

Full Length Research Paper

Role of church sponsor in management of secondary schools: Impact on academic performance and conflict concerns in Kenya

Theodorah M. Mabeya, Judah M. Ndiku and J. Njino*

Masinde Muliro University of Science and Technology, P. O. Box 190, Kakamega, Kenya.

Accepted 05 January, 2009

A descriptive survey design was used to investigate the role of the sponsor in secondary school management and its impact on academic performance in Uasin Gishu District, Kenya. A purposive sampling technique was used to select 97 secondary schools where the head teachers of the schools and 7 Education Secretaries of the sponsoring churches formed the sample. Instruments of data collection were document analysis and a questionnaire. Descriptive and inferential statistical techniques were used to analyze the data. It was found out that there is a significant influence of the provision of a conducive learning environment on academic performance. The expectations of the sponsor on teachers and students had a significant influence on school operations and also there was a significant relationship between a school sponsor and academic performance in schools. Lastly, it was revealed that administration challenges have a significant relationship with the roles played by sponsors in schools. The most prevalent challenges that head teachers experience while dealing with sponsors in school management are favours sought, the nomination of ineffective BOG chairpersons and the use of school facilities for non-academic activities by sponsors. It was concluded that church sponsors do meddle in school management and recommended that the Ministry of Education needs to review the sponsorship policy.

Key words: Sponsor, school management, public school, policy, christian church sponsored school, role, academic performance, conducive learning environment, impact.

INTRODUCTION

During the eighteenth century, the clergy managed education in Kenya. They built new schools, financed them, recruited and trained teachers, oversaw the implementation of the curriculum, taught catechism and approved new teaching approaches (Republic of Kenya, 1992). On the other hand the state supported the churches by granting land and dispensing annual subsidies to support the Native missions. By 1920, the missionaries were increasingly committed to education not only to meet the demands of converts but also forestall any attempts by the government to monopolize education (Sheffield, 1974). Overtime, the government set up their own schools; to promote the colonial segregation policy for the Europeans, Asians and Africans as per the Fraser Commission, 1909. The Churches used

schools they had set up as an evangelizing medium, while the government initiated schools were run on secular basis (Sheffield, 1973).

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. The schools that were established by the church remained under the sponsorship of those churches but registered as public schools. The Phelps-stokes Commission of 1924 had earlier strengthened this co-operation between the colonial government and the missionaries where the government was to let the religious initiated schools in the hands of that church.

Provision of education is seen as a vehicle for progressive development. That is why it is given prominence in the Kenya Education Act cap 211 (1968) Revised (1980). The Act established District Education

*Corresponding author. E-mail: ndikuyuda@yahoo.com.

Boards to superintend the management of public schools and the Kenya Institute of Education to coordinate the training for teachers conduct research and prepare educational materials for the development of education. The Act allows an agreement to be made between the Ministry of Education and the sponsoring churches as regards the rights and responsibilities of the Church sponsor in management of schools in Kenya (Banr, 1990). This affects the management of public schools where churches that were managers of schools before became sponsors of such schools (Wachira and Kigotho, 2007).

The word sponsor is first used in section 8(1) of the Education Act, in relation to schools formerly managed by a church which were transferred to a local authority. Here, the local authority was empowered to appoint the former church manager a sponsor if the community served by the school wished the religious traditions of that school to be respected. In section 11 of the Education Act, the voluntary organization, that is the founder of the school is given the right to nominate four persons to champion the sponsor's interests in the School Board of Governors, if the school is on the second schedule. According to the Ministry of Education (Republic of Kenya, 2004) the Board of Governors Order amplifies section 11 which allows the sponsor to propose the chairman of the school Board who should be ratified by the Minister of Education. The Education Act also allows the sponsor to prepare and recommend for approval by the Ministry the learning resources for religious education in sponsored schools (regulation, 5).

STATEMENT OF THE PROBLEM

According to the Education Act a school sponsor is allowed to nominate four (4) of the thirteen (13) members of the school Board of Governors and to propose the chairman who should be ratified by the Ministry (Republic of Kenya, 2004). This organ champions the sponsors' interest in school management. The historical roles where sponsors were the main developers and providers for educational institutions have changed. At this time, the missionaries were the main developers and providers for educational institutions they owned. They developed facilities and provided nearly all essential learning resources. These gave significant roles to sponsors in the management of schools in Kenya. However, changes in the Education Act on school sponsorship seem to be causing some misunderstanding between sponsors, community, teachers and the Government. Some sponsors have been accused of interfering with the schools' core business by closing down schools indefinitely. In other instances, some have rejected and even evicted principals posted to schools by the Ministry (Cheruiyot, 2001). According to Gikandi (2005) some sponsors meddling in schools destabilize the instructive

activities in the system. Could this be one of the causes for the falling standards in some church sponsored secondary schools? Do sponsors in school management make any contributions towards the development, operations and enhancement of academic performance of these schools? This study thus set out to investigate the role played by church sponsors in the enhancement of academic performance in secondary schools.

THEORETICAL FRAMEWORK

The study was guided by the structural functionalism theory; Talcott Persons (1991). According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organizations and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly takes place.

The theory seeks to understand the relationship between the parts and the whole system in an organization and in particular identify how stability is for the most part achieved. Structural functionalism further advocates for an analysis of the perceived conflicts of interests evident amongst groups of workers. In this case the parents, sponsors, teachers and the Ministry. However, it is crucial to take into account conflicts of interests and differing value-basis in order to understand the organizations (Carr and Capey, 1982). The theory thus appropriately explains some conflicts between the head teachers and church sponsors in the management of public secondary schools in Kenya. The school as a social system has within it a series of sub-systems which interact with each other and the environment. Such school sub systems include sponsors, teachers, BOG, PTA, students, support staff and the government. Their interactions should be harmonious for effective achievement of educational goals.

The purpose of the study

The purpose of this study was to investigate the role of the church sponsor and academic performance in secondary schools in Uasin Gishu District, Kenya.

The objectives of the study

The objectives of this study were:

- (1) To determine the sponsor's contributions in the

provision of a conducive learning environment.

(2) To investigate the expectations of the sponsor on teachers, students and school operations.

(3) To investigate the relationship between a school sponsor and academic performance.

(4) To identify challenges faced by head teachers while dealing with sponsors in management of sponsored secondary schools.

RESEARCH DESIGN AND METHODOLOGY

The study employed descriptive survey design. Survey design collects data on various variables as found in the system and deals with incidences and relationships (Verma and Verma, 2004). According to Kothari (2005), descriptive design describes the present status of a phenomenon, determining the nature of the prevailing conditions, practices, attitudes and seeking accurate descriptions. The design is therefore, effective for the study as it describes the role of the sponsor in secondary school management and sought to find out its impact on academic performance.

Population

The study targeted public Christian church sponsored secondary schools in Uasin -Gishu District. Respondents were head teachers who represent the administrative authority in schools as well as a link between parents and the Ministry. The Education secretaries of the churches sponsoring secondary schools were also involved. The head teachers and the education secretaries are strategically important as far as management of church sponsored secondary schools is concerned. The principals facilitate and co-ordinate all the sub-systems of the school system. For instance, they are the secretaries to both the Board of Governors (BOG) and the Parents Teachers' Association (PTA). They serve as chief executive officers in the school management. The education secretary represents the sponsor in educational matters in areas of jurisdiction.

Sampling design and sample size

Purposive sampling was used in selecting the Christian church sponsored secondary schools. Using this technique, all the 97 Christian church sponsored secondary schools were included in the study. A total of 97 head teachers and 7 education secretaries of the sponsoring churches become informants in the study.

Instrument of data collection

The data were collected using document analysis and questionnaire. Document analysis was used in the present study to derive data from school records on the KCSE results to determine the academic performance. The mean score of the selected schools in KCSE examination from 2002 to 2006 were recorded. An average score was computed for the five years, which was used as an index measure for the academic performance. A school that had an average score of between 12 and 9 (all scores were out of 12) was categorized as an above average school, between 8 and 5 average, while a school with an average score of between 4 and 1 was categorized below average. The KCSE results were used to ascertain performance, because it is a standard dimension used in Kenya to determine the academic performance of schools.

Questionnaires were used to collect information from the head teachers and education secretaries. The questionnaires were developed on the basis of study objectives. The information

provided by literature review was used to construct the questionnaire items. The literature reviewed identified five major areas for the study namely: the role of the sponsor in provision of conducive learning environment, the influence of the sponsors' expectations on students and teachers regarding academic performance, the relationship between a sponsor and academic performance and challenges faced by head teachers while dealing with sponsors in church sponsored secondary schools.

Data analysis

In this study, the Statistical Package for Social Sciences (SPSS) computer programme was used in data analysis. The scores of the participants' questionnaire were coded and entered into a computer file. The descriptive statistics used were: standard deviation, means, frequencies and percentages. This is to enable a reader examine the characteristics of an individual variable.

FINDINGS AND DISCUSSION

The findings are presented according to the objectives and discussions of each of the findings presented there of.

The role of the sponsor in the provision of a conducive learning environment and academic performance

The first objective of the study was to investigate the role of the sponsor in the provision of a conducive learning environment and its impact on academic performance. The results obtained from the analysis showed that there is a significant relationship between the role of the sponsor in the provision of a conducive learning environment and academic performance.

On the roles of the sponsor in school management, the findings revealed that all the church sponsors 97(100%) contributed to the maintenance of religious traditions and church doctrines in schools. This supports the historical traditions of the church missionaries' intention in the introduction of formal education where the school was looked at as a media of evangelization (Sheffield, 1994). This was followed by giving consent of appointment of head teachers 87(90%) and ensuring that the schools' infrastructure and assets are well kept. The issue of supervising and ensuring that religious education was taught in school was rated 40 (41%) which supports the Kenya Catholic Episcopal (K.C.E) that a sponsored school curriculum should include a substantial religious education programme that is life centered, broad , multifaceted as well as personal growth. The curriculum should be rooted in the church traditions and ways that nurture spiritual development (K.C.E, 2000). According to Makokha (2002), the curriculum and extra-curriculum activities in sponsored schools reflect the spirit of the sponsor. Therefore, Christian religious education is to be taught in all sponsored schools up to form four. The pastoral programme is expected to be taught as regards

to the preservation of the church doctrine. Learners should be given freedom of participating in church oriented associations like young Christian associations, legion of Mary and others.

The provision of guidance and counseling to students was rated almost on fifty-fifty basis meaning that it was only given prominence when there was a problem in the school. This finding agrees with Mwanzia (2005) that a priest was called upon to pray for the students found with witch craft in a school after the students had a long quiet sit- in for one week. The priests burnt a sack full of assorted paraphernalia, weird drawings and powder among other things. The priests expressed shock that such incidences had taken long and occurred in a church sponsored school.

The findings however, expose some flaws in the posting of guidance and counseling teachers' policy to schools. The teachers are posted to schools with no consideration of their ability or experience (Republic of Kenya, 2004 circular, G/1/VOL/8/83). This argument is line with Makokha's views (2002) that guiding and counseling teachers should be posted to sponsored schools after consultation with and in agreement of the sponsor and priority should be given to teachers of integrity and graduates of Teachers' Pastoral Counselors (TPC).

On the perception of church sponsors' participation in school management, 77(79%) agreed that church sponsors should be maintained while 20(21%) noted that for the smooth running of school activities church sponsors should be scraped. This finding seems to disagree with the previous views of Ministry of Education (2005) that the role of the sponsor in school management should be scrapped from the system to avoid unnecessary interferences. According to the Christian churches sponsoring educational institutions in Kenya, there was lack of awareness on the roles and rights of the sponsor and their representatives in educational matters. To them, church sponsors played crucial and indispensable roles in school management that are not entrenched in the Kenyan Education Act. These include: maintenance of students' and teachers' discipline; provision of spiritual counseling and mobilizing the school community to support the expansion of school facilities; teaching and in servicing teachers of Christian religious education and provision of school chaplaincy.

On the sponsors' contributions in school management, the study findings revealed that church sponsors contributed very little in terms of financial support in sponsored schools. The findings supported the observations made in the Koech Report (Republic of Kenya, 1999) that some sponsors neither contributes financially nor morally to the development of sponsored schools. According to the recommendations of the commission, the sponsors' role should be re-defined to take an active part in spiritual, financial and infrastructural development of schools in order to maintain the sponsors' status. However, according to Mwaniki (2003) while it could be

argued that the sponsors' role be re-defined, the government will need to come out clearly and address the disparities that will arise as a result. The official explanation on the fate of the present policy on the Education Act will need clarification since it is not known whether it has been dismantled. The impact of the policy on quality education will also be addressed both with regard to the provision of resources and spiritual nourishment. On this score, the government will need to commission an empirical study to evaluate the policy in terms of interpretation and the mode of implementation.

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. As a result the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the church in the provision of education.

According to the findings, school sponsors have a lot to contribute to the school learning environment. The sponsor is expected to ensure that there is security in the school by reinforcing the employment of enough personnel and fencing the schools. The learning and teaching resources should be provided in order to create a good working environment. However, as noted by Okumbe (1998), ineffective Boards of Governors, interference of curriculum implementation, inclination to church functions and interference of student admission has a negative impact on academic performance in a school. According to him, the nomination of the ineffective school boards whose chairperson is hand picked by the sponsor regardless of the ability, intends to position these persons on a non-committal attitude to school projects leading to some members not attending meetings. This is an area that sponsors need to evaluate.

According to Cheruiyot (2004), performance is a product of good discipline, good management and excellent facilities. Therefore, the acquisition of the learning and teaching resources is solely an important factor in the improvement of academic standards. This is a clear indication that the indifference of sponsors to school activities in the provision of resources and education in their schools seems to point out that their roles have not been clearly defined. The sponsors' role therefore, needs to be re-formulated.

The expectations of sponsors on teachers, students and school operations

The study investigated the expectations of the sponsor on students, teachers and school operations. The result of the analysis revealed that there was a statistically significant influence on the expectations of the school sponsor on teachers, students and school operations $F(2, 94) = 3.201, P < 0.05$. Consequently, the null hypothesis that there was no significant relationship

between the expectations of the sponsor on teachers, students and academic performance was rejected. It was concluded that there is a significant influence on academic performance of the sponsor's expectations on students and teachers.

The findings concurred with several previous findings of Aspinall (2004), Rosenhotz and Rosenhotz (1981), Regnerus (2003), Neal (1998), Freeman (1985), Kellagham (2007) and Kimotho (2007). These scholars supported the idea that church sponsor's expectations on teachers and students in church sponsored schools have an impact on academic performance.

According to Fagan (1992) religious practice promotes the well-being of individuals, families and community. Regular religious practice benefits individuals' health and academic achievement. There is no neutrality in education without mentioning the creator. As an absolute minimum we need all schools to be ensuring that students operate within religious dimension of human life to perform well in academics (Aspinall, 2004). Since a large percentage of the sponsors' expectations are to keep the school sponsors' norms, then we accept that religion has an impact on a student's academic performance. Most students from church sponsored schools try to emulate the core-values of the school. According to Muindi (2008) high level of discipline and academic excellence is funded on the core values of the school. Church sponsored schools place spiritual and character development above academic excellence. The school's value system is based on Christianity and students are led to achieve self actualization and become what God has made them to be. Findings of Muller and Ellison (2001) that the cultural values of a religious community are a significant path way to academic success for adolescents are crucial. The expectations of the sponsor on students to keep the traditions and culture of the school contribute to the students' management of time. For instance, church sponsors typically invest in such discipline and persistence. Students must attend normal school classes and structure their other activities accordingly. Studies carried out by Nael (1998) revealed that attendance of religious services and activities positively affected school attendance and allocation of time which were all linked to a decreased likelihood in deviant activities.

The study finding also support the Kenya Episcopal Conference (2000) that academic excellence is realized in Christian values. This is to keep with the ethos and the moral values, ideas and beliefs of the school, recognizing that discipline grows out of discipleship. From the study analysis, class attendance, respect of the church doctrine, school routine and students owning up responsibilities are highly rated which implies that the sponsors' expectations on students and teachers have a significant influence on academic performance. According to Aduda (2003) teachers in church run schools are expected to be the spiritual leaders of their schools as well as carrying out their other responsibilities. The same sentiment is articulated by Hughes (2006) that a religious set institution

should be an all round model for others to emulate.

From the study findings, there was a general implication that although sponsors have high expectations on students and teachers in sponsored schools; they should put in place strategies to encourage team work in the school environment. This will create a positive and stable working relationship that will give productive results in the school operations.

The relationship between a school sponsor and academic performance

The study also investigated whether there was any relationship between a school sponsor and academic performance. The findings indicated that there was a statistically significant difference between a school sponsor and academic performance, $\chi^2 (2) = 49.01$, $P < 0.05$. This is an indication that a school sponsor has a crucial role to play in the development of social, moral, spiritual and cognitive competence in students in their sponsored schools.

According to Mullen and Ellison (2001) parents who are involved in religious matters have higher educational expectations on their children. They communicate with their children matters regarding schooling. The children will then intend to pursue advanced courses, spend more time on home work, establish friendship with academically oriented peers, avoid cutting classes and successfully complete their degree. The main role of school sponsor is the provision of stable and friendly school environment where both students and teachers receive appropriate stimulation by being encouraged through the interest shown in educational performance and development. In addition, the school sponsors should ensure the allocation of sufficient time-on-task in the management of schools.

According to the Kenya Catholic Education Policy (2000), children attend school for the purpose of education but also need to establish good study habits. The learners must attend classes, do assignment and attend all school functions including all religious ceremonies. The findings also agree with Makokha (2002) that learners' school curriculum should include the participation of church oriented activities.

The results concurred with the views of Kang'ethe (2007) that academic performance is attributed to discipline and self motivation among students. According to Muindi (2008), a high level of discipline attributed to a strong religious foundation and good communication between students and teachers contributes to good academic performance. The findings also agrees with the views of Cheruyoit (2005) that most catholic sponsored schools, headed by religious persons as priests, sisters and brothers patrol school compounds as late as 11 pm and as early as 4 am to instill discipline. Notably majority of the top 100 high achievers, Bahati girls, Kianda girls, Precious Blood girls and Saint Francis Ngandu girls are

catholic sponsored schools where the culture is already rooted.

Challenges faced by head teachers in dealing with sponsor in management of secondary schools

Challenges faced by head teachers while dealing with sponsors in the management of sponsored schools were also investigated. The null hypothesis that stated: Administration challenges have no relationship with the role of the sponsor in school management was rejected. It was concluded that there is a significant relationship between the roles of the sponsor in school management and administration challenges.

The findings agree with Olyula (2004) views that a church sponsor in Nyanza province withheld a secondary school donation for purchasing laboratory and carpentry equipment until the head teacher was transferred. This was because the head teacher had refused to give some of the donation for a church camp in the school. The head teacher was transferred on defying the church order. The findings revealed that some sponsors do nominate ineffective representation in the BOG who on several occasions do not attend meetings nor evaluate school project initiated by the PTA. This leads to some involvement in non-productive wrangles accusing the head teacher of gross mismanagement and embezzlement of funds. The findings agree with Mwanzia (2005), Cheruiyot (2005). According to Mwanzia, church sponsors insist that the chairperson of the BOG should be of their faith irrespective of their competence to perform. Cheruiyot (2005) argues that some nominated chairpersons do not provide adequate facilities in schools. The findings were supported by Makabila (2004) that some church sponsors in a school Board in Eastern province were spreading rumours that a principal in a provincial church sponsored school was practicing witchcraft using the school funds. The ministry was called upon to take a drastic action against the principal but the church community took the law into their hands and unceremoniously removed the head teacher from the institution. According to Aduda (2001), some sponsors cause divisions in schools by peddling false hoods against head teachers they do not like which creates a poor working relationship with the school community.

According to Oduor and Nyamu (2004), several schools in Nyanza province did not have school boards because the sponsor had refused to constitute them on grounds that the Ministry of Education had nominated a chairman who is not of their choice. Okumbe (1998) argues that sponsors hand pick the chairpersons of the Board of Governors who are unable to challenge the head teachers' administration and only go for projects that protect their interests.

It was revealed that school sponsors demanded to use school facilities for their own interests not necessarily for academic purposes. This was in agreement with what is currently practiced. For instance sponsors can demand to

use the school physical facilities for church functions with no regard as to whether the syllabus has been covered. Some sponsors also do demand for admission of students to form one even with marks below the regulated mark for the school. According to Mbatia (2005), some church leaders openly undermined the heads which created a difficult working relationship between the head teacher and the sponsor. Some even incite parents and students to reject the head teacher.

Conclusion

From the findings and discussions above, it emerged that lack of proper definition of the role of the sponsor particularly in providing a conducive learning environment has contributed to poor academic performance of some sponsored schools. Today, the idea of sponsorship is understood differently. It consists of maintaining and fostering the religious traditions of the sponsor. The current understanding and implication of sponsorship has not been well comprehended by the school communities. The former understanding in terms of material provision by the sponsor is still persistent.

High expectations are an important factor for both students and teachers as it builds self-esteem towards achievement. Teachers and students who are inadequately motivated are likely to perform poorly academically. This therefore, means that school sponsors should have high expectations for their schools in order to perform well academically. Therefore, the expectations of a school sponsor on teachers and students are predictors on academic performance of a school.

There is a significant influence of a school sponsor on the academic performance of a school. In other words, there is a significant difference between the academic performances of students in schools that are sponsored by the Catholic, Protestant and the SDA Churches. This depends on how much a sponsor contributes towards the enhancement of the school learning facilities and resources.

There are conflicts of interests in management of schools owing to the favours demanded by sponsors in some schools. Notably sponsors contributed very little towards the development and provision of educational projects in schools. Apart from protecting their traditions, the sponsors no longer played significant roles in the development of schools under their jurisdiction. It was also noted that some school sponsors cause divisions in schools by making preferences as to who should be the head teacher and to some extent teach or enroll as a student in their sponsored schools. This proves that sponsors generally do meddle in the management which is the cause of some of the conflicts experienced in the school environment.

However, the study established that the government and the church have co-operated greatly in the promotion and development of education in Kenya. This explains

why most of the informants in the study agreed that there was need to maintain school sponsorship in secondary school management.

Recommendations

On the strength of the study findings and conclusions, the following recommendations were made:

- (1) Sponsors might need to revisit their initial role of developing and providing facilities and resources to their schools. They need to respond to the contemporary emerging issues in the society. They would be in a better position to solicit funds and material support from well-wishers whom parents and local communities may not have access to.
- (2) The sponsors need to evaluate the academic qualifications of persons holding the office of the education secretary. It needs to constitute persons who are able to read, understand and interpret the educational policies in the country. This approach will enable sponsors nominate competent representatives who will not be manipulated by some influential personalities in the education system. This will minimize the wrangles within the school environment which in many occasions destabilizes school operations.
- (3) The Ministry of education needs to review the policy on sponsorship of public secondary schools. The education Act as of now is subject to misinterpretation.
- (4) There seems to be a general lack of awareness on the rights and obligations of the sponsor and their representatives as far as school matters are concerned. Awareness therefore, needs to be created on the policy and other educational regulations which control education. This will facilitate a smooth working relationship since each party will be aware of their powers and limitations.
- (5) Sponsors need to stop meddling in the management of schools and look for amicable means and ways to present their grievances. This approach will improve the working relationship in school environment and improve academic performance in sponsored schools.
- (6) There is need for a similar study to be carried out where the informants will include teachers, education officials and parents to determine their perception on the role of church sponsors and operations in secondary school management

Suggestions for further study

From the research findings and conclusions drawn, there are certain aspects of school sponsorship that the researcher felt needed some further investigations. In view of this, the following are some of the areas that could be considered for further research.

- (1) To investigate the relationship between specific church sponsors and governance of secondary schools.
- (2) To investigate the perception of teachers on sponsorship of secondary schools.
- (3) To determine the role of the sponsor in enhancement of stability in schools.
- (4) To investigate whether the religious traditions and culture of the sponsor have an influence on academic performance.

REFERENCES

- Aduka A (2003). Implementation of Free Primary Education in Kenya, Nairobi, University Press.
- Aduka D (2001). K.C.S.E Results were shocking. Daily Nation Newspaper, 13th, and the African Gospel Church in Kenya, Nairobi, World Gospel press.
- Aspinall T (2004). Religious Socialization and Educational Outcomes in Metropolitan Public schools. J. Sci. Study Relig. 49(5): 368-374.
- Banr J (1990). The Catholic Church in Kenya: A Centenary History, Nairobi, Saint, Paul Publishers, Africa, Nairobi.
- Cheruiyot P (2001). Sponsor meddling affects schools, Special Report, Daily Nation Newspaper, 13th March, 2001.
- Cheruiyot P (2004). Why invest in secondary Education? <http://educationindependent.co.uk/schools/article/2181875.ece>.
- Cheruiyot P (2005). Policy sought on changes in schools. Daily Nation Newspaper, 25th April, 2005. Nation Media Team, Kenya.
- Christian CSEK (2006). Memorandum to the Task force for the Review and Harmonization of Education ; unpublished.
- Fagan FP (1992). Why Religion Matters; The impact of Religious practice on Social Stability, New York, New York Press.
- Freeman RB (1985). The Relation of Church going and other Background Factors to the academic performance, New York. New York Press.
- Gikandi W (2005). Influence of school Boards and Sponsor Churches, The Standard Newspaper, May 18th, 20p.
- Government of Kenya (1964). The Ominde Commission Report, Nairobi, Government Press.
- Government of Kenya (1980). The Education Act Revised 1970, Nairobi Government Press, Kenya.
- Government of Kenya (1994). Education in Kenya, Ministry of Education Information Handbook, Nairobi, Jomo Kenyatta Foundations. Group Ltd.
- Hughes SL (2006). Human Nature and Management. New York McGraw-Hill Book Co. Inc. p. 149.
- Kang'ethe A (2007). Historical injustice in school management. Sunday standard Newspaper 29th July, 2007.
- Kellagham VA (2007). Stop Churches Running Schools, Daily Nation Newspaper 29th July, 2007, Nation Team Correspondent.
- Kenya Episcopal Conference (2000). Policy Document for Catholic Education in Kenya, Nairobi, Oxford University Press. Kenya, Nairobi, Paulines Publications, Africa.
- Kimotho P (2007). Church Acts to force out Head teacher, Daily Nation Newspaper, 29th July, 2007 Nation Team Correspondent.
- Kothari CR (2005). Research Methodology, Methods & Techniques, 2nd Edition, New Delhi, New Age International (p) Limited Publishers, Limited.
- Makabila S (2004). Little gained from church backing", say Head teacher. Nairobi, EAS, September, 7, p. 4, 2004 Standard media Team.
- Makokha PN (2002). The Catholic sponsored schools as Agents of Evangelization. Nairobi, Government Press, Kenya. March, 2001. Nation Media Group, Kenya.
- Mbatia k, Mureu L (2005). How these schools are managed. EAS, 9th, August, p.5, 2005 Standard Media group. Kenya.
- Ministry of Education (1999). The Koech Commission Report, Nairobi, Government of Kenya Press.
- Ministry of Education (2006). National Plans of Education, Nairobi,

- Government press.
- Ministry of Education Science and Technology (2005). Policy Framework for Educational Training and Resources, Nairobi, Government Press. Missionary Society publishers.
- Muindi B (2008). Religious Education Instills discipline at Top performing Girls' school, Nation Media Group, 28th, July, p. 5, 2008, Kenya.
- Muller M, Ellison CE (2001). Religious Involvement, Social capital and Adolescents' Academic Progress; Washington D.C, Government Press.
- Mwaniki G (2003). Government paces on Free Primary Education Programmes. Nairobi, Macmillian Publishers.
- Neal PD (1998). Educational Administration and Organizational Behaviour. Boston: Allyn and Bacon, Inc. p. 247.
- Oduor J, Nyamu P (2004). Who is to blame for the K.C.S.E Results? DN, 18th, September, 2004, Nation Media Group, Kenya.
- Okumbe JA (1998). Educational Management Theory and Practice.
- Opey J, Carr D (1982). People and Work Organizations. Great Britain, Holt Rinehard and Winston Ltd.
- Regnerus MD (2003). The influence of Religion upon Academic performance of the Youth in Disadvantaged Communities, New York, University of Pennsylvania press. Government Press.
- Rosenholtz SJ, Rosenholtz SH (1981). Classroom organization and perception of ability; Sociology of Education, New York, Prentice-Hall Press.
- Sheffield RJ (1973). Education in Kenya; An Historical study, New York, New, New York Teachers' College Press.
- Sheffield RJ (1974). Education in Kenya: An Historical Study, New York, Teachers College Press.
- Verma KR, Verma G (2004). Research Methodology. Commonwealth Publishers. September, 2004, Nation Media Group, Kenya.
- Wachira J, Kigotho K (2007). You differ with Churches at your own risky, Daily Nation Newspaper, 16th June. pp. 19-20, special Report by the Media Team.

Nairobi, Nairobi University Press. Kenya.