



# Church-State Collaboration in Management of Catholic Church Sponsored Public Secondary Schools in Nandi County, Kenya

<sup>1</sup>Aggrey Asitiba Okutu, <sup>2</sup>Winston Jumba Akala <sup>3</sup>Marcella Momanyi  
Kisii University<sup>1</sup>, Koitalel Samoei University College<sup>2</sup> & Catholic University of Eastern Africa<sup>3</sup>  
Email: [aokutu@kisiuniversity.ac.ke](mailto:aokutu@kisiuniversity.ac.ke)

**Abstract:** *This study investigated the collaboration between the Kenya Government and Catholic Church in management of Catholic Church-sponsored public secondary schools in Nandi County, Kenya. Its research questions were: (1) In what ways do the Catholic Church and the Kenya Government conduct their shared managerial roles in Catholic Church-sponsored public secondary schools in Nandi County? (2) How do the Catholic Church and Government's collaborative management activities influence curriculum implementation in the schools? A descriptive survey research design was used to guide the study. The target population of the study included all Catholic Church-sponsored public secondary schools found in Nandi County, all Principals and teachers of these schools and their PTA Chairpersons. It also included all the Sub-County Directors of Education, all Catholic Fathers in-Charge in Nandi Deanery and the Diocesan Education Secretary of Catholic Diocese of Eldoret. Stratified, purposive and simple random sampling procedures were used to select a representative sample. Questionnaires and Semi-Structured Interview Schedules were used to collect data. The data were analyzed using descriptive statistics. The study established that the Government and the Catholic Church played participative role in school management. It recommended that: wider consultations between the Catholic Church and TSC need to be done prior to agreeing on who should head a particular school; Catholic Church should second competent people in Board of Management; both parties should support poor and bright students in these schools; and they should strive to provide enough teachers to these schools.*

**Keywords:** *Catholic Church, State, Collaboration, Management, sponsor, Board of Management*

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## 1. Introduction

Religion and education, two of humankind's most ancient endeavours, have long had a close relationship (Pew Research Center, 2016). In India, the most learned men of ancient times were residents of Buddhist and Hindu monasteries. In the Middle East and Europe, Christian monks built libraries and preserved important earlier writings in Latin, Greek and Arabic languages. The 16<sup>th</sup> Century Protestant Reformation was the driving force for

public education in Europe. In most recent times, religion was a prime motivator in establishing schools in U.S, run by faith groups.

In Sub-Saharan Africa, missionaries were the prime movers in constructing educational facilities and influencing local attitudes towards education. According to Kiruthu (1998) as quoted by Nyamosi (2019), in almost all African countries, western education was pioneered by the missionaries in their endeavor to spread Christianity.

Involvement of the Church in the provision of Education to Kenyan Citizens has a long history beginning from 15<sup>th</sup> Century, when Vasco da Gama arrived at the Coast and built a Chapel at Malindi (Sifuna and Otiende, 1992). The Church in collaboration with the state has played a pivotal role in provision of formal education to Kenyan citizens since the debut of Missionaries (Sifuna, 1990).

The Catholic Missionaries were among the first evangelists to start their mission work in East Africa. The first Missionary settlement on the coast of East Africa can be traced from the time of Portuguese Voyages of 15<sup>th</sup> century. Vasco da Gama, searching for a sea way to India in 1498 arrived in Malindi and was received by its ruler who was referred to as the Sultan (Baur, 2005). Christian Missionaries pioneered Western education in Kenya, as one of their strategies of spreading Christianity. They started schools so that they could use them to provide Education to Africans, before they could introduce them to the new faith-Christianity (Rono & Sang, 2017).

Article 27 of the Basic Education Act (2013) clearly stipulates the role of a Sponsor in Church-Sponsored Public Schools. More so, section 56 (1) d of this Act sets aside three slots for the Sponsor out of fourteen members of the Board of Management, indicating the recognition of the sponsor (in this case, the church) in schools' management.

The reason for the Catholic Church Sponsored Schools existence is to incarnate and teach the gospel values for the good of the broader community (Kenya Episcopal Conference, 2000). To do this, the Catholic Church assumes leadership that is in harmony with the Church's universal and local concerns (Kenya Episcopal Conference, 2000). This implies that the Catholic Church expects to be fully involved in management matters of the schools that it sponsors. This will enable it to ensure that the right curriculum is imparted to learners.

The above issues, among others, prompted the researcher to conduct this study. The researcher investigated the Catholic Church and State Collaboration pertaining to Management of the Catholic Church-Sponsored Public Secondary Schools: whether the way these two partners were conducting their management roles had a bearing on Schools' performance academically, spiritually, discipline wise, among other issues.

## 1.1 Statement of the Problem

The Catholic Church has basic Education Policies that guide her in her collaborative role with the State in Management of Public Secondary Schools. This includes

cooperating with the State in appointment of heads and deputies of Catholic Church-Sponsored Public Secondary Schools and Institutions; preparing or recommending religious education syllabi and materials for approval by the Ministry of Education; handling professional matters with the Ministry of Education and its agents, and the Christian Churches Education Association (CCEA); ensuring that pastoral care is offered to Catholic students; and striving to provide periodic in-service training of teachers for Religious Education, through the Kenya Catholic Secretariat at national level and through the religious advisors at the diocesan level (KEC, 1985). However, according to the Kenya Episcopal Conference (1992), there were several challenges that the Catholic Church was facing in its collaborative role of managing the Catholic Church-Sponsored Public Secondary Schools. Some of these challenges included: Some Ministry of Education officials were ignorant of the rights and roles of the sponsor; some of the Ministry of Education officials chose to ignore the right and role of the Church as the Sponsor; and some Politicians deliberately refused to recognize the rights and role of the Church as the Sponsor (KEC, 1992).

The Sessional Paper Number 14 of 2012 states that there exists a conflict over the role of Sponsors and the Ministry of Education with regard to ownership, management and appointment of head teachers of faith based sponsored institutions (Ministry of Education, 2012). This is echoed by the framework document for Education (2012) on aligning Education and Training to the Constitution of Kenya and Vision 2030 and beyond. This conflict remained unresolved (Ministry of Education, 2012). This situation has led to some sponsors asserting undue influence on the running of schools (Ministry of Education, 2012). The major issue in contention involves interpretation of the responsibilities and the rights of both the state and the church on who had the last say on the matters of education (Nyamosi, 2019). According to Kafu and Nasimiyu (2015), the church is ignored and, in some cases, demonized by the government in matters concerning management of education.

Several empirical studies reviewed on this topic, both globally and in Kenya revealed a knowledge gap in the manner by which the collaboration between the Catholic Church and the Kenya Government was being conducted as pertains the overall management and curriculum implementation in Catholic Church-sponsored public secondary schools. Such study had not been conducted in Nandi County, where differences between Christian faith-based sponsors including Catholic Church and Ministry of Education officials were common.

## 1.2 Research Questions

The research questions that this study intended to address were:

1. In what ways do the Catholic Church and State conduct their shared managerial roles in Catholic-Sponsored public secondary schools in Nandi County?
2. How do the Catholic Church and State's collaborative management activities influence curriculum implementation in Catholic Church-Sponsored Public Secondary Schools in Nandi County?

## 1.3 Theoretical Framework

This study was guided by Collaborative Leadership Theory. Collaborative leadership theory has its roots in the work of Mary Parker Follett (1942) who wrote about "Power with" rather than "Power Over". According to Follett, managers need skill to inspire and not to impose. This theory posits that there is need to have shared responsibility by individuals or groups of people working together to achieve a pre-determined goal. According to Jenni and Mouriel (2004), there is lack of consensus on the definition and process of collaboration. Many proponents of collaborative leadership theory have different definitions of this theory.

Schrage (1990), defines collaborative leadership as a process of a shared creation, two or more individuals with complementary skills, interacting to create shared understanding that none had previously proposed or could have come to their own. According to John-Steiner, Weber and Minnis (1998), the principles of a true collaborative leadership represent complementary domains of expertise. Collaborators not only plan, decide and act jointly; they also think together, combining independent conceptual schemes to create original frameworks. Also, in a true collaboration, there is a commitment to shared resources, power and talent.

The focus of partnership revolves around shared objectives, not issues of power. According to Morris (2004), when power structures are ignored, the possibility of having more open communication is increased and the road is open to build consensus on objectives. In collaborative relationships, equal partners resolve their conflicts through discussions and agreement, rather than making authoritarian decisions (Hattrud and Bickel, 1993). All the above aspects highlighted by various proponents of collaborative theory were very relevant to the study at hand, either directly or indirectly. They guided and informed this study.

## 2. Literature Review

### 2.1 Basic Education Policies of the Catholic Church in Kenya

According to Kenya Episcopal Conference (1985), there are various policies of Catholic Education in Kenya. Some of them are as listed below:

To be involved in the education of the whole person.

To be involved in partnership with the government of Kenya to promote education in general and religious education in particular.

The Catholic Church's policies on education highlighted above show that the church positions itself as a partner in provision of education to Kenyan citizens. The Church offers to liaise with the government to ensure that Kenyan citizens receive quality and relevant education. To do this, the Catholic Church has to collaborate with the government in all aspects of educational management, ranging from Curriculum formulation, Curriculum implementation, curriculum evaluation, teacher management, financial provision and management, physical facilities development, among other aspects. All these aspects revolve around collaborative management of schools by the Church and the government and particularly the Catholic Church-Sponsored Public Secondary Schools, which are the focus of the current study.

### 2.2 Some of Legal and Policy Documents on Education matters in Kenya

#### 2.2.1 The Constitution of Kenya 2010

The new constitution of Kenya ratified by Kenyans through a referendum in the year 2010 forms the basis of all other laws that govern all sectors, education included. The constitution therefore has sections that are relevant to this study that requires a critical look.

Articles 53, 54, 55, 56, 57 and 59 of the Constitution have provisions on children's right to free and compulsory Basic Education, including quality services. These provisions are in line with the teachings of the Catholic Church on quality education. The Vatican 11 document states in part that:

Since every man of whatever race, condition, and age is endowed with the dignity of a person, he has an inalienable right to an education corresponding to his proper destiny and suited to his native talents, his cultural background,

and his ancestral heritage. At the same time, this education should pave way to brotherly association with other people, so that genuine unity and peace on earth may be promoted. (Abbott, 1966, p. 639)

The Catholic Church's role is especially evident in Catholic schools. These schools are zealous in the promotion of culture and in the human formation of young people. The Catholic Schools enable young people, while developing their own personality, to grow at the same time in that new life which has been given them in baptism (Flanner, 1982). This statement implies that the Catholic Church is well prepared and ready to collaborate with the Government of Kenya in the provision of quality education to Kenyan citizens in line with the Constitution of Kenya 2010.

Article 237 accords special status to the Teachers Service Commission. Article 237 (2) stipulates the functions of the commission. They include:

To register trained teachers; to recruit and employ registered teachers; to assign teachers employed by the Commission for service in any public school or institution; To promote and transfer teachers; To exercise disciplinary control over teachers; and to terminate the employment of teachers.

Sub article 3 further stipulates that the Commission shall review the standards of education and training of persons entering the teaching service; review the demand for and the supply of teachers; and advise the national government on matters relating to the teaching profession. The teacher management is one of the issues that ought to be handled collaboratively by the two partners- the Government and the sponsor, especially when it comes to deployment of teachers in faith-based sponsored public secondary schools, bearing in mind the vested interests both partners have in this issue. The constitution appears silent on involvement of the sponsors in this case. However, section 4 of the new TSC Act, 2012 stipulates that TSC shall consult stakeholders in undertaking its duties. It is believed that sponsors will be one of the key stake holders to be consulted by TSC, especially when it comes to deployment of teachers in faith-based sponsored public secondary schools. Such schools include Catholic Church-Sponsored Public Secondary Schools.

## **2.2.2 The Teachers Service Commission Act 2012**

The TSC Act 2012 has replaced the TSC Act Cap 212 of 1967. Provisions that required a Sponsor to be consulted prior to deploying teachers to Church-Sponsored Public Schools have been removed in the new Act. The influence of Sponsors, including Catholic Church, has therefore been

reduced. However, the Act states that TSC is to carry out its functions in consultation with the Government and other non-state actors in education sector. Section 4 of TSC Act of 2012 states that: In performance of its functions and exercise of its power, the Commission shall-

(a) be guided by the national values and principles of governance under article 10 and the values and principles of public service under article 232 of the constitution, considering the interests of the child under article 53 of the constitution, and

(b) Subject to article 249 (2) of the constitution, consult with state and non-state actors in the education sector. (TSC Act, 2012 Section 4). It is contemplated that one of the key stakeholders in the Education sector is the sponsor.

The shared responsibility of the Sponsor and the Government in teacher management can also be witnessed in the TCS's policy of recruiting and deploying teachers to Public Secondary Schools. The TCS has decentralized the exercise of interviewing the prospective teachers to be hired, to school level, in case of secondary schools. This mandate has been delegated to respective Boards of Management where the Sponsor has representatives on the interview panels.

## **2.2.3 The Basic Education Act 2013**

The Basic Education Act of 2013 was signed into law (enacted) by the president on 14<sup>th</sup> January 2013. Its date of commencement is 25<sup>th</sup> January 2013 (Basic Education Act, 2013). Therefore, it repealed the Education Act Cap 211 of 1968, in ways that affected the role of the Church in sponsorship of education. The areas affected can be found in the sections of the Act discussed below:

Section 4 (t) of this Act on its guiding principles stipulates that:

The provision of basic education shall be guided by the following principles-

...enhancement of co-operation, consultation and Collaboration among the Cabinet Secretary, Teachers Service Commission, the National Education Board, the County Education Boards, the education and training institutions and other related stakeholders on matters related to Education.

[Basic Education Act, 2013 Section 4 (t)]

The section of the Basic Education Act quoted above implies that the Ministry of Education recognizes other players in education sector. It refers to them as stakeholders and pledges to collaborate with them to provide education to Kenyan citizens. Among these stakeholders are definitely the Church and the Catholic Church for this matter. However, this Act is not as clear as the previous

Education Act Cap 211 of 1968, revised 2009, which singled out clearly the Church as key players in Education matters as Sponsor. Nevertheless, the Basic Education Act, 2013 still recognizes the religious Sponsors as stakeholders in education sector. For instance, the Church-sponsors have been assigned slots on the selection panel of the National Education Board and are members of the County Education Boards. Section 10 (2) stipulates:

The selection panel appointed under subsection (1) shall consist of ...

- (e). three persons nominated by the following bodies- ...
  - (i). a joint forum of the National Council of Churches of Kenya and the Evangelical Fellowship of Kenya;
  - (ii). the Kenya Episcopal Conference; and
  - (iii). the Muslims Education Council.

[Basic Education Act, 2013 Section 10 (2)]

Section 10 (2) e (i), (ii) and (iii) clearly shows that Church organizations, which are also the sponsors have been given prominence in determining the members of the National Education Board. In particular, Section 10 (2) e (ii) provides for appointment of a representative of the Catholic Church through the Kenya Episcopal Conference. The schools Sponsors' interests on the National Education Board are expected to be realized through their representatives on the selection panel.

At County level, each County shall constitute County Education Board to oversee the management of education sector. Again, the Act recognizes the religious groups including Catholic Church as a major stakeholder and assigns them slots on the County Education Board. Section 20 (1) on composition of County Education Board states in part that:

Every County Education Board shall consist of a Chairperson, and twelve other members appointed by the Cabinet Secretary through an open and competitive process and shall include ...

- (e). where applicable, one person each representing-
  - (i). jointly, the National Council of Churches of Kenya and the Evangelical Fellowship of Kenya;
  - (ii). the Kenya Episcopal Conference; and
  - (iii). the Muslims Education Council;

Section 56 (5) states that, for Public Schools sponsored by faith-based organizations, the Chairperson of the Board of Management shall be appointed by the County Education Board in consultation with the Sponsor. This implies that sponsors have been given prominence on Boards of Management for the respective schools they sponsor. However, subsection (7) of section 56 states that:

Despite subsection (5), a faith-based sponsor who does not make a significant impact to a school or institution as contemplated under section 2 of the Act shall not be consulted in the appointment of the chairperson of the Board of Management of that school or institution. (Basic Education Act, 2013)

According to section 2 of the Basic Education Act (2013), the term "sponsor" means a person or institution that makes a significant contribution and impact on the academic, financial, infrastructural and spiritual development of an institution of basic education. This definition is not clear on a very important aspect of land, on which faith-based sponsored schools were built. The land belongs to or was donated by sponsor. This apparent conflict raises queries which could lead to difficulties in the collaboration process in the management of sponsored schools by the Catholic Church and the State.

The Act also attempts to stipulate the role of the sponsor in public secondary schools. Section 27 states that:

The role of the Sponsor shall be –

- (a). to participate and make recommendations of review of syllabus, curriculum, books and other teaching aids;
- (b). representation in the School Management Committees and Board of Management;
- (c). to provide supervisory and advisory services in matters regarding spiritual development in schools, including the appointment of chaplains at their own expense;
- (d). maintenance of spiritual development while safeguarding the denomination or religious adherence of others;
- (e). to offer financial and infrastructural support.

(Basic Education Act, 2013 Section 27)

It is curious to note that unlike the previous Education Act Cap 211 of 1968 which gave the sponsors a say in deployment of head teachers and other teachers in schools that they sponsored, the current Act is silent on this key issue. It is the same position that has been taken by the new TSC Act of 2012. This issue has been a source of conflict between the sponsor and the government's agency-the TSC. The two documents seem to be attempting to tackle this problem.

## **2.3 Empirical Studies on Catholic Church Involvement in School Management**

Amugune (2020) conducted a study on, “The Involvement of Religious Organizations in Implementation of Curriculum in Public Secondary Schools in former Western Province of Kenya.” The objective of the study was to find out the involvement of religious organizations in the implementation of curriculum in public secondary schools in former Western province of Kenya. Among the findings of this study were: religious organizations have been involved in implementation of curriculum activities; and some sponsors cause divisions in the schools they sponsor by recommending unnecessary transfer of teachers and Principals. The study recommended that there should be clear and strong policy guidelines on the role of religious organizations in curriculum implementation activities in public secondary schools. Unlike the current study that focused on Catholic Church only, this study focused on all church sponsors.

Odhiambo (2017), conducted a study on” Perspectives on Contribution of the Catholic Church to Management of Public Catholic Sponsored Secondary Schools in Kisii Central Sub - County, Kenya”. The study found out that the Catholic Church contributed moderately to instructional resources and low to financial and infrastructural resources and to appointments of Principals. The study recommended that the Catholic Church should contribute more instructional materials since it had direct impact to school management quality index. Despite the fact that the study found out that there was low involvement of the sponsor in appointment of school Principals for the schools that it sponsors, it is curious that no recommendation was made to this effect.

## **3. Methodology**

### **3.1 Description of Study Area**

This study was conducted in Nandi County. Nandi County described in Catholic terms, is Nandi Deanery which falls under Catholic Diocese of Eldoret. There are 12 parishes in Nandi Deanery of Catholic Diocese of Eldoret. They are as follows: Chepterit, Kobujoi, Nandi Hills, Tindinyo, Tachasis, Kapsabet, Ndalat, Kipkaren, Chepterwai, Kaiboi, Kapkemich and Ol, Lesos Parishes.

Administratively, Nandi County has five Sub-Counties. They are as follows: Nandi North, Nandi Central, Nandi East, Tinderet and Nandi South. Nandi County is bordered on the North by Uasin Gishu County, to the West by Kakamega County to the South by Vihiga and Kisumu Counties and to the East by Kericho County. Nandi North Su-County has three Parishes, Nandi Central has four, Nandi East has two; Nandi South has two, while Tinderet has one.

The Catholic Church-Sponsored Public Secondary Schools were forty five [45] in the whole County. There were 33 mixed day schools, 10 girls’ boarding schools and only 2 boys’ boarding schools. (S/CDE’s Offices, Statistics Sections, 2020). Nandi North Sub-County had a total of 11 Catholic Church-Sponsored Public Secondary Schools, Nandi Central had 16 Schools, Nandi South had 7, Nandi East had 4 Schools, while Tinderet had 7 Schools. This brought a total of 45 Catholic Church-Sponsored Public Secondary Schools in Nandi County. These were the Schools that constituted the target population for this study. These Schools had over eleven thousand students and over five hundred teachers.

### **3.2 Research Design**

The study used descriptive survey research design. The researcher collected data, classified it according to various variables, analyzed it by use of descriptive statistics and reported its findings. The data from closed ended questionnaire items were analyzed quantitatively while that from open ended items and from interview schedules, were analyzed qualitatively.

### **3.3 The Target Population**

The target population for this study included all the Catholic Church-Sponsored Public Secondary Schools found in Nandi County. There were 45 Catholic Church-Sponsored Public Secondary Schools in Nandi County. Out of these schools, only 2 were purely Boys’ schools, 10 schools were purely Girls’ schools, while the rest (33 schools) were Mixed. We had 1 National (Girls’) school and 6 (4 Girls’ and 2 Boys’) County schools, while the rest (38) are Sub-County schools. Full boarding Schools were 12 (10 Girls’ Boarding and 2 Boys’ Boarding), 2 schools were Mixed-Day and Boarding, while the rest (31 schools) were Mixed Day Schools. The table below shows the different categories (Strata) of Catholic-Sponsored Public Secondary Schools that were found in Nandi County:

**Table 1: Different Strata of Catholic-Sponsored Public Secondary Schools in Nandi County**

Sub-County	Boys' Schools	Girls' Schools	Mixed Schools	Total
Nandi North	-	2	9	11
Nandi Central	1	3	12	16
Nandi East	1	2	1	4
Tindiret	-	1	6	7
Nandi South	-	2	5	7
<b>Total</b>	<b>2</b>	<b>10</b>	<b>33</b>	<b>45</b>

*Source: Diocesan Education Secretary's Office- Eldoret Diocese 2020*

There were about 450 teachers employed by TSC in these Schools and 45 Principals. There were also 45 Parents' Associations' Chairpersons. All these constituted the target population, apart from students. The target population also included 5 Sub-County Directors of Education, 12 Parish Priests/Fathers in charge and 1 Diocesan Education Secretary.

### 3.4 Sample and Sampling Procedure

The researcher sampled teachers, Principals, Parents Associations' Chairpersons and Parish Priests/fathers in charge. For the Sub-County Directors of Education and the Diocesan Education Secretary, their entire population was used. This was because their number was small. Thus, all the five Sub-County Directors of Education and one Diocesan Education Secretary participated in the study. The researcher ensured that the respective samples from other strata were representative of the target population, by employing acceptable sampling procedures.

The researcher used Probability Sampling Procedures, which included Stratified Sampling and Simple Random Sampling to get a representative sample. Purposive (nonprobability) Sampling Procedure was used to select

participants privy to certain required information, who included the Sub-County Directors of Education and the Diocesan Education Secretary.

Concerning Stratified Sampling procedure, the strata in the population of this study included; Principals, Teachers, Parents Associations' Chairpersons, Parish Priests/ Fathers in charge, Diocesan Education Secretary and Sub-County Directors of Education. Apart from, Diocesan Education Secretary and Sub-County Directors of Education strata that were purposively sampled, the researcher placed the rest of the target population in respective strata before selecting representatives from each stratum to be part of the sample, using Simple Random Sampling Procedure. Other strata in the target population were the various categories of schools. Thus: Boys' Schools; Girls' Schools; Mixed Schools; Boarding Schools; Day Schools; National Schools; County Schools and Sub-County Schools. All these categories of schools were considered during sampling to get a representative sample.

### 3.5 Sample Size

The researcher used a sample size of twenty percent (20%) of the total population. This implies that out of 45 Catholic

Church-sponsored Public Secondary Schools found in Nandi County, nine (9) schools were sampled randomly to participate in the study. Thus, out of 45 Principals, 9 (20%) were randomly selected as a sample. Out of 450 teachers, 90 teachers (20%) were selected randomly to participate in the study. The sample of teachers included a proportionate number of both males and females. Also, a sample of Principals included some female Principals who were purposively sampled for the sake of gender balance. Three (3) out of twelve (12) Parish Priests/ Fathers in charge were randomly selected to participate in the study, constituting a

sample size of twenty five percent (25%) of participants from this stratum. Moreover, nine (9) out of forty five (45) PA Chairpersons were selected as a sample to participate in the study, constituting twenty percent (20%).

However, since the total population of other strata of the target population was very small, a whole population of these strata was included in the study. These strata included the Diocesan Education Secretary and the Sub-County Directors of Education. The table below shows a summary of the percentage sample sizes and population of different strata.

**Table2: Target Population, Sample and Percentage Sample Size**

<b>Population Stratum</b>	<b>Total Population</b>	<b>Sample</b>	<b>Percentage Sample Size (%)</b>
Teachers	450	90	20
Principals	45	9	20
PA Chairpersons	45	9	20
Parish Priests/ Fathers In Charge	12	3	25
Sub-County Directors of Education	5	5	-
Education Secretary	1	1	-

### 3.6 Description of Data Collection Instruments

This study used Questionnaires and Semi-Structured Interview Schedules as the tools of collecting data. Questionnaires were the main tool that was used to collect the data. The researcher prepared questionnaires for Principals, Teachers, Chairpersons of Parents' Association and Parish Priests.

Interview Schedules were prepared for the Sub-County Directors of Education and the Diocesan Education Secretary.

## 4. Results and Discussion

### 4.1 Collaborative School Management by the Two Partners

The researcher aimed at finding out from the respondents the extent to which the Government and the Catholic Church were Collaborating in Managing the Catholic-Church Sponsored Public Secondary Schools in Nandi County. The researcher received responses on various questionnaire items as shown in table.3 below:



**Table 3: Areas of Collaborative Management between the Partners**

<i>Indicators</i>	<i>Principals</i> <i>n=9</i>		<i>Teachers</i> <i>n=77</i>		<i>PA</i> <i>Chairpersons</i> <i>n=9</i>		<i>Fathers</i> <i>charge</i> <i>n=3</i>		<i>in</i> <i>Total</i> <i>n=98</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>
Whether BOM meetings are attended by Parish Priest or Diocesan Education Secretary.	6	67	63	82	8	89	3	100	80	82
Whether teachers' interview panel includes S/CDE's & Sponsor's representatives	9	100	69	90	9	100	3	100	90	92
Whether sponsor's representatives on BOM are aware of their roles	8	89	58	75	0	0	3	100	66	67
Whether the S/CDE visits the school regularly	7	78	45	58	8	89	0	0%	60	61
Whether Principals are deployed after consultation between Government and Sponsor	3	33	27	35	4	44	1	33	35	36
<b>mean responses</b>	<b>7</b>	<b>73.4</b>	<b>52</b>	<b>68</b>	<b>6</b>	<b>64.4</b>	<b>2</b>	<b>66.6</b>	<b>66</b>	<b>67.6</b>

**Key**

*n*- Total number of respondents in each category

*f*- Frequencies

Table 3 above shows that the Government and the Catholic Church were collaborating in most aspects. Respondents returned a strong approval of this fact. This was shown by high percentage approval by all respondents on most aspects that indicated Collaborative roles. Percentages of most respondents were high, ranging from 61% to 92% approval. This is in line with the Basic Education Act of 2013. The Act recognizes the role of Sponsor in school management and expects the sponsor's input in matters such as putting up of physical facilities, supervision of Curriculum implementation, spiritual nourishment of students and teachers, among other aspects. A report of the

Task Force on Education (2012) is in support of the fact that the Sponsor had a major role to play in management of schools she sponsors.

This finding is in agreement with the principle of collaborative leadership theory on which this study is based. According to Minnis, Steiner and Weber (1994), authority for decisions and actions resides in the group, and work products reflect a blending of all participants' contribution. Here, the sponsor and the government are seen to be working collaboratively, which is good for the wellbeing of the schools they are jointly managing.

This position is emphasized by the data collected and analyzed from the open ended questionnaire items and the interview schedules. Under this segment, respondents were requested to identify indicators of Collaborative management of Catholic Church-sponsored Public secondary schools by the State and the Catholic Church. The indicators that were severally mentioned by most respondents were as follows:

## **4.2 Sponsor's representation on school's Board of Management**

Respondents pointed out that the Sponsor is represented on school's management body-the BOM. This was in line with both the Education Act Cap 211 and the Basic Education Act 2013. In section 10 and 11 of Education Act Cap 211, on the constitution of the Secondary Schools' BOMs, out of the initial ten members selected to the School's BOM, by the panel of selectors, four of them are supposed to be the sponsor's representatives. They represent her interests on this Board. This, according to the respondents, was being adhered to and it was seen as an aspect of Collaboration between the two partners (the Government and the Catholic Church). Under the Basic Education Act 2013, a sponsor was required to nominate three representatives to BOM, out of initial fourteen members. Section 56 (5) of the Basic Education Act 2013 further states that for public schools sponsored by faith-based organizations, the Chairperson of the Board of Management shall be appointed by the County Education Board in consultation with the Sponsor.

## **4.3 Joint provision of the school physical facilities**

Respondents indicated that the Sponsor complemented the Government and the parents in provision of physical facilities. Respondents further stated that the provision of Physical facilities to schools was mainly a responsibility of parents. On its part, the Catholic Church (Sponsor), supports the Secondary Schools it sponsors to improve their physical facilities in various ways. For instance, respondents pointed out that the Sponsor gave donations to Schools in form of text books, furniture, building material, technical advice, among others. In some cases, the Church selected a project in a selected school which it undertook to its completion. Such projects included School Water Project, School Dispensary, School Van, among others. Other respondents said that Catholic Church also supported the Funds' Raising Drives organized by the schools she sponsors, aimed at raising funds towards the development of schools' physical facilities.

## **4.4 Constitution of Board of Governors**

On the issue of constituting the schools' Boards of Management, respondents noted that the Sponsor was fully involved. Under the Basic Education Act 2013, the role of constituting the BOM is vested in the County Education Board which has Sponsors' representatives who ensure that the Sponsors' interests were considered. The County Education Board was expected to perform this role in consultation with the National Education Board. On the composition of members of BOM, article 56 of Basic Education Act 2013 clearly stipulates various groups that should be represented.

## **4.5 Discipline of Students**

Most respondents pointed out that programmes organized by the Catholic Church for Catholic Church-Sponsored Public Secondary Schools, greatly contributed to high level of discipline of students in these schools. These programmes included: Guidance and Counseling; YSC movements; regular holding of Holly Mass in schools; among others. Principals observed that the government on its part ensured that discipline was maintained in schools through formulation of policies to this effect. Principals pointed out that some of the policies formulated included: rules on suspension and expulsion of indiscipline students, among others.

The current study found out that the role of the Catholic Church through its agents like Parish Priests/ Fathers in Charge had a positive impact on schools' management and administrative issues like students' discipline. One of the parish Priests said in one of the open-ended questionnaire items that, "I have a programme of visiting all Catholic Church sponsored schools in my Parish regularly. I visit each school after a fortnight to talk to students and teachers on various topics, which we decide on together with the respective head teachers. The programme has greatly motivated students. Principals and teachers in my Parish are really in support of this programme."

## **4.6 Effects of Collaborative Management on Curriculum Implementation**

The researcher requested respondents to give their views on collaborative arrangement between the Government and the Catholic Church in terms of curriculum implementation and administrative issues. Their responses were as summarized in the table below:

**Table 4: How Collaborative Management affects Service Delivery**

Items on effects of collaboration on service delivery	Principals	Teachers	PA Chair persons	Fathers in charge	TOTAL	
	<i>n</i> =9	<i>n</i> =77	<i>n</i> =9	<i>n</i> =3	<i>n</i> =98	
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	%
Has contributed to good curriculum implementation and improved KCSE results	5	57	7	3	72	77
Has contributed to high level of discipline among students	8	60	7	3	78	86
Has contributed to provision of more physical facilities.	6	54	8	3	71	82
<b>mean responses on service delivery</b>	<b>6</b>	<b>57</b>	<b>7</b>	<b>3</b>	<b>74</b>	<b>82</b>

**Key***n*- Total number of respondents in every category*f*- Frequencies

The respondents were unanimous that collaborative management of Catholic Church-Sponsored public secondary schools had positive effects. On average, 82% of respondents approved of it. A total of 77% of respondents said that the collaboration contributed to a good curriculum implementation, leading to improved results in KCSE exams. On discipline, 86% of respondents said that it contributed to high level of discipline among students. Concerning provision of physical facilities, a total of 82% of respondents were of the view that this arrangement has contributed to the provision of physical facilities in Catholic Church-Sponsored public secondary schools in Nandi County.

The above finding of provision of facilities to schools is in agreement with the reviewed literature. For instance, the Catholic Education Department in the Dioceses strives to provide an educational environment where Christian

values and academic excellence are realized (Kenya Episcopal Conference, 2000). This environment can be realized if the necessary facilities are provided.

Findings from open ended items and interview schedules echoed these findings. Respondents observed that most physical facilities in Catholic Church-sponsored public secondary schools were built by funds from the community around the respective schools (funds' raisings), by schools' parents through fees payments (Development Funds), donations from Sponsor and the Government, which enhanced proper curriculum implementation.

Still on the issue of Curriculum implementation, the researcher sought to find out some of the activities that a sponsor carried out in schools as part of her role in curriculum implementation and supervision. Their responses were as shown in the table below:

**Table 5: Sponsor's Curriculum implementation Activities**

<i>Responses on sponsor's Curriculum activities</i>	<i>Principals</i>	<i>Teachers</i>	<i>Total</i>	
	<i>N=9</i> <i>f</i>	<i>N=77</i> <i>f</i>	<i>f</i>	<i>N=86</i> <i>%</i>
Teacher Training	7	40	47	<b>56</b>
Supervision of Instruction	3	20	23	<b>27</b>
Material Provision	8	60	68	<b>79</b>
Guidance and Counseling	8	45	53	<b>62</b>
Motivational Speeches	8	55	63	<b>73</b>

*n*- Total number of respondents

*f*- Frequencies

Table 5 above shows that a sponsor engaged in several activities at school level as part of her role in curriculum implementation. Of these activities, motivational speeches and provision of instructional materials ranked higher-73% and 79% respectively. But supervision of actual teaching ranked low. Respondents gave this aspect of supervision only 27%. It implies that a sponsor lacked the capacity to supervise the actual teaching by teachers. This is expected, because a sponsor cannot go to class to supervise actual teaching.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The first research question sought to establish the ways that the Catholic Church and the Kenya Government were conducting their shared management roles in these schools. It can be concluded that these two partners played participative role in school management on issues that needed their attention. However, the issue of deployment of school Principals and their Deputies was contentious.

The second research question sought to establish whether the shared management roles between the Catholic Church and the government led to effective curriculum implementation and the provision of services in these schools. On the basis of the outcomes obtained, the researcher concluded that it led to development of schools' infrastructure. It also led to high level of discipline among students in these schools and resulted to effective curriculum implementation which led to improved KCSE results. The two partners were assisting bright and needy students to pursue their studies by providing them with

bursaries. However, there was need for them to increase this assistance since it was not enough.

### 5.2 Recommendations

From the research findings and conclusions, the researcher came up with three recommendations:

1. Wider consultations between the two partners need to be done in accordance with section 4 (t) of the Basic Education Act 2013, prior to both parties agreeing on who should head a particular school and who should deputize him or her. The Basic Education Act 2013 and TSC Act 2012 should give prominence the issue of deploying school heads after wide consultation with the sponsor.
2. Both the Government and the Catholic Church should dedicate most of their efforts in assisting financially the poor and bright students in these schools to pursue their education to the end. Both partners should collaborate in provision of bursaries and grants to such students. This way, the partners shall be seen to be providing real meaning to their collaborative management.
3. Both partners should strive to provide enough and experienced teachers to these schools, for them to perform better and justify the importance of Collaborative Management arrangement by the Government and the Catholic Church. Without enough and experienced teachers, students' discipline will not be realized and

school curriculum will not be well implemented, supervised and evaluated. Therefore, good results will not be achieved.

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