Factors Affecting Governance In Catholic Church Run Educational Institutions In Arusha Archdiocese Tanzania

Philip Adoka Okisai, DR. Kabare Karanja

Abstract: Governance is an important aspect in the day to day operations of schools and achievement of school goals and attaining development in any part of the world and indeed in Tanzania. The main purpose of this study was to examine the factors affecting governance in catholic run educational institutions in Arusha Tanzania. The study specifically aimed to investigate the effect of policy frameworks, monitoring and evaluation and organizational structure in governance in catholic run educational institutions. During the study, primary data collection was done using questionnaires and personal interviews. Both simple random and purposive samplings were used to obtain data. The findings of the study indicated that most catholic run educational institutions are aware of the factors of governance which were being investigated. The majority of the leaders were in favor of good governance in their institutions which is characterized by transparency and accountability. This research shows that the presence of good policies brings about guidance and direction in the institution which in place enhances accountability and effectiveness in the part of those in leadership position. The study recommends that the Institutions should endeavor through staff development programs to induct new staff members in the institution to have a harmonious understanding of institutional policy framework and to achieve the set institutional goals.

Index Terms: Governance, Catholic Church run, Educational institutions

————————————————◆————————————————

1 INTRODUCTION

The term Governance refers to all processes of governing, whether undertaken by a government, market or network, whether over a family, tribe, formal or informal organization or territory and whether through laws, norms, power or language (Bevir 2013). It relates to the processes of interaction and decision-making among the actors involved in a collective problem that lead to the creation, reinforcement, or reproduction of social norms and institutions (Huffy 2011). When discussing governance in particular organizations, the quality of governance within the organization is often compared to a standard of good governance. In the case of a business or of a non-profit organization for example, good governance relates to consistent management, cohesive policies, guidance, processes and decision-rights for a given area of responsibility, and proper oversight and accountability. At the time when mechanisms function in a way that allows the executives (the "agents") to respect the rights and interests of the stakeholders (the "principals"), in a spirit of democracy then we say we have fair governance. Good governance of educational institutional is paramount to attainment of the set goals and visions. In order to realize the millennium goals, education has to be taken seriously. Today we have public educational institutions and private institutions. In most countries private institutions are co-owned by the government. But in Tanzania private schools run their affairs but follow government directives on curriculum and study program. The Tanzania Development Vision 2025 accords high priority to the education sector it being pivotal in bringing about the desired social economic transformation required to realize the vision targets. The Vision envisages Tanzania to be a country with a well educated and learning society by year 2025. It is expressly stated in the Tanzania Development Vision document (pg. 19) that, "Education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving". Under the on-going public service reforms, roles of Government Ministries have been redefined to mainly deal with policy formulation, regulation, monitoring and evaluation. In view of these changes, the Ministries of Education and Culture; Science, Technology and Higher Education; and Regional Administration and Local Government have been restructured to conform to their new roles. Furthermore, these reforms have allowed the private sector and other partners to participate in the provision of education and training services. However, there is need to strengthen the capacity of the agencies now responsible for the management of schools and training institutions at all levels and in all sub sectors (URT, 2001). This shows how the government is much concerned about the education sector. Those running private institutions especially the church sponsored educational institutions have to follow these guidelines from the government. Catholic Church run educational institutions inasmuch as they have their own set policies and guidelines have to seek guidance from the government in issues which will be highlighted in the study. Governance in these Catholic Church run educational institutions are more guided by the set visions and missions of the church. The Catholic Church run educational institutions have been operating in theological seminaries, academies and institutes with primer orientation toward the training of clergy. But today churches are running many institutions that train students in various levels and disciplines as a private sector. The private sector's role in education has been the subject of much analysis and policy debate in recent years. In developing countries public resources for education are limited and governments have traditionally relied on private education, particularly at the post-basic levels, to meet excess demand. Even when excess demand is not a major issue; advocates of private education note that private schools can be more efficient than their public sector counterparts, delivering more value-added in student achievement per investment of resources (Lassibille, 1999). Higher Education Institutions in almost every country have been under reform following the widespread goals and objectives to develop new models for institutional governance. As autonomous entities, Higher Education Institutions currently hold primary responsibility for the governance and management of their finances, activities, and personnel. Educational organizations

were traditionally managed by academics, researchers, or experts according to collegiate-style management structures. Now that the institutions in most countries have assumed many of the governance responsibilities formerly held by the ministries, the institutional management structures have changed significantly (EU 2008 report). In the Catholic Church run educational institutions the church is empowered to appoint the manager in order to preserve the religious traditions of that school. The appointed manager adheres to Church conditions that they set to govern the institutions that they give grants to run their projects. These conditions have to be adhered to for one to get funding. The performance of the institution also is affected by these conditions and many catholic run educational institutions have been centers of academic excellence since the cradle of formal education and one is always left to wonder what makes these institutions stay top. Could governance be a factor, I don't know, this is why this research is necessary to find out how these institutions are governed and if this leads to their excellence. In Tanzania Arusha region we have a good number of secondary schools and colleges and universities run by the Catholic Church and they are all ranked up in performance nationally and regionally. Many parents would do anything to get their kids to these institutions. These gives a lot of prominence to church sponsored institutions even in the contribution to the central government decisions on quality of education. Governance in institutions has become vital and crucial if institutions have to remain relevant and useful to the society. Many churches today run institutions and this study endeavors to find out whether the church is motivated by money or development and is the church putting the right governance mechanisms to show how their institutional governance is realized? The government of Tanzania has an educational act that spells out the policies that govern and guide institutions, but many if not all church educational institutions are governed by the rule and policy frameworks formulated by dioceses that run this institutions. The Catholic Church has been in the frontline in championing education for all worldwide and in that in Tanzania Arusha. The Catholic Archdiocese of Arusha has its own educational policy which in section 4.2.1 states that, "there will be education board of the dioceses that will look into all issues concerning education and application of the policy" which in reality takes away the autonomy of the institutions to run their affair with the fear of being victimized. Then the educational secretary will oversee all activities and links all stakeholders involved in the institutions. The organizational structure of the church institutions is based on the set up of every church leadership. While we talk of governance as being accountable, transparent and participative, the church institutions seem to run their affairs according to their faith believes and doctrines and not by the set governance.

2 LITERATURE

2.1 Review

The formulation of the Education and Training Policy has been greatly influenced by the macro-economic reforms initiated in 1986 and the problems that are inherent in the sector. Unlike previous policies which were sub-sector based, this policy covers all the sub-sectors in the education sector. However, the Ministry of Science, Technology and Higher Education also formulated the Technical Education and Training Policy (1995) National Science and Technology Policy (1996) and the

National Higher Education Policy in (1999). The latter policies were formulated in order to meet the specific needs of the sub sectors. The broad policy objectives of education and training in Tanzania include the enhancement of partnership in the provision of education and training, through the deliberate effort of encouraging private agencies to participate in the provision of education, to establish and manage schools and other educational institutions at all levels (URT August 2001). Western policymakers increasingly recognize that improving governance involves far more than transferring formal institutions from rich to poor countries. Yet they find it very hard to discard developed country models. In Australia National Catholic Education Commission (2002), acknowledged that in relation to Catholic school governance generally, Catholic Education Commissions and Offices have the following responsibilities:

(a) The responsibility to act as a forum for the discussion of school governance issues between dioceses and religious institutes;
(b) The responsibility to develop school governance policies that encourage unity of purpose and solidarity between all Catholic schools, while recognizing and protecting diversity in particular communities and spiritual traditions; and
(c) The responsibility to develop policies concerning the equitable distribution of resources among Catholic schools

In Kenya the Government of Kenya education act (1964) noted that Education is a social service and responsibility of the government. Religious education should be included in school curriculum and churches should participate in the education system through: management of private schools, being sponsors of schools, providing teaching personnel and developing religious education syllabus and support materials. This gives room for the churches to take their place as major stakeholders in Education in Kenya and hence have a voice in policy formulation for their respective educational institutions. Policy frameworks in governance play a great role and have to be taken seriously as we have seen in the countries mentioned above and specifically the Catholic Church which seems to have all in their governance frameworks in place. According to Sang (2013) major factors influencing management conflict in schools was a religious difference. This tells us how much good policy frameworks that affect governance frameworks are needed in Catholic Church educational institutions. Now this study will find out its effect on governance in the Catholic Church run educational institutions in Arusha, Tanzania.

3 METHODOLOGY

3.1 RESEARCH DESIGN

Kothari (2004) defines a research approach as an arrangement of appropriate conditions for collecting and analyzing data in a manner that reflects the research purpose. The research approach may be qualitative or quantitative depending on the nature of the study. Qualitative approach deals with qualities of entities, processes and meanings that cannot be experimentally examined on measure in terms of quantity, amount, intensity or frequency while quantitative studies emphasize the measurement and analysis of casual

relationship between variables rather than processes, basing on a value free framework (Denizen and Lincoln, 2000). This study mainly employed qualitative research approach. The nature of information which was collected requires the use of qualitative approach, for instance information about views of head teachers, department heads, Church leaders on governance in Catholic Church sponsored educational institutions. Qualitative research approach was chosen basing on the fact that it allows the researcher to enter respondents' personal feelings to gain deeper and clear understanding of their knowledge, experience and attitudes (Creswell, 1994). The study focused on educational institutional leadership to find out the factors affecting governance. Therefore, the qualitative research approach enabled the leaders to give their views and share their experiences, feelings and attitudes in their own words. Within a qualitative research approach, a descriptive survey design was adopted. This survey involved a small inclusive and intensive study of individuals whereby an investigator employs all his skills and methods so as to allow systematic gathering of enough information about a phenomenon to permit ones' understanding on how it functions as a unit of society (Devi, 1997). The survey strategy was considered to be appropriate because it involved school leaders and church leader's actions and events in relation to factors affecting governance. The descriptive survey of a small sample was also adopted whereby few respondents were used to investigate the phenomenon in depth and within a small and manageable area.

3.2 AREA OF STUDY
This study was conducted in the Catholic Archdiocese of Arusha. Catholic Archdiocese of Arusha is located in Arusha Tanzania, which is a regional headquarters of the northern region of Tanzania and it is also the headquarters of the EAC. The region is located in northern Tanzania and it boasts hosting major schools, colleges and Universities. According to the 2012 national census, the Arusha Region had a population of 1,694,310 of which majority of them are Catholics.

3.3 SAMPLE SIZE/FRAME
Best and Kahn (2006) argue that a sample is a small proportion of a population selected for observation and analysis, the characteristics of which can enable the researcher to make certain inferences about the population from which the sample is drawn. They maintain that there is no sample size that is best; any sample can be acceptable depending on the nature of the study. However, a good sample should be that which reflects an actual profile of population from which it is drawn. The sample of this study was drawn from two categories namely; Catholic Church Institutional leaders and members of staff in leadership positions of these institutions run by the Catholic Church in Arusha. Respondents were selected using purposive and simple random technique and for possible access and manageability. Arusha Archdiocese has 19 secondary schools 2 universities and 5 colleges. The sample of my study was taken from 15 institutions which were half of the institutions in the diocese and from each institution I had 5 respondents of which 2 were in the leadership team and 3 were members of staff in leadership positions. This will give me a total of 75 respondents which in my analysis will be able to give me the results that will support my study.

Table 3.1 Sample frame

	Population	Sample
Schools	19	11
Colleges	5	2
universities	2	2

3.4 SAMPLE TECHNIQUE
Sampling is the process of selecting or drawing a sample of individuals from the total population to be studied. Sample size is that part of the universe population which is selected for the purpose of investigating and making generalization about the population characteristics (Kothari, 2003). The main method of sampling technique to be used was purposive sampling. The 30 institutional heads were selected whereby 15 were in top leadership while the other 15 were in administrative position. Purposive sampling was used to select elements of researcher's interest that may encounter to form part of the sample. Mason (1998) argues that purposive sampling is a set of procedures where the researcher manipulates the analysis, theory and sampling activity by interaction during the research process to a much greater extent than statistical sampling. The remaining 45 respondents were selected randomly from the staff members of the institution.

3.5 DATA COLLECTION AND ANALYSIS

DATA COLLECTION
The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures. The main purpose of data collection is to verify the research hypotheses (Kumar 2006). The data was obtained by administering a questionnaires, and interviews. The nature of data was qualitative.

Questionnaires
Questionnaires with open ended and closed ended questions were administered to the respondents in schools and colleges. Each questionnaire was assigned to respondents and identification number to monitor the response, return rates and follow – ups.   The advantage of self administered questionnaires is that they encourage openness in answering questions and minimizes interview biases and subjectivity (Kothari, 1985). Questionnaires aim to obtaining the views of the respondents on the factors affecting governance in Catholic Church run educational institutions in Tanzania specifically Arusha district.

Interviews
Interviews are questions asked orally. Semi-structured interviews were used based on an interview guide. The advantage of using this technique is that it conforms to the qualitative approach and facilitates the required level of interaction between the researcher and participants (Bogdan and Bilklen, 1992). Semi structured interviews was used to collect data from the target respondents.

Data Analysis
Data analysis is a systematic process of working with data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned and deciding what to tell

73

others (Bogdan and Biklen, 1992). Data from interviews and questionnaires was subjected to content analysis so as to extract important information. According to Best and Kahn (1993), content analysis is concerned with working with data from written, visual or heard materials for the purpose of identifying specified characteristic of materials. The data was summarized and presented by using frequency tables and percentages and analyzed using simple linear regression method/correlation. Software package that was employed to aid data analysis is SPSS.

4 RESULTS

EFFECTS OF POLICY FRAMEWORKS IN GOVERNANCE
Policy frameworks is one factor that affects governance in Catholic run educational institutions in Arusha Archdiocese Tanzania and the findings of the study are shown in the discussions that follow bellow in which respondents answered the questions that were asked as shown in tables below.

Table 1: In your opinion does policy framework affect governance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	68	90.7	90.7	90.7
	No	7	9.3	9.3	100.0
	Total	75	100.0	100.0	

In answering the question about policy framework 90.7% of the respondents accepted that policy framework affects governance and it is an indicator that policy framework is indeed a factor of governance frameworks. In order for the institutions to function and achieve its goals and visions policy frameworks have to be put in place and guide the way the institution is governed. Most respondents gave their opinions on how policy framework affects governance which includes, putting more emphasis on professionalism, attention to changes in the institutional organization, giving guidance and direction and emphasis on accountability to the institutions and its guidance to effectiveness.

Table 2: Policy framework is a factor of governance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	43	57.3	57.3	57.3
	agree	30	40.0	40.0	97.3
	disagree	2	2.7	2.7	100.0
	Total	75	100.0	100.0	

With 90.7% respondents saying yes to the effectiveness of policy frameworks in governance of catholic run educational institutions it is no wonder that 57.3% of the respondents strongly agree with the fact that policy frameworks is indeed a factor of governance frameworks and 40% agree with it while just 2% disagree with police frameworks being a factor of governance framework. Most of these respondents gave their responses based on their responsibilities and the school set up system of governance.

Table 3: Good governance depends on policy framework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	35	46.7	46.7	46.7
	agree	36	48.0	48.0	94.7
	neutral	4	5.3	5.3	100.0
	Total	75	100.0	100.0	

Table 3 shows us that good governance of educational institutions depends on policy frameworks. This is because 46.7% of the respondents strongly agree while 48% of the respondents agree. It points at the effect that policy frameworks has on governance, whereby it enhances the way those in leadership positions strive to fulfill school goals and mission.

Table 4: the church should maintain the power to create policies for their educational institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	37	49.3	49.3	49.3
	agree	32	42.7	42.7	92.0
	neutral	5	6.7	6.7	98.7
	strongly disagree	1	1.3	1.3	100.0
	Total	75	100.0	100.0	

In answering the question on whether the church should maintain the power to create policies for their institutions the respondent as shown in Table 4 strongly agree with 49.3% and agree with 42.7 respondents. This implies that the respondents are comfortable with the current state of affairs and hence need no change to the formalities. This qualifies the leadership style and governance style of those in positions of authority in these institutions which is satisfactory to all and no need to change.

Table 5: Local church leaders should play a key role in the governance of the educational institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	27	36.0	36.0	36.0
	agree	37	49.3	49.3	85.3
	neutral	7	9.3	9.3	94.7
	disagree	2	2.7	2.7	97.3
	strongly disagree	2	2.7	2.7	100.0
	Total	75	100.0	100.0	

Local church leaders should play a key role in the governance of the catholic run educational institutions as it has been suggested by the survey which shows 36% strongly agree and 49.3% agree with it. The researcher also found it helpful since

74

they form part of the local community and hence it enhances community participation in the affairs of the institutions and hence reduce conflict.

Table 6: Government should not interfere with policy framework of the Catholic church educational institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	23	30.7	30.7	30.7
	agree	30	40.0	40.0	70.7
	neutral	13	17.3	17.3	88.0
	disagree	6	8.0	8.0	96.0
	strongly disagree	3	4.0	4.0	100.0
	Total	75	100.0	100.0	

From the above analysis those who strongly agree 30.7% and those who agree 40% represent a good response that government should not interfere with catholic church run educational institutions this being mainly that the church likes being autonomous and independent from government so that they can use their own style of leadership that is not influenced by the government. But still there is close to 30% of respondents who are either neutral disagree or strongly disagree on the government not being involved in the affairs of the catholic church run educational institutions this being mainly because of the issue of checks and balances and national interests given that the products of these institutions have to get involved in government matters in one way or another. Therefore, it is paramount that their concern should be taken into consideration. There are several government documents that apply to all institutions like national examination certificates and etcetera all these need government involvement in the institutions to be able to monitor these activities. Most of those who were not positive have been in the institution for over five years, which says something.

Table 7: Symmetric Measures

Effects of policy frame work on Governance		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.368			.230
Interval by Interval	Pearson's R	-.030	.113	-.252	.801[c]
Ordinal by Ordinal	Spearman Correlation	-.034	.114	-.287	.775[c]
N of Valid Cases		75			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Based on the result of correlation in table 4.12 spearman's correlation has a significant value of .775 based on normal approximation which is closer to +1 which gives the significant relationship between policy framework with governance hence confirming that policy framework is a factor of governance and it has a positive effect on the governance of catholic church run educational institutions. This positive effect based on the response of the respondents which include, policy makers to consult stakeholders before putting forward their frameworks for better implementation. In the responses given there is a good understanding of governance in the Catholic run educational institutions since most respondents gave suggestions on other factors that affect governance which include the following opinions and suggestions: the Catholic church ought to be dynamic not static so as to open up themselves in collaboration with other institutions run either by the government or other private entities. There was also the issue of interfaith relationship whereby the respondent suggested that there ought to be clear discussions on how people of other faiths should be handled in the catholic run educational institutions. Thirdly, there was a suggestion that powers ought to be decentralized in the governance of these institutions. Apart from decentralization there was the issue of decision making which affects the other stakeholders and application of government policies. Capital is another factor that was suggested by the respondents which included, fixed capital, running capital and human resource that have to be governed well for the institution to attain its goals and ensure efficiency. On other hand there is the issue of economic factor that is looking at how the management of finances of this institutions is done and who is responsible. From the background information it was shown that those who had long stay in given institutions had a better understanding of the factors affecting governance than those who were fresh giving an indication of lack of proper induction of staff. From the interviews I deduced that Catholic Church educational institutions are based on the traditions that were set by the early leaders since time immemorial and those who take positions of leadership just improve on the existing system hence the stability of the frameworks of leadership. Governance plays a big role in influencing the choice of leaders to key positions. Those in hierarchical positions do not interfere with leadership of the institutions but sit in the advisory role and consult when requested.

5 CONCLUSION

The findings show that the majority of those in leadership positions in the catholic run educational institutions acknowledge that policy frameworks affect governance hence policy framework is a factor of governance which is positively significant according to the correlation results. The effect of policy framework being that, the leaders in the catholic run educational institutions agree with policy framework being a factor of governance with only a few of the leaders not agreeing with it. This helps in the quality of leadership that is offered in this institutions and hence promoting good governance that enhances good results and progressive development. The study discovered that majority of the respondents agree that policy framework is a factor of governance and its key in the realization of good governance in catholic sponsored institutions and it's the reason why these institutions are distinct. Good policy means good level of service provision and hence good results. Policies give direction on service delivery and implementation of the goals of the institution, it is like a sign post that shows direction to a

particular place.

6. Recommendations

In view of the research findings and conclusion above, the following are the main recommendations:

1. Institutions should endeavor through staff development programs to induct new staff members in the institution to have a harmonious understanding of institutional policy framework and to achieve the set institutional goals

2. Institutions should always strive to have good policies set during strategic planning meetings since they are important in the realization of good governance.

7. Further research

Governance especially good governance being the factor of development in any economy has many other factors that can be researched on to enhance the literature in this old but seemingly new field. Therefore, in an effort to be agents of change in leadership and governance especially in education, further researches should be carried out taking larger area to determine:

1. Effects of gender gaps in governance of Church sponsored and other private educational institutions.

2. Effect of economic factors in the governance of religious educational institutions

3. To investigate how good governance affects performance in educational institutions.

REFERENCES

[1] Bevir, Mark (2013). Governance: A very short introduction. Oxford, UK: Oxford University Press.

[2] Black, H. & Wolf, A. (1990), Knowledge and Competence; Careers and Occupational Information Centre/HMSO, London,

[3] Bogdan,R & Biklen, S (1992). Qualitative Research for Education: An Introduction to Theory and Methods, Boston: Allyn.

[4] Cohen, Manion,L &Morrison, K. (2000). Research Methods in Education, London:Routledge Falmer.

[5] Denzin, N & Lincolin, Y (Eds), (2000), Hand Book of Qualitative Research. London: Sage Publication.

[6] Government of Kenya (1964). Kenya Education Commission Report (1964). Nairobi

[7] Hilda Ainissyifa (2012). The vital pillar of the implementation of knowledge management on High Schools: International journal of Science and Technology Research Volume 1, Issue 4 may 2012

[8] Hufty, Marc (2011). "Investigating Policy Processes: The Governance Analytical Framework (GAF). In: Wiesmann, U., Hurni, H., et al. editors. Research for Sustainable Development: Foundations, Experiences, and Perspectives." Bern: Geographica Bernensia: 403–424.

[9] Jacobides., M. G. (2007). The inherent limits of organizational structure and the unfulfilled role of hierarchy: Lessons from a near-war. Organization Science, 18, 3, 455-477.

[10] Kombo, D & Delno, T. (2006), "Proposal and Thesis Writing: An Introduction, Nairobi , Pauline's Publications Africa.

[11] Mason, J. (1998). Qualitative Research, London: Sage Publication.

[12] National catholic Education commission; catholic school governance 2002

[13] Phillips-Jones, L. (2004). Why mentoring in this economy? Mentoring Tips: The Mentoring Group. www.mentoringgroup.com/html/idea_23.htm. (Accessed October 1, 2008).

[14] Prevost, P. (2001). The effect of "mentored" relationships on satisfaction and intent to stay of company-grade U.S. Army Reserve nurses. Military Medicine, 166(1), 21-6

[15] Pugh, D. S., ed. (1990).Organization Theory: Selected Readings. Harmondsworth: Penguin.

[16] Raichel,T.O & Ramey,W.S(1987),Teaching Fieldwork to Educators,Ibadan Allem and Beicon Press,London.

[17] Robbins, S.F., Judge, T.A. (2007). Organizational Behavior; 12th edition; Pearson Education Inc., p. 551-557.

[18] Sang F. K and Keror I. K (2013). Assessment of Factors Influencing Management Conflicts In Church Sponsored Secondary Schools In Kenya. International Journal of Scientific and Technology Research Volume 2, Issue 6 June 2013.

[19] Shaban Azami (2013). Intrapreneurship – "An exigent employment": International journal of Science and Technology Research Volume 2, Issue 4 April 2013

[20] Siti Kushtinah (2013). The influence of dysfunctional Behaviour and individual culture on Audit quality; international journal of scientific & technology research volume 2, ISSUE 5, MAY 2013

[21] Stedman, C. (1985). Testing for Competence: Lessons from Health Professions. Educational Forum, 49(2), 199-210.

[22] Su-Chin H., Jui-Shin L., Hung-Chun L. (2012), Analysis on literature review of competency. International review business and economics vol. 2 pp 25-50

[23] Thareja P(2008), "Total Quality Organization Thru' People,(Part 16), Each one is Capable", FOUNDRY, Vol. XX, No. 4, July/Aug 2008

[24] Thareja P. (2007). A Total Quality Organization through 'People Each One is Capable. Available at: http://www.foundry-planet.com

[25] The Vatican; The Code of Canon Law 1983

[26] The united Republic of Tanzania; The Education and Training Sector Development Program Document, Final Draft August 2001

[27] Theodorah M. M., Judah M. N. and Njino J. (2009). Role of church sponsor in management of secondary schools: Impact on academic performance and conflict concerns in Kenya, Research Gate, 05 January, 2009

[28] Uba,E.G   Lincolin,Y.S   (1989),Fourth   Generation Evaluation,Sage Publication,New York

[29] Verma, S, Paterson, M, & Medves, J. (2006). Core Competencies for Health Care Professionals: What Medicine, Nursing, Occupational Therapy, and Physiotherapy Share. Journal of Allied Health, 35, 2, 109-116.

[30] Yogesh Kumar S. (2006) Fundamentals of research methodology and statistics: New Delhi

[31] http://bora.co.tz/shule-10-bora-kitaifa-matokeo-ya-kidacto-cha-nne-2013/

[32] Bevir, Mark (2007). Encyclopedia of governance; Thousand Oaks, California: Sage Publications. pp. 194–195. ISBN 9781412905794

[33] http://web.undp.org/evaluation/documents/handbook/me-handbook.pdf

[34] Mark A. (2007) Historical and emerging theoretical foundations for monitoring and evaluation in South Africa: Implications for practice: Cape Town

[35] Paul A. S. (2007) Theories of policy Processes. University of California

[36] http://smallbusiness.chron.com/theories-organizational-structure-2777.html

[37] Henrik Bang & Anders Esmark (2013) A systems theory of Good Governance; Grenoble

[38] Bevir, Mark, (2010) Rethinking Governmentality: Towards Genealogies of Governance; University of California, Berkeley

[39] Bottomore, T. (1993) Elites and Society (2nd Edition). London: Routledge.

[40] Iqbal M. (2012) Implementation Gaps in Educational Policies of Pakistan: Critical Analysis of Problems and Way Forward; university of Pakista