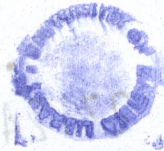


TRAINING NEEDS OF BASIC AND HIGH SCHOOL MANAGERS IN SELECTED  
SCHOOLS OF CHONGWE DISTRICT

BY

VINCENT CHIYONGO, B.A Ed. (UNZA)



A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN  
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION

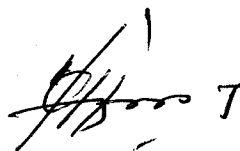
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## DECLARATION

I, Vincent Chiyongo hereby declare that this dissertation represents my own work and that it has not been previously submitted for a degree at this or any other University.



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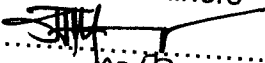

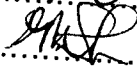
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# APPROVAL

This dissertation of VINCENT CHIYONGO is approved as fulfilling part of the requirements for the award of the degree of Master of Education (Educational Administration) of the University of Zambia.

Name and signature of Examiners

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Date 16th May, 2007  
Date 16/05/07  
Date 16/05/07  
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## DEDICATION

To my wife, Faustina Munalula and children, Rommy Kalengesa, Romeo Ndozi and Mulewana Mantoka for their endurance and patience throughout the course of this study.

## ABSTRACT

The purpose of this study was to assess the training needs of both basic and high school managers in selected schools of Chongwe District in Lusaka Province of Zambia. The study was intended to find out the extent to which school managers participated in determining their own training needs and identify constraints they encountered in meeting these needs. The study also focused on determining gender specific problems experienced by female school managers in meeting their own training needs.

The researcher employed both quantitative and qualitative methods in the collection of data. Triangulation was used in order to verify the responses given during the study. In terms of theory, a comprehensive literature review was carried out to determine the work done in the area of educational management training. The literature review indicated that training needs were gaps in knowledge, skills, attitudes or behaviour. Furthermore, literature review revealed that effective educational management training programmes were those that were based on participants felt training needs.

The findings of the study revealed that basic and high school managers needed training in educational administration and management. The skills in which school managers needed training included: financial management, human resource management, Information Communication and Technology (ICT), management of school assets, records management, delegation of duties, time management and communication skills. The study has also revealed that in addition to problems that school managers faced in meeting their own training needs there were gender specific problems that female school managers experienced in meeting their own training needs.

It is recommended that educational management training of basic and high school managers should be based on identified training needs. Additionally,

school managers should be involved in determining their own training needs. It is further recommended that the Ministry of Education (MOE) should come up with a policy of training all school managers so that qualified and empowered personnel do manage all basic and high schools in Zambia.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to my supervisor Mr Henry J. Msango for his positive attitude and parental guidance. I was almost discouraged from completing this study when my first supervisor, Professor Martin M. Kamwengo passed away but Mr Msango agreed to continue guiding and advising me until I successfully completed this study.

My heartfelt appreciation goes to the late Professor Martin M. Kamwengo, who selflessly and tirelessly guided, advised and encouraged me until he passed away. May His Soul Rest In Peace.

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I also wish to record my thanks to my wife Faustina Mukelabai Munalula and my children for their patience and perseverance during the course of this study.

My sincere thanks also go to the Principal (Mr P.M. Muzumara) and all the lecturers at National In-Service Teachers' College (NISTCOL) for their moral and material support.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 OVERVIEW

In Zambia the majority of the basic and high school managers have had no in-service training in educational management prior to their appointment. They were promoted to their managerial posts on the basis of their good behaviour and successful classroom performance. This study therefore, attempts to assess the training needs of both female and male school managers so that they can be used in the management training of basic and high school managers. This chapter will focus on the background information, statement of the problem, the purpose of the study, the objectives of the study, research questions, significance of the study, limitations and delimitations of the study, definition of terms and the theoretical framework.

### 1.2 BACKGROUND

In most African countries, the majority of the education managers manage their institutions without having formal training in educational administration and management. They may have been appointed to serve in these managerial posts because of their experience and commitment as subject teachers as well as being loyal to superiors. As Georgiades and Jone (1989:17) explain, teachers are selected to be school managers and then trained.

In Zambia training of education managers and their professional development has not received official and research attention. Those promoted to administrative and supervisory positions train on the job (ZERP, 1994). They learn their roles through trial and error. Eyre (1990:155), who is an advocate of management training and development, maintains that leadership skills are, on

the whole, practical and virtually any man or woman can be effectively trained for leadership provided the necessary latent capabilities are there.

In 1994, a management-training component of the Zambia Education Rehabilitation Project (ZERP) conducted a pilot needs assessment exercise to determine the gaps among education managers. Among the skills identified were financial management, delegation of duties, time management and management of conflicts. The results were supported by the findings of other studies carried out in the education sector. Training needs for education managers were also identified in 1995 by a team of consultants. The needs comprise various skills that managers need to function in their work (Lungwangwa, 1995:156). The Education Management Training programme conducted in provincial colleges and the University of Zambia (UNZA) from 1995 to 1997 was based on these managerial skills.

In the **Focus on Learning** policy document the MOE (1992:91) decided that high priority should be given to the professional and administrative development of school heads. In the **Educating Our Future** policy document the MOE, (1996:28) suggests that in order to enhance the effectiveness of basic schools, dynamic and inspirational leadership on the part of the manager needs to be created. West-Burnham, (1997:12) supports this idea when he states that without appropriate leadership no quality programme would work, only dynamic leadership could create the commitment to drive the strategy. Before the issue of quality teaching and learning is raised within the school, the quality of leadership may need to be explored.

The MOE (1996:147) promised to improve the management capacity of managerial and supervisory personnel. Blandford (1997:1) supports this position when he says that managing schools requires knowledge and skills in planning, resourcing, controlling, organizing, leading and evaluating. In short, school

management requires leadership, managerial and administrative skills. Training means teaching someone to perform a particular job or skill well.

The 2003 Basic School Management Training of Head teachers held at UNZA and the Management Education Course taking place at National In-Service Teachers' College were based on the above training needs. But training needs change over time and according to the environment, policies and individuals. This view is supported by Niemi (1989) and Banda (2002) who write that needs are not static; they change as individuals and the environment change.

Commonwealth Secretariat (1998:40) emphasizes the importance of identifying the correct needs when planning a programme. The current thinking in professional development focuses on the need to involve those to be trained in deciding on issues to be addressed in their training. Lungwangwa *et al* (1995:148) point out that the major purpose of training programmes for education managers is that of meeting their needs. Training needs, according to Kamwengo (2004:15) and Banda (2002) are gaps in knowledge, skills, attitudes or behaviour, which can be bridged by exposing individuals to training. Niemi (1989) further defines a training need as the gap between the current and desired state of affairs. The state of affairs is in terms of knowledge, skills, attitudes and competences.

### **1.3 STATEMENT OF THE PROBLEM**

Management of education is an issue that has increasingly attracted the attention of policy-makers, educationists and researchers in recent years (Lungwangwa *et al*. 1995:146). One way of ensuring that there is effective management of education is the provision of continuous and relevant training. In order for Educational Management Training programmes to be effective, they should be based on client needs.

According to the public service training policy (Directorate of Human Resource Development of 1996) and the Ministry of Education training policy of 2002, all training ought to be based on a system of identified training needs. A review of training literature in the Ministry of Education indicates that many studies on training have not given attention to training needs of Basic and High school managers. Furthermore, it is not clear whether all training efforts being provided to school managers are based on identified training needs.

The problem, therefore, is that educational management training programmes of Basic and High school managers are not based on a system of identified training needs. This study intends to identify training needs that will be a basis for a future training programme development at National In-Service Teachers' College and in the Ministry of Education.

#### **1.4 THE PURPOSE OF THE STUDY**

The purpose of the study was to assess the training needs of basic and high school managers in the selected schools of Chongwe District.

#### **1.5 THE OBJECTIVES OF THE STUDY**

This study was intended to:

- a) identify the training needs of basic and high school managers.
- b) find out the extent to which school managers participated in determining their own training needs.
- c) determine problems faced by basic school and high school managers in meeting their own training needs.
- d) find out if there were gender specific problems experienced by female school managers in meeting their own training needs.

## **1.6 RESEARCH QUESTIONS**

The study questions were as follows:

- a) What are the training needs of basic school and high school managers?
- b) Are school managers involved in the determination of their own training needs?
- c) What problems do school managers face in meeting their own training needs?
- d) What specific problems do female school managers encounter in meeting their own training needs?

## **1.7 SIGNIFICANCE OF THE STUDY**

The findings of this study were expected to help with in-put into National In-Service Teachers' College deliberations in its impending review of the Diploma in Education Management programme. The findings would also inform the Ministry of Education and other training institutions about the training needs of school managers in Zambia and possible ways of meeting those needs.

Furthermore, the findings of this study would be helpful to colleges of education and universities in their efforts to design relevant management training courses for their clientele.

## **1.8 LIMITATIONS OF THE STUDY**

Since the research was about assessing the training needs of school managers, there was a concern that teachers might not give correct information on the training needs of education managers. This concern was put to rest when most of the teachers displayed a high degree of frankness and professionalism in their responses.

In a few cases, some school managers were observed to be concerned about their reputation despite being requested to be frank in giving their views about their own training needs.

## **1.9 DELIMITATIONS OF THE STUDY**

It would have been desirable for the study to cover the whole province. But due to inadequate resources and time, it was limited to basic and high school managers in selected schools of Chongwe District.

## **1.10 THEORETICAL FRAMEWORK**

The Graham and Mihal training model (Erasmus and Van Dyk, 1998:91) guided this study. It is specifically directed at determining the training needs of managers.

The first step of the model requires drawing up a comprehensive list of tasks, competences and characteristics that are related to the manager's work. These characteristics can be general in nature, and are submitted to different levels of managers to determine the importance of each task. During this process, managers (school managers in this case) are involved in their own tasks, and a job analysis is conducted.

In the second step, managers are requested to indicate which tasks they would like to perform more effectively, which areas of specialization they would like to know more about and which skills they would like to improve. In the third step managers are asked to place their needs in order of priority and to link objectives to these needs. The fourth step requires the immediate superiors of managers to evaluate tasks and to establish a final list of the training needs.

The training model of Graham and Mihal emphasizes the judgment of managers and the personal value they attach to the identified needs. Graham and Mihal also emphasizes that managers are involved in identifying their training needs and can therefore contribute to the content of their training programme. According to Carl (2000:183) a model may supply meaningful guide-lines for the process which is undertaken. Models do in fact differ and are of value in specific circumstances.

## **1.11 DEFINITION OF TERMS**

### **In-Service Training**

This refers to a way of retraining an employee to update him or her with up-to-date information and techniques through seminars, workshops and long-term courses. It is part of **continuing professional development** of employees.

### **In-Service Training for school managers**

refers to learning activities offered to school managers, which are related to the management of schools.

### **School manager**

refers to the head teacher of a basic school or high school.

### **School effectiveness**

refers to the extent to which a school can achieve its goals.

## **Training need**

refers to a gap between current and desired state of affairs (in terms of knowledge, skills, attitudes or behaviour) that can be bridged by exposing an individual to training.

## **Training**

refers to the process of preparing someone for a job or activity by equipping him or her with the required knowledge and skills.

## **Education manager**

Refers to an officer entrusted with the responsibility of managing the affairs of education in institutions or a geographical area.

## **Education Management Training**

Refers to the process of preparing someone for the responsibility of managing the affairs of education in an educational organisation or educational geographical area.

## **1.12 SUMMARY**

The chapter focused on the introduction to the study, and included the problem statement, objectives of the study and research questions; among other things. The researcher has also outlined the model, which guided this study. The research design that was followed throughout the study has also been discussed.

In chapter two the researcher will describe the literature related to the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

This chapter is concerned with the review of related literature. It discusses staff development, training needs, needs assessment and training of school managers.

#### 2.2 STAFF DEVELOPMENT

In the Educational Reform Document, the MOE (1977:66) states that heads of institutions and others in supervisory capacity should attend in-service training programmes. However, the responsibility of staff development is shared between the employee and the employer. There are advantages for both the employee and the organization in form of improved performance and effectiveness and satisfaction.

Continuing professional development of the employees is important because it reduces staff management demands on the manager of the institution. This clearly emphasizes the importance of staff development as a mechanism for:

- a) developing skills;
- b) acquiring current information;
- c) learning about new programmes
- d) solving problems that tend to occur;
- e) preparing for new challenges, jobs or positions;
- f) expanding a knowledge of administrative theory and practice (Orlich 1989;129).

Guthrie and Reed (1986:321) regard staff development as an investment in human capital. The dividends yielded include a more effective school and therefore improved pupil achievement, greater personnel satisfaction and higher morale. White (2005:242) argues that staff development places on the extension of personal strengths rather than on the remediation of personal weaknesses. Individuals should take their own responsibility in order to develop their own growth. Castetter (1992:346) writes that institutions that fail to provide opportunities for staff development jeopardize their ability to meet organizational goals. Bauleni (2005:127) confirms that every institutional management worth its salt be concerned with continuing professional development of its staff in order to cater for emerging new challenges. Heller (1998:49) advises all senior people to develop the habit of talking and listening to everybody in their institutions.

Lungwangwa **et al.** (1995:148), point out that the major purpose of training programmes for education managers is that of meeting their needs. Staff development in education has many facets, as is evident from the numerous terms found in the literature (Webb **et al.** 1994:234). Such terms include in-service training, professional development, professional growth, continuing education, on-the-job training and human resource development.

Clickman (1990:310) as quoted by Coetzee & White (2004:30) points out that staff development is the total learning experiences available to a professional that are both directly and indirectly related to his or her work. He also says that staff development is viewed as a systematic attempt to alter the professional practices, beliefs and understandings of school persons toward an articulated end. He further states that staff development involves all the people who make up the organizational entity called the school. This includes administrators, supervisors, teachers, support staff, and any other who work toward the accomplishment of the mission of the school they serve. Coetzee and White (2004:30) quoting Harris (1985:57) suggest that staff development involves preparation for new advanced ways of improving job performance.

A study conducted by Manchishi and Chelu in 1995, sought to describe the provision of In-service Training (INSET) to teachers in Zambian government schools. Views regarding the provision of in-service training to teachers were taken from selected teachers. The results of the study suggested that there were more primary school teachers attending INSET in colleges than teachers from secondary schools. Among the reasons for this disparity were:

- a) Fewer higher institutions of learning offering distance education to teachers;
- b) Mostly INSET provision by the government seems to target primary school teachers;
- c) Non availability of an exclusive colleges for secondary teachers;
- d) No detailed policy on INSET.

The main weakness in this study is that the findings did not separate primary school teachers from secondary school teachers. For this reason the results did not give a clear picture of INSET participation between primary schoolteachers and secondary school teachers.

Waddimba (1982) as cited by Banda (2002:28-29) conducted a case study on INSET among teachers in Zambian government primary schools. The study revealed that the methods used in INSET courses included workshops, lectures, seminars/tutorials, demonstration and discussion. It was found that other methods of INSET provision were barely used. The researcher also found that INSET was used as an introduction to new curricular and retraining for new roles.

Waddimba's case study on INSET in Zambia among government primary schools tried to expose strengths and weaknesses in the provision of INSET among the primary school teaching staff. However, the study had one major methodological weakness. The researcher did not explain in detail how data were collected. The study did not also quantify teachers in terms of preferred

methods of INSET delivery. Finally, the researcher did not mention the number or percentage of teachers exposed to INSET (Banda, 2002:29).

Furthermore, Waddimba's study as cited by Banda (2002:29) showed that INSET located at the University of Zambia and Curriculum Development Centre accounted for just 2% of the total, 30% in provinces, 20% at teachers' own schools, 16% at NISTCOL and 13% at Colleges of Education in the Provinces. This implies that the total percentage was 81% with 19% unaccounted for. The study should have accounted for the 19% so that a clear picture could be created on the distribution of INSET programmes in government schools.

Banda's study (2002) on the in-service training opportunities among secondary school teachers in private schools revealed that INSET programmes among teachers were very rare and where available were mainly of short term duration. The majority of the teachers were not exposed to long term INSET programmes. Consequently, teachers from private schools were rarely in high institutions of learning where upgrading INSET programmes were offered.

### **2.3 TRAINING NEEDS**

Research and training have shown that the cardinal principle in training programme design is that training programmes should be based on identified needs. This makes the programmes relevant and attractive to client participation (Kamwengo and Ndlovu, 2004:15).

'Need' is a term, which has numerous meanings. A common definition views a 'need' as a gap between actual performance and required performance. In other words it is a gap between what people know or are able to do and what they should know or should be able to do (Erasmus and Van dyk, 1998:84). Training needs are therefore gaps in knowledge, skills, attitudes or behaviour. The gaps exist between the present state of affairs and desired state of affairs (Kamwengo

and Ndlovu, 2004:15). It is also argued that training needs are not fixed; they are constantly changing. Banda (2002) points out that exposing an individual to training can bridge training needs.

Niemi (1989) argues that an INSET programme cannot take place unless a training need exists. The training need is usually the gap between the current and desired attitudes, skills and knowledge. As a result needs are constantly being created.

Kahn (1991:16) observes that professional needs of today's teachers must not be viewed in the same way with that of the past. The notion of in-service training has changed to Continuing Professional Development. The difference between in-service training and Continuing Professional Development may seem small on paper but means much in practice. Continuing Professional Development focuses on the extension of personal strengths. In-service training on the hand emphasizes the remediation of personal weaknesses.

The Brown **et al.** (2002) research on professional development and management training needs for heads of department in United Kingdom (UK) secondary schools identified the following areas of need:

- a) Training in techniques and concepts of forward planning, costing and evaluation by performance criteria.
- b) Grounding in the ability to think and plan short, medium and long term and to be able to relate subject/department aims to wider school aims.
- c) Training in the prioritization of objectives.
- d) Training in budgeting and financial management skills.
- e) The skills of monitoring and evaluation, identifying performance indicators and success criteria.
- f) A range of interpersonal and intrapersonal skills, including time management, stress management, meetings management,

communication skills, negotiation skills and the management of departmental staff development.

- g) Training in Information Communication Technology skills.
- h) Curriculum audit, management and evaluation skills; assessment techniques and processes.
- i) General management and leadership skills.

The researchers used interviews only to collect data. However, they interviewed not only heads of department but also school managers and other senior managers in the education system.

A study conducted by Muzumara (1998) about supporting and improving the teaching of science in Zambia conducted in UK revealed a number of problems or constraints that teachers face in teaching science. The researcher used questionnaires, observations and structured interviews to gather data from schools and science teachers in UK.

The Muzumara study identified a number of reasons why Continuing Professional Development is given to serving teachers. The research revealed more reasons for in-service education for science teachers because of their demanding roles and responsibilities in the teaching of science. The reasons included the knowledge explosion in Science and Technology and the changes in the National Curriculum.

Muzumara advises that supporting and improving the teaching of science should include both basic school and high school teachers because the training needs are basically of the same nature. Although, the researcher argued that the variety of issues that pertain to the science teacher and the teaching of science in the UK could very much apply to Zambia, it should be noted that the two environments are different and therefore, the training needs can also be different

The above findings and recommendations have major implications for basic and high school managers in Zambia today. School managers are expected to improve the professional capacity of their teachers by permitting them to go for in-service training. School managers can still create an environment in which teachers participate in School Programme of In-Service for a Term (SPRINT). This means that school managers themselves should be equipped with administrative and managerial skills. These skills include motivating staff, communication and leadership skills.

## **2.4 NEEDS ASSESSMENT**

Needs assessment is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The assessment is part of the planning process focusing on identifying and solving performance problems. These problems may be related to knowledge, skills and attitudes.

Training Needs Assessment (TNA) is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals.

Similar concepts (with some modification) apply in the case of school managers in the Ministry of Education. For example, in this instance we are focusing on the training needs assessment of individuals to gauge their knowledge, skills and attitudes for the task of school management and administration. This implies that both "what ought to be," that is, the knowledge, skills and attitudes expected of school managers and "what is," that is, the current level of knowledge, skills and attitudes of individuals who are to be trained, must be included in the assessment.

The primary purpose of training needs assessment is to ensure that there is a need for training and to identify the nature of what a training programme should contain. A training needs assessment provides the information needed for developing a training plan that is based on the learning needs of the trainees. It increases the relevance of the training and the commitment of the learners, as they are involved in the preparation of the training design that reflects their expressed needs. Thus, it helps to foster rapport between the trainers and the trainees. The trainers can acquire basic knowledge of the strengths and limitations of the trainees and the learners can become partners in analyzing their own learning needs.

Therefore, the reasons for doing training needs assessment are:

- a) to determine whether training is needed;
- b) to determine causes of poor performance;
- c) to determine desired training outcomes;
- d) to provide a basis for measurement; and
- e) to gain management support.

The assessment can be as detailed as needed. Factors to consider when considering the level of detail include: time, money, number of people involved, and criticalness of skills to be imparted in the trainees.

There are many tools and methods for undertaking training needs assessment. These tools and techniques range from questionnaire-based survey to participatory learning and action (PLA) tools. Some tools used for training needs assessment that the researcher can use are questionnaires and interviews.

[http://www.unodc.org/pdf/youthnet/tools\\_message\\_escap\\_needs.pdf](http://www.unodc.org/pdf/youthnet/tools_message_escap_needs.pdf) 23/07/06

All educational leaders, no matter what their stage, experience or ambitions have development needs, which should be identified and addressed through Professional Review and Development and should reflect the priorities of the

teachers as well as the school, local authority and national priorities. The development needs of those working in schools and in the broader education sector will be determined by their specific responsibilities and the context in which they work.

<http://www.scotland.gov.uk/Publications/2003/09/18229/26740>

## **2.5 MANAGEMENT TRAINING**

The results of the study carried out by Lungwangwa **et al.** (1995:153) indicated that 96.5% of the managers and 96% of the teachers said that education managers needed training in order to function adequately in their jobs. The study also revealed that 66% of education managers had not received any training since appointment. Moreover, even the 34% who claimed to have received training complained that the opportunity had failed to address many of the needs they were experiencing on the job.

The need for training is further strengthened by the fact that managers employ the trial and error approach in carrying out their work. The effects of this, as experienced so far, include: delays in submitting reports and vital statistics, indecision, repeated errors and reprimands and reduced morale and confidence.

Ngenda (1994) observes that the Commonwealth Secretariat has been working with a number of African countries to improve the ways in which teaching services are managed. The Commonwealth African Teacher Management Workshops held in Africa in 1991 and 1992 focused on developing better management in schools by producing training modules for school managers and making commitments to put into action the programmes for improving managerial skills for school managers.

At these workshops, participants recommended an audit of current training and support programmes to analyze the needs of institutional administrators, and the

extent to which they were being met, as a basis for establishing realistic objectives for training and support programmes. The audit should include information on needs and constraints faced by school managers. It further, recommended the establishment of the locus for the School Manager Training and Support programme in the Standards and Evaluations' Section. Many writers in the field of training have referred to training of education managers as a multi-purpose affair, which includes: orienting new managers (Chmura and Associates, 1987), providing skills and knowledge for the new position (Nadler, 1989), improving the effectiveness and productivity of education managers, reinvigorating burned out managers (Chmura, 1989, Owen, 1981) and reinforcing the Ministry's philosophy, policies and procedures.

Muuka (2004) carried out a case study on access of female primary school teachers to in-service training colleges. The research revealed factors or reasons that made it difficult for female teachers who were primary trained to improve their academic and professional standards. The factors or reasons were: administrative, cultural, peer pressure, and personal factors. Among the recommendations the researcher gave, in relation to management training was that the Ministry of Education should revive the Education Management Courses in order to rekindle efficiency and honesty among school managers. Such a step would reduce jealousy and unnecessary intimidation on the teachers by school managers (Muuka, 2004:47).

## **2.6 GENDER**

In the SPRINT (School Programme of In-service for the Term) the MOE (2007:45) defines gender as referring to the social differences between men and women. Furthermore, gender roles are learned behaviours in a given social context which determine activities to be done either by men or women. These activities change overtime and are influenced by age, class, religion, ethnic group and history. Sex on the other hand refers to the biological differences between

men and women. Sex roles are therefore, determined by one's sex; for instance, females give birth and breast feed.

According to Mutambo (2002:46) there are factors that may disadvantage female managers. One of these factors is gender where some posts are directed to male teachers only, while others to female teachers like that of sports co-ordinator and school matron respectively. Kelly (1999:85) writes that there is marked inequality of access to positions of responsibility, power and wealth, and, related to this, unequal access to the education and skills needed to fulfill them.

Sweetman (2001:1) states that global statistics continue to show that women are disproportionately poorer than men, and their political and social marginalization has not ended anywhere in the world. MOE (199:11) confirms that within education the dominance of men in relation to women has found expression in many ways. This has included limited women's access to higher positions of influence within the education system. The promotion of women's rights and gender equality is a prerequisite to grassroots poverty-alleviation and, ultimately, to national economic growth. Many of the arguments in support of this point of view stress the ways in which gender equality benefits not just women themselves, but their families as well (Sweetman, 2002:5).

Lungwangwa **et al.** (1995:125) emphasizes the elimination of all forms of discrimination against women in employment. One of the problems contributing to the efficiency and effectiveness of education is the way promotions among different groups are done. Women, for example, have not been well represented in management level positions within the education system. Among the speculated reasons why women are not represented in management positions are:

- a) Lack of motivation and ambition to rise to greater challenges;
- b) Poor management capabilities of women as perceived by promoting authorities ;

- c) Lack of access to opportunities for training that enhances managerial skills;
- d) Resentment of males to female authority at places of work.

Mbiti (2003:10) explains that motivation is one of the key factors that lead to efficiency. Motivation is the idea of getting the members of staff to pull together for the common good of the organization's progress. In-service courses aimed at equipping the employee with modern techniques of performing his or her duty is one of the methods of cultivating motivation among workers.

## **2.7 SUMMARY**

In summary literature study on training needs has revealed that training needs are gaps between what people know or are able to do and what they should know or should be able to do. It is also clear from the literature that training programmes should be based on the clients' needs. Literature has revealed that continuing staff development benefits not only the individual employees but the institution as well. Furthermore, literature has indicated that there is need to eliminate all forms of discrimination against women in employment.

Considering the findings of the various researchers and the reasons for training education managers, it can be argued that a trained school manager will be much more valuable to the Ministry of Education than the untrained school manager. According to Sork (1989) the centrality of basing training programmes on identified needs is undisputed in the planning literature. However, when one looks at what happens in practice very few of those people involved in designing programmes base them on the needs of the clients. This study subscribes to the view that the training of the current and potential school managers should be based on their needs.

Furthermore, the literature review has shown that many studies (Coleman, 1966; Joyce and Shower, 1998; Fullan, 1996; Chelu, 1995 as cited by Banda (2002:32)

have been conducted to find out how INSET has been made available to teachers and what impact it has on school and pupil performance. However, these studies have had weaknesses. First, most of them were carried out among western countries, and little was done in Africa. Second, many of the studies, especially in Zambia, have not focused on the training needs of school managers. This study therefore, endeavored to overcome these limitations.

In chapter three the researcher will describe the research methodology of this study.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

This chapter is concerned with the methods used in the study. It describes the population, sample size, sampling procedure, research design, research instruments, data collection techniques, data analysis, data interpretation and the aspects of their reliability, validity and trustworthiness.

#### 3.2 RESEARCH DESIGN

The study used a survey research design. Sidhu (2003:108) describes the survey research design as a method, which deals with clearly defined problems and has definite objectives. It requires an imaginative planning, a careful analysis and interpretation of the data and a logical and skilful reporting of the findings. White (2005:101) describes it as follows:

*A survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study. Each person in the sample is asked the same series of questions, and responses are then organized so that conclusions can be drawn from them. This information is used to solve a particular problem.*

According to Cohen and Manion (1994) as cited by Banda (2002:34) a survey design is one of the research descriptive methods. It attempts to investigate incidence, distribution and interrelations among sociological and psychological variables. Furthermore, surveys focus on people's vital beliefs, opinions, attitudes and facts such as those about training needs of basic and high school managers in Zambia.

The survey research design was selected because it could provide the desired information about the training needs of school managers. Sound decisions concerning their management training could be based on these needs. It also suggests the course of future development. Sidhu (2003:10) argues that a survey gives pertinent data to persons who are engaged in planning for the future.

Survey research design usually uses the following data gathering techniques: interviews, questionnaires, test of attainment or performance and attitude scales (Bikken, 1992, as cited by Banda, 2002:35).

### **3.3 POPULATION**

A population is a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of research (McMillan & Schumacher, 2001:169).

The population that was the subject of this study consisted of basic and high school managers and their deputies, teachers and senior education managers from Chongwe District Education Office. Teachers and education managers were included in order to get their views on the training needs of school managers.

### **3.4 SAMPLE SIZE**

White (2005:252) defines a sample as a group of subjects or situations selected from a larger population. The sample size consisted of 16 school managers and their deputies. This represented about 13% of the total population of school managers and their deputies in Chongwe District. There were also 72 teachers and 4 senior education managers who were interviewed in order to allow for triangulation. The sample had a total number of 92 subjects. Table 3.1 shows

the number of school managers and their deputies in Chongwe District by gender.

*Table 3.1 Number of school managers and their deputies in Chongwe District by Gender*

LEVEL	FEMALE MANAGERS		MALE MANAGERS		TOTAL	
	F	%	M	%		%
Basic schools	6	11	48	89	54	100
High schools	4	50	4	50	8	100
TOTAL	10	61	52	84	62	100

### 3.5 SAMPLING PROCEDURE

The school managers and their deputies as well as the teachers were drawn from the population using stratified random sampling procedures. The basic and high schools were divided into four categories, peri-urban basic schools and rural basic schools, peri-urban high schools and rural high schools from which 92 subjects were randomly selected.

In addition to the school managers, their deputies and the teachers mentioned above, the sample included 4 education managers from the District Education Board's office (DEB). Since Education managers at the DEB's office were few, all the 4 officers were made part of the purposive sample.

### 3.6 RESEARCH INSTRUMENTS

The data gathering instruments employed in this study included questionnaires and semi-structured interview schedules.

### 3.6.1 The self-completion questionnaire

A questionnaire is one of the research instruments used in this study. According to Sidhu (2003:131), a questionnaire is an instrument prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sample of the population from which information is desired. A good questionnaire enables the researcher to obtain data, which cannot be found in sources such as books, reports and records. According to Muzumara (1998:50), quoting Walter *et al.* (1989) a questionnaire has the advantage of obtaining responses from several categories of cadres within the group being sampled to widen the scope and quality of the data being collected.

White (2005:126-127) defines a questionnaire as an instrument with open or closed questions or statements to which a respondent must react. The questionnaire is the most widely used technique for obtaining information from subjects for the following reasons:

- a) It is relatively economical
- b) It has the same questions for all subjects
- c) It can ensure anonymity
- d) It contains questions for specific purposes.

In this study there were two sets of questionnaires. One set was designed for education managers and the other for the teachers. Both sets of questionnaires consisted of close-ended questions except for the last two questions, which were open-ended and intended to seek opinions of the respondents. The questionnaire items could be grouped into biographical items, education management courses attended, training needs and methods of training basic and high school managers.

### **3.6.2 The interview schedules**

According to White (2005:143), an interview instrument “provides access to what is inside a person’s head, makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs)”.

The interview guides used in this study consisted of a list of questions to guide the researcher in the interview. The order in which they were asked depended on the order of the conversation. And in addition to principal questions, there were some probing questions to explore issues.

### **3.6.3 Validity, reliability and trustworthiness of instruments**

According to Bless and Achola (1988:107), content validity is concerned with whether or not a measuring instrument is representative of the full content of the thing being measured. White (2005:193) supports the above sentiment when he says that validity is the researcher’s conclusion, which corresponds to the actual state in reality. Cohen and Manion (1994) as cited by Banda (2002:36) explain that the most important quality of any research instrument is the validity or extent to which an instrument measures what it is supposed to measure.

Just like most social science studies, validity was one of the factors considered when choosing the instruments to be used in this study. Since the study was mainly descriptive, the researcher employed questionnaires and semi-structured interview schedules. In order to ensure that the instruments were valid, the questions in the questionnaire and semi-structure interview schedules were piloted on a similar population which was not part of the research sample. The methods of collecting data were determined by the following factors: the nature of the data that were to be collected, the research questions to be asked, scope of the study and the ways of maximizing validity and reliability of the data.

## **3.7 DATA COLLECTION PROCEDURE**

### **3.7.1 Permission to conduct study**

In order to collect the needed data from the sampled participants, the researcher obtained an introductory note from the Assistant Dean Post-graduate Studies at the University of Zambia, School of Education. To conduct the study, the researcher had to seek and obtain permission from the District Education Board Secretary (DEBS) and the school manager at each school.

### **3.7.2 The administration of questionnaires to education managers**

One set of the questionnaires (Appendix 2) was administered to 20 education managers. These consisted of basic school managers and their deputies, high school managers and their deputies and senior education managers at the Chongwe District Education Board office. The researcher personally administered the questionnaires and collected them after they had been completed. The respondents were requested not to write their names on the questionnaires to ensure confidentiality. There was 100% return rate.

### **3.7.3 The administration of questionnaires to teachers**

Another set of questionnaires (Appendix 3) was administered to 72 randomly selected teachers. In most cases questionnaires were completed while the researcher waited. Questionnaires that were not completed in the presence of the researcher were collected at an appointed time. Anonymity and confidentiality were ensured by not allowing teachers to write their names on the questionnaires. This helped to remove the fear of victimization and promoted honest responses from participants

### **3.7.4 Interviews with teachers and education managers in schools**

Cohen and Manion (1997:271) as cited by Muzumara (1998:51), define an interview as 'a two-person conversation initiated by the interviewer, for the specific purpose of obtaining research-relevant information, and focused by his/her on content specified by research objectives of systematic description, or explanation'. Sidhu (2003:145) regards an interview as a two-way method, which permits an exchange of ideas and information. It is unique in that it involves the collection of data through direct verbal interaction between the interviewee and the interviewer.

Interviews were used to collect primary data from education managers and selected teachers in schools. The researcher interviewed both basic and high school managers of the eight schools (four high schools and four basic schools). The interviews were conducted in a relaxed environment. Although most school managers were observed to be defensive, they gave their opinions about the training needs of school managers.

The interviews with teachers were aimed at validating responses from school managers on the training needs of school managers. Five teachers at each school were interviewed. However, some teachers could not talk about their school managers freely. Such teachers were assured that the information they were giving would be treated confidentially.

The interview data were recorded using the following methods:

- a) Taking notes during the interviews and writing the main features of the interview after the interview was completed, (Hitchcock & Hughes, 1995 as quoted by Muzumara, 1998:54); and

- b) Tape recording the conversation and transcribing the notes after the interviews.

### **3.7.5 Interview with senior education managers at the DEB office**

Interviews of four senior education officers at the District Education Board's office (District Education Standards Officer, Standards Officer – General, Assistant Human Resource Officer and Statistician) were based on semi-structured interview schedules (Appendix 4). It was easier to take down notes because the interviews were carried out in a very relaxed atmosphere. The four officers gave their views about the training needs of basic and high school managers freely. The interviews were conducted in offices of the interviewees and lasted about 20 to 30 minutes each. The interviews with senior education managers were aimed at validating responses from school managers and teachers on the training needs of school managers. They also gave the researcher a chance of face-face talk with Chongwe District education managers.

### **3.7.6 Review of literature on in-service training in Zambia**

As a way of collecting more facts on the training needs of school managers and also to verify data from questionnaires and interviews, the documentary analysis technique was employed. This involved reviewing research reports, books, reports on INSET from the Ministry of Education, the 1977, 1992 and 1996 education policy documents, administrative and project reports. Documentary analysis also helped to verify the need to identify training needs before the commencement of any training programme.

## **3.8 ANALYSIS OF DATA**

- a) Quantitative data from questionnaires were analyzed using computer software called Statistical Package for Social Scientists (SPSS) to

generate tables of frequencies and percentages. Bargraphs were also used to present the statistical information.

- b) Data from interviews and focused group discussions were analyzed qualitatively to come up with significant themes and narratives.

### **3.9 SUMMARY**

This chapter on research methods has highlighted a number of procedures, which the researcher followed in conducting this study. An indication was given about the research design, the participants in the research, the methods of data collection and how data were analyzed.

The next chapter will look at the results of the study.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS**

#### **4.1 INTRODUCTION**

This chapter presents the results of the interviews and questionnaires conducted to determine the training needs of basic and high school managers in Chongwe District. The results are presented under sub-headings derived from the objectives of the study. These include: Training needs of basic school and high school managers, extent to which school managers participated in determining their own training needs, problems faced by basic school and high school managers in meeting their own training needs and specific problems experienced by female school managers in meeting their own training needs. Other sub-headings include views on how to enhance or increase school manager participation in determining their own training needs.

##### **4.1.1 Respondents' profile**

###### **4.1.1.1 Type of respondents**

Among education managers, 40% of the respondents were basic school managers, 40% were high school managers and 20% were senior education managers from Chongwe District Education Board. In the case of the teachers 50% of the respondents were basic school teachers and 50% were high school teachers.

###### **4.1.1.2 Sex of respondents**

Among the education managers, 70% of the respondents were males and 30% females. In the case of teachers, 53% were males and 47% females. The

dominance of the male respondents in case of education managers was largely due to the fact that the majority of the education managers in the district were males.

#### **4.1.1.3 Age of respondents**

Among the school managers, 35% were in the 36-40 year age group, 20% were in the 41-45 year age group, 35% were in the 46-50 year age group, whereas 10% were in the 51-55 year group. In the case of teachers, 45.8% were in the 21-30 year age group, 34.7% were in the 31-50 year age group, 16.7% were in the 41-50 year age group, where as 2.8% were above 50 years. Generally, both the young and old respondents were covered in the study.

#### **4.1.1.4 Highest academic level of respondents**

Among the education managers, 60% of the respondents had either Form 5 or Grade 12 or GCE O level certificates, 30% had diplomas, whereas 10% had first degrees. In the case of teachers, 51% of the respondents had either Form 5 or Grade 12 certificate, 42% had diplomas, where as 6% had first degrees. The study had respondents with considerably high academic levels.

#### **4.1.1.5 Professional qualifications of respondents**

With regard to education managers, 10% of the respondents had primary teachers' certificates, 55% had secondary teachers' diplomas, whereas 35.0% had first degrees. Among teachers, 33.3% of the respondents had primary teachers' certificates, 58.3% had secondary teachers' diplomas, 6.9% had first degrees and 1.4% had masters degrees. Generally, the study covered qualified respondents at both basic school and high school levels.

#### **4.1.1.6 Location of work place of respondents**

Among the education managers, 35% of the respondents had their work places in peri-urban areas, whereas 65% had their workplaces in rural areas. In the case of the teachers, 32.4% of the respondents had their work places in peri-urban areas and 67.6% had their workplaces in rural areas. The study covered respondents from peri-urban and rural areas.

#### **4.1.1.7 Position of respondents**

In relation to education managers, 25% of the respondents were basic school managers, 30% were high school managers, where as 45% were those who were acting as either school managers or deputy school managers or senior education managers at Chongwe District Education Board. Among the teachers, 88.9% of the respondents were class teachers, 2.8% were senior teachers, whereas 8.3% did not specify their positions.

#### **4.1.1.8 Work experience of respondents**

Among the education managers, 10% of the respondents had 0-5 years experience, 5% had 6-10 years experience, 35% had 11-15 years experience, 5% had 16-20 years experience, 30% had 21-25 years, where as 15% had more than 25 years work experience. In case of teachers, 45.8% of the respondents had 0-5 years experience, 30.6% had 6-10 years experience, 8.3% had 11-15 years experience, 8.3% had 16-20 years experience, whereas 1.4% had more than 25 years work experience. Generally, the study covered respondents with various work experience.

#### 4.1.1.9 Respondents' managerial experience

Forty-seven percent (47%) of the respondents had 0 -5 years managerial experience, 37% had 6-10 years managerial experience, 11% had 11-15 years managerial experience and 5% had 16-20 years managerial experience.

#### 4.1.2 Research related questions

##### 4.1.2.1 Management programmes/courses attended by respondents

Forty-five (45%) of those in school management indicated that they had attended education management courses in the last 5 years, whereas 55% indicated that they had not attended any education management courses in the last 5 years. Table 4.1 shows the distribution of respondents according to whether school managers needed training.

*Table 4.1: Distribution of respondents according to whether school managers needed training*

SCHOOL MANAGERS NEED TRAINING	EDUCATION MANAGERS		TEACHERS	
	FREQUENCY	%	FREQUENCY	%
Yes	19	95	67	93.1
No	1	5	5	6.9
Total	20	100	72	100

The findings show that, among the education managers, only 5% of the respondents said that school managers did not need any training. In the case of

teachers, about 7% said that school managers did not need any training. Table 4.2 shows the results of the cross-tabulation.

*Table 4.2: Need for basic and high school managers to be equipped with managerial skills*

MANAGERS' RATING			TEACHERS' RATING		
CATEGORY	YES %	NO %	CATEGORY	YES %	NO %
Male	100	0	Male	95	5
Female	83	17	Female	94	6
Age group 36-40 years	86	14	Age group 21-30 years	94	6
41-45 years	100	0	31-40 years	92	8
46-50 years	100	0	41-50 years	100	0
51-55 years	100	0	Above 50 years	100	0
Qualifications Form 5/Grade 12/ O'levels	100	0	Qualifications Form 5/Grade 12/ O'levels	92	8
Diploma	83	17	Diploma	97	3
First degree	100	0	First degree	100	0
Location Peri-urban	100	0	Location Peri-urban	86	14
Rural	100	0	Rural	98	2

Cross-tabulation results revealed that 100% of the male education manager respondents said that school managers needed some training. In case of female education managers, about 83% said that that they needed some training. Eighty-six percent of the respondents in the age group of 36-40 years also said that school managers required some training. On the other hand 100% of the education manager respondents above 40 years said that school managers

should be trained. One hundred percent of the peri-urban and rural respondents also said that school managers required some education management training. In the case of teachers 95% of the male respondents were of the view that school managers should undergo education management training; about 94% of the female respondents were of the similar view. All (100%) of the respondents above 40 years were in favour of school managers being trained in education management. Similarly, the findings showed that respondents with high and low academic and professional qualifications and those in peri-urban and rural areas indicated that school managers should be equipped with some education management skills.

#### 4.1.2.2 School manager' management ability

Figure 4.1 shows the ratings of school managers' management ability by the teachers.

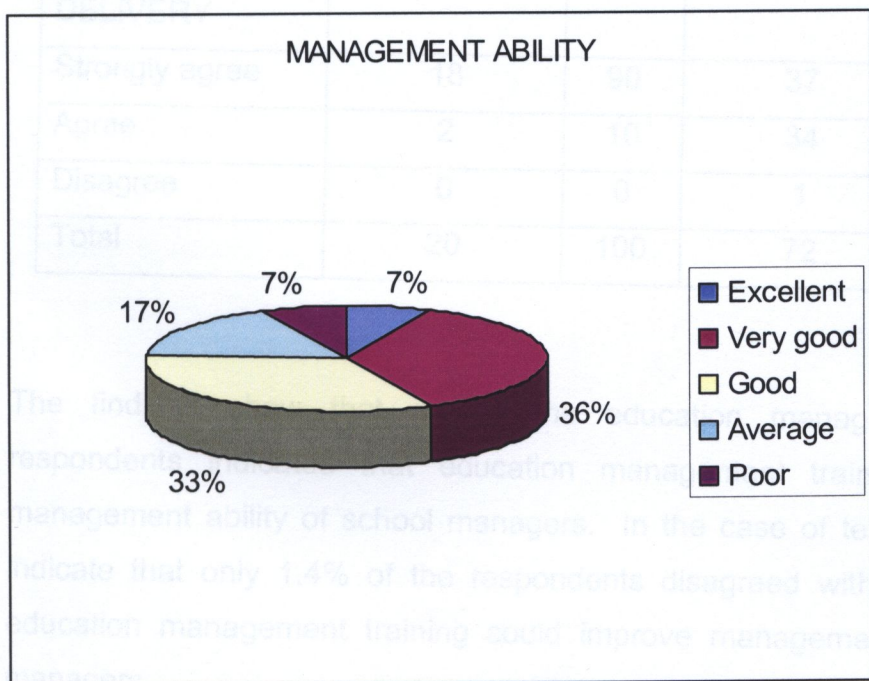


Figure 4.1: Distribution of respondents according to management ability of school managers

Among the teachers, the study revealed that 7% of the respondents rated the ability of their school managers as excellent, 36% rated it as very good, 33% as good, 17% as average, whereas 7% rated it as poor.

Furthermore, respondents were asked to indicate whether education management training could improve education delivery. Table 4.3 shows the responses given by education managers and teachers.

*Table 4.3: Education management training and the improvement of the management ability of school managers*

EDUCATION MANAGEMENT TRAINING CAN IMPROVE EDUCATION DELIVERY	EDUCATION MANAGERS		TEACHERS	
	FREQUENCY	%	FREQUENCY	%
Strongly agree	18	90	37	51.4
Agree	2	10	34	47.2
Disagree	0	0	1	1.4
Total	20	100	72	100.0

The findings show that among the education managers, 100% of the respondents indicated that education management training could improve management ability of school managers. In the case of teachers, the findings indicate that only 1.4% of the respondents disagreed with the assertion that education management training could improve management ability of school managers.

### 4.1.2.3 Skills needed by the school managers

Respondents were requested to rate training needs of school managers. Tables 4.4 and 4.5 show the ratings of training needs by education managers and teachers respectively.

Table 4.4: Ratings of training needs by managers

	SKILL	HIGHLY NEEDED %	NEEDED %	LEAST NEEDED %	NOT NEEDED %
1	Financial management	80	20	-	-
2	Communication	65	35	-	-
3	Public relations/ interpersonal	80	15	5	-
4	Motivating staff	80	20	-	-
5	Time management	70	30	-	-
6	Delegation	50	45	5	-
7	Planning and budgeting	80	20	-	-
8	Monitoring and evaluation	65	35	-	-
9	Management of school assets	60	40	-	-
10	Information communication technology (ICT)	55	40	5	-
11	General management and leadership	50	50	-	-

Table 4.5: Ratings of training needs by teachers

	SKILL	HIGHLY NEEDED %	NEEDED %	LEAST NEEDED %	NOT NEEDED %
1	Financial management	52	38	10	-
2	Communication	48	35	16	1
3	Public relations/ interpersonal	43	32	18	6
4	Motivating staff	54	35	10	1
5	Time management	24	35	27	14
6	Delegation	32	33	25	8
7	Planning and monitoring work	36	35	22	6
8	Monitoring and evaluation				
9	Management of school assets	31	36	21	13
10	Information communication technology (ICT)	58	25	14	3
11	Conflict management	35	30	25	10
12	Administration of discipline	30	37	25	9
13	Encouraging team work and participation in decision -making	42	34	18	4

These needs are divided into two parts. The first part comprises skills that have been rated by education managers and teachers in tables 4.4 and 4.5

respectively. The higher the rating, the greater the need for managers to be trained in these skills. These issues emerge from the ratings:

- a) Managers have rated all skills highly. They feel that they should be trained in both technical skills and humanistic or social skills.
- b) Teachers have equally indicated that managers need training in all the skills indicated above. However, some skills have been rated higher than others.

The second part contains skills which emerged from qualitative data and were the same except for the additional skills that were considered important for a school manager to function efficiently and effectively:

- a) Administering corporal punishment
- b) Human resource management
- c) Records management
- d) Staff appraisal
- e) Managing change
- f) Community/school relationship skills
- g) Guidance and counseling.

This list reveals the fact that:

- a) Management training should be based on identified training needs. Where this is not considered to be important the relevance of the training will be called into question.
- b) Training needs should be identified with full participation of those to be trained.

#### **4.1.2.4 Problems that school managers face in meeting their training needs**

##### **a) Lack of specialized management courses**

Among the education managers, 95% of the respondents agreed that school managers faced the problem of lack of specialized management courses in meeting their own training needs. In the case of teachers, 78% of the respondents said that school managers faced the problem of lack of specialized management courses in meeting their own training needs.

##### **b) Financial constraints**

Among the education managers, 100% of the respondents said that school managers faced the problem of financial constraints in meeting their own training needs. In the case of teachers, 73% of the respondents said that school managers faced the problem of financial constraints in meeting their own training needs.

##### **c) Lack of motivation/support from supervisors**

With regard to education managers, 60% of the respondents said that school managers faced the problem of lack of motivation from supervisors in meeting their own training needs. In the case of teachers, 57% of the respondents said that school managers faced the problem of lack of motivation from supervisors in meeting their own training needs.

##### **d) Lack of competent trainers**

The findings revealed that 70% of the education managers disagreed that school managers faced the problem of lack of competent trainers in meeting their own training needs.

**e) Lack of material support**

Among the education managers, 40% of the respondents disagreed that school managers faced the problem of lack of material support in meeting their own training needs.

**f) Lack of transport**

Among the teachers, 60% of the respondents said that school managers encountered the problem of lack of transport in meeting their own training needs.

**g) Poor communication network**

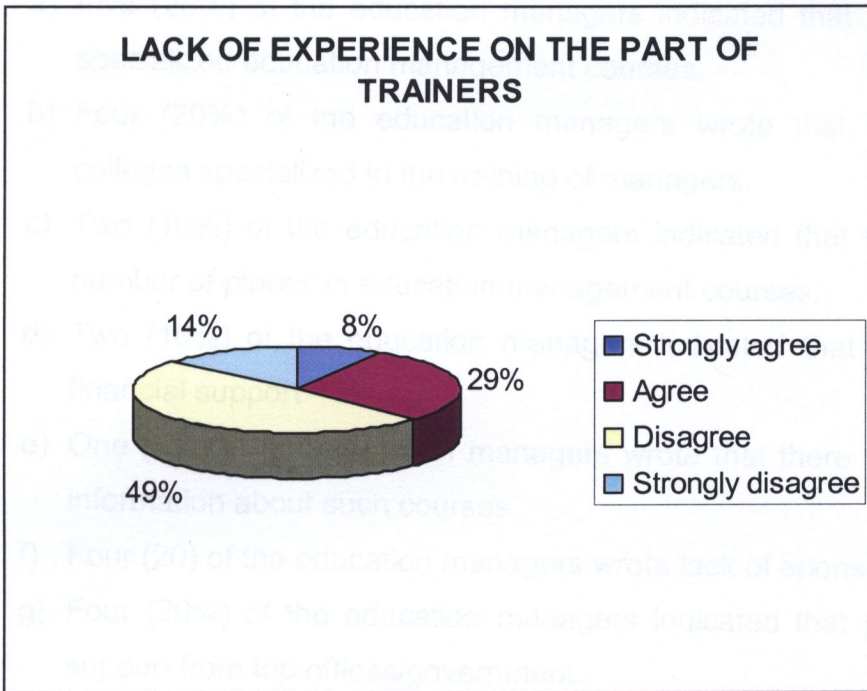
Among the teachers, the findings of the research show that 63% of the respondents agreed that school managers encountered the problem of poor communication between their institutions of learning, and the Provincial/District Education Board offices in meeting their own training needs.

**h) Little time to spend on improving managerial skills**

The findings of the research show that, among the teachers, 55% of the respondents said that school managers had little time to spend on improving their managerial skills.

**i) Lack of experience on the part of trainers**

Figure 4.2 shows the responses to the assertion that lack of experience on the part of trainers hinders school management from meeting their own training needs.



*Figure 4.2 Distribution of respondents' according to whether lack of experience hinders school managers from meeting their own training needs*

Among the teachers, 37% of the respondents agreed that lack of experience on the part of trainers hinders school managers from meeting their own training needs.

**j) Lack of experience on the part of management course designers**

With regard to teachers, the research revealed that 66% of the respondents disagreed that lack of experience on the part of those involved in designing management courses hindered school managers from meeting their own training needs.

Respondents (20 education managers) were further, asked to write down problems that school managers faced in meeting their own training needs. The following were the problems:

- a) Five (25%) of the education managers indicated that there were limited specialized education management courses.
- b) Four (20%) of the education managers wrote that there were fewer colleges specialized in the training of managers.
- c) Two (10%) of the education managers indicated that there were limited number of places in education management courses.
- d) Two (10%) of the education managers indicated that there was limited financial support
- e) One (5%) of the education managers wrote that there was no access to information about such courses.
- f) Four (20) of the education managers wrote lack of sponsorship.
- g) Four (20%) of the education managers indicated that there was lack of support from top offices/government.
- h) Two (10%) of the education managers wrote fear of letting someone else stand in while away for training.
- i) Two (10%) of the education managers indicated that there was no policy on the need to train managers after a certain period.
- j) One (5%) of the education managers indicated that supervisors did not know what exactly the needs of their institutions were.
- k) Two (10%) of the education managers wrote that there was a lot of tribalism in choosing candidates.
- l) Two (10%) of the education managers indicated that there was often too much work for them. That was, administration.

#### **4.1.2.5 Management training not based on identified training needs**

Figure 4.3 indicates the findings to the assertion that management training of school managers is not based on identified training needs.

## MANAGEMENT TRAINING NOT BASED ON IDENTIFIED TRAINING NEEDS

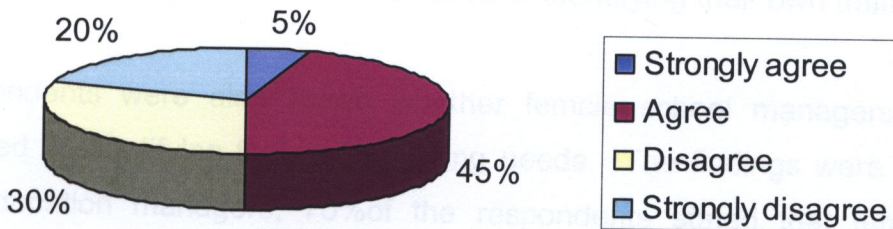


Figure 4.3: Distribution of respondents according to the assertion that management training of school managers is not based on identified training needs

The findings show that 50% of the respondents among the education managers said that management training for school managers was not based on identified training needs.

### 4.1.2.6 School managers' involvement in identifying their own training needs

Among the school managers, 95% of the respondents said that school managers should be involved in identifying their own training needs. In case of teachers, 96% of the respondents said that school managers should be involved in identifying their own training needs.

Respondents were further asked to state the extent of basic school and high school managers' involvement in identifying their own training needs. Among the education managers, 95% of the respondents said that basic school managers should be involved in determining their own training needs. In the case of teachers, 94% of the respondents said that they should be involved in identifying their own training needs. Among the teachers, 92% of the respondents said that high school managers should be involved in identifying their own training needs.

Respondents were also asked whether female school managers should be involved in identifying their own training needs. The findings were that among the education managers, 75% of the respondents stated that female school managers should be involved in identifying their own training needs. In case of teachers, 75% of the respondents stated that they should be involved in identifying their own training needs. Tables 4.6 and 4.7 show the results of cross tabulation.

*Table 4.6: School managers' involvement in determining their own training Needs*

TEACHERS' RATING					
BASIC SCHOOLS			HIGH SCHOOLS		
CATEGORY	YES %	NO %	CATEGORY	YES %	NO %
Male	92	8	Male	87	13
Female	97	3	Female	97	3
Age group	97	3	Age group	94	6
21-30 years			21-30 years		
31-40 years	88	12	31-40 years	84	16
41-50 years	100	0	41-50 years	100	0
Above 50 years	100	0	Above 50 years	100	0
Qualifications	95	5	Qualifications	92	8
Form 5/Grade 12			Form 5/Grade 12		

/GCE O'level			/GCE O'level		
Diploma	97	3	Diploma	90	10
First degree	75	25	First degree	100	0
Location	96	4	Location	100	0
Peri-urban			Peri-urban		
Rural	94	6	Rural	87	13
Work experience	94	6	Work experience	91	9
0-5 years			0-5 years		
6-10 years	95	5	6-10 years	91	9
11-15 years	83	17	11-15 years	83	17
16-20 years	100	0	16-20 years	100	0
21-25 years	100	0	21-25 years	100	0
Above 25 years	100	0	Above 25 years	100	0

*Table 4.7: Extent to which school managers should be involved in determining their own training needs*

EDUCATION MANAGERS' RATING			
CATEGORY	To a large extent	To some extent	Not at all
Male	71	21	7
Female	83	16	0
Age group	57	29	14
36-40 years			
41-45 years	75	25	0
46-50 years	86	14	0
51-55 years	100	0	0
Qualifications	67	25	8
Form 5/Grade 12			
/GCE O'level			

Diploma	100	0	0
First degree	50	50	0
Location	67	33	0
Peri-urban			
Rural	77	23	0
Work experience	100	0	0
0-5 years			
6-10 years	100	0	0
11-15 years	43	43	14
16-20 years	100	0	0
21-25 years	83	17	0
Above 25 years	100	0	0

Cross tabulations revealed that among the male education managers, 71% of the respondents indicated that they should be involved in identifying their own training needs. In the case of females, 84% of the respondents agreed that they should be involved in determining their own training needs. Among the male teachers, 70% of the respondents also agreed. In the case of the female teachers, 61% of the respondents agreed that they should take part in determining their own training needs.

The findings on whether school managers should be involved in determining their own training needs indicated that for the education management programme to be relevant school managers, irrespective of their sex and level of the school, should be involved in determining their own training needs.

#### 4.1.2.7 Formats of training school managers

Table 4.8 shows the respondents' favoured formats or strategies of training school managers.

Table 4.8: Preferred format of education management training

FORMAT	MANAGERS' RATING		TEACHERS' RATING	
	FAVOURED %	NOT FAVOURED %	FAVOURED %	NOT FAVOURED %
Seminars	65	35	79	21
Workshops	60	40	75	25
Short certificate courses	80	20	82	18
Diploma courses	95	5	85	15
Degree courses	100	0	80	20
Distance Education	-	-	76	24
Full-time	-	-	68	32

Table 4.8 shows that the majority of the respondents among the education managers favoured long courses more than short ones. Generally, the findings indicated that the majority of the two categories of respondents (education managers and teachers) favoured short and long term strategies of training school managers. The implication of these findings is that the choice of a format or strategy of training does not matter, what matters are the purpose of the training and nature of the subject matter.

#### 4.1.2.8 Specific problems of female school managers in meeting their own training needs

Respondents (20 education managers and 72 teachers) were asked to identify specific problems that female managers encountered in meeting their own training needs. The respondents came up with the following specific problems:

- a) Twenty-one (55%) of the education managers and 34 (48%) of the teachers wrote interference from the spouse and family members.
- b) Six (30%) of the education managers and 9 (13%) of the teachers indicated discrimination by virtue of their sex (gender biases are heavier towards female school managers)
- c) Four (20%) of the education managers and 43 (60%) of the teachers identified family responsibilities.
- d) Four (20%) of the education managers and 32 (45%) of the teachers indicated inferiority complex (lack of self confidence)
- e) One (5%) of the education managers and 1 (2%) of the teachers wrote lack of competition amongst themselves
- f) Three (15%) of the education managers and 8 (12%) of the teachers wrote lack of support from their fellow female teachers
- g) Two (10%) of the education managers and 1 (2%) of the teachers identified intimidation from higher offices
- h) One (5%) of the education managers and 1 (2%) of the teachers indicated that traditional customs did not allow women to concentrate on their studies
- i) Three (5%) of the teachers indicated stigmatization from male counterparts. Males believed that female school managers could not manage schools properly.
- j) Three (5%) of the teachers wrote that they were not easily identified by supervisors.
- k) One (2%) of the teachers wrote that the process of approving study leave was long.
- l) Six (9%) of the teachers indicated pregnancies (maternity leave).

#### **4.1.2.9 How education management training of school managers can be improved**

Respondents were further asked to suggest ways of improving education management training. They gave the following suggestions:

- a) Seven (35%) of the education managers and 23 (31%) of the teachers were in favour of introducing a policy of training all school managers
- b) Three (5%) of the teachers suggested that academic qualifications rather than seniority, tribalism, nepotism, bribery, and sexual favours, should be considered
- c) Five (7%) of the teachers wrote that there should be continuous assessment of training needs
- d) Three (15%) of the education managers and 2 (3%) of the teachers indicated that school managers should be involved in determining their own training needs
- e) Two (3%) of the teachers suggested that trainers of the school managers should be appointed on merit
- f) Two (10%) of the education managers and 3 (5%) of the teachers were in favour of encouraging distance learning mode
- g) Five (25%) of the education managers and 41 (57%) of the teachers wrote that seminars, workshops, short courses and long courses should be adopted as strategies of offering education management courses
- h) Four (6%) of the teachers were in favour of encouraging competition among school managers
- i) Two (10%) of the education managers and 4 (6%) of the teachers indicated that required educational materials should be available
- j) Two (10%) of the school managers and 5 (7%) of the teachers suggested that the Government should sponsor school managers who pursue education management courses

- k) Three (15%) of the education managers and 5 (7%) of the teachers suggested that education management in-service courses should be introduced in all Colleges of Education
- l) Three (15%) of the education managers and 4 (6%) of the teachers were in favour of involving all stakeholders e.g. NonGovernmental Organizations (NGOs) in supporting schools.

Among the suggestions given above is the introduction of a deliberate policy of training all education managers in Zambia. Another suggestion is that all strategies for offering education management courses should be employed. This would ensure that every education manager is trained.

#### **4.1.2.10 Education managers and teachers' views on management Training**

In this study, 20 respondents (consisting of school managers and senior education managers from Chongwe District Education Board) and 40 respondents (consisting of teachers from basic and high schools) were interviewed in order to get their views on issues relating to education management training of school managers. All respondents (100%) said that school managers required education management training. About (50%) of the respondents, said that lack of a deliberate policy that required school managers to be trained, had resulted in most school managers to manage their institutions through trial and error.

Ninety percent of the respondents interviewed mentioned areas in which school managers required training. The areas included: financial management, record keeping, delegation of duties, communication skills, time and human resource management. Concerning formats or strategies for training basic and high school managers, most respondents were in favour of both short and long-term training. Furthermore, they said that if workshops and seminars were used as strategies for training school managers, the majority of them would be trained

within a short period of time. Respondents said that full-time and distance-learning modes could be adopted as long as they attracted certification. Among the education managers, the majority of the respondents were in favour of the distance learning mode. Some of the respondents gave an example of the distance education management course being offered at National In-Service Teachers' College as being appropriate.

During the interviews, respondents were able to mention factors, which influence the effective management of education management training. These factors include: availability of funds and qualified trainers (preferably those who had served as managers before), availability of training materials, basing programmes on identified training needs and having a good monitoring strategy.

Most respondents also mentioned problems that school managers faced in meeting their own training needs. The common problems were: financial constraints, lack of qualified and experienced trainers, limited places for education management courses, lack of information on education management programmes and age limitation. The majority of the respondents also revealed that school managers were not involved in determining their own training needs.

Further inquiry on whether female school managers faced unique problems in meeting their own training needs revealed that spouse and family interferences, lack of self-confidence, lack of support from fellow female teachers and unexpected pregnancies were the major unique problems that female managers faced.

In order to minimize the problems that school managers face, most of the respondents suggested that the government should have a policy on education management training, improve funding for education management courses and sponsor school managers on education management courses. Sensitization of female managers' spouses on the need for female managers to go for further

studies and the appointment of more female teachers to management positions were further suggestions that were made in this regard.

#### **4.1 SUMMARY**

The general findings on issues relating to education management training of school managers were that there was need to base education management training on identified needs. Furthermore, school managers should be involved in determining their own training needs.

The findings of the study presented in this chapter will be discussed in the next chapter.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 INTRODUCTION**

This chapter is divided into six sections namely training needs of basic and high school managers, the need for educational management training, training formats (strategies), determination of training needs, barriers (constraints) of meeting training needs and gender. Discussion of these sections is based on the findings of the study and in some cases backed by some literature related to the topic. The findings are discussed in detail in order to provide an understanding of issues concerning in-service training for basic and high school managers.

#### **5.2 TRAINING NEEDS OF BASIC AND HIGH SCHOOL MANAGERS**

This research revealed that both basic and high school managers needed various managerial skills. These managerial skills included financial management, communication, public relations/interpersonal, motivating staff, time management, delegation and Information Communication Technology. Both education managers and teachers who participated in this study indicated that school managers needed to be equipped with managerial skills in order to operate effectively and efficiently.

However, the ratings by the managers differed slightly from that of the teachers. Managers rated all skills highly. They felt that they needed training in both technical skills and social skills. Nevertheless, evidence from this study indicate that managers rated social skills slightly lower than technical skills. Although teachers indicated that school managers needed training in all the managerial skills, social skills such as motivating staff (54%) and financial management (52%) were rated as being highly needed. However, teachers also

rated skills in Information Communication Technology (58%) as highly needed. The Lungwangwa **et al.**, (1995:157) research on in-service training for education managers revealed similar results. It was discovered that teachers thought that managers were more deficient in social skills. This was demonstrated in the way they communicated with, motivated and disciplined, staff.

Cross-tabulation of the data revealed that about 54% of the male respondents of teachers said that school managers highly needed financial management skills. About 52% of the female respondents said that school managers highly required financial management skills.

The management skills which emerged from the qualitative data, were the same as that of the quantitative data except for the following management skills:

- a) Record keeping;
- b) Sourcing for funds;
- c) Dealing with gender related issues;
- d) Decision-making;
- e) Managing HIV/AIDS in the institutions of learning;
- f) Guidance and counseling;
- g) Managing confidential issues.

The list of identified needs reveal that management training should be based on a system of identified needs. Where this is not done the relevance of the training programme will be called into question. In addition, full participation of basic and high school managers in the programmes, which are not based on the participants' and institutional needs, cannot be guaranteed. Furthermore, the list of needs should be revisited from time to time through needs assessment studies to ensure its inclusiveness of needs affecting basic and high school managers. Khan (1991:16) argues that professional needs of today's employees must be viewed from a different angle from that of the past. Kamwengo (2004:15)

confirmed this argument when he pointed out that research and training had shown that the cardinal principle in training programme design was that training should be based on identified needs. This makes the programme relevant and attractive to client centred training.

### **5.3 THE NEED FOR EDUCATIONAL MANAGEMENT TRAINING**

Evidence from this study indicates that school managers need training in educational management training in order to function adequately in their jobs. The need for educational management training is evidenced by the fact that 55% of the school managers who participated in the study had not received training in the previous five years. In fact the interviews with school managers revealed that the majority of them had not attended any educational management training since appointment. The 45% of the respondents who indicated that they had attended educational management training in the previous five years also indicated that they did not gain sufficient managerial skills to enable them discharge their duties effectively.

Although the teachers' ratings of their school managers was 73% above average, field notes from the interview revealed that school managers were failing to address the needs they were experiencing on the job. Despite being assured that the responses would be treated as confidential matters, teachers rated their school managers more favourably than they talked about them for fear of being victimized should their superiors know the poor ratings. During the interviews, teachers were very negative about the managerial abilities of their superiors. They rated them poorly. These poor ratings indicated that school managers had managerial problems that might be addressed through education management training.

The need for educational management training is further strengthened by the fact that many school managers employed the trial and error approach in discharging

their work. This was seen in many management errors made by school managers. For instance, there were such issues as poor communication between the school administration and staff, poor interpersonal relationships and poor record keeping in most of the schools.

The policy for training in educational management stated that in order to improve the management capacity of managerial and supervisory personnel, the Ministry of Education would train or re-train education managers to enable them discharge their functions effectively (MOE, 1996; 147). Blandford (1997:1) supports this position when he says that managing schools requires knowledge and skills in planning, resourcing, controlling, organizing, leading and evaluating. In short, school management requires leadership, managerial and administrative skills. Training means teaching someone to perform a particular job or skill well.

#### **5.4 TRAINING DELIVERY**

This section discusses research findings on the training delivery formats or strategies. Training needs of school managers can be met by a variety of training formats. Some formats are most appropriate for programmes of long duration, while other formats are suitable for courses of short duration.

The findings of this study revealed that education managers seemed to favour degree, diploma and certificate programmes (See Table 4.8). Education managers favoured these training strategies because they raised their chances of being promoted to higher positions since there were few officers in management in the Ministry of Education trained in education management. Lungwangwa (1995:163) explained that managers preferred these formats, because they gave school managers adequate knowledge and skills that would enable them function as managers effectively and efficiently. The National In-Service Teachers' College and the University of Zambia were most suitable for distance learning. NISTCOL has a distance learning diploma education

management course that could be pursued by education managers. 76% of the teachers contacted indicated that school managers should pursue their studies through the distance-learning mode.

Further investigation revealed that the majority of the education managers preferred the distance-learning mode. School managers, who were willing to pursue education management studies but were unwilling or unable to leave their offices or stations, would study through the distance-learning mode. Respondents further explained that school managers who were unwilling to go to the university or colleges and pursue their studies through full-time for fear of being replaced in their positions would be compelled to pursue their studies by distance learning mode. In this way Zambia would have qualified school managers.

The other favoured formats which the respondents indicated were seminars and workshops (See Table 4.8). These were programmes of a short-term duration. School managers should be invited to seminars and workshops so that they may be equipped with knowledge and skills that would enable them discharge their functions with fewer difficulties. School managers who felt very busy and those who were about to retire would benefit from such education management training formats.

Finally, the preferences on educational management training delivery strategies depend on the purpose of the training, nature of the subject matter and nature of the basic and high school managers to be trained. For example, a workshop would be more appropriate for a small number of school managers; where as a seminar would be suitable for a large number.

## 5.5 DETERMINATION OF TRAINING NEEDS

Concerning the determination of training needs of school managers, the research showed that not much had been done in involving basic and high school managers in determining their own training needs. The findings of the research showed that 50% of the education managers said that management training for school managers was not based on identified training needs.

The study further revealed that 95% of the education managers said that school managers should be involved in identifying their own training needs. In case of the teachers, 96% of the respondents indicated that school managers should be involved in determining their own training needs. On whether female managers should also be involved in determining their own training needs, the findings of the study showed that the majority of teachers who responded to the questionnaire (75%) responded affirmatively.

Furthermore, field notes from the interviews with education managers and teachers indicated that school managers were not involved in determining their own training needs. Respondents went on to say that education officials determine the training needs for school managers in workshops where teachers and school managers were not usually invited or represented. This approach to identifying training needs should not be encouraged because the opinions of the stakeholders were not taken into consideration. This could result in school managers not participating in the designed programmes fully. In addition, the relevance of such questions would be called into question. The findings of this study showed that educational management training should be based on a system of identified needs.

## **5.6 BARRIERS OF MEETING TRAINING NEEDS**

Barriers are obstacles or stumbling blocks that obstruct progress. According to the education managers the barriers that school managers faced in meeting their own training needs were the following: - lack of specialized management courses and financial constraints. Teachers who participated in the research concurred with views of the education managers and went further by adding lack of transport, poor communication and little time to spend on improving managerial skills.

### **5.6.1 Lack of specialized management courses**

A major barrier encountered by school managers in meeting their own training needs is non-implementation of the educational management training policy cited in the Ministry of Education national policy (MOE, 1996:147).

At the time of this study 95% of the education managers agreed with the assertion that lack of specialized management courses was one of the constraints faced by school managers in meeting their own training needs. In the case of teachers about 78% of the respondents agreed with the education managers.

### **5.6.2 Lack of motivation from supervisors**

At the time of the research, 60% of the education managers indicated that school managers were not motivated by their supervisors whereas 40% of them said they received some motivation. Furthermore, 60% of the education managers indicated that school managers lacked material support from their supervisors to enable them meet their own training needs, while 40% of them said they received material support. About 57% of the respondents on the part of teachers said that supervisors did not motivate school managers.

However, what the supervisors of the school managers should have known was that professional development in terms of improving educational management skills of school managers was a prerequisite for effective schools. In order for schools to be successful they require school managers with sound educational management skills. School managers should therefore, be motivated and supported in meeting their own training needs. Fullan (1996) as cited by Banda (2002:60) says that individual or group based teacher initiatives and negotiation without the support from the administration can lead into unsuccessful INSET programmes.

### **5.6.3 Inadequate funds**

In order for school managers to meet their own training needs, there should be adequate funds. The problem of lack of transport could also be minimized if school managers were provided with adequate funds. The findings of this research revealed that 100% of the education managers agreed that school managers faced the problem of financial constraints in meeting their own training needs. The majority of the teachers confirmed this during the interviews.

### **5.6.4 Poor communication**

About 62% of the teachers indicated poor communication between schools, District Education Board Office and Provincial Education Office. Field notes from the interviews showed that most of the school managers did not have information on educational management programmes. In order to improve the effectiveness of basic and high schools, school managers should be availed information on educational management programmes. This would make school managers make informed decisions about the programmes that they could pursue.

### **5.6.5 Little time to spend on improving managerial skills**

About 56% of the teachers who responded to the questionnaire said that school managers had little time to spend on improving their managerial skills. Furthermore, field notes from the interviews with education managers and teachers indicated that school managers were too busy to pursue educational management programmes. This situation was caused by lack of policy on the need to train and re-train managers after a certain period.

School managers should realize that the positions they held were not personal to holder ones. When they went for further studies on full-time basis the Ministry of Education would appoint someone to act for the period they would be away. What is important is that qualified officers should manage basic and high schools.

### **5.7 GENDER SPECIFIC PROBLEMS EXPERIENCED BY FEMALE SCHOOL MANAGERS**

Respondents were asked to identify gender specific problems experienced by female school managers in meeting their own training needs. The gender specific problems that female school managers may face in meeting their own training needs as perceived by education managers and teachers are shown below.

- a) Family commitments;
- b) Lack of support from the spouses;
- c) Lack of self-confidence;
- d) Negative attitude to female school managers;
- e) Lack of funds;
- f) Unexpected pregnancies;
- g) Lack of sponsorship.

Field notes from interviews confirmed the gender specific problems respondents listed on the question about gender specific problems. During the interviews, education managers and teachers explained that some of the female school managers lacked time for further studies due to household chores. Education managers and teachers said that the situation was even worse for the single mothers who devoted most of their time to looking after their children.

The researcher also found that some spouses were not supportive. Some female school managers could not be allowed by their spouses to go for courses, which took longer periods to be completed. However, what the spouses of the female school managers should have realized was that women were also expected to improve their managerial skills. In fact their attending management training courses would not only improve the quality of education but also the standards of living of the family.

Another issue which came out during the interviews with education managers and teachers was that female school managers were not supported by their female colleagues, especially those who were in the position to ensure that school managers became better managers. Some interviewees said that female school managers were suppressed by their male counterparts.

These findings revealed that female school managers had gender specific problems, which reduced their opportunities from meeting their own training needs. These gender specific problems needed to be addressed if female school managers were to improve their managerial skills.

## **5.8 SUMMARY**

In this chapter the researcher has discussed the findings that were presented in chapter four. The discussion was based on issues such as training needs, determination of training needs and barriers to meeting these training needs.

The barriers that school managers faced in meeting their own training needs included: lack of specialized management courses, lack of motivation from their supervisors, inadequate funds, and poor communication.

The research further revealed that basic and high school managers were not involved in determining their own training needs. The study also revealed that there were gender specific problems faced by female school managers such as family commitments, lack of support from their spouses and lack of self-confidence. These gender specific problems further reduced female managers' chances of meeting their own training needs. From the discussion about gender specific problems, it is clear that female school managers must be helped to improve their managerial status.

In chapter six the researcher will focus on the conclusion and recommendations of the study.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 CONCLUSION

The researcher has come up with a number of conclusions based on the issues and problems raised in this study. The major conclusions can be discerned as follows: -

- 6.1.1 The study has consistently shown that basic and high school managers needed training. Education managers and teachers explained that school managers needed training because they needed to be equipped with the managerial skills to execute their functions competently. Generally, the functions indicated that there were no specialized management programmes. Furthermore, the study revealed that school managers did not have sufficient information on the educational management courses being offered in the country. Therefore, the Ministry of Education needed to implement the management training policy outlined in the 1996 national policy on education. This would minimize the trial and error method employed by most of the basic and high school managers.
- 6.1.2 The research revealed that school managers were generally not involved in determining their own training needs. Training needs were found to be the gap between what school managers knew and what they did not know. The study indicated that many studies on training had not given much attention to the training needs of basic and high school managers. In order for the programmes to be meaningful to both the school managers and the organizations, aspects such as the feelings and opinions must be considered. In this way, the school managers will participate in these courses willingly.

6.1.3 The study identified a number of training needs of basic and school managers (See Tables 4.4 and 4.5). Among the training needs emphasized during interviews were: -

- a) Financial management skills;
- b) Public/interpersonal relations;
- c) Communication skills;
- d) Motivating staff;
- e) Records management;
- f) Information Communication Technology skills;
- g) Staff appraisal.

The institutions such as the Ministry of Education, the University of Zambia and the National In-Service Teachers' College currently involved in training education managers may find these training needs useful.

6.1.4 Among the problems that the basic and high school managers faced in meeting their own training needs were: -

- a) Limited financial support;
- b) Lack of information about educational management programmes;
- c) Long procedures and delays in approving study leave;
- d) Fear of losing the post while on study leave;
- e) Limited institutions offering educational management programmes.

Furthermore, the study came up with gender specific problems faced by female school managers (See 4.1.2.8). This means that female school managers had more challenges than their male counterparts. In order for them to be equipped with managerial skills, they needed more support from all stakeholders.

6.1.5 Generally, the findings of the research about the educational management training delivery were that managers favoured diploma and degree programmes, which were pursued by the distance learning mode (See Table 4.8). However, the training needs of both basic and high school managers could be met by a wide variety of training delivery strategies or formats. Some formats were most appropriate for programmes that were of short duration where as others were for programmes of long duration.

## **6.2 RECOMMENDATIONS**

In view of the findings and conclusions of the study, the researcher made the following recommendations: -

### **(i) Recommendations to institutions that offer educational management Training programmes**

The educational management training should be based on participants' and organizations' needs. School managers should be involved in determining their own training needs. They know what they want and what is needed for the objectives of their institutions to be achieved. It is also important for the training needs to be revisited from time to time to ensure the relevance of such programmes that will benefit participants in form of positive change in attitudes, skills and knowledge.

### **(ii) Recommendations for policy makers**

The Ministry of Education should implement the educational management training policy as indicated in the 1996 national policy on education. The Ministry should also support the existing educational management courses offered by the University of Zambia and the National In-Service Teachers' College by adequately funding these institutions. Additionally, the Ministry of Education

should designate a few if not all the colleges of education as providers of Educational Management Training. The Ministry of Education should accept the belief that training enhances performance. Therefore, all school managers and teachers to be appointed to head schools should be equipped with managerial skills.

As regards the position of female school managers with respect to the problems that they face in meeting their training needs, the MOE should reinforce the deliberate policy in favour of females in recruitment, promotion and training of school managers.

**(iii) Recommendations for further research**

- a) The use of a large sample of a qualitative and quantitative nature to investigate gender specific problems experienced by female school managers in meeting their own training needs in the province or the entire country remains open to the researchers.
- b) The study of whether basic or high school managers perform better in the field after educational management training can further be researched.

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The District Education Board Secretary  
Chongwe District Education Board  
CHONGWE

Dear Sir

PERMISSION TO CONDUCT RESEARCH FOR A MASTERS DEGREE  
IN EDUCATIONAL ADMINISTRATION

I am registered for the above-mentioned programme at the University of Zambia. I am engaged in the research project (dissertation) to determine the training needs of basic and high school managers in Chongwe District.

Please find attached a copy of the letter about the aforementioned research from the University of Zambia. I will be grateful if you allow me to conduct the study in your district.

Yours faithfully

Vincent Chiyongo  
COMP. NO. 2554813

APPENDIX 1: Letter of request to conduct research

**NATIONAL IN-SERVICE TEACHERS' COLLEGE**

P/BAG E.1

L U S A K A

25<sup>th</sup> April 2006

The District Education Board Secretary

Chongwe District Education Board

C H O N G W E

Dear Sir

**PERMISSION TO CONDUCT RESEARCH FOR A MASTERS DEGREE  
IN EDUCATIONAL ADMINISTRATION**

I am registered for the above-mentioned programme at the University of Zambia. I am engaged in the research project (dissertation) to determine the training needs of basic and high school managers in Chongwe District.

Please, find attached a copy of the letter about the aforementioned research from the University of Zambia. I will be grateful if you allow me to conduct the study in your district.

Yours faithfully

Vincent Chiyongo

**COMP. NO. 2554613**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY  
STUDIES**

Questionnaire for education managers on Training needs of Basic and high School Managers in selected schools in Chongwe District

The purpose of this questionnaire is to assess training needs of basic and high school managers in selected schools in Chongwe District. As education managers, you are in a better position to comment on training needs of school managers. Please answer the questions as frankly and truthfully as possible.

Responses to these questions are for academic use only. All information will be treated confidentially.

Please do not write your name.

**Specific instructions**

- Please answer all questions by entering the letter against the word or statement that appropriately reflects your opinion in the space provided near the right margin of each question.

## Biographical details

1. Indicate your sex

- A. Male
  - B. Female
- 

2. Which is your age group

- A. 21 - 25 years
  - B. 26 - 30 years
  - C. 31 - 35 years
  - D. 36 - 40 year
  - E. 41 - 45 years
  - F. 46 - 50 years
  - G. 51 - 55 years
  - H. Over 55 years
- 

3. Indicate your highest academic level

- A. Form 3 or Grade 9 certificate
  - B. Form 5 or Grade 12 / GCE O levels
  - C. First degree
  - D. Masters degree
- 

4. Indicate your highest professional qualification

- A. Primary teachers' certificate
  - B. Secondary teachers' diploma
  - C. First degree.
  - D. Masters degree
-

5. Indicate the location of your work place
- A. Urban
  - B. Peri-urban
  - C. Rural
- 
6. Your position is ...
- A. Basic school manager
  - B. High school manager
  - C. Other (Please specify) .....
- 
7. How long have you been in the Teaching Service?
- A. 0-5 years
  - B. 6-10 years
  - C. 11-15 years
  - D. 16-20 years
  - E. 21-25 years
  - F. More than 25 years
- 
8. How long have you been a manager?
- A. 0-5 years
  - B. 6-10 years
  - C. 11-15 years
  - D. 16-20 years
  - E. More than 20 years
- 
9. Your staff size or number of teaching, administrative and support staff is...
- A. 1-10
  - B. 11-20
  - C. 21-30
  - D. 31-40
  - E. 41-50

- F. 51-60
  - G. 61-70
  - H. Above 70
- 

10. Have you attended any education management course/s (or programmes) in the last 5 years?

- A. Yes
  - B. No
- 

11. Do you think school managers need training?

- A. Yes
  - B. No
- 

12. If your answer to question 11 is yes, in which areas or skills of education management do you think school managers need training?

(i) Financial management skills

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed
- 

(ii) Communication skills

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed
- 

(iii) Public relations skills/Interpersonal skills

- A. Highly needed
- B. Needed

C. Least needed

D. Not needed

---

(iv) Skills in motivating staff

A. Highly needed

B. Needed

C. Least needed

D. Not needed

---

(v) Time management

A. Highly needed

B. Needed

C. Least needed

D. Not needed

---

(vi) Delegation

A. Highly needed

B. Needed

C. Least needed

D. Not needed

---

(vii) Planning and budgeting

A. Highly needed

B. Needed

C. Least needed

D. Not needed

---

(viii) Skills in monitoring and evaluation

A. Highly needed

B. Needed

- C. Least needed
- D. Not needed \_\_\_\_\_

(ix) Management of school assets

- A.. Highly needed
- B. Needed
- C. Least needed
- D. Not needed \_\_\_\_\_

(x) Skills in Information Communication Technology (ICT) (computers, internet)

- A. Highly needed
- B. Needed
- C. Least needed
- D. Not needed \_\_\_\_\_

(xi) General management and leadership skills

- A. Highly needed
- B. Needed
- C. Least needed
- D. Not needed \_\_\_\_\_

13. What problems or constraints do school managers face in meeting their training needs?

(i) Lack of specialised education management courses

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree \_\_\_\_\_

(ii) Financial constraints

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

(iii) Lack of competent trainers

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

(iv) Lack of motivation from supervisors

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

(v) Lack of material support

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

14. In your view, what are the other problems school managers face in meeting their training needs.

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.....

15. Management training for school managers are not based on identified training needs.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

16. In your view, to what extent should school managers be involved in identifying their training needs?

- A. Large extent
- B. Some extent
- C. Not at all

\_\_\_\_\_

17. To what extent do women school managers participate in determining their training needs?

- A. Large extent
- B. Some extent
- C. Not at all

\_\_\_\_\_

18. How would you like the training needs in education management for school managers to be offered?

- (i) Seminars
- A. Strongly favoured
- B. Favoured
- C. Not favoured

\_\_\_\_\_

- (ii) Workshops
  - A. Strongly favoured
  - B. Favoured
  - C. Not favoured \_\_\_\_\_

- (iii) Short certificate courses
  - A. Strongly favoured
  - B. Favoured
  - C. Not favoured \_\_\_\_\_

- (iv) Diploma courses
  - A. Strongly favoured
  - B. Favoured
  - C. Not favoured \_\_\_\_\_

- (v) Degree courses
  - A. Strongly favoured
  - B. Favoured
  - C. Not favoured \_\_\_\_\_

19. Do you think that basic and high school managers should have a role to play in the determination of their own training needs?

- A. Yes
- B. No \_\_\_\_\_

20. Do you agree that educational management training can improve the delivery of education to the community?

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree \_\_\_\_\_

21 In your opinion, what specific problems/constraints do female school managers encounter in meeting their own training needs?

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22. In your opinion, how can education management training of school managers be improved?

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**END OF THE QUESTIONNAIRE**  
**THANK YOU**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY  
STUDIES**

Questionnaire for teachers on Training needs of Basic and High School Managers in selected schools of Chongwe District.

The purpose of this questionnaire is to assess the training needs of basic and high school managers in selected schools of Chongwe District. As teachers, you are in a better position to comment on the training needs of school managers. Please answer the questions as frankly and truthfully as possible.

Responses to these questions are for academic use only. All information will be treated confidentially.

Please do not write your name.

**Specific instructions**

- Please answer all questions by entering the letter against the word or statement that appropriately reflects your opinion in the space provided near the right margin of each question.

## Biographical details

1. Indicate your sex
  - A. Male
  - B. Female

---
  
2. Which is your age group
  - A. 21 – 30 years
  - B. 31 – 40 years
  - C. 41– 50 years
  - D. Above 50 years

---
  
3. Indicate your highest academic level
  - A. Form 3 or Grade 9 Certificate
  - B. Form 5 or Grade 12/GCE O levels
  - C. First degree
  - D. Masters degree

---
  
4. Indicate your highest professional qualifications
  - A. Primary teachers' certificate
  - B. Secondary teachers' diploma
  - C. First degree.
  - D. Masters degree

---
  
5. Indicate the location of your work place
  - A. Urban
  - B. Peri-urban
  - C. Rural

---

6. Your position is ...
- A. Class teacher
  - B. Senior teacher
  - C. Other (Please specify) ..... \_\_\_\_\_
7. How long have you been in the Teaching Service?
- A. 0-5 years
  - B. 6-10 years
  - C. 11-15 years
  - D. 16-20 years
  - E. 21-25 years
  - F. More than 25 years \_\_\_\_\_
8. How would you rate the management ability of your school manager?
- A. Excellent
  - B. Very good
  - C. Good
  - D. Average
  - E. Poor \_\_\_\_\_
9. Do you agree with the assertion that education management training can improve the management ability of school managers?
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree \_\_\_\_\_
10. In your view, which of the following skills does your school manager need?

(i) Financial management skills

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(ii) Communication skills

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(iii) Human relations skills

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(iv) Skills in motivating staff

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(v) Time management

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
-

(vi) Management of conflicts

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(vii) Administering discipline

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(viii) Encouraging teamwork and staff participation in decision-making

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(ix) Delegation

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(xi) Planning and monitoring work

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
-

(xii) Management of school assets

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

(xiii) Skills in Information Communication Technology/ computer, Internet.

- A. Highly needed
  - B. Needed
  - C. Least needed
  - D. Not needed.
- 

11. From your experience so far, kindly list down other skills, which in your view, school managers require

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

12. In your view do school managers encounter the following problems in meeting their training needs?

(i) Lack of funds

- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
-

(ii) Lack of specialized education management courses

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

(iii) Lack of transport

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

(iv) Lack of support from their supervisors

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

(v) Poor communication between institutions of learning, Provincial Education Office and District Education Board Offices

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

(vi) Lack of cooperation from staff

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

\_\_\_\_\_

- (vii) School managers have little time from normal duties to spend on improving their managerial skills
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
- \_\_\_\_\_
- (viii) Lack of experience on the part of trainers
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
- \_\_\_\_\_
- (ix) Lack of experience on the part of those involved in designing management courses
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
- \_\_\_\_\_
13. In your opinion, to what extent should school managers be involved in identifying their own training needs?
- A. Large extent
  - B. Some extent
  - C. Little extent
  - D. No extent
  - E. Do not know
- \_\_\_\_\_

14. To what extent do women school managers participate in determining their own training needs?
- A. Large extent
  - B. Some extent
  - C. Little extent
  - D. No extent
  - E. Do not know
- \_\_\_\_\_

15. Do basic school managers need training?
- A. Yes
  - B. No
- \_\_\_\_\_

16. Do you think that basic school managers should have a role to play in the determination of their own training needs?
- A. Yes
  - B. No
- \_\_\_\_\_

17. Do you think that high school managers should have a role to play in the determination of their own training needs?
- A. Yes
  - B. No
- \_\_\_\_\_

18. How would you like the training needs in education management to be offered? (enter as many as you can)

(i) Seminars

- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
- \_\_\_\_\_

- (ii) Workshops
  - A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree

---

- (iii) Short certificate courses
  - A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree

---

- (iv) Diploma courses
  - A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree

---

- (v) Degree courses
  - A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree

---

- (vi) Through distance education
  - A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree

---

- (vii) Full-time
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
- 

19. In your view, what specific problems/constraints do female school managers encounter in meeting their own training needs?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

20. In your opinion, how can education management training of school managers be improved?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

**END OF QUESTIONNAIRE**  
**THANK YOU**

APPENDIX 4: In-depth interview for education managers

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY  
STUDIES**

**TOPIC:** Training needs of basic and high school managers in selected schools of Chongwe District.

**IN-DEPTH INTERVIEW FOR EDUCATION MANAGERS**

1. In your opinion do basic and high school managers require management training? Can you elaborate on your answer?
2. Can you specify the areas in which you think they need training?
3. In your opinion, what should be the method of training?
4. What things may influence the effectiveness of training programmes of school managers?
5. Do school managers face problems in meeting their own training needs? What are these problems/constraints?
6. In your opinion, what unique problems do female managers encounter in participating in the management training of basic and high school managers?
7. How can these problems be solved?
8. Do school managers participate in determining their own training needs? What roles do they play?
9. Suggest possible ways in which education management training of school managers can be improved?

APPENDIX 5: In-depth interview for teachers

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY  
STUDIES**

**TOPIC:** Training needs of basic and high school managers in selected schools of Chongwe District.

**IN-DEPTH INTERVIEW FOR TEACHERS**

1. In your view, do school managers require management training?  
Can you elaborate on your answer?
2. In your opinion, in what areas do basic school and high school managers require training?
3. What things may influence the effectiveness of training programmes of school managers?
4. In your opinion, what problems/constraints do school managers face in meeting their own training needs?
5. In your opinion, what unique problems do female managers encounter in participating in the management training of basic and high school managers?
6. How can these problems be solved?
7. Do school managers play a role in determining their own training needs?  
How do they do it?
8. Suggest possible ways in which education management training of school managers can be improved?