

**THE PROMOTION OF THE SELF-DEVELOPMENT OF THE
EMPLOYEES IN ZAMBIA'S PUBLIC SERVICE: THE CASE OF THE
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND
EARLY EDUCATION**

By: MICHELO HANG' ANDU

**A Dissertation submitted to the University of Zambia in partial fulfilment
of the requirements for the degree of Master of Public Administration**

THE UNIVERSITY OF ZAMBIA

LUSAKA

2016

DECLARATION

I, Michelo Hang'andu Mulunda, declare that this dissertation represents my own work and that it has not been previously submitted for a degree, diploma, or any other qualification at this or any other university.

Signature: _____

Date : _____

COPYRIGHT

All rights reserved. No part of this dissertation may be reproduced or stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the author and or the University of Zambia.

CERTIFICATION OF APPROVAL

This dissertation of MICHELO HANG'ANDU MULUNDA has been approved as partial fulfilment of the requirement of Master of Public Administration by the University of Zambia.

NAME OF EXAMINER	SIGNATURE	DATE
Professor J.C. Momba	: _____	_____
Dr W. N. Mafuleka	: _____	_____
Dr M. C. Bwalya	: _____	_____
SUPERVISED BY:		
DR A. M. Ng'oma	: _____	_____

ABSTRACT

The study investigated the promotion of Self-development in the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE).

The Self-development of employees is widely practised in Zambia's Public Service. The Public Service has adopted policies to support professional development in order to improve the efficiency of Public Service employees. However, Self-development has continued to be a challenge despite Government's support for professional development. Employees have faced numerous challenges with regard to procedure, sponsorship, time, study leave among others in their quest to undertake Self-development.

The overall objective of this study was to investigate the promotion of the Self-development of employees and its effects on the work performance of employees in MESVTEE. The specific objectives of the study were: to identify the measures put in place by the Zambian government to promote Self-development in the MESVTEE; to find out the effects of the Self-development of employees on their work performance and; to find out the problems that the Public Service employees and the MESVTEE face in Self-development.

This study had a sample size of 151 respondents; these consisted of 135 teachers from the eight schools selected in Munali constituency, eight (8) head teachers, one from each of the selected schools, four (4) officials from Public Service Management Division and four (4) officials from MESVTEE. The study used both primary and secondary data. The study was qualitative and quantitative in its design. Qualitative data was analysed by transcribing it into the major themes which emerged, while quantitative data was analysed using Statistical Package for Social Sciences (SPSS) and Excel.

This study found out that the MESVTEE has put in place a number of measures to promote Self-development, and these include; sponsorship, full-time and distance learning, part-time and distance learning, fast-track, educational policy, study leave, tuition loan, training plan, transfers, promotions and secondments among others. The study found out that Self-development improves the performance of employees. This study revealed that there are several problems that the employees and the MESVTEE face as a result of promoting Self-development. These problems include; lack of study rooms, limited time, inadequate finances, lack of interest and attitude, lack of motivation, understaffing, long procedure, communication, bureaucracy and red tape, unconducive environment, poor academic progress, unauthorised studies, victimisation, corruption, favouritism and limited sponsorship.

This study recommends that there should be financial intervention by the MESVTEE through sponsorships, grants, loans, schemes, tuition advances, study allowances, and budgetary allocations for human resource development should be increased. The MESVTEE should recruit relief employees in order to overcome the problem of understaffing due to Self-development. The MESVTEE should shorten the procedure of obtaining study leave and the training plan should accommodate more employees. There should be a deliberate policy to support Self-development.

DEDICATION

This is dedicated to my late father Mr Joseph Nemba Hang'andu, who taught me that education was the key to success. He pursued various academic programmes even in his old age. At the time of his sudden and untimely death, he was pursuing his Master of Laws, degree. He set a very good example for me academically, he was a source of inspiration. It gives me fulfilment and comfort to see that I have lived his legacy of wanting to advance academically. To my loving mother Mrs Racheal Kasalala Hang'andu who raised me up as a disciplined woman and taught me the importance of morality and education from childhood I say thank you. To my husband Hibajene Mainde Mulunda who has been my last voice of wisdom in all my endeavours I say thank you; he has been an inspiration and has offered me emotional support and love. Lastly, to my two adorable children, my little angels, my twins, the first fruits of my womb, my only children, Lumba Joseph Mulunda and Luse Jane Mulunda, let this serve as the minimum standard in your academic life. Your existence has made me work hard so I can set a good standard and example for you, please do the same for your children.

ACKNOWLEDGEMENTS

This dissertation would not have been possible without the support of many people. Many thanks to my supervisor Dr Alex. M. Ng'oma, who read my numerous revisions and helped to make sense of the many imperfect drafts that were full of mistakes. I thank him for his patience, guidance and support, indeed he has been inspirational. My gratitude also goes to all members of the Department of Political and Administrative Studies at the University of Zambia for their intellectual guidance. Thanks to the University of Zambia for providing the necessary facilities, awarding me a Staff Development Fellowship, sponsoring my Master of Public Administration degree program and funding my research. I am also grateful to the Ministry of Education, Science, Vocational Training and Early Education, Public Service Management Division, key informants and all the schools and teachers who took part in this study. And finally, thanks to my husband, mother, children, brothers, sisters, helpers and relatives who looked after my children while I was studying and numerous friends who endured the long process with me, always offering support and love. Above all, I thank the Almighty God, the giver of life for giving me life, good health and the wisdom to pursue this programme. Without his hand this achievement would not have been possible.

TABLE OF CONTENTS

CONTENT	PAGE
Declaration.....	i
Copy Right.....	ii
Certification of Approval.....	iii
Dedication.....	iv
Acknowledgements.....	vi
Table of Contents.....	viii
Appendices.....	x
List of Figures.....	xi
List of Tables.....	xii
List of Abbreviations and Acronyms.....	xiii

CHAPTER ONE: Introduction

1.0 Background.....	1
2.0 Statement of the Problem.....	3
3.0 Objectives of the Study.....	4
3.1 Overall Objective.....	4
3.2 Specific Objectives.....	4
4.0 Research Questions.....	5
5.0 Significance of the Study.....	5
6.0 Conceptual Framework.....	7
7.0 Literature Review.....	9
7.1 Summary of Literature Review.....	18
8.0 Methodology.....	18
8.1 Research Design.....	18

8.2 Study Site.....	19
8.3 Sample Size and Sampling Procedure.....	20
8.4 Data Analysis.....	23

CHAPTER TWO: Public Service Training and Development Policy (PSTDP)

2.0 Introduction.....	30
2.1 Discussion of the Public Service Training Policy.....	30
2.2 Rationale of the Policy.....	32
2.3 Vision and Mission of the Policy.....	33
2.4 Guiding Principles of the Policy.....	33
2.5 Objectives of the Policy.....	33
3.0 Training and Development.....	34
3.1 Training and Development Objectives.....	34
3.2 The Training and Development Process in the Public Service.....	35
3.3 The systematic Training Cycle.....	35
3.4 Training Needs Analysis.....	36
4.0 Organisation of Training and Development.....	38
4.1 Planning Training and Development.....	38
4.2 Implementing Training and Development.....	39
5.0 Human Resource Development Division.....	42
5.1 Department of Human Resource Development.....	42
6.0 Financing of Human Resource Development.....	43
6.1 Funding of Human Resource Development Activities	43
7.0 Self-development.....	44
7.1 Self-development of Employees in the Public Service.....	44
8.0 Conclusion.....	44

CHAPTER THREE: Measures put in Place to Promote Self-development

3.0 Introduction.....	47
3.1 Presentation and Discussion of Findings.....	47
3.2 Conclusion.....	64

CHAPTER FOUR: The Effects of Self-development on Employee Work Performance

4.0 Introduction.....	67
4.1 Presentation and Discussion of Findings.....	67
4.2 Conclusion.....	77

CHAPTER FIVE: Problems Associated with the Promotion of Self-development

5.0 Introduction.....	79
5.1 Presentation and Discussion of Findings.....	80
5.2 Conclusion.....	87

CHAPTER SIX: Conclusions and Recommendations

6.0 Introduction.....	89
6.1 Conclusions.....	89
6.2 Recommendations.....	92

APPENDICES

Appendix A: Questionnaire for teachers	100
Appendix B: Interview Guide for Head Teachers	108
Appendix C: Interview Guide for Official at MESVTEE.....	110
Appendix D: Interview Guide for Officials at PSMD	112

LIST OF FIGURES

Figure 1: Conceptual Framework.....	7
Figure 2: Systematic Training Cycle.....	35
Figure 3: Awareness on Self-development programs.....	64
Figure 4: Levels of Commitment.....	69
Figure 5: Levels of Competence.....	71
Figure 6: Improvement of Skills after Self-development.....	73
Figure 7: Ability to finish the Syllabus.....	74
Figure 8: Staffing Levels.....	76
Figure 9: Hierarchy.....	82

LIST OF TABLES

Table 1: Awareness on Self-development Programs	63
Table 2: Level of Commitment	68
Table 3: Levels of Competence	70
Table 4: Skills	71
Table 5: Efficiency	73
Table 6: Staffing Levels	75
Table 7: Staffing Levels against Qualification	77

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
APAS	-	Annual Performance Appraisal System
B.Ed.	-	Bachelor of Education
CBU	-	Copperbelt University
CDP	-	Continuous Professional Development
CSO	-	Central Statistical Office
DHRA	-	Director of Human Resource and Management
DHRD	-	Department of Human Resource Development
DODE	-	Directorate of Open and Distance Learning
ECZ	-	Examination Council of Zambia
GRZ	-	Government of the Republic of Zambia
HIV	-	Human Immunodeficiency Virus
HRD	-	Human Resource Development
HRDC	-	Human Resource Development Committee
HRDCC	-	Human Resource Development Coordinating Committee
HRDO	-	Human Resource Development Officer
HoD	-	Head of Department
INSET	-	In-Service Education for Teachers
JICA	-	Japanese International Cooperation Agency
MESVTEE	-	Ministry of Education Science, Vocational Training and Early Education
MoE	-	Ministry of Education
MSB	-	Management Service Board
NIPA	-	National Institute of Public Administration
PDDL	-	Primary Teacher Diploma by Distance Learning

PSMD	- Public Service Management Division
PSRP	- Public Service Reform Programme
PSSPE	- Professional Support Structure for Primary Education
SPRINT	- School Programme for In-Service for the Term
SPSS	- Statistical Package for Social Sciences
TEVETA	- Technical Education, Vocational and Entrepreneurship Training Authority
TNA	- Training Needs Analysis
UNZA	- University of Zambia
ZAMTEL	- Zambia Telecommunications Services
ZIBCT	- Zambia Insurance Business College Trust
ZICA	- Zambia Institute of Chartered Accountants
ZCAS	- Zambia Centre for Accountancy Studies
ZPC	- Zambia Primary Course

CHAPTER ONE

INTRODUCTION

1.0 Background

Self-development of employees entails personal career development. For instance, an individual, sponsoring himself/herself to further his/her studies and an employee accepting to undertake further studies would be pursuing Self-development. Self-development is beneficial to the employees in that they become more competent, hence being able to undertake complex assignments. They tend to be more dynamic, competitive, productive and efficient. When we grow and or improve our abilities and qualities, the gradual movement of one's capabilities, traits, features and qualities to gain maturity, is referred to as Self-development (ICSA Study Text, 1994).

The choice and responsibility for Self-development is basically in the hands of the individual. All training and development, even when it is provided by the organisation, helps to promote self-development. If a person does not want or is not motivated to learn, acquire skills, change his or her behaviour and generally improve his/her career he or she will not be so effective. No programmes imposed as a result of appraisal procedures and promotion planning will make an employee develop himself/herself. Therefore, Self-development is propelled by an individual's desire and willingness to improve himself/herself in terms of career, qualifications and competence (Arneson, 1969).

Employees have a major role to play in propelling their Self-development. An individual's interest, input and effort to develop himself/herself directly affects the levels of Self-development in any establishment. It is, therefore, imperative for individuals to have a personal wish and interest in advancing their career and professional qualifications, for employee Self-development. Self-development of employees is important in any Public Service and in every other establishment.

For any Public Service to function adequately, it needs the right quality of employees. Quality in this context means that employees should have the right qualifications. Once they have the right qualifications, they are able to do their job efficiently.

Advanced academic and professional qualifications tend to benefit the employees in terms of career development. It is for this reason that Public Service employees constantly develop themselves. As a result, governments put in place mechanisms to ensure adequate and favourable conditions to promote Self-development of employees.

The Public Service Management Division (PSMD) has services under a total of twenty (20) ministries. The total number of civil servants stands at 178,327 (Public Service Management Division, 2010). The Ministry of Education, Science, Vocational Training and Early Education has a total of 91,792 employees (ibid). This Ministry has the largest number of employees among the twenty Ministries (ibid).

One of the objectives of the Zambian Public Service is to provide an enabling environment for a free market driven economy (Tembo, 2001). This objective is to be achieved through quality and effective Public Service delivery. In order to attain this objective, the Public Service puts in place training and development opportunities for the workforce. This is to ensure that, among other things, workers attain job skills, knowledge, and competencies to enable them achieve the objectives of the Public Service as a whole and those of the organisation they are working for in particular. These training and development opportunities for the workers are directly affected by the levels of Self-development among the employees in the Public Service (Tembo, 2001).

The Public Service in Zambia has made frantic efforts to ensure that the Self-development of employees is promoted and attained (Civil Service Terms and Conditions, 2010). For instance, the Public Service Terms and Conditions of Service allow employees to obtain both paid and unpaid study leave to develop themselves. There are incentives such as promotions and salary increments that come with improvements in qualifications of an employee (Civil Service Terms and Conditions of Service, 2010).

Furthermore, in order to ensure that the benefits of Self-development are realised for both employees and the Public Service, the government endeavours to match individual officers' potential for advancement with Public Service needs and opportunities through career planning. Ministries, provinces and other government institutions develop and implement specific career plans for all officers serving in the

Public Service. Career plans indicate the employee's training and development needs necessary for advancing his/her career. This tends to improve the levels of Self-development (Public Service Training Policy, 1996).

The Self-development of employees is a very efficient way of developing competencies among employees in any establishment. This is because the cost and burden of sponsoring an employee can sometimes be on an employee's shoulders. The employee develops himself or herself at his or her own expense, and yet the competence attained from the training benefits the organisation that an employee works for. The Self-development of employees has become the most preferred form of human resource development (Public Service Management Division, 2010). It is more convenient and less pricey to the Public Service. Moreover, due to technological advancements and the general global competitiveness and challenges, the Self-development of employees is inevitable, as it helps to allow employees to acquire skills necessary to create competitive advantage (Public Service Training Policy, 2010).

In addition, Self-development emphasis is known to arise from a clear understanding by the government that the Public Service is confronted by both external and internal pressures which will continue to have implications on the way it manages its human resources and operations (PSMD, 2010). Inadequate resources, the high attrition rate arising from the brain drain, skills shortage, gender imbalances, rapidly changing technology and the various expectations from the public are among some of the challenges affecting the Public Service (Public Service Training Policy, 1996).

2.0 Statement of the Problem

The Public Service has not put in place adequate and proper policies to incentivise the undertaking of Self-development. This is evident from the limited funds allocated by ministries for Self-development (Public Service Management Division, 2010). There are no proper guidelines and legal framework to support and enhance Self-development. The undertaking of Self-development is more of an informal pursuit than a legal arrangement under the subject Ministry. Consequently, employees who undertake Self-development are often victimised and denied adequate time to pursue their studies (Ministry of Education, Science, Vocational Training and Early Education, 2013).

Admittedly, the Public Service has been reluctant to foster Self-development due to the attendant problems associated with it, which problems include the resultant casual vacancies created by employees undertaking studies. The foregoing is largely occasioned by the fact that the bulk of the workforce in the Public Service is engaged on permanent and pensionable basis, thus making it difficult to fill the vacancies created as a result of the absence of employees in pursuit of Self-development. Notably, the Public Service strictly conforms to the budget lines and often times it has no financial resources to sanction temporary recruitments to fill up casual vacancies (Public Service Management Division, 2013). In light of the foregoing, it is prudent to undertake a research on the promotion of Self-development in Zambia's Public Service.

3.0 Objectives of the Study

3.1 Overall Objective

To investigate the promotion of the Self-development of employees and its effects on their work performance in the Ministry of Education, Science, Vocational Training and Early Education.

3.2 Specific Objectives

- 3.2.1** To identify the measures put in place by the Zambian government to promote Self-development in the Ministry of Education, Science, Vocational Training and Early Education.
- 3.2.2** To find out the effects of employee's Self-development on their work performance.
- 3.2.3** To find out the problems that the Public Service employees and the Ministry of Education Science Vocational Training and Early Education face in the Self-development endeavors.

4.0 Research Questions

- 4.1** What measures, if any, have been put in place to promote Self-development of employees in the Ministry of Education, Science, Vocational Training and Early Education?
- 4.2** How has Self-development affected the work performance of the employees in the Ministry of Education, Science, Vocational Training and Early Education?
- 4.3** What problems do the Public Service employees and the Ministry of Education, Science, Vocational Training and Early Education face in Self-development?

5.0 Significance of the Study

This study was undertaken for the following reasons: firstly, to provide sufficient explanation of the significance of the promotion of Self-development of employees in the Public Service of Zambia; secondly, to provide Public Service and human resource managers with evidence-based information on the challenges faced by the Public Service in the Self-development of employees. This will ensure easy accessibility of Self-development and more training programmes will be introduced; thirdly, to identify gaps in the training and development of employees such as how adequate training and beneficial training programmes are for self-development and career progression among public service workers. Therefore the study will help the Public Service to work on these obstacles and hence enhance the smooth flow of Self-development of employees. This research will also examine and determine the overall promotion of Self-development of employees in the Public Service. In so doing, the research will analyse the factors that have affected promotion of Self-development, and how best Self-development can be enhanced in the Public Service. Lastly, the information generated from the study will be useful to researchers and scholars in the areas of human resource development in Zambia and elsewhere, as it will build on existing knowledge on human resource development in the Public Service of Zambia.

6.0 Operational Definitions

In this study, the following concepts and terms were used to mean what the explanations and definitions below have alluded to, unless the context requires otherwise:

Employee:

An individual who has a contract of employment with the government of the Republic of Zambia.

Promotion of Self-development:

Any action aimed at enhancing/improving professional-development of employees.

Public Service:

The Civil Service, the Teaching Service and the Police and Prisons Services duly established under the laws of the Republic of Zambia or an Act of Parliament.

Public Service Employees:

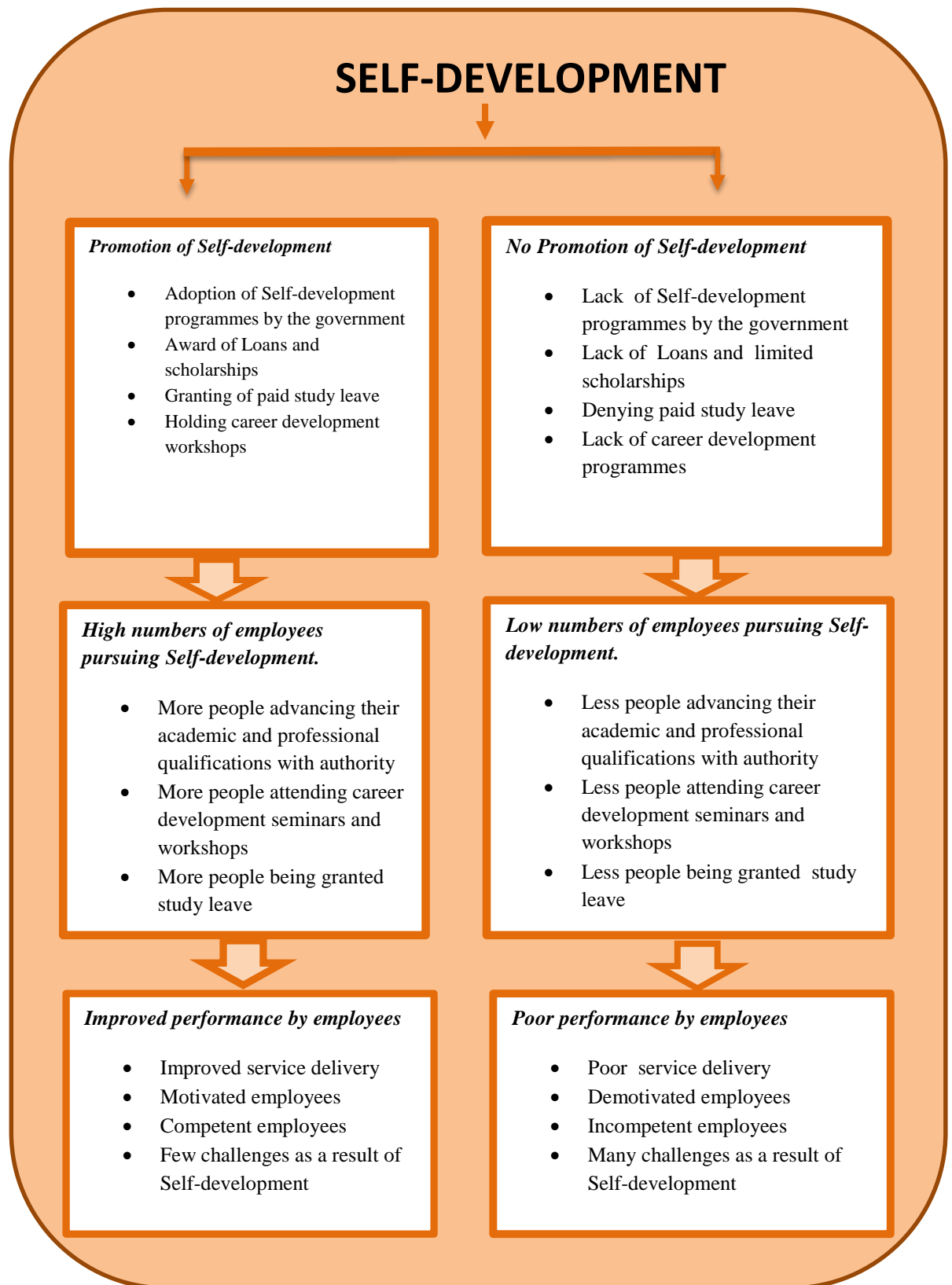
Men and women working within a government system.

Self-development:

Self-development of employees entails personal career development of employees. This is looked at in terms of an individual, sponsoring himself/herself to further his/her studies and an employee accepting to undertake further studies. Furthermore, it refers to the growth and or improvement in people's abilities and qualities; the gradual movement of one's capabilities, traits, features and qualities to gain maturity, referred to as Self-development (ICSA Study Text, 1994).

6.1 Conceptual Framework

Figure 1: A conceptual framework on self-development of employees



The study used a conceptual framework on Self-development of employees which focused on three (3) drivers of promotion of employee Self-development as shown in figure 1 on page seven and three (3) indicators when there is no promotion of Self-development. The framework explains promotion of Self-development by looking at four variables namely; adoption of Self-development programmes by government, award of loans and scholarships, granting paid study leave, provision of in- service training programmes and holding career development workshops. It follows that when the above stated variables are present, they lead to high numbers of employees pursuing Self-development and this will entail more people advancing their academic and professional qualifications and more people attending career development workshops and seminars. The high numbers of employees pursuing Self-development should lead to improved work performance by employees. Improved work performance by employees should mean improved service delivery, motivated employees, competent employees and fewer challenges being faced as a result of Self-development (ICSA, 1994).

The framework explains, not promoting Self-development as having lack of self-development programmes, lack of loans and scholarships, denying paid and unpaid study leave and lack of professional development programmes. This should lead to low numbers of employees pursuing Self-development. The lower numbers of employees pursuing self-development will be reflected in less numbers of people advancing their academic and professional qualifications, less people attending career development programmes and less people being given study leave. This situation of having a few number of people pursuing Self-development should lead to reduced work performance by employees which will be reflected by poor service delivery, demotivated employees, incompetent employees and many challenges being faced as a result of Self-development. The study used these variables to understand the factors which indicate promotion of Self-development and those which indicate not promoting Self-development (ICSA, 1994).

7.0 Literature Review

Manda (2009), focused on determining the extent to which human resource development affects the innovation and performance of employees and the institution. Human resource development improves competence, hence improving innovation and performance of employees and institutions. Manda identifies the elements that affect the innovation and performance of employees in the institution. Among the factors was lack of training. The study found out that there was a clear relationship between the human resource development programmes and the workplace innovation and performance.

The study was relevant to this study in that it brought out a clear understanding of how innovation and performance can be affected by human resource development. The study brought out human resource development methods such as induction, coaching and mentoring and professional and academic education. The research revealed that a critical aspect of an effective human resource development programme is the employee's perception of the importance of staff training to the overall success of the organisation. The findings of this research are significant to this research in that they highlight the obstacles to Self-development of employees. Among them is the perception of employees on training. It is significant for this research because one of the objectives is to identify measures put in place to promote the Self-development of employees. Manda's study highlighted the presence of human resource development programmes. On the other hand, Manda's study did not adequately provide the challenges faced by the organisation in trying to promote Self-development of employees. It did not focus on human resource development as providing benefit to the employee but mainly focused on workplace innovation.

Mulundano (2006), looked at managing professional development of teachers in basic schools. He further looked at the problems that affect professional development among basic school teachers. The study revealed that there are a number of problems that affect the management of professional development among teachers in basic schools. These include; finances, sponsorship, time and human resources, among others.

The study was relevant because it provides an insight into the problems that affect self-development from the perspective of the employees and employers. The study was of great relevance, as it looked at a more detailed explanation of professional development in basic schools. However, the study was limited in that it focuses on basic schools, unlike our study which looked at primary and secondary schools. This study looks at professional development in general, without necessarily looking at Self-development in its specificity.

Mwale (2011), in his study determined how well human resource training and development programmes were implemented at ZAMTEL. It further assessed the effects of human resource training and development on the employees' job performance and the operations of ZAMTEL. The study revealed that employees had to satisfy certain conditions in order to be considered for training. Employees needed to serve the company for a minimum of three years. As a priority, the intended programme of study was supposed to satisfy critical organisation and occupational needs. The employee's age and remaining service period were supposed to allow transfer and utilization of acquired knowledge and skills upon completion of training programmes for the betterment of the company. All learner technicians were expected to complete the mandatory modular training at the ZAMTEL training college. Sponsorship was also based on the training budget as outlined in the company's annual budget.

The study was relevant in that it came to the conclusion that human resource development is responsible for skills development. The study was very detailed in that various aspects of training such as the conditions for one to be trained were established. This literature was significant in that it highlighted the procedures and processes involved in training and development. The case study area was also wide in that it involved three districts. The vast case study area was beneficial because it gave a much more broad analysis of human resource development. The study was important to this research in that it brings out the obstacles to human resource development. One of the objectives of this research is to find out the effect of Self-development on the performance of employees. In assessing the effect, various factors, including obstacles, will be assessed. This study is also beneficial in that it highlighted the measures put in place by ZAMTEL to enhance human resource

development. These measures were significant to this research which looks at interventions put in place by the government to enhance self-development. However, the study was limited, in that it did not show the challenges faced by ZAMTEL in developing employees. Secondly, it did not focus on promotion of self-development of employees.

Tembo (2001)'s study was helpful in that it established the factors that affect human resource training and development. These include; Lack of training needs assessment, tribalism and favouritism by senior officers in charge of training, lack of interest, inadequate funding of the programme by government on training which affected implementation of training in the Public Service, lack of information on training and development, lack of training programmes at local training institutions, government policies, and corruption through favouritism. These factors gave an insight to this research on the factors that can affect effective promotion of self-development.

Tembo's study found out that, not all employees had access to human resource development and training in the Public Service despite the huge numbers revealed in this research. As such the study was relevant to this research in that it gave an insight on the levels of training and development. However the study was limited in that, it did not provide an assessment of the promotion of the self-development of employees. The study was also narrow in that only six key informants were interviewed, hence limiting the findings.

Arneson (2009), states that in the face of scarce resources, many organisations are cutting back on formal learning. This leaves training professionals with a daunting challenge on how to continue the focus on continuous learning with fewer resources. How do learning organisations drive the message that learning and development are still important, when they may have fewer resources to invest in training programmes? One answer is to encourage employees to develop themselves. There are dozens of ways that employees can use to continue with their own learning, but learning professionals need to be creative about putting those ideas in front of their employees, and they need to do a better job of marketing how to do it yourself development. This is the most efficient way of getting employees trained without a huge training budget.

Arneson (2009), identifies seven strategies for self-development; these include: *reading*; encourage your employees to stay current in their field or industry; *writing*:

help employees master the art of journaling; *listening*: to build a culture that role-models great listening skills; *new experiences*; to facilitate job enhancement as a developmental opportunity; *sharing*: to get your leaders into a class room as teachers; *empowering*: teach managers to delegate and give away responsibility; *dreaming*: to encourage risk-taking, innovation and out of the box thinking.

This literature was important to this research because it gave an insight on why Self-development is relevant to any organisation and how Self-development can be promoted. It highlighted the challenges that organisations face in undertaking human resource development and encourages self-development. In line with this literature this study is interested in finding out the impact of self-development of employees on their performance.

The ICSA (1994) state that the implication of self-development is that choice and responsibility for development are basically in the hands of the individual. All training and development, even when it is provided by the organisation, is self-development: if a person does not want or is not motivated to learn, acquire skills, change his behaviour, he will not do so effectively. No programmes imposed as a result of appraisal procedures and promotion planning will make him do so. The organisation can, however, formalise its commitment to individual development. A self-development programme, often adopted nowadays for employees, rests upon the setting of individual objectives and the negotiation of a learning contract between the employee and the organisation. It allows the employees the freedom to select the way in which they learn; the provision of support and guidance by the organisation; and joint assessment of achievement and outcomes. The organisation may also set up self-development groups to support and develop individuals through self-directed study or training.

The literature by The ICSA was very important to this research in that it has clearly defined Self-development and gave insights into ways of enhancing Self-development programmes.

Braddick (1996), deposits that there are seven key elements to self-development. These include clarification of personal goals, in the short and long term, and periodic reappraisal of goals in the light of life changes such as career launch, marriage, children, career takeoff, mid career plateau and approaching retirement. *The value*

system; this is a reasonably stable standpoint from which an individual can take stock and which enables him to develop consistent behaviour. Effective use of time means that time is a precious resource and energy must be channelled into priority activities. Health entails that business and social life should be managed for personal health and the conservation or stimulation of energy. Creative learning opportunities imply that the self-developer searches out opportunities to learn, creates possibilities, makes sure that others know of his ambitions. He does not wait for others to create chances for him. Personal skills; it involves influencing, team working and delegating skills are essential to create opportunities for Self-development. *Feedback*, which is merely to learn from others what one's strengths and limitations are as a basis for development. When these elements are present Self-development tends to be enhanced. This literature was very important in that it helped to assess the measures put in place to promote self- development in the Public Service.

Beardwell *et al.* (2004), agree and conclude that individuals expect reward for their training or development because they put in effort, become more skilled and expect greater reward in the form of promotion, pay increase and more demanding or higher status jobs. The perceived benefits of training are positively related to organisational commitment and implicitly, job satisfaction. Mullins (2005), also contends that training provides an opportunity for salary increase and promotion.

This literature was important to this research in that it corresponds with the objective on the establishment of the benefits of Self-development. It brings out the benefits of training and development to an employee. The effective promotion of Self-development of employees is directly affected by the benefits of Self-development.

Gilley and Eggland (1989), identify heavy time and effort commitment on the part of the individual employee in his/her Self-development as a common characteristic of the off-the- job training programmes. The high rate of participation in these programmes indicates a correspondingly high degree of interest among employees in their Self-development. These programmes represent a pool of development resources which can be drawn by each employee, according to his individual career development requirement and aspirations. One common source of employee dissatisfaction is the lack of career advancement opportunities by some employers. For most employees,

making a significant career progression involves taking a job that requires competencies not needed in their current job.

This literature was significant to this research in that it highlighted commitment as a challenge faced by employees in their Self-development. This factor was relevant because it responds with the objective that looks at the effect of Self-development of employees on their performance.

In addition, Gilley (1989), argues that, one way of acquiring competencies is by seeking out educational opportunities, for example, by attending evening classes and learning over the weekends. But a more appealing way for most people is through participation in training and development activities offered by their employer. Many people seek out employers who provide training and development activities that facilitate career advancement. When they receive such opportunities, they are likely to feel more committed to their organisation and are less likely to leave. This literature was important in that, it has shown how employee commitment is important in training and development. It has also shown the significance of Self-development in that when employees are willing to develop themselves, they tend to be more committed. This literature also shows that Self-development acts as a motivator to an employee. However, the literature does not highlight the measures put in place to enhance Self-development and the problems faced by employers due to Self-development.

Boudreau (1991), observes that an employee's Self-development plan is a statement about an individual's career goals. The plan serves as a map that outlines the steps an employee can presently take towards reaching a goal and lists long-term developmental needs. Each goal contains a tailored plan of action to help an employee develop the competencies needed to enhance his current performance or get ready for new tasks. It is natural for an employee to want to advance his or her career, whether it be growing in her current position or advancing to a new one. An employee's Self-development plan helps an individual create a realistic action plan to help pave a career path, set guidelines in place, to enhance the individual's development and analyse progress towards the listed objectives. After an employee completes a Self-development plan, the employee should share the plan with her manager so that she can receive support and feedback. This literature was relevant in that it looked at a

way of enhancing Self-development among employees, how to overcome the problems that arise from self-development.

Boudreau (1991), observes that employee Self-development plans help individuals improve their job performance by setting reasonable goals. The plan requires an employee to assess his strength and weaknesses, and annually revisit his progress towards the outlined goals to assess progress. An individual only benefits from an employee's Self-development plan if he is seriously committed to his professional future and actively involved in his own progress. Employee Self-development plans also benefit supervisors because employees develop professionally when they gain the skills, knowledge and competencies needed to meet performance standards. Development plans help supervisors learn about and document the development needs of workers, and how these needs match the company's organisational or cultural needs, changes in technology or corporate goals, programme plans and the company's needs for certain skills in the future.

This literature was relevant to this research in that it points out some of the ways in which Self-development benefits an organisation. The Self-development plan is a way of enhancing Self-development among employees. It is an organised way of monitoring Self-development. This was relevant to this research in that it helped assess the promotion of Self-development in Public Service by looking out for the existence of Self-development plans.

Gilley (2014), observes that, the process of becoming your best self is not something you can manage overnight. It is an ongoing process that can take years to accomplish, but the results are enough to make it entirely worthwhile. A good programme of self-development training will give you the skills and personality traits to deal with a wide range of challenges, both in the business world and in your personal life.

Gilley (ibid), looks at some of the most basic elements any good Self-development training plan should include. These include goal setting, risk taking and identifying strengths and weaknesses. *Goal setting*; being able to set reasonable goals and work towards them is an essential part of success. If you can not break your dreams down into manageable pieces, it will be extremely hard to accomplish them. *Risk taking* can be a complicated subject. After all, if one does not take risks, one would find it hard to succeed in any area of one's life. However, taking risks blindly can also be

extremely dangerous. That is why it's so important to learn to calculate your risk, as well as your likelihood of success. These skills can help one identify and avoid bad risks, while taking advantage of situations that could really help one. Learning to think clearly about potentially dangerous situations can be key to deciding whether it is time to take a gamble. It will also prevent you from feeling frozen with indecision.

Gilley (ibid), argues that *identifying strengths and weaknesses*, is an important element of Self-development. However, it is evident that when many people are asked about their strengths and weaknesses, they can not give a detailed or consistent answer, while some of them can identify strengths, but are unable to talk about their weaknesses. Unfortunately, knowing about your problem areas is just as important as being able to identify what you do best. A good self development programme will help one to learn about his/her strengths and weaknesses, as well as decide what to do with them. Ideally, one should gain the ability to leverage his/her strengths into better overall performance. He/she must also learn to minimize his/her weaknesses in the short term and tackle them in the long run. While this process is not always comfortable, it can do a lot to help one to be a more developed person overall. Almost everyone can benefit from a self- development training programme, whether it is one they develop themselves or one put together by experts. After all, the essential skills and personality traits one gets from this kind of self development activity have the potential to help one in just about every area of life.

The literature provided by Gilley was of great significance to this research because it gave us an explanation of some elements that are essential for a good Self-development training programme, among the elements is goal setting, risk taking and identifying strengths and weaknesses. These elements are very important to this research in that they can be used to assess whether the Self-development programmes in the MESVTEE are capable of yielding the stated elements.

Nankervis *et al.* (1992) state that increasingly, life-long learning has become vital to the success of modern organisations, as rapidly changing technology requires that employees demonstrate the capabilities necessary to cope with new processes and production techniques. The growth of organisations into large complex operations whose structures are continually changing makes it necessary for managers, as well as employees, to be prepared for new and more demanding assignments. As

organisational strategies are renewed, human resources must also be renewed. In addition, there has been a distinct trend in recent years for organisations to take a broader view of human resources by creating career development programmes. Such programmes involve attempts to develop an employee's career in a way that will benefit both the organisation and the individual. Many new employees come equipped with most of the knowledge and skills needed to start work. Others may require extensive training and development before they are ready to make much contribution to the organisation. A majority, however, will at one time or another require some type of training, learning or development activity in order to maintain an effective level of job performance. While this may be accomplished on an informal basis, better results are usually attained through a well-organised, formal training programme or a comprehensive on the job development programme.

This literature was important in that it shows the shift to a more balanced benefit of training. Training is not seen as only benefiting the organisation but the employee as well. This was very important to this research in that it gives a basis for promoting Self-development.

Nankervis *et. al* (1992) postulate that training may be defined as a procedure initiated by an organisation to foster skill or knowledge development among organisational members. The primary purpose of such programmes is to help achieve the overall organisational objectives. At the same time, effective training, learning or development programmes must demonstrably contribute to the satisfaction of the employee's personal goals. Bartlett and Goshen in Nakervis *et al.* (1992) make the valid point that successful learning and development programmes may distinguish workplace competencies from the competition and thus contribute towards competitive advantage. Development programmes prepare employees with learning which would allow them to grow individually alongside their organisation itself. The primary purpose of training at the beginning of an individual's employment is to bring up to a satisfactory level of knowledge, skills and abilities required for effective performance. As the individual continues on the job, training, learning and development provide opportunities to acquire new knowledge, skills, and competencies. As a result the individual may be more effective on the job and may qualify for jobs at a higher level.

The literature by Nankervis *et. al* (1992), was of great help in that, it enlightened the study on training programmes that have been initiated for the benefit of the organisation. It also clearly brought out the significance of training. This literature was very useful to this research in that it highlights the importance of continual learning in an organisation. However, the literature by Nankervis *et al.* does not give the measures that should be put in place to ensure promotion of Self-development of employees. The literature does not highlight the factors that affect training and development in an organisation. Therefore, this research will attempt to fill up these gaps.

7.1 Summary of Literature Review

The literature that was reviewed is extremely relevant to this research. The findings of the studies suggest that there are variations in the factors that affect effective promotion of Self-development of employees. The literature has revealed that factors such as lack of training needs assessment, tribalism by superior officers, lack of objectivity in the process of granting authority for people to go for Self-development, lack of interest and commitment by employees, rigidity and the bureaucratic nature of the Public Service systems, lack of information on the training and development procedures affect worker's self-development drive.

The literature also gave strategies for enhancing Self-development of employees such as financial aid. The literature also revealed the significance of Self-development in improving efficiency in the Public Service. This literature also provided an ideal Self-development programme by looking at some of the elements of a good Self-development training programme, it further provided ways of enhancing Self-development in the Public Service. However, the major gap in the literature was that the effective promotion of Self-development of employees has not been brought out. The literature was limited in terms of trying to respond to the objective on the levels of Self-development. This literature does not sufficiently provide answers to how Self-development of employees is being managed in the MESVTEE.

8.0 Methodology

8.1 Research Design

The study was descriptive in terms of its design. A descriptive case study research method was used because it studies and looks at individuals, groups, institutions,

methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various field of enquiry. It deals with the present. A case study is a method of exploring and analysing the life of a social unit, be it a person, a family, an institution, cultural group or even an entire community (Ghosh, 2011). A case study is a very good method for collecting information about an individual, a family, or group of persons. It is an intensive study through which one can know precisely the factors and causes of a particular phenomenon.

The study employed descriptive techniques because it intended to find out how employees and employers in the MESVTEE perceive and interpret the promotion of Self-development, the measures put in place to promote Self-development, the work performance of employees and the resultant problems of Self-development. The study was descriptive in that it used the observations and opinions of the respondents in relation to the promotion of Self-development and its effects on employee work performance. Furthermore, the study provided an accurate account of the situation under study, as well as providing data to allow for indepth probe into the promotion of Self-development in the MESVTEE.

In addition, the study was descriptive in that it provided an investigation into the promotion of Self-development of employees in the Public Service of Zambia in general and the MESVTEE in particular. The study, attempted to show the cause-and-effect relationship among variables which affect the promotion of Self-development of employees in the Public Service. The study used a multi method approach, both quantitative and qualitative methods were used. Quantitative methods were used to collect statistical information about the promotion of the Self-development of employees. The use of quantitative and qualitative methods was necessitated by the fact that the study required several methods to be used to collect data in order to achieve desired results.

8.2 Study Site

The study was conducted in Lusaka. Lusaka town is the capital city of Zambia and it is situated in Lusaka province in the central part of Zambia. The city's population

according to the 2010 census is about 1.7 million people, (Central Statistical Office, 2010). In the 2010 census Lusaka District had the highest density with 100. One persons per square kilometre. The choice of this area for this research was based on the fact that the MESVTEE headquarters and the PSMD are situated in Lusaka.

Population

A population is a group of individuals, objects or items from which the samples are taken for measurement (Kombo and Troup, 2006). The respondents of the study were drawn from the five thousand and six (5006) teachers in Lusaka district (Zambia Annual School Census, 2013). Purposive sampling was used to select Munali constituency which has a total of six hundred and three (603) teachers as the catchment area for the teachers to be selected. The study employed four sampling techniques. These were purposive sampling, simple random sampling, stratified sampling and convenience sampling. Purposive sampling was used to select Munali as the catchment area for the schools to be sampled. Stratified sampling was used to come up with two strata for the selection of schools. The two strata were Secondary and Primary schools.

Simple random sampling was used to select the respondents in the selected schools. The draw method was used to select the teachers who participated in the research. This was done through marking pieces of paper 'selected' and not 'selected'. The pieces of paper were folded and put in a box and shaken vigorously before allowing the teachers to pick a piece of paper. Those who picked pieces of paper marked 'selected' formed the sample.

8.3 Sample Size and Sampling Procedure

Sampling Procedure

A sampling procedure is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).

The study used purposive sampling to select key informants. Purposive sampling is a type of non-probability sampling technique. Non-probability sampling focuses on sampling techniques where the units investigated are based on the judgement of the

researcher. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable one to answer the research questions (Ghosh, 2013). Therefore, because this research was qualitative and quantitative, purposive sampling was used to strategically select the key informants. It was also used to select the key informants, because in this method certain units are selected purposively for judgement by the researcher. In this selection, the researcher tries to make the selection as representative as possible by choosing the respondents strategically.

Key informants were selected from the PSMD and the MESVTEE. In order for this research to get the information on the promotion of Self-development of employees, it was imperative to involve the employees in charge of Self-development of employees in the Public Service. The officials are in charge of granting permission to employees to go and develop themselves and they have access to records on the actual number of employees undertaking Self-development, and manage the human resource development affairs.

The respondents were selected using simple random sampling. The simple random sampling technique is apparently free from personal prejudices of the researcher. In such a technique, all units are given an equal chance of being selected without prejudice and pride. The choice of this method was based on the following reasons; the random sampling method is more representative, there is no scope for bias and prejudices, it is simple and it is easy to find out the errors in this method (Ghosh, 2013).

Sample Size

The size of the sample plays an important role in sampling. According to Parten, “an optimum sample in a survey is one which fulfils the requirements of efficiency, representativeness, reliability and flexibility. ” Hence the sample must be small enough to avoid unnecessary expenditure and large enough to avoid sample error (Ghosh, 2013).

There are a total of seven constituencies in Lusaka district. Therefore twenty percent (20%) of the constituencies were selected. So, 20% of seven (7) constituencies is 1.4 which was rounded off to 1 constituency. Convenience sampling was used to select

Munali constituency because it is centrally located, has the second highest number of schools among the constituencies; it is homogenous because it has a combination of schools in high and low density areas, and it has both primary and secondary schools. Based on the sampling frame obtained from the MESVTEE, Munali constituency has three (3) Secondary schools and twelve (12) primary schools. Convenience Sampling was used to come up with eight (8) schools. These included all the three secondary schools and six primary schools. The schools included; Chelstone Secondary School with (61 teachers), Munali Boys High school with (71 teachers), Munali Girls High School with (86 teachers), Chamber Valley Primary School with (60 teachers), Vera Chiluba Primary School with (63 teachers), New Mtendere Primary with (41 teachers), Chitukuko Primary with (52 teachers), and Mahatma Gandhi Primary with (39 teachers). At least 20 % of teachers were selected from each school to come up with a sample of 135 respondents from the 473 teachers in the 8 schools. Sixteen (16) Key informants were selected using purposive sampling.

The number of teachers under the MESVTEE in Lusaka city stands at five thousand and six (5006), (Zambia Annual School Census, 2013). Lusaka city has seven constituencies namely: Chawama, Kabwata, Kanyama, Lusaka Central, Mandevu, Matero and Munali. This study had one hundred and fifty one (151) respondents. Of which a total of one hundred and thirty five (135) teachers were selected as respondents from Munali constituency. Sixteen (16) key informants were selected. These included all the eight (8) head teachers from the selected schools, four (4) officials from PSMD and four (4) officials from the MESVTEE.

Instruments for Data Collection

Questionnaires containing both closed ended and open ended questions were used to collect qualitative and quantitative data. The inclusion of open ended questions is aimed at acquiring detailed responses. All the questionnaires were semi-structured. This method was used to collect primary data. Secondary data was collected through desk research from various sources such as the internet, textbooks, MESVTEE, PSMD, libraries, government documents, the Public Service strategic documents and any other source that produced relevant data.

Questionnaires were used to collect information from the 135 respondents from MESVTEE. Interview guides were used to guide the interviews with the key informants. Voice recorders were used in the interviews. Both questionnaires and interview guides were used to collect quantitative and qualitative data. This approach of using more than one method is known as multi method. The use of a multi-method approach in the collection of data eliminates the bias or distortion of the researcher's picture of reality. In other words, a combination of tools of data collection presents the possibility of minimising the limitations of a single method since no single method is considered to be error proof. Therefore, this method was found to be appropriate because it enabled the study to avoid biases in collecting data and have a full picture of what is happening concerning the promotion of Self-development of employees in the MESVTEE (Cohen and Manion, 1980).

Pilot Study

A pilot study is a small scale version of a proposed study with a restricted sample of subjects (Cohen and Manion, 1980). The pilot study was carried out in Lusaka district at Chainda Primary School and Tunduya Primary School both in Munali Constituency. The questionnaire for teaching staff was administered to twenty (20) teachers from the said schools, ten (10) from each school respectively. The aim of the pilot study was to test the efficiency, clarity, validity, reliability and accuracy of the questionnaire. The pilot study assessed the suitability of the data collection tools, on how to use them, the time taken to respond to the questionnaire, queries on any questions that were misunderstood or unclear and any other problems that arose from the instrument. After the pilot study, the necessary adjustments were made to the questionnaire in preparation for the actual research. The two schools that took part in the pilot study were Chainda Primary and Tunduya Primary Schools, which were later left out of the sample for the main research to ensure objectivity in responses. Additionally, if the respondents from the pilot study had taken part in the research, their responses would have been prejudiced, since there was a likelihood of them discussing and premeditating their responses.

8.4 Data Analysis

Data analysis refers to examining the coded data and making inferences. It is the process of systematically applying statistical and or logical techniques to describe and illustrate, condense and recap, and evaluate data (Kombo and Troup, 2006).

Analysis of Qualitative Data

Theme and content analysis was employed to analyse qualitative data. Using this qualitative analysis technique, the following steps were used. Firstly, the data that was collected through interviews was perused and information which was relevant to the research was identified. Irrelevant information not corresponding with the research objectives was isolated from relevant information. The second step involved identifying themes from the respondents' responses. All relevant information was placed together and grouped in specific themes. The third aspect was the use of direct quotations or references to present findings. These direct references showed the actual situation about the promotion of Self-development of employees. All in all, the information obtained from interviews with key informants was transcribed into major themes which emerged. The themes which emerged formed the basis of data categorisation. Written notes were verified by using voice recordings which were taken during key informant's interviews. Secondary data was scrutinised carefully to identify data which answered the general and specific objectives of the research. This facilitated a detailed understanding of the promotion of the Self-development of employees.

Analysis of Quantitative Data

The data from questionnaires were analysed using Statistical Package for Social Sciences (SPSS) and Excel. The choice of SPSS is based on the fact that, SPSS is a reliable and widely used computer based programme for analysing huge quantities of statistical data within a short period of time. The questionnaires were edited thoroughly to eliminate all unusable and contradictory data. After correcting all the errors in the questionnaires that could influence data analysis, a coding scheme was developed. After coding, the master table was created and all raw data were entered and stored electronically using Excel; the entries on the template in Excel were later copied and pasted in SPSS for analysis. Frequency tables were generated using SPSS, while bar graphs were generated in Excel.

Problems Encountered During Research

The research commenced when schools had just opened, most teachers were busy and trying to settle down, so they refused to take part in the research in the first two weeks of the second term because they were trying to prepare the work for the term. A known school head teacher outrightly refused to allow her school to be part of the research. Her argument was that responding to questionnaires was interfering with work. By the second week some teachers accepted to be respondents and took at least more than one week to answer the questionnaire. In some instances, some schools gave overwhelming responses and were able to submit a good number of questionnaires within two weeks. Some schools took more than two months to submit some of the questionnaires that had been distributed.

Despite the many months they took to submit the questionnaires, they did not manage to submit all the questionnaires. Some respondents returned blank questionnaires, while others lost the questionnaires. A good number of respondents left at least one open ended question unanswered while others gave inappropriate responses. A few respondents expected to be paid for taking part in the research. The key informants kept postponing their appointments hence prolonging the period within which data were collected. Some key informants were so busy that they were only willing to give short responses, hence not providing adequate details in their responses. However, the other key informants made up for those that were not thorough in their responses.

Ethical Issues

Permission was sought from institutions and individuals involved in the study. Consent and anonymity was maintained. For the sake of confidentiality of the respondents, their names remained anonymous. Participation was voluntary and participants were free to withdraw whenever they wanted to. To conduct research from the respective schools, permission was sought from the Permanent secretary at the MESVTEE. Permission was sought from the Head teachers to interview them and administer the questionnaires to their teachers. Permission and consent was sought from the selected teachers for them to answer the questionnaires.

Structure of the Dissertation

This dissertation is divided into six chapters. Chapter one gives an introduction to the study, background, statement of the problem, objectives of the study, significance of the study, conceptual framework, literature review and methodology of the study. Chapter two presents and discusses the Public Service Training and Development Policy (PSTDP). Chapter three presents information on the measures put in place by the Public Service to promote Self-development of employees. Chapter four discusses information on the effects of the Self-development of employees on their work performance. Chapter five focuses on the discussion of the problems that affect the Public Service employees and MESVTEE in Self-development. Chapter six gives an overview of the findings and conclusions on the promotion of Self-development of employees in the MESVTEE and tenders recommendations.

References

Arneson, S. (2009), *Training Industry Quarterly* springwww. trainingindustry.com/TIQ

Beardwell, Holden L. & Claydon T. (2004), *Resource Management: A Contemporary Approach*. 4th Edition. Essex: Prentice Hall.

Boudreau J. W. (1991), *Utility Analysis for Decisions in Human Resource Management*; in Dunnette, L and Hough, D (eds.) *Handbook of Industrial and Organisational Psychology*, Vol. 2. Palo Alto, CA: Consulting Psychologists Press.

Cabinet Office (2003), *Terms and Conditions of Service for the Public Service*, Government Printers, Lusaka, Zambia.

Cabinet Office (2010), *Public Service Training and Development Policy*, Government Printers: Lusaka, Zambia

Gilley, W. J. and Egglund, A. S (1989), *Principles of Human Resource Development*, Hesley Publishing Company, Inc.

Gosh, B. N (2011), *Scientific Method and Social Research* New Delhi: Sterling Publishers Private Limited.

ICSA study text (1994), *Professional stage 1 Management Practice* Aldine Place, London: BPP Publishing Limited.

International Records Management Trust (2007), *Fostering Trust and Transparency in Governance: Investigating and Addressing the Requirements for Building Integrity in Public Sector Information Systems in the ICT Environment: A Case Study of Zambia*.

Kombo, K. D and Tromp, D. L. A (2006), *Proposal and Thesis Writing*. Nairobi: Paulines Publications, Africa.

Manda, P. (2009), *Human resource Development and Workplace innovation and performance: A case of Zambia National Tender Board*. Masters Dissertation, Copperbelt University: Zambia.

Mullins (2005), *Management and Organisational Behavior* 7th Edition, London: Financial Times, Prentice Hall.

Mulundano, M. (2006), *Managing Professional Development of teachers in selected Basic Schools in Livingstone District*. Masters Dissertation, University of Zambia, Lusaka, Zambia

Mwale, S. (2011), *The practice and effects of Human Resource Training and Development in Zambia state owned enterprises: The case of the Zambia Telecommunications Company. (ZAMTEL)*, Masters Dissertation, The University of Zambia, Lusaka, Zambia

Nankervis, A, Compton, R and Baird M (2008), *Human Resource Management Strategies and Processes* Australia: Cengage Learning.

Orodho, A. J and Kombo, D. K (2002), *Research Methods*. Nairobi: Kenyatta University, Institute of Open Learning.

Public Service Management Division (2003), *Procedures and Guidelines for Human Resource Development in the Public Service*, Government Printers, Lusaka, Zambia.

Public Service Management Division (1996), *Training Policy*, Government Printers, Lusaka, Zambia.

Self-developmentsite. com (2014).

Tembo M. E (2001), *What problems affect effective implementation of training and development in the Public Service: A gender perspective* A Masters Dissertation, University of Zambia: Zambia

The Republic of Zambia (1993), *Public Service Reform Programme Report*, Lusaka: Zambia.

CHAPTER TWO

PUBLIC SERVICE TRAINING AND DEVELOPMENT POLICY (PSTDP)

2.1 Introduction

This chapter discusses the policy on training and development in the Zambian Public Service. The discussion of the policy is based on the understanding that a good training policy is one of the measures that can be used to promote self-development in the Public Service. In order to ensure successful implementation of training and development programmes, an organisation must adopt a training and development policy which stresses the firm support for self-development of employees.

Therefore, it is absolutely imperative that the Public Service adopts a training and development policy which is well defined and clear. According to Chatterjee (2004: 137), the policy should be expressed in the rules and procedures which govern or influence the standard and scope of training in the organisation. Additionally, the policy must clearly indicate the assignment of all stakeholders' responsibilities pertaining to the training and development function in an organisation.

2.2 Background

In the early 1990s, the Government of the Republic of Zambia began a political and social economic reform programme to demonstrate the political process and liberalise the Zambian economy. To support the reform process, the Government in 1993 introduced the Public Service Reform Programme (PSRP), primarily aimed at improving the quality, delivery, efficiency and effectiveness of Public Services.

Consistent with the PSRP's overall aims of reducing a mismatch in the bureaucracy, increasing productivity and improving quality of Public Service delivery, the Government made changes to the management of the Public Service training and development by ushering in a decentralised system of training and development. This led to the transfer of some of the training and development functions from the Department of Human Resource Development (DHRD), in the Public Service Management Division (PSMD), to Ministries, Provinces and other government institutions in 1994 (Public Service Management Division, 1994).

In view of these changes, the context of Public Service training and development delivery has also been changing. For example, the Public Service requires a more skilled workforce to support the reform process. Furthermore, new trends and standards in human resource development have continued to evolve, requiring that the Public Service Training and Development Policy (PSTDP) addresses these changes. This Policy governs the training and development of all public officers. It addresses all issues to do with training and development of employees, including self-development of employees.

2.3 Situational Analysis

In 1993, the Government launched the PSRP, which apart from making changes to the structure of Public Service Training and Development, also decentralised it to Ministries, Provinces and Government institutions. Public Service Management Division (PSMD), through the Department of Human Resource Development (DHRD), retained the functions of coordination, monitoring and evaluation. As a result, a number of training and development activities were undertaken largely in an unsystematic manner and not based on identified training and development needs (Public Service, Management Division, 1996).

The major problems found to have been affecting effective training and development included the following:

- Difficulties experienced by DHRD in providing institutional leadership and guidance to Ministries, Provinces and other Government institutions on human resource development matters due to a number of factors including power staffing levels, lack of technical capacity and inadequate funding.
- Inadequate operational funding for training and development resulting in fewer training and development activities taking place in the Public Service.
- Lack of a uniform approach to generic training and development, such as the provision of induction courses.
- Lack of requisite qualifications on the part of Human Resource Development Officers (HRDOs) in some Ministries, Provinces and other Government

Institutions resulting in poor performance of Human Resource Development activities.

- Unsystematic approach to undertaking Training Needs Analysis (TNA), resulting in uncoordinated training and development plans and Human Resource Development (HRD) activities which do not meet the needs of the Public Service.
- Training and Development functions concerning receipt and processing of scholarships and bursaries for in-service training.
- Lack of transparency in the implementation of training and development activities in some Ministries, Provinces and other Government Institutions due to non-functioning Human Resource Development Committees (HRDCs).
- Some libraries and resource centres are ill-equipped and under-utilised (Public Service Management Division, 1996).

2.4 Rationale of the Policy

Considering the adverse implications of the issues highlighted above, there was need for the Public Service to put in place a Policy framework that supported effective and efficient implementation of Human Resource Development activities. The rationale of the Policy is based on the following needs:

- To ensure that the training and development function is firmly embedded in the Public Service and linked to strategic objectives.
- To develop competencies among officers to meet current and future challenges of Ministries, Provinces and other Government institutions.
- To clarify roles and responsibilities of key players in training and development process.
- To ensure that training and development is systematic, focused and relevant in order to achieve the desired results.
- To develop management and institutional capacity to meet the changing demands of Human Resource Development (HRD) function; and to update training and development approaches, methods and institutional mechanisms so that they conform to current trends and standards in HRD (Public Service, Management Division, 2003).

2.5 Vision and Mission of the Policy

The Vision

A qualified, experienced and competent Public Service delivering efficient and effective Public Services.

The Mission

To ensure availability of competent human resource in the right quantity and quality, who are able to provide efficient and effective Public Services.

2.6 Guiding Principles of the Policy

This Policy follows the following guiding principles:

- Training and development activities in the Public Service should be based on the tenets of good governance, namely transparency, accountability, integrity and equity.
- Training and development activities should primarily support strategic and operational needs of Ministries, Provinces and Government institutions.
- Training and development should be systematic whereby the needs of each Ministry, Province and Government institutions should be identified and any subsequent training delivered and evaluated in response to those needs.
- Priorities should be established so that the most relevant training is given to the right people at the right time for attaining goals and objectives of each Ministry, Province and Government institutions.
- The amount of resources to be invested in training and development and priorities for allocating resources, should be decided based upon the expected impact on job performance; and all supervising officers should uphold staff development as a key competency requirement (Public Service Management Division, 2003).

2.7 Objectives of the Policy

The government of the Republic of Zambia (GRZ) recognises the primacy of human resource in achieving sustainable socio-economic development of the country. It further stresses the need for institutional and human capacity building interventions to

support its goal of improving the quality, delivery, efficiency and effectiveness of Public Services.

In view of the above, the Government is committed to providing public officers with opportunities to develop their knowledge, skills and attitudes that lead to more effective job performance and encourage development and continuous learning (Public Service Management Division, 2003)

The objectives of the Public Service Training and Development Policy are to:

- Ensure that training and development is relevant, systematic, co-ordinated and evaluated in order to meet the current and future needs of the Public Service.
- Ensure the efficient and effective utilisation of trained staff in the Public Service.
- Support a culture change that focuses attention on development of public officers to continuously learn, innovate and grow.

2.8 Training and Development Objectives

The objectives of training and development in the Public Service include the following:

- Induct/ Orient officers to the objectives, systems and practices of the Public Service.
- Improve knowledge, skills and attitudes of public officers to enable them to perform competently in their current jobs and prepare them for future roles.
- Impart skills and knowledge to officers who should be assigned new functions in the Public Service.
- Promote career planning in order to facilitate staff development and career progression in the Public Service.
- Promote an environment that supports continuous learning.
- Promote the development and implementation of monitoring and evaluation systems to determine the effectiveness of training and development in the Public Service.

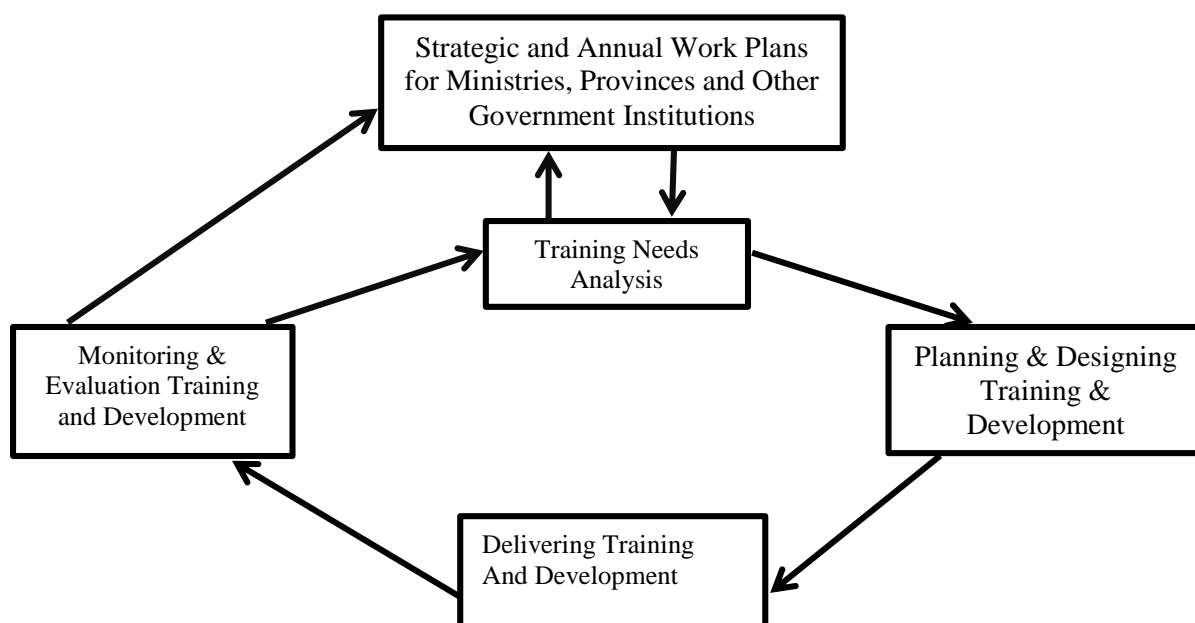
2.9 The Training and Development Process in the Public Service

Training and development follows a well co-ordinated, systematic process at all times in the Public Service. There are a number of training and development Responsibilities. The Public Service Management Division continues to have the overall responsibility of Human Resource Development activities in the Public Service. In this regard, PSMD will be supported by the relevant officers in the Ministries, Provinces and other Government Institutions in carrying out this function.

3.1 The Systematic Training Cycle

In order to ensure that training and development is systematic, focused and supports strategies and operations of Ministries, Provinces and other government institutions as well as meeting the changing needs of the Public Service, all training and development interventions follow a systematic training cycle. The systematic training cycle follows a series of logical steps, namely identifying, planning, designing, delivery, monitoring and evaluating training and development.

Figure 2: The Systematic Training Cycle



Source: Public Service Management Division, 2003

The cycle begins with the training needs analysis which involves scrutinising employees and examining their training requirements; the next step is planning and designing training and development after which there is delivering training and development, and finally monitoring and evaluation of training and development. The monitoring and evaluation of training and development is done at strategic and annual work plans for ministries, provinces and other government institutions. Annual work plans are also responsible for the training needs analysis.

3.2 Training Needs Analysis

As training and development is expensive, a faulty analysis of training and development needs results in a significant waste of government resources. On the other hand, an accurate analysis of training and development needs ensures that limited training and development resources are utilised on activities which contribute to the achievement of optimum results. Consequently, in order to optimise training and development resources, all training and development activities are based on identified training and development needs, which are derived primarily from Ministries, Provinces and other Government institutions' strategic plans.

Public Service training and development needs are assessed at three levels, namely individual, occupational and organisational (The Secretary to the Cabinet, 2003). The first being the Organisational Level. Under this level, there are a number of methods which are used to assess organisational training needs. These include analysis of records and reports, analysis of future changes in skills or knowledge requirements, performance surveys, analysis of organisational changes.

Individual Level

Analysis of Records and Reports- these are records and reports related to activities and performance of Ministries, Provinces and other Government institutions such as National Development Plan, Strategic Plan, Mid-year and Annual Reports and Rolling Human Resource Development Plan (Public Service Management Division, 2003). Analysis of future changes in skills or knowledge requirements, future changes in skill and knowledge are prompted by change in policy, services, new technology and work processes and methods (Public Service Management Division, 2003).

Performance surveys provide an overall picture of the Ministries', Provinces', and other Government institutions' performance and effectiveness, strengths and weaknesses, development potential and possible improvements. These performance surveys assist in identifying the main problem areas where corrective action is required (Public Service Management Division, 2003). In addition, analysis of organisational changes, may include organisation structures, work processes, functions and many more, that may result in change in staff who require training and development (Cabinet Office, 2003).

Occupational Level

Methods and techniques for assessing training and development needs at occupational level are concerned with determining what is needed in terms of knowledge, skills and attitudes in order to carry out the various duties related to a particular occupation or function. Identification of training and development needs at occupational level is carried out largely through job analysis and competence modelling (Cabinet Office, 2010).

Job analysis is the process of investigating and evaluating jobs, during which the factors concerning each job are recorded and job descriptions and specifications are produced. In order to help determine training needs, job descriptions describe the duties and responsibilities performed in particular jobs, including the performance standards and accountabilities. On the other hand, job specifications indicate the knowledge, skills and attitudes required by job holders in order to perform competently. The required job specification and the actual qualifications possessed by the job holder are compared and the variance constitutes training and development needs (Public Service Management Division, 2003).

Under Competence Modelling, Ministries, Provinces, and other Government Institutions develop competence models for management, technical and administrative positions by defining the core competencies (knowledge, skills and attributes) required to perform in such positions. Training and development programmes are formulated for officers occupying or being considered for taking up such positions. The aim is to develop competencies required to perform the new roles and broaden the officers' horizons, acquaint them with new trends in technology and prepare them to face new challenges (The Secretary to the Cabinet, 2003).

Individual Level

The main methods for assessing training and development needs of individual officers are determined by differences in individual aptitude or previous experience in relation to the job. These include: The Annual Performance Appraisal System (APAS), Assessment Centre Technique, Questionnaires and Observation.

For *Annual Performance Appraisal System*- under this method an officer's training and development requirements are identified based on expected performance and actual performance as discussed during annual appraisal meetings.

The second method is the *Assessment Centre Technique*, this involves groups of officers undertaking various tests and job simulation exercises under observation. Test and exercise results are used to determine training and development needs for individual job holders (The Secretatry to the Cabinet, 2003).

Questionnaires- are among the four methods that are used to assess training needs at individual level. This method involves using a checklist of job tasks; responses are supposed to be solicited from officers on whether they feel their work would benefit from further training or development. Supervising officers are requested to complete a similar form for each member of staff. Questionnaires are to be supplemented by interviews (Public Service Management Division, 2003).

Observation- is among the methods used in assessing training needs. Observation as a method of assessing training needs at individual level involves observing the job holder in his/her work. Therefore, it is required that a checklist of job tasks be used to assess the discrepancies between the expected and actual performance (Cabinet Office, 2003).

3.3 Planning Training and Development

Ministries, Provinces and other Government institutions are to prepare annual training and development plans, which will be updated and approved by the Human Resource Development Committees (HRDCs). Training and development plans express Ministries', Provinces' and Government Institutions' priority training and development activities and the interventions to be followed during the year. They also

base all their training and development activities on approved plans (Ministry of Education, 2010).

3.4 Implementing Training and Development

Training and development activities in the Public Service focuses mainly on the development of competencies and improved job performance of public officers. Government, therefore, adopts training and development strategies and learning methods which emphasises acquisition of skills, knowledge and attitudes necessary for improving job performance in the Public Service (Public Service Mangement Division, 2003).

In the implementation of training and development, the Public Service has come up with a number of training and development approaches. Different training and development approaches are used as a means to supporting the learning process. To that end training and development programmes in the Public Service are delivered in the most efficient and cost effective manner taking into account the designed curriculum and set learning objectives (ibid).

Training and development approaches include E-learning, open and distance learning, coaching, job rotation, attachments and in-house training. Training and development methods and techniques include lectures, role plays, task forces, practical sessions, demonstrations and case studies (ibid).

Training and development institutions are also treated as a priority in order to help attain effective implementation of training. This is done when selecting training and development providers for the Public Service. Priority is given to Government training and development institutions. Accordingly, Ministries, Provinces and other Government Institutions collaborate with these institutions in developing appropriate training and development programmes to meet the needs of the Public Service (Ministry of Education, 2010).

Counterpart Training

It is always the responsibility of the relevant Ministries, Provinces and other Government institutions to ensure that cooperating partners train and develop Public Service officers engaged in the project. The Ministries, Provinces and other

Government institutions select appropriate qualified cooperating partners who are capable of, and willing to train and develop public officers, who will be able to take over their functions (Public Service Management Division, 2003).

Standardisation and Certification of Training and Development

In order to ensure quality training and development in the Public Service, Government works closely with credible and recognised training institutions such as Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), Examination Council of Zambia (ECZ), Zambia Institute of Chartered Accountants (ZICA), University of Zambia (UNZA), and Copperbelt University (CBU) in the certification and standardisation of training and development programmes (Cabinet Office, 2003).

Co-ordinating, Monitoring and Evaluation of Training and Development

Public Service training and development interventions are co-ordinated, monitored and evaluated at all levels to ensure provision of quality training and development programmes. In this regard, the Department of Human Resource Development has the overall responsibility for these functions (Cabinet Office, 2003).

Intergrating Learning with Work

In order to integrate learning with work, the Government adopts work practices which promote continuous learning and provide opportunities for learning on the job (ibid). These include sponsorship, study leave, part-time training and development, bonding, staff utilisation, health programmes on HIV and AIDS, programmes on gender and differently abled people.

Sponsorship

The Government should within available resources and budgetary allocations, provide sponsorship to assist public officers undertake short, long, full-time, part-time and long distance training and development courses which are relevant to the needs of the Public Service (Public Service Management Division, 2010).

Study Leave

The Government grants study leave to public officers, to enable them pursue courses of study, in accordance with the provisions of the Terms and Conditions of Service for the Public Service (Secretary to the Cabinet, 2003).

Part-Time Training and Development

The Government always considers public officers who have the requisite qualifications to undertake approved part-time training and development programmes (Secretary to the Cabinet, 2003).

Bonding

In order to retain trained personnel, all public officers proceeding on long courses of study, including part-time study, locally and outside Zambia, where Government is expending its resources, are bonded in accordance with the Terms and Conditions of Service for the Public Service and the Guidelines for Human Resource Development in the Public Service (Cabinet Office, 2003).

Staff Utilisation

The Public Service ensures proper utilisation of trained personnel through appropriate placement and career development prospects, effective guidance and counselling services, as well as progressive staff utilisation and retirement policies.

Government conducts induction, placement, career planning and development for public officers in accordance with the provisions of the Procedures and Guidelines for Human Resource Development in the Public Service (Ministry of Education, 2007).

HIV and AIDS

The HIV and AIDS pandemic has continued to cause havoc in Zambia in general and the Public Service in particular. Government recognises the widespread loss of qualified human resource in the Public Service due to HIV and AIDS related illnesses and is taking measures to address the problem. Government will continue to play a leading role in the dissemination of information about HIV and AIDS through various training and development programmes and will not discriminate against officers on the basis of their HIV and AIDS status (Public Service Management Division, 2003).

Gender

The Government provides training and development opportunities to public officers without discrimination on the basis of gender, in line with existing gender Policy in order to attain its vision of gender equality (The Secretary to the Cabinet, 2003).

Differently-abled Officers

The Government integrates persons who are *differently-abled* into mainstream training and development programmes in all ministries, provinces and Government institutions as the norm and not the exception, in order to realise its vision of eliminating all forms of discrimination and promoting equal rights and opportunities for all Zambians (Public Service Management Division, 2003).

Officers who are about to go on Statutory Retirement

An officer who is about to retire from the Public Service is considered for long-term training and development provided that upon completion of the course the officer will be able to serve the bonding period before retiring (Public Service Management Division, 2003).

Officer being Separated from the Public Service

The Government carries out relevant training and development programmes for officers who are being separated from the Public Service, by way of retrenchment or retirement, to facilitate their smooth exit from the service and prepare them for future productive lives (Public Service Management Division, 2003).

3.5 Department of Human Resource Development

The Public Service Management Division, through the Department of Human Resource Development coordinates, monitors and evaluates all training and development activities in the Public Service. The DHRD performs the following functions:

- Provide professional support in conducting Training Needs Analysis (TNA), preparing training and development plans as well as designing training and development programmes in the Public Service.

- Co-ordinate, monitor and evaluate training and development programmes in the Public Service.
- Consolidate training and development plans from Ministries, Provinces and Government institutions.
- Co-ordinate and facilitate processing of scholarships for in-service training and development in the Public Service.
- Co-ordinate training proposal preparations in the Public Service in order to solicit for technical assistance in Human Resource Development from co-operating partners.
- Disseminate information on human resource development opportunities available locally and abroad.

Research, Consultancy and Training and Development Services

For the successful implementation of the Public Service Training and Development Policy, and Procedures and Guidelines for Human Resource Development in the Public Service, the Public Service from time to time works with or utilises the services of consultants to carry out research and or training and development on its behalf. The staff of the consulting institutions are appropriately qualified and work closely with Human Resource Development Officers (HRDOs) in developing and carrying out training and development activities (Cabinet Office, 2003).

3.6 Funding of Human Resource Development Activities in The Public Service Resource Mobilisation and Finacing

Training and development activities are primarily financed through budgetary allocations which should be adhered to. Additional resources and financing are sought from co-operating partners. In this regard, PSMD through DHRD co-ordinates the resource mobilisation efforts including the preparation and submission of project proposals for this purpose (Public Service Management Division, 2003).

3.7 Self-development of Employees in the Public Service

Employees are free to undertake Self- development at any time, however those wishing to sponsor themselves are subjected to the following conditions:

- The officer has to have the required entry qualifications and a minimum of two years work experience in government.
- The officer should not be serving a bond.
- The officer must be confirmed to the permanent and pensionable establishment. In the case of unconfirmed officers, proof of recommendation for confirmation to the pensionable and permanent establishment should be provided.
- The course must be directly relevant to the applicant's career and beneficial to the Ministry, Province or other Government institutions in meeting its operational requirements.
- The officer should show proof of sufficient funds to meet the cost of training.
- The absence of the officer will not disrupt the smooth operations of the Ministry, Province or other Government institutions
- The course must be approved by the Human Resource Development Committee and is reflected in the training and development plans of the Ministry, Province and other Government institutions.

In order to ensure that benefits of training and development are realised for both individuals and the Public Service, the Government will endeavour to match individual officer's potential for advancement with Public Service needs and opportunities through career planning. Ministries Provinces and other Government institutions will develop and implement specific career plans for all officers serving in the Public Service. Career plans will indicate the officer's training and development needs necessary for advancing in their careers (Cabinet Office, 2003).

Conclusion

This chapter has successfully discussed, explained and outlined various components of the Public Service Training and Development Policy. It has been noted that the Public Service Management Division in Zambia has a well-articulated Policy on

training and development. The Policy has relevant information on the conduct and guiding principles in training and development in the Public Service. The Policy addresses a number of cross cutting issues in training and development, such as Self-development of employees, procedures for obtaining study leave, sponsorships, financing of training and development, the process of training and development with particular reference to the systematic training cycle, whose aim is to ensure that training and development enhance the work performance of employees, the rules and regulations that govern training and development and the functions of the department of Human Resource Development. One important issue that has been noted in the Policy is the emphasis on using training and development as a means of improving work performance of Public Service employees. The policy clearly states that the amount of resources to be invested in training and development and priorities for allocating resources, will be decided based upon the expected impact on job performance. However, despite the many aspects of Human Resource Training and Development that the Policy has outlined the promotion of Self-development of employees has not been addressed adequately. The Policy has just gone as far as pointing to certain aspects that suggest the attempt to promote Self-development of employees.

References

Cabinet Office (2003), *Terms and Conditions of Service for the Public Service*, Government Printers, Lusaka, Zambia.

Cabinet Office (2010), *Public Service Training and Development Policy*, Government Printers, Lusaka, Zambia.

Chatterjee, B (2002), *Human Resource Management ; A contemporary Text Book*, Sterling Publishers, New Delhi.

Public Service Management Division (2003), *Procedures and Guidelines for Human Resource Development in the Public Service*, Government Printers, Lusaka, Zambia.

Public Service Management Division (1996), *Training Policy*, Government Printers, Lusaka, Zambia.

Secretary to the Cabinet (2003), *Terms and Conditions of Service for the Public Service*, Government Printers: Lusaka, Zambia.

The Republic of Zambia (1993), *Public Service Reform Programme Report*, Lusaka: Zambia.

Ministry of Education, Science, Vocational Training and Early Education (2010) *Education Sector National Implementation Framework 111 2011-2015 Implementing the sixth National Development Plan*, Government Printers, Lusaka, Zambia.

CHAPTER THREE

MEASURES PUT IN PLACE TO PROMOTE SELF-DEVELOPMENT

3.1 Introduction

This chapter answers the question, “What measures have been put in place by the Zambian Public Service to promote the Self-development of employees in the MESVTEE?” The data collected has established that the Zambian Public Service has put in place several measures to promote the Self-development of the employees in the MESVTEE. These measures include: Sponsorship, full-time and distance learning, part-time and distance learning, fast-track, educational Policy, study leave, tuition loan, training plan, transfers, promotions and secondments among others. The details of these measures are presented in the ensuing paragraphs.

Sponsorship: the government has formulated a clear Policy on the terms and conditions for sponsorship in order to promote Self-development. The government gives 100% sponsorship per year to three teachers per school to develop themselves and also offers scholarship for those under the fast track programme. However, not every employee is eligible for sponsorship. There are requirements and conditions that guide eligibility for sponsorship. In recommending and approving sponsorship, Human Resource Development officers in the the Public Service ensure that MESVTEE, provinces and other government institutions take into account the following factors:

- that the officer has the required entry qualifications and a minimum of two years work experience in government.
- that the officer is not serving a bond.
- that the officer is confirmed to the permanent and pensionable establishment.
- that in the case of an unconfirmed officer, proof of recommendation for confirmation to the pensionable and permanent establishment will be provided.
- that no application for sponsorship outside Zambia is approved if the same course is available locally.
- that the course is directly relevant to the applicant’s career and beneficial to the Ministry, Province or other government institutions in meeting its operational requirements.

- that sponsorship represents value for money as an investment in human resource development for the Ministry, Province or other government institutions;
- that the absence of the officer will not disrupt the smooth operations of the Ministry, province or other government institutions and that the course has been reflected in the training and development plan of the Ministry, Province or other government institutions (Cabinet Office, 2003).

Futhermore, there is provision for extension of Government Sponsorship, an officer who requires an extension of sponsorship will apply through the MESVTEE, Province or any other Government institution following a recommendation from his or her training. The application should be submitted to the Public Service Management Division at least three months before commencement of required training or development programme. Sponsorship should be terminated on completion of the training and development programme. The sponsorship could be withdrawn on the following grounds. The responsible officer will withdraw sponsorship for training under the following circumstances:

- failure to pass necessary examinations.
- inability to complete the course of study on account of ill health.
- unauthorised absence from studies.
- expulsion from the course and failure to comply with any of the conditions of sponsorship as laid down by government (Public Service Management Division, 2003).

In addition, the MESVTEE offers partial sponsorship. Where partial sponsorship is offered by an outside organisation or institution, an application to MESVTEE to meet the balance of the training costs that the outside organisation has indicated they are not meeting will be considered, however, this depends on availability of funds. Through the various types of sponsorship offered by MESVTEE Self-development has become more easy and attainable by employees. The main hindrance in the

undertaking of Self-development are finances, through sponsorship this hindrance has been overcome and more people are undertaking Self-development.

Tuition Loan: this study found out that, the MESVTEE gives employees tuition loans which are to be repaid within a period of six months. Employees wishing to further their studies or are furthering their studies are eligible for tuition loans from their respective ministries. Through these salary advances and loans, government is promoting Self-development of employees. Those employees who face financial constraints in their attempt to develop themselves can make use of the tuition loans and tuition advances. The government provides tuition advance, the terms and conditions of service allow for tuition advance. They also offer professional development sponsorship links, and they have career advancement as one of the priorities in their agenda. The government facilitates studies by granting authority and through funding training and development.

Furthermore, instead of employees paying for themselves government comes in through sponsorship and a number of programmes such as continuous professional development and fast track.

Authorisation of Self-Sponsorship: the study found out that the government has authorised and recognised self-sponsorship by employees as a way of promoting Self-development. Employees are free to undertake Self-development at their own cost at any time, however those wishing to sponsor themselves will be subjected to the following conditions:

- The officer has the required entry qualifications and a minimum of two years work experience in government.
- The officer should not be serving a bond.
- The officer must be confirmed to the permanent and pensionable establishment. In the case of unconfirmed officers, proof of recommendation for confirmation to the pensionable and permanent establishment should be provided.

- The course must be directly relevant to the applicant's career and beneficial to the Ministry, Province or other Government institution in meeting its operational requirements.
- The officer should show proof of sufficient funds to meet the cost of training.
- The absence of the officer will not disrupt the smooth operations of the Ministry, Province or other Government institutions
- The course must be approved by the Human Resource Development Committee (HRDC) and is reflected in the training and development plans of the Ministry, Province and other Government institution (Cabinet Office, 2003).

The study found out that, the government has permitted self-sponsorship of employees provided they meet the requirements that have been spelt out above. This is a very positive attempt to promote Self-development because the government is not in a position to sponsor all those who would like to undergo Self-development. The government has opted to allow those who are willing to sponsor themselves in the advancement of their studies to do so in order to effectively promote Self-development.

Study leave: the study revealed that the MESVTEE has also used study leave as a tool in the promotion of Self-development. The MESVTEE offers two types of study leave namely paid-study leave and unpaid-study leave. In accordance with the provisions on paid study leave in the terms and conditions of service the following guidelines apply when proceeding on paid study leave; officers are not allowed to proceed for studies without authority from the Permanent Secretary, Public Service Management Division officers leaving their station without written authority are liable for disciplinary action. Study leave for modular programmes is granted for the period equivalent to the duration of the module. Extensions may be granted on production of satisfactory results. The terms and conditions of service allow for extension of paid study leave. An officer who requires an extension of study leave should apply to his/her Ministry or Province or Government institution following a recommendation from his or her training institution. The application should be submitted at least three months before the commencement of the required training and development

programme. Under paid study leave refund of fees is covered for those employees who might have paid their fees while waiting for the approval of study leave (Public Service Management Division, 2010). These terms and conditions for study leave are very favourable to the employee and they cover all study leave related problems that are encountered by employees hence promoting Self-development. Because most employees find it hard to obtain study leave in order for them to undertake Self-development.

Additionally, the Ministry of Education, Science, Vocational Training and Early Education does, on production of original receipts, refund costs incurred by an officer who undertakes a training and development programme by a local institution which is approved and planned for by the Human Resource Development Committee. However, MESVTEE does not refund costs incurred by any officer who undertakes unapproved and unplanned for training and development programmes (Public Service Management Division, 2010).

Furthermore, the government equally offers un-paid study leave, in accordance with the provisions on unpaid study leave in the terms and conditions of service the following guidelines will apply:

- An officer will submit his or her application for unpaid study leave through the responsible officer to the Permanent Secretary, Public Service Management Division using Human Resource Development Department form 3, Application for Study Leave.
- Officers will not be allowed to proceed for studies without written authority from the Permanent Secretary, Public Service Management Division. Officers leaving their station without written authority will be liable for disciplinary action.
- An officer who has been granted unpaid study leave will continue to pay pension contributions in accordance with the provisions of the Public Service Pensions Act, 1996.
- Employees are not allowed to extend their unpaid- study leave, as un-paid study leave will be for the approved period and will not be extended;
- An officer should report back to the duty station and submit certificates to the responsible officer upon completion of the training programme. Failure to

report back to the duty station will warrant disciplinary action (Public Service Management Division, 2003).

In addition, the government gives special leave. An officer maybe granted special leave on full salary in various circumstances among them sitting for examinations. When an officer has to sit for a private examination which is directly connected with the officer's career in the Public Service; the approval of the Permanent Secretary, Public Service Management Division must be obtained before an officer is granted leave to sit for that examination outside Zambia. The leave Policy carefully incorporates and accommodates those undertaking self-development. Employees have different types of leave which accommodate Self-development. Through study leave employees are able to pursue their programmes. This measure has greatly promoted Self-development because without the permission that is granted through the various types of leave, it is very impossible for employees to undertake Self-development (Public Service Management Division, 2003).

Educational Programmes

Full-time: this study indicates that, among the measures that have been put in place to promote Self-development is the authorisation of full time, part time and distance learning. Full-time training is where an officer is granted study leave to attend a training programme. The officer is expected to attend all classes regularly and follow the approved course of study as required. In addition, the officer is supposed to report back to his or her duty station for work during recess if a course is held in Zambia (Public Service Management Division, 2003). The MESVTEE authorises and manages the processes involved in the authorisation of full-time studies. In so doing they help to promote Self-development of employees.

Part-time: in addition, this study shows that, Part-time and distance studies are allowed by the MESVTEE in order to promote Self-development. Part-time study is a type of training where an officer is granted authority to undertake a training programme outside working hours. With part-time programmes employees are free to go to school in the evening after they knock-off from work. Unless specifically provided in the terms of the training programme, all part-time or distance study will

be outside normal working hours. Where there is a specific provision for the officer to attend classes within normal working hours, time off may be granted by the responsible officer. An officer will be granted 10 working days off to prepare for examinations. Where an officer requires more study time, he or she will apply for leave. Where an examination takes place during working hours, time off will be granted one day for each separate examination (Public Service Management Division, 2003).

Distance Learning: furthermore, colleges and universities have been allowed to run distance education, the MESVTEE has availed these programmes to all employees who are willing to undertake Self-development. The many programmes are aimed at accommodating employees with various commitments. For instance, in the case of distance education, one is able to pursue his/her studies without necessarily having to go on study leave. The distance students go into residential school once a year hence allowing them to get local leave and plan for their residential school well in advance (Ministry of Education Science Vocational Training and Early Education, 2010).

Notably, in this study, the Ministry of Education, Science, Vocational Training and Early Education has a Directorate of Open and Distance Education (DODE) which is tasked to run the affairs of distance education within the MESVTEE. All programmes related to distance and open learning are run by DODE. It acts as a link between the employees and the various institutes that offer distance and open learning programmes. DODE records a high number of employees at the University of Zambia Institute of Distance Education (IDE) because it is the largest institute that offers distance Education. The institute offers opportunities for busy people, especially those who are in regular employment, and those who, for one reason or another, did not receive University education. Through the Institute of Distance Education the University of Zambia offers an alternative method of education delivery which is quite convenient for the categories of people mentioned above. Through distance education, students can obtain the same qualifications as those obtained by their full-time counterparts. The Institute of Distance Education is currently offering (13) degree programmes and three (3) diploma programmes. Also on offer is one (1) doctorate and four (4) Master's Degrees in collaboration with Zimbabwe open University. In a quest to enhance service delivery the institute has gone into partnership with MUVI-

TV to bring live and recorded lectures in homes via the satellite encrypted distance education dedicated channel in all the study areas. The University of Zambia is now able to offer third and fourth year courses in most of the study areas. Making it possible for those undergoing Self-development to complete their courses exclusively by distance learning mode within four years.

The distance students are subjected to selection criteria depending on the programme applied for and the terms of the institutions they are applying to. In the case of the University of Zambia for one to qualify for selection to pursue a degree programme, he or she needs to have five 'O' level passes at credit, with English being one of those subjects. At diploma level the same requirements apply. For Masters degrees the requirement is an undergraduate degree in any discipline from the University of Zambia or Zimbabwe Open University or any other recognised university or institute of higher learning. Applicants with a credit and above degree classification are accorded preference. Through distance learning Self-development has been promoted. Most employees who are undergoing self-development pursue their studies by distance learning.

Fast Track: in this study, fast track is among the many efficient measures that have been put in place by the MESVTEE to promote Self-development. The government has come up with a fast track programme where a selected number of teachers are supposed to undergo further education. The main priority is given to science and mathematics teachers. Currently over two thousand (2,000) teachers have been sponsored by the government to pursue courses in various colleges, universities and other learning institutions. The fast track programme is run and managed by the Ministry of Education, Science, Vocational Training and Early Education. It is aimed at sponsoring teachers in science and mathematics in order to overcome the shortage of science and mathematics teachers. However in the event that there are no science and mathematics teachers, teachers in other subjects are considered.

The selection of teachers is purely done on merit with the recommendation being done by the school authority and finally being scrutinised by, the District, Province and the Ministry of Education Science Vocational Training and Early Education. The fast track teacher training programme is among the most prominent programmes for

teacher training and development. The government facilitates this programme by being in touch with training providers that is universities such as; University of Zambia, Mulungushi University, St. Eugene and any other learning institutions where the employees are pursuing their studies. The Ministry pays money directly to these learning institutions, thereafter provinces come up with the list of people to attend. Through the exploitation of fast track programmes self-development is directly promoted. Employees are free to undertake fast track programmes at will. These programmes increase the number of people willing to pursue self-development because the duration of a study programme is shortened. Apart from those who are sponsored by the government other employees are free to exploit fast track programmes on self sponsorship.

Educational Policy: the government has also come up with policies to collaborate their efforts in the promotion of Self-development. For instance, the Policy that everyone should have a minimum qualification of a diploma. They have also come up with a Policy on promotion of degree holders by considering employees for promotion based on qualification. Most of the employees who hold very senior positions in the ministries have a minimum qualification of a degree as a requirement. In a further attempt to promote Self-development, the government has come up with a Policy which compels those who are certificate holders to upgrade to higher qualifications such as diplomas and degrees.

In addition, this study indicates that there is a provision of a law that has allowed private universities and other learning institutions to enroll Public Service employees in their institutions on sponsored programmes. Additionally, improved remuneration has been used as a way of encouraging Self-development through notches, upgrading of salary scales and promotion based on qualifications. The establishment of resource centres in districts has also helped to promote Self-development because there are talks that are held on the need for qualified staff, and workshops are held there to discuss developmental issues in the education sector, for instance, leadership. All these are policies aimed at promoting Self-development.

Encouragement of Self-development

Motivation: in this study it was found out that, recruitment and promotion on merit are among the measures that have been put in place to promote Self-development. All government appointments and recruitments are purely based on merit. Those who have lower qualifications are motivated to advance their qualifications in order for them to get recognised through promotions. By promoting employees based on qualifications the government is enhancing Self-development among employees. This is in line with Tembo (2001), who argued that being more skilful and knowledgeable is usually a prerequisite to promotion. Therefore it is expected that some employees maybe promoted when they become proficient as a result of training and development. Notably, the other incentive that is used in the promotion of Self-development is that the government gives pay rise when qualifications are improved through the different notches and salary bands. The conditions are improved instantly for those who are given senior positions since salary scales are determined by qualifications. Those with higher qualifications are in higher salary scales. For instance sometimes the salary scale of a new entrant who holds a degree maybe higher than that of an employee who has served for many years with lower qualifications.

Moreover, the terms and conditions of service clearly state that, promotions within the Public Service will, in the case of Division I officers, be directed by a service commission as and when vacancies occur after taking into account the qualifications, competence, experience, good conduct and good performance of all eligible officers. Promotion of Divisions II and III officers will be made by the responsible officer as and when vacancies occur after taking into consideration the qualifications, competence, experience, good conduct and good performance of all eligible officers. Letters informing officers of their promotion will be copied to the Permanent Secretary, Public Service Management Division, the Secretary to the Treasury, Ministry of Finance and National Planning and the Auditor-General (Secretary to the Cabinet, 2003).

In all promotions there is emphasis on competence and qualifications. The promotions are done transparently and the letters of promotion and confirmation are copied to the relevant officers. This has served as a very significant measure in the promotion of

Self-development because any employee who is considered for promotion needs to have the required qualifications, as such employees have undertaken Self-development with the sole aim of being promoted in due course.

In addition, the MESVTEE seconded employees in a bid to promote Self-development. The terms and conditions of service clearly state that an officer may, with the approval of the appropriate service commission, be seconded for service to any non-Public Service organisation or statutory board. Applications for secondment will be made through the responsible officer to a service commission and will include the following;

- a detailed job description of the post to be filled.
- an offer of appointment; a summary of the candidate's qualifications.
- the reasons for the nomination and the salary and allowances attached to the post to be filled.

Key to note is the emphasis on qualifications for one to be seconded. This has promoted self-development in that employees must have the necessary qualifications in order for them to be earmarked or considered for secondment (Cabinet Office, 2003).

Furthermore, MESVTEE has adopted the practice of secondment of primary school teachers to junior secondary teachers as a way to promote Self-development because this makes employees go for further studies once they are seconded to teach in basic schools from primary schools and basic schools to secondary schools.

In this study, it was revealed that, the MESVTEE recognises those who have undergone Self-development by allowing them to join other ministries through ministerial transfers and to change their status when there is a vacancy. For instance, a primary school teacher can change his status to that of a secondary school teacher once he or she has upgraded his/her qualifications. Those who have advanced their qualifications are earmarked for senior positions. All senior positions are occupied by employees with befitting qualifications and experience. Through recognition, the government has showed that it acknowledges and supports Self-development. This has acted as a way of promoting Self-development because employees feel encouraged and motivated to advance their qualifications.

Influence: notably, this study analysed the influence that the school management had in the promotion of Self-development. The study suggests that they have a lot of influence through the school management's involvement in planning. In case the programme is not taking place the school management reminds the teachers about Self-development. Management identifies the interest of these teachers and have a one-on-one chat advising them to improve their academic qualifications. During staff meetings, management encourages teachers not to sit back but to match the current diversification that is taking place by undergoing Self-development.

Additionally, in case there are opportunities for studies, the school management avails them to the teachers. The school management equally makes recommendations for Self-development. When there are circulars from the Ministries, management is involved by informing the teachers. It gives counselling and guidance on the career path and what is best for the teachers in terms of studies. The school makes recommendations for who should go for further studies. Management gives approval to those intending to undergo self-development.

Facilitation of Training: the findings revealed that the MESVTEE is mainly a facilitator; this is done through offering various terms and conditions for training. There are three types of training that are offered by the MESVTEE these include; long-term training which is over one month, short-term which is 29 days and below, and also, less than a month and in-house-group trainings to respond to new jobs or technology, for newly recruited officers, which is meant to address a group need. Short-term training just arises, for instance, sponsorship for a week training and any other abrupt trainings.

Moreover, the government equally spearheads, facilitates and supports employees during the process of Self-development through processing those who are undertaking Self-development on the training programme. This acts as one of the roles of the Ministry in the promotion of Self-development. The MESVTEE is very active in the promotion of Self-development, it plays a role of facilitation, however, their main aim is to ensure that there is a direct benefit from training by the Ministry. The Ministry does everything possible to prevent training from affecting the performance of

employees and operations of government institutions. From the findings it is evident that the government has done everything possible to promote Self-development through the involvement of various stakeholders at school, district, Ministry and Public Service Management Division level.

Guidance and Financial Support for Human Resource Development

Guidelines and Procedures for Training and Development: the study found out that, the procedures and guidelines for training and development are among the measures that the government has put in place to promote Self-development, it has come up with very clear and detailed guidelines on how to go about issues to do with training and development. Through the guidelines and procedures for training and development, employees have received accurate information on training because these guidelines address many important issues that affect training and development. These guidelines and procedures have aided employees on how to go about applying for permission to go for training, study leave, sponsorship, withdrawal from studies and many other issues that might arise when undergoing Self-development. The information that the guidelines and procedures contains has greatly sensitised employees and helped to promote Self-development. It has also served the employees from being disciplined on account of failure to adhere to the Public Service regulations as they undertake Self-development (Public Service Management Division, 2010).

Training Plan: the study indicates that the training plan is one of the measures that the government has put in place in an attempt to promote Self-development of employees. As training and development is expensive, a faulty analysis of training and development needs results in a significant waste of government resources. On the other hand, an accurate analysis of training and development needs ensures that limited training and development resources are utilised on activities which contribute to the achievement of optimum results. Consequently, in order to optimise training and development resources, all training and development activities are based on identified training and development needs, which are to be derived primarily from Ministries, Provinces and other Government institutions' strategic plans. Public Service training and development needs are assessed at three levels, namely; individual, occupational and organisational.

Ministries, Provinces and other Government institutions prepare annual training and development plans, which are updated and approved by Human Resource Development committees. Training and development plans express Ministries, Provinces and Government institution's priority training and development activities and the interventions to be followed during the year. They also base all their training and development activities on approved plans. Training and development activities in the Public Service focus mainly on the development of competencies and improved job performance of public officers. Government adopts training and development strategies and learning methods which emphasise acquisition of skills, knowledge and attitudes necessary for improving job performance in the Public Service. Through the training needs plan self-development is done through a well coordinated plan and programme rather than haphazardly. This has helped in the promotion of Self-development because all employees can plan their studies well in advance using the training plan (Ministry of Education Science Vocational Training and Early Education, 2010).

Notably, this study found out that, the training plan is among the most reliable and transparent measures that have been put in place. It starts from the school as it goes up it is scrutinised and reduced. When it gets to MESVTEE headquarters it is consolidated into a ministerial plan. MESVTEE headquarters screens the selection of people on the training plan because studies have to be in line with the officers' current duties. Other conditions include age limit, the bondage is dependent on the years the academic programme takes. The officer should be confirmed for him or her to be eligible for training; he/she needs to have worked for the Ministry for more than two years. Employees can only proceed for another training once they serve the other bond. If their work requires that they should be in the office throughout and there is no replacement they cannot be put on the training plan. If a course can be pursued in Zambia, an employee has to do it within. The other important area that is considered when coming up with the training plan are the staffing levels. Public Service Management Division consolidates a national training plan once the Districts and Provinces submit their plans.

The findings from this study revealed that, majority of the people on the training and development plan were on self-sponsorship which supports Self-development as long as the employee declares that they are not going to claim for anything from the government throughout his/her studies. The Ministry still maintains them on the pay roll and they are given time to undertake the programme on condition that the relevance of the programme and the staffing levels will not be affected. The institutions where employees are coming from are supposed to conduct a training need analysis and make recommendations for one to be on a training plan. Training is decentralised to provinces, districts who pay for their own staff according to their budget.

Study Plan: in this study, the findings indicate that government is playing an active role in the promotion of Self-development through the involvement of various stakeholders in planning for career advancement. It was revealed that each school had a school inset coordinator who deals with professional development, planning for workshops, teacher group meetings, planning for cluster meetings.

Furthermore, there has been the creation of a study plan programme for teachers. A study plan is a schedule that is used to identify teachers and recommend them for training. It identifies people who should be recommended for training in the needy subject area. Recommendation for sponsorship is done through the training plan. The school gives reminders for people to upgrade themselves. One has to be on a training programme to be granted paid study leave. Being on the training programme depends on availability of staff and finances, and on average 2-3 teachers can be sponsored in a year. Teachers are able to plan their Self-development, for instance, one is able to prepare for the year when they will go to school. One knows before hand that in a particular year he/she will go to school. For example, the plan will indicate the teachers who will go to school in the year 2015 and the years to come.

In addition, this study found out that, management is involved in planning for Self-development when coming up with the study plan. School management is involved at school level. The board involves the head teachers and the heads of department when it comes to selecting those who are going for Self-development. Management is equally involved through performance appraisal. In the past there were annual

performance appraisals but now there are recommendations at will. On the other hand, the study indicates that school management was not involved in the promotion of Self-development for those who undertook Self-development without the knowledge and authorisation of the school. However in terms of advice, it was the school's duty to motivate all employees who undertook Self-development.

Funding of Training and Development: the study found out that the government solicits for funding to cushion its budget allocations for training and development. There are many sources of funding for human resource development and these include; Non Governmental Organisations, churches, civic organisations and corporating partners these are partners who sign bilateral agreements with the government for example JICA, common wealth, worldbank, some foreign governments. The Ministry offers the budget ceiling- estimate and the total cost of the programme. The latest estimate was at a budget line of K157,000. Conversely, some employees are given study leave but the government fails to pay for them due to financial constraints. There are budget allocations which fluctuate and are determined by the Ministry of finance depending on the availability and sources of funding for training (Public Service Management Division, 2010).

In this study it was revealed that the government also offers Scholarships funded by cooperating partners; and PSMD co-ordinates and manages all scholarships funded by cooperating partners in the Public Service. PSMD circulates training and development offers by cooperating partners to relevant Ministries, provinces and government institutions to nominate candidates (Public Service Management Division, 2010).

Allocation of Funds for Training and Development: this study shows that, the government allocates funds to all ministries, provinces and districts for training and development. The government offers checks and balances through its accountants and auditors in a bid to ensure that the funds are used for the intended purpose. Any officer who corruptly and dubiously uses this money is investigated and prosecuted by the anti-corruption and all investigative wings of government. To ensure transparency, the government pays money directly to the learning institutions provided the employee produces valid supporting documents, such as acceptance letters and fees. The

allocation for Self-development is not adequate as revealed in the research, however, the government is very committed in sustaining training and development in the Public Service. The mere step of setting aside funds for training and development is a clear indication that the government supports and promotes Self-development.

Awareness of Employees on Self-development Programmes: the study looked at the awareness of employees about the programmes that the Ministry is offering for Self-development in order to assess the promotion of Self-development. This was significant to the research in that it gave an insight on how sufficient and efficient the measures aimed at promoting Self-development were. Awareness is a very cardinal issue in the promotion of Self-development. If a programme is to be fruitful to its beneficiaries, all the beneficiaries need to have sufficient information and knowledge about the programme that is being offered. If people are not aware about a programme they will not be in a position to benefit from that programme.

Table 1 looks at the responses on the awareness of Self-development programmes. The frequency indicates that 66 respondents were aware about Self-development programmes representing 50.4% and 65 respondents were not aware representing 49.6%.

Table 1: Awareness on Self-development programmes offered by the Ministry

Response	Frequency	Percent
YES	66	50.4
NO	65	49.6
TOTAL	131	100

Source: Primary Data

The study shows that, of the 135 respondents only 131 answered the question on whether the Ministry offers any programmes for Self-development in figure 3; 66 said yes while the remaining 65 said no. The 66 who said yes represent 48.9% while the 65 who said no represent 48.1%. All in all these percentages give an indication that the number of people who are aware about the Self-development programmes that are

offered by the Ministry is just slightly above those who are not aware. This shows that there is insufficient awareness of Self-development programmes among employees in the Ministry of Education Science Vocational Training and Early Education. The government needs to enhance the sensitisation programmes on Self-development to enable the programmes benefit all employees.

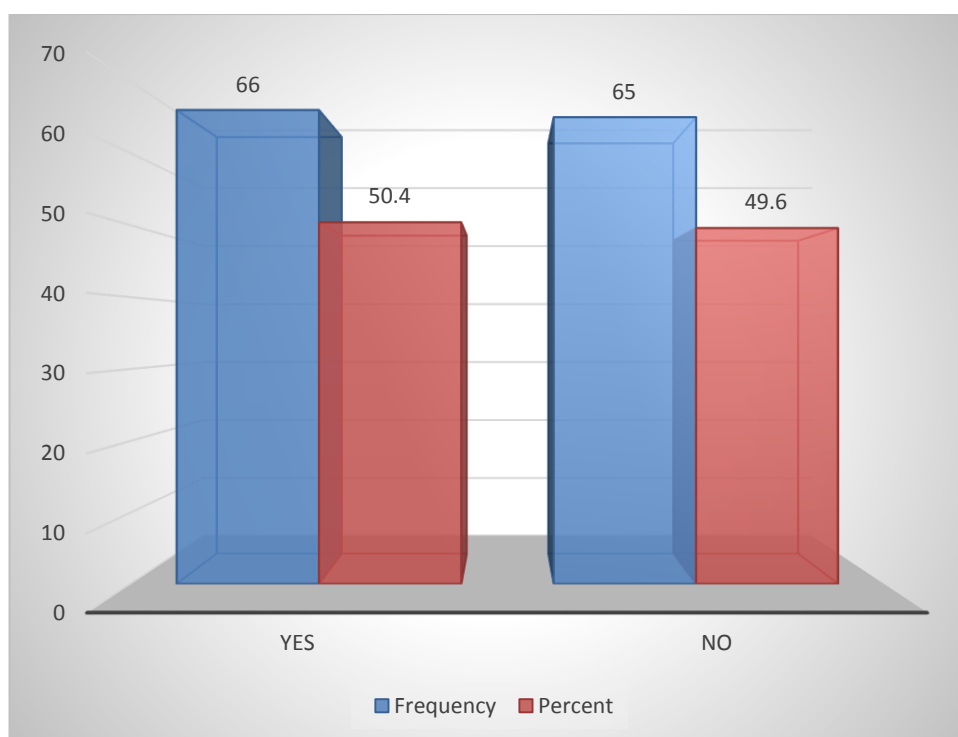


Figure 3: Views on Awareness on Self-development Programmes

3.3 Conclusion

In conclusion this chapter has discussed a number of measures that the government has put in place to promote Self-development, it has shown the many efforts that it is making in the area of human resource development and Self-development in particular. The measures include part-time and distance learning, fast track, sponsorship, tuition loans, promotions, study leave, upgrading of salary scales, training plan, training Policy, sponsorship and funding of training programmes and generally instituting government policies aimed at encouraging employees to further their studies. Involvement of various stakeholders in planning for Self-development has also been used as a measure in the promotion of Self-development. The main short

coming is that most employees have opted to undertake Self-development without necessarily following the proper channel.

However, despite the many measures that have been put in place, the measures have their own limitations and short comings. This study has brought out those limitations and it will give recommendations that can help to overcome these problems in the subsequent chapters. Generally the government has made very relentless efforts in the promotion of Self-development and the overview on the promotion of Self-development programmes among employees indicates so. However, despite the many measures put in place to promote Self-development there is inadequate promotion of Self-development by the MESVTEE.

References

Cabinet Office (2003), *Terms and Conditions of Service for the Public Service*, Government Printers, Lusaka, Zambia.

Cabinet Office (2010), *Public Service Training and Development Policy*, Government Printers, Lusaka, Zambia

Chondoka, Y and Manchinshi P. C (1999), *The Historical Background of Curriculum Development in Zambia, 1883-1999*, Ministry of Education: Lusaka.

Kamwengo, M. M (1996), *An Evaluation of the In-Service Education for Teachers (INSET) programme in SHAPE Project*, Ministry of Education: Lusaka.

Mwanakatwe, J. (1974), *The Growth of Education in Zambia Since Independence*, Lusaka: Oxford University Press.

Public Service Management Division (2003), *Procedures and Guidelines for Human Resource Development in the Public Service*, Government Printers, Lusaka, Zambia.

Public Service Management Division (1996), *Training Policy*, Government Printers, Lusaka, Zambia.

Secretary to the Cabinet (2003), *Terms and Conditions of Service for the Public Service*, Government Printers, Lusaka, Zambia.

The Republic of Zambia (1993), *Public Service Reform Programme Report*, Lusaka, Zambia.

Ministry of Education, Science, Vocational Training and Early Education (2010), *Education Sector National Implementation Framework 111 2011-2015 Implementing the sixth National Development Plan*, Government Printers, Lusaka, Zambia.

CHAPTER FOUR

THE EFFECTS OF SELF-DEVELOPMENT ON EMPLOYEE WORK PERFORMANCE

4.1 Introduction

This chapter answers the question “How does Self-development affect the work performance of employees?” The data collected has given information that looks at the relationship between Self-development and performance; it gives a detailed but brief discussion on performance in general, as well as field data on the effects of Self-development on performance. A selected number of performance indicators such as commitment, levels of competence, skills, efficiency, ability to teach the entire syllabus and the impact of Self-development on staffing levels are analysed and discussed. In addition, the chapter also explores how teachers feel about their performance after undergoing Self-development. Finally a synopsis of the whole discussion is given in form of a conclusion.

Levels of commitment towards work for those who have undergone Self-development

Table 2 looks at the levels of commitment among employees undergoing Self-development. The frequency shows that of the 132 who answered the question, 10 (or 7. 6%), employees are not committed 35 (or 26. 5%) are lowly committed, 63 (or 47. 7%) are committed and 24 (or 18. 2%) are very committed . From these results it is clear that employees who are undergoing self-development are more committed. One respondent related the commitment towards work by those undergoing self-development to the prospects of promotion when an individual advances qualifications. Another respondent state that, he was more committed to his work after undergoing self-development because he needed his job to finance his studies. Some respondents related the commitment to the confidence and pride that came with advancing one’s qualifications. One respondent said, “I feel more proud of myself as an individual after under going self-development.”

Table 2: Views on Levels of Commitment

Level of Commitment	Frequency	Percent
Not Committed	10	7. 6
Lowly Committed	35	26. 5
Committed	63	47. 7
Very Committed	24	18. 2
Total	132	100

Source: Primary Data

The responses to the question how do you rate the commitment towards work of employees who have undergone Self-development indicates that a total of 132 respondents in figure 4 answered the question, 10 (or 7. 6%) said they were not committed, 35 (or 26. 5%) said they were lowly committed, the majority which had 63 (or 47. 7%) said those who had undergone Self-development were committed and 24 (or 18. 2%) said they were very committed.

From these responses, it is safe to conclude and deduce that Self-development has a positive impact on the levels of commitment of employees. This being the case, employees who are and have undergone Self-development can be said to be better performers.

The key informants were asked the question “ How has commitment towards work been affected by employees undertaking Self-development?” On the positive side key informants said, employees have understood their work better through Self-development and commitment has improved because of bondage; an employee can not leave employment for two years hence he/she after completing their studies. This makes them becomes more committed to work. This is in line with Manda (2009),

who argues that employees who are qualified are committed to their work they tend to perform better because they understand and concentrate on what they do.

Conversely, the headteachers observed that the employees run crash programmes hence there is overlapping of commitment by teachers, sometimes the employees may choose to concentrate on teaching while their assignments and school suffer. There is a compromise of some sort, however mechanisms have been put in place to sensor the performance and commitment of employees. The teachers do not have time to prepare for lessons and there is basically divided attention. One headteacher complained that, self-development tends to affect staffing levels because those who go to persue their studies create a vacuum at the school. This was in agreement with Mwale (2011), who argues that not all training and development yield positive results.

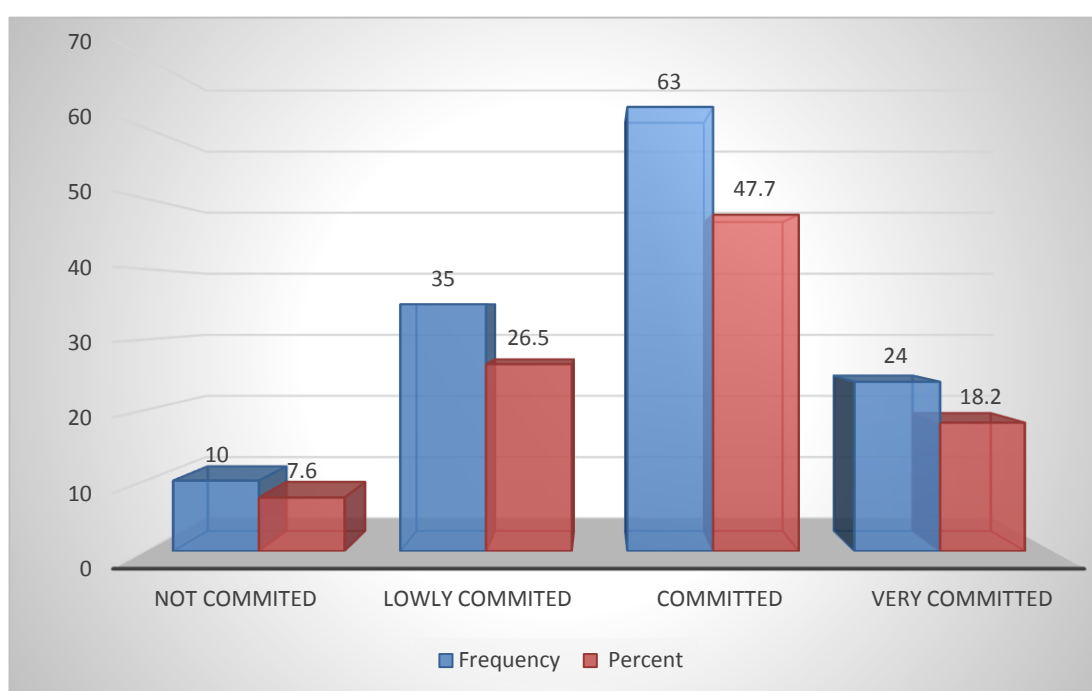


Figure 4: Views on Levels of Commitment

Levels of competence for those who have undergone Self-development

Table 3 shows the the levels of competence among employees who have undergone Self-development. Of the 128 who ansvere the question, 5 (or 3. 9%) are not competent , 45 (or 35. 2%) are competent , 67 (or 52. 3%) are very competent and

11 responses were invalid at (8. 6%). The highest number of respondents indicates that those who have undergone Self-development are very competent.

Table 3: Views on Levels of Competence

Level of Competence	Frequency	Percent
Not Competent	5	3. 9
Competent	45	35. 2
Very Competent	67	52. 3
Not Applicable	11	8. 6
Total	128	100

Source: Primary Data

The levels of competence among employees who had undergone Self-development indicated in figure 5 show that 5 respondents (or 3. 9%) said they were not competent, 45 (or 35. 2%) said they were competent, 67 (or 52. 3%), said they were very competent, 11 (or 8. 6%) respondents said this question was not applicable. Only a total of 128 out of 135 respondents answered this question. The results show that there is increased competence when one undertakes Self-development, therefore it is prudent to conclude that Self-development enhances performance. All the (8) key informants supported these findings by stating that the performance of employees who have undergone Self-development is enhanced due to the new knowledge and exposure acquired after Self-development. Tembo (2001), affirmed these findings in her study where she argued that competence is mainly determined and affected by training. The most competent employees are those who have undergone training. The Public Service reform programme supported these findings, the main aim of restructuring was to ensure that the Public Service recruited a highly qualified workforce that would be more competent in their job (Public Service Reform Programme, 1993).

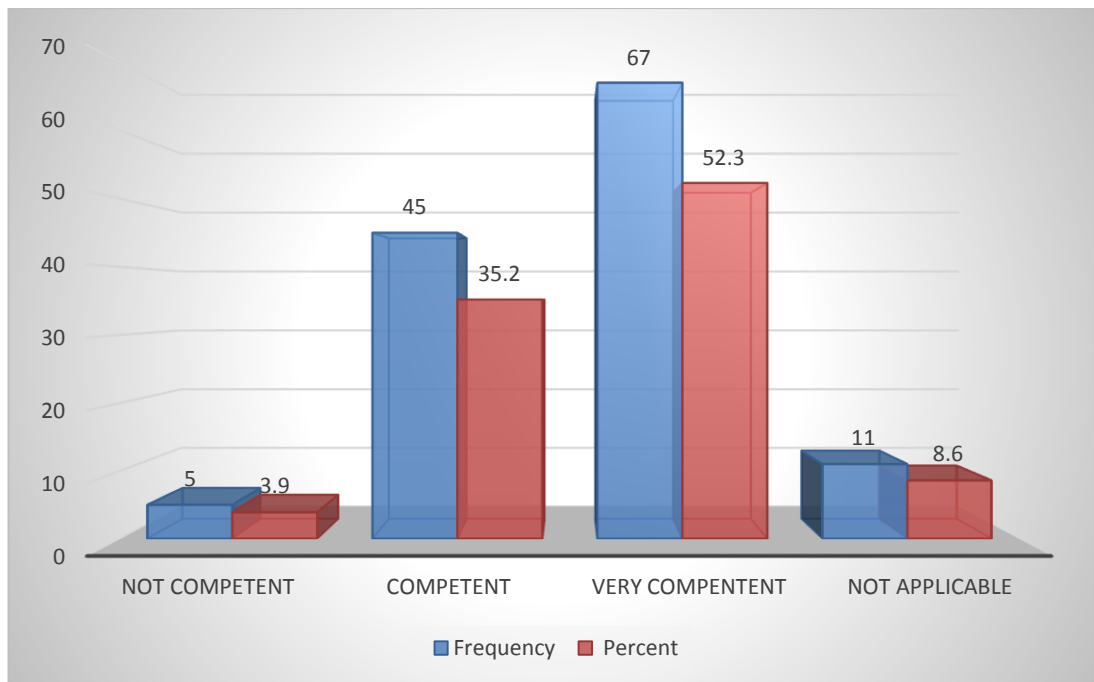


Figure 5: Views on Levels of competence

Improvement in skills after undergoing Self-development

Table 4 shows the improvement in skills after undergoing Self-development. Of the 123 who answered the question , 115 (or 93. 5%) respondents said yes the skills have improved while 8 (or 6. 5%) said no.

Table 4: Views on Improvement in Skills

Response	Frequency	Percent
Yes	115	93. 5
No	8	6. 5
Total	123	100

Source: Primary Data

On the question about skills being improved after Self-development, figure 6 a total of 123 respondents answered this question out of the 135 respondents. Of the 123 respondents who answered this question 115 (or 93.5%) said yes their skills had been improved after undergoing Self-development,. The remaining 8 (or 6.5%) said no. The conclusion that can be drawn is that skills are improved when people undergo Self-development. Over 90% of the respondents stated that skills are improved when one undergoes Self-development. This gives a very strong indication that Self-development is responsible for improved skills. It can further be concluded that skills directly affect the performance of individuals, once one's skills are improved it outrightly affects performance. Skills tend to motivate employees to work because they become knowledgeable. All the headteachers supported these findings. One headteacher stated that as a supervisor he had noticed an improvement in the performance of employees after undergoing self-development. The teachers became more efficient and competent after self-development. He cited a case of one teacher who had a lot of difficulty in preparing lesson plans and teaching all the contents of the syllabus before he underwent self-development. After self-development the teacher became one of the best employees with outstanding performance from his pupils.

The officials from PSMD and MESVTEE equally supported these findings by stating that most of the employees who had gone for further studies were being recommended for promotions.

These findings were in line with Mwale (2011), who argued that well implemented training and development programmes are also expected to lead to increased employee motivation. When employees undergo training and development programmes they become confident because they are now able to execute their responsibilities diligently and skilfully. In addition, when such diligence and proficiency attracts praises, promotions or other forms of recognition or reward, employees become even more motivated to do their work. In fact, mere possession of knowledge and skill can make an employee become motivated and carry out his responsibilities more efficiently, like the saying, "knowledge is power."

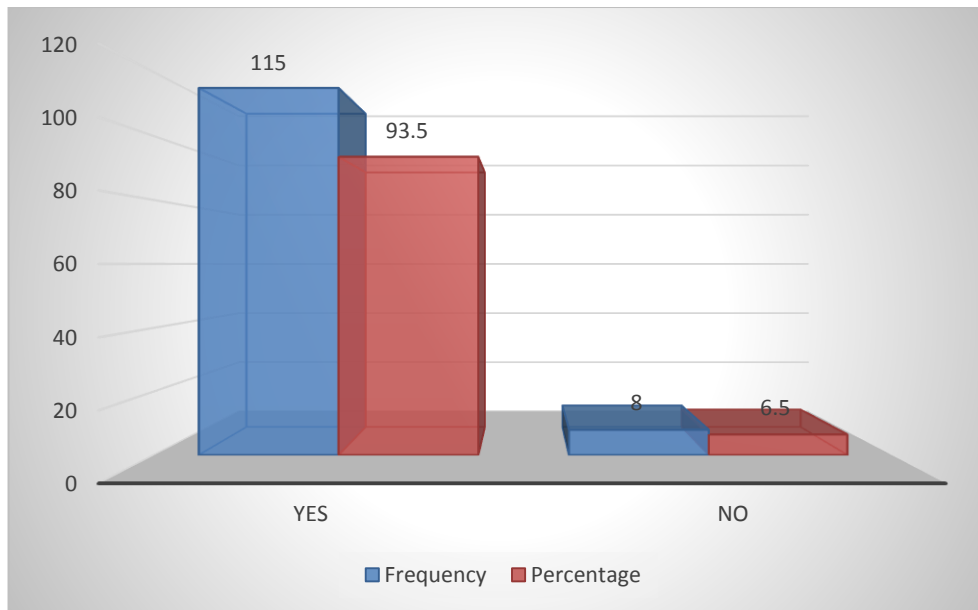


Figure 6: Views on Improvement of skills after undergoing Self-development

Ability to teach the contents of the syllabus within the stipulated time by those who have undergone Self-development (efficiency)

On the ability to teach the contents of the syllabus within the stipulated time after undergoing Self-development table 5 shows that of the 126 respondents who answered the question, 105 (or 83. 3%) respondents said yes, and 21 (or 16. 7%) respondents said no.

Table 5: Views on Levels of Efficiency

Response	Frequency	Percent
Yes	105	83. 3
No	21	16. 7
Total	126	100

Source: Primary Data

Of the 126 respondents who answered the question on whether they were able to teach the contents of their syllabus within the stipulated time since they underwent Self-development, figure 7 shows that 105 (or 83%) said yes, 21 (or 16. 7%) said no. From these results the inference that can be drawn is that those who have undergone Self-development perform better than those who have not. The performance of a teacher can be assessed though their ability to finish the whole syllabus within the stipulated period. This reflects efficiency and is in line with Nankervis (2008), who argues that training is a means of improving efficiency in the excutions of duties by employees.

The key informants supported these findings, the headteachers stated that most of the teachers who had problems in teaching the contents of the syllabus within the stipulated time had lower qualifications. Those with higher qualifications were faster in teaching and managing their work plans. Those who were developing themselves were able to articulate things fast and ensure that the whole syllabus was taught.

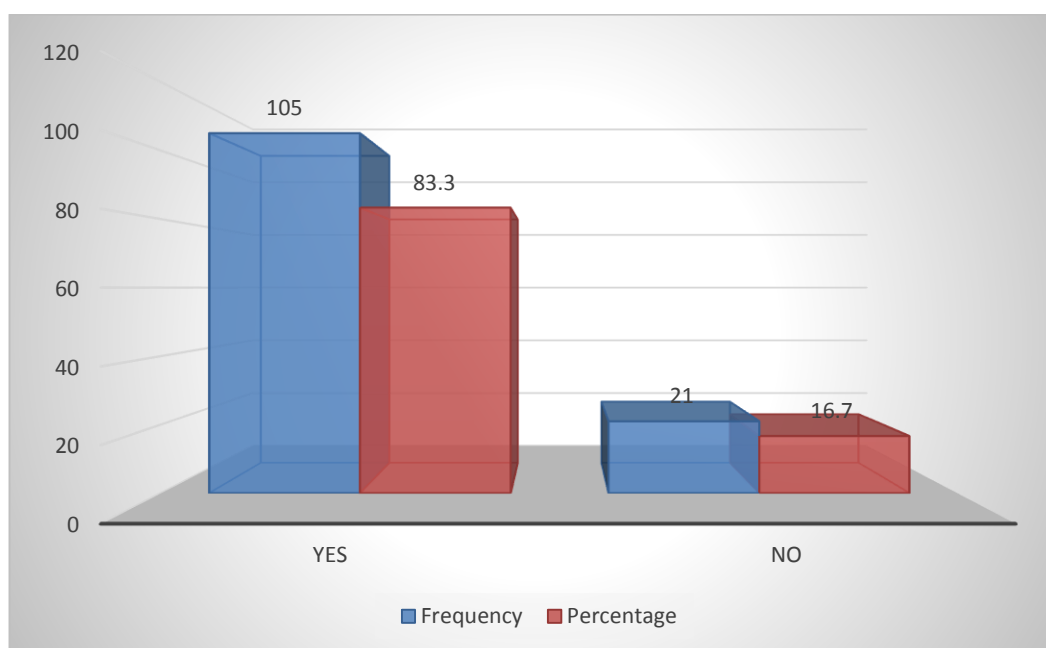


Figure 7: Views on Efficiency (Ability to finish the syllabus)

Impact of Self-development on Staffing Levels

The table 6 shows that of the 128 respondents who answered the question, 99 respondents (or 77. 3%) said yes, Self-development has an impact on staffing levels

while 29 (or 22. 7%) said Self-development does not affect staffing levels.

Table 6: Views on Staffing Levels

Response	Frequency	Percent
Yes	99	77. 3
No	29	22. 7
Total	128	100

Source: Primary Data

On the effects of Self-development on staffing levels figure 8 shows that out of the total 135 respondents 128 respondents answered the question. 99 respondents (or 77. 3%) said yes. 29 respondents (or 22. 7%) said no. Key informants stated that staffing levels were affected by Self-development because most employees were undergoing Self-development and they would get local leave at almost the same time to go and attend to their school programmes. Most schools were affected when the teachers were writing their examinations because they had to study and sit for their exams. One haedteacher refered to a case where he had about six teachers who were pursuing their studies at the University of Zambia in the same year and programme. They all applied for local leave to sit for their examinations at the same time. This created a shortage of teachers at the school.

The conclusion that can be drawn is that self-develoment has an effect on the staffing levels. However, measures to mitigate these effects have been put in place through the training plan. This was in line with Mwale, (2011) who argued that not all training and development produces positive results, some forms of training and development interfere with the productivity of an institution.

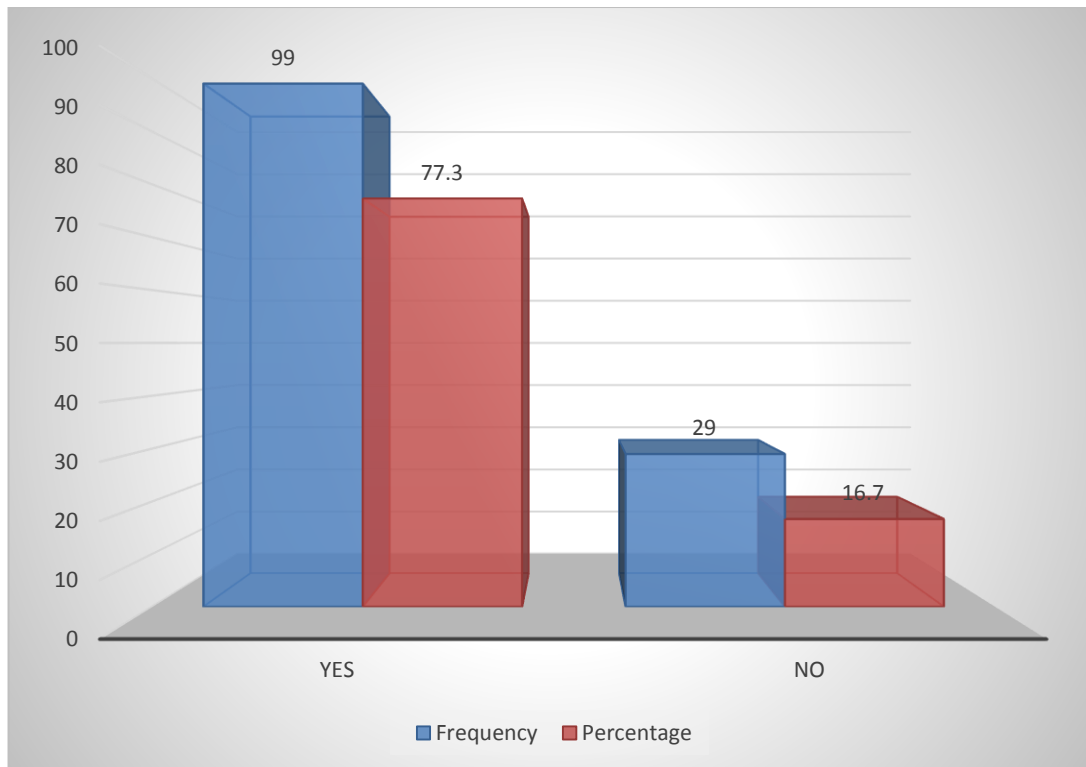


Figure 8: Views on Staffing Levels

Table 7 gives information on the impact of Self-development on performance against qualification. The total number of respondents who said yes were 99 while those who said no were 29 of the 99 who responded yes, there were 13 (or 13. 1%) certificate holders, 47 (or 47. 5%) diploma holders, 35 (or 35. 4%) degree holders and 4 (or 4%) were Master's degree holders. From these results, it appears that people with diplomas have a higher response rate which gives the deduction that they are more affected in terms of Self-development because majority of diploma holders are undergoing self-devepment. From the 29 who said no, 7 were certificate holders (or 24,1%) of those who said no, 18 were diploma holders (or 62. 1%), 4 were degree holders (or 13. 8%) and none of the Master's degree holders said yes. In terms of staffing levels the results indicate that Self-development tends to affect the number of people performing the job. From this point of view, it can be concluded that Self-development has a negative effect on performance because the number of people available to perform is reduced.

Table 7: Staffing Levels against Qualifications

Does Self-development have an impact on staffing levels * Highest Level of Qualification Attained Crosstabulation							
			Highest Level of Qualification Attained				
			Certificate	Diploma	Degree	masters	Totals
Does Self-development have an impact on staffing levels	yes	Count	13	47	35	4	99
		% within Does Self-development have an impact on staffing levels	13. 1%	47. 5%	35. 4%	4. 0%	100. 0%
	no	Count	7	18	4	0	29
		% within Does Self-development have an impact on staffing levels	24. 1%	62. 1%	13. 8%	0. 0%	100. 0%
Total		Count	20	65	39	4	128
		% within Does Self-development have an impact on staffing levels	15. 6%	50. 8%	30. 5%	3. 1%	100. 0%

4.2 Conclusion

By way of conclusion the findings of the research indicate that Self-development has greatly improved the performance of employees with regards to competence, development of skills and knowledge, employee job performance, research skills and lesson preparation. The employees have become more motivated and committed to their jobs as a result of Self-development. However a few workers have been affected negatively in terms of their performance they have abandoned their work and opted to focus on Self-development, they have also become less efficient due to divided attention perpetuated by Self-development. This chapter has dealt with a number of issues on Self-development and performance in a quest to establish the effects of Self-development on performance.

References

Boudreau J W. (1991), *Utility Analysis for Decisions in Human Resource Management*; in Dunnette and Hough (eds.) *Handbook of Industrial and Organisational Psychology*, Vol. 2. Palo Alto, CA: Consulting Psychologists Press.

Gilley, W J. and Eggland, A. S (1989), *Principles of Human Resource Development*, Hesley Publishing Company, Inc.

Manda, P. (2009), *Human resource Development and Workplace innovation and performance: A case of Zambia National Tender Board*. A Masters Dissertation, Copperbelt University: Zambia.

Mwale, S. (2011), *The practice and effects of Human Resource Training and Development in Zambia state owned enterprises: The case of the Zambia Telecommunications Company. (ZAMTEL)*. A Masters Dissertation, The University of Zambia: Lusaka, Zambia.

Nankervis, A, Compton, R and Baird M (2008), *Human Resource Management Strategies and Processes* Australia: Cengage Learning.

Tembo M. E (2001), *What Problems Affect Effective Implementation of Training and Development in the Public Service: A Gender Perspective* A Masters Dissertation, University of Zambia: Lusak, Zambia

The Republic of Zambia (1993), *Public Service Reform Programme Report*, Lusaka, Zambia.

CHAPTER FIVE

PROBLEMS ASSOCIATED WITH THE PROMOTION OF SELF-DEVELOPMENT

5.1 Introduction

This chapter answers the question, “What problems does MESVTEE face in the promotion of Self-development and what problems do the MESVTEE employees face in the pursuit of Self-development. The findings revealed that there are several problems that the employees of the MESVTEE face as a result of pursuing Self-development. The MESVTEE also faces a number of problems due to the promotion of Self-development. These problems include: absence of study room, poor timing, inadequate finances, lack of interest and negative attitude, lack of motivation, understaffing, long procedure, ineffective communication, bureaucracy and red tapism, uncondusive environment, poor academic progress, unauthorised studies, victimisation, corruption, favouritism and limited sponsorship. The study looks at the problems associated with the promotion of Self-development from two perspectives, namely, employees and employers. The details of these problems are presented in the ensuing paragraphs.

In order to effectively promote Self-development, various prblems that are associated and brought about as a result of Self-development need to be assessed and scrutinised, there should be proper management and conduct of Self-development at all levels in order to avoid these problems. The Ministries, Provinces and Schools should be swift and transparent enough in their conduct of training and development-related programmes and projects in order to promote Self-development. The process of acquiring permission to undergo Self-development should be speedy and managed by prompt and trained personnel who are able to effectively discharge their duties. There is also need for training and development activities to be adequately funded so as to avoid stringent restrictions on the training plan and generaly sponsorship of those intending to undergo Self-development.

Problems faced by Public Service Employees in their Pursuit of Self-development

Absence of Study Room: in this study, it was revealed that there was limited study room for those who were undergoing self-development, as a result teachers have ended up using staff rooms and classrooms to study, hence interfering with the school operations. Due to this challenge of study rooms, the study time tended to crash with the school time table. There were no study rooms for continuous professional development. In addition there was scarcity of study material because in most schools there were no libraries that had study material that were relevant to those undergoing Self-development. The teachers needed to go out of school to look for study materials. There were no libraries and no access to internet for those who are furthering their studies.

Inadequate Finances: the study found out that there was a problem of finances, the study materials needed to be purchased and there was no allocation for self-development, the money given from grades one to seven was strictly for school requirements at primary school level. There was no allocation that was meant for self-development programmes within the school, as such it became difficult to come up with initiatives that would prompt Self-development at school level. With regard to sponsorship that was being offered, there is no assurance of government sponsorship except for the fast track programme. The lack of sponsorship and restrictions on the number of people who can undertake self-development has posed as a problem.

Additionally, the training plan limits employees. There are restrictions on what training should be undertaken in an attempt to save costs. The allocation for training and development is limited and it does not meet the demand. The government only sponsors a very limited number of teachers in a year. The average is about three teachers per school; in some instances, the sponsorships are suspended due to lack of funds.

Lack of Motivation: this study found out that some employees were demotivated, hence the failure to undertake Self-development. These findings were in line with some scholars who have noticed that there are several challenges in the management of professional development. For example, Blandford (1997), observes that self-development and staff-development are the basis for professional development and crucial to school management. Other scholars like Skelton, Reeves and Playfoot (1994), support this view and point out that development is not something that can be done to people, but something people can do themselves through the personal identification of their talents and self-will to advance. The role of the managers is to motivate those individuals. But motivation has also been deemed as a challenge in human resource management. Motivation is viewed as one of the aspects of management that have been challenging to many scholars and managers, due to its greater inclination to being intrinsic than extrinsic motivation in a prevailing situation (Mulundano, 2006).

Bureaucracy and Red Tape: the process in government is very slow and too bureaucratic. There is so much procedure to be followed for one to undertake Self-development. The process is so slow that most employees have just given up and just decided to go the easy way of not getting permission. These bureaucratic delays have also affected employees in terms of up-grading of salary scales. Some employees have remained in the same lower salary scale for months due to procedural issues. This has ended up demotivating them and others have resigned and taken up new jobs in other institutions. Moreover, there is no guarantee of being upgraded because the vacancies are not enough to accommodate everyone who has undergone self-development.

Long Procedure: the study found out that the process of obtaining paid study leave was too bureaucratic and too long. The system has a very long and slow channel that is followed for one to be included on the study plan. The hierarchy is as indicated below:

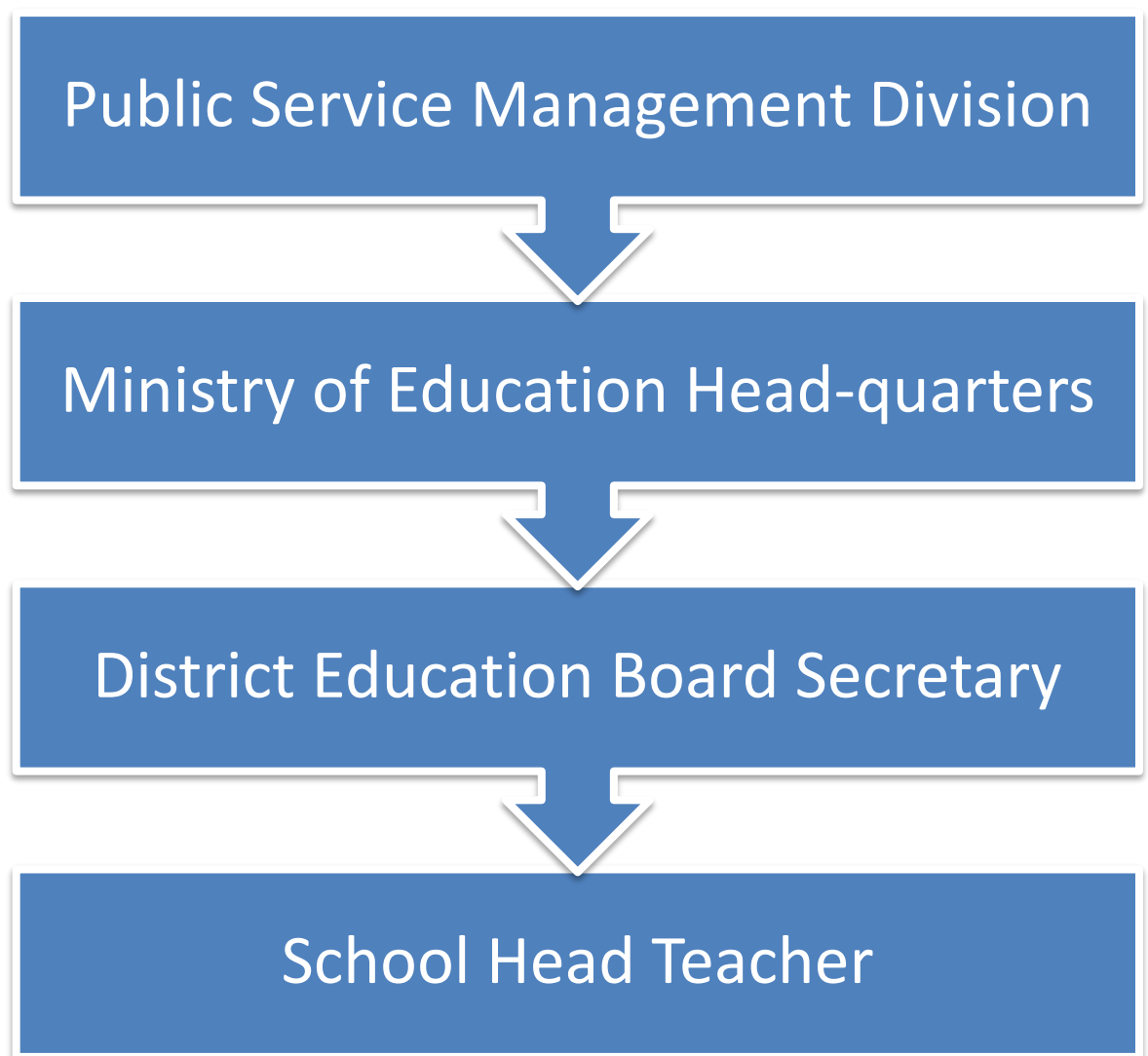


Figure 9: Hierarchy of Authority in the MESVTEE

Source: Ministry of Education, Science, Vocational Training and Early Education.

The teachers did not know the procedures. They did not follow prescribed instructions for instance, the bonding agreement requires that five copies should be filled in, in the applicants' own handwriting but some employees decide to fill in one and photocopy the other four. When the documents get to the Ministry, they are rejected on that account and they need to go through the whole process again, and by the time they are approved, the school programme might have already commenced.

Ineffective Communication: there was ineffective communication between the MESVTEE with regard to opportunities for Self-development. Often times, employees were unable to exploit the available opportunities for Self-development due to lack of information. The information circulates among top officials who keep it within their circles and inform their preferred candidates. Most teachers expressed ignorance about the availability of tuition loans and any other form of financial assistance for those who were undergoing self-development.

Unconducive Environment: the school environment is not very conducive for those undergoing Self-development. It is a very busy and noisy environment. Moreover the reading material is unavailable and access to the library and internet is limited. The timing is not friendly because workers maybe required to work when they are supposed to be studying. The employees pursuing Self-development are not given chance to go on study leave if they are not on the study plan. The study plan is only restricted to a maximum of four teachers per year. At school level, the training plan looks at the needs of the school, and priority is given to science and mathematics teachers because there is always a shortage in those fields. Therefore teachers are forced to pursue studies without study leave. They are forced to study in the noisy school environment while lessons are in session and during lunch when the pupils make a lot of noise.

Poor Timing: the study indicates that most of the employees do not fit into the time table. There is an overlapping programme between their school time table and the courses they are pursuing. Most school programmes run in the morning when they are required to be at their learning institutions. The school learning calendar runs at the same time that the teachers are required to be at their learning institutions. The holidays rarely coincide with the self-development programmes.

Victimisation: in this study, it was discovered that some employees were being victimised by their superiors for undertaking Self-development. One respondent narrated how she was dragged out of her class to verify her study leave. Most of this victimisation was being perpetuated by superiors who possessed lower qualifications because they felt threatened by the juniors who were advancing their qualifications.

The superiors felt insecure because once their juniors got higher qualifications they might be given their positions.

Corruption: the study found out that the award of scholarships was being done untransparently. There was bias in the way that scholarships were being awarded. The officials in charge took bribes in exchange for recommendation for scholarships. In light of this, undeserving employees ended up getting scholarships at the expense of those who truly deserved them. In the same way the shortlisting of workers to be put on the training plan was marred with corruption. And the granting of study leave was being done corruptly. There are high levels of corruption in the running of training and development activities in the Public Service in general and the MESVTEE in particular. One respondent narrated how a junior colleague who had only served for two years was granted paid study leave despite him being denied paid study leave after serving for ten years.

Favouritism: this study shows that favouritism is practised when putting people on the training plan. At school level, most respondents observed that favouritism was being used to recommend people for training. Once an employee is not recommended at school level, he or she can not be put on the training plan because the recommendations from the school go to the district where they are scrutinised and sent to the province where they are further assessed and sent to the Ministry where they consolidate a ministerial training plan. One respondent stated that most of the teachers who had a good relationship with the headteacher were shortlisted for study leave while those who were distant, had no personal relationship with the headteacher had a lot of challenges when it came to recommendation for promotion and being included on the training plan.

Limited Sponsorship: undertaking Self-development is very difficult because the slots for those who need to be recommended for sponsorship are very few. The education board has a limited number of people to sponsor. Recommendation is only available to one teacher in each specific subject, for instance, one science teacher and one teacher of English or any other subject can go at a time. The funds that are allocated for Self-development are too limited and insufficient in meeting the demands of the many employees who would like to undergo Self-development.

Problems Faced by the MESVTEE as a Result of Promoting Self-development

Understaffing: the study indicates that Self-development has resulted in understaffing. The school programmes that teachers undertake overlap with the teaching time-table. Performance is affected in terms of work output, as teachers are busy studying and developing themselves at the expense of their pupils. A lot of teachers want to go for training at the same time, as a result they create a gap and hence affecting staffing levels and performance. Due to Self-development, there are more instances of absconding and abandoning work, as a result the teacher-pupil ratio is affected by the limited staff available. In some instances, distance students sometimes wanted to cross over to full-time, hence affecting staffing levels.

Inefficiency by Employees: some employees become inefficient as a result of Self-development. They become truant and pay more attention to their academic programmes rather than their jobs. This tends to affect the work performance of employees and hence affect the operations of the school. One headteacher cited a case of a teacher whose pupils performed poorly after he started pursuing his studies.

Lack of Interest and Negative Attitude: notably, the study shows that individual interests and attitudes prevail. Some teachers are not interested in furthering their studies, as such they have a negative attitude towards Self-development. They are content with their status such that they are not interested in utilising the opportunities that arise with regards to Self-development. One such case was at a named school where the headteacher recommended a teacher who had served the school for more than fifteen years to further his studies but he turned down the offer by saying he was not willing to advance his studies, he is too busy and he is comfortable with his qualifications.

Moreover, Self-development has demotivated some employees. Those who have undergone Self-development have high expectations and if they are not rewarded they become truant and difficult to control and those who are waiting to be upgraded are

demotivated. These disgruntled employees become a bad influence to the hard working members of staff.

The study revealed that there is a tendency of employees pursuing courses outside their teaching profession. Sometimes the worker's studies may not necessarily contribute to their performance because of wrong choice of, for example, some teachers have pursued adult education and yet they have no room to practice their adult education profession in schools. In a quest to be part of the system, they become a problem because they are uncooperative and unproductive.

Poor Academic Progress: the government has lost out on some employees who have failed to complete their programmes despite being sponsored. Some teachers choose to do difficult courses and hence end up failing until the sponsorship is withdrawn. Furthermore, some employees have taken too long to complete their programmes due to poor academic progress. Time and funds have been lost by the government as a result of poor academic progress. In an attempt to avoid financial losses as a result of poor academic progress, the government ends up restricting the number of people on the training plan. The headteachers gave cases of teachers who pursued academic programs for more than five years due to poor performance. These teachers inconvenienced the others who could not be realised to pursue their studies for fear of understaffing the institution.

Unauthorised Studies: the findings revealed that most employees were undertaking studies without authority from the school, Ministry and/ Public Service Management Division. Due to the employees not obtaining permission to undertake Self-development, they missed out on the benefits that the government was offering for those undertaking Self-development with permission. Their studies were considered more of a private affair. One respondent confessed how she feared being fired if the headteacher discovered that she was pursuing further studies because she had been absconding from work with fake medical reports in order to pursue her studies. She was not willing to exploit any opportunities that the government was offering for self-development for fear of being victimised by her supervisor. This goes to confirm that unauthorised studies limited employees from getting assistance from the government in the pursuit of their studies.

Conclusion

As a conclusion, this chapter has successfully answered the objective on the problems that affect the employees and the MESVTEE in the promotion of Self-development. A lot of problems have been discussed, among them, study materials, timing, favouritism, lack of study leave, lack of motivation due to lack of sponsorship, bureaucracy and red tape, lack of upgrades after improving qualifications, such that even if employees go for self-development, they remain at the same level for a long period of time; with wide difference in the salary scales according to qualification. So once someone is not upgraded, he/she gets discouraged and frustrated; lack of facilities like internet has also been cited and lack of sponsorship and limited sponsorship was found to be a discouraging factor. In addition, finances became a challenge along the way because employees went into borrowing to sustain their programmes.

References

Blandford (1997), *Middle Management in Schools*, London: Pearson Education Limited.

Mulundano, M. (2006), *Managing Professional Development of Teachers in Selected Basic Schools in Livingstone District*, Master's Dissertation, University of Zambia, Lusaka, Zambia.

Skelton, M. Reeves, G and Playfoot, D (1994), *Development Planning for Primary Schools*, London: Routledge.

Tembo M. E (2001), *What Problems Affect Effective Implementation of Training and Development in the Public Service: A gender perspective*. Master's Dissertation, University of Zambia, Lusaka, Zambia

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This serves as the final chapter in this dissertation. Its aim of is to summarise the main findings of the study and give recommendations.

6.2 Conclusions

This study established that, the Public Service Management Division of Zambia has a well articulated Policy on training and development. The Public Service Training and Development Policy (PSTDP) gives very relevant information on the conduct and guiding principles in training and development in the Public Service. The Policy addresses a number of cross-cutting issues in training and development. These include; Self-development of employees, procedures for obtaining study leave, sponsorships, financing of training and development, the process of training and development. The Policy makes reference to the systematic training cycle whose aim is to ensure that training and development enhance the work performance of employees. The Policy gives the rules and regulations that govern training and development and the functions of the Department of Human Resource Development (DHRD).

Among the important issues to note in the Policy is the emphasis on using training and development as a means of improving work performance of Public Service employees. The Policy clearly states that the amount of resources to be invested in training and development and priorities for allocating resources, should be decided upon the expected impact on job performance. This study concludes that, despite the many aspects of Human Resource Training and Development (HRTD) that the Policy has outlined, the promotion of Self-development of employees has not been addressed adequately. The Policy gives guide lines on the conduct of training and development but it does not outline clearly the plan on the conduct of Self-development activities.

This study has established that, a number of measures have been put in place to promote self-development by the government; the study has shown that the government is committed to ensuring that self-development is sustained. The study concludes that many efforts have been made by the government in the area of human resource development, and self-development in particular. The measures that have been put in place to promote self-development include; part-time and distance learning, fast track, sponsorship, tuition loans, promotions, study leave, upgrading of salary scales, training plan, training policy, sponsorship and funding of training programmes and generally educational policies aimed at encouraging employees to further their studies. Involvement of various stakeholders in planning for self-development has also been used as a measure in the promotion of self-development.

However, it is concluded that there are a lot of short-comings in self-development. Most employees have opted to undertake self-development without necessarily following the proper channel. This has posed a challenge because employees undertake studies without the knowledge of government and authority from the MESVTEE. This makes it difficult for them to receive support from government throughout their studies. In this study, it is concluded that, the challenges that are faced can be overcome by implementing the recommendations that this study makes. Therefore, it is safe to conclude that the government has made efforts in the promotion of human resource development. However, there is inadequate promotion of self-development, employees have continued to face many problems in their quest to undertake self-development. Therefore, the measures put in place to promote self-development are inadequate.

In addition the study revealed detailed information on the promotion of self-development in the Ministry. This was aimed at getting a clear picture on how sustainable the promotion of Self-development was in the Ministry of education. The findings on the promotion of Self-development in the Public Service revealed that the promotion of Self-development by the MESVTEE is inadequate. The Ministry follows the guidelines and procedures of Cabinet. Government only gives sponsorship and permission to employees who are developing themselves in line with their current positions.

The study established that, self-development improves work performance of employees. In order to investigate how this occurs, the study looked at the following variables: efficiency, competence, commitment towards work, improvement in skills and the effects of self-development on staffing levels. The study established that employees become more efficient. The study also established that the levels of competence improve greatly after Self-development. Employees have become more committed towards work as a result of Self-development. It has been established that, self-development has greatly improved the performance of employees with regards to competence, development of skills and knowledge, research skills, lesson preparation and ability to teach the entire syllabus within the stipulated time. Conversely, the study established that, 40% of the employees have behaved unprofessionally in terms of their performance. They have abandoned their work and opted to focus on Self-development hence reducing the staffing levels; they have become less efficient due to divided attention that is brought about by self-development. In line with the forgoing, this study concludes that self-development improves work performance.

The study has concluded that, there are a number of problems that affect the employees and the MESVTEE in the undertaking of Self-development. A lot of problems have been revealed among them; non availability of study materials, limited time, favouritism, lack of study leave, lack of motivation due to lack of sponsorship, bureaucracy and red tape, lack of upgrades even after employees go for Self-development, there are wide differences in the salary scales even after undergoing self-development. Lack of facilities like internet, and lack of and limited sponsorship. In addition finances become a challenge along the way for those who are on self sponsorship because the employees go into borrowing to sustain their programmes. Based on the existing problems this study concludes that the measures put in place to promote Self-development by the MESVTEE are inadequate because employees have continued to face many problems in their pursuit of Self-development.

Notably despite the many problems associated with Self-development, it has been concluded that there are high levels of Self-development among employees in the MESVTEE. The number of employees undertaking Self-development is overwhelming at over 85% according to the findings.

Recommendations

Improving Conditions of Service

- a) This study recommends that sponsorship of teachers should be prioritized; this can be done through giving loans to employees intending to undertake Self-development. More sponsorship from government should be given to teachers, especially in subjects that are not offered in any university such as technical drawing, home economics and business studies.
- b) In addition, the study recommends that MESVTEE should come up with incentives such as award of allowances to those who have undergone Self-development in order to motivate more employees to undertake Self-development. The MESVTEE can also introduce allowances for those who have upgraded their qualifications while they await the upgrading of salary scale. The MESVTEE can use the concept used when awarding other allowances such as responsibility allowance and rural hardship allowance.
- c) In this study it is recommended that, the MESVTEE should be proactive in promoting those who expect to be promoted after undergoing Self-development. People should immediately be upgraded or configured to a higher salary scale once they graduate. Those who have undergone Self-development should also be awarded with higher job titles.
- d) The study further recommends that, instead of waiting for teachers to go to colleges it is better to decentralise so that the courses are done within the school and in a short period of time. In addition, there should be the introduction of online training which can help to solve the problem of understaffing. The school should try by all means to provide the necessary materials without teachers having to go to colleges.
- e) Furthermore, this study recommends that there should be feedback from those teachers who have undergone Self-development. There are so many teachers who are going for studies but when they return there is no feedback. Those

who go for Self-development should be given a platform to give motivational talks. This will act as a way of sensitising people on the benefits of Self-development.

- f)** In this study it is recommended that the MESVTEE should allow teachers to pursue their courses of interest. When teachers go for Self-development, they specialise in their area of interest and when they return to their stations they should be placed in the fields related to their study rather than being misplacement in other qualifications. This can be done through promotion of improvement in specialisation through qualification.
- g)** The study recommends that the increase in the number of people who are sponsored by MESVTEE can help to reduce the problems of understaffing that are caused by Self-development. The government should also use the deployment of more teachers to fill up the gap created by those that are undergoing Self-development as a way of overcoming this problem.
- h)** The study recommends that there should be checks and balances in the award of sponsorship and in the way recommendations for training are done. This will help to overcome the problem of corruption and favouritism that are being practised in the award of sponsorship and recommendations for training.
- i)** The study further recommends that, there should be restrictions on Self-development to avoid having everyone go to further their studies at the same time. The best way to promote Self-development is to ensure that it does not affect the general operations of the institution, in that way it will be fruitful and recommended.
- j)** Self-development is acceptable so long as the teacher's subject is actually on demand. There are subjects that some schools do not need because there are already too many teachers with that qualification, therefore, this study recommends that employees should be given guidance on the course they should pursue to avoid the inconvenience of doing courses that are flooded.

- k) The study further recommends that Self-development can be enhanced and made easy by restricting the fast track programmes to holidays when teachers are free. It is very easy to undertake Self-development during holidays. Fast track should be organised during the holidays so that it accommodates most of the teachers who are doing distance and part-time.

Shortening the Procedure

- l) The MESVTEE should revise the procedures and guidelines. Some of the guidelines and procedures are outdated. Furthermore, the process of obtaining paid study leave should be shortened because certain officers do not add value to the process. There should be more improvement of Self-development through more funding and reduction on repetitive paper work. Because some employees are disqualified on the basis of not having the necessary documentation, at least employees should instead go directly to PSMD instead of going through the other channels such as the school, district education office, Province and Ministry before getting to PSMD.
- m) This study recommends the expansion of the training plan by including more people and stretching the budget ceiling on training. In addition, there should be introduction of more incentives to promote Self-development such as instant promotions, extra duties which come with allowances for degree holders. Tuition loan schemes which can work like medical schemes, they can be deducted from the salaries of the employees.

Finacial Interventions

- n) It is recommended that, the MESVTEE should introduce Self-development schemes where a small amount of money will be deducted from one's salary and channelled to the Self-development of employees. It is recommended that the government should facilitate the transactions through the provision of huge loans that should be paid directly to the learning institutions to avoid diversion of these loans by the employees. In this way the problems of finances that employees face when undertaking Self-development will be overcome.

- o) The MESVTEE can introduce professional development loans which should be easy to obtain at subsidised rates. This will help those employees who are facing financial constraints as a result of Self-development. The MESVTEE should go into various fundraising ventures to increase the financial resources for human resource development.

Casualisation

- p) This study recommends that the MESVTEE should consider employing some employees on short-term basis to stand in for those who are undergoing Self-development. This will help to solve the major problem of understaffing and poor performance as a result of Self-development.

Transparency

- q) This study recommends that, the inclusion of people on the training plan and award of scholarships or any other human resource development related activities should be done in a just, fair, open, transparent and sound manner. This will eradicate the problem of favouritism, victimisation and corruption which the MESVTEE employees face.

BIBLIOGRAPHY

Arneson. S. (2009), *Training Industry Quarterly spring*www. trainningindustry.com/TIQ

Beardwell I, Holden, L. & Claydon T. (2004), *Resource Management: A Contemporary Approach*, 4th Edition. Essex: Prentice Hall.

Blandford (1997), *Middle Management in Schools*, London: Pearson Education Limited.

Boudreau, J. W. (1991), *Utility Analysis for Decisions in Human Resource Management*; in Dunnette, and Hough, (eds.) *Handbook of Industrial and Organisational Psychology*, Vol. 2; Palo Alto, CA: Consulting Psychologists Press.

Cabinet Office (2003), *Terms and Conditions of Service for the Public Service*, Government Printers: Lusaka, Zambia.

Cabinet Office (2010), *Public Service Training and Development Policy*, Government Printers, Lusaka, Zambia

Chatterjee, B (2002), *Human Resource Management ; Acontemporary Text Book*, Sterling Publishers, New Delhi.

Chondoka,Y and Manchinshi P. C (1999), *The Historical Background of Curriculum Development in Zambia, 1883-1999*, Ministry of Education: Lusaka.

Gilley, W. J. and Egglan, A. S (1989), *Principles of Human Resource Development*, London: Hesley Publishing Company, Inc.

Gosh,B. N (2011), *Scientific Method and Social Research* New Delhi: Sterling Publishers Private Limited.

ICSA Study Text (1994), *Professional stage 1 Management Practice* London: BPP Publishing Limited: Aldine Place.

International Records Management Trust (2007), *Fostering Trust and Transparency in Governance: Investigating and Addressing the Requirements for Building Integrity in Public Sector Information Systems in the ICT Environment: A Case Study of Zambia*.

Kamwengo, M. M (1996), *An Evaluation of the In-Service Education for Teachers (INSET) programme in SHAPE Project*, Ministry of Education: Lusaka

Kombo, K. D. and Tromp, D. L. A (2006), *Proposal and Thesis Writing*. Nairobi: Paulines Publications Africa.

Manda, P (2009), *Human resource Development and Workplace innovation and performance: A case of Zambia National Tender Board*. A Masters Dissertation, Copperbelt University: Zambia.

Ministry of Education, Science, Vocational Training and Early Education (2010), *Education Sector National Implementation Framework 111 2011-2015: Implementing the sixth National Development Plan*, Government Printers: Lusaka, Zambia.

Mullins, L (2005), *Management and Organisational Behaviour*, 7th Edition, London: Financial Times, Prentice Hall.

Mulundano, M. (2006), *Managing Professional Development of teachers in selected Basic Schools in Livingstone District*. A Masters Dissertation, University of Zambia: Zambia

Mwale, S. (2011), *The Practice and Effects Of Human Resource Training and Development In Zambia State Owned Enterprises: The Case of the Zambia Telecommunications Company. (ZAMTEL)*. Masters Dissertation, The University of Zambia: Zambia

Mwanakatwe, J. (1974), *The Growth of Education in Zambia Since Independence*. Lusaka: Oxford University Press.

Nankervis, A, Compton, R and Baird M (2008), *Human Resource Management Strategies and Processes* Australia: Cengage Learning.

Orodho, A. J and Kombo, D. K (2002), *Research Methods*. Nairobi: Kenyatta University, Institute of Open Learning

Public Service Management Division (2003), *Procedures and Guidelines for Human Resource Development in the Public Service*, Government Printers, Lusaka, Zambia.

Public Service Management Division (1996), *Training Policy*, Government Printers, Lusaka, Zambia.

Self-developmentsite. com (2014).

Skelton, M, Reeves, G. and Playfoot, D. (1994), *Development Planning for Primary Schools*, London: Routledge.

Tembo M. E (2001), *What Problems Affect Effective Implementation of Training and Development in the Public Service: A Gender Perspective* Masters Dissertation, University of Zambia: Zambia

The Republic of Zambia (1993), *Public Service Reform Programme Report*, Lusaka, Zambia.

ANNEXES

APPENDIX A

Questionnaire for Teachers in Lusaka City

The University of Zambia,
School of Humanities and Social Sciences,
Department of Political and Administrative Studies,
P. o Box 32379,
Lusaka, Zambia.

Dear Respondent,

Re: Request for Permission to Administer a Research Questionnaire

I am a postgraduate student at the University of Zambia in the School of Humanities and Social Sciences. I am carrying out a study to enable me partially fulfill the requirements of the Degree of Master of Public Administration (MPA).

You have been selected as a respondent, please spare some time to answer this questionnaire. I am conducting a study on **The Self-development of Employees in Zambia's Public Service: The Case of the Ministry of Education, Science, Vocational Training and Early Education**

All the information offered will be used for the MPA Dissertation and will be handled with utmost confidentiality. Please be as honest and sincere as possible in your answers. You are free to ask any questions in relation to the questionnaire and the study in general. You reserve the right to reject the questionnaire. You are not allowed to give any information that might reveal your identity. The research team is available for consultation on anything that might arise in your quest to respond to this questionnaire. There is no time limit in answering this questionnaire, feel free to answer the questionnaire at your own pace and time.

Thank you for your time and cooperation.

Yours Faithfully,

Mrs Michelo, H. Mulunda

Contact # 0977157171

Instructions: Tick or mark an X in the brackets against the appropriate response or fill in the blank space [X].

Part 1: Demographic Data

1. What is your Gender?

- a) Male []
- b) Female []

2. Kindly select your age range

- a) Below 21 years []
- b) 21-30 years []
- c) 31-40 years []
- d) 41-50 years []
- e) 51 years and above []

3. Kindly select your Job title

- a) Teacher []
- b) Senior Teacher []
- c) Head of Department []
- d) Deputy Headteacher []

4. Highest level of qualification attained?

- a) Certificate []
- b) Diploma []
- c) Degree []
- d) Master's []
- e) PhD []

5. What is your Marital Status?

- a) Single []
- b) Married []
- c) Divorced []

d) Widowed []

6. How long have you been working under the Ministry of Education, Science, Vocational Training and Early Education?

a) Less than 5 years []

b) 5-10 years []

c) 10-15 years []

d) 15-20 years []

e) 20 years and above []

7. What is your net income?

a) Below K3,000 []

b) K3,001- K4,000 []

c) K4,001- K5,000 []

d) K5,001- K6,000 []

e) K6,001 and above []

8. What Kind of School are you working in?

a) Primary School []

b) Secondary School []

Part 2: Measures put in place by the Zambian Government to promote Self-development of Employees

9. Does the school/ Government give scholarships for Self-development?

a) Yes []

b) No []

10. Does the school give paid study leave?

a) Yes []

b) No []

11. How easy is it to get paid study leave?

- a) Not Easy []
- b) Easy []
- c) Very Easy []
- d) Not Applicable []

12. How easy is it to get loans and scholarships for Self-development?

- a) Not Easy []
- b) Easy []
- c) Very Easy []
- d) Not Applicable []

13a. Have you gone for studies to improve your qualifications since you were employed?

- a) Yes []
- b) No []

13b. If your answer to question 13a is yes, how did you finance your studies?

- a) Self-sponsored []
- b) Government Loan []
- c) Government Scholarship []
- d) Other specify

13c. Were you given any incentives during the period you undertook your studies?

- a) Yes []
- b) No []

14. Does the government give loans for Self-development?

- a) Yes []
- b) No []

15. Does your Ministry offer any programmes for Self-development?

- a.) Yes []
- b.) No []

16. What specific measures are provided by the government to promote Self-development?

.....

.....

.....

17. Do you have enough resources to undertake Self-development?

a) Yes []

b) No []

18. Is there enough motivation from government for employees to undertake Self-development?

a) Yes []

b) No []

19. What has the government done to promote Self-development?.....

.....

.....

.....

.....

.....

Part 3 Effects of Self-development on employee work performance

20. How do you rate the commitment towards work of employees who are undergoing Self-development?

a) Not committed []

b) Lowly committed []

c) Committed []

d) Very committed []

21. Has there been any improvement in meeting deadlines by employees who have undergone Self-development?

a) Yes []

b) No []

22. Has the course or programme of study you have undertaken helped to solve or reduce any of the challenges you face in your job?

a) Yes []

b) No []

23. How do you rate your competence after undergoing Self-development?

a) Not competent []

b) Competent []

c) Very competent []

d) Not Applicable []

24. Has the performance of your pupils improved after undergoing Self-development?

a) Yes []

b) No []

25. Have you been able to carry out senior duties since you underwent Self-development?

a) Yes []

b) No []

26. Can you confidently say that your skills have improved since you underwent Self-development?

a) Yes []

b) No []

27. Are you able to teach the contents of your syllabus within the stipulated time since you underwent Self-development?

- a) Yes []
b) No []

28. Has Self-development broadened the scope of research which has led to increased quality of lesson preparation?

- a) Yes []
b) No []

29. How does Self-development affect the efficiency of employees?.....

.....
.....

30. What are your views on the relationship between Self-development and performance?.....

.....

31. How does Self-development affect the work performance of employees?.....

.....
.....

32. How does Self-development affect commitment towards work?

.....
.....

33. What are your recommendations to improve the promotion of Self-development?

.....
.....

Part 4 Problems that Affect Promotion of Self-development

34. What constraints have you experienced in your quest to undertake Self-development?.....

.....

35. Does Self-development have an impact on staffing levels?

a) Yes []

b) No. []

36. How informed are your fellow employees about Self-development?

.....
.....

37. What other factors affect people's access to Self-development?

.....
.....

38. In your opinion, how would you describe the commitment by school management in promoting Self-development?

.....
.....

39. What do you think are the factors which affect promotion of Self-development?

.....
.....
.....

40. How easy is it to undertake Self-development?

.....
.....
.....

Thank you for your time!

APPENDIX B

Interview Guide for Head teachers

The University of Zambia,
School of Humanities and Social Sciences,
Department of Political and Administrative Studies,
P. O Box 32379,
Lusaka.

10th June, 2015.

Dear Sir/Madam,

Ref: Request to Conduct an Interview

I am a postgraduate student at the University of Zambia in the School of Humanities and Social Sciences. I am carrying out a study on the **The Self-development of Employees in Zambia's Public Service: The Case of the Ministry of Education, Science, Vocational Training and Early Education**. This study is a partial fulfilment of the requirements of the Degree of Master of Public Administration (MPA).

With reference to the above subject, you have been selected as a key informant and I would be most grateful if you spared a few minutes to answer some questions. All the information you will offer will be handled with utmost confidentiality and will only be used for the MPA Dissertation. I would be very grateful if you gave me sincere answers to the questions. Further, you are free to withdraw from the interview at any moment without giving any reason.

Your positive response will be highly appreciated.

Yours Sincerely

Michelo H. Mulunda

Interview Guide for Head teachers

1. What measures have been put in place to promote Self-development?
2. How has commitment towards work been affected by employees undertaking Self-development?
3. How easy is it for employees to undertake Self-development?
4. What constraints does your school face as a result of Self-development?
5. What barriers do employees in your school face in Self-development?
6. Are you involved in planning for Self-development?
7. Do you have influence on the promotion of Self- development?
8. How many teachers are undergoing Self-development at you school?
9. What are the factors which affect the undertaking of Self-development?
10. What challenges do employees undertaking Self-development face?
11. What recommendations can you give to promote Self-development?

APPENDIX C

Interview Guide for Officials from the Ministry of Education, Science, Vocational Training and Early Education

The University of Zambia,
School of Humanities and Social Sciences,
Department of Political and Administrative Studies,
P. O Box 32379,
Lusaka.

10th June, 2015.

Dear Sir/Madam,

Ref: Request to Conduct an Interview

I am a postgraduate student at the University of Zambia in the School of Humanities and Social Sciences. I am carrying out a study on the **The Self-development of Employees in Zambia's Public Service: The Case of the Ministry of Education, Science, Vocational Training and Early Education**. This study is a partial fulfilment of the requirements of the Degree of Master of Public Administration (MPA).

With reference to the above subject, you have been selected as a key informant and I would be most grateful if you spared a few minutes to answer some questions. All the information you will offer will be handled with utmost confidentiality and will only be used for the MPA Dissertation. I would be very grateful if you gave me sincere answers to the questions. Further, you are free to withdraw from the interview at any moment without giving any reason.

Your positive response will be highly appreciated.

Yours Sincerely,

Michelo H. Mulunda

Interview Guide for Officials from the Ministry of Education, Science, Vocational Training and Early Education

1. How would you describe the promotion of Self-development in your Ministry?
2. What constraints does the Ministry face in promoting Self-development?
3. What constraints do Public Service employees face in their quest to undertake Self-development?
4. What role does the Ministry play in the promotion of Self-development
5. How active is the government in undertaking measures aimed at improving Self-development?
6. What measures have been put in place by the government to promote Self-development?
7. How can promotion of Self-development be attained?
8. How has the performance of employees been affected by promotion of Self-development?
9. What do you think should be done to promote Self-development?

APPENDIX D

Interview Guide for officials from the Public Service Management Division

The University of Zambia,

School of Humanities and Social Sciences,

Department of Political and Administrative Studies,

P. O Box 32379,

Lusaka.

10th June, 2015.

Dear Sir/Madam,

Ref: Request to Conduct an Interview

I am a postgraduate student at the University of Zambia in the School of Humanities and Social Sciences. I am carrying out a study on the **The Self-development of Employees in Zambia's Public Service: The Case of the Ministry of Education, Science, Vocational Training and Early Education**. This study is a partial fulfillment of the requirements of the Degree of Master of Public Administration (MPA).

With reference to the above subject, you have been selected as a key informant and I would be most grateful if you spared a few minutes to answer some questions. All the information you will offer will be handled with utmost confidentiality and will only be used for the MPA Dissertation. I would be very grateful if you gave me sincere answers to the questions. Further, you are free to withdraw from the interview at any moment without giving any reason.

Your positive response will be highly appreciated.

Yours Sincerely,

Michelo H. Mulunda

Interview Guide Interview Guide for officials from the Public Service Management Division

1. How would you describe the promotion of Self-development in the Public Service?
2. What constraints does the Public Service face in promoting Self-development?
3. What constraints do Public Service employees face in their quest to undertake Self-development?
4. What role does the Public Service Management Division play in the promotion of Self-development
5. How active is the government in undertaking measures aimed at improving Self-development?
6. What measures have been put in place by the government to promote Self-development?
7. How has the performance of employees been affected by promotion of Self-development?
8. What do you think should be done to enhance promotion of Self-development?
9. How can promotion of Self-development be attained?