

Role of Leadership in Performance of Primary Schools in Kenya: A Case of Mombasa District

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Abstract

Education in Kenya has continued being important in propelling the country's development going by the prominence it is being given by the government. The head teachers', teachers and parents' role in the primary school management .remains crucial if the government has to meet its goals. The head teacher is however undoubtedly the central person in all the leadership and team work exhibited in any school. That therefore makes it relevant to appraise any school performance based on the leadership roles of the head teachers, teachers and parents. The study was premised on the fact that despite the government support, public primary schools in Coast province Kenya continued to perform poorly with an exception of Mombasa County. It was against that backdrop that the study sought to establish the leadership roles exhibited by the Head teachers, parents

and teachers in Mombasa County for possible emulation by the other counties in the province. A cross sectional research design was employed for all the 33 schools in Mombasa district out of which 30 responded. The target respondents were the Head teachers, Parents, Teachers and school prefects. The study was able to observe that staff monitoring, school enrolment, activeness of parents and the higher the number of male teachers in a school correlated with performance. Staff motivation, supervision, attendance level had a negative correlation with students performance. It was therefore evident that primary schools head teachers needed to enhance school monitoring for any enhanced performance to be realized. It was also necessary for various motivational means be employed so as to sustain the teachers' morale to enhance performance. Head teachers need to be capacity built on monitoring while parents role need to be clearly defined for meaningful support. Other studies covering other areas of leadership and geographical area need be considered

Keywords. *Performance, leadership, Head teachers' leadership Teachers' leaders*

Abbreviations

PDE Provincial Director of Education

SPSS Statistical Package for social scientists

MEO Municipal Education Officer

SMC: School Management Committee.

DEO: District Education officer

MQASO: Municipal quality assurance and standards officer.

TAC-Tutor: Teacher advisory Centre- Tutor

KCPE: Kenya Certificate of Primary Education

1. Introduction

The Kenyan government has given education a lot of prominence as evident in the 2012/2013 financial year budget in which education was allocated around 2.9 billion US dollars which was second to infrastructure which got 3.35 billion US dollars.. The recent economic blue prints notably the vision 2030 and Millenium Development goals have variously pegged their attainment to education improvement. The government declared a free and compulsory primary education and free Secondary education in Kenya for all its citizens to be able to access since most sectors depend on an educated society to get propelled. Maicibi (2005) highlighted that, proper leadership was the only necessary tool for effective performance by the students. Former UN Secretary-General Kofi Annan noted that there was no tool for development which was more effective than education. He also observed that no other policy was as powerful as increasing the chances of education for the next generation. Therefore by eliminating school fees for primary school education in Kenya, many children were privileged to go back to school thus putting the country on the right track towards attainment of the Millennium Development Goals and Vision 2030. Wekesa (1993) however noted that, if students were to get quality education in their schools the management of the schools needed to be improved under the steering of the head teachers.

Chitiavi (2002) also reported that good teaching and overall effective headship were the only tools necessary for good performance in schools. Heck, et al (1990) similarly found that school governance, instructional organization, and school climate affected student achievement. The head teacher's

leadership variables influenced school governance, instructional organization, and school climate, which in turn directly affected student achievement

Armstrong (2004) defined leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. That can be achieved through the articulation of the vision and mission of the organization and also ensuring the teachers were also able to define their power so as to share the vision.

Cole (2002) defines leadership as the ability to inspire people to perform. Therefore even with the availability of all the relevant resources required to make students perform well in exams lack of leadership to motivate the teachers and students would lead to poor performance..

.PDE Coast(2011) observed that despite the government support for primary schools education Coast Province Kenya remained the poorest performing in the country registering a mean score of less than 250 marks out of a maximum of 500 marks for the last five years consecutively. Only Mombasa County out of the 6 counties in the province was able to sustain a mean score of above 250 marks during the same period. The poor performance was attributed to laxity by both the teachers and head teachers in executing their duties.

1.1. Statement of the Problem

Despite the policy of the Kenyan government being provision of quality education, the performance of primary schools in Coast province has remained very poor. That is despite the infrastructural, material and technical support from the government and other development partners within the province. Mombasa County which also lies within the coast province surprisingly performed better than the other counties in the province for the last five years consecutively.

While most studies conducted in the Coast province, Kenya focused on impact and challenges of free primary education very little if any had documented on the leadership roles which influenced the performance of primary schools in Mombasa County so as to provide a yard stick for the other schools in the province. The study therefore sought to highlight on the various leadership factors by the Head teachers, Teachers and parents which influenced performance.

Table 1 Mean score of primary schools in coast province and Mombasa county

Year	Coast province KCPE mean score	Mombasa county mean score
2011	223.37	253.09
2010	228.31	264.59
2009	235.65	267.49
2008	242.05	268.07
2007	244.02	270.86

Source: PDE Coast 2012 KCPE analysis report

1.2 Purpose of the Study

The purpose of the study was to establish the role of leadership in performance of primary schools in Kenya, a case of Mombasa district located within Mombasa County.

1.3 Objectives of the Study

- To determine the leadership role of head teachers in performance of primary schools in Kenya.
- To establish the leadership role of school management committees in performance of primary schools in Kenya.
- To find out the leadership role of teachers in performance of primary schools in Kenya.

1.4 Research Questions

- What is the leadership role of head teachers in performance of primary schools in Kenya?
- Do school management committees have a leadership role in performance of primary schools in Kenya?
- To what extent do teachers' leadership roles influence performance of primary schools in Kenya?

1.5 Significance of the Study

The study findings would enable the various schools leadership to re-evaluate their strategies and encompass the various observed relationships for enhanced students' performance.

The various players in the education sector would also be able to strengthen their monitoring and evaluation strategies by improving on the indicators and the vigilance.

The government would come to realize the issues that hinder good performance and thus generate a way forward.

The development partners supporting schools in the region would be in a position to identify training needs and re focus their strategies.

The study would also provide a basis for further research on the various challenges to performance observed.

1.6 Definition of Significant Terms.

Performance- This is the KCPE mean score of the district which has a maximum of 500 points.

Parental leadership: The leadership level of the parents is reflected by the level of activeness of the school management committee which is a parents' based committee.

Head teachers leadership: The leadership of the head teacher is reflected by the level of supervision to the teachers by the head teacher: Level of motivation of staff in the school and level of cooperation by other stakeholders

Teachers' leadership: is reflected by the level of presentation of completed schemes of work, records of work covered and attendance records examined by the head teacher.

2. Literature Review

2.1 Leadership Role of Head Teachers in Performance of Primary Schools

Wekesa (1993) noted that to improve students' performance head teachers were required to ensure management of the schools was enhanced. Chitiavi (2002) also reported that effective headship by head teachers was prerequisite to good performance of schools. The above studies emphasized on the central role in offering school leadership by the headmaster. He was noted as the one supposed to mobilize and

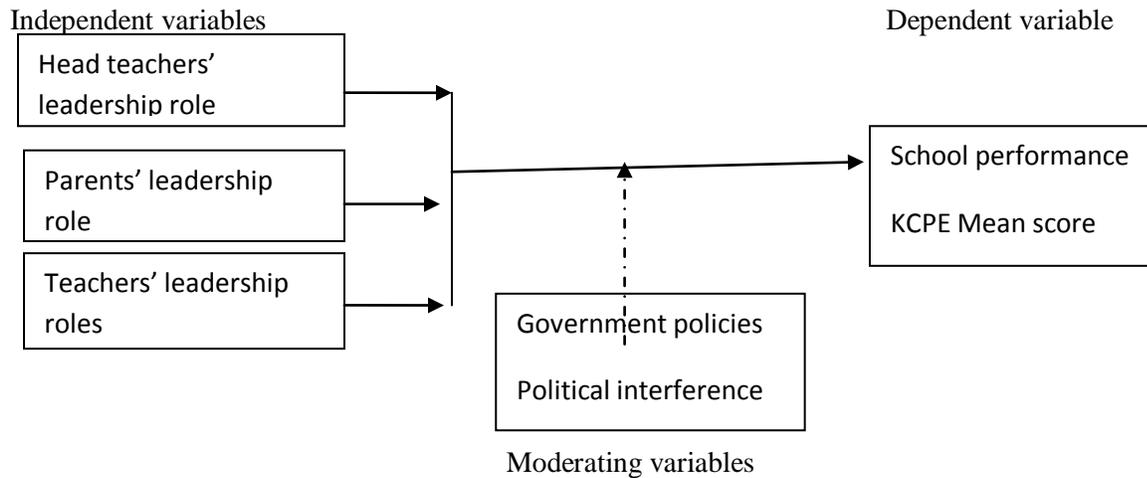
coordinate all the school stakeholders and resources towards the school goal. Heck, et al (1990) found that the head teacher's leadership influenced school governance, instructional organization, and school climate, which in turn directly affected student achievement. The above studies however do not indicate what specific issues in management needed to be improved. Similarly, none of the studies was conducted in Coastal province of Kenya necessitating similar studies to be conducted and have relevant recommendations necessary for performance improvement.

2.2 Leadership Role of Teachers in Performance of Primary Schools

Millette,(1988) stated that the quality of leadership offered by teachers in schools made the difference between the success and failure of a school. That was attribute to the fact that students depended on the teachers as role models and agents of knowledge transfer. Wandiba (1996) observed that schools in Western Kenya, once the pride of the nation in academic excellence, had dropped drastically in educational standards due to irresponsibility by the teachers. Among the factors attributed to the poor performance included, un preparedness among members of the teachers, rampant absenteeism and drunkenness. Apart from being unable to cover the syllabus in time to enable students do exams while fully prepared, the quality of work covered also ended up being poor. As role models and agents of change the teachers fail and by extension reflect on the leadership of the head teacher. Nsubuga, (2003).highlighted that improved efficiency in teaching was necessary for enhanced students' performance. Management reforms; raising the learner teacher ratio, increasing teachers' time on task, and improving accountability were necessities in students' performance. The studies however did not explicitly give the various areas to monitor or measure the teachers' management roles and how to relate with the performance.

2.3 Leadership Role of School Management Committee in Performance of Primary Schools

Oyetunji's (2006) argued that parents were very important in the management of schools. However he noted that the head teacher should be the individual to initiate and facilitate parental involvement in a school. The head teachers' leadership style contributed to a larger extent to the parents' lack of interest in the affairs of the school. If the head teacher was not transparent and accountable to the parents, then they distanced themselves from the school affairs. However parents have a role in schools administration and are expected not to sit and watch as head teachers run down institutions. Lydiah and. Nasongo (2009) observed that head teachers' who used teamwork by ensuring parents, teachers and students were involved in the running of the institutions enhanced performance of their schools. The above studies despite observing on the need for involvement of the teachers and parents failed to indicate the various areas and levels of involvement that would enhance performance. The above gaps observed in the literature reviewed therefore justified this study.

Conceptual framework*Figure 1: Conceptual Framework**2.4 Conceptual Framework:*

The study conceptualized that achievement of a high, KCPE mean score was influenced by a combination of factors, namely the leadership role of the head teachers, Parents and Teachers. The head teacher however was the most important since had a lot of influence over the leadership roles of the parents and teachers.

The Head teachers were expected to motivate the teachers so as to enhance their performance and also monitor and supervise the teachers to ensure the curriculum was implemented timely and the teachers played a key role in motivating the students. Therefore where the head teachers performed their leadership role the mean score of the school was expected to improve.

The teachers were expected to have their lesson books, schemes of work, registers, and records of work covered and attendance records up to date. Teachers not regular in class attendance were conceptualized to de-motivate the students and that contributed to poor performance of students

The school management committee members who are representatives of the parents were conceptualized as promoting performance where they were active in the school activities. Where the school management committee was active the Head teachers and teachers would be effectively supervised and output in terms of curriculum coverage would be high thus enhancing students' performance.

The performance of the schools was pegged on the KCPE mean score attained since being academic institutions the main target was to ensure students performed well and were able to move to the next level.

Government policies and political interference were also expected to moderate the performance of primary schools since all the schools are expected to operate within set guidelines. Therefore even where the leadership was poor the policies were aimed to moderate the operations just as pressure from politicians could shape performance direction of schools.

3. Research Methodology

3.1 Research Design

The study adopted a cross sectional survey research design as used by Lydiah and Nasongo(2009) while studying the Role of the Head teacher in Academic Achievement in Secondary Schools in Vihiga District, Kenya.

3.2 Target Population

The target population was Head teachers, School management committee members, Teachers and school prefects from 33 public primary schools from Mombasa district. The office of the Municipal education officer Mombasa and the Provincial Director of Education Coast were also targeted.

3.3 Sampling Procedure

A census was used for the target population owing to the small size of the sample. The offices of the Provincial Director of Education and the Municipal Education officer were purposely targeted to give more highlights on the performance of primary schools in Coast Province and Mombasa County.

3.4 Sample Size

The sample size realized was 30 out of a possible 33 schools. That is, 30 schools were able to return the filled questionnaires filled by the Head teacher, School management committee member, Teacher and school prefect on time. The Provincial Director of Education Coast and Municipal Education officer Mombasa were also able to provide the information of the mean score for the province and Mombasa County respectively and also provide more highlights on education in the region.

3.5 Data collection Instruments

The data collection instrument used was a questionnaire and document analysis as detailed below.

3.5.1 Questionnaires

Questionnaire was the main data collection instrument for collection of primary data. Different questionnaires targeted the Head teachers, Teachers, School committee members and School prefects. The PDE and MEO highlighted on the mean score for the Coast province and Mombasa County respectively.

3.5.2 Document Analysis

The documents relevant, to the study analyzed include; schemes of work, lesson books, registers, records of work covered and attendance records. The analysis of the named documents aimed at obtaining the head teachers' supervisory role in curriculum implementation and the teachers level of responsibility in syllabus coverage not forgetting their motivational role to the students based on their deeds. Minutes of School Management Committee, staff and other stakeholders meetings were examined to determine the level of involvement and motivation of various stakeholders.

3.6 Data Collection Procedures

The questionnaires were developed, then pre-tested with a sample of 4 schools which were not part of the targeted population.. The questionnaires were then refined so as to be more logical. Letters to all the schools involved in the study were delivered in time explaining the purpose of the study.

The questionnaires were then delivered by hand to the schools and collected a week later.

3.7 Data analysis Techniques

The data collected was analyzed using Statistical package for social scientists (SPSS) where descriptive statistics was used for Socio-economic characteristics of the respondents and also correlation computed where the error permissible was 0.05 (α).

4. Data Presentation, Analysis and Interpretation.

4.1 Response Rate

The study had targeted to sample 33 Head teachers, 33 Teachers, 33 Parents and 33 school prefects from 33 public primary schools within Mombasa district. The response rate was 91%. The high response rates were occasioned by high sensitization of the respondents and close follow up since the schools were within a radius of 7 Kilometers.

4.2 Descriptive Statistics

The number of Head teachers interviewed was 50% male and 50% female. A half of the head teachers in Mombasa district are of either sex. About 66% of Head teachers had served in the same schools for over 5 years while 86.7% of all head teachers were above 45 years old. This therefore indicated that most head teachers were experienced in leadership. Over 53% of teachers were degree holders and above. Most head teachers had management skills. 86.7% of the schools had a senior school management committee while 13.3% of the schools had no senior school management committees. 13.3% of schools held weekly meetings, 66.7% of schools held monthly meetings, 20% of schools held meetings once per term while.

4.3 Correlation between Teachers' Monitoring and School KCPE Mean Score

The Pearson correlation coefficient between the effectiveness of teachers' monitoring by the head teacher and the school KCPE mean score was 0.415 with a p value of 0.023, therefore at $p < 0.05$ was significantly positively correlated.

4.4 Correlation between Teachers' Supervision and School KCPE Mean Score

The Pearson correlation coefficient between the effectiveness of teachers' supervision by the head teacher and the school KCPE mean score was -0.525 with a p value of 0.003, therefore at $p < 0.05$ was significantly negatively correlated.

4.5 Correlation between Teachers' School Attendance and School KCPE Mean Score

The Pearson correlation coefficient between the teachers' school attendance and the school KCPE mean score was -0.156 with a p value of 0.409, therefore at $p < 0.05$ was negatively correlated but not very significantly.

4.6 Correlation between Teachers Presenting Schemes of Work and Records of Work Covered to Head Teacher and School KCPE Mean Score

The Pearson correlation coefficient between Teachers presenting schemes of work and records of work covered to head teacher and school KCPE mean score was -0.498^{**} with a p value of 0.005, therefore at $p < 0.05$ was significantly negatively correlated.

4.7 Correlation between Level of Teacher's Motivation by Head Teacher and School KCPE Mean Score

The Pearson correlation coefficient *between level of teachers' motivation by head teacher and school KCPE mean score* was -0.344 with a p value of 0.063, therefore at $p < 0.05$ was negatively correlated but not significantly.

4.8 Correlation between School Students' Enrolment and School KCPE Mean Score

The Pearson correlation coefficient between school students' enrolment and school KCPE mean score was .533** with a p value of 0.002, therefore at $p < 0.05$ was significantly positively correlated.

4.9 Correlation between Average Number of Male Teachers and School KCPE Mean Score

The Pearson correlation coefficient *between average number of male teachers and school KCPE mean score*

Was .595** with a p value of 0.001, therefore at $p < 0.05$ was significantly positively correlated.

4.10 Correlation between Average Number of Female Teachers and School KCPE Mean Score

The Pearson correlation coefficient *between average number of female teachers and school KCPE mean score*

Was .696** with a p value of 0, therefore at $p < 0.05$ was significantly positively correlated.

4.11 Correlation between Activeness of School Management Committee and School KCPE Mean Score

The Pearson correlation coefficient *between activeness of school management committee and school KCPE mean score* was 0.253 with a p value of 0.177 therefore at $p < 0.05$ was positively correlated but not significantly

5. Summary of Findings, Conclusions and Recommendations

5.1 Summary of Findings

There was gender parity in the management of schools of schools in the district. For women made 50% and men 50% of the head teachers in Mombasa district.

Almost 67% of the head teachers had headed the schools for more than five years while 33% had headed the schools for less than five years. The head teachers therefore understood the operations of the schools and its community. 13% of the head teachers were less than 45 years while 87% were above 45 years old. The experience of the head teachers could also be contributing on the leadership skills. The head teachers below 35 years old consisted about 7% in the management of schools in Mombasa district.

43% of the head teachers in Mombasa were degree holder 53% and above while the 47% had Diploma and certificates. The educational level exposure enhanced the management capacity of head teachers and could enhance school performance.

All the head teachers had undergone some training in management at certificate to degree level. Trainings in management also enhanced leadership skills and capacity for team building in the school. Odubuker (2007) conducted a study to investigate the influence of the head teachers' management competences on the management of primary schools in North Western Uganda and revealed that the principals or head teachers' management training was critical to the performance of the school. The skills acquired therefore could have been a factor in improvement of performance

In running the schools almost 87% of the schools had a senior school management committee which managed the running of the school programs. 13% of the schools had no senior management committee meaning the head teacher did most of the management activities of the school. All schools had clear programs for meetings with 80% of the schools having meetings on weekly and monthly basis while 20% meeting only once per term. Staff meetings are very important in school management thus meetings done once per term are a pointer of poor leadership by the head teacher.

93% of the schools had active to very active subject panels while 7% had dormant subject panels. Subject panels play a very important role in enhancing students' performance. Setting and sustaining the panels in a school indicate the seriousness the school leadership attaches to it.

About 87% of the schools had board chairmen with post secondary school level of education. Some schools had board members with PhD's showing the importance attached to the school leadership by the community.

On school discipline about 50% of the schools had punishment books while 50% had none probably out of the fact that the discipline level did not warrant keeping a punishment book or the head teachers never found them relevant.

The KCPE mean score attained by the school was significantly positively correlated to the school enrolment. The school enrolment in Mombasa schools reflected how parents viewed the schools as parents shunned poor performing schools and thus that explains why public primary schools with better mean score had higher enrolment rate.

The number of female or male teachers in a school was significantly positively correlated to the mean score attained. The positive correlation could be attributed to the fact that both the male and female teachers were equally up to the task.

Leadership roles of head teachers on performance of public primary schools in Kenya.

The effectiveness of staff monitoring by the head teacher was significantly correlated to the schools mean score. That is where teachers were well monitored the mean score was enhanced. Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Monitoring was observed as one of the crucial tools in enhanced school performance. The level of teachers' motivation by Head teachers was negatively correlated but not significant. That differs with (Wandiba 1996 and Stephen et al 2005) who observed that head teachers who set the pace, in leading and motivating pupils and teachers enhanced the school performance. Lockheed et al. (1991) also indicated that lack of motivation and professional commitment produced poor attendance and unprofessional attitudes towards students which in turn affected the performance of students academically in America. However the difference in the two findings could be due to the type of motivation, consistence and other managerial factors employed by the two sets of schools in the two studies.

The effectiveness of staff supervision was significantly negatively correlated to the school mean score. Neagley and Evans (1970) were of the view that effective supervision of teachers and students in Ghana improved the quality of teaching and learning in the classroom. However supervision which is mostly periodic may not be as effective when not coupled with monitoring which is continuous and that could explain why monitoring had a positive correlation with mean score.

Leadership role of teachers on performance of public primary schools in Kenya.

The level of attendance of teachers was negatively correlated to mean score attained by the school. However it was not significant. Lockheed et al. (1991) indicated that lack of motivation led to poor performance of students since the output from the teachers was always poor. The negative correlation could have been influenced by the different levels of attendance and commitment of the teachers. Where staff attendance was uniform its influence on performance could rarely be significant and any arising difference in performance should be attributed to other factors.

The mean score attained by a school was significantly negatively correlated to the level of presentation of schemes of work and records of work covered by teachers. Where presentation of the documents became routine then its influence on performance got minimized. It's necessary for the quality of the documents and implementation monitored so as to establish its effectiveness on performance. Despite some teachers not presenting their documents for signing by the head teachers no school had had any case of a show cause letter written to a teacher in the last 3 years. That was a pointer that head teachers had better means of correcting non compliance to set standards in schools.

Leadership role of school management committees on performance of public primary schools in Kenya.

The activeness of school management committee was positively correlated to the school mean score attained however the correlation was not significant. Amason and Sapienza (1997) observed that parents play a vital role in the school system. They observed that parents being the managers of the school operations needed to play active roles and where they were passive the performance of the school both academically and in terms of accountability went down. The correlation might not have been significant owing to the non clearly defined roles of school management committees in Kenya.

5.2 Conclusion

The study was able to conclude that monitoring of staff played a key role in enhancing the school mean score. It's necessary that schools strived to ensure the teachers are well supervised to perform their roles. The head teachers' monitoring and supervision needed to be enhanced so as to ensure any corrective measures were undertaken on time.

Teachers' motivation had no correlation on performance of students. That could be influenced by the fact that where motivation was not continuous or target based then its impact was short lived. Schools therefore need to ensure they had continuous motivation programs for the teachers so as to sustain their working tempo.

Attendance of teachers to schools on its own never correlated with performance. It is necessary that the output of teachers was established.. The status and condition of the teachers therefore needed to be monitored by the head teachers and not just their attendance just to ensure they were productive.

The routine presentation of work plans and lessons coverage to head teachers for signing never correlated with performance and that could be attributed to the fact that as a routine activity might not capture the level of input and needs to be closely tied with monitoring to be relevant. Furthermore the presentation of the work plans was not a guarantee that they were being used in the actual teaching.

5.3 Recommendations

The study findings led to policy, practice and further research based recommendations as highlighted below.

Policy Recommendations:

- Head teachers should be capacity built on monitoring skills so as to be able to effectively monitor their schools uniformly based on measurable indicators.
- The various roles of the school committee members at primary school level need to be established for clear school management.
- There is need for clear guidelines on the maximum period of time a head teacher stays in a school.
- School committee members should always be sensitized of their roles so to remain relevant. Therefore the government should come up with mechanisms of ensuring they are sensitized.

Practice Recommendations:

- Head teachers should apart from keeping attendance registers for teachers be able to monitor the teachers' performance status in terms of coverage of curriculum.
- The staff motivational means should be made continuous and varied so as to remain relevant.

Recommendations for Further Research:

Other issues relevant for further study include;

- More studies to have a wider coverage to cover private primary schools and schools in the rural areas.
- Level of school management committees' involvement in school management and its influence on performance need be considered.
- There is also need to study the influence of various modes of motivation on students' performance in schools.

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Appendices

Appendix 1 Tables of Study findings

Table 2: Sex of Head teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	15	50	50	50
	female	15	50	50	100
	Total	30	100	100	

Table 3: Head teachers duration in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	10	33.3	33.3	33.3
	5-10 years	16	53.3	53.3	86.7
	Above 10 years	4	13.3	13.3	100
	Total	30	100	100	

Table 4: Age of head teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 35 years	2	6.7	6.7	6.7
	35-45 years	2	6.7	6.7	13.3
	Above 45 years	26	86.7	86.7	100
	Total	30	100	100	

Table 5: Head teachers education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	10	33.3	33.3	33.3
	Diploma	4	13.3	13.3	46.7
	Bachelors Degree	13	43.3	43.3	90
	Masters Degree	3	10	10	100
	Total	30	100	100	

Table 6: Head teacher's management education level

		Frequency	Percent	Valid Percent	Cumulative Percent
valid	Certificate	9	30	30	30
	Diploma	14	46.7	46.7	76.7
	Degree	7	23.3	23.3	100
	Total	30	100	100	

Table 7: Availability of school senior management committee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	86.7	86.7	86.7
	No	4	13.3	13.3	100
	Total	30	100	100	

Table 8: Frequency of staff meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	4	13.3	13.3	13.3
	Monthly	20	66.7	66.7	80
	Termly	6	20	20	100
	Total	30	100	100	

Table 9: Activeness of teachers subjects panels

		Frequency	Percent	Valid Percent
Valid	Very active	2	6.7	6.7
	Active	26	86.7	86.7
	Dormant	2	6.7	6.7
	Total	30	100	100

Table 10: Education level of chairman of school management committee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	4	13.3	13.3	13.3
	Secondary	22	73.3	73.3	86.7
	Post secondary	4	13.3	13.3	100
	Total	30	100	100	

Table 11: Availability of students punishment book

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	50	50	50
	No	15	50	50	100
	Total	30	100	100	
