CORPORATE GOVERNANCE PRACTICES AND THEIR EFFECT ON INSTITUTIONAL MANAGEMENT IN   CHURCH-RUN TEACHERS COLLEGES IN ZIMBABWE

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ABSTRACT

The study sought to examine corporate governance practices and their effects on institutional management in church-run teachers' colleges in Zimbabwe. A multiple case study research design was chosen as it allowed an in-depth study of phenomenon and gives a platform to study subjects in their natural settings. Three cases were involved in the study. The study was guided by the interpretivist paradigm which is basically located in the qualitative approach. The paradigm was the most suitable for the research where meaning oriented methodologies such as interviews, focus group discussions and document analysis were used. Purposive sampling technique was used to select three principals, three student representative councils, three Church Education Secretaries and three human resources (HR) officers to participate in this study. The study established that church interference in college activities, inconsistent policy implementation and breaching procurement procedures are corporate governance issues that cause clash of interest, financial constraints, student enrolment and staffing challenges in the management in church-run teachers colleges. The study concluded and recommended that RAs should consult and involve all major stakeholders when formulating policy as well as in making governance decisions. The study also concluded and recommended that Memorandum of Understanding (MOU) require constant updating so that it continues to be relevant.

Keywords: corporate governance, practices, challenges, effects, management.

INTRODUCTION

This chapter provides an introductory background to the study which focusses upon the effects of governance practices on effective institutional management in church-run teachers colleges in Zimbabwe. The study investigates some aspects of institutional cooperate governance practices that affect effective institutional management. Existing literature shows that there are government practices that impact on effective management of church-run institutions globally.

Background and context of the study

Effective management of teachers' colleges depends greatly on good cooperate governance practices. Corporate governance is a whole process of decision making or policy and a whole series of processes in which the decision is to be implemented or not implemented (Sabandar, Tawe and Musa, 2018, Leblanc, 2015, Turnbull, 2015). Corporate governance implies processes that influence achievement of institutional goals such as production of competent, innovative, morally upright teachers.

The global context of private-run tertiary institutions

Globally, private-run educational institutions are increasingly experiencing management challenges which are disturbing the smooth flow of managing these institutions. Evidence of this phenomenon is found in studies done globally.

In the United States, Caretti (2013) found that private Catholic religious-sponsored governance has many overlapping realities, which have highly varied definitions and understandings among groups engaged in Catholic governance. Unlike the current study that focuses on three church-run teacher education institutions, Caretti's study investigated private catholic religious-sponsored secondary schools whose governance framework and institutional goals may differ from those of tertiary institutions in Zimbabwe.

Sabandar et al (2018) in their study on the implementation of good university governance in the private universities in Makassar (Indonesia) found out that if relationships among employees are to be maintained, discriminatory practice with regard to age, ethnicity, race, religion and gender conflicts should be avoided. In Zimbabwe, sources of conflict include student enrolment, staff recruitment, staff salaries, institutional funding, disciplinary and social issues.

Governance in five (5) Canadian small, tertiary institutions revealed that many principals experience management challenges emanating from issues of governance such as accountability, transparency, which inherently cut across boundaries in respect to roles and responsibilities of managers and administrators. (Lang,2016). Although, Lang (2016) did not research on CRTCs his study pointed on issues of governance. This study intends to examine the extent to which issues like responsibilities, accountability and transparency affect management of CRTCs in Zimbabwe.

Nurunnabi, (2016) study on political governance and accountability of private universities in developing countries relates poor governance of private universities to the substantial political power and autonomy by boards of trustees; a lack of enforcement of Private University Act; and a lack of coordination among stakeholders. Can this be another source of conflict in corporate governance of private institutions in Zimbabwe?

Issues of governance of private-run institutions from the African context

Onderi and Makori (2013) closely assessed challenges in leadership management on church-run secondary schools. Among the issues that have been cited in this study include: undue interference with the day-to-day running of the school; harassment and intimidation, and promotion of unnecessary transfer of school principals. The study looked at the institutional challenges on secondary schools in Kenya while the current study focuses on governance issues on church-run teachers' colleges in Zimbabwe. In the same vein, Okisai and Karanja (2015) in the study of factors affecting governance in fifteen (15) Catholic Church run educational institutions in Tanzania and Murray (2010)'s study in Uganda on institutional governance revealed that governments and churches do not share same missions, goals and strategies, which affects the proper governance of CRTCs. However, Sang and Keror (2013) study on assessment of factors influencing management conflicts in church sponsored schools in Kenya found religious differences between the church and management as major factors that influence institutional management conflicts. This is indicative of how much favourable governance frameworks are needed in church-run teachers' colleges.

In South Africa, Van Wyk (2007) noted that effective school governance exists when the school governors present an environment that ensure clarity of vision, philosophy and strategic direction. On the same note, Simon Schwartzman (2010) supports the idea that lack of institutional focus and mission coherence is rampant to little attention to social and

educational goals; and insufficient attention to quality. The study was done focusing on university institutions, whilst the current study was concerned with the effect of corporate governance practices on effective institutional management in church-run primary teachers' colleges in Zimbabwe. Universities and primary teachers' college governance structures and faculties are inevitably different. However, these researchers did not come up with the corporate governance strategies to assist in the management of (CRTCs).

Issues of governance of church-run institutions from the Zimbabwean context

Conflict is inherent in the institutional arrangement governing the running of private teachers colleges. In Zimbabwe specifically, these private teachers' colleges fall under the purview of the churches, but the college principals being government employees. The college principal is answerable to church and government policies hence adhering to government policies that are contradicting church policies will end up creating conflict between church and college principal in the management of the church-run teachers colleges in Zimbabwe. Conflicts arise when teachers' colleges' owners (church) perceive the teacher education college managers (principals) not to be managing the teacher education colleges as expected (Wilner, Christopoulos and Alves, 2017). In most cases, experience has shown that the church and management in question clash in the areas of student enrolment, staff recruitment, staff salaries, and institutional funds, disciplinary and social issues. More specifically, responsible authorities, for example, the church demands that 75% of student teachers be their church members who qualify (Church Education Policy, 2016) whilst the government advocates for non-discrimination on religious grounds and equality of opportunities for all prospective students with relevant qualifications (Constitution of Zimbabwe, 2013) religious differences.

In Zimbabwe, Kurisa (2015) investigated the dialectical relationship between catholic-run schools and the Government of Zimbabwe. The author revealed that catholic-run schools have reservations on some of the government policies. What stuck out conspicuously are the recruitment and promotion procedures and most of the provisions of SI 87 of 1992. Ironically, most of the catholic schools do not have written down policies to guide them on these issues of concern. Of course, these findings, to some extent, cover some policy related governance issues but there is need to broaden the scope by exploring more corporate governance challenges and solutions. Garwe (2014) studied on quality assurance challenges and opportunities faced by the Reformed Church University (one of the six private universities in Zimbabwe). The study showed that financial constraints and poor corporate governance were the major factors leading to failure by private universities to uphold high quality standards. Unlike the current study which solely focuses on governance practices in church-run teachers' colleges, Garwe's study partly discussed corporate governance and focused much on quality assurance. Accordingly, such issues as challenges, strategies and framework for effective governance were not explored in-depth, resulting in the likelihood of differences in research outcomes.

Ncube and Tshabalala (2014) researched on the contribution of private colleges to the provision of education in Zimbabwe's secondary school-sector. The researchers established that the teacher-pupil ratio was higher than that stipulated by regulations, most students enrolled for less than five subjects, there was shortage of textbooks, there was little participation in sports, teachers were not competent in most subject areas and most pupils were dissatisfied with the education they were receiving from these colleges. These issues revealed by the research may not be similar in the context of tertiary education where recruitment of teachers is done by the government of Zimbabwe resulting in reduced chances of recruiting unqualified teachers and minimal participation in sport since there is a stand-alone department in charge of sport.

Furthermore, institutional funds are governed by the church but the government has a say in this respect especially on students' fees. For example, the church is of the view that fees defaulters should either be deferred or expelled from college but the government is against this position as it directed that fees payment defaulters should be given their diplomas and gradually settle their arrears (Circular Minute No. 1 of 2019). Another example, in 2018, the Government of Zimbabwe officially directed (through Circular Number 2 of 2018) that all the teachers' colleges should collect 60% tuition fees from students on teaching practice. The church administration, did not implement the directive citing financial constraints and this may cause conflicts. This becomes a source of conflict where teachers' colleges require funds to run institutions. The policy implementor, who is the college principal is sometimes confused on what to do when there is this conflict. Meanwhile the government may be fighting against losing political grip in an unpredictable socio-political environment.

In Zimbabwe there are studies that reveal similar findings of lack of trust between the church and institution management which have led to confusion/conflict on roles and responsibilities (Maphosa, 2008). One such case was at a church-run teachers' college in Masvingo province in 2002 where an acting principal was charged by the Ministry on responsibilities and allegiance to the Ministry and the church authorities (The Zimbabwe Herald of July 22, 2004). A similar case was in the same province at another church-run institution in 2007 where a principal had a conflict with the governors over issues of lack of efficiency, transparency and accountability (Church charge, letter 17 February, 2007, Kubatana Archive 2013: 2).

Another case was at a church-run teachers' college in Mashonaland East where a principal was accused by the church over issues of governance such as lack integrity, transparency and accountability (2002, response letter from Principal to church). In all cases cited above, the responsible authorities demanded that the principals be removed from their institutions, accusing the office bearers of lack of efficiency, transparency and accountability. They established that there was lack of accountability and transparency in the way business was done in the institutions because the principals were paying allegiance to the government instead of the church. It is therefore clear there are serious governance issues in Zimbabwe's private-run institutions, which require investigation, to establish what is on the ground. The assumption is that the study produces a corporate governance framework which might assist church-run teachers' colleges to be effective in management and administration issues.

Zimbabwean principals of CRTCs are government employees, yet they also have to uphold the standards of responsible authorities (church). Governance principles of the government and those of the churches have points of departure which principals have to handle. It needs no emphasis that principals encounter management challenges particularly when the governance issue at hand is not synchronized. In Zimbabwe, there is too much conflict between and among the church and institutional management hence this study seeks to develop governance strategies for effective management of church-run teachers' colleges.

Statement of the Problem

Globally, private-run educational institutions are increasingly experiencing management challenges which are disturbing the smooth flow of running the institutions. In Zimbabwe, studies reveal that church-run teachers colleges experience management challenges which result in high staff turnover, mistrust between governors and management including low students' enrolment. The current study therefore investigates the nature as well as the extent to which corporate governance practices affect effective management of church-run teachers' colleges in Zimbabwe. Specifically, the study focused on corporate governance issues of accountability, transparency, efficiency, probity, fairness and crossing boundaries in respect of roles and responsibilities and how they affect effective institutional management.

Research Questions

Main research question

How do corporate governance practices affect effective institutional management of church-run teachers' colleges in Zimbabwe?

Sub-research questions

i.   Which are the different corporate governance practices that affect effective institutional management in church-run teachers' colleges in Zimbabwe?

ii.   What institutional management challenges do church-run institutions face as a result of corporate governance practices at the institutions in Zimbabwe?

iii. What strategies do church-run teachers colleges use to deal with corporate governance challenges and promote effective institutional management in Zimbabwe?

iv.   What strategies can be developed to improve institutional management of church-run teachers' colleges?

LITERATURE REVIEW

Theoretical framework

The study was guided by two theoretical frameworks which are the agency and the stakeholder theories. The agency theory states that an organisation has principals (owners) who employ agents (managers) to run the business. Therefore, there is separation of ownership and control. On the other hand, the stakeholder theory gives credence to accountability of the organization. The theory commits stakeholders towards fulfilment of organisational goals.

Agency Theory

The agency theory states that an organisation has principals (church owners) who employ agents (institutional managers) to run the business. The theory emphasises separation of ownership and control (Eisenhardt, 1989). Shareholders (owners of the organization) employ the services of an agent and entrust him/her with the day-to-day running of the business thus, the segregation of ownership from control creates the agency problem (Copeland and Weston, 1992, Warsono, 2009). Separation of control from ownership implies that agents manage businesses on behalf of the principals (Kiel and Nicholson, 2003). In this context, institutional owners (churches) appoint institutional managers (principals) to manage colleges on their behalf. From the agency theory this arrangement is likely to cause conflict. In the context of the proposed study, conflict arise when principals (church owners) perceive the agents (institutional managers) as not managing their business (colleges) as they expect. Principals (church) focus on their values and profits while the agents (college principals) on the other hand pursue national interests for example the church would want their members staffed in their institutions while the college principals will be implementing government policies that discourages segregation.

According to (Donaldson and Davis, 1991), managers will not be able to effectively contribute maximum returns to owners of institutions unless appropriate governance structures are set up to safeguard the interests of owners. The agency theory proposes that the aim of corporate governance is to reduce the potential for college managers to act contrary to the interests of college owners. Some college managers may safeguard their interests like giving themselves incentives. Accordingly, the agency theory enables the researcher to

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explore differing governance practices by the churches which cause some management challenges and undermine pillars of corporate governance such as accountability, transparency and integrity.

This theoretical framework was used as a lens to explore the types, nature and practices of corporate governance conflicts that arise between institutional management and church owners in the three CRTCs. Finally, the researcher intends to develop a governance framework for effective management of church-run teachers' colleges (CRTCS) in Zimbabwe

Stakeholder Theory

This is a theory of organizational management and business ethics that addresses morals and values in managing an organization. Historically, the theory was mooted by (Ian Mitroff, 1983) in his book "Stakeholders of the organizational mind". The theory was later further developed by (Freeman, 1984). The basis of choosing this theory is amplified by the fact that the research primarily revolves around key stakeholders namely; the churches which are the owners and the college government employed principals who manage the colleges. Both parties should observe pillars of corporate governance or professional ethics namely transparency, honesty and accountability.

Stakeholder governance is based on the identification of interest groups which should be involved in institutional governance to secure a balanced system where all important interests are voiced (Bittner, 2016). Governance and management of tertiary institutions in Zimbabwe involves stakeholders: government, church, students and principals from diverse backgrounds with interests to be voiced.

The Stakeholder theory promotes a practical, efficient, effective, and ethical way to manage organizations in a highly complex and turbulent environment (Freeman, 1984; Freeman, Harrison and Wicks, 2007). It is efficient because stakeholders that are treated well tend to reciprocate with positive attitudes and behaviours towards the organization. It is effective because it harnesses the energy of stakeholders towards the fulfilment of the organization's goals. In this context, both the church owners and principals should work towards fulfilment of colleges' goals. In this case college goals are to fulfil national values, church values, promote hunhuism, inclusivity and moral values. However, these goals may not be achieved due to conflict between church owners and college principals.

This theoretical framework was used as a lens to see the types of barriers that stakeholders encounter in their efforts to achieve corporate governance goals in the three CRTCs. Using the stakeholder theory, the researcher will collect information from churches, principals and SRC students who are key stakeholders and believed to be knowledgeable of corporate governance issues in their institutions.

METHODOLOGY

The study was guided by the interpretivist paradigm which is basically located in the qualitative approach (Creswell, 2014). The interpretivist paradigm is concerned with understanding the world as it is from experiences of participants. The interpretivist paradigm aims at finding reasons for participants actions; thus, the researcher has to interpret meaning from actions. The paradigm is the most suitable for this current research where meaning oriented methodologies such as interviews, focus group discussions and document analysis are used to extract meaning from management and governors of CRTCs. Qualitative approach enables the researcher to focus on reports of experience or other data which cannot be adequately expressed numerically for example opinions of administrators with respect to

ethics, responsibility and governance of CRTCs. Qualitative research is extremely useful when a subject is too complex to be answered by either a yes or a no as in this study.

For this study qualitative research method was chosen because of its ability to extract information from participants who are on the ground on the management of CRTCs versus corporate governance practices. In this study, qualitative research sought to answer questions on corporate governance issues affecting effective management of CRTCs in Zimbabwe. Qualitative research has been opted for because of the data to be collected, a description of a natural setting without much emphasis on numerical figures (Creswell, 2014, Lave, 2016). For example, opinions of governors and managers with respect to governance and management of CRTCs. For this reason, the study opted for a qualitative methodology owing to its ability to unearth issues in participants' natural settings (community of practice) which are the teachers' colleges and church head offices.

RESULTS

The section presents results of the study:.

Corporate governance practices that affect effective institutional management in church-run teachers' colleges in Zimbabwe.

The researcher wanted to establish respondents' knowledge of corporate governance practices used at different church-run teachers' colleges. Based on their responses, the following five themes emerged (i) accountability and compliance management, (ii) transparency and openness to scrutiny, (iii) Church, College and Ministry relations, (iv), Fairness and effective management and (v) financial management.

Accountability and compliance management

Based on the responses, it was noted that accountability and compliance were critical elements of corporate governance in church-run teachers' colleges. While it was agreed that accountability was important, mechanisms to check whether or not the governing authorities were being accountable were either not there or not clear. Among some of the responses given was "*The church at times asks for money to do a project but they come back to collect some more funds for the same project which is never seen in the mission". (CHR 3)*

It was clear from the HR3's response that if resources are well appropriated there is evidence of accountability. On the other hand, Principal 3 managed to define accountability as the state of being accountable or answerable or control of resources but he was hesitant to answer whether the responsible authority was accountable or not as he had this to say: *It's their college so it's difficult to follow up on receipts.* In the same vein CP1 said "*The receipts are very difficult to obtain from the responsible authorities.*

The implications of the responses were that accountability speaks to the broader issue of commitment that hints at achievement of institutional goals. On the other hand, where evidence of a lack of accountability was noted, it could have been as a result of lack of clear policies on corporate governance.

Fairness for effective management.

Responses revealed that in some church-run teachers colleges, fairness was practiced on issues of student recruitment, accommodation allocation as well as interacting with various stakeholders. While other church-run institutions embrace various stakeholders, as a sign of good corporate governance practice, HR3 felt that the responsible authority was partially unfair as it usually takes action without consultations. In his response HR3 said "*It is difficult*

to say that they demonstrate fairness because most of the actions that are done are done remotely".

Data collected shows that in some church-run teachers colleges there were unfair distribution of resources and student recruitment imbalances. Such tendencies earnestly affect good corporate governance practices, and in turn affect effective management of such church-run teachers colleges. For instance, SRC 1 said "*It should be 50/50 when recruiting*". Meanwhile, HR 3 also lamented the issue of unfairness practices in the church-run teachers colleges saying:

> *There is no fairness in the recruitment of non-teaching staff, as sometimes*
>
> *the college would be forced to employ people who would*
>
> *have not done well in the selection interviews ...*

The unfair institutional corporate governance practices such as corruption and nepotism witnessed in recruitment of students and staff hampered achievement of organizational goals. Although some participants like CSRC1 and CSRC3 were in agreement that student recruitment was done fairly as students were recruited on merit, CS1 and CS2 argued that fairness in recruitment could not be achieved as teachers colleges wanted students and staff that contributed to the vision of the church.

Transparency.

The theme transparency and openness to scrutiny highlights information on whether there was transparency by governors and management of church-run teachers colleges. The results showed that all participants were in agreement that at institutional level there is transparency. For instance, respondent CS1 said "*When we hold a meeting and a decision is passed, it becomes binding*".

However, some participants like CPI, CHR3 and SC2 argued that sometimes they observed issues of partial transparency and openness on the part of the responsible authorities. For instance, SC2 indicated that; "We have tried by all means to be as transparent as possible, but there is also information that is regarded as confidential that cannot be shared with some stakeholders".

What came out of the data collected was that in Zimbabwe's church-run teachers colleges there may be cases of lack of transparency.

Financial Management

In response to financial management issues CP1, CP2 and CSRC1 concurred that the churches support that there be activities in institutions but fail to support the institutions financially. Financial management and procurement issues are sensitive. *CHR3* noted that "There are times when the institution requires financial or material support but unfortunately, the institution is left to fend for itself".

The responses indicate that in most cases the church-run teachers colleges' activities are the responsibility of institution management who also expect funding support from the churches to no avail.

Financial Intervention.

The findings show that there is some form of conflict in terms of procurement issues if the church directs management to purchase without following proper financial management procedures. This is what CP1 said *"We are given a list*

of shops where to buy college items from. Obedience to the church may result in financial mismanagement". (CP1)

Budget support

Participants CP3, and CSRC1 noted that the responsible authorities support their institutional budgets although without any or with very minimum financial support for institutional activities. They had this to say:

> *Number one on the finance side they need termly budgets. Also, every month we have finance meetings with the RA where everything is reported."* (CP3)

> *The church should ensure that the institution has sufficient funds, staff, physical structures, equipment and materials. (SRC1)*

The above observations demonstrate that although churches want institutions to have budgets, contrary to their wish, churches do not support the institutions financially.

Financial Procedures

Participants CP1 and CP2 indicated that financial control by the church sometimes crippled development at their teachers colleges. In her own words CP1 said:

> *When they want funds for church development, they get it from the college*
> *without considering the activities of the college that money*
> *is earmarked for.*

Sharing the same sentiments, CP2 responded this way:

> *Yeah, you see the procurement aspect is the one that at times presents problems here and there. Where you have a buyer you know, you might have preferred certain suppliers then the lecturers will then say, "The materials that are coming are substandard or they are not up to scratch.*

Financial Control

CP3, and CS1 noted that the responsible authority had mechanisms of controlling finances through audits yet they do not want to give colleges financial independence. CP3 for example, had this to say:

> *Yes, they say every year, we should have internal and external audits for everything in the institution. This is good because if there are any financial mismanagement then they advise to improve.*

An analysis of the responses from the participants indicate churches' interference in the management of church-run teachers' colleges especially along the lines of financial autonomy of institutions.

Institution Funding Church

Participants' responses show that instead of the responsible authority funding the church-run teachers colleges, the institutions are funding the church. This is what they said:

> *I don't think it's going to be possible. Instead, the institution*
> *is the funder of the church. (CSRC1)*

> *When they want funds for church development and other church activities,*
>
> *they get into the pocket of the institution to try and develop the Church. (CP1)*

The responses show that the churches are no longer meeting their obligations as far as supporting the church-run teachers colleges financially is concerned. The churches are expected to fund institutional activities but responses are to the contrary.

Financial Independence

Participant's responses on financial management alluded to the fact that there is financial independence on the use of finances as the management are free to use funds without consultations. This is what they had to say:

> *They allow us to acquire as long as it is in line with education of*
>
> *our learners, they allow us to procure, we are at liberty on that one. (CP3)*

Church, College and Ministry Relations

Responses express that the relationships between the church, church-run teachers colleges as well as the ministry responsible are strained. CHR3 observed that there are times when the church and ministry clash on policies that are to be implemented by college Principals, making it difficult to manage the institution. In his response CHR3 said:

> *Management is caught in-between because of conflicting church and Ministry policies.*
>
> *For instance, on student fees ad recruitment of lecturers and students.*

Such is the source of conflict between the governors and management in terms of corporate governance in church-run teachers' colleges**.** What is coming from the responses is that the church-run teachers' colleges are at the centre of conflict between the responsible authority and the MHTE.I.STD over policy issues.

One of the church representatives, CS2, testified on the effects of having several boards and committees that the institutions have to report to in saying:

> *These people are not well coordinated. So that creates problems for the institutions because another committee can come and say what you are building at the college is condemned but they don't consult other stakeholders.*

The multiplicity of boards obstructs the smooth running of the institutions. As such, achievement of institutional goals can be a mammoth task. Regardless of their existence, the boards have no powers to make final decisions, but their interference negatively impacts on implementation of corporate governance in church-run teachers colleges.

Church Ownership and Control

Church ownership and control according to the current study entail the rights of the RAs (churches) towards the management of their teachers colleges. The researcher unravel issues to do with how church ownership impacts on the sound practices of corporate governance in church-run teachers colleges. To that effect participant CP3, CHR1, CSRC1, CSRC2 and CS1 revealed that decisions made by responsible authorities in most cases are aimed at protecting the interests of the church at the expense of the purpose with which the institution was established for, that of human capital development. For the teachers colleges there is too much control by the church because the church feels it has the autonomy due to its ownership status. One of the responses which speaks to the ownership and control dilemmas:

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> *The church feels these teachers' colleges are their property*
> *hence they do not want the government to interfere in any*
> *issues, thereby affecting the implementation of policies…* (CP3).

Where policy is concerned, the bone of contention here becomes a source of conflict as the principal might want to implement government policies and the church antagonising bring in the overbearing ownership feud. However, the stakeholder theory emphasises shared decision making by all stakeholders for the success of the institution. However, the positive development noted therein, is that, regardless of bureaucratic issues identified as sources of conflict mainly from the point of power-sharing, identifiable structures are in place to support corporate governance practices.

The study unearthed a number of challenges and the strategies employed by church run institutions to address the challenges.

DISCUSSION OF FINDINGS

Data collected reflects accountability gaps where the participants were agreeing that there is sometimes responsibility for actions and there is evidence of partial accountability. Against this background accountability must not only be confined to financial issues but to all aspects in the running of the institution. As college managers grapple with the issues of accountability, they find themselves in a tight situation of trying to satisfy the accountability requirements from the responsible authority and ministry respectively. This is echoed by (Fariss, 2014) who asserts that accountability is an increasingly important element in the governance of tertiary education systems. Results of this study show that church-run teachers' colleges involve external stakeholders as witnessed in the composition of their Advisory Councils. However, the results show that accountability in church-run teachers' colleges need to be harnessed so that quality and enhanced employability outputs are achieved by the end of the day (de Boer, 2013). College managers ought to respect and observe the laid down procedures and protocols from the church side and ministry side too. Accountability is enhanced when roles and responsibilities are clearly articulated in a program charter, memorandum of understanding, or partnership agreement (Shin, 2010). It therefore, relates to the extent to which assignment and exercise of responsibilities between governance and management is appropriate to corporate governance. On leadership and subordinate relationship, it emerged that church-run institution principals or administrators face some resistance as they execute their mandate. This is when most staff members are not of the institution's denomination, while top leadership are church members then obviously, management will face so many challenges with people against their leadership. Management is caught in-between and that causes conflict in terms of governance, in terms of running the institute. With the inherent interests from the two parties, there is need to reach a compromise because if not properly managed the interest of each part can be a cause of conflict (Mulenga, 2019). In light of the findings, it follows that college managers in this respect, principals, try by all means to be accountable to both ministry and responsible authority in all aspects be it academic, financial or social endeavours. This dual responsibility on accountability goes a long way to bring quality outputs and will ultimately positively affect the quality of work and a wellbeing of the institution at large. If there is conflict of interest during the process it will be resolved following the MOU provisions. If college principals adhered to the set down procedures and protocols, the institutions will function well and the opposite is true as noted by Wilner, Christopoulos and Alves, (2017) who argue that if a college principal opt not to be accountable, such a scenario heightens chances of conflicts if the church feels they are not recognised by the principal.

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CONCLUSIONS

College Principals of church-run teachers' colleges in Zimbabwe are civil servants, who have to grapple with a two-pronged reporting structure to Government and Responsible Authorities. Governance principles of the government and those of the churches have points of departure which principals have to handle. It needs no emphasis that principals encounter management challenges particularly when the authority issue at hand is not synchronized. In Zimbabwe, there is too much conflict between and among the church and institutional management hence the need to propose good strategies for effective management of church-run teachers' colleges. According to authorities, institutions that have good management support usually are effective in their governance issues. Institutions that have good corporate governance practices usually are effectively managed. However, the findings of the study revealed lack of good corporate governance practices in church-run teachers' colleges that includes but not confined to: use of dual policies from government and church at institutions resulting in management challenges, lack of fairness in staff recruitment and student enrolment resulting in insubordination and poor performance, no clear roles and responsibilities among governors and management which results in duplication of roles causing conflict. The responsible authority does not usually consult other stakeholders because of the belief that the institutions belong to them so they should set the tone and accomplish their goals on their own while management and others like students and staff are told what to do. From the discussion it was clear that there is persistent conflict between responsible authority and the responsible ministry.

RECOMMENDATIONS

The study makes the following recommendations:

1. The MOU between the parent ministry and the responsible authority must be constantly updated so that it addresses the issues obtaining on the ground

2. Managers in church run institutions ought to regularise their operations taking cognisance of the ministry position and church aspirations

3. All critical stakeholders should be involved during student or staff recruitment.

4. College managers in church run institutions should consult the ministry and the responsible authority on matters of protocol and procedure.

5. Both parties in the MOU must know their terms of reference.

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