

**SPONSORS' IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN
KENYA TODAY: CASE OF WARENG DISTRICT**

BY

JULIA JEPKEMBOI RONNO

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DECLARATION

This thesis is original work and has not been presented for any research study in any other university or institution.

Signature _____

Date _____

JULIA. J RONNO

EDU/PGA/049/09

0720236982

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

Signature _____

Date _____

Dr. John. Boit

Lecturer

Department of Management and Policy Studies

Moi University

Signature _____

Date _____

Dr. Joice Kanyiri

Lecturer

Department of Educational Management &

Policy studies

Mol University

ABSTRACT

Sponsors have a great influence in the management of public schools in Kenya. That is why they were given the mandate in the Education Act to oversee the general management of their sponsored schools. The purpose of this study was to establish the influence of sponsors on management of public primary schools in Wareng District, Uasin Gishu County. This study was guided by the following objectives: To establish the influence of sponsors in the development of infrastructure, to examine the influence of sponsors in financial control, to determine the influence of sponsors in the appointment of head teachers, teaching and non teaching staff, and to identify the challenges faced by sponsors. The study adopted the descriptive survey design and was guided by the systems theory approach. The target population comprised all schools, head teachers, all chairpersons, sponsors representatives and a District Quality Assurance Standards Officer in the district. The sample size of 115 respondents comprised 38 head teachers, 38 chairpersons, 38 sponsor representatives and one officer from the District Education Officer's office. The participants were sampled through quota, purposive and simple random sampling techniques. The research was both quantitative and qualitative where questionnaires, interviews and observation schedules were used as data collection tools. Data was analyzed using descriptive statistical technique, specifically frequencies and percentages. A bar graph, pie charts and tables were used to present data. The study revealed that sponsors no longer participate in their initial role of developing and funding their schools. It was also found out that there is confusion of rights and roles of sponsors with those of the head teacher, especially after the introduction of Free Primary Education. Finally, the study established that there are many challenges which face sponsors today. The study recommends that the ministry of education needs to review the policy on sponsoring of schools especially the rules and rights of sponsors. Based on the findings of this study, it is suggested that further research be carried out on a comparative study between Sponsor Management and District Education Board Management in public primary schools. It is hoped that the findings of this study will help educators and the ministry of education to review the policy on sponsors and give clear responsibilities to school managers.

DEDICATION

To my beloved husband J.K Tunge and children Hadeline, Grace, Mike and Charity.

Thanks for your prayers and support.

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LIST OF ABBREVIATION

BOG	-	Board of Governors
CHE	-	Commissioner for Higher Education
CDF	-	Constituency Development Fund
DEB	-	District Education Board
DEO	-	District Educational Officer
DQASO	-	District Quality Assurance and Standards Officer
FPE	-	Free Primary Education
KCPE	-	Kenya Certificate of Primary Education
KESSP	-	Kenya Education Sector support Programme
LATF	-	Local Authority Trust Fund
MOE	-	Ministry of Education
MOEST	-	Ministry of Education Science and Technology
PDE	-	Provincial Director of Education
SMC	-	School Management Committee
TSC	-	Teachers Service Commission

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 INTRODUCTION

This chapter presents the background of the study, statement of problem, purpose of the study, objectives, research questions, significance of the study, justification of the study, conceptual framework, limitations of the study, assumptions of the study, and operationalization of terms used.

1.1 Background of the Study

School sponsorship is conceived as an aspect of shared leadership, with the idea of involving teachers, head teachers, school committee and all stakeholders in the management of schools. It can also be described as an image of participatory leadership of full participation by management, teaching staff, and non-teaching staff in developing a shared vision, planning and implanting instructional development, working with the community and participating in school management.

A more narrowly defined concept is shared governance, which refers to head teachers sharing their governing roles with teachers and other non-teaching staff including the Board of Governors in the management of schools. (Blasé and Blasé, 2000). It is similar to participative school management in which other members apart from the head teachers are allowed to participate in decision making.

Mahonmey, T (1988) in the study on the Emergence of school governors revealed that during the late 1960s and early 1970s there were growing demand for more accountability in the education systems and for more public participation in the running of schools. The 1967 Ploden report, whose principal focus was primary education, had highlighted the importance of parents' involvement in children's education and looked to local authorities to encourage more parents as managers.

Passi (1988), in the study of management of schools in Uganda, reported that the government's development expenditure on education did not keep pace with the expansion of education system. Consequently, shortage of teaching materials and equipment were experienced at all levels of education. These difficult economic conditions in the country resulted in increased demand for community support through parents – teachers associations (PTA). Parents Teachers Association therefore, became the major funding bodies of the schools and assumed a pivotal role in the development of the education systems.. The 1969 education Act gave the government of Uganda the legal right to plan, control, and develops education. The act spelt out a policy which was to ensure strict control of school funds. . Thus powers of levying school fees and general management of the schools was vested in the hands of the management committees. However, despite this contribution, PTA still does not have any legal status within the school system. Over the years, government policy of not levying extra charges was withdrawn and a provision was made for schools to charge extra money, called 'development funds', provided that it was accepted by a certain percentage of parents in their Annual General Meetings and approved by the Ministry of Education and sports.

School sponsors in Kenya began in the colonial days. The first missionaries in Kenya established mission stations as well as schools. To them, the school and the church were interwoven so that everybody who went to school eventually became a Christian. They established schools to help them realize their main objectives of evangelism. The missionaries established and ran their own schools with little control from the government since 1946 (Mutua and Namaswa. 1992). The government, on the hand, ran their own schools and controlled curriculum to balance religious indoctrination with social and economic instructions.

By independence, in 1963, the Kenya government had recognized the role played by the church in the promotion of education in the country.. The schools established by churches remained under the sponsorship of those churches but were registered as public schools. It noted that there was need for support from the church sponsors to shoulder the cost of running the education sector. A sponsor for this matter can be a church, an organization or an individual accepted by the community served by the school.

The Education Act (1980) conferred upon the minister of education the responsibility of the promotion of education. Koech Report, (1999). The role of the sponsor, as stipulated in the Education Act ,states that all sponsors have equal roles and rights irrespective of whether they were involved in the initial development of the school or not. Their roles are:

- (i) To assimilate the church's religious doctrines and traditions.
- (ii) The school community to participate in school management.

To hold the school's title deed, awaiting the incoming management.

Their rights are;

a) To use school's physical facilities free of charge.

b) Upon the consent of parents as the local authority, erect any new structures other than those belonging to the school or acquire part of school land for church purposes.

The Education Act further states that in every primary school, there shall be school management committee (SMC). The SMC are in charge of the management of primary schools. The members constitute eight class representatives, three representatives of the sponsor, one co-opted member and the head teacher, who is the secretary to the SMC. The sponsor constitute a third (1/3), of the school management committee. Members representing the sponsor are nominated before hand and names sent to the school. The people chosen shall be competent enough to represent the sponsors' interests in education through the schools management committee (Kafu 1998).

The Kamunge Report (1988 points out that the management and training are stated in various acts of parliament such as the Education Act (1968). This commission states that primary schools are established and managed by local communities and parents through their school management committees. School committees are appointed to manage and develop primary schools.

However, Free Primary Education was introduced in Kenya in 2003. The NARC government, which had just entered into power, abolished all levies in primary schools. Education was then declared free and any head teacher found charging pupils, would be answerable. The community stopped all contributions to schools. The sponsors too left their initial role of constructing infrastructure in schools, since they thought that it was the government's role to provide education.

It was for that reason therefore that the researchers assessed the influence of sponsors on the management of public primary schools today in Wareng district.

1.2 Statement of the Problem

Management is said to entail the activities of planning, controlling, organizing, appraising and leading the procurement and utilization of both human and physical resources at the disposal of an organization in order to achieve the organizations defined ends (republic of Kenya, 1976, MOE 1999). In the education Act cap 211 (1968), section (i) a, b and section (b) 4, states the roles and rights of school sponsors. Amongst the roles is the participation in school management. Paragraph 61:34 of the act says that it is appropriate that the sponsors should share in the administrative management of their schools. This therefore, means that the main function of sponsors is to contribute towards the development of the institutions which they sponsor. The Kamunge report (1988) adds that the sponsors of educational institutions should be encouraged to increase their contribution towards the development and improvement of their schools.

However, most sponsors have not lived to the Education Act standards concerning development and improvement of schools. Many school projects have stalled due to poor prioritization and inadequate allocation of funds. Most schools have inadequate basic physical facilities like classrooms, libraries, latrines and playgrounds amongst others. There are also wrangles relating to appointment of head teachers in schools (Cheruiyot, 2001). This has been seen in areas where the appointed head teacher does not belong to the same religious denomination as the sponsors. Financial management practices are wanting in most schools. Majority of the sponsors have little or no knowledge at all on financial matters.

This leads to poor management and utilization of funds which results in work not commensurate with funds expended (CHE 2009). Since the introduction of FPE, various studies touching on the levels of the implementation of its programmes, acknowledges the government's effort to provide instructional materials to public primary schools, leaving development to parents and community. The study note, however, that the FPE policy was rushed through without preparing implementers and re-defining roles of specific stakeholders. UNESCO (2005) Sifuna (2003) adds that the rushed program resulted to confusion among education stakeholders due to lack of clear guidelines on various matters including how the management should develop their schools. These could be some of the causes of the poor management of primary schools. Do sponsors make any contributions towards the development of infrastructure in their schools? With these questions in mind, the researcher assessed the of sponsors' influence in the management of primary schools in Wareng District.

1.3 Purpose of the study

The purpose of this study was to assess the of the sponsors' influence in management of primary schools in Wareng district.

1.4 Objectives

1. To establish the of sponsors influence in the development of infrastructure in schools.
2. To examine the sponsors influence in control of school finances
3. To assess the sponsors influence in the appointment of head teachers, PTA teachers and non teaching staff.

4. To identify the challenges faced by sponsors while managing their schools.

1.5 Research questions

To achieve the above stated objectives, the current study undertakes to address the following questions:

- (i) How do sponsors influence the development of infrastructure in primary schools?
- (ii) To what extent do sponsors influence the control of school finances?
- (iii) What influence do sponsors have on the appointment of head teachers, PTA teachers and non teaching staff?
- (iv) What are the challenges that face sponsors while managing their schools?

1.6 Significance of the study

The managerial skills used by the sponsors will influence the management of schools which they sponsor. The finding of this study is intended to help school managers to involve all key stakeholders in proposed projects so as to reduce poor implementation of technical aspects of projects (CHE, 2009). The findings on the financial control will provide the ministry of Education with information which will highlight areas of training needs of the SMC members. The findings will also help to portray the important attributes that one should possess to qualify as a sponsor. The educational researchers will benefit from findings hence forming an important part of data bank.

1.7 Theoretical framework

This study was based on the Systems Theory developed by Wirt and Thorndike (1980) and advanced by biologist Ludwig Von Bertalanffy. Little John (1983) defines systems as a set of objectives that interrelate with one another to form a whole. Systems theory is basically concerned with problems of relationships, structures, and of independence, rather than with the constant attributes of the object. The systems theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, and finances from their environment and putting back into that environment the products they produce or services they offer. The theory views that managers should focus on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002).

Thorndike (1980) developed a model of work-play where a school is compared to a factory, in which knowledge was attached to children like parts of an automobile bumper and headlights are attached to basic frames. In this study, improved management is attached to the effort of the elements in the system. Here there are standardized ways of planning projects, furnishing existing facilities, budgeting for every project and dividing up curriculum into units and lessons.

The systems theory maintains that an organization (school) does not exist in a vacuum. It is part of the larger system such as the society. Koontz (2001), Plump and Pelgrum (1993) noted that an educational system is a complex system comprising of sub systems at different levels; these are macro (state) meso (school) and micro (classroom and the pupil) level. At each of the levels educational decisions are influenced by different actors,

for example, at school level, the school committee. The head teacher, teachers, sponsors and the parents make certain decisions and give opinions on the management of the school.

The systems theory emphasizes unity and integrity of the organization and focus on the interaction between its competent parts and the interactions with the environment. It suggests that organizations must be studied as a whole taking into consideration the interrelationships among its parts and its relationship with external environment. Schools are open systems hence they respond to the external influences as they attempt to achieve its objectives.

In this study, systems approach applies because where there is order there is control leading to effectiveness and efficiency in any process. A school compared to a factory has inputs like learning and teaching resources, finances to control, projects to be done, learners and an able school management to lead and guide the activities being done. There is finally an output or product. The outcome expected to be seen here is improved management, competent graduates and a satisfied community.

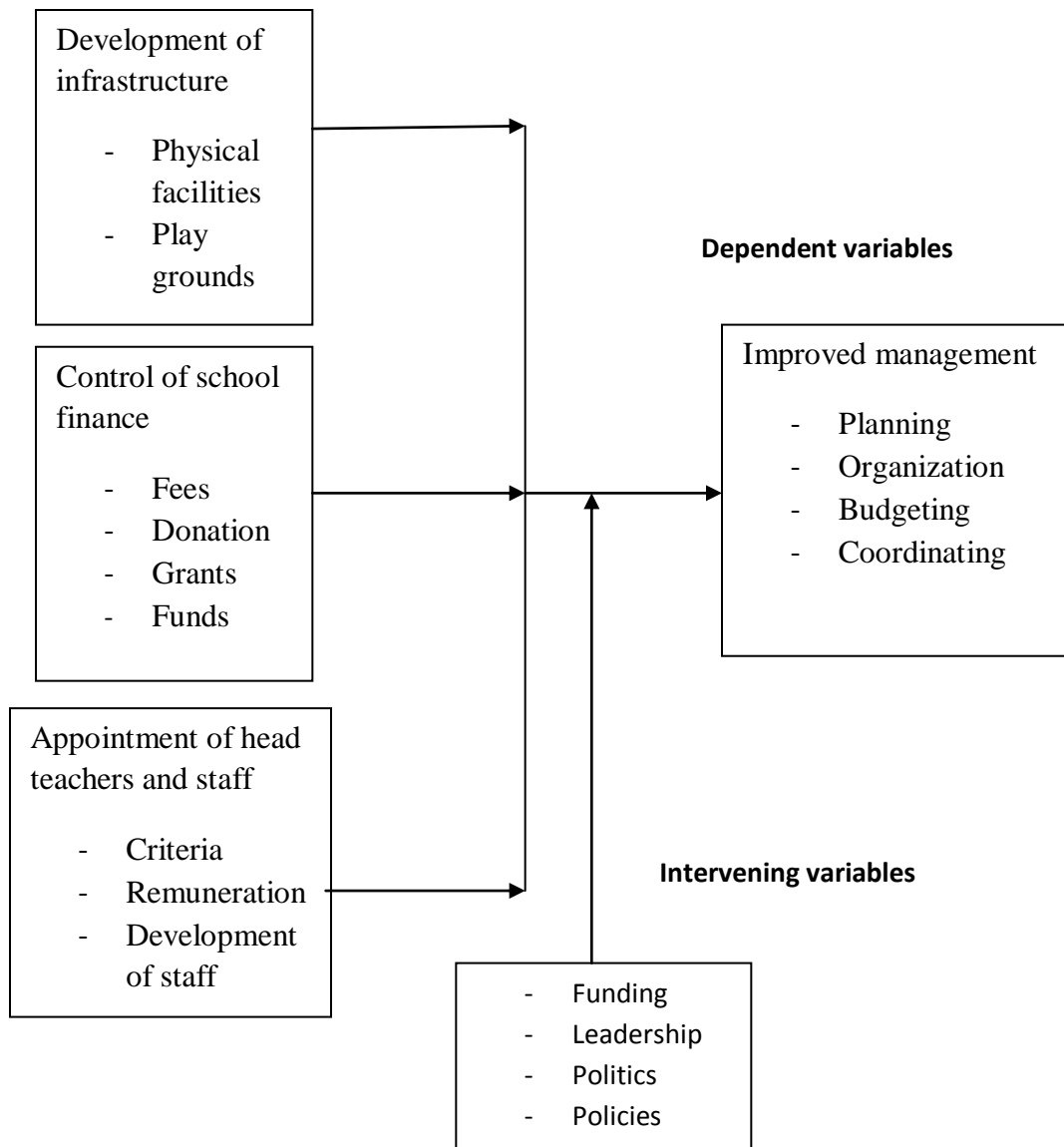
1.8 Conceptual Framework

The researcher developed a conceptual framework to explain the relationship between variable in this study presented in the figure below. The dependent variable is improved management. To attain the above, independent variables which are largely influenced by the sponsor should be realized. Hence, planned, prioritized development of infrastructure, control of finances and appointment of competent staff should be put in place.

Intervening variables are the challenges, which if not controlled will interfere with the school's outcome. They include: leadership styles, policies politics and funds.

Figure 1: Relationship between Dependent and Independent variables

Independent variables



Source: Researcher's own concept

1.9 Scope of the study

This study was conducted in Wareng District within November 2010 and April 2011. Primary schools head teachers, SMC chairpersons, sponsor representatives and the DEO's representative were used to accomplish the study.

1.10 Limitations of the study

The limitations included the unwillingness of respondents to share all they know on the matter with the researcher. There was some hostility towards the researcher on the questionnaires for fear of reprisal even though no respondent was expected to write their names in the questionnaires. However, the researcher assured the respondents of confidentiality and importance of the research findings. The researcher used some data from the school management and the D.E.O's office where some records were not current. However, the researcher used the available records in schools.

1.11 Assumptions of the study

The study had the following assumptions;

- (i) That the sponsors had an impact on development of infrastructure in schools.
- (ii) That all the respondents gave sincere responses.
- (iii) That the sample chosen was a representative of the whole population of primary schools in Wareng District.
- (iv) That all the chairs of school committees, sponsors and head teachers in the sample population participated positively.
- (v) That there were challenges faced by sponsors when managing the schools.

1.12 Definition of operational terms

Appointment of head teachers	Ability to choose a person for apposition of responsibility
Challenges	Obstacles that hinder progression of somebody or something
Control of finances	Power to make decisions about how finances should be run.
Influence	Have an effect positively or negatively on the dependent variable School management
Infrastructure	Basic systems and services which are necessary for an institution to run.
School management	The marshalling and combining of resources of all kinds in Sufficient quantity to ensure the set objectives is reached.
School development:	It means among other things, the provision of certain facilities of the school which will enable it to render expected services more effectively.
Sponsor	It is used to refer to a church, religious group, voluntary body or a person who initiates or is invited to give funds to a school and in responsible for the maintenance of its religious traditions and promotes its provisions for development. . (Koech, C.A, 1992).
Public school	A free local school paid for by the government
School	An institution in which not less than ten learners receive regular instructions. (Education Act, Cap 211)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed literature related to the sponsors influence in the general management of primary schools, development of infrastructure, control of school finances, appointment of staff-teaching and non-teaching and challenges faced by sponsors while managing primary school.

2.1.1 Sponsors Role in Schools

The relationship between the sponsors, school management and the community is an important component in the education sector. School management ought to cultivate cordial relationship with the sponsor and even the wider community in order to achieve the desired goals. Okumbe, J.A. (2008) defined management as the planning, organizing, leading and controlling of human and other resources to achieve organizational goals effectively and efficiently. This view is further strengthened by Hellriegel et-al (1982) who defined management as the art of getting work done through other people. A more narrowly defined concept is shared governance which refers to head teachers sharing their governing roles with management of schools. Blaise and Bleise (2004). It is similar to participate school management in which other members, apart from the head teachers are allowed to participate in decision making. School management involves working with other stakeholders such as the Ministry of Education, SMCs, sponsors, teachers, learners, support staff and community to achieve a common goal. Fullan (2001) says; “Educators have to go out into their communities with empathy and interact meaningfully

with their constituents. Being professional, can no longer mean remaining isolated in the school”.

In Great Britain, Mohoney, T (1988), in a study on the composition of school governors, found out that the 1980 Education Act, which gave parents limited representation, was proposed for amendment to allow the parents, who form a majority in the governing bodies of schools, to have more say. The government proposed to change the law in May 1984, through a government green paper titled “Parental influence at school: A new framework for school government in England and Wales”.

In the UK and USA the 1970s saw the growth of governing bodies more so because the period proved to be a decade of active public opinion about schools and their control. The background of concern had the following elements: uncertainty about the general educational standards and doubts on whether schools were adequately preparing young people to meet the needs of a technological society and whether the wishes of their parents were in any sense influencing the type of education they were receiving, in particular, the demand for increased influence and involvement by clients and parents of the schools which were emerging. Parents in the depressed areas of New York City and in many other parts of the USA were dissatisfied with the system of education which seemed to exclude the expression of wants and needs by parents and clients. All these led to government giving more powers to the school governors.

According to the education act chapter 211 (1968) revised (1980-) all Kenyan schools are registered under three categories: Public schools, private schools or unaided schools and sponsored schools. The Education Act (1968) revised (1980) also conferred upon the

minister the responsibility of the promotion of education. Koech Report, (1999). The role of the sponsor, as stipulated in the education act cap 211 section (1) a, b and section (b) 4, states that all sponsors have equal roles and rights irrespective of whether they were involved in the initial development of the school or not. Their roles are:

- (i) To assimilate the church's religious doctrines and traditions.
- (ii) The school community to participate in school management.
- (iii) To hold school title deed awaiting the incoming management.

Paragraph 61:34 of the act says that it is appropriate that sponsors should share in the school's administrative management. The Education Act, states that in every primary school, there shall be school management committee (SMC). The SMC are in charge of every primary school. The members constitute eight class representatives, three sponsor representatives, a co-opted member and the head teacher, who is the secretary to the SMC.

Primary school education is the foundation where things should be done right. That is why the government allocated up to over 40% of country's budget to education. Importance of primary education is as follows:

- i. It is where the foundational skills are acquired and where connections to long life learning are made.
- ii. It is where literacy and numeracy are developed(ability to read and count)
- iii. It helps to bring back to the society what was used by the pupil.(Social Rates Returns: both private and social).
- iv. It helps in reduction of crime rate in the country.

- v. It is way of bringing in low birth rate in the country.
- vi. It is a means of poverty eradication.
- vii. It can help to slow the spread of HIV/AIDs.

Parents and communities contribute to schools through taxes and directly through school levies as well as direct financial donations as sponsors of their schools. It is therefore necessary to involve them in school management (R.O.K, 2000). Being a community stakeholder and a financier of education, a sponsor has a right to be informed about aspects of the school that touch on its role as a sponsor. In most schools, the sponsor is occasionally kept in darkness regarding the happenings of the school despite the ministry of education persistent calls for cordial relations between school managers and all the education stakeholders. Sponsors are included in the development, management, and coordination of education and training services,(Republic of Kenya 2005).

The Kamunge report of 1988 registered. The working Party was informed that some the following observations;

1. The working Party is of the opinion that sponsors should not be managers of Harambee Schools.
2. The working Party was informed that some sponsored schools are established on land owned by sponsors and that certain difficulties were encountered in development of some schools. It recommended that;
 - a) Sponsors of the educational institutions be encouraged to increase their contributions towards the development and improvement of sponsored schools.

- b) A sponsored institution established on land owned by sponsors, be provided, where possible with land registered in the name of the institution to facilitate long-term development. a) Sponsors of a Harambee institutions should not be registered as managers of such institutions but participate in their management through BOG.

A sponsor generally refers to a religious or pastoral group whose wishes are to maintain the traditions of religious groups. The education Act says that it is only the church organizations which are normally appointed as sponsors. They are required to take an active role in spiritual, financial and infrastructural development in order to maintain the sponsor's deter to education. They are encouraged by the country's constitution, section (78), on the protection of freedom of conscience, to be very seriously engaged in the country's education. The same provides legal entry of sponsors to the field of education in Kenya. It provides for the appointment of sponsors of schools and for their representation at various levels of education management (Eshiwani, 1993). Representatives of school sponsors are members of Provincial Education Boards, District Education Boards, M.E.Ds, secondary schools BOGs as well as primary school SMC. The main purpose of these education boards are the management of public schools within the areas of their jurisdiction. The government found it necessary to entrench sponsors into the education act as providers of education due to government's inability to provide all educational needs to Kenyans. Farrant (2002) points out the difficulties experienced by the central government in providing education to its citizens. This is what precipitated community involvement in the expansion of education in Kenya.

2.2 Sponsor's Influence in the Development of Infrastructure.

Kogan (1984), in his research on school governors in England and Wales observed that the 1980 Education Act shifted the balance of power in the management of schools in favour of school governing bodies. He also found out that the instrument of government establishes the composition of a governing body and it is the article of government, which specified its powers. However, his study revealed that the model article had not followed the 1980 Education Act and hence the existing power of most school governors looked back to the model article issued in 1945. In his research, he concluded that “governors, it is assessed, have failed to use these powers systematically in imaginatively and so they have fallen into disuse. The study comments that governing bodies of schools form part of a complex social and political system which can be described in several forms of language and analysis. They are part of the system of educational government and zone of political activity and movement. They maybe part of the wider governing managerial structure and yet are a means through which there can be participation and representation of the community, client groups and any action taken professionals.

The Education Act (1980) gave mandate to the sponsors to participate in school management. Paragraph 61:34 of the act says that it is appropriate that sponsors should share in the administrative management of the schools they sponsor. The Kamunge report (1988) observed that an institution's governance is clearly defined in the law so there should be no problem in determining the participation and contribution of the sponsors towards the development of those institutions. The working educational institutions should be encouraged to increase their contributions towards the development and improvement of their school.

Sponsors are people who represent the outer community. They are nominated to the SMC through support from people whom they represent. It is their duty to fund all development projects in the school. Such projects are construction of physical facilities and other infrastructure in schools.. For any development to take place, parents had to be relied upon. The changes brought parents to the main stream of the school management and began to demand an active involvement in identifying, designing and implementing development projects through their representatives.

With the introduction of the FPE (2003) parents were relieved off the heavy burden of payment of school fees and levies. The government funded education and it was clearly stated that there should be no other levies charged for institutional learning. Parents were left with only the development of infrastructure. By the year 2003, many schools were already established. Those which had no facilities remained with the burden of starting from the grassroots. This is because the introduction of FPE came with a lot of implications; the major one being over enrollment in all public schools which overstretched the existing facilities. Tindall (1988) says that large class sizes contribute to declining test scores. Public health also recommends that twenty five students should use one latrine. The large influx to schools, after 2003, made the facility congested. This automatically forces the management put up more. Parents will need clear explanation for them to understand why they should fund such facilities. Various studies touching on the level of implementation of FPE programs, acknowledges the government's efforts in provision of instructional materials to public primary schools. The studies however, noted that the FPE policy was rushed to without preparing the implementers and re-defining roles of specific stakeholders UNESCO (2005).

The sponsors are expected to use its financial resources to put up all physical aspects of development. A sponsor should be able to pinpoint any structure in the school that it has helped to put up. The Koech report of (1999) observed that some sponsors hardly make any financial contributions to the schools they claim to sponsor yet they become very vocal when it comes to issues of management.

Since the sponsors represent the community of the sponsored schools, they are able to source for funds from other well wishers. The CDF is available and Intelligent planners can access it. There is the LATF which is offered by the county councils. It is for this reason that this study sought to find out how sponsors influenced development of infrastructure in their schools.

2.3 Sponsors' Influence in the appointment of head teachers, teachers and the non- teaching staff.

In England and Wales, School Governors are members of School Governing Body. In government schools they have responsibility for raising school standards through their three roles of setting strategic direction, ensuring accountability and acting as a critical friend. Allan et al (1987) in the above states every state school has a governing body, consisting of specific numbers of various categories of governors, depending on the type and size of the school, school governors are unpaid, but may be reimbursed for expenses such as care of dependants or relatives and travel costs. Under section 50 of the Employment Rights Act 1996, employers must give anyone in their employment who serves as a governor reasonable time off their employment to carry out their governor's duties. Schools generally have a delegated budget to cover salaries, running costs and maintenances of equipment.

The Governing body is responsible for managing the budget. They can decide how many and what types of staff to employ, which equipment to upgrade or replace. In the developed countries governors are responsible person chosen from the community. They trust worth and are given the responsibility to monitor school's progress and set targets for the school's performance,

The impact of IMF policy on teacher's recruitment in Kenya is felt to date. In 1997, the government of Kenya agreed with the IMF to impose a limit of 238,000 on the number of teachers that could be employed. In 2002, a new government came into power and primary education user fees were abolished. Over 1.5 million more children enrolled in school. The IMF refused to lift the cap on the teacher numbers. Kenya was (and still is) unable to recruit an additional 60,000 teachers it needs to support primary education across the country.

This has a severe impact on the quality of education, with classes averaging about 60 pupils per teacher. Kenya was left with five choices in dealing with the problem of school teachers.

- b) To do nothing and accept the increase in enrollment.
- c) Limit enrollment which is direct contradiction to EFA goals.
- d) To reduce teachers' salaries, forcing teachers to take on supplementary jobs to earn a living wage.
- e) To change the standard teaching contract and recruit contract teachers annually, who are paid for the months they teach.

- f) To employ unqualified, or under-qualified teachers 'paraprofessionals' and pay them a fraction of the wage of qualified teachers. (IMF policy on teachers).

Any of the above measures has a direct impact on the type of education received.

The Ministry of Education gave the TSC the mandate to employ teachers. The D.E.O on behalf of the government and agents of TSC appoints head teachers of all public primary schools. A head teacher of a primary school is a leader and a manager who guides people and groups to achieve pre-determined educational goals. The Education act (1968) clearly states that appointment of head teachers should be done in consultations with the sponsors of the school. The DEO has the authority to appoint head teachers of primary schools according to the Education Act; this should be done with the consultation of the sponsor of the primary school. The appointed head teacher is required to follow the norms and traditions of the school and to keep the culture of the school and allow it to continue in primary schools as it is in secondary schools. The DEO advertises vacancies of head teachers and deputies whenever they are available. Teachers willing to take the posts apply and after short listing are expected to attend an interview on a given date. The decentralized policy adopted in 2001 says that secondary schools do their interviews in their schools while the primary at the DEO's office. The needs-based approach marked a departure from the supply-based recruitment that was in practice until 2000, and which was stopped due to the financial couch that hit the country in the era of structural adjustment programme of the 1980s and 1990s (daily nation 21st July 2008)

. The candidates who qualify are appointed as heads of those schools which needed one. The head teachers will be sent to schools regardless of the stated rule in the Education Act. Some sponsors have been heard saying that if head teachers are sent to their school without consultation then they will eject them out from their schools.

Sponsors assist the sponsored schools in employment of staff; teaching and non-teaching. The first mission schools helped the government to employ and pay teachers who taught in their schools. With the current teachers' crisis in educational institutions, most primary schools, SMC and PTA have resorted to employ and pay their own teachers. This was the initial role of sponsors before independence in Kenya Education Act (1980) This came as a result of the above, and the introduction of FPE where there was over enrollment in schools, freezing of teacher employment from the MOE in 1997, due to the unstable economy then , un-replacement of those who retired and those who passed on.. Whenever a need of a teacher arises in a school, the SMC, sponsors included, call for parents meeting where parents will be informed of the issue. The minutes are taken and the DEO signs and forwards them to the ministry of education to enable the to schools source for money from parents to pay their PTA teachers. However, schools employ their teachers according to their financial ability. If the school is financially stable then many teachers will be employed. If not, then less.

2.4 Effective financial management in schools

Various studies on the management of finances in primary school institutions have been carried out internationally. Alfred Hess (1995), executive director of Chicago Panel, examined finance reforms in the Chicago Public Schools from 1989 to 1993 assisted by substantial new findings over five years.

He found out that Chicago schools achieved one reform goal-reallocating funds to reduce administrative and equalize interschool finance. It was also realized that funding was a key element in the propagation of education. However, effective management of finances by administrators was noted to be very imperative due to the rising demand of education.

Bainbride (2003) identifies the role played by effective financial management in bringing about successful educational outcomes. He emphasizes the need for public sector executives to assist community and school system leaders to examine where they started in terms of managing financial resources for successful education outcomes. Rosenberg et-al (2003) in his publication titled 'Learning from the Community' says 'Effective financial management practices is enabling organizations to respond to new and challenging environments'. Allan et-al (1987) identifies important need of financial management in schools. The need was that of using the management in school's finances and systems as instruments of school policy and recognized that an important feature in the task of management of schools is finances and systems. They noted that if money necessary in running the school is managed well, it fulfils the expectation of majority of education stakeholders, as opposed to when it is mismanaged and that financial management is prerequisite of effective school management.

Orlosky et-al (1984), portrays the legal and professional reasons for effective financial management. They observed that many school officials become involved in legal difficulties because of poor fiscal management. They cautioned that school administrators cannot afford to be less than diligent in financial management because that is a responsibility entrusted to them. School administrators include sponsors, head teachers

and SMC at large. They are responsible for the financial management of the funds entrusted to them. With the FPE, school managers have a task to do. The instructional materials catered, for by the FPE, allocate lots of money to schools. The school management has to budget for the intended instructional materials as suggested by the guidelines.

Other disciplines as development of infrastructure were left to the parents to manage. The parents are represented by the SMC, whom together with the sponsors run the schools. The managers who run the school determine the success or failure of the particular institutions. That is why the Education Act Cap. 211 (1968) says that the sponsors should choose competent people to represent them in the SMC. Although the Education Act did not give the academic level of sponsors to represent them, it is foremost that intelligent, competent, and knowledgeable persons be appointed. They should be able to plan for any other funds which the schools receive. Such funds may be sourced from parents, CDF, donations or grants. It is important therefore that the school sponsors and the managers be knowledgeable in financial issues. They should be able to ensure that the school financial resources are budgeted for to enable the school operations to be consistent with the goals, priorities and policies of the school.

Budgeting of school finances leads to better and more effective utilization of such resources. Primary schools unlike secondary schools do not employ account clerks to foresee the financial revenue and expenditure of the school, instead of the SMC and head teachers are managers of schools. Some of the head teachers have mismanaged the funds because they are not trained to handle such lump sum amount. Since the school

managers are neither trained nor qualified, the money allocated to the school is either squandered or lies idle in the accounts while the learners suffer in schools (Sifuna 2004).

Efforts to ensure handling of school finances have been made practical through budgeting (MOE 2003). Budgeting has been regarded as one of the critical tools in handling finances in primary schools. The head teachers' preparedness in managing finances can be in a manner in which he inspires and leads the SMC to draw annual budgets. This then expected to be followed up with management of budget through book keeping, writing of trial balances and bank reconciliation statements. To enhance transparency, the school management committee is expected to play an advisory role in assisting the head teacher.

Studies in Africa show that researchers on educational issues in relation to financial matters have been carried out in Africa. Roinson and Perraton,(2002). In their research findings on the aspect of decentralization of leadership, they established that more than 80% of Burkina Faso's population is rural schools so scholars are widely scattered, along way from the DEO's office. They report that there was need to develop in-service programmes for head teachers at the MOE to enable them to be trained on financial matters. This was going to help the head teachers understand how to handle finances back in their rural schools. They were also going to train the school management bodies at their areas of work.

The ministry delegates the preparation of estimates and handling of finances to the head teacher and the school managing body in primary schools. A school budget for each year is prepared before the AGM is held. Monitoring the flow of income and levels of expenditure provides basic information for the budget for the following year. Effective

financial handling through budgeting enables the utilization of the availability of resources efficiently to achieve the target.

The Republic of Kenya report (1988) recommended ways and means of improving quality of education in all public and private institutions. This includes strategies for more efficient use of existing human physical and financial resources, production and distribution of basic needs. Inman Freitas, Deborah (1991) says that when expenditure increases, the solution is to increase revenues by accessing as many special programmes as possible, to provide additional funding, by “sourcing outside the regular state and formula. The head teacher should understand book keeping. Okumbe (1999) says book-keeping is act of recording transactions capable of being measure in financial terms. It is concerned with maintenance of records in which financial resources are used for intended purposes. This enables the school administrators to have a quick check on both the rate of expenditure against the funds allocated. Managers too should be able to have knowledge on auditing. Auditing is the investigation of financial records. Okumbe (1999). The SMC should also be able to frequently assess their financial statements.

This is called internal auditing, which is done before the external auditors assess books of accounts, Delgoddard et-al (1992). This study tries to investigate how versed sponsors are in financial management.

2.5 Challenges faced by sponsors in their schools

2.5.1 Financial constraints

No institution can succeed with good intentions alone. Each program me requires a unique set of skills, information, and technology. Levels of resource selection are a

challenge to management in any institution. School sponsors and administration must foresee what is required to meet their expectation when designing their strategic plans. Temptation is to set high expectation before confronting the hard realities of cost. It is the duty of the school management to see to it that their resources correspond to the budget. It should not precede the supply of the financial resource to meet hidden costs. With the introduction of free primary education, the government, through education partners, funded the purchase of instructional materials. Other infrastructure was left to the parents to meet. Since there was an influx of learners to schools, classrooms became congested and desks are inadequate. This shows that parents have to meet the cost of purchasing new ones to enable the learners to sit comfortably in class.

Schools sponsors have to source for funds to maintain their schools. Due to the high influx to schools, the school management is seriously constraint in efforts to improve the state of learning facilities due to the governments ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process (Sifuna 2004). They have to look for alternative means of getting funding in their schools. Some of the ways of getting funds is through CDF, LATF donors, NGOs, harambees and use of existing assets in schools. With the many demands, schools have to make sure that there is a good financial flow within their schools.. It is for these reasons therefore that the researcher sought to find out how school sponsors and managers manage their financial constraints.

2.5.2 Lack of goodwill and political support

Husen, T, et al (1994) state that educational organizations are similar to other social organizations in that conflict over values, the struggle for power, coalition building and interest group formation and bargaining are fundamental to the purposes and practices of a dynamic organization. He concludes that the strategies and processes inherent in political model run counter to current school reform efforts which emphasize team building, collaboration, restructuring and meaningful empowerment of stakeholders in educational communities.

In Kenya, politics of the day dictates what to be successful and what to fail. Politics shape programmes output and results. The political environment consists of influential persons and groups inside and outside the government who determine the degree of projects' success. When the influential forces in the government and the private sector, endorse a project then it will succeed and when they oppose, then that is the end of it. Goodwill is the willingness of participants to cooperate. Any intended project may fail if the planners do not mobilization and sensitization the community. This is done by involving them in the initial stages of starting a project. It enables the community to own the project and therefore participate fully for its success.

Politicians can use power coercive strategies to bring down a school. This kind of leadership style has worked in most of the developing countries, Kenya included. Power coercion is a way of introducing changes which are highly centralized and are characteristic of systems that are committed to planned approaches to educational

development Havelocks and Hubbetrial (1998). A decision taken at central authority at high levels is communicated downwards through the bureaucratic hierarchy to the subjects to do what they want through their positions of power sanctions. They have the ability to control and capacity to manipulate the career structure, power to regulate the flow of financial support with supervisory and evaluative structures to keep a fairly close eye on those who implement decisions.

Politicians, many a times do interfere with progress of schools because they want to be recognized as the initiators of progress in institutions. Other reasons may be personal such that a politician “just” does not rhyme with the responsibility is to effect the decisions. Politicians have the capability to compel the school administration to do according to their interest. Incidence like these has been seen in DEB meeting where many projects have failed to be accomplished due to lack of goodwill and political support. Sponsors and the SMC are the backbone of their schools. If they cooperate and be transparent and accountable in what they do, external interferences will not succeed. When all activities are accounted for then there is no course for alarm.

In Wareng district, like any other district in Kenya, the researcher intends to investigated the extend of political interference in school matters like employment of teachers, who should be elected the chairman of the school, which schools should be made centre of excellence and even how much bursary should be given to particular learners.

2.5.3 Role conflict

There are various definitions of the word conflict Steward and Carole (1993) defines conflict as verbal and non –verbal disagreement between individuals or groups. Gregory

(2000) defines conflict as a disagreement among parties, which occurs when groups interact in organizations. Luthers (1996) defines conflict as a process that results when one person or group is frustrating or about to frustrate an important course. Robinson et al (1988) defines conflict as involving one party purposely standing in the way of another from achieving their goals. It can also be defined as any state of disagreement between individuals, groups or categories of people Gregory (2002). Conflicts in schools and in organization come about because of unrealized expectations. Unrealized expectations become conflict triggers and conflict triggers is any factor that increases the chances of conflict between persons or parties. Krether (2002) stated that source of conflict triggers are ambiguous or overlapping jurisdiction which create competition for resources and control communication breakdown barriers that provoke conflict and time pressures. Conflict is also caused by unreasonable standard rule policies and procedures which lead to dysfunctional conflicts between management, personality clashes, which is not possible to change on the job, status differences and unrealistic expectations which lead to dissatisfaction.

Research by Osure (1996) on PTA's and BOG's functional relationships in the management of secondary schools in Kisumu district and another by Wolf et al (1999) in Malawi revealed that role conflict exists between the PTAs and BOGs and leaderships in school management. They both concluded that roles should be clearly defined. However, the research was based on secondary schools. The Gachathi Report (1976) pointed out that the role conflict and confusion not only exists between school committees and District Education Boards but also with parents and the community.

The report recommended that the MOEST should define the managerial functions of the school committee and school sponsors so as to facilitate the social integration of schools through parents association and other common organizations.

In any institution, conflicts are apparent when at least one party perceives that it exist and where an interest or concern of that party is about to be compromised or frustrated. It occurs between individuals, groups and departments. There are different reasons for conflicts in any organization. Some of the main courses are limited resources, independence, status struggle, poor management practices and role conflict. Role conflict comes as a result of overlapping responsibilities (Ibid: 413) a conflict may occur when one group attempts to assume more control or take credit for desirable activities. Individuals or group may also be uncertain as to who has the responsibility to direct. Each party may claim or reject responsibility or authority, the result of which can be conflict (Hueznski (1985).

Positive view of conflict leads to a win-win solution. Conflict may have either a positive or a negative effect on organizational performance depending on the nature of the conflict and how it is managed, Armstrong (2009).

In a school context there are conflicts between the sponsors and the head teachers. The sponsors may want to control everything in the school, even those stipulated for head teachers by the Education Act. Role conflict can also occur between the school sponsors and the parents of the school. The sponsors can hold some doctrines which may not be accepted by all parents. There can also be role conflict in the management and administration of schools as a whole.

It was confirmed that there was a conflict between sponsors and a head teacher of one of the schools visited. The head teacher was not a member of the church which donated the land. After serving in the schools for over five years, there arose an issue where the sponsors, influenced the community that the head teacher was underperforming and therefore should go. The parents staged a demonstration, complaining that their school was grouped among the worst performers. It was later found out the information given was false because the school was ranked the most improved school in the district.

Conflicts mainly center on how the collected funds from parents were used. Sakaja (1986). The sponsors may have their differences which can be expanded to the other members of the school community. It is for this reason therefore that the researcher intended to find out whether there exists role conflict between sponsors and management of primary schools.

2.5.4 Competitions

The term competition as defined in Macmillan English dictionary (2002) means activities of companies that are trying to be more successful than others. It also means trying to be more successful than others. It also means trying to get something that other people also want. The dictionary also defines it as an organized event in which people try to win prizes by being better than other people. In this study it means entering into competition with other schools. All primary schools in Kenya face competition. Each SMC is trying to manage their schools in the best way possible.

The vision of the school managers is that their schools should excel in facility provision and be counted as the best. Every other school is doing the same and so by trying to compete with other in infrastructure developments and financial control, some sponsors

may not be able to get to the standard of the others. The competition comes in form of inadequate facilities available in the school. If a school does not have adequate and relevant facilities which will enhance academic performance, parents may not have that school as a preference for their children. Therefore the sponsors have to struggle to make sure that sufficient facilities are found in their schools.

Another area of competition is academic performance. Children in any school have to perform regardless of the shortcomings. Performance is attained when competent teachers are maintained. School sponsors therefore have to get teachers who are competent enough to bring up the academic standards of a school. To maintain teachers means giving them a salary which is to keep them and make them as comfortable as possible. A good leader gives fringe benefits to his/ her juniors. These are things like lunches, tea, free houses, educating their children and allowing them to attend to their problems when they arise. This study hopes to find out how school sponsors in public schools manage to cope with competition, internal and external.

2.6 Summary of the chapter

This chapter discussed literature related to the influence of the sponsor in management of primary schools. Sponsors are important education stakeholders both locally and internationally .The Education Act clearly gives the sponsors mandate to develop the schools which they sponsor.

The Kamunge report (1988) emphasized that educational institutions should be encouraged to increase their contributions towards the development of institutions as part of the sponsor's role. A study by Michemi (2007) role of religious school sponsors in

management of secondary schools was specifically to establish the role played by sponsors in financing and provision of physical and materials support in the schools they sponsor and the level of involvement of other stakeholders in management of public secondary schools.

Mabeya et al (2010) on her study role of church sponsors in management of secondary schools, impact on academic performance and conflict concerns in Kenya, investigated the role of the church sponsors and academic performance in secondary schools in Uasin-Gishu. The study discussed in length the sponsors' contribution in provision of a conducive learning environment and identified challenges faced by headteachers while dealing with sponsors in management of sponsored secondary schools. This study highlighted on sponsors in management of secondary schools. It was for that reason therefore why this study sought to assess the influence of sponsor on the management of primary schools in Wareng district.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter highlighted the research design, the study area, the study population, the sample size, the, sampling procedure, the research instruments, the research variables, the data analysis and ethical considerations.

3.1 The Research design

Research design is the outline of information gathered for an assessment or evaluation that includes identifying the data gathering method(s), the instrument to be used or created, how the instrument will be administered and how the information will be organized and analyzed. (Www: /http: /en, Wikipedia.org/wiki/design).

In this study, the researcher employed a descriptive survey research design. This design is used to acquire a lot of information through frequently based observations of actual target population. It also uses questionnaires which can be issued and collection of data be done in the shortest time possible. This cuts down on costs and time. It also facilitated for coverage of large areas.

Mugenda,, (1999), states that, a survey research design is a systematic empirical inquiry in which the scientists collect more information in a large universe in the shortest time by utilizing the use of samples. According to Cohen and Marion (1992), a survey study helps to gather data at a particular point in time, with the intention of describing the

nature of existing conditions, it identifies standards against which existing conditions can be compared and determines the relations that exists between specific events.

3.2 The Research Study Area

The study was conducted in Wareng District of Rift Valley Province. The district is divided into five zones with a total of 129 public primary schools. Wareng district is among the 43 districts in Rift Valley Province. It's one of the many new districts created through presidential decrees during the 2007 pre-election period. It was carved out of the larger Uasin Gishu District with other two emerging: Eldoret West and Eldoret East. Wareng district covers 989 square kilometers and it borders the following districts: to the South East Nandi South, to the North West, Koibatek, to the East, Eldoret West and to the South, Kericho. The district is divided into two administrative and educational divisions. The main occupation of the residence of Wareng District is farming.

This district was chosen for the study because it was originally part of the White-Highlands. The settlers who lived there had schools established in the basis of their denominations. It is assumed that religious traditions got into the education system and can influence today's leadership style. The district is also a cosmopolitan area where different types of people from all over Kenya live. The decision to select the district however, does not minimize the importance of other regions in the country but it would indeed yield valuable results because proper management is expected as being done in all public primary schools.

3.3 The Target Population of study

The study targeted all the public primary schools in the district. The district has 129 public primary schools. All the Head Teachers, (129), school chairpersons, (129), the District Education representative (DQASO) (1), and sponsor representatives (387) in the school management committee formed the study population.

3.4 The Sample size

Mugenda, (1999), refers a sample as a smaller group obtained from the accessible population.

In this study therefore, there are 129 Public Primary Schools in Wareng district. All the 129 Public Primary Schools in Wareng district could not be covered adequately within the given time. The sample size consisted of 38 schools, which is the 30% of 129 public schools in the district. Kothari, (2008), states that a representative sample of the entire population is 30%. In this case therefore 38 public primary schools were sufficiently representative for the study estimation. A total number of 38 head teachers, 38 sponsors' representatives, one DQASO and 38 chairpersons formed the study sample as illustrated in the table below. The unit of analysis was the school

Table 3.1: Sample size for respondents.

Respondents	Population	Sample size (30%)
District Education Officers(DQASO)	1	1
Head Teachers	129	38
School chairpersons	129	38
sponsor representative	114	38
Total Sample population	521	114

3.5 The Sampling technique and procedures

Sampling is the process of selecting a number of individual for a study is such a way that the individuals selected are representative of the large group from which they were selected. The individuals selected form the sample and the large group from which they were selected from is the population, Mugenda, (1999). In this study the following sampling techniques were used; Quota, purposive and simple random sampling techniques. All the Public Primary Schools in Wareng district were stratified into two divisions in the district. Quota random sampling was used to select 25 schools in Kesses Division and 13 schools in Kapsaret Division out of the 38 selected public primary schools in the district, Quota sampling ensured that each stratum was assigned the proportionate number of schools in the sample as in the population.

In selecting schools for study in each stratum, codes were used to identify the schools. The researcher ensured that each school had a unique code for its identity.

Further, random sampling was used to ensure that each school in each stratum had an equal chance to be included in the sample. Stratified simple random sampling was used to ensure that population with different characteristics (low and high enrolments) were represented in the study sample.

Purposive sampling technique was used to select the school head teachers from all 38 selected schools, 1 district education representative (DQASO) and a chairperson representing each selected school. One SMC member representing the sponsor from 38 selected schools would further be selected using simple random sampling technique.. Head teachers, chairpersons DQASO and sponsor representatives were included in the study because they are in charge of management of primary schools.

3.6 Research instruments

In this study, questionnaires, and interviews were used to collect data. Description of each instrument is discussed here below:

3.6.1 Questionnaires

The questionnaires were chosen in this study because it collects a lot of information over a very short period of time. Orodha (2003). Other advantages of this instrument is that, it is free from being bias of the interviewer and answers are in the respondent[s own words. Piloting was carried out to test the reliability of the instrument and lastly large samples were made use of and thus the results made more dependable and reliable, Kothari (2008:101).

In this study the questionnaires were administered by the researcher in person to every head teacher, chairperson and one sponsor representative from the 38 selected public primary schools in the district. The questionnaires were divided into two parts and were designed to collect information based on the objectives of the study.

3.6.2 Interview guide

Interview is a method of collecting data that involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (Kothari 2003:120, Oson and Onen 2005:8).

Interviews are important because more information and in greater in-depth can be obtained. Secondly there is a greater opportunity to restructure questions specifically in the case of unstructured questions. Lastly, interview method can be applied to supplement information Kothari, C.N (2008:98). Mugenda, A.G, et al (2003:83) suggests that interviews guard against confusion because the questions were clarified. This study employed the respondent type of interview where the interviewer retained all control throughout the process. The researcher used the interview schedule for guidance during the interview process. The interview guide was meant for the DQASO. The interview enabled the researcher to collect additional information based on the objectives of the study and hence balanced between quality and quantity of data collected. It also provided more information on management challenges that cannot be directly observed or difficult to put down in writing.

3.6.3 Observation schedule

Observation involves the use of all senses to perceive and understand the experience of interest to the researcher (Oso and Onen, 2008). This was focused on the school

environment. The same was also expected to complement the information provided in the questionnaire. Through observation, the researcher gained first hand information that enabled her to explore on the interactive methods that would be uncomfortable to informants as well as being able to notice both usual and unusual aspects of the respondents. This tool provides information about actual behavior.

3.7 Validity and Reliability of Research Instrument

Validity of the instruments was determined in two ways. First the researcher consulted the supervisor and experts in the department of Educational planning management who helped in determining whether the items in the questionnaires and in the interview guides showed what it was supposed to measure or not. The advices given included suggestions and clarifications and other inputs which gave a logical arrangement of the instruments. The suggestions were used in making necessary changes. Secondly the validity of the instrument was determined through piloting, where the responses of the participants were measured against the research objectives. This gave reason as to why the particular instrument was to be used. For any research instrument to be considered valid, the content selected and included in the questionnaire must be relevant to the variables being investigated (Mugenda, A.G and Mugenda, O.M.1999).

To establish the reliability of the questionnaire, pre-testing through piloting was carried out in schools in the neighboring district. Head teachers, SMC chairpersons and sponsor representatives filled the questionnaires while the quality and standards officer was interviewed.

The reliability of the items was based on the estimates of the variability of heads, chairpersons, sponsor representatives and the DQASO, responding to items. The reliability coefficient was determined by test retest technique. The instruments were administered to the same participants after a period of two weeks. From the test retest results, Pearson's product moments Correlation(r) was used to determine the reliability coefficient. A coefficient of (0.76) was obtained and was considered high enough. The instruments were thus considered reliable.

3.8 Data collection procedure

A permit was sought from the National Council for Science and Technology (NCST) through the school of Education, Moi University. On obtaining the research permit, the researcher sought permission from the DEO's office to visit schools. The study used questionnaires, interviews and observation in data collection. Questionnaires were designed to obtain details on views, problems and challenges facing sponsors on management of schools. Interviews were used to collect data from the Quality Assurance and Standard's Officer. The interview was used to collect administrative details, problems experienced by school heads and the sponsor representatives and suggestions for improvement. It was also meant to fill the gaps left in the questionnaires. Observation was developed to gather information on facilities available in schools and their state. Adequate instruction and assurance of confidentiality was provided to all participants.

Thereafter, the questionnaires were collected the same day by the researcher after being filled.

3.9 Data analysis

In this study data was analyzed using qualitative techniques. Qualitative analysis is a process that describes items in terms of some quality and in which values are used. It is the examination, analysis and interpretation of observation for purposes of discovering underlying meaning and patterns of relationships. Its results relate to quality or kind (Kothari, 2004). The data collected was tabulated and a bar graphs, pie charts frequency, percentages, tables and charts established. The frequencies were converted to percentages to illustrate relative levels of opinions. Information gathered was analyzed using descriptive statistics. This technique has been chosen because the data to be obtained was mainly nominal and ordinal. The statistical Package for Social Sciences (SPSS) was used to assist in analyzing the data collected.

3.10 Ethical consideration

The participants in this study were asked to read and sign the introductory letter (see appendix 1). In the letter, they were informed about the objective of the study. The respondents were reassured of total confidentiality of all the information given and that the findings from the study were meant for academic purposes only. They were also informed that they were free to withdraw from the study at any time they deemed fit.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

This chapter presents the response rate data collected, presentation analysis and interpretation of the results on the influence of sponsors in the management of public primary schools in Kenya today; A case of Wareng district.

Discussion of results is based on the following objectives;

- i. To establish the Influence of sponsors in the development of infrastructure in schools.
- ii. To examine the influences of sponsors in the control of school finances
- iii. To assess the influence of sponsors in the appointment of head teachers, PTA teachers and non teaching staff.
- iv. To identify the challenges faced by sponsors while managing their schools.

4.1 Response rate

The respondents in this study were head teachers, chairpersons, sponsor representatives and the District Quality Assurance and Standard Officers (DQASO). The response rate of the questionnaires by the respondents was 100% for head teachers and sponsor representatives. This was because the researcher administered the questionnaires personally and collected them on the same day. The chairpersons had a response rate of 92.1%. In the few cases where chairpersons were not present in their schools, the researcher left behind their questionnaires.

Only 35 out of 38 questionnaires from chairpersons were received back for analysis. A total of 111 questionnaires out of the expected 114 were coded and analyzed.

4.2 Background information

This part gives the background of head teachers, chairpersons and sponsor representatives who participated in this study. It contains the gender of the respondents and their years of working experiences as part of their school management. The results revealed that most head teachers had served between 5- 20 years. This experience was an indication of the level of seniority of the head teachers in the sampled schools. Most chairpersons had an experience of between 3-10 years while sponsor representatives all had an experience of one year since their term of service is only one year. As regards their gender, results revealed that majority of schools are headed by male heads teachers.

Out of the 38 respondents 31(81.6%) were male and 7(19.4%) were female. The chairpersons were 100% male while the sponsor representatives were 21(55.3%) males and 17(44.7%) females. From the results it is clear that there is still gender disparity with fewer females than males in school management in the sampled schools, as an indicated that women still face barriers relating to culture. According to the new constitution women should be at least 30% of the total position in any institution.

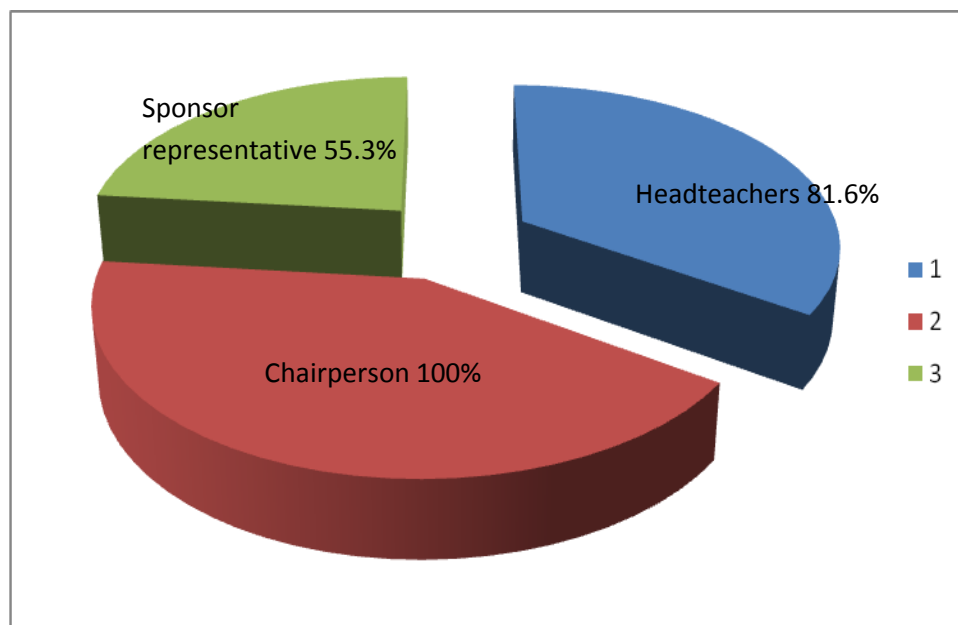
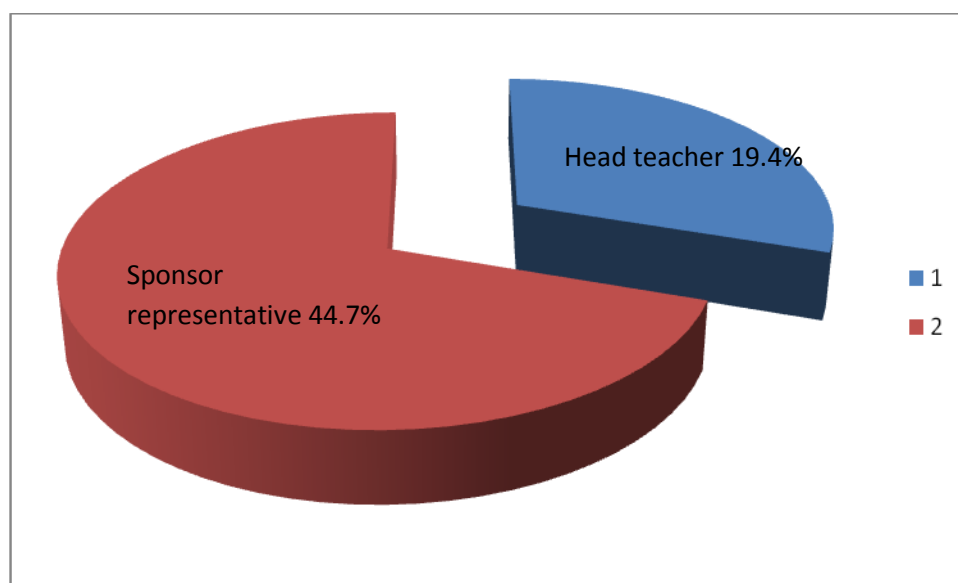
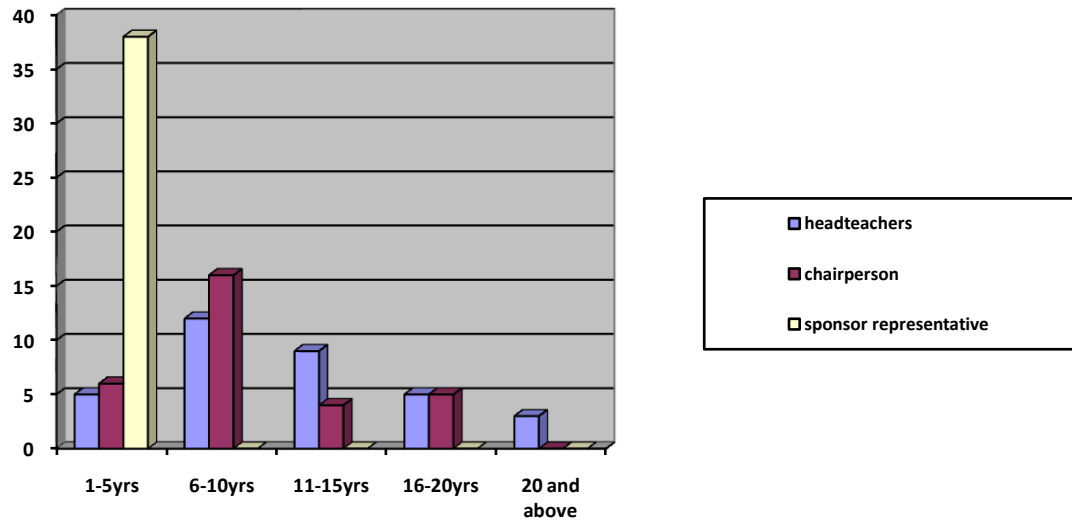
Figure 4.1: Gender**(i) Male****(ii) Female**

Figure 4.2: Working Experience



4.3 Analysis of basic physical infrastructure

The study sought to find out the influence of sponsors on the development of basic physical infrastructure in schools. The respondents were asked to respond to items shown on the table below.

Table 4.1 Assessment of influence of sponsors in development of basic physical infrastructure

Items	Respondents	Frequencies & Percentages of Respondents		
		Agreed	Disagreed	Undecided
Class rooms	Head teachers	22(55.3%)	13(34.2%)	3(10.5%)
	chairpersons	23(65.7%)	12(34.3%)	0%
	Sponsor Rep	30(78.9%)	8(21.1%)	0%
Latrines/ toilets	Head teachers	13(34.2%)	23(60.5%)	2(5.3%)
	chairpersons	13(37.1%)	18(51.4%)	4(16.4%)
	Sponsor Rep	17(47.7%)	21(55.3%)	0%
Desks/ chairs and tables	Head teachers	16(42.1%)	22(57.9%)	0%
	chairpersons	6(17.1%)	27(77.1%)	2(5.7%)
	Sponsor Rep	18(47.4%)	20(52.6%)	0%

From, table 4.1 above respondents generally agreed that sponsors influence the construction of classrooms. The results were seen from their responses where 22 (55.3%) of the head teachers, 23 (65.7%) chairpersons and majority 30(78.9%) of the sponsor representative agreed that sponsors do have a hand in the construction of classrooms. There were 13 (34.2%) head teachers 12(34.3%) chairpersons and 8 (21.1%) sponsor representative who disagreed on the same. As was observed from all the schools visited, there were neither classes that were held outside nor any held under trees. This was a clear indication that sponsors and the community, as a whole, have kept to the initial responsibility of maintaining their schools as stated in the Education Act (1980). This was evident in majority of the schools visited where there was at least a classroom which was constructed through the influence of sponsors. Most of the schools which were established before the cost-sharing era of the mid 1980, had classrooms that were built by sponsors. The other schools established later hardly had any constructions by sponsors.

The second item in the table 4.1 revealed that majority of the respondents disagreed with the fact that sponsors influence the construction of latrines/ toilets. The results showed that 23(60.5 %) head teachers, 18(57.4%) chairpersons and 21(55.3%) sponsors' representatives disagreed. These results concurred with the DQASO who said (latrines are usually constructed by the school community and not necessarily sponsors alone.) Apparently 13 (43.2%) of head teachers, 13(27.1%) chairpersons and 17(47.7%) sponsors representatives agreed that sponsors influence the construction of latrines/ toilets. Evident from the above, it is true to say that sponsors do not do such work alone but is done with the help of all parents. As was seen earlier, sponsors managed to work well before the cost-sharing period which caused all parents to take part in the development of their schools.

As to whether sponsors provide desks, chairs and tables, the response showed that majority of the respondents disagreed in that 22(57.9%) Head teachers disagreed while only 16 (42.1%) agreed. The chairpersons too showed that majority 27(77.1%) disagreed that desks, chairs and tables were bought by the sponsors. Only 6(17.1%) chairpersons agreed while 2(5.7%) were undecided. Response from the sponsor representatives indicated that 20(52.6%) disagreed and 18(47.4%) agreed. This could be attributed to fact sponsors understand what they is solely in their docket to do and those of the community as a whole. The results above concurred with UNESCO (2005) report which says that since the inception of FPE, parents were to purchase desks for their children while the Ministry of Education fund the instructional materials.

4.3.1 Analysis of other essential facilities

The study sought to find out how the sponsors have influenced the construction of other essential facilities other than classrooms. The respondents were asked to respond to items which are also very important and necessary in a school set up. The items are highlighted in table 4.2 below

Table 4.2 Assessment of other essential facilities

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
4	Library	Head teachers	9(23.7%)	20(52.6%)	9(23.7%)
		chairpersons	6(17.1%)	18(51.4%)	11(31.4%)
		Sponsor Rep	5(13.2%)	24(63.2%)	9(23.7%)
5	dining hall	Head teachers	2(5.3%)	34(89.4%)	2(5.3%)
		chairpersons	4(11.4%)	26(74.3%)	5(14.3%)
		Sponsor Rep	4(10.5%)	25(65.8%)	9(23.7%)
6	Borehole (Water)	Head teachers	7(18.4%)	23(60.5%)	8(21.1%)
		chairpersons	15(42.7%)	20(57.1%)	0%
		Sponsor Rep	13(34.2%)	23(60.5%)	2(5.3%)
7	Teacher houses	Head teachers	21 (55.3%)	15 (39.5%)	2 (5.3%)
		chairpersons	25 (71.4%)	9 (25.7%)	1 (2.9%)
		Sponsor Rep	24 (63.2%)	12(31.6%)	2 (5.2%)
8	Staff room	Head teachers	15 (39.5%)	22(57.9%)	1(2.6%)
		chairpersons	21 (60%)	12(34.3%)	2 (5.7%)
		Sponsor Rep	16 (42.1%)	22(57.9%)	0%
9	Administration Block	Head teachers	10(26.3%)	24(63.2%)	4(10.5%)
		chairpersons	9(25.7%)	24(68.6%)	2(5.7%)
		Sponsor Rep	6(15.8%)	28(73.7%)	4(10.5%)

From the table 4.2 above, it is clear, as indicated, that libraries in schools were not supported by the sponsors. The outcome shows that 20(52.6%) of the head teachers disagreed while 9(23.7%) agreed. Still, another 9(23.7%) were undecided. Majority of the chairpersons, 18(51.4%) likewise disagreed, 11(31.4%) were undecided while a small percentage of 6(17.1%) agreed.

The sponsor representatives too had 24(63.2%) respondents who disagreed, 9(23.7%) undecided while only 5(13.2%) agreed. The results revealed concurred with the DQASO's who said (most schools put priority on infrastructure which, to their view is most important.) Since most schools do not have enough classrooms and the few available are congested, parents prefer to construct them rather than libraries which is seen as a luxury. Observed from the schools visited, books were kept in cartoon boxes.

As to whether sponsors influence the construction of dining halls, the results indicated that most the respondents disagreed. 34 (89.4%) of head teachers, 26(74.3%) chairpersons and 23 (60.5%) sponsors representatives disagreed. One important reason for this was because most schools are Day schools. This is where children commute to school every morning, go home for lunch and back home in the evening. The results showed that sponsors do not work in isolation but usually together with the other stakeholders. As regards provision of water to the schools head teachers 23 (60.5%), chairpersons 20 (57.1 %) and the sponsor representatives 23(60.5%) generally concurred that water is necessary. Indeed as observed from the findings, there was no need major reason for schools which are not boarding to have dining halls.

The ministry of Education requires every school to have water. The FPE policy has provision for water and gave it a vote-head in the 2006 disbursement. This explains why there were water tanks and bore holds in majority of the schools visited. It is also a clear indication that sponsors do not take part in their construction. Results show that all respondents disagreed.

The head teachers' (18%) of the respondents who agreed, shows that sponsors do not participate in the creation of water existence in schools. There were 15(42%) chair persons and 13(43.2%) sponsor representatives who agreed that sponsors influence the construction of water in schools. The response show that majority disagreed. This explains that the respondents are aware that the government provides for water in schools.

As regards to whether sponsors influence the construction of administration blocks, 10(26.3%) of head teachers agreed while the majority, 24(63.2%) disagreed. There were only 4 (10.5%) who were undecided. The chairpersons were of similar view where 9(25.7%) agreed, 24(68.6%) disagreed and 2(5.7%) were undecided. The majority sponsor representatives 28(73.7%) disagreed, 6(15.8%) agreed and 4(10.5%) were undecided. There are two factors which could have led to such a response from the respondents concerning this item. One reason is the concept of prioritization. According to Okumbe (1999), prioritization is an important element in management of schools. Things that are perceived to be of importance are done before those that are of less importance. In this case, school management constructed classrooms to accommodate pupils before putting up structures as libraries or staff quarters. The researcher agrees with the results in that major projects are given a priority before the minor ones. Secondly, there is a misunderstanding of the term "administration block". It is a term in the field of education which means offices that is put together away from the classrooms. Majority of the school management are yet to learn its use and internalize its importance.

Some head teachers who do not have the facility feel that it is political to have an administration block because it is in the head teacher's office where politicians set their strategies. The large staffrooms are used as common rooms where the teachers are lured by them. The DQASO, in support of the statement, said (administration blocks are a sign of prestige. The schools which have them seek recognition and teachers in those schools seek comfort.) According to him, such buildings are not in the jurisdiction of sponsors but usually done by chairpersons through the support of CDF donations.

4.3.2 Land Acquisition

Land is a requirement for any school to run. The Ministry of Education has conditions on how schools should be build. For a full primary school to operate, it is required that there be five acres of land in the rural areas. The study sought to establish if schools acquired the land they use from sponsors. Land is important to schools because it can be used for expansion to accommodate increased enrolment apparently after the introduction of FPE (2003). Secondly a big piece of land is important to schools because it can be used as a source of generating school income such as keeping dairy cattle for milk production, ploughing the farm to give food to the schools, used as demonstration plots and building staff houses which can be rented to the teachers at lower prices. The income from the said activities is used to subsidize purchase of extra curriculum and learning materials, construction of infrastructure such as classrooms or dinning halls or any other project in the school deemed necessary by the management. The reasons above concurred with the study by Deborah (1991) which says("...for schools to meet the increasing expenditure, apart from increasing the student admission, it is also necessary to access as many special

programmes as possible that provide additional funding outside the regular state and formula".)

Table 4.3 Assessment on land acquisition

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
10	School land	Head teachers	12(31.6%)	24(63.2%)	2(5.2%)
		chairpersons	13(37.1%)	22(62.9%)	
		Sponsor Rep	14(36.8%)	24(63.2%)	
11	Play ground	Head teachers	7(18.4%)	29(76.3%)	2(5.3%)
		chairpersons	10(28.6%)	25(71.4%)	
		Sponsor Rep	12(31.6%)	24(63.1%)	2(5.3%)

Results from table 4.3 revealed that majority of the respondents disagreed that school land were provided by sponsors. Head teachers who disagreed that land in which they use was contributed by sponsors were 24(63.2%). There were 12 (31.6%) who agreed and a small percentage of only 2(5.2%) were undecided. The chair persons 22(62.9%) of the respondents disagreed with the item while only 14(36.8%) agreed. As to whether playgrounds were provided by the sponsors, the reaction was the same in that 29(76.3%) head teachers, 25 (71.4%) chairpersons and 24(63.1%) sponsor representatives disagreed. However, it is important to note that Wareng district was formally the White-Settlers' land. Most of the lands owned by the Europeans had set aside portions of land to be used as public facilities like schools, hospitals and churches.

From the results above it clearly indicated that there was need for the government to redefine the concept of sponsorship in education Act (cap 211 of 1968). This was because most respondents noted that there was little that sponsors did on physical

development of the schools they sponsor. The researcher's opinion is that indeed land is provided by the community. This is the case in Wareng district, which was part of the White Highlands' in the colonial days. However farms were bought by individual groups from respective owners. Each farm had set aside some acreage for public utilities, schools included. The owners of those farms build their schools and got convenient church sponsor for it. The title deeds were kept by the sponsors until after independence when all sponsored schools were taken over by the government (Education Act, 1980). As observed from the findings, it is true to say that sponsors do little in construction of infrastructure in their schools.

4.4 Financial management

This study intended to find out how sponsors influence management of finances in their schools. Finances are very important in the running of a school and any prudent manager will always explore avenues for diversifying their sources of finances. The respondents were expected to respond to issues that relate to ways of getting or sourcing for money. The items are highlighted in the table 4.4 below

Table 4.4 Sourcing for finances

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
1	Sponsors fund school projects	Head teachers	9 (23.68%)	25(65.79%)	4(10.53%)
		chairpersons	7(20%)	21(60%)	7(20%)
		Sponsors Rep	18(47.37%)	16(42.11%)	4(10.53%)
2	Sponsors are active in sourcing for money	Head teachers	11(28.95%)	23(60.2%)	4(18.42%)
		chairpersons	11(31.43%)	21(60%)	3(8.57%)
		Sponsor Rep	19(50%)	17(44.75%)	2(5.26%)
3	Community contribute willingly	Head teachers	21(55.26%)	17(44.74%)	
		chairpersons	27(77.14%)	8(22.86%)	
		Sponsor Rep	26(68.42%)	12(31.58%)	
4	Sponsors helps schools to be funded by donors	Head teachers	27(71.05%)	11(28.95%)	
		chairpersons	16(45.71%)	18(51.43%)	1 (2.86%)
		Sponsor Rep	27 (71.05%)	11 (28.95%)	

Results from table 4.4 revealed that 25(64.79%) head teachers disagreed, 9(23.65%) agreed, 4(10.53%) were undecided while 21(60%) of the chairpersons disagreed, 7(20%) agreed and 7(20%) were undecided. The response from the sponsor representatives indicated that 18(47.37%) agreed while 16(42.11%) disagreed and only 4(10.53%) were undecided. It is evident from the results that even from the sponsor representatives it was not clear whether sponsors fund projects or not.

As to whether sponsors are active in sourcing for money, both the head teachers and chairpersons disagreed at (60 %.) As regards responses from the sponsor representatives, 19(50%) agreed that sponsors source for money to boost their schools.

The main reason why the head teachers and the chairpersons had majority of their respondents who did not agree is because they are aware that all school projects are done through the contributions of all parents.

Respondents were also requested to indicate whether the community contributes willingly to school projects. The results revealed that most 2 (55.26%) head teachers and 27(77.4%) chairpersons agreed. The sponsor representatives too were of the view that the community contributed willingly to school projects. This is clearly evident from their responses where 26(68.42%) agreed and 12(31.58%) disagreed. Reason behind the community willing to contribute is because cost-sharing brought parents to understand that the success of any school depends on how hardworking the community is.

Finally, the last item in table 4.4 sought to find out whether sponsors help schools to be funded by donors. The results indicated that both the head teachers and the sponsor representatives equally agreed 27 (71.0%) that sponsors do get donors for their schools. The donation given is not necessarily money but more often in materials form for example books, computers or water tanks. The more active and exposed the managers are the more support they get from others. A diligent leader will always look for ways and means of improving their schools from friends and well-wishers. The chairperson on the other hand were on average for only 18(51.43%) disagreed. This could be so because chairpersons are usually vocal therefore they feel that looking for donors is usually in their jurisdiction, Siringi, 2004).

Most of the persons chosen as chairpersons are opinion-leaders in the community. These are the people who want every successful idea to have come from them. When not, that suggestion maybe rejected or not supported.

4.4.1 Proper allocation of school finances

The study intended to find out how school finances are controlled. According to Orlikosky et al (1984) an important feature in the task of management of schools is finances. There were four items that generally relate to allocation of school funds as shown in the table 4.5 below

Table 4.5 Proper Financial

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
5	Good prioritization of financial use	Head teachers	27 (71.0%)	11(28.95%)	
		chairpersons	22(62.86%)	13(37.14%)	
		Sponsors Rep	27(71.05%)	11(28.95%)	
6	Projects started of completed in time	Head teachers	28 (73.68%)	4(10.53%)	6 (15.79%)
		chairpersons	21(60%)	14(40%)	
		Sponsor Rep	21(55.26%)	17(44.74%)	
7	Knowledgeable	Head teachers	25 (52.6%)	11(28.9%)	2(5.26%)
		chairpersons	27(77.14%)	8(22.86%)	
		Sponsor Rep	29 (76.32%)	7 (18.42%)	
8	Proper use of school finances	Head teachers	27 (71.05%)	9 (23.68%)	2(5.26%)
		chairpersons	27(77.14%)	4(11.43%)	4(11.43%)
		Sponsor Rep	31(81.58%)	7(18.42%)	

From the above table, it is evident that the head teachers and the sponsor representatives were of the view that there is good prioritization in the use of school finance. There were 27(71.05%) respondents from both who agreed. The chairpersons too had majority 22(62.86%) respondents who agreed.

As to whether projects are started and completed in the stipulated time, majority 28(73.68%) of the head teachers agreed, 4 (10.53%) disagreed and 6(15.79%) were undecided. The chairpersons too agreed 21(60%).

This could be attributed to two reasons; one is that head teachers as the chief executive financial officers in schools ensure that projects done are completed. The other reason is that since the community owns the projects in schools, they all work for its success. All the respondents agreed that school managers are knowledgeable in financial matters with 25(52.6%) of the head teachers, 27(77.4%) chairpersons and 29(76.32%) of the sponsors representatives agreed. This was reached because, as found out, not very major issues on financial mismanagement have been seen in the district. At least no school visited had a record of financial embezzlement. The positive response came by being influenced by the fact that the SMC prioritize their projects. The projects that have eight and are more important are done before those regarded to be of less significance. Furthermore on the last item on proper use of school finances, majority 27 (71.05%) of head teachers, 27(77.14%) of chairpersons and 31(81.5%) of sponsor representatives agreed. This again is contributed by the fact that not much has been heard that the SMC of certain schools mismanage their funds. Another reason is because most of the planned projects are done and completed. As to whether the finances are used properly may remain a secret of the chairperson, head teacher and the treasurer of the SMS.

According to Kipkiai, (2007), school managers should be given financial training regularly. The training is aimed at familiarizing school management with basic accounting. The DQASO said, “We hold brief seminars on financial management for

head teachers occasionally with the hope that they will influence the other SMC members". The DQASO further said that the district auditor audits books of individual schools in the district and gives back the results to the individual schools.

The DQASO also pointed out that the audit report of 2010 showed that there was an improvement from the previous years as pertaining management of school finances. This concurred with Orlosky et al, (1984) who said that mismanagement of school funds is an illegal act. This makes the persons dealing with moneys to be careful and avoid consequences at all costs.

4.4.2 Budgeting and Auditing

The study sought to establish if school managers budget for their intended projects and audit their books of accounts. The items presented here were two which required the respondents to give their views. Their opinions are shown in the 4.6 below

Table 4.6: Budgeting and Auditing

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
9	Budgeting and internal auditing	Head teachers	34(89.47%)	4 (10.53%)	2(5.26%)
		chairpersons	26 (74.29%)	4(11.43%)	5(14.29%)
		Sponsor Rep	29(76.32%)	7(18.42%)	2(5.26%)
10	Balanced sheet read to parents annually	Head teachers	31(81.58%)	5(14.29%)	2(5.26%)
		chairpersons	26(74.29%)	8(23.86%)	
		Sponsor Rep	27(71.05%)	6(15.79%)	5(13.16%)

Table 4.6 above shows the results of the respondents on the items presented. The results indicated that 34(89.47) head teachers, 26 (74.29%) chairpersons and 29 (76.32%) sponsors representatives agreed. Fewer head teachers and the chairpersons disagreed with 4(10.53%) and 4(11.43%) chairpersons respectively. Okumbe (1999) says that the head teachers should be able to understand book keeping. Knowledge in book keeping enables head teachers to record transactions that are capable of being measured in financial terms this make it easy for the management to read the balance sheet during AGM meetings. Head teachers usually hire account clerks to make the balances for them if they are not conversant. This attributes to the good results. The results above also indicated that when there is transparency in handling finances, trust and confidence is build on among stakeholders, Kipkiai,(2007). From the results above it is clear that when records are clear and interpreted well, parents have no problem than when not.

4.5 Influence of sponsors on appointment and employment of staff

This study sought to investigate how sponsors influence the appointment of head teachers and employment of teaching and non teaching staff. According to TSC Act (2002), TSC is charged with the responsibility of recruiting teachers and deploying them to all public schools and institutions in Kenya. The responses were in table 4.7 below.

Table 4.7 Appointment /Employment of staff

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
1	Consultation before appointment of H/ teachers	Head teachers	33(86.8%)	31(14.3%)	
		chairpersons	5(14.9%)	30(85.7%)	
		Sponsor Rep	13(34%)	25(65.8%)	
2	Sponsors influence the appointment of H/ teachers	Head teachers	33(86.8%)	5(14.3%)	
		chairpersons	8(22.9%)	25(71.4%)	2(5.2%)
		Sponsor Rep	11(28.9%)	27(71.1%)	
3	Employment of PTA teachers	Head teachers	9(33.7%)	25(65.8%)	4(10.5%)
		chairpersons	13(37.1%)	20(54.1%)	2(5.7%)
		Sponsor Rep	19(50%)	19(50%)	
4	employment of non teaching staff	Head teachers	4(10.5%)	30(78.9%)	4(10.5%)
		chairpersons	8(22.9%)	25(71.4%)	2(5.7%)
		Sponsor Rep	23(60.5%)	15(39.5%)	
5	Payment of staff are done by sponsors	Head teachers	9(33.7%)	25(65.8%)	2(5.3%)
		chairpersons	11(31.4%)	22(57.9%)	5(14.3%)
		Sponsor Rep	19(50%)	19(50%)	2(5.3%)
6	Interviewing without favourism	Head teachers	24(63.2%)	12(31.6%)	2(5.3%)
		chairpersons	19(54.3%)	11(31.4%)	
		Sponsor Rep	26(68.4%)	10(28.6%)	2(5.3%)

The results from table 4.7 indicate that head teachers were of the view that the Ministry of Education consulted sponsors before appointment of head teachers. Responses indicate that 33(86.8%) of the head teachers agreed that there was consultation.

There were only 5(14.2%) head teachers who disagreed. The responses from the chairpersons were on the contrary. The results revealed that a small percentage of chairpersons 5(14.9%) agreed that there was consultation while the majority 33(85.1%) disagreed. The sponsor representatives too had majority 25(65.8%) of their respondents who disagreed and only 13(34.2%) agreed. The response above could be attributed to the fact that TSC recognizes head teachers as their agents at the school level. It is through the head teachers where reports from the headquarters are channeled through to the community (TSC ACT, 1967). The chairpersons and sponsor representatives may not be aware of the intentions of the head teacher especially when the in-coming is perceived to be good. Their responses could also be because of lack of initiative and can also be attributed to the relationship of the head teacher with the community. A head teacher who is attached so much to the school may insight parents to protest against his/her transfer. That is why they rather keep the consultations to themselves.

As to whether sponsors influenced the appointment of head teachers, head teachers in majority 33(86.8%) agreed, only 5(14.2%) disagreed. On the contrary, majority of the chairpersons 25(71.4%) and the sponsor representatives, 27(71.1%) disagreed. According to these findings, the head teachers are known to be very influential in matters of choice. They choose whosoever they are comfortable with. This may have been one of the reasons why the chairpersons and the sponsor representatives did not agree.

School sponsors can reject a head teacher posted to their schools who does not live to the expectation of their religious faith. Mabaya et al (2010). This is only possible when there are many teachers to choose from. In most cases when sponsors are not satisfied, they request the DEO to promote one of their own, at least a teacher who has worked in the school for long and known for hard work, than a foreigner. Further as to whether sponsors employ PTA teachers or not, only 9(33.7%) of the head teachers agreed, 25(65.8%) disagreed and a small percentage 4(10.5%) were undecided. Similarly responses from the chairpersons indicated almost the same, in that 13(37.1%) of the respondents agreed, 20(54.1%) of the respondents disagreed and only 2(5.7%) were undecided. The sponsor representatives were split down in the middle with half who agreed and the other half disagreed. Head teachers gave such response because it is them who consult and request the sponsors to sponsor some teachers in their schools.

Recruitment of PTA teachers is meant to curb teacher shortage in the country. Bull and Solitary (1989) have argued that the schools should hire low paid local contract teachers in addition to government salaried ones to eliminate teacher shortage. Similarly the IMF policy on Teacher Shortage in Kenya is of the view that the country had no option but to employ "Para"-professionals.

Results also revealed that sponsors do not employ the non-teaching staff. It was evident from the response that only 4(10.5%) of the head teachers agreed while 30(79.9%)

disagreed and the other 4(10.5%) respondents were undecided. Of the chairpersons 8(22.9) agreed, 25(71.4%) disagreed and 2(5.7%) were undecided.

As to whether sponsors employed non teaching staff or not, the sponsor representatives were of the opinion that sponsors did employ non teaching staff. Their responses showed that 23(60.5%) agreed while 15(39.5%) disagreed. Currently, employment of support staff in public primary schools is catered for in the FPE policy where two non-teaching staff who could either be a watchman, a cook or a clerk. The clerk works as a librarian, keeping records of all bought books and issuing them to the teachers.(FPE Guidelines,2004).

The last item in this table sought to find if interviewing was done without any favours and the response revealed that 24(63.2%) of the head teachers agreed. A lesser percentage of 12(31.6%) disagreed and only 2(5.3%) were undecided. The chairpersons had 19(54.3%) respondents who agreed that interviewing is done without favourism. Only 11(31.4%) of them disagreed and 5(14.3%) were undecided. The response from the sponsor representatives attracted 26(68.4%) respondents who agreed, 10(28.6%) disagreed and 2(5.3%) were undecided. The results concur with the report from the impact of IMF policy on teachers. The DQASO was undecided on this matter. The reasons can be adduced to the fact that requirement of more teachers is an issue of respective schools and such events are likely to be done without the knowledge of the DEO's office. Secondly, there are no laid down procedures or guidelines from the Ministry of Education to guide primary schools.

However, there has been a freeze in teacher recruitment since (1997); TSC is only allowed to recruit teachers to replace those existing through natural attrition. In (2001), teacher recruitment was decentralized to district level for primary school teachers and BOGS for secondary school teachers. The functions of T.S.C therefore, are to verify the vacancies against the authorized establishments, advertise vacancies, issue guidelines and materials for recruitment, receive and record the merit lists from DEBs and BOGs, variety professional and academic certificates and process and issue letters of employment to successful applicants Republic of Kenya (2006).

4.5.1 Staff development

This study intended to find out how sponsors influence development and protection of their teachers. There is need for the growth and development of staff in any institution if performance has to be realized. According to Fullan (1992) staff development means; the involvement of all possible activities of the group, with the twin aim of achieving the objectives of the group and maximizing the potential of each individual. Broadly conceived staff development includes any activity or process intended to improve the skills, attitudes, understanding or performance in presentation of roles. Bolam (1987) stated that the ultimate aim of staff development is to improve the quality of teaching and learning while the immediate aim is to improve the performance of those in the teaching and management responsibilities. There were three items that the respondents were to respond to as indicated in the table 4.8 below.

Table 4.8: Assessment of staff deployment

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
7	Monitoring of teachers progress.	Head teachers	14(36.8%)	19(50%)	5(13.2%)
		chairpersons	10(28.6%)	25(71.43%)	
		Sponsor Rep	19(50%)	17(44.7%)	2(5.3%)
8	can reject a H/ teacher who does not meet expectations	Head teachers	20(52.6%)	12(31.6%)	6(15.8%)
		chairpersons	10(28.6%)	25(71.4%)	
		Sponsor Rep	20(52.6%)	18(47.4%)	
9	H/ teachers to adhere to sponsors demands.	Head teachers	6(15.8%)	32(84.2%)	
		chairpersons	8(22.9%)	25(71.4%)	2(5.3%)
		Sponsor Rep	15(39.5%)	23(60.5%)	

From the table above, the results indicated that 14(38.8) respondents from the head teachers agreed that there was monitoring of teachers progress in schools. There were 19(50%) of them who disagreed and 5(13.8%) who were undecided. Majority 25 (71.43%) of the chairpersons disagreed while only 10(28.6%) agreed. Response from the sponsor representatives revealed that 19 (50%) respondents agreed 17 (44.7%) disagreed and a small percentage of only 2(5.3%) were undecided. These results signify that there is hardly any teacher development in Wareng district. The researcher's view is that since there is already a crisis of teacher shortage, schools should devise ways of motivating the few teachers whom they have. This would include rewarding best performers and giving other fringe benefits. Promoting of teachers is usually done by the TSC and therefore teachers should be considered whenever an opportunity arises, UNESCO (2005).

Although this is so, the school community can suggest one of their own to be given that position of a head teacher or the deputy. This is in relation to how well an individual teacher works.

The head teachers had only 6(15.8%) of their respondents who agreed and majority 32(84.2%) disagreed. The chairpersons too had majority 25(71.4%) respondents who disagreed and some 8(22.9%) agreed. There were only 2(5.3%) who were undecided. Even with the sponsor representative, there were only 15(39.5%) respondents who agreed and yet 23(60.5%) disagreed. The sponsor representative's results concurred with the literature as highlighted in Gachethi Report (1976) that SMCs need to have more say on the discipline of teachers. As to whether sponsors should reject head teachers who do not meet their expectations, the results revealed that both the head teachers and sponsor representatives had majority 20(52%) of respondents who agreed and 25(71.4%) disagreed. There were only 10(28.6%) chairpersons who agreed. This would be attributed to the fact that there are schools where sponsors are still very active and their voices listened to while in other schools sponsors are very demanding. It is also true to say that both the head teacher and the sponsor are at the ground. They are consulted first and asked to give their opinions. On the contrary, the chair may not be from the sponsor's faith. The researcher concurs with the head teachers and the sponsor's representatives. The DQASO too had the same opinion. The DQASO is usually called to schools to solve matters concerning teachers and sponsors. They are the people who listen to cases when they arise and have known that contravising teachers should be transferred.

4.6 Analysis of challenges that sponsors face as they manage schools

This study was guided by the following objective, to examine the challenges that face sponsors as they manage their school. The Kamunge Report (1988) said that sponsors should be encouraged to increase their contribution towards the development and improvement of their schools. Thus the researcher sought to find out what challenges

hinder the sponsors from doing as stated. Questionnaires showing challenges were given to respondents to react to as indicated in the table 4.9 below

Table 4.9: Assessment of internal challenges that hinder sponsors of school

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
1	Lack of financial support from community	Head teachers	31(81.6%)	3(7.9%)	4(10.5%)
		chairpersons	21(60%)	12(34.3%)	2(5.7%)
		Sponsor Rep	20(52.6%)	14(36.8%)	4(10.5%)
2	Lack of good will and support from head teachers	Head teachers	27(71.1%)	9(23.7%)	2(5.3%)
		chairpersons	21(60%)	12(34.3%)	2(5.7%)
		Sponsor Rep	18(47.4%)	18(47.4%)	2(5.3%)
3	Political interferences	Head teachers	30(78.9%)	8(21.1%)	
		chairpersons	19(54.3%)	10(28.6%)	2(5.7%)
		Sponsor Rep	25(65.8%)	10(26.3%)	3(7.9%)
4	Role conflict in management	Head teachers	25(65.8%)	6(15.8%)	7(18.4%)
		chairpersons	21(60%)	10(28.6%)	4(11.4%)
		Sponsor Rep	23(60.5%)	16(42.1%)	4(10.5%)
5	Competition for resources	Head teachers	23(60.5%)	15(39.5%)	
		chairpersons	24(68.6%)	11(31.4%)	
		Sponsor Rep	13(34.2%)	24(63.2%)	2(5.3%)

The results in the table above revealed that the respondents agreed that there were challenges that hinder sponsors from doing their managerial work in respective schools.

On range, lack of financial support from the community led 31(81.6%) of the head teachers to agreed, 3(7.9%) disagreed and 4(10.5%) were undecided. 21(60%) of the chairpersons agreed, 12(34.3%) disagree and only 2(5.7%). Similarly, majority 20 (52%) of the sponsor representatives, agreed that the community hardly support school projects while 14(36.8%) disagreed and only 4(10.5%) were undecided. The response from the sponsor representatives echoes a report by UNESCO (2005) that with the introduction of FPE, it became difficult for schools to source for funds from the community. The main

reason given was that parents felt that FPE came to off load then from the burden of having to shoulder school responsibility. The researcher found out that many things have been left at stand-still because the community felt that the government should run everything concerning school. It was also found that most parents have understood why the government should not take over the whole responsibility of providing all school requirements. The government should have come down to the ground and advocate for FPE through education and information. This could also help implementers to understand what exactly is in their jurisdiction and spell out the role of every stakeholder.

As to whether they lacked good will and support from head teachers, results revealed that the majority of the head teachers 27(71.1%) did agree, 14(36%) disagreed and only 4(10.5%) were undecided. Of the chairpersons, 21(60%) agreed, 12(34.3%) disagreed and only 2(5.3%) were undecided. As for the sponsor representatives, results showed that there were mixed feelings in that 18(47.4%) respondents agreed and another 18(47.4%) disagreed. A smaller percentage of only 2(5.3%) were undecided. The results shown, indicates that many at times, the head teachers ignore important issues proposed by sponsors in areas where the two differ in opinions. Masaya et-al (2010). It should be taken into account however that head teachers have the ability to run the schools in their own style. As the saying goes (A school is head and the head is school)

As to whether there exist political interferences, results from the head teachers 30(78.9%) ,19(54.3%) of the chairpersons and 23(60.5%) of the sponsor representatives signified that indeed there is political interference in schools This is similar to findings of

Havelocks (1998), that indicates that political decisions, are taken at central authority, of high levels, and communicated downwards, through bureaucratic hierarchy, to subjects to do what they want through their positions and range of power sanctions. Politicians have the ability to control and also capacity to manipulate any career structure.

The researcher also wanted to find out whether there is any role conflict in management of schools. The positive response of 21(60%) from chairpersons, 23(60.5%) from sponsor representatives and 25(65.8%) from head teachers shows that there is conflict in school management. Krether (2002) stated that sources of conflict triggers are ambiguous or overlapping jurisdictions which create competition for resources. The above opinion supports a report by UNESCO (2005) which also felt that FPE policy was rushed to without preparing implementers at the grassroots. These grassroots implementers are the head teachers and the SMCs, sponsors included. Responsibilities have no clear cut outs in specific roles. The MoE should make it clear the extend of FPE and practically spell out the roles of other stakeholders.

Table 4.10: Assessments of external challenges

	Items	Respondents	Frequencies & Percentages of Respondents		
			Agreed	Disagreed	Undecided
6	Competition from other schools	Head teachers	21(60%)	15(39.5%)	2(5.3%)
		chairpersons	11(31.4%)	18(51.4%)	6(17%)
		Sponsor Rep	11(38.9%)	20(52.6%)	7(18.4%)
7	Poor prioritization of projects	Head teachers	24(63.2%)	14(36.8%)	
		chairpersons	20(52.1%)	13(37.1%)	2(5.7%)
		Sponsor Rep	16(42.1%)	18(47.4%)	4(10.5%)
8	Unwillingness to release funds and donation	Head teachers	18(47.4%)	15(39.5%)	3(7.9%)
		chairpersons	14(40%)	19(54.3%)	2(5.7%)
		Sponsor Rep	16(46.5%)	18(47.4%)	4(10.5%)
9	Use school facilities for own use	Head teachers	26(68.4%)	12(32.6%)	
		chairpersons	25(71.4%)	10(28.6%)	
		Sponsor Rep	10(26.3%)	26(68.4%)	2(5.3%)
10	Lack of control in deployment of head teacher	Head teachers	24(63.2%)	14(36.8%)	
		chairpersons	16(45.7%)	19(54.3%)	
		Sponsor Rep	25(39.5%)	21(60%)	2(5.3%)
11	Low academic levels	Head teachers	28(73.7%)	7(18.4%)	3(7.9%)
		chairpersons	26(74.3%)	9(25.7%)	
		Sponsor Rep	17(44.7%)	19(50%)	2(5.3%)

From table 4.10, 21(60%) of the head teachers agreed that there is competition from other schools, 15(39.5%) disagreed and 2(5.3%) were undecided. The response from the chairpersons 18(51.14%) and 20(52.6%) of the sponsor representatives indicated that they disagreed. This indicates that there are some things in school which concerns the head teacher and teachers alone and not necessarily shown to those outside the teaching fraternity. This is attributed to the response from the undecided respondents of 6(17%) and 7(18.4%) of the sponsor representatives.

As to whether there was poor prioritization of projects in schools, majority 24(63.2%) of the head teachers agreed while 14(36.8%) disagreed yet only 2(5.3%) were undecided. The chairpersons who agreed on this were 20(52.1%) while the sponsor representatives had a mixed response where 16(42.2%) agreed and 18(47.4%) disagreed. Head teachers, as the steering of the school know what should be prioritizing in a school. That is why they revealed that a criterion used for choosing projects in most schools is not the best.

As to whether sponsors were unwilling to release funds and donations 14(40.5%) of the head teachers agreed, 15(39.5%) disagreed and only 3(7.9%) were undecided. The chairpersons too responded similarly in that 14(40%) agreed that sponsors were unwilling to release funds. There were 19(54.3%) respondents from the chairpersons who disagreed and a minority of just 2(7.9%) were undecided. With the sponsor representatives too, 16(42%) agreed and 18(47.4%) disagreed while only 4(10.5%).

Nevertheless as to whether sponsors used school facilities for their use, responses from the head teachers 26(68.4%) and 25(71.4%) of the chairpersons who agreed is an indication that it is true. This is because head teachers are on the ground and are the ones who open the gates to those in need of the facility and are the same who evaluate the damages caused by users after functions. There was a small percentage 12(32.6%) of both the head teachers and the chairpersons who disagreed. The results given above supports Mabaya (2010) report which states that sponsors usually misuse facilities when given because they feel that they own the school and so have the right to use its facilities whenever they need. The same view is felt by the researcher.

The sponsor representatives however had a different response in that majority 26(68.4%) of the respondents disagreed, 10(26.3%) agreed just 2(5.3%) were undecided. From the results revealed above, it was evident that head teachers were of the view that sponsors control the deployment of head teachers. Their response of 24(63.2%) was reason enough to show that sponsors do not manipulate head teachers. Head teachers are government officials and unlike earlier days, they are no longer tossed by sponsors. Deployment of head teachers are entirely in the jurisdiction of the DEO who represents the minister of education.

It was also sought to find out if the sponsors' low academic qualification levels was a challenge to management of schools. Results revealed that majority of the head teachers 28(73.7%) and 26(74.3%) of the chairpersons felt that it was indeed the case. Kosgei, A.C(2006) point out that for an institution to function well, it should have managers that possess skills and knowledge for competent educational management. Study by Reform Agenda for Education Sector in Kenya (2003) says that only people who can add value to education should be appointed and strengthen through training so that they can play a more active role in institutional governance. It is the researcher's opinion that the Ministry of education should define the academic level of persons elected to the SMCs in primary schools for as per now, it is not specified.

4.7 School Observations

The observation report gives a general description of conditions and characteristics of schools visited. Apart from physical structures, conditions of school compounds, state of classrooms in terms of infrastructure, classrooms and their state; congestions, walls, lighting, ventilation and furniture. Availability of enough land, water and generally how

conducive the environment is for learners were observed. Photographs were taken with permission from concerned head teachers. The items observed are presented in the table 4.11 below

Table 4.11: Observation schedule

	Facility	Available	%	Not available	%
1	Classrooms	38	100		
2	Latrine/toilet	38	100		
3	Libraries	12	31.58	26	68.42
4	Dining halls	5	13.16	33	86.84
5	Boreholes (water)	38	100		
6	Teachers' houses	10	26.32	28	73.68
7	Staff room	26	68.42	18	47.37
8	Administration block	6	15.79	32	84.21
9	School farm	30	78.95	8	21.05
10	Play ground	32	84.21	6	15.79

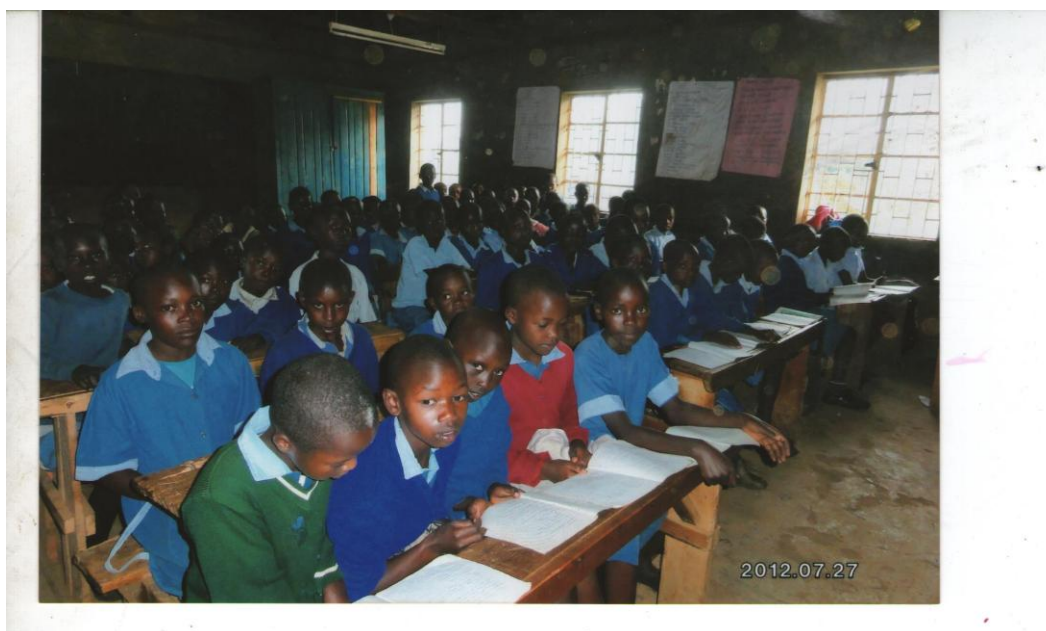
From the observation above, it is clear that at least all the schools visited had classrooms. Most of the classrooms were permanent though in some schools, classrooms used by the lower primary were still semi-permanent as shown in figure 4.3 below.

Figure 4.3: Semi permanent classrooms



From all the schools visited, all learners were inside classrooms and none had their lessons outside the classrooms. Most classes were congested especially in lower primary where there were up to 50 children per class. as shown in figure 4.4.

Figure 4.4: Congested class



Generally, the schools visited had large compounds which were spacious enough for the pupils to play around. Most of the large compounds were neat and clean without litter but some of the schools with small compounds were rather untidy.

The classrooms of the permanent buildings were large enough, with lighting for pupils to read well, well ventilated and with doors and windows which had shutters.

As concerning the latrines/toilets, the facility was found in every school visited. Some had permanent buildings while others were built of timber. In most schools, the latrines were to the standards expected by the Public Health Manual which states that 25 pupils should use one latrine. There should also be separate latrines for boys and girls. (School

Safety Guidelines). Most schools had only one latrine for the staff, both male and female.

Figure 4.5: Latrines used by Pupils



Most schools visited did not have teachers' quarters. This was attributed to the fact that in Wareng district most teachers live near their schools, therefore commute to and fro. The schools which had teachers quarters were only 3(8%) of the total 38 schools visited. All the three schools had big old structures built of timber, with rooms in them where several teachers lived in. The structures were initially homes of the White Settlers who lived in the area. With house allowance, most teachers now prefer to rent houses at shopping centers near their schools.

Figure 4.6: Old white- Settler Houses used as teachers' quarters



All boarding schools had dining halls. Boarding schools visited were only 3(8%) of the total schools. The other schools which were day had multi-purpose halls. These were large classrooms separated by hardboards. The rooms would be opened to act as big halls when there are functions like parents day in the school. The other schools had no dining halls. The same was with staff-rooms. Only 26 (74.29) of schools had staffrooms while the others had classrooms which had been converted into staffrooms without shelves for putting books.

There were only 8 (10.5%) schools which had constructed libraries or resource centers. In the schools where the facility existed, a filing system for their books: storybooks, reference books for teachers, course books for pupils and other supplementary books were found. The remaining 30(89.5%) schools had constructed structures within the staffrooms where shelves were placed and books were arranged accordingly.

A library was a requirement of the FPE where the purchased instructional materials (IM) were to be kept in lockable rooms for safety, (MOE, 2004)

Figure 4.7: Stalled Administration Block



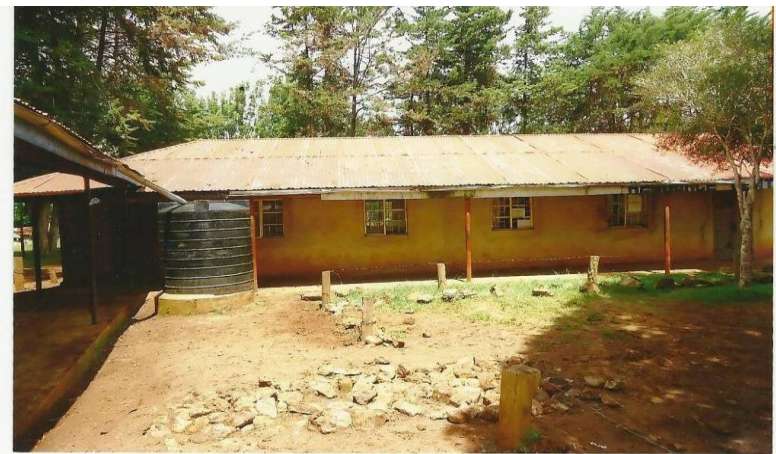
Only 6(15.9%) of the schools visited had administration blocks. An administration block is a modern building which consists of all offices. Most of those buildings were constructed through CDF donations. Apart from four schools (10%) whose construction was complete, the remaining 2(5.2%) were stall, since the initiator no longer served as a signatory to the CDF.

Most schools had land which is more than five acres. Importance of land is that facilities can be expanded e.g. building a boarding facility. Land is also a sign of security to the school. It enables most schools to have farms for planting crops which are supplement assets to the school. All schools visited had a play ground apart from one school which had a dispute with the community. A playground is important in a school set-up because children need to develop holistically. On the playground the pupils do all sorts of games which enable their fine-motors and muscles to develop.

Water is a necessity in life. Without water, there is no life. All schools visited had water. Water available was tapped, harvested from the rain or drawn from boreholes within the

school compounds. It was not clear whether the available water was safe for use although it was used for drinking, cooking and mobbing classrooms. It is part of FPE policy to give water tanks to schools to help them harvest rain water or store piped water the pupils to drink. All public primary schools were allocated some money buy a water tank in the year (2006). Water had a vote -head just like the instructional materials. (MOE. 2003).

Figure 4.8: Water storage



It was found out most schools have stored water which is used in the schools. Others had dug bore-holes to water drawn from. However, it was found out that Wareng district is one of those areas in Kenya which are seriously affected by drought. Most of the bore-holes dry up during droughts causing inconveniences to schools. Such schools will look for alternatives to get water.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discussed the summary of findings, conclusion and recommendations of the study

5.1 Summary of the findings

This study was guided by the four objectives which formed the basis of discussion as follows

- To establish the influence to sponsors in development of infrastructure facilities in schools.
- To examine the influence of sponsors in control of school finances.
- To assesses the influence of sponsors in appointment of head teachers, PTA teachers and non teaching staff in schools.
- To identify challenges faced by sponsors in management of schools.

5.1.1 Development of Infrastructural Facilities in Schools

The results from the discussion showed that sponsors still have influence in development of only one basic physical facility, which are the classrooms. All respondents thought so because it was overwhelmingly agreed. This was further observed by the researcher during the visit to schools where it was indeed found out that there were buildings, classrooms to be exact, which were known to have been constructed by the sponsors. This was evident in all the schools visited which had been established before the cost-sharing era of 1986. Then did the sponsors have full mandate to run their schools, while the government

provided the teachers and equipment. As regards the other two basic physical facilities, the sponsors indicated they do not provide support for construction. Both the head teachers and the chairpersons also disagreed that sponsors construct facilities solely. Reasons for such a response is attributed to the fact sponsors do not do work alone but it takes the responsibility of each parent in the school.

Nonetheless results from other essential facilities clearly indicated that all respondents disagreed. The respondents, head teachers and the sponsor representatives were of the view that the sponsors never take part alone in the construction of such important facilities in schools. It was only on whether the sponsor influences the construction of staff rooms where majority of the chairpersons agreed. As for the other items, the outcomes indicated that sponsors do not take the responsibility of building schools alone. A closer examination of table 4.3, it was evident that the parcels of land that are used by schools were mainly contributed by the community surrounding them. The researcher found out that for such an outcome to occur, the community, in general, misunderstood the term 'free education'. They perceived the provision of education as government's responsibility and therefore, have no role to play.

5.1.2 Financial Management in schools

Financial management plays an important role in bringing out a successful outcome of an institution. The findings indicated that sponsors hardly do much in sourcing for money to run their schools or fund projects in their sponsored schools. The results revealed that it is the community in which the school is located which contributes to their schools. The outcome of this study also noted that school sponsors help their schools to identify donors

who then fund projects in the school. According to the education Act, (1980), sponsors of primary schools are expected to support the development of infrastructure by contributions of the parents and community. The Sessional Paper in (1986) on economic management for renewal growth, budget was slashed on MOEST and promoted for cost sharing. Parents again were made to shoulder large proportion of financing and maintaining their schools (Republic of Kenya 1986). This therefore, does not link sponsors directly as financiers of schools.

However, the findings also revealed that there was proper allocation of school finances. This was evident in the results given where majority of the respondents teachers, agreed that there was proper allocation of funds. According to Allan et al (1987), “Money needed or money necessary in running schools if managed well, will fulfill the expectation of majority of education stakeholders, as opposed to when it is mismanaged’. The sponsors, together with the other school management, should know how to plan for the money which is put in their hands. A study by Kipkiai (2007) found that financial training needs for school managers is important for improved financial handling. The DQASO appeared to saying that there has not been any record of embezzling of school funds in Wareng District yet.

It was also interesting to note that the school management does budget for their intended projects. The response from the head teachers showed a significant majority 34(89.49%) who accepted. This can be attributed to the fact that the DQASO said that there is usually a brief training for head teachers on financial management skills once in a while, for

primary school the heads. The school management committees are then informed of the same by the school head teachers.

Moreover, it was also found out that there was proper budgeting and auditing in schools. This was shown from the results which indicated that all respondents agreed that there is on proper budgeting in their schools . The findings are in support of Okumbe's (1999) proposal that head teachers should understand book keeping.

5.1.3 Appointment of head teachers and employment of staff, teaching and non/teaching

From the findings it was also noted that sponsors do not employ nor pay PTA teachers. According to the outcome, it was noted that the said PTA teachers were employed by the parents of the particular schools. The identified candidates are interviewed and chosen by merit. Results also indicated that the sponsor's demands are ignored and not adhered to by the school management. This is attributed to the fact that a school belongs to the community and not sponsors alone. That is why majority of respondents disagreed. From the other areas, the sponsors still have a voice in the school and half of the sponsors agreed that they can reject any head teacher who does not meet their expectations. Noted from other studies as Oduor and Nyamu (2004) some schools in Nyanza province did not have school boards for some times because sponsors had refused the appointment of particular chairpersons who were not of their choice. Likewise in Wareng district, there were some head teachers who enjoyed the protection of their sponsors and have served in their schools for over fifteen years, (UNESCO, 2005). One particular head teacher had been in a school for twenty one (21) years as shown in figure 4.2.

It was also noted that sponsors demanded to use school facilities for their own interests and not necessarily for purposes of academics. Results indicated that majority of the head teachers and the chairpersons agreed. On the contrary of the sponsor representatives disagreed. According to (ROK, 2002) most of schools within Wareng, especially those with halls, have come up with good rules that are used by all people who will need to use the facility. The rules are general to all groups who will use them. Charges have been set to meet the tear and wear and also incase there are damages after their use. Depending on individual schools, charges are up to three thousands five hundred (3500) for tear and wear. If nothing is damaged in the school, then five hundred shillings, refunded to the user.

According to (ROK, 2000), Regarding the sponsors, the education Act (1980) states that “ The head teacher of any school where a sponsor has been appointed, shall grant the sponsor access to the school, to satisfy himself / herself and that his/ her interests are being adhered to.

5.1.4 Challenges faced by sponsors in their schools

The study investigated whether sponsors faced any challenges as they manage their schools. The findings revealed that indeed there were many challenges. Although majority of the head teachers and the chairpersons disagreed. Results from the sponsors indicate that challenges are many. This is because the sponsors are at ground and face the challenges. Majority of the respondents agreed that the community contribute generously to their schools. Financial support was seen as the main factor that hinders sponsors from developing their schools.

Since the inception of FPE (2003), parents felt that the government was in a position to do everything to do with education. It is for this reason therefore that made it difficult for sponsors to enter into the community to request for funds in regard of the progress of their sponsored schools. It was clearly indicated in the circular; MOE (2003) circular G/1/1/1—2003), that FPE was only funding instructional materials. The development of infrastructure was totally left to the community and schools.

Results also showed that political interferences affect the management of schools. All the respondents agreed to the fact that politics influence the running of schools. The same has been echoed by other researchers who found out that politicians can use power coercive strategies to bring down a school. Such can hinder the progress of any school. The findings also found out that many at times, head teachers do hinder the sponsors from progressing. From the response given, most head teachers appeared to support that they hinder the same developments proposed by the sponsor. Okumbe, J.A (1999) argues that some chairpersons of the Board of Governors are unable to challenge the head teacher's administration and so only go for projects that protect their interests, (Mabaya et al, 2010).

Further results revealed that sponsors' low academic levels were another big challenge. As per now, the Ministry of Education has not given a clear procedure as pertains the appointment of sponsor representatives apart from the basis of faith. Unlike secondary schools where the academic levels of the BOG members should be form four level, the primary school SMC have none.

Most of the sponsor representative are semi literate and may not interpret educational matters well. A study by Reform Agenda for Education Sector in Kenya (2003) noted that the constitution of school management committee and BOGs need to be revisited so that only people who can add value to education are appointed and are strengthened so that they can play a more active role in institutional governance through a devolved system and also empower them through training programmers in order to give them management, accounting, monitoring and evaluation skills. Elimu Yetu Coalition (2003).

5.2 Conclusions

From the summary of findings above, it emerged that proper definition of the role of sponsors in development of infrastructure in public primary schools is not clear . The Kamuuge report (1988) said that sponsors of institutions should be encouraged to increase their contribution towards development and improvement of their schools. Notably sponsors contributed very little towards the development and provision of educational projects in schools. Although the inception of FPE did not take over the role of sponsors, the community at large has not understood exactly what they are required to do. It is clear that the government only funds the instructional materials and the development of infrastructure was left for the school sponsors and the community. Sifuna, D.N (2005) observed that FPE was a rushed program which resulted to confusion among education stakeholders. UNESCO (2005) also felt that FPE policy was rushed to without preparing implementers at the grassroots. The report further argues that roles of specific stakeholders should be re-defined since the initial role may be understood in a different way today. Roles of institutional sponsors need to be addressed as a matter of urgency.

The definition of their roles in the current Education Act as being responsible in ensuring maintenance of religious traditions of schools is inadequate. The need to have professionalism in education leadership even at school levels, justifies this approach, but again bypasses the previous one of the general management of schools and be seen as obstacles yet they are important.

Financial management is identified as an important aspect in a school. It is therefore, a necessity for the school management to understand how to use and manage money necessary in running the schools. Although head teachers are given a brief induction on financial management, being chief accounting officers in their schools is not easy. It is therefore important that the school management committee (SMC) be trained too to minimize financial problems in schools. Well managed income yields satisfaction and fulfils expectations of the community. Mismanagement of the same leads to legal difficulties and therefore school administration should not be less diligent in financial management, Orlosky et al, (1984)

The sponsors apparently do not have the mandate to appoint head teachers of their faith in their schools. However, they can reject those who do not portray the image of the schools traditions. This has become a source of conflict in one school where a head teacher was practically locked out of office to provide an opportunity for others to join the tray. Learning was disrupted in the schools therefore need to curb such issues is important. The DEO in her speech on district Academic Day (2010) said that it is important for the community (sponsors) to take care of the teachers whom they are given

by the government. She urged, the community to work with those whom they are given for if they reject them, where else will they get replacements (2010). How long a teacher remains in a school or how well they perform will depend on how the sponsor develops them by being supportive and understanding.

Challenges are inevitable in all aspects of life. Sponsors therefore should look for possible ways to overcome them successfully and peacefully. Modalities and strategies of solving problems should be laid down, and each obstacle be dealt with accordingly.

5.3 Recommendations

Following the research findings and conclusions above, the following recommendations were made;

- (i) The Ministry of Education needs to review the policy on sponsors of schools and give clear, specified roles and obligations to the sponsors.
- (ii) The sponsors need to revisit their initial role of developing and providing facilities to their schools. Their obligations should not be misunderstood by the government's provision of FPE.
- (iii) The Ministry of Education should increase the training of school managers on financial needs. This will help the primary school management to understand how to deal with the money provided by FPE and minimize misappropriation of funds.
- (iv) The Ministry of Education needs to specify the academic qualifications of persons elected in the office of school management of public primary schools. It should constitute people who can read, understand and interpret educational policies.

5.4 Suggestions for Further Study

Considering the research findings and conclusion above, there arose other areas where the researcher felt needed more research

- (i) A comparative study between sponsor management and DEB management in public primary schools.
- (ii) To establish the role of sponsors in enhancement of academic performance in public primary schools.
- (iii) To determine the perception of education officers, teachers and parents on the role of sponsors in primary school management.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER

Department of Educational
management and policy studies, Moi
University,

P.O Box 3900, ELDORET.

Dear participant

RE: PARTICIPATION IN MY STUDY.

I am a post graduate student pursuing a master of philosophy degree programme in the department of educational management and policy studies, Moi University. I am currently conducting research for my masters' degree thesis the influence of sponsor on the management of public primary schools in Wareng district Kenya

May I kindly request you to participate in my study? Your responses to the items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purposes except this study.

You are free to withdraw from this study at any time you deem fit. You may also request the researcher to inform you about the findings of this study.

Thank you very much for accepting to participate in this study. Please sign in the space provided on this letter.

Yours faithfully,

Julia Ronno

Sign.....

Participant

Sign

Date

.....

APPENDIX 2: INTERVIEW GUIDE FOR DQUASO

SECTION A

Personal Background

- | | | | | | | | | | |
|--------------------|-------------|---|---|------------|---|---|-------|---|---|
| 1. Gender | Male | [|] | female | [|] | | | |
| 2. Age | 20-30 | [|] | 31-40 | [|] | 41-50 | [|] |
| 3. Education level | P1 | [|] | ATS | [|] | | | |
| | Diploma | [|] | Graduate | [|] | | | |
| | Masters | [|] | | | | | | |
| 4. Experience | < 5 years | [|] | 6-10 years | [|] | | | |
| | 11-15 years | [|] | 15> | [|] | | | |

SECTION B

The following are questions on management issues in primary schools related to the influence of sponsors in management of schools. You are requested to give the best appropriate answer.

5. What role do you play in the election of SMC members?
6. Do you think all primary schools in this district adhere to the procedures given by the ministry when electing the sponsor representatives?
7. Is there any orientation to the SMC members regarding their roles after election?
8. Do you organize any training in this district for the SMC especially on management of schools?
9. According to your knowledge, how can you rate the academic qualification levels of the SMCs in your district and what percentage can you give each?

- a) University graduates
 - b) Diploma holders
 - c) Form four leavers
 - d) Primary leavers
9. Do you think sponsors in your district are vast in financial control?
10. Do you think the level of education of the sponsor has an influence on the appointment of the staff; teaching and non-teaching?
11. Does your office audit schools books of accounts?
12. Are there cases of misappropriation of funds in schools in this district?
13. What suggestions can you give towards improving effectiveness of SMC on control of finances?
14. Do schools submit their intended projects to your office for signing?
15. What challenges do the sponsors face when managing their school?
16. What do you think should be done to over come these challenges?
17. What recommendations do you give in order to improve management of primary schools in your district?

Thank you for your cooperation.

Section B: Financial management

		SA	A	U	D	SD
1	The sponsor funds schools projects					
2	Sponsors are active in sourcing for money					
3	The community contribute willingly towards school projects					
4	With the help of the sponsor, schools are funded by donors					
5	There is good prioritization of financial use					
6	Project are stated and completed in the stipulated time					
7	The school managers are well vast in handling financial issues.					
8	There is proper use of school funds					
9	There is proper budgeting and internal auditing by the management					
10	A balanced sheet is read to parents annually					
11	Books of accounts are audited annually					

Suggest other means that can help the sponsor to increase her financial support in schools.

.....

.....

SECTION C: Influence of sponsor in appointment of staff, teaching and non-teaching staff.

The following are the procedures taken by sponsor in appointment/maintaining of their staff:

Indicate with a **tick** where you think your views are appropriate.

1. Strong agrees 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

		SA	A	U	D	DS
1	The ministry consults sponsors before appointments of head teachers					
2	Sponsors influence the appointment of headteachers					
3	Headteachers should strictly adhere to sponsors' demands					
4	Employment of PTA teachers is done with sponsors consent					
5	The sponsor takes part in the employment of non-teaching staff					
6	Payment of PTA teachers is done by sponsors					
7	Interviewing of the staff is done without favouritism					
8	The sponsor influence the monitoring of the teachers progress e.g fund workshops/trips					
9	Sponsors can reject a headteacher who does not meet their expectations					

SECTION D: Challenges that hinder the sponsors in management of schools

The following are challenges that hinder the sponsors in management of their schools.

Indicate with a **tick** where you think in your view is appropriate.

1 Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

		SA	A	U	D	SD
1	Lack of financial support from the community					
2	Lack of good will and support from headteachers					
3	Political interferences					
4	Role conflict in management					
5	Competition for resources amongst themselves (sponsors and parents)					
6	Competition from other schools					
7	Poor prioritization of projects done in the school					
8	Unwillingness of sponsors to release funds and donations for development projects.					
9	Sponsors use school physical facilities for their own functions.					
10	Lack of control in the deployment of headteachers in their sponsored schools					
11	Sponsors' low levels of academic qualifications.					

Give the recommendations that can be adapted to reduce the challenges faced by sponsors in management of schools

APPENDIX 4: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123.
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref:

NCST/RRI/12/1/SS/1020/4

Date:

20th December, 2010

Julia Jepkemboi Rono
 Moi University
 P. O. Box 3900
 ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of Sponsors on management of Public Primary Schools in Kenya, a case of Wareng District*". I am pleased to inform you that you have been authorized to undertake research in **Wareng District** for a period ending **31st August, 2011**.

You are advised to report to **the District Commissioner and the District Education Officer, Wareng District** before embarking on the research project.

On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.


DR. M. K. RUGUTT, Ph.D, HSC
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
 Wareng District

The District Education Officer
 Wareng District

APPENDIX 5: RESEARCH PERMIT

PAGE 2 PAGE 3

THIS IS TO CERTIFY THAT:

Prof./ Dr./ Mr./ Mrs./ Miss..... JULIA
 JEPKEMBOI RONO

of (Address) MOI UNIVERSITY
 P.O. BOX 3900, ELDORET


has been permitted to conduct research in

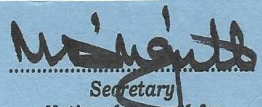
..... Location,
 WARENG District,
 RIFT VALLEY Province,

on the topic INFLUENCE OF SPONSORS
 ON MANAGEMENT OF PUBLIC PRIMARY
 SCHOOLS IN KENYA, A CASE OF WARENG
 DISTRICT.

.....
 for a period ending 31ST AUGUST....., 20...11..

Research Permit No..... NCST/RRI/12/1/SS/1020
 Date of issue..... 20/12/2010
 Fee received SHS 1,000




 Secretary
 National Council for
 Science and Technology

Applicant's
 Signature