Religious sponsors have in the past contributed immensely to the growth of education in the country and continue helping in the management of Public Secondary Schools. Role conflicts have however tended to arise between them and other stakeholders. The conflicts have impacted negatively on the progress and growth of affected schools. The purpose of this study was to find out the factors that lead to the emerging conflicts between religious sponsors and other stakeholders in the management of public secondary schools. The survey research design was adopted for this study. The study population comprised of all the 38 religious sponsored Public Secondary Schools, 38 Board of Governors Chairmen, 38 Parents and Teachers’ Association Chairmen, 38 head teachers and 342 teachers, 6 education secretaries of the schools’ religious sponsors and 5 Assistant Education Officers. The saturated sampling technique was adopted for this study. Questionnaires and in-depth interviews were used to collect data. Quantitative data were analyzed critically in themes as guided by study objectives to establish relationships among responses. The findings of the study indicated that the major source of conflict was lack of trust between religious sponsors and other stakeholders who included BOGs and PTAs. The study recommends that the Ministry of Education sensitizes the public secondary schools’ church sponsors, head teachers, Boards of Governors and its field officers with regards to the correct interpretation of the Education Act as a tool in secondary schools’ management. The findings of this study would therefore provide a useful reference for educational administrators and managers.

**Key words:** Educational managers, Religious sponsors, Management conflicts.

**INTRODUCTION**

**Background of the Study**

The success of every school depends on its management. This is also essential for the development of any education system and for education to achieve its stated goals for the benefits of a nation. Schools, whether public or private have a number of stakeholders in their activities. According to the Commonwealth Secretariat (2000), the governance of a school is done through a coalition of interests performing different functions all aimed at enabling the school to operate and achieve its aims. This is in line with the observation by Owens (1987) that people in organizations have definite roles to perform and many interactive factors help to determine precisely their particular performances.

According to the Government of Kenya (Republic of Kenya, 1968), the Education Act spells out the roles of sponsors in the management of Public Secondary Schools. However, reports indicate that all is not well as regards relations between religious sponsors and other stakeholders like head teachers, parents and education officers in the management of public secondary schools. The Report of the Committee reviewing the education system in Kenya chaired by Davy Koech (Republic of Kenya, 1999) reveals that there are a number of conflicts involving religious sponsors, parents and Parents and
Teachers’ Association officials, head teachers and Boards of Governors.

Several instances of conflicts in church sponsored schools have been reported. Nzwi (2002) for example reported an impasse that had arisen between the Catholic Church and the Ministry of Education over the closure of five Parochial Schools which had gone on to a second week. The impasse was rooted on the grounds that Catholic Church Officials had complained about government violation of the provision of the Education Act which requires that they should be involved in most of the decision making processes on matters affecting the management of schools. Whereas it is the Ministry of Education to appoint principals in consultation with the sponsors, it is now the other way round. Matoke and Barasa (2001) also reported a case where the African Inland Church (AIC) had been accused of frustrating government efforts to resolve a crisis at Kapsabet Girls High School in Nandi North District. The church had refused to recognize the appointment of the Board of Governors (BOG) yet it was involved in the BOG’s nomination process.

The Nandi South District Secondary Schools Heads’ Association (NSDSSHA, 2005) manual quoted the District Education Officer, during the Heads’ annual meeting, reiterating to the head teachers of the secondary schools in Nandi South District the need to have good working relations between them and the sponsors. The District Education Officer (DEO) cited the case of Metetei Secondary School where the AIC Education Secretary had asked the District Education Officer to nullify the BOG nomination exercise yet the secretary was involved in the same.

When reports of the conflicts in management of schools come up, they need to be urgently investigated with the aim of bringing about harmony and understanding amongst those involved. By so doing, the continuity and growth of education in this country would be ensured. However, there have been emerging conflicts in the management of Public Secondary Schools that were founded by religious sponsors. Yet, the factors underlying those conflicts and the effects they may have on management of the schools particularly in Nandi South District, have not been systematically investigated or documented and solutions sought. This study was committed to that end.

**Statement of the Problem**

It cannot be disputed that religious sponsors have contributed a great deal to the growth of education in this country. Indeed, in recognition of this fact, the government provided for their inclusion in the management of Public Secondary Schools in the Education Act of 1968. As time passed by, however, there were increasing reports of conflicts between them and other stakeholders like parents, education officials and head teachers despite their roles being spelt out clearly in the Education Act.

The background information reveals several cases of emerging conflicts involving religious sponsors and other education stakeholders. For example in 1998 and 2005, the AIC sponsor wanted the head teacher of Sochoi secondary school to disallow Seventh Day Adventist (SDA) students from conducting their services while in 2005, the AIC education Secretary wanted to force the BOG nomination panel of Metetei school to appoint certain individuals to the Board against the normal procedure. In Aldai Girls High School, the Anglican Church of Kenya sponsor wanted the Headmistress to be transferred because she had refused to pay salary to a chaplain sent to the school.

Cases like this impact negatively on the academic growth of the concerned schools in particular and Nandi South as a district in general. Despite the existence of the aforementioned conflicts, no systematic study known to the researcher has ever been done to find out and document the factors underlying the emergence of the conflicts.

**LITERATURE REVIEW**

Conflict has been described as the art of coming into collision, clash or being in a position or at variance with one another. It is also the tension that is experienced when a group of people feels that their needs or desires are likely to be denied (Pondy, 1972 in Adeyemi, 2008). According to Rayesi and Bryant (1994, in Okotoni and Okotoni, 2003) conflict is the state of disharmony that could be brought about by differences of impulses, desires or tendencies. It is also a form of disagreement between two or more parties.

Management conflicts in public secondary schools have been noted by many researches. According to Chepkwony (1987) for example, the conflicts at independence over control of public secondary schools they formally owned led to the spelling out in the Education Act of 1968 of religious sponsors’ roles in schools’ management. The Education Act of 1968 clearly spelt out how schools were to be managed in the newly independent Kenya. In her study on the role of the National Council of Churches of Kenya (NCC) in Development, Chepkwony notes in her findings that the Education Act of 1968 was meant to give the government control over management and policy of education. This was to enable it to realize its manpower development and
provision of services to all.

According to Wainaina (1991) on his study on Christian Religious Education in Kenyan secondary schools, the Education Act specifically gave Churches the power to sponsor their former schools. This was to avoid any conflicts in issues of management of schools from occurring. More especially since the functions of being consulted on staffing issues and representation in Boards of Governors were also clearly defined in the Education Act.

Despite that, conflicts in religiously sponsored schools have always been noted. The Bureau of Democracy, Human Rights and Labor in its Research Report (2005) on International Religions Freedom noted in its findings that the Government of Kenya and some churches frequently disagreed over schools' management. This mostly occurred when both had shared responsibility for a school. The report also noted that, often churches provided the land and the buildings for the schools while the government provided the teachers. It also found out that, that kind of arrangement had led to disputes over school management and occasionally to the closing of schools.

Sakaja’s (1986) study on the role of the Parents & Teachers Association (PTA) in the promotion of education in Aldai division of Nandi district found out that Boards of Governors and PTA relations in management were a source of conflicts in secondary schools' management. The study found that the conflicts usually centered on how development funds especially those secured from fund raisings were utilized.

Head teachers’ ignorance of the exact roles of PTA and BOGs in secondary schools’ management was found out to be a source of conflict by Koskei’s (2004) study. The study of the role of committees in the management of schools in Eldoret municipality also revealed that the appointment of PTA and BOG members who were semi-literate contributed to the conflicts. This arose because they did not understand their roles in schools’ management as spelt out in the Education Act and since the head teachers did not offer proper guidance on their roles, conflicts of over stepping their management mandates arose.

Koskei’s findings agreed with the Koech (1999) report that had emphasized that the role of BOGs is to manage and not to “govern.” This had come about because from their findings, schools had management conflicts that arose from incompetence of members of BOGs. The report recommended that members of schools’ BOGs should be appointed from among persons who are committed, competent and experienced. On the same, Chege (2004) while investigating the effects of teachers’ recruitment by BOGs on the teaching profession found out that, there was inconsistency in the appointment of BOG members. He also found out that, in some schools the BOG members who were being appointed had low educational qualification and lacked keen interest in the affairs of their schools. This was in disregard of the Ministry of Education’s guidelines on the qualifications of BOG members, therefore creating ground for eruption of schools’ management conflicts.

Boards of Governors’ lack of academic and technical abilities that would enable them to be effective were cited as another cause of school management conflicts. This was revealed by Kosgei’s (2004) study on determining optimal size and operational efficiency of Nandi District secondary schools. The study also revealed that the failure to make proper management decisions in schools was another source of conflicts in schools' management. Some of the decisions that led to management conflicts included, tender awards for school expansion and utilization of donated funds.

Adeyemi (2008) conducted a survey on principals’ management of conflicts in public secondary schools in Ondo state, Nigeria. The study found out that conflicts occurred as a result of general indiscipline, denial of rights and privileges and allegation of corrupt practices in the schools. There were also conflicts that arose over the imposition of decision by authority without due consultation with staff and students. According to Adeyemi’s findings conflicts that arose out of this cause occurred in over 30 out of 57 schools. The study also revealed that conflicts occurred as a result of a great communication gap between schools’ administration and students.

A study by Okotoni and Okotoni (2003) on conflicts management in secondary schools in Osun state, Nigeria also revealed several causes of conflicts in schools. The findings of the study indicated that inadequate welfare package for workers, forceful and compulsory retirement of school workers, non involvement of students in schools’ administration and role conflicts were among the major sources of conflicts in schools’ management. The study also revealed that most of the school administrations were not knowledgeable in conflict management. That fact coupled with the absence of laid down procedures for conflict management in schools contributed to the high rate of conflicts in schools.

A report by a Ministerial task force that was set up to find out the sources of conflicts in schools (Ministry of Education, 2002) indicated that in spite of the government policies in place, Kenyan educational institutions have continued to report increased cases of conflicts. It also indicated that conflicts arose in situations where conflicting goals, task dependency, dissimilar work orientations, competition for limited resources and competitive rewards systems exist.

The reviewed literature focused on differing aspects of management of public secondary schools. None of the
studies however, directly addressed the issue of management conflicts in public secondary schools with religious’ sponsors. This study therefore investigated and established the sources of management conflicts in public secondary schools that are church sponsored.

**Purpose of the Study**

The purpose of this study was to find out the factors behind the emergence of conflicts in the management of public secondary schools in Nandi South District that had religious sponsors. The study investigated how interactions between sponsors, head teachers, teachers, Boards of Governors and Parents and Teachers Association and education officers in religiously sponsored public secondary schools were leading to conflicts in management.

**Research Question**

The study was guided by this research question:

What are the underlying factors for the emergence of conflicts in public secondary schools' management?

**Population**

The study population comprised of 38 head teachers, 342 teachers, 38 BOG and 38 PTA chairmen from the schools shown in Table 1, 5 Assistant Education Officers (AEOs), from the 5 administrative divisions and 6 religious sponsors’ Education Secretaries of the various denominations in the district giving rise to a total of 467 respondents.

**METHODOLOGY**

**Study Area**

The study was carried out in Nandi South District, which is one of the districts in the Rift Valley Province, Kenya at an altitude of 1660 m above sea level. It is bordered by Uasin Gishu District to the East, Nandi North to the West and Nyando to the South. Kisumu District borders it to the South West, Kericho District on its Northern side while Vihiga District borders it on its Western side. It has five administrative divisions that also serve as education divisions namely; Aldai, Nandi Hills, Tindiret, Kaptumo and Lessos. The public secondary schools in this region are mainly sponsored by Christian Church denominations like the African Inland Church (AIC), The Anglican Church of Kenya (ACK), The Seventh Day Adventist Church (SDA), Orthodox Church and the Roman Catholic Church. Currently, only Christian denominations sponsor secondary schools in the district.

**Methods**

This was a descriptive study that adopted the survey research design. The descriptive approach of survey design of research is concerned with collecting data about the occurrence or instances of events in varying situations and circumstances in order to determine the opinions, attitudes, preferences and perceptions of persons of interest to the researcher (Borg, 1981; Gay, 1992). In a similar vein, this approach enabled the researcher to investigate how interactions between sponsors and head teachers, teachers, BOG, PTA and education officials in religiously sponsored public secondary schools were leading to conflicts in schools' management. It also tried to link the sponsors’ different areas of interaction with the mentioned groups and investigated the resultant effects of those interactions.

The saturated sampling technique was used. The researcher found this technique appropriate because it was in line with Orudo’s (2004) observations that, small populations can form samples and be studied as distinct cases. This therefore meant that all the head teachers, teachers, Boards of Governors’ chairmen and Parents & Teachers’ Association chairmen from the 38 religious sponsored public secondary schools formed the study sample. All the 6 education secretaries of the religious sponsors and all the assistant education officers manning the 5 educational divisions in the district were also part of the sample. Mugenda and Mugenda (1999) note that resources and time tend to be major constraints in deciding on the sample size to use. Therefore, in this study, a sample size of 467 respondents were sampled comprising of 38 BOG and 38 PTA chairmen, 38 head teachers, 6 education secretaries of the various religious denominations, 5 Assistant Education Offices and 342 teachers in the study area.

**Data Analysis**

Data were collected by use of questionnaires and in-depth interviews. The data collected through questionnaires and interviews were first subjected to pre-data analysis processes before appropriate statistics were applied to analyze the data and then the writing of the report.
### Table 1. Religious Sponsored Public Secondary Schools

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Number of Schools</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Co-educ.</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>14</td>
<td>36.8</td>
</tr>
<tr>
<td>P.A.G.</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>A.I.C.</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>26.3</td>
</tr>
<tr>
<td>S.D.A.</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>A.C.K.</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>23.7</td>
</tr>
<tr>
<td>Orthodox</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4</td>
<td>10</td>
<td>24</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Co-educ., Co-education; P.A.G., A.I.C., S.D.A., A.C.K.

### Table 2. Questionnaire returns as per categories of respondents.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>Returned questionnaire</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>38</td>
<td>29</td>
<td>76.3%</td>
</tr>
<tr>
<td>Teachers</td>
<td>342</td>
<td>285</td>
<td>83.3%</td>
</tr>
<tr>
<td>BOG Chairmen</td>
<td>38</td>
<td>24</td>
<td>63.2%</td>
</tr>
<tr>
<td>PTA Chairmen</td>
<td>38</td>
<td>27</td>
<td>71.1%</td>
</tr>
<tr>
<td>Total</td>
<td>456</td>
<td>365</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Pre-Data Analysis Process

The gathered data from the questionnaires were validated, edited and then coded. The validation process enabled the researcher to determine the return rate of questionnaires which was over 90%, justifiable enough to allow analysis to go on. In editing, the instruments were scrutinized to determine the response rates. All the questionnaires were fully (100%) filled up, hence enough to provide the much needed data.

Data from interviews and open-ended items in the questionnaires, constituting the qualitative data in form of words and phrases were transcribed and then arranged as per emerging themes. Some data were however quantified where possible along with quantitative data from structured questionnaire items. Finally, all quantitative data were coded, whereby categories of responses were identified, classified and then recorded or tabulated on a prepared sheet as per the research questions or objectives of the study. Percentages were used to show the proportion of respondents giving certain responses. The analyzed data were then presented using tables accompanied by appropriate descriptions or explanations.

### Survey Returns

The study entailed the distribution of questionnaires to 456 respondents of which 365 (80.0%) were completed and returned as follows:

29 (76.3%) out of 38 were collected from head teachers, 285 (83.3%) out of 342 from teachers, 24 (63.2%) out of 27 from BOG Chairmen and 27 (71.1%) from PTA Chairmen. Table 2 summarizes the data from questionnaires’ returns as per various categories of respondents.

Referring to Table 2, in overall, the questionnaire return rate of 80% was above the 70% Mugenda and Mugenda (1999) recommend for data analysis to go on in survey research design. Also the results in Table 2 imply that data were collected from various categories of respondents representing a variety of views from all stakeholders in education for valid conclusions.

### CENTRAL FINDINGS

The study set out to establish the factors that were causing conflicts to emerge in the management of public secondary schools that are religiously sponsored. The findings from data collected during the study are presented here based on the research question that guided the study. The findings are presented under the theme:

“Underlying factors for the emergence of school management conflicts”.
Table 3. Head Teachers’ Views on Factors Underlying Conflicts in Public Secondary Schools.

<table>
<thead>
<tr>
<th>Head teachers’ Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads not inducted to jobs prior to appointment</td>
<td>25</td>
<td>86.2</td>
</tr>
<tr>
<td>Interference from sponsor in management</td>
<td>28</td>
<td>96.5</td>
</tr>
<tr>
<td>Lack of guidance from education officers</td>
<td>22</td>
<td>75.8</td>
</tr>
<tr>
<td>BOGs fear to exercise authority</td>
<td>16</td>
<td>55.1</td>
</tr>
<tr>
<td>Education Act not clear on certain issues</td>
<td>10</td>
<td>34.4</td>
</tr>
</tbody>
</table>

Table 4. BOG chairmen’s views on Factors Underlying Conflicts in Public Secondary Schools.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of proper interpretation of the Education Act</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>Lack of induction for new BOG members</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>Interference of sponsors in schools’ management</td>
<td>17</td>
<td>70.8</td>
</tr>
<tr>
<td>The lack of managerial skills by Head teachers</td>
<td>18</td>
<td>75.0</td>
</tr>
</tbody>
</table>

In discussing the findings, references were made to the literature reviewed in chapter two and any other literature used in the course of the research which was not cited in the literature review. The discussion was based on data collected through questionnaires and in depth interviews during the study.

**Underlying Factors for the Emergence of Conflicts in Public Secondary Schools’ Management**

The respondents were asked to indicate what they considered as the factors behind the emergence of conflicts in the management of public secondary schools. The head teachers, Board of governors and Parents and Teachers Association (PTA) chairmen were given self compilation questionnaires to fill while interviews were conducted with Assistant Education Officers (AEOs) and education secretaries. This was meant to come up with data to establish the underlying factors for the emergence of conflicts in public secondary schools’ management.

The head teachers’ responses to the question of causes of conflicts in schools are summarized in Table 3. Table 3 shows the factors underlying the emergence of conflicts in public secondary schools according to the head teachers’ responses. The responses show that the fact that heads are not inducted to jobs prior to appointment was indicated by 25(86.2%) as being one of the causes of conflicts. Interference from sponsors in management was indicated by 28(96.5%) as another cause of conflict. Lack of guidance from education officers (22, 75.8%), BOGs fear to exercise authority (16, 55.1%) and the Education Act not being clear on certain issues (10, 34.4%) were all indicated as being the factors that led to management conflicts in public secondary schools.

According to the responses from BOG chairmen on factors behind the emergence of conflicts, Table 4 gives a summary of the factors.

According to 20(83.3%) BOG chairmen, emergence of conflicts is caused by lack of proper interpretation of the Education Act by head teachers, sponsors, BOGs and education officers, while 15(62.5%) BOG chairmen indicated that conflicts were caused by lack of induction for new BOG members on their first appointments to school boards. The other factors are interference of sponsors in schools’ management as said by 17 (70.8%) BOG chairmen and the lack of managerial skills by head teachers 18, (75.0%).

The PTA chairmen were also asked to respond to the question on the factors for the emergence of conflicts in schools’ management. Their responses are summarized in Table 5.

In reference to Table 5, according to 15(55.5%) PTA chairmen, poor interpretation of the Education Act leads to conflict, 21(77.7%) indicated that it is the non-induction of BOG members upon appointment, 25(92.5%) indicated the interference of the sponsors in management of schools, 24(88.8%) observed that it is the head teacher’s lack of managerial skills and 16(59.2%) maintained that conflicts arise due to lack of guidance from education officers to enable managers such as head teachers, BOGs and sponsors to properly handle management matters. Similarly, 16(59.2%) PTA chairmen felt that education officers did not take keen interest in the management issues of secondary schools.

Through in depth interviews, the 5 AEOs and 6 education secretaries were required to identify the factors
behind the emergence of conflicts in the management of public secondary schools with religious sponsorship.

The AEOs indicated that conflicts in schools’ management arose from issues on freedom of worship for students, elections of BOG chairmen, hiring of staff, and sponsor representation in the board and mismanagement of finances.

Education secretaries on the other hand responded that causes of management conflicts in the schools they sponsored included, head teachers’ mismanagement of schools finances and resources, numerous absenteeism and head teachers lack of commitment in school affairs, lack of recognition by the head teachers of sponsors’ role in school affairs and poor academic performance.

DISCUSSION

The findings indicate that the main factors behind management conflicts in schools include interference of sponsors, incompetence of head teachers, and non-induction of BOGs. Sponsors interfered in schools’ management by getting involved in issues such as students’ freedom of worship, monitoring of schools’ physical development projects and hiring of subordinates staff which had better be left to BOGs. The newly appointed head teachers are the most affected by conflicts since they are ill prepared for managerial duties prior to their appointments. Their ill preparedness makes them vulnerable to making blunders which sponsors capitalize on to demand for their removal. That is supposed to guide them in management and as a result they may end up overstepping their mandates and authority.

The Education Act was not clear on issues between the sponsor and Ministry of Education in regard to management of schools. This confirms Ogola’s (1996) observation that education policies are sometimes ambiguous such that they are difficult to interpret. When situations arose which pitted the sponsor and the Ministry of Education, the sponsor had the last say despite the Education Act favoring the Ministry in such instances. For example, when an head teacher is appointed to a certain school though with all the required qualifications, and then rejected by the sponsor because he is not affiliated to the sponsoring church, the Ministry of Education usually does little to sort the situation. Although the Education Act says that the sponsor is consulted in such issues, it doesn't say that the sponsors’ will be allowed to override the Ministry of Education regulations.

Lack of managerial skills by head teachers has often been identified as a big problem even by the Government of Kenya Report (Republic of Kenya, 1999) on the inquiry of the education system in Kenya. This has always bred conflicts in the management of many secondary schools. Most newly appointed head teachers lacked experience and even the training to enable them make serious decisions especially those touching on sponsor relations. As a result of that inexperience they make wrong decisions out of fear hence causing conflict. Others made decisions so as to please either the Boards of Governors, parents or the sponsors, but those decisions were not always the correct ones.

The PTA chairmen felt that education officers did not take keen interest in the management issues of secondary schools. The education officers only got involved in secondary schools’ management when they had to oversee BOG nominations and elections, during admissions of students to form one and when there were crises to be solved. The lack of interpretation of the relevant sections of the Education Act can also lead to conflicts. Most of the conflicts in schools’ management such as admission of form one students, recruitment of teachers, students’ freedom of worship and management of finances would be avoided if the Education Act was rightly interpreted. Head teachers, sponsors and education officers and Board of Governors were the ones directly involved with the direct management of secondary schools.

Factors Underlying the Emergence of Conflicts in Religiously Sponsored Public Secondary Schools

According to head teachers, the factors leading to
conflicts are that heads are not inducted or trained in schools’ management prior to appointment, interference from education officers, BOGs’ laxity to exercise their authority and the ambiguity of the Education Act. However to them the major reason is interference from sponsors and lack of training prior to appointment.

BOG & PTA chairmen indicated that the key reasons for conflicts is lack of proper interpretation of the Education Act by the head teachers, sponsors, BOGs and education officers, the lack of management skills by head teachers, interference of sponsors in schools’ management and lack of induction for new BOG members on their first appointments to school boards.

Education secretaries maintained that conflicts in schools are caused by head teachers’ misuse of school resources, Mismanagement of school finances and bad behaviors of the head teachers and disrespect of head teachers towards sponsors, poor academic performance, lack of commitment by the head teacher to school affairs, malpractices in tendering procedures and lack of physical development in schools.

Conclusions

The study revealed that factors behind the emergence of conflicts include:

i. Head teachers’ misuse of schools’ resources
ii. Financial mismanagement and misappropriation of school funds
iii. Misinterpretation, of the Education Act by the various stakeholders leading to role
iv. Ambiguities among the stakeholders
v. Some members of the BOGs serving beyond their term limits.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

i. The BOG members to be appointed should be people of high academic achievements that are commensurate with the responsibilities of school boards because lack of proper interpretation of the Education Act has been identified as one of the causes of the emerging conflicts in schools.
ii. The Education Act needs to be revised so that those provisions that are not clear about the rules of religious sponsors in schools’ management be addressed to avoid conflicts. The revised Act will also clearly spell the roles, powers and limitations of the various stakeholders in the management of schools to avoid conflicts among stakeholders due to role ambiguities.
iii. The provisions in education policies and guidelines concerning the inclusion of the PTA and BOG should be fully adhered to, so as to avoid conflicts arising from the financial management of physical development funds.
iv. On the appointment of head teachers in sponsored public secondary schools, the regulations should be adhered to as defined in the Education Act to avoid the sponsors’ domination of the appointments which causes conflicts. The same should also be applied in the appointment of BOG chairmen and members to the same board.

REFERENCES
