

**CHALLENGES FACING PRIVATE SECONDARY SCHOOLS IN THIKA TOWN  
SUBCOUNTY, KIAMBU COUNTY, KENYA**

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## DECLARATION

This research is my original work and has been presented for a degree or for any similar purpose in any other institution.

Signature\_\_\_\_\_ Date\_\_\_\_\_

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This proposal has been submitted with my approval as University supervisor.

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## **DEDICATION**

This study is dedicated to my dear mother Roseline Anyango and my dear father Sylvester Musumba

Thank you for the strong academic foundation and inspiration upon which this achievement is based.

## **ACKNOWLEDGMENTS**

I thank the Almighty God for his abundant love, care and provision that brought me this far. I am particularly grateful to my supervisor Mr. Edwin Muna for the invaluable knowledge shared.

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## **ABBREVIATION AND ACRONYMS**

**FDSE**- free day Secondary education

**TSC**- Teachers service commission.

**NG-CDF** - National Government Constituency Development Fund.

**UNESCO** – United Nations Educational, Scientific and Cultural Organization



## **OPERATIONAL DEFINITION OF TERMS**

### **1. Private/unaided school**

- A private school is a school which is not supported financially by the government and which parents have to pay for their children to go to. Collins COBUILD Advanced English online Dictionary, (2019)
- Unaided school is a school which is not receiving grants out of public funds. (Education Act Cap 211)

### **2. Public school**

Means a school maintained or assisted out of public funds. (Education Act Cap 211)

### **3. Challenge**

This refers to something that needs great mental or physical effort so as to be done successfully. It tests one's ability.

## **ABSTRACT**

This was an exploratory study investigating if private Secondary schools in Kenya are faced with challenges that can inhibit effective teaching and learning. The study revealed government intervention through various policies, inadequate funds, inadequate learning, resources, infrastructure and parental intervention as the challenges faced by private secondary schools in Thika Town sub-county. The government of Kenya has put in place various policies to ensure that quality education is provided to the citizens. Some of these policies might impose external challenges to private schools. Some of the recent policies include: Free Day Secondary Education, 100% transition, syllabus and curriculum changes, and TSC regulation on non TSC teachers. The research sought to investigate how these are a challenge to operation of private schools among other problems from different sources. The study adopted qualitative and quantitative methods since involved collection and analysis of both qualitative and quantitative data. Interview schedules were used to collect data from teachers. Descriptive statistic research design was used as it allowed the researcher to gather information, summarize, present and interpret for the purpose of clarification. Six private Secondary schools were selected for the study. In each school, one school principal was picked for the study while four teachers were selected using simple random sampling. Data analysis was done through identifying common themes from the respondent's description of their experiences. The information is broken into sentences which reflect a single specific thought. Some of the beneficiaries of this study are the teachers in private schools and the private school owners as they are provided with information on how to cope with various challenges which could affect their operation and compromise the quality of education in private schools in private schools.

## **CHAPTER ONE: INTRODUCTION**

This chapter presents the background of the study, the research statement, purpose of the study, conceptual framework, research questions, and research objectives, significance of the study, Delimitation and the limitations of the study.

### **1.1 Background of the study**

A private school is a school which is not supported financially by the government and which parents have to pay for their children to go to. (Collins COBUILD Advanced English Dictionary, 2019). According to Education Act Cap 211 of the Kenya laws, private school is also referred to as unaided school and it is defined as a school which does not receive grants out of public funds.

The Kenya laws on Education Act Cap 211 allows for the establishment and registration of unaided schools. This is after the schools have met all the requirements for registration under article 13 of the Act. Persons and groups of persons have therefore sought to establish unaided schools in different parts of the country, some of which are registered while others not.

Private schools have, over the years, been viewed to be better places of learning as they are assumed to be offering learners more luxurious facilities compared to public schools. Parents have therefore sought to enroll their children to those schools. This they do regardless of the high cost and without seeking to find out if there is actually quality learning in those schools. The schools are always favored for their prestige and the general assumption that they are better performers compared to public schools.

According to competency based curriculum (CBC), education in Kenya aims at achieving the following 7 core competencies: Communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, learning to learn, self-efficacy and digital

Literacy. (Early Grade Mathematics [EGM] Teacher's Training Manual, 2018). And every education provider (public or private) should be interested in achieving these competencies with the kind of education they provide to the learners. The achievement of the competencies can, however, be inhibited by different challenges experienced in different areas.

Kenyan government has made several steps to ensure quality basic education is offered to learners in public schools. One of the steps include ; adoption of education for all (EFA) [Republic of Kenya /UNESCO 2012].The Constitution of Kenya 2010 provides for equal education opportunity to all Kenyan citizens i.e. Children, youths and adults. (Republic of Kenya, 2010, 2012). There is also Basic Education Act 2013 which stresses the fact that basic education should be operational as stipulated in the act (Republic of Kenya 2012). The Constitution of Kenya (2010) guarantees every Kenyan citizen the access to basic education.

Constitution of Kenya (2010); basic education act 2013). Kenyan government, through the Teachers Service Commission, registers and recruits qualified teachers to public schools (TSC Act 2012). This helps to solve the challenge of staff shortage in public schools. The government of Kenya, through the National Government – Constituency Development Fund (NG-CDF Act 2015) ensures the provision of physical facilities to help solve the challenge of insufficient instructional resources in public schools. This ensures that classrooms, dormitories, laboratories and other physical facilities are constructed in public schools to ensure quality basic education is provided to learners in public schools.

These remedies undertaken by the government help to solve some of the common challenges in public schools and hence ensuring the provision of quality basic education. All these and other steps by the government have helped to at least solve some of the challenges that may inhibit the implementation of basic education to Kenyan citizens in public Secondary schools. This is,

however, not the case in private schools which depend entirely on the owner's provision to fund its development quest for quality basic education to the learners. These are the challenges that this research proposal sought to find out.

## **1.2 Statement of research problem**

Private schools were established immediately after Kenya attained independence in 1963. Many Secondary schools were constructed through harassed. Anderson (1970). These schools become many in number compared to government schools forcing the government to adopt the Ominde commission recommendation. According to the commission, the government was to be responsible for all education sectors. It recommended the involvement of Central government in provision of education to Kenyans.

Anderson (1970), had a feeling that the commission had failed to address the issue of education expansion. To address the issue of education expansion, the international convention on economic, social and cultural rights recognized the existence of private schools in 1966 (UNESCO 1995:1996). And the private schools became the way for expanding education. Currently, the government of Kenya, through the Education Act Cap 211 registers schools as unaided schools. This allows anyone to establish and register a school as a business in Kenya.

Currently, the government of Kenya put in place some policies which have seen most of the private schools struggling to cope with in order to operate smoothly as equal education providers. Some of these policies include syllabus and curriculum change, TSC regulations, 100 % transition among others. At the moment, many private schools are experiencing agent closure by the ministry of education. The ministry claims that most of these schools do not have the capacity to operate due to their environment which the ministry believes does not support effective learning.

### **1.3 Purpose of the study**

The study seeks to investigate the quality of education in private Secondary schools and how the challenges in the schools inhibit effective teaching and learning.

### **1.4 Conceptual model.**

**Below is a model showing the perceived challenges facing private Secondary schools.**

The following are the variables that were perceived to be the challenges facing private Secondary schools in Thika Town Sub-County. They were presented to the respondents to indicate their opinions based on their experiences.

Government intervention through different policies

Delayed fee payment /financial problem

Pressure from parents

Student's discipline

Inadequate teaching and learning resources

Shortage of highly experienced teachers

## **1.5 Research questions**

1. What are the challenges facing private Secondary schools in Thika Town Sub-County, Kiambu County, Kenya?
2. What are the possible solutions to these challenges facing private Secondary schools in Thika Town Sub-County, Kiambu County, Kenya?

## **1.6 Objectives of the study**

### **General objective**

1. The study sought to explore the problems which private Secondary schools in Kenya face.

### **Specific objectives**

1. The study was set to find out if Private Secondary Schools in Thika Town Sub-County face challenges
2. The study was set to recommend the possible solutions to the challenges that Private Secondary Schools in Thika Town Sub-County face.

### **1.7 Significance of the study**

This study aimed at informing the government on the gaps in education that need bridging for the smooth realization of the National education goals both in private and public schools. The study aimed at improving the quality of education in private schools and hence learners in private schools will not feel disadvantaged.

The education policy makers are advised to put private schools in mind even as they make education policies.

The study also advises Parents to assess the environment under which their children learn before and after enrollment.

### **1.8 Delimitation of the study.**

The researcher worked with a selected samples of 6 private Secondary schools that are located within Thika Town Sub-County.

The sample of 6 schools was appropriate and convenient as the researcher found it easy to work with a small number of schools. From each school, a sample population of teachers and principals was taken for data collection. The study limited itself to the above-mentioned source since they were the most appropriate for the research topic.

### **1.9 Limitation of the study.**

Some of the constraints faced by the researcher during the study include; some subjects, for fear of betrayal of the institution, were not willing to reveal the true picture of their schools. This was



solved by first building the confidence between the researcher and the respondents, by making them understand that their information would be treated with utmost confidence and it was to be strictly a contract between the researcher and the respondent. No any other party was involved in discussing the information given by the respondents. The identity of the respondent was also not disclosed to the public.

Time shortage to research for all the sampled schools was another challenge. To solve this, a support group of five was deployed to help in collecting information in some of the schools. This group moved with questionnaire forms to collect data for the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **Introduction**

This chapter aims at reviewing some of the previous works on the challenges facing private Secondary schools.

### **2.1. Challenges faced by private secondary schools**

According to Kivara (2012), private Secondary schools face the following challenges: inadequate funds, poor administrative structures within the schools, lack of support by the ministry and lack of access to government resources and facilities. Kivara argues that the government should aim at extending financial assistance to private schools as well as setting well defined standards to be met by the schools.

It is true according to Kivara that there needs to be standards put in place, but the question is, haven't we always have these standards in place? The answer is; yes, they have been there. The only problem is reinforcement of the standards by the ministry of education. And this is why the ministry cannot spare Kenyans the drama, they will always wait until a classroom collapses on the learners is when they start doing inspections and closing the schools imposing a direct torture

to the learners as was seen in the case of a school in Nairobi where a classroom collapsed killing 7 learners leaving many wounded. Al Jazeera(2019)

## **2.2 Previous work by Yousra**

According to Yousra (2014), private schools are facing internal problems like financial problem, teacher turnover and external problems like parent's intervention in school work and weak relations with school administration.

He, however, does not give an effective solution to these problems; he argues that it is difficult to avoid all internal and external problems which private schools face due to many factors that are behind the problems. He says that the school administrations can reduce such problems either internal or external ones, through carrying out periodical researches to find the resources of such problems and can adjusted in time.

## **2.3 Theoretical framework**

This study is guided by Lev Vygotsky's theory of society as cited by Gary (2010). The theory seeks to answer the question; what is society? What institutions are involved in the education provision?

According to Vygotsky, "society is the holder of the cultural heritage without which the development of mind cannot take place." It is this 'society' that allows the learner to develop cognitively which happens through social interaction. Of course, the use of spoken and written language largely expands the extent of that interaction. "Each function in the child's cultural development appears twice: first, is on the social level, and later, on the individual level; first between people and then inside the child.

Moll reports that Vygotsky "considered school as the best laboratory of human psychology."

For Vygotsky, society “and therefore, the social interaction that goes with it” is part of what happens in schools. “Schools are incorporated into the larger society and have that as their context, so that some of their activity settings are determined by this larger contextually” For Vygotsky, the classroom is also a social organization that is representative of the larger social community. “... He considers the social organization as the agent for change in an individual.” From the foregoing and in the context of this paper, the focus is on the school as an institution where educational process is involved. The theory of society sees school as part of the larger social organization and therefore any challenge in this social organization will hinder effective learning.

#### **2.4 Summary of identified gaps in the reviewed Literature.**

Kivara’s study recommends that there should be standards set for private schools to enable effective learning to take place. This is not bad, but these standards are always there in place but we still hear of classrooms collapsing on learners in some of these schools. This means that despite the standards set by the government to ensure quality education in private schools, there are still some schools which are unable to meet these standards. And therefore, effective solutions needed to be found for the challenges.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **Introduction**

This chapter looks at the research design, study area, target population, sampling techniques, sample size, measurements of variables, research instruments, reliability of measurements, data collection techniques, data analysis and logistical and ethical considerations.

### **3.1 Research Design**

The researcher used a survey research design because it served best to answer the questions of the study.

The survey research, according to McBurney (1994:170), is the process of assessing the opinions of the public or individual characteristics by the application of sampling methods and questions.

Researcher designed a questionnaire to be filled by the respondents.

### **3.2 Study Area**

In the study, the opinions of private Secondary school managers and teachers of the six selected schools in Thika Town sub-county were sought for on the challenges facing private Secondary schools in Thika Town Sub-County, Kiambu County, Kenya: Six out of seventy six private secondary schools in Thika Town Sub-County were selected for the study.

### **3.3 Target Population**

The target population for this research included the school managers and teachers in private Secondary schools, since these were the subjects within the researcher's reach.

In this research, the accessible population comprised the school managers and teachers from the six selected private Secondary schools in Thika Town Sub-County.

In addition, this group was seen to be appropriate as population of the study area because the school managers are the ones charged with the responsibility of running the schools. Any problem in a school imposes a direct effect on them and they are therefore in the best position to furnish the researcher with the information needed to answer the research questions of this study.

### **3.4 Sampling Techniques**

A simple random sampling procedure was employed to select the participants in this study. This technique was used to ensure that time is saved for the study. Within each school, selection of teachers was done by simple random sampling. This was achieved by having the names of the teachers written on a piece of paper which is folded and put in a container. After thorough mixing, the researcher selected an element, recorded it and put it back in the container until the required number was obtained. That is, the researcher employed sampling with replacement.

### **3.5 Sample Size**

A sample in this study was a small group of participants drawn through a definite procedure from an accessible population. The sample of the population of this research stood at six school managers /principals , twenty four teachers (four from each school) giving a total of thirty respondents.

### 3.6 Measurement of Variables

**Table 3.1: showing measurement of variables**

<b>Variables</b>	<b>Nature of variables</b>	<b>Measures</b>	<b>Questionnaire No.</b>
Shortage of highly experienced teachers	Independent	Existence of non TSC teachers	1
Student discipline	Independent	Low level of discipline among students	2
Financial problem	Independent	Lack of learning facilities like library and laboratory	3
Pressure from parents	Independent	Intervention in school work by parents	4
Delayed fee payment	Independent	Non timely fee payment by parents	5
Inadequate teaching and learning resources	Independent	Lack of enough textbooks	6
Government intervention	Independent	Existence of tough policies	7

### 3.7 Research Instrument

The researcher designed an interview schedule as one of the data collection instrument for this research project. The school managers and teachers were interviewed using questionnaires. The interview questions aimed at finding relevant information concerning the perceived problems in

the schools as well as possible solutions that could be adopted to enhance effective teaching and learning in private Secondary schools.

A questionnaire entitled, “challenges in private schools” was designed by the researcher and used to collect information. The questionnaire had two sections; A and B

- Section A, is on respondent’s personal information ;
- Section B, contains questions on the perceived challenges;

The instrument was structured in the modified Likert fashion, on a four point scale. The scale was ranging from “strongly agree” (SA), “agree”(A), “disagree”(D) and to “strongly disagree”(SD) as the response options. The Subjects were then expected to respond to their level of agreement with the statements in the instrument.

### **3.8 Validity of Measurement**

After designing the questionnaire for the study, it was then taken through a validation process for face and content validity. McBurney defines the two as follows:

- Face validity is the idea that a test should appear to test what it is supposed to test (that is, the superficial appearance of the test) ; and
- Content validity is the idea that a test is supposed to sample the range of behaviour represented by the theoretical concept that is being tested.

In the validation process of this study, copies of the questionnaire were given to research support group who went through them and ascertained the appropriateness and adequacy of the instrument. Suggestions and corrections were adopted.



### **3.9 Reliability of measurement**

After the validation, a pilot testing was carried out on the questionnaire using two school managers and four teachers from two private Secondary schools in Thika Town Sub-County.

This was done to see:

- How the subjects would react to the questionnaire;
- Whether the items were clear and easily understood;
- Whether there was need to include more items in some areas;
- Whether there could be some items to which the participants would not want to respond to; and
- To determine the workability of the proposed method of data analysis for the study.

### **3.10 Data collection techniques**

After the pilot testing and all necessary adjustments and modifications were done on the questionnaire, the questionnaire was administered directly to the chosen sample for the study. 30 copies of the questionnaire were given out to be completed and returned. This was done with the help of the support group who ensured all the questionnaire copies were retrieved back and that they were all filled as required.

### **3.11 Data analysis**

The data collected from the field was analyzed. Statistically weighted mean was be used in answering the research questions. The response option in the questionnaire was weighted as shown in the table below;

**Table 3.2: showing the response options**

Strongly Agree (SA)	Agree (S)	Disagree (D)	Strongly Disagree (SD)
4 POINTS	3 POINTS	2 POINTS	1 POINT

### **3.12 Logistical and ethical considerations**

- The researcher ensured the integrity and the quality of the research; the research was designed, it was reviewed and undertaken in order to ensure its quality and integrity.
- The researcher also sought informed consent; the support group and the respondents were fully informed about the purpose of the study, methods intended to be used and the possible uses of the research and finally what their participation entailed in the research.
- The confidentiality of the respondents was respected; their identity would not be exposed to the public.
- The participants had the freedom of choosing to participate or not, they were allowed to participate voluntarily.
- There was no any physical or emotional harm imposed on the participants during and even after this study by the researcher or by the methods applied.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter presents the findings of the data collected on the challenges facing private Secondary schools in Thika Town Sub-County, Kiambu County, Kenya. The chapter begins with presentation of the demographic properties of the respondents and finally the findings on the challenges facing private Secondary schools.

#### 4.2 Demographic information

**Table 4.2.1: Gender**

	Frequency	Percent
Male	8	26.7
Female	22	73.3
Total	30	100

According to the data collected, 27% of the respondents were male and 73% female. The 27% is a representation of 8 male respondents and 73% a representation of 22 female respondents. A total of 30 respondents participated in the researcher.

**Table 4.2.2: Work experience**

	Frequency	Percent
1-4	20	66.7
4-6	10	33.3
Total	30	100

According to the data obtained, 67% of the respondents were found to have a work experience of between 1-4 years, while 33% had a work experience of between 4-6 years. This means that a majority of teachers in private Secondary schools are fresh graduates who may not be fully experienced in the teaching field.

#### **4.3 Findings of the study on the challenges facing private Secondary schools in Thika Town Sub-County, Kiambu County, Kenya.**

The following variables were presented to the respondents to indicate their opinions based on their experience or if they had interacted with them in the process of teaching in their respective stations. They were the perceived challenges facing private Secondary schools in Thika Town Sub-County.

**Table: 4.3.1 Shortage of highly experienced teachers**

	Frequency	Percent
Strongly Agree	13	43.3
Agree	12	40.0
Disagree	3	10.0
Strongly Disagree	2	6.7
Total	30	100

Informants were asked to give their opinions whether the shortage of highly experienced teachers was a challenge to private Secondary schools. The finding revealed that it is a challenge. This is according to the data collected where 43% of the respondents Strongly Agreed with the statement, 40% Agreed, 10% Disagreed and only 7% Strongly Disagreed with the statement.

**Table 4.3. 2: Students discipline.**

	Frequency	Percent
Strongly agree	17	56.7
Agree	13	43.3
Total	30	100

The study revealed that students' discipline is a challenge to private Secondary schools in Thika Town Sub-County. According to the data collected, 57% of the respondents Strongly Agreed that students discipline is a challenge to private schools while 43% indicated their Agreement with the statement. Thus the researcher concluded that lack of discipline in students is a challenge to private Secondary schools in Thika Town Sub-County.

**Table 4.3.3: Financial constraints**

	Frequency	Percent
Strongly agree	17	56.7
Agree	10	33.3
Disagree	1	3.3
Strongly disagree	2	6.7
Total	30	100

According to the data collected, 57% of respondents Strongly Agreed that financial constraints is a challenge to private Secondary schools in Thika Town Sub-County, 33% agreed, 3% disagreed and 7% Strongly Disagreed. The researcher finally concluded that financial constraint is a challenge to private Secondary schools.

**Table 4.3.4: Pressure from parents**

	Frequency	Percent
Strongly agree	10	33.3
Agree	13	43.3
Disagree	6	20.0
Strongly Disagree	1	3.3
Total	30	100

According to the data collected, 43 % agreed that pressure from parents is a challenge to private Secondary schools while only 3 % disagreed with the statement. Thus the conclusion that pressure from parent

**Table 4.3.5: Delayed fee payment**

	Frequency	Percent
Strongly agree	19	63.3
Agree	6	20.0
Disagree	2	6.7
Strongly disagree	3	10.0
Total	30	100

The study revealed that delayed fee payment is a challenge to private Secondary schools in Thika Town Sub-County. According to data collected, 63% of the respondents Strongly Agreed that delayed fee payment is a challenge to private schools 20 % agreed, 7% Disagreed and . Only 10 % Strongly Disagreed with the statement. The researcher therefore concluded that delayed fee payment is a challenge to private schools in Thika Town Sub-County.

**Table 4.3.6: Government intervention**

	Frequency	Percent
Strongly agree	13	43.3
Agree	12	40.0
Disagree	3	10.0
Strongly disagree	2	6.7
Total	30	100

According to the data collected, 43% the of respondents indicated that they strongly Agree, 40 % agreed, 10 disagreed while only 7 %strongly Disagreed. The researcher finally concluded that government intervention is a problem to private Secondary schools in Thika Town Sub-County.



## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study sought to explore the challenges facing private Secondary schools in Thika Town Sub-County. The study was also set out to identify the strategies adopted to address the challenges. This chapter presents a recapitulation of the findings from the data that was collected, analyzed and presented in the previous chapter.

#### **5.2 Summary**

The research has done an assessment of challenges facing private Secondary schools. In specific, the study assessed the variables that were perceived to be imposing challenges to private Secondary schools in Thika Town Sub-County. The study examined as well the strategies put in place to address the challenges in private Secondary schools.

Even though the government of Kenya through the Teachers Service Commission has tried to improve the quality of life education that it offers to its citizens, it was discovered by this study that some of its policies put in place are a challenge to private schools. Such policies include free day Secondary education which leads to many students opting to join public school for their cheapness. Another is the centralized placement of form one students in public Secondary schools and a hundred percent transition leading to low admission of students to private Secondary schools. This is a challenge of government intervention.

Another problem is the delayed fee payment by parents. This was found to be a big challenge as it hinders the smooth running of school activities. Some private schools owner are therefore forced to look for sponsors to fund the school activities. Pressure from parents was found to be

another Challenge. Parents are said to be having the bigger say on their children's education, making it difficult for teachers to do their work freely. They work to please the parent. Students discipline was found to be brought about by the fact that private schools admit students that have been expelled from public schools as misfits. It becomes a big challenge to control such students. Inadequacy of teaching and learning resources was identified as a challenge also. Private schools depend on parents to buy their children most of the learning materials. It becomes a challenge to teach them if the parents fail to or delay to purchase the items in good time.

### **5.3 Conclusion**

In the study, the informants reported a great interaction with the challenges facing private Secondary schools. Basing on this research, the challenges facing private Secondary schools in Thika Town Sub-County is a combination of Government Intervention, delayed fee payment, pressure from parents, students discipline, financial constraints, inadequate teaching and learning resources and shortage of highly experienced teachers.

### **5.4 Recommendation**

1. Education policy makers should put into consideration private schools. For instance the secondary schools placement body should consider placing form one students to private schools. This will help in expansion of education provision.
2. Government should give grants to best performing private Secondary schools.
3. Parents should purpose to support the running of school activities through timely fee payment.
4. Parents should be encouraged to purchase necessary learning materials for their children in time and if possible donate some to the schools.

5. The private Secondary schools administration should strictly adhere to the Teachers Service Commission's recommendation on the non TSC teachers. They should only employ qualified teachers and on a contract or permanent basis. That is, a teacher should not work for less than one year in a school. This will enable the teacher enough time to know the learners and adopt appropriate methodology in teaching them.

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## **Appendix II: Questionnaire**

### **Section A**

1. Gender

Male

Female

2. For how long have you worked in this institution?

1-4 years

4-6 years

**Section B:** In the table below, some challenges that may affect academic performance in private Secondary schools are listed. Tick where appropriate based on your experience.

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Shortage of highly experienced teachers is a				

challenge to private schools				
Student discipline affects their performance				
Financial constraints is a challenge to private schools				
Pressure from parents is Challenge to private schools				
Delayed fee payment is a challenge to private schools				
Inadequate teaching and learning resources is a challenge to private				
Government intervention is a challenge to private schools				