |
| e) Protracted disagreements with BOG | ( ) | ( ) | ( )      |

- f) Protracted disagreements with principal ( ) ( ) ( )
- g) Poor students performance ( ) ( ) ( )
- h) Teachers demotivated ( ) ( ) ( )
- i) Transfer of teachers ( ) ( ) ( )
- j) Students withdraw? Not join school ( ) ( ) ( )
- k) Frequent transfer of principals ( ) ( ) ( )
- l) Others? Specify nature of incident.....  
.....  
.....  
.....

10. What do you think (can) cause(s) conflicts between the sponsor and BOGs including the principal? Put a tick (✓) as appropriate.

- i. Sponsors want to control use of school funds ( )
- ii. Sponsors want to keep school's religious tradition ( )
- iii. Sponsors' influence appointment of principal ( )
- iv. Sponsors' influence on appointment of deputy principal ( )
- v. Sponsors' influence on appointment of BOG Chairpersons ( )
- vi. Sponsors wants to appoint own BOG chairperson ( )
- vii. BOGs' inability to manage schools properly ( )
- viii. Principals' inability to run the school well ( )
- ix. Principal/BOGs' misuse/misappropriate school funds ( )
- x. School's physical planning and development ( )
- xi. Monitoring of school projects/programmes ( )
- xii. Discipline of students ( )

Others Specify .....  
.....  
.....  
.....

11. What measures can be adopted to eliminate conflicts between school sponsors and boards? Tick as appropriate.

- i. Give sponsors greater say in appointing principals ( )
- ii. Give sponsors greater say in appointing BOG chairpersons ( )
- iii. Give sponsors greater say in appointing deputy principals ( )
- iv. Give sponsors greater say in managing/auditing school finances ( )
- v. Sponsors continuously finance schools to retain sponsor status ( )
- vi. Review Acts governing secondary school management ( )
- vii. Sponsors share in supervision/inspection of schools ( )
- viii. Demote principals misappropriating school funds ( )

Others Specify .....  
.....  
.....  
.....

## APPENDIX IV: QUESTIONNAIRE FOR HEADTEACHERS

### Instruction

This questionnaire is designed to gather general information on the challenges facing the sponsors in the management of public secondary schools in Kibwezi District. Please respond to each question by ticking the appropriate response or by giving your own opinion as truthfully as possible. Your responses will be used by the researcher for the purpose of the study alone. All information of this questionnaire will be treated confidentially; therefore do not write your name or the name of the school.

1. Name of the church – sponsor of your school .....
2. How many teachers are in your school? .....
3. How many teachers are employed by Teachers Service Commission (TSC)? .....
4. How many teachers are employed by the church – sponsor?.....
5. Does the church sponsor have a pastoral programme in the school?  
Yes ( )      No ( )
6. If yes, (i) does the church sponsor ask for finances to run the programme from the school? Yes ( )      No ( )  
ii) What is the average level of training of the religious instructor in the school?  
Primary ( )      Diploma ( )  
Secondary ( )      Degree ( )
7. Does the church sponsor assist in pastoral counseling in your school?  
Yes ( )      No ( )  
If yes how frequent?  
Weekly ( )      Yearly ( )      Monthly ( )
8. What other religious activities does the church sponsor contribute in your school?  
.....

9. Does the church sponsor participate in the financial funding of the school they sponsor?

Yes ( ) No ( )

If yes, (i) At what interval? Monthly ( ) Yearly ( )

(ii) Of what values are the funds? .....

10. How would you term the relationship between the church – sponsor and other stakeholders?

1. Extremely cordial ( )

2. Very cordial ( )

3. Cordial ( )

4. Any other (specify) ( )

11. Is there any conflict area between the church sponsors and other stakeholders in matters of managing the school? Yes ( ) No ( )

i) If yes name them.....  
.....

ii) How can these conflicts be solved?.....

12. Does the church – sponsors claim for a greater role in the management of secondary school they sponsor other than the one assigned in the Education Act?

Yes ( ) No ( )

If yes, what are these specific roles?  
.....

*Thank you for your co-operation.*

## APPENDIX V: INTERVIEW FOR EDUCATION OFFICERS

### Instruction

The interview is designed to gather information on the challenges facing the sponsors in the management of public secondary schools in Kibwezi District. Your response will be completely anonymous and will be used by the researcher for the purpose of this study only. All the information in the interview will be confidential.

1. What is your Substantive Position?
2. What are your official duties?
3. How long have you served as Education Officer in the D.E.O's Office?
4. How many divisions are there in Kibwezi District?
5. How many secondary schools are there in Kibwezi District?
6. Of these schools, how many are public secondary schools?
7. Which church organizations sponsors the school and in which number?
8. How is the relationship between the DEO's/AEOs' office and these church- sponsors?
  - A. Catholic church
  - B. African Inland Church
  - C. Anglican church of Kenya.
9. In your opinion is the church – sponsor roles clearly established in the Education Act?
10. Does the church – sponsor demand to identify or choose the head teacher for the school they sponsor?
11. Does the church – sponsor finance any activity in the sponsor's school?
12. Do church – sponsor's run any bursary (sponsorship) programmes for the needy students in the sponsor's schools?

13. What is the average qualification of the members nominated to the board of governors (BOG) to represent the church sponsor in the District?
- A. Catholic church
  - B. African Inland Church
  - C. Anglican church of Kenya
14. What is the role of the Parent Teachers Association (PTA) in management of Public Secondary schools in the District?
15. Under what circumstances would a church sponsor in your view, close a school they Sponsor?
16. Are there reported conflicts between the church – sponsor and other stakeholders in the management of secondary schools in the district? Suggest ways in which the above conflicts can be resolved.
17. According to your own views is the church – sponsors assigned adequate roles in the management of secondary schools in the District?

*Thank you for your co-operation.*