ABSTRACT

Conflict between the state and the church is an international concern. Governments worldwide have cooperated in Catholic churches in providing education to their citizen. Catholic Church has a right to provide education which is based on its policy. The needs of each of the two groups create conflict in education sector. Literature on Conflicts between the Government and churches over management of schools revealed that the education sector has been affected by the standoff between the two groups since the Churches were withdrawn as managers of the schools in 1968. This has affected parents, students, teachers and other stakeholders of the affected schools. The conflicts interfere with learning time, as such schools are delayed to open or forced to close prematurely. Administration, management and ownership of the affected institutions are the source of these conflicts. This study was set to investigate the conflict between the Church and the state in management of Public Secondary Schools in Kiambu District and how this affects academic performance. The church manages the schools through the Board of Management (BOM). The study population consisted of secondary school principals, Board of Management (BOM) chairpersons, Parents Teachers Association (PTA) chairpersons, teachers, Catholic Priests, Educational secretary, Catholic Leaders and Quality Assurance and Standards Officer (QASO). Purposeful sampling and simple random sampling techniques were used to select the
participants. Data for the research were collected using: Document analysis, Questionnaires, interview schedule and Interview guide. Quantitative data analysis was done using the Statistical Package for Social Sciences (SPSS) version 20 while the qualitative were analyzed through emerging themes. Findings of the study revealed that the conflicts in management are there and are due to lack of cooperation between the sponsor (Church) and the State. The study also showed that sponsor is not involved in many school activities and that the school administration is not ready to have more roles assigned to the sponsor. It was established that the sponsor has now started registering own private schools to avoid conflict with the state. However, the sponsor should not abdicate her duty of bringing a holistic and therefore involvement in school activities is essential. The study recommends that there should be more cooperation between the Church (sponsor) and the state, the Church priests should be more involved in school decision making for they are in close contacts with the school administration.

Key words: conflict, church, Academic performance, Public Secondary school

INTRODUCTION

Background to the problem

This research endeavoured to investigate the conflicts between the Catholic Church and the state in management of Public Secondary Schools in Kiambu District. The involvement of the Catholic Church in the management of public secondary in this context will be seen in the way the Basic Education Act (2013) assigns the sponsor. This includes: the power to appoint Board members, providing supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense, maintenance of spiritual development while safeguarding the denomination or religious adherence of others and to offer financial and infrastructural support. Among the Board of Management, three members should be nominated by the sponsoring church. The appointment of the Board of Management Chairman according to the Basic Education Act (2013) must be done by the County Education Board with the consultation of the sponsor. These people therefore form the management board of a school and have a big role in the management of these sponsored public secondary schools.
According to the Act, the members of the Board of Management should be 14 in total distributed thus; Six persons elected to represent parents of the pupils in the school or local community, one person nominated by the County Education Board; one representative of the teaching staff in the school elected by the teachers, three representatives of the sponsors of the school, one person to represent special interest groups in the community; and one person to represent persons with special needs and a representative of the students’ council who shall be an ex officio member.

Conflicts between the Government of Kenya and churches over management of schools have continued to affect education sector for a long time since the Churches were withdrawn as managers of the schools through the Education Act of 1968. This has affected parents, students, teachers and other stakeholders of the affected schools. The conflicts interfere with learning time, as such schools are delayed to open or forced to close prematurely. Administration, management and ownership of the affected institutions are the source of these conflicts.

In January 2001, the Catholic Church ordered their sponsored schools in Kisii, not to re-open for first term, unless the head teachers of the affected schools were transferred. This affected many schools like Cardinal Otunga, Mosocho, St Paul’s Amasago, Sengera Girls, Kengeno Girls and St Augustine and Otamba (Lugulu, 2013). The church complained of the mismanagement of schools to the Ministry of Education and Teachers Service Commission and though it recommended that head teachers be transferred, no action was taken. In the same year, school heads in Machakos district accused sponsors of interfering with the school administration.

According to the Basic Education Act (2013), a sponsor is a person or institution who makes a significant contribution and impact on the academic, financial, infrastructural and spiritual development of an institution of basic education. The Act further describes the roles of the sponsor as; participating and making recommendations of review of syllabus, curriculum, books and other
teaching aids, representation in the School Management Committees and Board of Management, to provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense and maintenance of spiritual development while safe guarding the denomination or religious adherence of others.

Formal Education in Kenya can be traced back to the eighteenth century when the missionaries built schools, trained teachers, oversaw the implementation of the curriculum, taught catechism and approved new teaching approaches (Sheffield, 1973). The colonial government provided grants and land as an incentive to the missionaries. Overtime, the government started their own schools; to promote the colonial segregation policy for the Europeans, Asians and Africans as per the Fraser Commission of 1909.

After Kenya attained independence and with the implementation of Education Act 1968, the church handed over its established and managed schools to local authorities and assumed the role of a sponsor. The Basic Education Act 2013 has clearly defined the roles of a sponsor as:

First, participating and making recommendations of review of syllabus, curriculum, books and other teaching aids; Second, representation in the School Management Committees and Board of Management; Third, to provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense; Fourth, maintenance of spiritual development while safe guarding the denomination or religious adherence of others; Fifth, to offer financial and infrastructural support.

Many studies have been done prior to the Basic Education Act 2013. According to Mwangangi (2010), most churches seem to have withdrawn quietly from the schools they earlier sponsored. Mwangangi asserts that the church wish to have a more active and participatory role in Education in the running of the schools that they sponsor. He however fails to recommend
other roles that the church should be assigned.

According to the National Christian Council of Kenya (NCCK) memo to the task force on re-alignment of the education sector to the new constitution (2011), a large number of schools in Kenya were established by the churches and missionary societies. As the post-independence regime took over, some of the church schools were handed over, taken over or acquiesced to the Government of Kenya by the respective churches and church related organizations. This was not without much resistance from the churches. The churches who established the schools taken over wholly or partially by the Government were recognized by the Education Act of 1968 as “sponsors”.

In the Circular 1/87 of the Nairobi Catholic Archdiocese of 1987, there is a shift of perceptions among sponsors. The circular asserts that it is the wish of the Diocese to register any new schools and institutions on Church plots as “Private” so as to avoid future complications and confusion especially as to who is the community or body sponsoring the school. This point clearly shows that there has been disquiet among the churches on issues of sponsorship.

The task force on education (February 2012) found out many challenges facing the education sector in Kenya. One of the main challenges was lack of clear roles of the sponsors in the management of schools. The sponsor is merely left to ensure the religious traditions of their former schools are adhered.

One government report recommended that “membership of BOGs to include all stakeholders in particular the parents, persons from the private sector and the industry who are currently excluded under the Education Act” (Kamunge Report, 1988). The report went on to reduce the share of the representatives of the sponsor from the current four to only one. It recommended that “representation of three (3) members from each community served by the
school, sponsors, special interest groups, parents and co-opted members” (Kamunge Report; 1988). According to Mabeya (2010) this recommendation was ensure that the church was to be marginalized in the management of schools it sponsored.

In their memorandum to the task force on education realignment to the new constitution (Republic of Kenya, 2012), the churches proposed that the current policy concerning sponsored schools as provided for in the Education Act be reviewed and reversed forthwith. Consequently, the institutional governance of the sponsored schools shall be hundred percent in the hands of the church that established that school. As such, the appointment of the whole Board of Governors (BOG) and School Management Committees shall be the responsibility of the Church that established the said school. Partnership with the Government shall be guided by the Public Private Partnership- agreements that may be agreed upon between the state and the church. With this being the stand of the church and the government vesting its authority through the Education Act, there is definitely a conflict between the two groups on issues of sponsors in secondary schools.

In the last few years, more reforms in the education sector have been undertaken in order to address the overall goals of the Economic Recovery Strategy Paper (ERS), as well as international development commitments, including the Millennium Development Goals (MDGs), Education for All (EFA) and deliver the policies as set in the Sessional Paper No 1 of 2005 on policy framework for education, training and research. The first major initiative of these reforms was the launch and the implementation of the Free Primary Education (FPE) in January 2003(KESSP, 2005). The Task force on the re-alignment of the education Sector to the
constitutions of Kenya (2010) identifies the main challenge in realizing Universal Primary Education (UPE) as lack of clear roles of the sponsors. According to the Basic Education Act (2013), the sponsor of a school was the former manager of the schools before the schools were taken by the government. The church as a sponsor is allowed to nominate three members to the school committee. The Basic Education Act (2013) defines the roles of the sponsors which are discussed in this paper. It is presumed that when the Catholic Church as sponsor and the state play their roles as contained in the Education Act effectively, the conflicts between the Church and the state will be reduced and there shall be harmony in schools. However some schools in Kiambu East District which are sponsored by the Church continue to post poor results in National Examinations and also engage in social unrests like strikes. The general public expects the Catholic Church and the State to influence good management and proper discipline of the schools. The church on the other side is not comfortable with the minimal roles the Acts accord it. Therefore there is a need to find out the causes of the conflicts between the Church and the state in the management of public secondary schools and explore ways of reducing them.

**Purpose of the Study**

The purpose of this study is to investigate the conflicts between the Catholic Church and the state in management of Public Secondary Schools in Kiambu District.

**Research Questions**

The study addressed the following research questions:

1. What effects do the activities played by Catholic Church as a sponsor of Public secondary have on academic performance?

2. What are the causes of conflicts between the Church and the government in management of church sponsored public secondary schools?
3. How can the conflicts between the sponsor and the state in the management of public secondary schools be reduced?

Literature Review

Introduction

The right to education in Kenya is enshrined in the constitution, the Basic Education Act 2013 and various international policies including the Basic Education Act 2013. The church involvement in Education is contained in various policies which form part of the literature. The types of conflicts between the church and the state in the management of education in Kenya has been a debate which has resulted in review of the Education Act three times since the country attained independence in 1963.

The management of Secondary schools in Kenya is done through the Board of Management (BOM). The Board of Management consists of members appointed by the County Education Board, persons elected to represent parents of the pupils in the school a person nominated by the County Education Board a representative of the teaching staff in the school elected by the teachers and three representatives of the sponsors of the school. The sponsor in this reference is the church which contributed in one way or other in the founding of the school.

Types Conflicts

Conflict is defined as the behaviors or feelings of interdependent parties in response to potential or actual obstructions that impede one or more of the parties achieving their goals (Coughlan, 1996). According to Elwer (2004) as cited by Tilam and Kati (2007), conflict is grounded in the perception of at least partially incompatible interests between individuals or groups, conflict is
inherent to all societies; it is systematic and dynamic, and constitutes social action that is based on rational behavior, as defined in a local context. Keen (1997) asserts that conflict involves various methods of mediation, which determine their intensity. The impact of conflict on a society may not be perceived in purely negative terms. Conflict also entails positive effects on social cohesion and the stability of institutions like democratic debates in parliament. Conflict in this study should be described as a debate that has been going on since the country gained independence in 1963. The development of education in Kenya, the education commissions that have focused on education and the pulmagation of the new constitution in 2010 are some of the debates which have been going on which have bearings on the roles of different stakeholders in education.

This study considered two types of conflict: the relational conflict and task conflict. Relational conflicts are disagreements between members based on personal incompatibilities. These conflicts typically produce suspicion, distrust, and hostility among network members’ thus relational conflict is also called emotional or affective conflict. A situation where a school Principal is forced to leave a school by the sponsor is an example of relational conflict. Research suggests that this type of conflict reduces the network’s ability to reach high-quality decisions and impedes the acceptance of decisions among network members.

Stern and Gorman (1969) define task conflict as disagreements over how to accomplish work together. According to (Brown and Selsky 2009) this type of conflict often arises from systemic or structural incompatibilities due to different organizational and societal cultures, resources, and capabilities that create differences in perspectives on how to accomplish work. This study therefore considers task conflict as emanating from different documents like the Basic Education Act(2013). The conflict between the church and the state in education where the
former is considered as a sponsor and not as a manager began in 1968 after the enactment of the
Education Act

**Policy for Catholic Education in Kenya and Partnership with the Government**

Church partnership with the government is a great move to help strengthen the academic programs in Church sponsored schools through the different support that the government provides. Developing young people with strong morals, values and positive attitudes which will result in producing strong leaders for all levels of the country, from rural to the urban sector and what church sponsored schools believe in. Church sponsored schools incorporate their religious beliefs into their curriculum and academic programs but they still use and follow the educational curriculum that is set by the education ministry. Church sponsored schools emphasize on discipline and holistic development, they are interested in building students academically, religiously, physically and socially.

Basset (2008) purported that schools at all levels are more than a training ground for developing skills or assimilating the fundamentals of a prescribed secular curriculum. It is also a haven, a protected place where society’s most important personal and common value can be seen and emulated.

**Policy for Catholic Education in Kenya and Partnership with the Government**

The Catholic policy on education tries as much as possible to stipulate the role of each person right from the school level to the national level KEC (2000). The roles of the parishes in that the religious tradition of the sponsors maintained through pastoral care, worship and Instructions. The Church policy emphasis on the need of the Kenyan child to have Christian education which is ethical and value based. Church partnership with the government is a great
move to help strengthen the academic programs in Church sponsored schools through the different support that the government provides.

According to the Kenya Episcopal Conference (1982), the Catholic Church policies on education are summarized as follows: first, to promote the whole welfare of the person from birth to death through the involvement of Christian parents and varied church personnel in all multiple aspects of education. Second: to cooperate with the government of Kenya as fully as possible, in the implementation of its educational policies as laid down in the Education Act. Third is to ensure adequate numbers of committed and able teachers in all institutions for teaching of the school curricula especially in Religious Education for maintaining the religious traditions in the sponsored schools. Fourth is help provide the learning materials with major emphasis on Religious education. The church according the KEC 1982, can implement these policies by being allowed to manage and sponsor these schools, set up schools at all levels and providing personnel.

Sponsors Managerial Roles

According to the Education Act (2013), the roles of the sponsor include; promotion of quality education for all pupils in accordance with the standards set under the Act. The sponsor being a member of BOM ensures that activities that are aimed at helping the student in academic are incorporated in the school activities. Another function of the BOM is to ensure and assure the provision of proper and adequate physical facilities for the institution.

The sponsor is involved in the deliberations of the programmes that the school may consider necessary for the students and teachers by virtue of being represented in the BOM. The representation the sponsor has in the BOM, determines the level of managerial roles they have to
play since most of the deliberation in these boards are through votes.

**Studies on Roles of the Church in Education in Kenya**

In their study on Contribution of the Quaker church to management of public secondary schools in Bungoma East District, Masika and Simatwa (2010) found that the Quaker church’s influence is minimal in its sponsored public secondary schools. The findings of this study were consistent with the earlier one conducted by the Catholic Information Service for Africa (CISA) in 2008 in Machakos and Nakuru.

According to Kamau (2013), the church involvement in education has been reduced significantly which has resulted in the establishments of church private schools which are independent from the state. Kamau asserts that the church has greatly contributed in education, poverty eradication, and health which have been challenging social and economic development of nations and therefore has roles to play in provision of education whether as sponsors of public schools or providers of this education in their own private schools. This finding is consistent with CISA’s (2010) assertion that the church needs to re-visit the approach of teaching catechism to children and young adults to enhance provision of pastoral care and chaplaincy services in all educational institutions.

According to Mwangangi (2010), most churches seem to have withdrawn quietly from the schools they earlier sponsored. The church wish to have a more active and participatory role in Education and could not afford to take a back sit in the field of Education. This study in particular acknowledges the policy Document for Catholic Education in Kenya (20000 as a big step towards churches provision of Education.

According to Mabeya (2010), at independence in 1963, the Kenyan government recognized the role played by church missionaries in the promotion of education. It noted that...
there was need for support from the Christian churches to shoulder the cost of running the education sector.

Mwaniki (2003) argued that where the sponsors’ roles are re-defined, the government should come out clearly and address the disparities that will arise as a result. In their document on improving the Relationship between Religious Sponsors and Public Primary Schools’ Development in Nandi County, Kenya Cherop and Wanyonyi (2012) found out most teachers felt that religious sponsors can be incorporated in the development of primary school.

According to Aduda (2003) the stakeholders are on the periphery with regard to education policy formulation, planning and management. In Kenya, the full potential of the church is not being fully exploited. The church on the other hand does not want to be referred as a stakeholder but as owner of the schools. (NCCK 2011).

Methodology

Research Design

According to Kothari (2004), a research design is a plan, a map or strategy for research this is confirmed by Kerlinger (2009) who asserts that a design stands for advanced methods to be adopted for collecting the relevant data and techniques to be used in the analysis. A research design is therefore a plan and structure of investigation conceived so as to obtain answers to a research question. To carry out this study, the researcher used mixed paradigm approach of both quantitative and qualitative approaches. Greene and Graham (2008) describe mixed methods as a research plan where researcher include a least one quantitative method and one qualitative method to gather numbers and words respectively. In quantitative design survey method was used in order to collect data on various variables. A cross sectional survey method was used to
collect data on various variables from pre-determined population. According to Kothari (2004), cross sectional design describes the present status of a phenomenon determining the nature of the prevailing conditions, practice and seeking accurate descriptions within a short time. This design was therefore effective for the study.

In qualitative paradigm, the naturalistic method using the case study design was used to find out the perception of the different participants toward the roles of church and the government in the management of public schools. Interview sessions were held in the interviewee natural environment who provided the required information for the study. Among the strength of qualitative design that made it applicable to this study included its sensitivity to context and process (Punch, 2001). The method tries to make the researcher get closer to what is being studied because the method aims at in-depth and holistic understanding. Emphasis in this study was on the way the Church leaders were interviewed in their offices to get an in-depth understanding of their experiences in their natural settings.

Target Population

Borg and Gall (2007) have defined the target population as all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the research results. The target population of this study was all the Catholic church Sponsored Public Secondary schools in Kiambu District, parents who have children in these schools and who were represented by school committee members(PTA), BOM chairman, Catholic education secretary(CES’s), teachers and head teachers (Principals) of all Catholic church sponsored secondary school in Kiambu district. Education officers from Kiambu District were also a target population.

Description of the Sample and Sampling Procedure

The study used both probability and non-probability sampling designs. For probability
sampling, simple random sampling was used to select the teachers and members of PTA. For non-probability sampling, purposive sampling was to select the BOM and PTA chairpersons of the participating schools, BOM and PA members, representative of the Catholic Church, school principals, Education officers in charge of Kiambu District and the retired CES secretary.

According to Ogula (2005), a sample is a sub group of a population. The sample for this study consisted of eight secondary schools from Catholic Church sponsored secondary schools in Kiambu district. These schools were selected using purposive sampling which is non-probability sampling design. School principals from public government-church sponsored secondary schools were purposively selected. According to Cohen et al (2007) a ten percent of a population is a representative sample for a study. However, this study used thirty four percent of teachers in these schools for wider participation. Ten per cent of PTA and BOM members were considered to be sufficient for the study. The sampling procedures used for the participants in this study are explained below.

The sampling procedure for the Participants

Schools: The researcher used purposive sampling technique to select all catholic secondary schools within Kiambu district. The technique enabled only public secondary schools that are sponsored by the Catholic Church to be selected. The rationale of using this technique was to make the sample representative depending on the purpose.

PTA Chairperson: The researcher used purposive sampling to select the chairpersons of the Parents’ teachers Association (PTA). The method was useful because in each school, there was only one chairperson.

BOM Chairperson: To select the BOM chairpersons, the researcher used purposive sampling
method. There was only one chairperson in each secondary school.

**Catholic Priest and Leadership**: The researcher used purposive sampling technique to select these participants. There were only four Parishes within the areas under study and the researcher therefore used them to solicit for information that was needed. The researcher also selected one of the leaders of the church for the interview who had a wide knowledge of the history of the church in the country and the genesis of the church involvement in education in Kenya before and after independence. The experience of this church leader motivated the researcher to use purposeful sampling in selecting him as a participant in this study.

**The Education officers**: They were selected using purposeful sampling. The geographical location of the study required the researcher to use the educational officers (also known as Quality Assurance officers) within that area. The officers were important for this study because they are the representative of the MOE at the Zonal levels. They are also the one who supervise election of committee members in schools.

**Table 2: Summary of Target Population and Sample Size**

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sampling Technique</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>9</td>
<td>Purposive</td>
<td>8</td>
<td>89%</td>
</tr>
<tr>
<td>Principals</td>
<td>9</td>
<td>Purposive</td>
<td>8</td>
<td>89%</td>
</tr>
<tr>
<td>Teachers</td>
<td>239</td>
<td>Stratified</td>
<td>80</td>
<td>33.4%</td>
</tr>
<tr>
<td>BOM chairmen</td>
<td>9</td>
<td>Purposive</td>
<td>8</td>
<td>89%</td>
</tr>
<tr>
<td>PTA chairmen</td>
<td>9</td>
<td>Purposive</td>
<td>8</td>
<td>89%</td>
</tr>
<tr>
<td>BOM members</td>
<td>99</td>
<td>Purposive</td>
<td>16</td>
<td>16.2%</td>
</tr>
<tr>
<td>PTA members</td>
<td>54</td>
<td>Purposive</td>
<td>16</td>
<td>29.6%</td>
</tr>
<tr>
<td>Catholic leadership</td>
<td>2</td>
<td>Purposive</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Catholic Priests</td>
<td>4</td>
<td>Purposive</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>434</strong></td>
<td></td>
<td><strong>150</strong></td>
<td><strong>34.6%</strong></td>
</tr>
</tbody>
</table>
Presentation of Findings, Discussion and Recommendations

The presentation of findings was guided by the two research questions outlined in chapter one of this study.

Demographic information

The study established that most Principals of these secondary schools were Non-Catholics. This is despite the fact that the schools are sponsored by the Catholic Church. The findings suggested that the Church as a sponsor does not interfere with the appointment of Principals. The same applied to the Parents Association Chairpersons, teachers and BOM members. However, the chairpersons of BOM were Catholics. This is one area the researcher would like the sponsor to seriously address in order to influence decision making in schools. The study also established that most of the schools are headed by male teachers and the PA and BOM are dominated by male members.

Participation of the Sponsor in School Activities

The first research question wanted to find out the effects of the activities played by Catholic Church as a sponsor of Public secondary have on academic performance.

The participation of the Church as a sponsor of public secondary schools through various programmes affects the academic performance of schools. In schools where the sponsor is involved in provision of learning materials and provision of financial assistance, the schools had better performance. The Sponsor’s roles in the management of the schools are contained in the Basic Education Act (213) and the sponsor was found to be aware of their roles.
According to the study findings, there are more activities that the Principals, Members of the PA and BOM, PA and BOM chairpersons and CES would like the Sponsor to participate in. They included motivation of teachers, offering financial assistance in order to increase the number of teaching staff and assisting the needy students. The sponsor on the other hand would like to participate more in school activities thorough the expansion of membership slots in the BOM.

The study found out that the conflict that exists between the sponsor and the state is not a really a conflict but a debate that has been going on for a long time since independence. The Church as a sponsor of these schools played major roles in their constructions and hence they claim a right to participate fully in all school activities and should be given mandate to select the persons who should be Principals of such schools. The church further urges that initially the state intended to bring all teachers under one employer but not to take the schools which they eventually did. The state on the other hand intended to have schools which were not discriminating any child on the basis of their religions, colour or ethnicity.

The study further established that the church is not involved in daily running of the schools. This responsibility is assigned to the school Principals. In all the schools, the sponsor is playing a major role of offering spiritual teachings. The school principals are comfortable with the responsibilities that the sponsor have been assigned and would not request for more. The study further established that the sponsor still advocates for the headship of the schools they sponsor to be a Catholic. This however showed that the Education Act of 1968, which proposed for the consultation of the sponsor whenever such appointments are made, still has its effects on school management.
Cause of Conflicts between the Church and the State in Management of Church Sponsored Public Secondary Schools

The second research question sought to establish the causes of conflicts between the Church and the government in management of church sponsored public secondary schools.

The information was elicited from the School Principals and the Parish Priests who were given some pre-determined statements relating to school activities and select from the activities they found the Sponsor to be involved in. To respond to this question, the Principals were asked to rate the extent at which each variable causes conflict. A Likert Scale was used to elicit information from the respondents. The responses were to be:

- To a great extent
- To some extent
- Not at all
- I am not aware

The main areas where conflict tends to manifest from are Control of school funds, Curriculum Implementation, Selection of School Principals, Nomination of Board Members, Provision of Spiritual Nourishment and Access important information in school by the sponsor.

According to the Principals, the main cause of conflict is in the interference of the sponsor in school management. The principals responded by urging the sponsor to keep away the issues of management and leave them to the school managers who are led by the BOM. The other concerns of the principals was the way the sponsor approach the admission with demands to have the children in certain schools admitted in spite of registering low mark. The church leadership established causes of conflict to the diminishing roles that the government assigns the church. The debate according to the church should not be seen as a conflict but as a way of bringing the church in the education sector fully by ensuring it has a bigger representation in
Education Boards (National and County Education Boards) where decisions making are made.

According to the education officers, the roles of the church in appointment of school Principals have been removed from the Act, as such, many sponsors are not comfortable with the changes in the Act. The policy of the government as the employers of teachers has no provision for religious consideration when such appointments are made. The Principals are answerable to the employer (TSC) and therefore they follow the government policies. The management in schools according to the Educational officers is another cause of conflict. The sponsor sometimes is not happy with the way the schools are managed and as such the educational officers have been called in some occasions to solve problems involving the school and the sponsor on management issues.

**How can the conflicts between the sponsor and the state in the management of public secondary schools be reduced?**

The third research questions sought to find out how the conflict between the church and the state can be reduced.

The Church through her representatives in this study mentioned that they have invested heavily in the construction of the schools and as such they need to be more involved in the management of the schools adequately for the benefits of the students’ academic improvement. The state through her representatives in the management boards argued that the investment done in these schools ranging from personnel to the infrastructure are more and the responsibility of offering education in public secondary schools is a right of the child, therefore the state asserts that it is performing its duty when offering such services. Moreover, the state asserts that it is within the Education Act that every child has a right to free basic education. However in order to
reduce the conflict, the participants of this study called for respect of each stakeholder and proper consultation when some changes are effected. The study further proposes that since the church is competing with the government in establishing their own Private schools, their roles in public schools should be redefined. The state on the other hand through her officers needs to realize that the church has a duty to provide education through her policy documents and as such cooperation between the two groups is essential in realizing high academic performance.

Conclusion

Having analyzed the findings and in line with the research questions, the following conclusions were drawn from the study;

First, the church and the state have various roles they play in public school management. These roles are assigned to each group by the Education Act. Therefore, the researcher concludes that the conflict between the two groups is due to their roles in the school management. Second, the Church as a Sponsor of the public secondary schools is involved in many activities which are geared towards the improvement of the academic standards and spiritual development of the students. The researcher concludes that the Church should continue with her activities which enhance better academic standards in schools. Third, the church recognizes herself primarily as a teacher. This conviction is drawn from the command of Jesus and the Church policy on education. Therefore, the researcher concludes that the Catholic Church involvement in the provision of education is her duty as contained in the Bible. Fourth, the Catholic sponsor, through its policy on education aims at evangelization and imparting knowledge to the learners. The researcher therefore concludes that the church roles in academic performance in secondary schools are related with the participation of the sponsors in most school activities.
References


