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Knowledge Transfer in Community Schools: Factors Influencing Perspective

Rahan Singh Rai

Lecturer
Faculty of Management
Bhojpur Multiple Campus, Bhojpur, Tribhuvan University, Nepal
Email: rahansaru@gmail.com

Abstract

Purpose. This study examines the knowledge transfer through knowledge and communication-related factors in the context of Secondary Level (+2) education in Community Schools.

Design & Approach. To obtain the objectives of this paper, data has been collected from the respondents of +2 level students of nine Community Schools and the schools have been selected using the key informant method. The respondents have asked structured questionnaire based on five-point Likert scales. While selecting the 430 respondents from different nine Community Schools, the researcher applies a purposive sampling method and the same count of questionnaires have been distributed to them, among these, with the final net count of 403 filled-up questionnaires taken for the study. To analyze the data, statistical tools such as frequency, percentage etc. have been used. Cronbach's alpha is observed to test the reliability of items. Similarly, Pearson's Correlation coefficient is used to examine the relationship between the Knowledge Transfer-dependent variable and the other four independent variables. Furthermore, multiple regression analysis is also performed for the testing of the hypothesis.

Originality & Value. In the context of factors influencing knowledge transfer perspective in Community Schools, this paper made deep research through the various dimensions of knowledge transfer and which may assist the various stakeholders with regard to provide and improve the way out of quality education.

Results & Findings. The major findings of the study were that Sharing of Understanding and Communication Competence has significant effect on knowledge transfer whereas, Information Technology, and Source Credibility has positive but insignificant impact on knowledge transfer.

Keywords: knowledge transfer, community school, cognition, recipient, source

Introduction

In the globalized context, in a definite area of the study, knowledge is considered as a principle, guess, instance, consequence or condition which may enhance the competence of that area (Liebowitz& Beckman,1998). On the other hand, Propp, (1999) is commonly viewed as "content plus structure of the individual's cognitive system". If disorganized information is viewed as content and then it turned into knowledge and is fully supported by one's perception or system of cognition. The system of cognition itself is the collection of trust, gesture, worth, view and ability to remember that guide the way of individual behaviour. Likewise, in the words of Alavi & Leidner (2001); Nonaka (1994) knowledge is meant as a combined form of justified trust that increases an organization's competency for core action. Again, Nonaka (1994), clarity of the meaning identifies an individual perception taking as 'belief' of a person and comprising the necessity to 'justify' to some extent as 'true'. Also, Sarkindaji et. al (2014) viewed for achieving sustainable competitive advantage, an organization can efficiently identify, disseminate and apply the knowledge. Since, it is the period of cognition-driven society too, in higher educational institutions, a large amount of knowledge is generated and needs to be processed and shared in order to maximize their performance, efficiency and effectiveness.

In the field of education, in generating and disseminating knowledge with the recipient, actually, knowledge management (after then KM) is brought by actively engaged expert and it is made for professional bodies and they share what the recipient knows and what the recipient are learning (Petrides & Nodine, 2003). In real scene, KM brings people, processes and technology as a core organizational resource to empower the entity to transfer or disseminate knowledge and subject matter more influenced way. So far concerned with KM process, it is the process of obtaining a entity's knowledge and applying it to support novelty change from continuous learning of the entity (Nonaka, 1994).

This research work is all about knowledge transfer (KT). On this matter, it is the process of exchanging knowledge between the knowledge provider/source and knowledge receiver/ recipient (Szulanski, 1996).

Basically, in the present study, factors such as knowledge and exchange information related attributes that produce effect upon KT in Community Schools of Bhojpur district are considered.

Research Problems

In education sector, the KT aims to enhance the application of research consequences by potentials in-taker with the view to develop the common action or performance, to bring into the action of novel matter and to analyze particular matter that is somehow difficult to deal with the problem (Huberman 1983).

After having discussion above, the present study raised some research questions as below,

- To what extent do knowledge factors i.e., information technology (IT) and sharing of understanding explain KT?
- To what extent do communication factors i.e, communication competence and source credibility explain KT?

Objectives of the Paper

- To examine KT through the dimensions of knowledge such as information technology and sharing of understanding between source and recipient.
- To measure KT through the attributes of communication such as competence of communication and source credibility.

Limitations

- Knowledge management has different five attributes as Meyer and Zack KM cycles (1996) but only knowledge transfer had taken for the study.
- Primary sources of data remained a major part of the analysis, thus, required data has been collected from Secondary Level students (Grade-XI and XII) of Community Schools only.
- Only specific statistical tools have been applied for the analysis.

Literature Review

The researcher observes the literature in two ways, firstly conceptual review and secondly empirical review.

Conceptual Studies

Through the viewpoint and context of educational background, KT has been considered as straight steps that flow from the source of knowledge and end with the recipient of knowledge Newell (1999). Furthermore, he describes those unusual elements as either the sender's capability to disseminate the knowledge or the receiver’s capability to grab the knowledge. Again, unusual elements are influenced by transferor-related factors such as transfer method used, transferor teaching capability etc. Regarding the factor influencing knowledge transfer (KT)age, experience, knowledge complexity, intent etc. are the factors that influenced the teaching capability of the transferor. Similarly, knowledge transfer is a moving course that includes a group that is influenced by the knowledge and experience of another group as it contains two members i.e, source/teacher and recipient/student together (Hassan et al.,2013). Likewise, Nilsen and Anelli (2016) defined KT as a movement of meaningful information, technical knowledge and innovative ideas or technologies from one organizational setting to another.

Regarding the factors influencing knowledge transfer, different scholars have different views on influencing factors in the knowledge transfer process. According to Spander (1996) organizational elements that influenced knowledge transfer as it comprises the structure, culture of the firm, strategy and the application of information technology in an organization. Similarly, factors influencing the success of knowledge transfer can be classified as actors, which are always central and involved in the knowledge transfer process. Actors may be sender, recipient and intermediary (Duan et al.,2010).

The various attributes such as collaboration, business intelligence, the discovery of knowledge, mapping of knowledge, learning distribution etc. of technology infrastructure were analyzed (Leonard,1995; Grant, 1996).

Dimensions of Knowledge Transfer

Information Technology (IT). In the opines of Syed Ikhsan & Rowland (2004) the tools related to information technology can support and make it less difficult for workers to transfer the cognition value in the organization. Thus, it is concluded that technology can be said the major and important tool for the transfer of knowledge process. Nowadays, either academicians, researchers or students of educational sectors perform exchanging of knowledge by applying information technology as the main medium of knowledge transfer. As an example, a colloquy between source and recipient is supported by information and communication technology such as Zoom, Teams, Skype, telephone etc and also aids to supports to collect, store and transfer knowledge. In this sense, the main task of information and communication technology (ICT) in knowledge transfer is connecting people with others (Van den Brink, 2003).

The information technology (IT)infrastructure is the latest version of the technology which is ready to support workers to build and transfer of knowledge in an entity (Syed Omar & Rowland, 2004). Similarly, in the context of effective use of different tools of IT while transferring knowledge, to manage and codify the knowledge as well as the proper way of supporting the knowledge transfer, the IT is most effective and commonly used tool (Phang & Foong, 2010).

Thus, information technology can enhance knowledge transfer by extending individual as well as institutional sector on the further side of any concerned communication. Networks of computer and e-boards establish an environment which facilitates to bring close relations between an individual /source who want to transfer knowledge and the person/recipient who may have therefore, information technology is more effective to disseminate of explicit knowledge, rather than transfer of tacit knowledge.

Sharing of Understanding. Sharing of understanding indicates the dimension to which the task worth, beliefs, ideology, problem solving attitude and foregoing task experience of

couplets are alike (Nelson and Cooprider, 1996; Ko et al., 2005).

Communication and its Competence. Regarding communication and its competence, the exchanging of one's idea, opinion, views and thoughts with others requires both encoding and decoding of information/messages and it is, therefore, encoding messages/competence means to a sender's capacity to deliver the idea clearly with having a good expression of language and decoding messages/competence indicates to a receiver's capacity to hear/listen the conveyed message properly (Monge et al. 1982). Similarly, highlighting the importance of communication, it is necessary in order to disseminate and transfer knowledge in an entity (Moss & Warnaby,1998). The social networks, beliefs and the openness of channels of communication play an important role in improvement/achievement in knowledge transfer (McEvily et al., 2003). Thus, an effective process of communication is to be the main patron to the successful interchange drive in an entity, specially in educational institutions.

Source Credibility. About the variable source credibility, the transferee of knowledge endeavor to judge whether the cognition delivers an exact depiction or whether the transferor of cognition inadequacy credibility (Kelley,1973). On this matter, Mizerski et al. (1979) suggested that when the inception credibility is excessive, the cognition presented by the transferor is comprehended to be more functional and therefore facilitating the KT. Similarly, according to Eagley et al. (1978), when the inception credibility is little, a transferee will comprehend a inception cognition to be lesser satisfying and will reduce the knowledge.

Empirical Studies

Regarding knowledge transfer, there are several researches have been conducted in determining the factors affecting knowledge transfer such as Nelson and Cooprider (1996), Davenport et al. (1998), Ko et. al (2005), Hung et. al (2011), Yan and Davison (2013), Caligiuri (2014).

In the context of relationship between information technology systems and knowledge transfer, these two variables were positive in their relations (Davenport et al.,1998) and concluded that information technology, not only enrich managerial achievement but also quicken KT. Similarly, adequate and appropriate information training to workers have a significant and positive relations with KT (Syed Ikhsan & Rowland ,2004).

Research inquiry conducted by Nelson and Cooprider (1996) on an information system (IS) explored that sharing of understanding between information system and supervisor improve the achievement of information system company and accelerate the companionate of knowledge.

Similarly, Lovett and Gilmore (2003), to judge the enhancement of competent teacher's knowledge, they used Quality Learning Cycle. They used interview, narrative data, teacher's own records of inter view, observational notes of researcher's meeting of QLC etc. Likewise,

seeking information of faculty members behavior (Patitungkho & Deshpande ,2005), data were collected from 260 respondents and for that they used questionnaire tools. Researchers found that majority of the respondents used course book, common sources and internet sources for the research activities and teaching purpose.

Research on "Information searching habits of internet users" Asemi (2005) collected the data from different participant of five colleges using a questionnaire and interview. Finding revealed that majority of members of faculties used research sources, understanding, teaching and electronic information. A review of literature conducted by Khongtim (2006), to examine the pattern of behavior of information seeking on the Internet. Results concluded that most of the users consider the Internet as a best source for seeking information.

Similarly, to explore the influence of information and communication technology on the acquiring of proficient knowledge by the instructors, Yates (2007) applied" a survey tool."Researcher used 21 statements as measuring instrument to quantify learning based on query, conjoint sharing of knowledge and the skill in the midst of instructors and concerned tasks with the recipients/students.

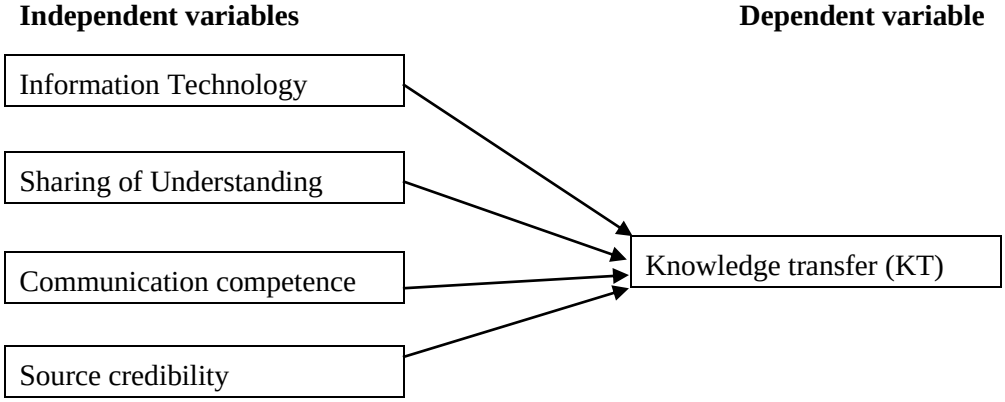
Being sources of current and authentic information to researchers, journals were the most used sources of information (Umbur, 2008). Based on this review, information from books, journals are becoming one of the main knowledge acquisition sources.

Similarly, Bellary (2011) disclosed that books, newspapers and periodicals are the most used information resources for meeting the information needs of faculty. Finding revealed that members of faculty/instructors pursue information mainly work outor lecture’s purpose and to keep themselves up-to-date.

Theoretical Framework

Figure 1

*Theoretical Framework***s**



Research Hypothesis

H_1: The easy access and avail of IT to the teacher and the student, the more knowledge transferred.

H_2: The more extensive sharing of understanding the midst of a teacher and a student, the more transfer of knowledge.

H_3: The greater the teacher's communication competence, the more knowledge transfer.

H_4: The extensive source credibility with teacher, the more knowledge transferred.

Methods and Materials

Research Design

Descriptive cum Cross-sectional research design were used.

Nature and Sources of Data

Mainly primary data (Quantitative in nature) and structured questionnaires were used to collect the data.

Population

For the present study, the population comprised all the the students who enrolled in Secondary Level education (Grade -XI and Grade-XII) of seventeen Community Schools of one municipality and three rural municipality of Bhojpur District and which is shown Annex-I.

Sample

Similarly, to compute the appropriate size of sample, the present study considered the formula developed by Cochran (1997) and according to this formula the sample size comes 384.16. So, the representative sample size for this study is above 384.16 which is 430 and this formula is used when the population is finite as well as infinite at 95% confidence level. Thus, this study survey only 430 students enrolled in different nine Community Schools of Bhojpur District which is shown in Annex-2.

Variable And Its Measure

To measure the variables, in total 25 items were used.

Data Collection Procedure

430 questionnaires were distributed to the respondent/students of Secondary Level of Community Schools in their own school's class room, among these with final net count of 403 filled up questionnaire taken for the study or usable surveys. Out of rest 27 questionnaire, 11 were rejected due to error occurred in filled up and 16 questionnaires not returned from the respondents. As a respondent, students ticked their responses levels to respective items of all

five construct in the range between 1 to 5 which meant strongly disagree to strongly agree and adopted from Ko et al. (2005). After distributing the questionnaire to the respondents, the average time allowed for a questionnaire fill-up was 20 minutes.

Data Analysis Software

SPSS version 20.

Data Analysis Tools

Descriptive analysis such as frequency, percentage and to check the reliability of items, Cronbach's Alpha was used. Again, correlation and egression analysis were also performed to show the relationship between the variables and to test the research hypotheses.

Research Model

On the basis of the empirical and theoretical studies, the following regression model has been developed.

$$KT = \beta_0 + \beta_1 IT_1 + \beta_2 SU_2 + \beta_3 CC_3 + \beta_4 SC_4 + \ldots + e_i$$

Where,

β_0 = Constant

$\beta_1, \beta_2, \ldots \beta_7$ = Coefficient

KT= Knowledge Transfer

IT_1= Information Technology

SU_2= Sharing of Understanding

CC_3= Communication Competence

SC_4= Source Credibility

Results and Discussion

Demographic Information of the Respondent

In this study, the respondent's demographic information were the students of Secondary level of nine Community Schools. It includes the name of school, gender, grade or class in which he/she studies and stream of respondents. On the basis of the results of theabove-mentioned characteristics, the discussion have been made here under

Table 1

Demographic information.

S.No	Information of the Respondent	Frequency	Percent	Cumulative Percent
I	Name of Community Schools			
1	Annapurna BaghdhanRanodipa Secondary School,	54	13.4	13.4

	Bhojpur			
2	Arunodaya Secondary School, Charambhi	20	5.0	18.4
3	Janodaya Secondary School, Kot	30	7.4	25.8
4	Radha Krishna Secondary School, Shyamsila	39	9.7	35.5
5	Sharada Secondary School, Pyauli	79	19.6	55.1
6	Siddheswor Secondary School, Dawa	59	14.6	69.7
7	Singha Devi Secondary School, Lekharka	27	6.7	76.4
8	Tribhuvan Dharmodaya Secondary School, Chhinamkhu	29	7.2	83.6
9	Yashodhara Secondary School, Taksar	66	16.4	100
II	Gender of Respondents			
	Boys	167	41.44	41.44
	Girls	236	58.56	100
III	Grade of Respondents			
	XI	283	70.2	70.2
	XII	120	29.8	100
IV	Stream of Respondents			
	Management	80	19.9	19.9
	Humanities	9	2.2	22.1
	Education	314	77.9	100
	Total	403	100	

Note. Questionnaire survey.

The Table 1 shows the proportion of respondents according to the Secondary Level of nine Community School of Bhojpur district. Out of 403 respondents/students, 54 were from Annapurna Baghdhan Ranodipa Secondary School and it represents 13.4 % out of total respondents, 20 were from Arunodaya Secondary School, Charambhi which shows 5 %, 30 were from Janodaya Secondary School, Kot which represents 7.4 %, 39 were from Radha Krishna Secondary School, Shyamsila and it represents 9.7 %, 79 were from Sharada Secondary School, Pyauli which means 19.4 %, 59 were from Siddeshwor Secondary School, Dawan which means 14.6 %.

Similarly, 27, 29 and 66 respondents were from Singha Devi Secondary School, Lekharka, Tribhuvan Dharmodaya Secondary School, Chhinamkhu and Yeshodhara Secondary School, Taksar representing 6.7%, 7.2% and 16.4 % separately.

Considering the above outcomes, it is concluded that, among these nine schools, majority of respondents were from Sharada Secondary School, Pyauli and it followed by Yeshodahara Secondary School and Siddeshwor Secondary School. Similarly,Arunodaya Secondary School, Charambhi bears least number of respondents among these nine Community Schools.

Regarding the gender of 403 respondents, 167 were boys and 236 were girls. It implies that 41.4% were boys while 58.6% were girls' respondents and which shows that majority of respondents were girls in different nine Community schools.

Similarly, the proportion of respondents on the basis of class they studied. Out of 403 respondents, 283 were from class XI and120 respondents were from class XII which indicates 70.2% and 29.8% respectively. The results depict that most of the respondents were from class XI.

Likewise, the proportion of respondents according to the stream which they followed. Out of 403 respondents, 80 were in Management stream which represents 19.9%, 9 respondents studied Humanities stream which represents 2.2% and 314 respondents studied Education stream which represents 77.9%. It indicates that the majority of the respondents were of Education stream followed by Management and Humanities stream.

Table-2

The Reliability of Constructs

Constructs	No. of items	Cronbach's Alpha
Knowledge transfer	5	0.74
Information Technology	5	0.70
Sharing of Understanding	5	0.64
Communication Competence	5	0.66
Source Credibility	5	0.69

Note. SPSS Calculation.

Table2 shows that alpha value for all constructs is 0.6 or more which indicates as a whole fair degree of reliability.

Table-3

Correlation Matrix

Variables	KT	IT	SU	CC	SC
Knowledge transfer (KT)	1				
Information Technology (IT)	.196**	1			
Sharing of Understanding (SU)	.381**	.495**	1		
Communication Competence (CC)	.309**	.356**	.449**	1	
Source Credibility (SC)	.204**	.290**	.374**	.550**	1

** Significant at the 0.01 level (2-tailed).

Note. SPSS calculation.

The correlation matrix result depicted the positive relationship between Knowledge Transfer (KT)-dependent variable and Information Technology, sharing of understanding, Communication Competence and Source Credibility- independent variables, since their correlation coefficient were 0.196, 0381, 0.309 and 0.204 respectively and the p-value recorded 0.000 that is statistically significant at 1% significance level.

Table 4

The Coefficients of Constructs

Model	Coefficients (Unstandardized)		Coefficient (Standardized)	T	Sig.	Collinearity	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	11.816	1.365		8.654	0		
Information Technology	-0.019	0.049	-0.021	-0.396	0.692	0.73	1.37
Share Understanding	0.298	0.054	0.314	5.573	0	0.658	1.519
Communication Competence	0.207	0.067	0.179	3.075	0.002	0.618	1.618
Source Credibility	-0.006	0.057	-0.006	-0.103	0.918	0.675	1.482

a Dependent Variable: Knowledge transfer

Note. SPSS calculation.

The Table 4 shows that the regression coefficient of Sharing of Understanding and Communication Competence in the regression coefficient analysis are 0.298 and 0.207

respectively, which indicates that if we increase Sharing of Understanding and Communication Competence by one unit, the average influence on Knowledge transfer will increase by 0.298 and 0.207 respectively. Information Technology and Source Credibility has negative relationship with knowledge transfer with regression coefficient of -0.019 and -0.006 and p-value 0.692 and 0.918 (≥0.05) respectively. It indicates that 1 percent changes in Information Technology and Source Credibility affect 0.019 and 0.006 units respectively negative changes in knowledge transfer. But the result is not statistically significant in 5% level of significant.

Table- 5

Hypothesis Testing

Hypothesis	Variables		Beta Value	t-value	p-value	Decision
	Independent	Dependent				
H_1	Information Technology	KT	-0.021	-0.396	0.692	Reject
H_2	Shared Understanding	KT	0.314	5.573	0.000	Accept
H_3	Communication Competence	KT	0.179	3.075	0.002	Accept
H_4	Source Credibility	KT	-0.006	-0.103	0.918	Reject

H_1: The easy access and avail of IT to the teacher and the student, the more knowledge transfer.

In correlation matrix outcomes, Knowledge Transfer and Information Technology showed positive relationship at 1% significance level. Furthermore, the regression result depicted that Information Technology was found no fully supporting to Knowledge Transfer, since the p-value 0.692 (≥0.05). Therefore, H_1 was rejected.

H_2: The extensive sharing of understanding in the midst of a teacher and a student, the more transfer of knowledge.

The outcomes of correlation matrix result shows that the positive relationship between Knowledge Transfer and Shared Understanding at 1% level of significance. The further regression analysis outcomes, Shared Understanding was found to be significant contribution to Knowledge Transfer at p-value 0.00 (≤ 0.05) and thus, the decision made as acceptance of H_2.

H_3: The greater the teacher communication competence, the greater the knowledge transfer.

The correlation matrix result depicted the positive relationship between Knowledge Transfer and Communication Competence at 1% significance level. Apart from this, the regression analysis result depicted that the Communication Competence was found to be

significantly supported to Knowledge Transfer at p-value 0.002(≤ 0.05) and thus, H_3 was accepted.

H_4: The more source credibility with teacher, the more knowledge transfer.

The correlation matrix result depicted that Knowledge Transfer and Source Credibility was positive relationship at 1% level of significance. Also, the regression result depicted that Source Credibility was found no fully supporting to Knowledge Transfer, since the p-value 0.918 (≥0.05) and therefore, the decision became the rejection of H_4.

Discussion

Concerning the relationship of Information Technology and Knowledge Transfer (KT), the result depicted statistically not significant and the findings of the present study contradict as study conducted by Davenport et al. (1998), found that Information Technology and Knowledge Transfer (KT) showed positive relationship and concluded that these two variables not only enhance institutional achievement but also accumulate Knowledge Transfer (KT).

With regard to Sharing of Understanding and Knowledge Transfer (KT), the result found to be significant and also the results of the present study support the result of earlier investigation and found that shared understanding between information system and managers(line) improve the performance of information system's entity and assist the knowledge sharing (Nelson & Cooprider ,1996).

Similarly, in case of Communication Competence, Monge et al. (1982) study support the findings of this study that "increased in Communication Competence increases the likelihood for individuals to engage in activities with each other" and which brings Knowledge Transfer easy. Regarding the attribute Source Credibility and Knowledge Transfer, the result found not significant which means not fully supporting to Knowledge Transfer (KT).

Findings

The results which obtained from inferential statistics of the relationship between Knowledge Transfer(KT)-dependent variable and other four variables as that, Sharing of Understanding, and Communication Competence has significant contribution to knowledge transfer , since their p-value depicted 0.000 and 0.002 respectively which means lesser than 0.05, whereas, Information Technology and Source Credibility has positive but insignificant impact on knowledge transfer since the p-value Information Technology and Source Credibility were 0.692 (≥0.05) and 0.918 (≥0.05) respectively, which indicates that no more aware has given in Information Technology and Source Credibility while giving education in Secondary Level students of Community Schools.

Conclusion

The study mainly focused on factors influencing knowledge dissemination in secondary level students of nine Community Schools of Bhojpur district and concluded that Information Technology and Source Credibility has positive but insignificant impact on Knowledge Transfer. On the other hand, Shared Understanding and Communication Competence has significant effect on Knowledge Transfer.

The managerial implications of this study might be in internal policy making of educational institution regarding the proper management of various resources such as human resource, finance, materials, etc. of Nepal. Furthermore, through the view point of future research implications, it may further go on to explore and apply various statistical tools for explaining more reliable relationship among the different dimensions of knowledge transfer.

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Annexure

Annex- I

Students' enrollment in Secondary Level (+2) of Community Schools

S.No.	Palika	Name of Schools	Grade		Total
			XI	XII	
1.	Bhojpur Municipality	Biddodaya Secondary School	209	211	420
		Yeshodhara Secondary School	120	89	209
		Siddeshwor Secondary School	52	42	94
		Total	381	342	**723[a]**
2.	Arun Rural Municipality	Kataka Secondary School	47	-	47
		Champe Secondary School	34	-	34
		Sharada Secondary School	52	76	128
		Arunodaya Secondary School	23	18	41
		Bishwapremi Secondary School	24	24	48
		Mahendrodaya Secondary School	55	-	55
		Total	235	118	**353[b]**

3.	Pauwadumma Rural Municipality	Manedada Secondary School	43	17	60
		Panchakanya Secondary School	40	-	40
		Radha Krishna Secondary School	33	26	59
		Total	116	43	**159[c]**
4.	Tyamkemaiyum Rural Municipality	Annapurna BaghdhanRanodipa Secondary School	48	29	77
		Biddeshwor Secondary School	41	16	57
		Janodaya Secondary School	43	27	70
		Singh Devi Secondary School	29	21	50
		TribhuwanDharmodaya Secondary School	40	21	61
		Total	201	114	**315[d]**
	Grand Total (a + b + c + d)		**933**	**617**	**1550**

Note. EMIS Report 2077.

Annex- II

Name of Community School

S.No.	School's name	Frequency	Percent	Cumulative Percent
1	Annapurna BaghdhanRanodipa Secondary School, Bhojpur	54	13.4	13.4
2	Arunodaya Secondary School, Charambhi	20	5	18.4
3	Janodaya Secondary School, Kot	30	7.4	25.8
4	Radha Krishna Secondary School, Shyamsila	39	9.7	35.5
5	Sharada Secondary School, Pyauli	79	19.6	55.1
6	Siddheswor Secondary School, Dawa	59	14.6	69.7
7	Singha Devi Secondary School, Lekharka	27	6.7	76.4
8	Tribhuvan Dharmodaya Secondary School, Chhinamkhu	29	7.2	83.6
9	Yashodhara Secondary School, Taksar	66	16.4	100
	Total	403	100	

Note. Questionnaire Survey.