



Managerial Factors Influencing Churches to Sponsor Public Schools in Turbo Division, Uasin Gishu County

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ABSTRACT

The purpose of the study was to investigate managerial factors influencing churches to sponsor public schools in Turbo Division, Uasin Gishu County. The specific objective of the study was to establish the influence of managerial roles of church sponsors. The research question was; do managerial roles influence churches to sponsor public schools in the study area. The literature review was guided by the objective of the study. The study adopted descriptive survey research design. The target population of the study was 97 public schools. The study involved 41 church sponsored schools involving 23 primary school and 18 public secondary schools. The respondents were school management committee, Head Teachers and Board of Management. Data was collected using questionnaires, oral interviews and observations. The data were analyzed using both qualitative and quantitative techniques. Researcher presented data using tables and figures. The results from the principals indicated that; there is undue interference in the day to day running of the school by the sponsors, the sponsor also promote the unnecessary transfer of head teachers. The sponsors on the other hand constantly harass and intimidate the principals resulting in bad working relationship between the school and the community and finally the sponsor do not understand their mandate and respect the jurisdiction of the principals. The findings indicates that the majority of the public church sponsored schools administrators do not enjoy good working relationship with sponsors. It was recommended that the church sponsor should evaluate the academic qualifications of the persons nominated to the school management for competency.

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Introduction

According to Kimengi and Lumallas (2009), after Berlin conference of 1884 to 1885, the colonial powers occupied Africa and had impact on development of education through establishment, sponsorship and management of mission schools. The first Africans who went to the sponsored mission schools became administrators and office clerks of the colonial government in Africa. Most missionaries were very much interested in opening up more mission schools as they believed that education went hand in hand with spreading of the gospel. Hence they too set up schools and managed them so as to develop specific personnel with aim of spreading their doctrines and thus getting more followers.

In regards to Republic of Kenya (1999), during the eighteenth century, the clergy managed education in Kenya. They built new schools, financed them, recruited and trained teachers, oversaw the implementation of the curriculum and, taught catechism and approved new teaching materials. According to Sheffield (2004), during this time, churches used schools they had set up as an evangelizing medium, while the government initiated schools that run on secular basis in their management's. At independence in 1963, the Kenyan government recognized the role played by church missionaries in the management of education. It noted that there was need of support from the sponsor churches to cooperate in the management of Kenyan schools. The schools that were established by the church remained under the sponsorship of those churches but registered as public schools. The Phelps-stokes commission of 1924 had initially

stressed the cooperation between the colonial government and the missionaries' mission sponsor. The colonial government during this time left these established schools in the hands of church sponsors as the immediate managers.

To Wachira and Kigotho (2007). Provision of education is seen as a vehicle for progressive development. That is why it is given prominence in Kenya. The ministry established County Education Board to superintend the management of public schools and the Kenya Institute of Education to coordinate the training for teachers, conduct research and prepare educational learning materials for the development of education. The ministry allows an agreement to be made between the Ministry of Education and the sponsoring churches as regards the rights and responsibilities of the church sponsor in management of schools in Kenya. This affects the management of public schools where churches were managers of schools before they became sponsors of established schools.

The word sponsor is first used in section 8(1) of the Education Act, in relation to schools formerly managed by the church, which were transferred to a local authority. Here, the local authority was empowered to appoint the former church manager as sponsor if the community served by the school wished the religious traditions of that school to be respected. In section 11 of the Education Act, the voluntary organization, that is the founder of the school is given the right to nominate four persons to monitor the sponsor's interests in the schools Board of management, if the school is on the second schedule.

According to the Ministry of Education the Board of Governors Order amplifies section 11, which allows the sponsor to propose the chairman of the school Board who should be ratified by the Minister of Education. (Republic of Kenya, 1999).

Thung'u (2008), in education commission argues that in 1890 to late 1960's different sponsors did to their expectations in the management sponsoring of schools they established. They played roles such as providing funds to run the school affairs, they employed teachers ,offering spiritual growth that was very much important in arresting indiscipline cases and putting up infrastructures and other important facilities. Currently, sponsors seem to compete to sponsor public schools but once registered under their name, their management seems to be ineffective and thus affecting the schools performance. It is therefore on this basis of the above background that the study seeks to establish the managerial factor that influences churches to sponsor public schools in the study area.

The Statement of the Problem

To Cheruiyot (2013), the school management sponsors have been accused of interrupting with the school activities business by closing down schools, some have even ejected and evicted the school head teachers posted to the school by the Ministry. According to Gikandi (2005), some sponsors in given schools interfere with schools' activities. In other areas of Turbo Division, churches are fighting to ensure that several public schools are registered under their name as sponsors. Recently in Turbo Division in the year 2009, there was a tug of war during registration of a high school between African Inland Church (A.I.C) and the Catholic Church and finally the school was registered under AIC as sponsor. In 2011, there struggle again existed between Catholic Church and Anglican Church of Kenya (ACK) during registration of certain primary school. In the long run the school was registered under the name of ACK Church. The question that the researcher seeks to address is why churches compete for school sponsorship during registration period. Then, what are these managerial factors that influence churches to sponsor public schools in Turbo Division.

Purpose of the study

The purpose of the study was to investigate the managerial factors influencing churches in sponsoring public schools in Turbo division, Uasin Gishu County.

Objectives of the study

To establish influence of managerial roles of church sponsors in public schools in Turbo Division.

Research Questions

Do managerial roles influence churches to sponsor public schools in Turbo Division?

Assumption of the study

During this study there were some factors that were likely to affect the research findings and these may have included:-

The researcher assumed that the head teachers and the sponsors nominated members in the SMC of the sampled public schools will cooperate in responding to research instruments to the best of their knowledge.

Limitations of the study

During the research study, the researcher encountered the following challenge that limits the findings pertaining managerial factors that influences churches in sponsoring of public schools in the study area. The limitation was that, respondents of some sampled schools felt that it was unethical to reveal true information about school management

activities as some of the respondents were member of that church sponsor. The challenge was overcome by large number of sample that was selected for this study to neutralize such biased responses.

Significance of the study

According to Kothari (2004), increase in amount of research makes progress possible as it inculcates scientific and inductive thinking and it promotes development of logical habits of thinking and organization. Hence, the findings from this study will benefit the Government and parents who either depend or do not depend on the sponsor operation in management of the school affairs.

Literature Review

Introduction

The literature reviewed was guided by the objective of the study. This article covers the concept of managerial roles influencing churches to sponsor public schools.

The concept of sponsorship

The management of Kenya's education can be traced back to the colonial days when several churches were very much involved in establishment, management and sponsoring of several schools .Eshiwani (1993), noted that formal education was introduced to the people of Kenya by the missionaries as a strategy for spreading the gospel. The missionaries dominated the provision and administration of education throughout the establishment and management of schools. Some of the learning centers they established grew into large institutions and today are among the national middle level colleges and secondary schools in the country. According to Shidende (2010), the main motive of most of the missionary groups in management of schools, especially the Protestants were to reform the social sector of the African life. This was to be motivated throughout by making Africans as church members with Christian education as the major tool of spreading Christianity.

To Sifuna (2006), Christian missionaries in Kenya, did management of education as the church sponsors. Although, it was incomplete. The school was at the focal point of attracting their followers and a means through which a native leadership in the church could be trained. The church sponsors today however, has not put more effort in teaching children and the youth since the clergy do not take time to know what is taught in Sunday school and how they are taught, who is teaching them and whether the teachers are good role models or able to train strong future leaders(Kanuku,2007).

The church and school sponsorship

The religious organization in Kenya plays a big role in establishing educational institutions and continues to do so. It is for this reason that the government has provided for the inclusion of religious sponsors in the management of public secondary schools (Eshiwani, 1993).

The Education Act, Republic of Kenya 2013, makes provision for the appointment of sponsors in school management. The Act spells out the composition of the school management board as follows: A chairman appointed by the Minister in consultation with the voluntary body like the sponsor; three persons representing the community served by the school appointed by the minister, four persons, appointed by the voluntary body, like the sponsor representing bodies or organizations that ,in the opinion of the voluntary body, in agreement with the Minister should be represented in the board; not more than three other appointed by the Minister such as the minister may consider necessary ,after consultation with the board ,having special regard to

any special circumstances applicable to the school; and not more than three persons co-opted by the board who should be members of the PTA, taking into consideration gender. Thus, the sponsor has the highest representation of four members on the board as compared to other groups. Therefore, the sponsor is perceived to have great influence on the school management. In part III of the Education Act on management of schools, it is noted that; Where a transferred school was managed by a church, or an organization of churches and then, it is the wish of the community served by the school that the religious traditions of the school should be respected and the former manager of the school shall be appointed by the local authority to serve as the sponsor to the school.

Where the former manager of a transferred school has been appointed by the local authority as the sponsor to serve as the sponsor to the school. To Wainaina (1991), The Teachers Service Commission, or any agent of the Teachers Service Commission, responsible for the assignment of teachers to schools on behalf of the Teachers Service Commission, shall assign teachers to the school after consultation with sponsor and so to maintenance of proper educational standards at the school and the economical use of public funds, with the agreement of the sponsor; the sponsor shall have the right to use the school buildings free of charge, when the buildings are not in use for school purposes, after giving reasonable notice of the intentions to the head teachers of the schools; religious instruction shall be given at the school in conformity with the syllabus prepared or approved under regulations made under section 19 of the Education Act, after consultation with the sponsor. Churches were therefore given the powers to sponsor their former schools and to take part in the preparation of the syllabus for Religious Education.

The public blames the sponsor for indiscipline and interference in the day-to-day management of the schools. Besides conflicts are witnessed between the sponsors and the school heads. The sponsor blames the school heads concerning management issues and that school heads blame the sponsor for interference in school management. Most schools are single handedly run by the principal. This is supported by Simatwa (2007), who observed that in some schools, the principal had the absolute powers over the school, his word are usually final. He exercised the powers of a despot in obtaining unqualified and humble submission to his authority. This implies that the sponsor has abdicated its responsibility to the principal.

The influence of church sponsors in public schools.

According to Education Commissions and Kenya Education Ordinance of 1909 to 1942, the colonial government did a lot in influencing the establishment, development and management of education in Kenya. Earlier, they gave missionaries education policies and frame work they were to operate upon. They set up independent departments of education that was industrial in its nature. In 1913, the colonial government established and ran schools. In 1931, they created CEB that was responsible for establishing and management of schools in the colony.

According to Thungu (2008), in 1951, the colonial government through CEB gave power to local authority to manage primary schools. In 1958, they handed in secondary schools to BOM. The main role of the local authority in the schools were to manage the schools and coordinate the administration duties, allocate funds for schools internal operations, put up new schools and offer scholarships to African students to Makerere College, (Kimengi and

Lumallas, 2009). After independence in 1963, education development in Kenya has been greatly influence by ;different commissions, committees, presidential decrees and working parties and finally sessional papers .

Earlier education system offered by missionaries and colonial government did not meet the African needs social, politically and economically, hence it was up to the new Kenya Independent government to offer education that was relevant to the needs of Africans. In doing so, the new government formed several education commissions from that of Ominde 1963 to Koech report of 1999, with the aim of guiding education system in Kenyan's schools (Thungu, 2008).

According to Mabeya et al (2009), whom they did their research on the roles of the churches on matters pertaining schools sponsorship activities and management of secondary school challenges and conflicts concern done in Uasin Gishu County. The researchers founded out that administration challenges have a significant relationship with the role played by sponsor in schools. To them, the prevalence challenges that the head teacher experience while dealing with sponsor management are mainly favours sought out during the nominations of BOM chairpersons.

Influence of managerial roles on churches sponsoring public schools

The role of church sponsors in Kenya is stipulated in the Education Act, cap 211(1968), and in TIQET Education Report, are the following; to maintain the religious tradition of the school, through religious instruction and the pastoral programme or instruction. Hence, they practise consultation with the sponsor when the TSC or any other agent of TSC appoints head teachers. The sponsor where possible should assist in the physical development of the schools, the sponsor may manage schools which are either assisted or unaided. The sponsor is not a manager of any public school but, the former church manager will be sponsor.

Mwangangi studied the role of Catholic Church in provision of education in Machakos Diocese. He concurred that missionaries played a dominant role in early days in the establishment and management of schools in Kenya. Mwangangi notes, "It is a fact that education in Kenya cannot be written without reference to the Christian missionaries and the present-day churches" (Mwangangi 2002).

The BOM and the sponsors have serious obligation to maintain the religious traditions of the sponsoring church. The sponsor and his representatives shall have the right to enter the sponsored school for the purpose of religious instructions, supervision and for pastoral work among pupils and teachers. The sponsor shall have the right to the use of the building during out of school hours free of charge. A reasonable and adequate amount of the usual equipment granted to the school will be used to provide religious textbooks and teaching aids recommended by the sponsors. (This was only applicable when Kenya School Equipment Scheme was in operation).

The sponsor may have, during normal school days, a religious day of observance. Sponsor and head teacher should make sure adequate attention is given to teaching of religion. However, there seems to be confusion in the status of the present appointment and role of sponsors in management of public schools. The commission notes there are three distinctive levels of sponsors: Original/Primary, these ones built the school, they often sponsored their own lands dully registered with sponsors trustees, developed the schools, initially until they were taken over by the government. (It is

hard to initiate change of sponsorship of their schools). Secondary sponsors; were invited by the community to sponsor schools and manage them that was community projects. They subsequently contributed to the development of physical facilities of the school. Tertiary sponsors; these were invited after the schools were built and established, and have never contributed to any physical development and management of schools or to tangible upkeep of the school they sponsor.

Mabeya et al (2009), did a research paper on the role of church sponsor in the management of secondary school in Uasin Gishu District. The study established that the expectations the sponsor had on students and teachers had a significant influence providing a good learning environment, on the operations of the school. It also established administrative challenges have a significant relationship with three roles played by the sponsors in the school. The most prevalent challenges that head teachers encounter while dealing with sponsors are favors sought, the nomination of ineffective BOM chairperson, and use of school facilities for non-academic activities.

Mabeya et al (2009) view the school as social system with a series of sub-systems within it which interact with each other within the environment. Such schools sub-systems include sponsors, teachers, head teachers, BOM, PTA, students and support staff. They argue that for the schools to achieve its goals and objectives effectively, the subsystems should interact harmoniously. However, widespread concerns have been raised regarding the role and relationship of the sponsors with the principals in regards to management of public schools.

The concerns raised highlight the degree and the nature of tensions and conflicts that characterize the relationship between the principals and sponsors of public schools. According to Koech's report recommendations (Republic of Kenya, 1999), the sponsors role should be redefined so as to take active part in spiritual, financial and infrastructural development of schools in order to maintain the sponsors' status. Besides, sponsors can contribute positively towards better learning environment by ensuring that adequate or appropriate security measures are in place in schools by reinforcing the employment of enough security personnel as well as providing appropriate fencing of the school compound. They can also contribute towards maintaining discipline in the school.

Mabeya et al (2009), Mosomi (2008) and Shidende (2010), further point out that there are conflicts of interest in management of Kenyan's schools owing to the favours demanded by sponsors in some schools which interfere with good working relationship among stakeholders. Notably, sponsors contribute very little towards the development and provision of educational projects in schools. Apart from protecting their traditions, the sponsors no longer play significant roles in the development of schools under their jurisdiction. It is also noted that some schools sponsors cause divisions in schools by making preferences as to who should be the head teacher and, to some extent, who should teach or enroll as a pupil in their sponsored schools. These prove that sponsors generally do meddle in the management of schools which is the cause of some of the conflicts experienced in the schools environment (Cheruyot, 2013).

The above conflicts of interest therefore, delink the relationship between the two. Then how do church sponsors today influence management of public schools as they compete among themselves. Mabeya et al (2009), to them, they did their research on the role of the church on matters pertaining school sponsorship activities and management of secondary schools challenges and conflict concern in Uasin Gishu county. The researcher found out that administration challenges have a significant relationship with the role played by sponsor in schools. To them, the prevalence challenges that the head teacher experience while dealing with sponsor management are mainly favours sought out during nominations of BOM chairpersons and use of school facilities for none academic purpose by the sponsors. Then what are these managerial factors that tend to influence churches to sponsor public schools.

Research Methodology

Introduction

This chapter contains the following: research design, geographical description of the study area, target population, sample and sampling techniques, instruments of data collection, reliability of instrument, validity of the instrument, data collection procedures and methods of data analysis.

Research Design

This study employed descriptive survey research design as it enables researchers to collect more in-depth information from the sampled population using the shortest time possible. The design was considered appropriate for the study because according to Kothari (2004) survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. For this study the descriptive survey design enabled the researcher in giving managerial comparisons that influence churches in sponsoring public schools in the study area.

Geographical description of the study area

The location of the research study was carried out in Turbo Division, Eldoret west Uasin Gishu County. The Division has experienced rampant competition between different churches of public schools sponsorship. In the division there are two zones that is Turbo Zone with 56 public schools and Sugoi Zone with 41 public schools making a total of 97 church sponsored public schools (AEO, 2014). The Division borders Kakamega county to the West, borders Soy Division to the North, it borders Moiben to the East and Kapseret to the South.

Target Population.

During the study the researcher targeted 97 schools involving school management committee that is PTA, BOM sponsor nominated members, H/T's of public primary schools and secondary schools principals under church sponsorship found within Turbo Division in Eldoret West district, Uasin Gishu County. The target population is presented in table below;

Sample and Sampling techniques

To Kothari (2004). The sample size should not be too big or small. The researcher combined purposive and simple random sampling procedures. The researcher purposively selected church public sponsored schools in the study area since they are relevant to the study, then followed by simple random sampling to obtain the schools to be included in the study.

ZONE	Population		Sample			
	Primary	Secondary	Primary	Secondary	Total	%
Turbo	37	19	17	6	23	30%
Sugoi	25	16	13	5	18	30%
Total	62	35	30	11	41	30%

During the study the researcher sampled 41 church sponsored public schools; that are 23 public primary schools and 18 public secondary schools out of the total 97 schools.

The Head teachers and BOM\ PTA members nominated by the sponsors of those selected Schools were purposively selected as respondents, since they had more information concerning management activities in their respective schools they represent in the study area.

Instruments of Data Collection

The researchers employed the use of questionnaires and triangulate using oral interviews, observations and documentary analysis. This is because triangulation adds more value to data collected than obtained from a single data source (Mwanje, 2008).

Questionnaires

Data were collected using questionnaires. Borg et al. (1993), observes that questionnaires are used to obtain descriptive information from a larger sample. It also ensures objective replies due to its confidentiality. The researcher used both open ended and structured questionnaires. Structured questionnaires included use of Likert rating scale method. The questionnaires were administered to the head teachers and Board of Management nominated by the sponsors. Since they were conversant with school management activities.

Interviews

An oral interview was used to supplement information obtained through questionnaires. The head teachers were also interviewed orally to capture other details that could not be captured by questionnaires.

Observations

Observation was done in the schools during visitation hours in order to verify responses given in the questionnaires and interviews.

Data Collection Procedures

During the study, the researcher visited the selected public church sponsored schools. The researcher obtained research permit from National Commission for Science Technology and Innovations that was used to seek permission in the selected schools. During the visit of the sampled schools, the researcher presented the questionnaires to the respondents of the sampled schools and collected after one week from the Head Teachers, and two BOM members nominated by their sponsors. The researcher used the respondents as they were very much informed on matters concerning management activities in the schools they head or represent.

Validity

Content validity was determined by making logical links between questions and objectives of the study. The researcher made sure that the items in the instruments is well balanced so as to capture all the study intents ,that is, should have similar and equal representation of the questions. After doing so, the researcher presented the research instruments to experts in the department for scrutiny and advice thus making the instrument valid. (Orodho, 2004).

Reliability

To ensure that the instruments generate similar data if used by different researchers, as a measure of reliability, a pilot study of the two church sponsored schools was done in the neighboring Soy Division. The pilot study ensured suitability and clarity of questions on the instruments designed, relevance of the information being sought and the language from the responses given. In addition, a measure, internal consistency using, Cronbach's alpha formula was

determined as test of reliability. The results for correlation coefficient for the pilot study were 0.86%, indicating that the instruments were reliable.

Methods of Data Analysis

After collecting data from sampled church public sponsored schools, the researcher analyzed data qualitatively by first classifying data into different components. Then the units were fixed together so as to develop concepts of social sponsorship activities relationships. This helped the researcher to identify social connectors that influence churches to sponsor public schools. The data were represented using themes .The data were analyzed quantitatively using descriptive statistics using frequencies and percentages with the aid of statistical package for social sciences (SPSS) version 17 then the researcher presented data using tables and figures.

Data Presentation, Analysis, Results and Discussions

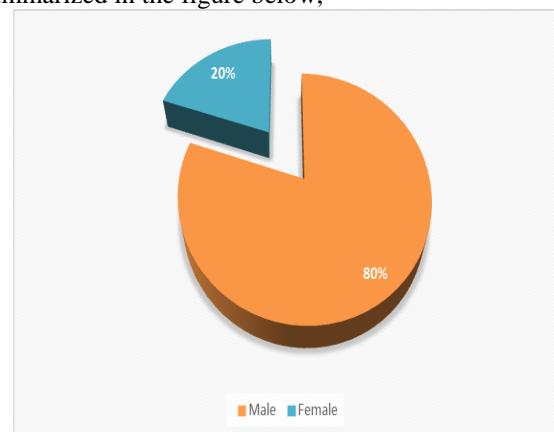
Introduction

This chapter presents the findings .The first section of the chapter discusses the demographic information of the respondents, section two deals with managerial factors influencing competition of churches to sponsor public schools.

Demographic information of the respondents

Gender of the respondents

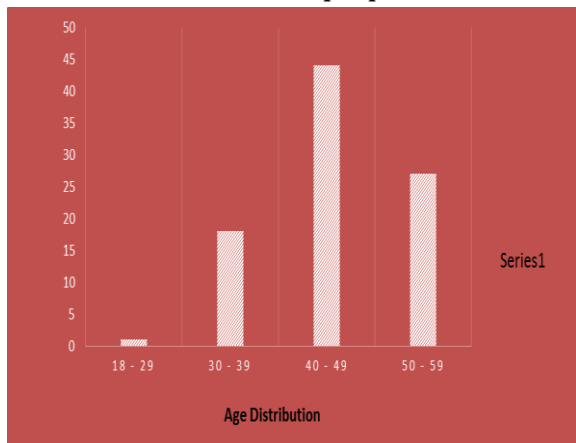
The respondents in this study were drawn from primary and secondary section. In the primary section, the respondents were: Head Teachers and two nominated sponsor members in the SMC. The gender of the respondents composed of 72(80%) male and 18(20%) females. in the secondary school section, the respondents were: Principals and the two B.O.M sponsor members. The gender was 26(78.8%) male and 7(21.2%) females. From the study, it clearly indicates that in terms of gender equity in education sector within Turbo Division females are few compared to males. The information is summarized in the figure below;



Source: Author, 2014

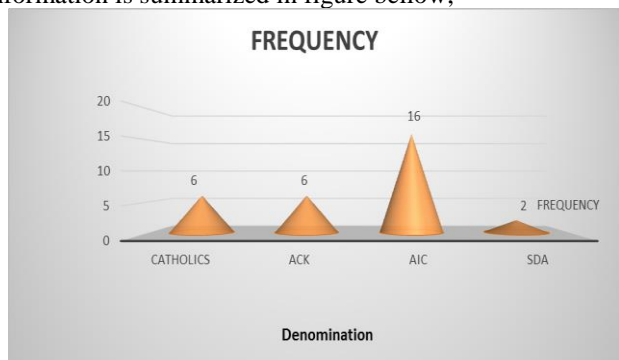
Age distribution of the respondents

The age distribution of the respondents within Turbo Division were as follows ; from the primary section, they were :between the ages 18-29 years , 1(2.2%),30-39 years,18(20%),40-49 years,44(47.8%), and between 50-59 years or more 27(30%).In the secondary section ,the age distribution of the respondents age between 18-29 were :8(21.2%) aged between 30-39,16(42.5%)aged 40-49, 9(19.3%)aged 50-59 and above,6(18%) . From the study area, the age bracket of primary respondents is between 40 to 49.While in secondary section, the age between 30to39.These two age brackets are very much informed with education management activities in the Division . The information is summarized in figure below;



School sponsorship by various denominations in the study area

The researcher also considered sponsorship of public schools by various denominations in the Division ,the distribution for primary schools were follows:Catholics, 6(20%), ACK,6(20%), AIC,16(53.4%),and SDA sponsored 2(6.6%) of the primary schools. In the secondary schools the distribution of sponsorship by various denominations was:Catholic ,2(13.3%),ACK,4(26.7%) and AIC sponsored 9(60%)of the public schools in the study area. From the study area, the figure bellow clearly indicates that AIC church sponsors more schools while SDA sponsors the least. The information is summarized in figure bellow;



However, as noted by Okumbe (2008), an ineffective Schools’ Management Committee, interference of curriculum implementation, inclination to religious affiliation and interference of pupils’ admissions have negative impact on schools’ development. According to him, the nomination of the ineffective schools’ committee whose chair person is handpicked by the sponsor regardless of the ability, intends to position these persons on a non-committal attitude to schools projects leading to some members not attending meetings. It is therefore evident from the foregone highlights of rights and responsibilities that the sponsor is a key figure in the management of church sponsored public schools.

The influence of managerial roles influencing competition of churches sponsoring public schools

The objective of the study was to establish managerial roles influencing competition of churches sponsoring public schools. The head teachers were asked to respond to structured and open ended questions describing their

relationship with the sponsors of the schools in which they sponsor. The researcher interviewed 11 principals and 30 head teachers, concerning having good working relationship with school church sponsors.

The results were as follows after rating; 3(3.7%) Strongly Agreed, 7(17.1%) Agreed, 23(56.1%) Disagreed, and 8(19.5%) Strongly Disagreed. Whether there is undue interference by church sponsors on the management of the school, 16(39.0%) strongly agreed, 8(19.5%) agreed, 7(17.1%) disagree, and 6(14.6%) strongly disagreed. The statement that, sponsors understand their mandate and respect the jurisdiction of the school heads, 4(9.8%) strongly agreed, 8(19.5%) agree, 17(36.4%) disagreed while 12(29.3%) strongly disagreed. On the question if school heads experience constant harassment and intimidation by the sponsors, 5(12.2%) strongly agreed, 12(29.3%) agreed, 15(34.3%) disagreed, and 6(14.6%) strongly disagreed. On sponsors promoting harmonious relationship between the community and the school, 6(14.6%) strongly agreed, 11 (26.8%) agreed, 13(31.7%) disagreed and 9(21.9%) strongly disagree. Finally on whether sponsors promote unnecessary transfers of head teachers, 16(39.0%) strongly agreed, 11(26.8%) agreed, 6(14.6%) disagreed and 5(12.2%) strongly disagreed as shown from the table below.

The managerial roles that were highlighted from the open ended questions include; supervise of teaching in the schools they sponsor with the aim of self-appraisal as a role model. Past studies have also indicated conflicts between school head teachers and sponsors on matters pertaining school management. Regnerus (2003), argues that there seems to be a general lack of awareness on the rights and obligations of the sponsor and their representatives as far as schools management are concerned .Awareness therefore needs to be created on the policy and other educational regulations which control education. This will facilitate a smooth working relationship since each party will be aware of their powers and limitations (Wachira, 2007).

According to Kigotho (2007), Widespread concerns have been raised regarding the role and relationship of the sponsors with the principals ,which include ;sponsors contribute very little to moral and financial support to the development of church sponsored schools; problematic relationship between sponsors and head teachers(principals),for instance, sponsors interfering with the schools ‘core business ;rejecting or evicting head teachers posted by TSC ;causing divisions in schools by peddling falsehoods against head teachers they do not like; the sponsors ‘ interference or influence result in ineffective board of governor and issues with curriculum implementation and students admission ;sponsors inciting students and parents to reject the head teachers they do not want ;undermining head teachers openly ,thus creating a difficult relationship between the head teachers and also sponsors in collaboration with the community and politicians interfere with the school based selection and recruitment exercise thus posting serious challenges to the principals. The concerns raised highlight the degree and nature of tensions and conflicts that characterize the relationship between the

Statements	SA		A		UD		DA		SDA	
	F	%	F	%	F	%	F	%	F	%
I have a good working relationship with the school sponsors	3	7.3	7	17.1	1	2.4	23	56.1	8	19.5
There is undue interference in day to day running of the school by the sponsors	16	39.0	8	19.5	3	7.3	7	17.1	6	14.6
The sponsors understand their mandate and respect my jurisdiction	4	9.8	8	19.5	0	0.0	17	36.4	12	29.3
I experience constant harassment and intimidation from the sponsors	5	12.2	12	29.3	4	9.8	15	34.3	6	14.6
The sponsor promote harmonious relationship between the community and the school	6	14.6	11	26.8	2	4.9	13	31.7	9	21.9
Sponsors promote unnecessary transfers of head teachers	16	39.0	11	26.8	3	7.3	6	14.6	5	12.2

Source; Author,(2014).

principals and the sponsors of church schools. From the documentary analysis the sampled public church sponsored schools had no records of church participation in sponsorship.

Summary of the Findings, Conclusion and Recommendations

Introduction

This chapter presents the major findings, conclusions, recommendations and areas for further study.

Summary of the findings

Influence of managerial roles

The objective of the study was to establish influence of managerial role of church sponsors in public schools. Majority of the school administrators responded that they don't enjoy good working relationship with the sponsors due to undue interference by church sponsors on the management of the schools, majority of the sponsors don't understand their mandate. Hence, do not respect the jurisdiction of the school heads. This has resulted constant harassment and intimidation of head teachers by the sponsors resulting in bad working relationship between community and school, it was also found that sponsors promote unnecessary transfers of head teachers.

Conclusions

This study investigated managerial factors influencing churches to sponsor public schools. The results indicated that the majority of the school administrators responded that they do not enjoy good working relationship with the sponsors due to undue interference. This has resulted constant harassment and intimidation of head teachers by the sponsors and unnecessary transfer of head teachers. It was concluded that sponsors should maintain their sponsorship management status as stipulated by the Kenyan Education Act.

Recommendations

The sponsors need to evaluate the academic qualifications of persons nominated to the school management team so as to enhance competence and allow them to engage constructively in the running of the school. The school sponsors also should work according to what is stipulated in the education act.

Areas for further studies

A comparative schools management study is to be done in the entire Uasin-Gishu County so as to compare churches sponsorship in private schools and public schools.

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APPENDIX
QUESTIONNAIRE

Introduction

Dear Respondent,

I am a student at Kisii University Eldoret Campus; taking a Master of Education Degree in Educational Foundation (Sociology of Education). I am currently carrying out a study on “Managerial Factors Influencing Churches to Sponsor Public schools in Turbo Division, Uasin Gishu County”. As part of the requirement, I therefore wish to request you to fill this questionnaire in line with research ethics that the data provided shall only be used for the purpose of research and shall be kept confidential.

Yours Sincerely,

Matutu P.

Cell phone No. 0721 396 591

Instructions

Please Sir \Madam, tick in the boxes and fill in the space provided to indicate the information that is applicable to you.

SECTION A: Background information of your designation

Questions

1. Indicate your gender

Male

Female

2. Your age bracket

20-29

30-39

40-49

50-59

60 ears and above

3. Who is the school sponsor? _____

SECTION B: Managerial roles influencing church sponsorship

Statements	SA	A	UD	DA	SDA
I have a good working relationship with the school sponsors					
There is undue interference in day to day running of the school by sponsors					
The sponsors understand their mandate and respect my jurisdiction					
I experience constant harassment and intimidation from the sponsors					
The sponsor promote harmonious relationship between the community and the school					
Sponsors promote unnecessary transfers of head teachers					

What are other types of managerial roles influencing churches competition to sponsor public schools?

- i.
- ii.