

Performance of Selected Technical Education, Vocational and Entrepreneurship
Management Boards in Luanshya District of Zambia's Copperbelt Province.

BY

WEBSTER HAMWEETE

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M. ED
HAM
2008
C. 1

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

THE UNIVERSITY OF ZAMBIA

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Declaration

I, Webster Hamweete do hereby declare that this work is my own, and that all the work of other persons used in this report has been duly acknowledged, and that this work has not been previously presented in this or any other University for similar purposes.

0273286

Author's Signature:..........

Date: 29TH FEBRUARY, 2008.

APPROVAL

This Dissertation of Webster Hamweete is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

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ABSTRACT

This study looked at the performance of Technical Education Vocational and Entrepreneurship Training Management Boards. The study was confined to institutions based in Luanshya District of Zambia. The sample included three institutions namely, Technical and Vocational Teachers' College, Luanshya Technical and Business College, and In-service Training Education Centre.

The primary purpose of the study was to look at the performance of the Technical Education Vocational and Entrepreneurship Training Management Boards in order to ascertain their effectiveness in the provision of Technical Education Vocational and Entrepreneurship Training. The conventional performance indicators included the ability of Management Boards to attract and retain qualified human resources, the capacity to provide adequate training equipment and other materials, the ability to offer demand-driven training that met labour market needs and opportunities, quality of institutional management and financial self-sustenance. Data on which the evaluation was done, was obtained by means of questionnaires administered to relevant stakeholders, comprising management staff, both academic and support staff, and students in the training institutions under study. The stratified random sampling method was used to arrive at the sample.

The results from the survey indicated that Management Boards were riddled with poor staff retention, were offering poor quality training because they were unable to provide the required training facilities and their training continued to be supply-

driven. The Management Boards were also hit by a lack of finances and appeared to be far from becoming fully and financially self-sustaining. Based on these findings, the study therefore, concluded that Management Boards had not performed well. The study made a number of recommendations. Among them were the introduction of a training levy to help improve the financial situation, improvements in employment conditions and training standards by linking them to foreign institutions of Technical and Vocational Training that seemed to be doing well.

Dedication

To my late Mother Mary-Frances Inonge Mataa Hamweete: I still remember your encouraging words each time you told me that there was no sweet without sweat. May Your Soul Rest in

Eternal Peace. To my late Father Levy- Bernard Mooya

Hamweete: Thank you for your parental chastisement without which I would not have come this far. May Your Soul

Rest in Eternal Peace. To my wife, Charity Mwandu

Shilengwe Hamweete: You stood by me during my academic struggles and against all odds, you kept encouraging me to

forge ahead even when there was no sponsor for my studies

other than yourself and my self. To my son, Hamweete

Luyando Hamweete: I challenge you to get to greater heights

than the ones I have reached.

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TABLE OF CONTENTS

Contents	Page
Declaration	i
Approval	ii
Abstract	iii
Dedication	v
Acknowledgement	vi
Table of Contents	vii
List of Figures	ix
List of Tables	x
Acronyms	xi
Chapter 1: Background of the study	1
1.0. Introduction	1
1.1. Background to the TEVET reforms in Zambia	4
1.2. Statement of the problem	11
1.3. Research Questions	12
1.4. Objectives of the study	13
1.5. Significance of the study	13
1.6. Organisation of the rest of the dissertation	14
Chapter 2: Literature Review	15
2.0. Introduction	15
2.1. The concept of decentralisation in Technical Education and Vocational Training	16
2.2. Management of decentralised vocational education and training institutions	22
2.3. Decentralisation of Technical Education and Vocational Training in Europe – The case of Denmark and the Netherlands	23
2.4. Sub-Saharan African experiences	25
2.4.1. The Namibian experience	26
2.4.2. The Tanzanian experience	28
2.4.3. The Botswana experience	30
2.4.4. The South African experience	31
2.5. Management of TEVET in Asia – The Philippine experience	33

2.6.	Management of decentralised TEVET in South America – The experience of Chile	35 37
2.7.	Chapter summary	
Chapter 3: Research Methodology		39
3.0.	Introduction	39
3.1.	Research Method	39
3.2.	Description of population	40
3.3.	Sample size	40
3.4.	Sampling method	41
3.5.	Research Instruments	43
3.6.	Limitations of the study	44
3.7.	Organisation and coding of data	45
3.8.	Method of data analysis	45
3.9.	Chapter Summary	46
Chapter 4: Research Findings and Analysis		47
4.0.	Introduction	47
4.1.	Variable analysis	47
4.2.	Analysis of findings against the performance Indicators	71
4.3.	Main findings	78
4.4.	Chapter Summary	81
Chapter 5: Conclusions and Recommendations		82
5.0.	Introduction	82
5.1.	Research questions and answers	82
5.2.	Conclusions	85
5.3.	Recommendations	88
5.4.	Areas of possible future research	92
References		93

Appendices	Page
Appendix 1 Questionnaire for Management Staff	100
Appendix 2 Questionnaire for Academic and Support staff	107
Appendix 3 Questionnaire for Students	115

LIST OF FIGURES

Figure	Page
1. Technical and Vocational students as a share of total post secondary enrolments in 2002	11

LIST OF TABLES

Table	Page
1.	Size of Technical and Vocational Education compared to Secondary Education 10
2.	Types of staff incentives 35
3.	Number of staff and students by institution and location in the Management Boards under study 41
4.	Breakdown of employees in the institutions 42
5.	Distribution of questionnaires among staff 43
6.	Distribution of questionnaires among students 43
7.	Response rate of target group 45
8.	Number of people who have left employment 54
9.	Percentages of operating costs that College is able to cover 58
10.	Lecturer-student ratio - December 2007 62
11.	Lecturer-student ratio before the boards – December 1996 62
12.	Conduciveness of training environment – responses from Academic and support staff 63
13.	Conduciveness of training environment – responses from Students 63
14.	Determination of the programmes of study 66
15.	Major constraints faced by institutions 69
16.	Major achievements of the Management Boards 70

ACRONYMS

BOTA	Botswana Training Authority
DTEVT	Department of Technical Education and Vocational Training
DVET	Department of Vocational Education and Training
HPTC	High Precision Technology Center
ILO	International Labour Organisation
IMF	International Monetary Fund
INSTEC	In-service Training and Education Centre
LTBC	Luanshya Technical and Business College
MMD	Movement for Multi-Party Democracy
MSTVT	Ministry of Science Technology and Vocational Training
PSRP	Public Service Reform Programme
RNPE	Revised National Policy on Education
SME	Small and Medium Enterprises
TEVT	Technical Education and Vocational Training
TEVET	Technical Education Vocational and Entrepreneurship Training
TEVETA	Technical Education Vocational and Entrepreneurship Training Authority
TVTC	Technical and Vocational Teacher's College
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
VTA	Vocational Training Act
VTC	Vocational Training Center

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0. Introduction

The Zambian Ministry of Science, Technology and Vocational Training had been administering the affairs of its colleges through the Department of Technical Education and Vocational Training (DTEVT) and was being funded by Government. In an effort to renovate the technical education and vocational training sector to respond to the changing labour market demands, the Zambian Government enacted the Technical Education, Vocational and Entrepreneurship Training (TEVET) Act in 1998 which led to the establishment of the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) and the creation of Management Boards in public training institutions under the Ministry of Science, Technology and Vocational Training. Following this development, all public training institutions became Education Management Boards. The immediate challenge was to transform these colleges from public institutions with their own accompanying characteristics to self-sustaining training entities including human resources. This process had its own merits and demerits.

The TEVET Act brought about decentralisation. According to Kelly, (1999:236), decentralisation is "the process whereby decision-making processes and functions are transferred from the central structures of government and its ministries to local level structures (and, at times even to Non Governmental Organisations, communities and individuals)." Carmody, (2004:61) adds that "the first real steps in the decentralisation of the system

in Zambia began in 1995 with the establishment of Education Boards on the Copperbelt.” Carmody (2004) further stated that Boards had full authority for education including recruitment, discipline of staff, administration of funds, and imposition of fees and maintaining the institutions. It should be observed that this system was being introduced throughout the country in the interest of greater community participation and efficiency. Decentralisation would bring a number of merits embracing the fact that it would increase community involvement.

Since the late 1980’s, it had generally been clear that the zeal for reform of TEVT provision had grown markedly in African countries like Tanzania, Zimbabwe, Botswana, Namibia, Malawi, South Africa, Nigeria, particularly with the introduction of comprehensive Structural Adjustment Programmes and as donor support for TEVT declined. The World Bank had been the key funders of efforts to reform TEVT provision in Sub Saharan Africa (Bennell et al, 1999). Since the late 1980’s, the World Bank had been advocating for the adoption of a package of market-driven TEVT reforms. In broad terms, ‘the challenge was to move away from policies dominated by social and supply objectives and programs funded and provided by Government to policies and programs that responded to market forces and promoted employer and private training, and established appropriate complementary and supportive roles for the state’ (Van Adams et al 1993:253). The main components of the World Bank’s TEVT reform package included:

- Focusing on the training needs of small scale enterprises among others.
- Closely linking TEVT to labour market needs and enhancing labour productivity through the restructuring of labour markets, adoption of new planning methodologies, and new governance and consultation structures based on social partnerships among the major stakeholders.

- A greater emphasis on improvements in training for quality rather than quantity.
- A much enlarged role for the private sector and generally much greater diversity of training provision.
- Increased cost recovery and mobilisation of additional resources.
- Reduced donor involvement that would be limited to clearly identified labour market needs in priority areas (Bennell et al, 1999).

Similarly, since the early 1980s, World Bank support for post secondary vocational education fell from almost 20% of total lending to the education sector to less than 5% (Bennell et al, 1999). Most donors had followed the lead of the World Bank and had also significantly reduced their funding to formal TEVT in Sub-Saharan Africa. Given that many African Governments had become heavily dependent on donor support for TEVT, the reduction in donor support for TEVT was likely to have intensified the need to make far reaching policy adjustments with respect to public sector training provision. Additionally, there had been widespread disenchantment with training provision by Government institutions in Sub-Saharan Africa. The main criticism of TEVT was that, it was generally poorly related to (effective) demands for skills among producers. Typically, public sector education was poorly planned, managed and resourced (particularly with respect to trainers and training materials), resulting in poor quality but high cost provision often with limited skill utilisation among trainees once in employment. In addition, seriously distorted labour markets adversely affected training incentives facing both individuals and Organisations. One of the reform strategies that had been widely adopted is the Decentralisation of the management of TEVT through, specifically, the establishment of autonomous management structures at regional, District and school/college levels.

The Government of the Republic of Zambia had been seriously engaged in the reforms. In 1993, the MMD Government introduced the country's reform

policy that was to be effected through the Public Service Reform Programme (PSRP). In line with the PSRP, the Ministries of Education, Health, and Science Technology and Vocational Training among others, embarked on restructuring and Decentralisation programmes in an effort to make themselves more responsive to the changing needs of the Zambian society. Restructuring involved changing the administrative and functional structure of the Ministries from the national headquarters to the institutional level. Decentralisation on the other hand, entailed devolution of power and authority from the parent Ministries to Districts (in the case of Health and Education), Colleges (in the case of Science, Technology and Vocational Training, and Education), Schools (in the case of Education) and Hospital (in the case of Health). Devolution of power required the creation of management structures with the legal power to make decisions at the delivery point. Management Boards were, therefore, created in response to both Restructuring and Decentralisation.

1.1. Background to the TEVT Reforms in Zambia

At independence on 24th October, 1964, Zambia was among the most prosperous countries in the sub-region. During the post independence period, Zambia used its copper export earnings (copper was the dominant export earner) to expand its public service, industry and infrastructure. The copper proceeds were also used to establish parastatals in the economy, thereby creating many employment opportunities in the formal labour market (Turok, 1979).

When copper prices declined sharply in 1975, coinciding with the oil price crisis, Zambia began experiencing severe economic hardships. This was later compounded by world economic recessions, particularly in the 1980s, leading to structural adjustment programmes and massive job losses (Tordoff, 1980).

By 1995, the formal labour market had shrunk so much so that over 70% of the active labour forces were engaged in informal sector activities. The per capita GDP had fallen from \$485 to US \$370 around that period, having declined by an accumulated 31% from 1989 to 1994 (World Bank Report, 1996). The drop in the capacity of the formal sector to absorb graduates of the technical education and vocational training system did not have an immediate effect on the provision of vocational training. Training institutions continued to produce technical human resource targeting the formal sector industries (TEVET Development Programme implementation Plan, 2001-2005). Despite the decline in allocations to training institutions and despite the stagnant salaries to administrators and lecturers, the institutions continued to produce an increasing number of graduates for the shrinking formal sector. Employers were dissatisfied with the quality of technical graduates (DTEVT PSRP Report, 1995). Without sufficient training inputs, training institutions were no longer able to afford the desired quality of training.

To address the shortcomings of the technical education and vocational training system, the Zambian government began reforming its policy on technical education and vocational training in 1994. The TEVET reforms were aimed at making the system more responsive than before. Symptoms of the demands for change in the training system were exhibited through:

- a. Skill-related productivity problems and consequent complaints from employers,
- b. Redundancies and vacancies in some sectors, while there were surpluses in others,
- c. Training providers offering training for obsolete jobs,
- d. Curricula and training systems that were outdated and bore no relationship with the realities of the workplace,

- e. Insufficient or inappropriate training opportunities for disadvantaged groups particularly those operating in the informal sector (TEVET Policy; 1996).

The reforms had the following specific objectives:

- To develop a technical education and vocational training system that would satisfy the labour market, socio-economic concerns and exploitation of resource-based opportunities in the economy through achievement of the following aims:
 - a. Balancing the supply of skilled labour at all levels with the demands of the economy,
 - b. Acting as a vehicle for improved productivity and income generation,
 - c. Being an instrument for the minimisation of inequalities among people.
- To develop coordination of investments and training activities in the sector in order to maximise the rationalisation of resources through the establishment of linkages and consultations for all stakeholders.
- To democratise the governance of the TEVET system through the establishment of governance arrangements that would include representatives of all stakeholders in the Organisation and Management of TEVET at all levels of the system.
- To diversify the sources of TEVET financing through the establishment of funding mechanism based on the principle of cost sharing among beneficiaries of training. (TEVET Development Programme Operations Manual; 2006:6)

Consequently, a new policy known as the Technical Education, Vocational and Entrepreneurship Training (TEVET) policy was established in 1996 and subsequently the TEVET Strategy Paper in 1997. The new policy was broader in three aspects. Firstly, it incorporated entrepreneurship development and

for this reason, it became known as the Technical Education Vocational and Entrepreneurship Training Policy. Secondly, it encompassed all types of technical education and vocational training for all sectors of the national economy. Lastly, it catered for training being conducted at all levels in both the formal and informal sectors of the economy.

The policy declared in general terms the Zambian Government's intention to develop a system of TEVET that would satisfy the real demands and requirements of the labour market and socio-economic conditions, all of which had been recognised to be in a state of constant social change.

The Zambian Government policy on TEVET marked the end of phase one of the reform process. The policy was meant to be a guide to the reform of the training system. The strategy paper was subsequently developed to provide strategies for implementing the new policy on TEVET. The strategy paper also provided an action plan for implementing the necessary reforms.

To facilitate the implementation of the policy and strategy, parliament passed the TEVETA Act, (No. 13 of 1998) which provided for the establishment of the Technical Education Vocational and Entrepreneurship Training Authority (TEVETA) and Management Boards in all the training institutions which provided technical education and training. The operations of the Management Boards were de-linked from Government. The main purposes, among others, of establishing the Management Boards were to:

- i. provide capacity for colleges and trades training institutions to be autonomous,
- ii. deliver training for the promotion and development of entrepreneurship (TEVETA Act, 1998).

Before the reforms, technical education and vocational training was the responsibility of DTEVT (a department under the MSTVT) as provided for under the Technical Education and Vocational Training Act of 1972. Being a

Government department, DTEVT did not possess the flexibility required to respond to the increased demand for training in a liberalised and private sector led economy. It was faced with a number of logistical and financial constraints that hindered the department's efforts to enforce the laid down registration procedures and regulatory standards. There was a time when Zambia had a well-resourced technical and vocational system, which dealt more or less adequately with a relatively stable and predictable demand for craft and technical level human resources in Government agencies, parastatals and the private sector. However, a combination of factors, including declining national income, and a shift in Government priorities caused financial allocation to the Technical Education and Vocational Training Sector to fall sharply. This, consequently, affected the quality of vocational training that was offered. The introduction of a liberalised private sector-led economy exacerbated the problem faced by the TEVET system; the market for DTEVT graduates had declined significantly, while at the same time there was an urgent need to train large numbers of young people and retrain the growing number of re-trenchees to make a living, mainly as self employed entrepreneurs in the informal sector (MSTVT Strategy paper, 1997).

Government therefore reviewed the Organisational and Management systems of DTEVT and Technical Education and Vocational Training institutions (through the creation of TEVETA and the Management Boards) with a view to strengthening them to meet the broader training needs.

Prior to the reforms, Technical Education and Vocational Training was seen as a continuation of the formal education system and was thus focused mainly on the training needs of the formal sector. The decline of the economy in the late 1990s changed the pattern of the labour market. This motivated a change in the focus of Technical Education and Vocational Training. By 1996, the labour market was characterised by employment in the informal sector of

over seventy percent (70%) of the active labour force while the growth in development of the formal sector had declined and would continue to decline over subsequent years (MSTVT Strategy Paper, 1997). It became imperative therefore, that TEVET was designed in such a way that it satisfied the labour market, socio-economic concerns and resource based opportunities in the economy. It was anticipated that this would be achieved through the restructuring of the whole TEVET system and changing the management structure of the training institutions.

Worldwide, Governments were renewing efforts to promote vocational education, with the belief that skill formation enhanced productivity and sustained competitiveness in the global economy (Atchoarena; 2004). In the wake of public sector reforms, many Governments decided to reshape vocational education institutions in order to make them more efficient and effective. It was a widely recognised fact that, technical and vocational education could play an important role in supporting social and economic development goals in the sense that it helped keep less gifted youths unable to be absorbed by university and college education off the streets and provided employers with skilled workers and technicians (Gill and Fluitman; 2001). As a result, it remained the major form of post secondary education in most economies (Table 1).

Globally, almost fifty million students were enrolled in Technical and Vocational Education in 2002. The Global average was that one in five post secondary students were enrolled in technical and vocational programmes (Ochlet; 2005). However, enrollment rates varied widely by region. In Europe and East Asia, such programmes accounted for 50% and 33% respectively of post secondary enrollment. In Africa and South America, the share was less than 20%, and North America and West Asia, less than 10%.

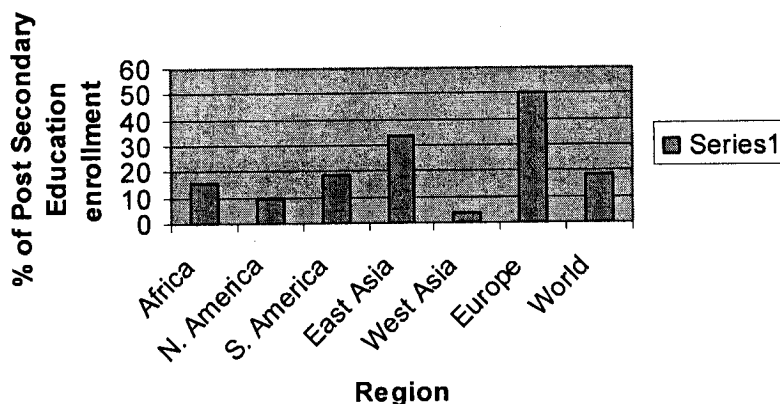
Table 1**Size of technical and vocational education compared to secondary education-2001**

Country	Secondary enrolment ratio	Vocational – technical share
Hungary	81	73
Poland	84	67
Czech Republic	86	84
Russia	88	60
Indonesia	43	33
Malaysia	59	11
Korea	93	39
Chile	70	40
South Africa	77	1
Zambia	20	8
Egypt	76	68
Tanzania	59	11
Botswana	42	28

Source: Gill and Fluitman: 2001

Table 1 indicates the size of technical and vocational education compared to secondary education in 2001 in the Europe as well as in Africa. The idea is to show a comparison of the enrolment ration in secondary schools and in vocational education. This is important to reveal the disparity in terms of the numbers of students in secondary schools and those in vocational education.

Figure 1 Technical and Vocational students as a share of total post secondary education enrolments in 2002



Source: Ochlet; 2005

Figure 1 shows the technical and vocational students as a share of total post secondary education in secondary education enrolments. The essence of the figure is to show how the general situation in terms of the post secondary education is the world over.

1.2. Statement of the Problem

In implementing TEVET reforms, the Government of Zambia envisaged a self-sustaining TEVET system, which would satisfy the labour market, socio-economic concerns and resource based opportunities in the economy. The creation of Management Boards was one of the main strategies established to achieve this. However, a weak economy (which was a characteristic of most developing countries) with a small formal sector and a generally poor population did not form a very good foundation for a self-sustained TEVET. The system had thus been very vulnerable.

With the Decentralisation of the management structures, the observed phenomenon was that the performance of most of the TEVET Boards had been poor. Many Boards were highly indebted and financially unstable. The infrastructure in most of the institutions was run down, with little or no appropriate training equipment and materials, making the environment not conducive for quality training. The *Times of Zambia* of September 15th 2005 reported that Government had been called upon by Mr. Hatyoka (Principal Kabwe Trades Training Institute in a speech to Parliament) to scrap TEVETA and the Management Boards because they had failed to deliver. The paper further reported that Management Boards had failed to perform because of the lack of capacity to generate revenue for infrastructure and acquire modern equipment. It was also reported that the Management Boards were limping and riddled with poor staff retention.

Against such a background, the research was intended to evaluate the performance of Management Boards in Luanshya District; the scenario described above raised a number of questions as stated next.

1.3. Research Questions

The research endeavoured to find answers to the following specific questions:

1. What was the quality and effectiveness of the Management Boards in Training institutions?
2. To what extent were the Management Boards able to attract, develop and retain qualified human resources to effectively deliver training for capacity building?
3. What were the main sources of funds of Management Boards?
4. To what extent were the Management Boards able to cover all

their operating costs without relying on Government/donor funding?

1.4. Objectives of the Study

The overall aim of this study was to evaluate the performance of Management Boards in Luanshya District of Zambia; In order to address the above stated aim, the research was guided by the following specific objectives:

1. To assess the quality and effectiveness of the institutions' training.
2. To determine the extent to which Management Boards were able to attract, develop and retain qualified human resources to effectively deliver training for capacity building.
3. To identify the main sources of funds for the Management Boards.
4. To determine the extent to which Management Boards were able to cover all their operating costs without relying on Government/donor funding.

1.5. Significance of the Study

An effective TEVET system could greatly break the vicious circle of high poverty. It should therefore, be a primary policy concern to develop a TEVET system that is able to meet the demands of the economy for a highly flexible and vibrant workforce which is key to sustainable national development. The TEVET reforms and specifically the liberalisation of the provision of technical and vocational training were initiated with this broad aim in mind.

The study therefore, was intended to provide all stakeholders in the TEVET system with information on the effectiveness of the TEVET reforms, particularly the effectiveness of the Management Boards in delivering TEVET in Luanshya district. It was also intended to come up with recommendations to help policy makers make the necessary adjustments to the system to make it more responsive to stakeholder needs.

1.6. Organisation of the rest of the dissertation

This dissertation is organised as follows:

Chapter one gave an introduction to the research. It outlined the background to the study and highlighted the objectives, raised the key research questions and addressed the significance of the study. Chapter Two comprises the Literature Review. Chapter Three gives a detailed description of the methodology used, specifically, the data collection methods, the type of data collected, data analysis and the findings of the research. Chapter Four presents the data collected, data analysis, a discussion of the performance indicators in relation to the findings and the findings of the research. Chapter five gives the main conclusions drawn from the findings and the recommendations made. The chapter further gives the suggested areas of possible further research in the field.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews publications on management systems in the decentralised Technical and Vocational training institutions. The literature focuses on the extent to which decentralisation of TEVET management structures helps to improve the quality of training. Since the reforms in most countries emphasised a move towards more decentralised management structures (i.e., the basis for the creation of management boards), the chapter begins with a discussion of the concept of decentralisation and the terms that are associated with it, i.e., the concepts of devolution, de-concentration and deregulation. The impact of management systems on the performance of Technical Education and Vocational Training is also highlighted. The chapter then discusses the organisation of the management systems of Technical Education and Vocational Training on a global perspective. In Europe, the experiences of Denmark and the Netherlands are highlighted, In Sub-Saharan Africa, Namibia, South Africa, Botswana and Tanzania are discussed and the experiences of the Philippines and Chile are discussed from Asia and Latin America respectively. The chapter concludes by giving a synopsis of the issues raised in the chapter.

2.1 The Concept of Decentralisation in Technical Education and Vocational Training

Education reforms and restructuring in most countries involved a shift in governance structures towards decentralisation, devolution and deregulation. Hanson (1998:112) defines **decentralisation** as 'the transfer of decision making authority, responsibility and tasks from higher to lower organisational levels or between Organisations'. It refers to the transfer, in varying degrees of decision-making powers from central Government to intermediate authorities, local authorities, and educational institutions. The significance of transfer varies, i.e., ranging from simple administrative decentralisation (de-concentration) to transfer of regulatory and financial powers of greater scope, to the regional and/or local level. Hanson's definition distinguishes redistribution of powers within the Government machinery from the redistribution of functions between Government and Non-Government Organisations. Decentralisation can take a functional or territorial dimension. Functional decentralisation refers to a shift in the distribution of powers between various authorities that operate in parallel (Hanson, 1998). In some countries, for example Botswana, Tanzania and Egypt, the Ministry of Education is responsible for all aspects of the public system of education. A move to split such a body into a Ministry of Basic Education and a separate Ministry of Higher Education could be called functional decentralisation (Hanson, 1998). Territorial decentralisation by contrast, refers to a distribution of control among the different geographic

tiers of Government such as Nation, States/Provinces, Districts and Schools (Chapman, 2002). The category of territorial decentralisation includes three major sub-categories, i.e., De-concentration, Delegation and Devolution.

De-concentration means 'the transfer or delegation of responsibility for managing the activities or services in question (education, health, etc.) from the national level to a local level of a ministry or central institution' (UNESCO, 2005:21). The devolution of authority concerns the application of regulations, but not their formulation. Decision-making and policy formulation remain largely centralised. In de-concentration, a central authority establishes branch offices, staffing them with its own officers. Thus, personnel of the Ministry of Education may all work in the same central building or some may be posted out to Provinces and Districts.

Delegation implies a 'stronger degree of decision-making at the local level' (Bray and Mukundan, 2003:3). Nevertheless, power in a delegated system basically rests with the central authority, which has chosen to 'lend' power to the local one. The powers can be withdrawn without resort to legislation.

Devolution is the most extreme of the three forms of territorial decentralisation. Powers are formally held at sub-national levels, the officers do not need to seek higher level approval for their actions (UNESCO, 2005:21). The sub-national officers may choose to inform the center of their decisions, but the role of the center is chiefly confined to collection

and exchange of information. 'Devolution occurs when the local units of Government are autonomous and independent and their legal status separate from central Government. The central authorities exercise only indirect control and monitoring of the local units but may set up machinery to regulate and evaluate local policies' (UNESCO, 2005:21). This is the form that the MSTVT Management Boards have taken.

Cummings and Riddell (1994), describe **privatisation** as another form of decentralisation. Their rationale is that privatisation can lead to a reduction in state authority over schools and therefore to a redistribution of powers. Privatisation denotes the transfer of institutional decision-making, responsibilities and management towards a private entity. In this context, decentralisation is akin to the privatisation of the entire public service (Bray and Mukundan, 2003).

Deregulation refers to the removal of Government controls from an industry or sector to allow for a free and efficient market place. It also refers to the reduction of legal constraints on private participation in service provision that allows competition among private suppliers for services previously provided by Government or by regulated monopolies (Bray and Mukundan, 2003).

The degree of decentralisation may differ greatly from one country to another. Decentralisation may be limited to the material and financial

management of educational institutions, but may also concern curriculum design. It implies granting training institutions some degree of autonomy. According to Van Wieringen (1995), autonomy in Vocational Education and Training can take the following forms:

- **Environmentally-oriented autonomy:** The institution is given more freedom to make the best use of its resources within a centrally defined framework, including a grant, with a view to enabling the institution attain the aims which have been laid down at central level.
- **Normative autonomy:** This relates to the freedom of the institutions to determine their own direction, including the determination of their own mission and value system.
- **Educational autonomy – product-related:** This relates to increase in the freedom of vocational institutions to decide how to organise teaching with a view to attaining educational targets within the given financial framework.
- **Managerial and organisational autonomy:** This relates to individual institutions having the right and duty to deal with most financial and training matters. The institution's Board, together with the institution's Head have increased powers. This means that a number of functions are decentralised to the institutional level. In general, the Vocational Institution is relatively autonomous with regard to management and

organisation. The institution usually is managed by a Board which charts the overall policy framework of the organisation.

- **Financial autonomy:** This refers to the institution's freedom to determine how it will raise its own funds and how it disburses them, including the funds received from government in the form of grants.
- **Autonomy:** This refers to determining the individual institution's working conditions.

Decentralisation goes with any combination of these forms of autonomy. The combination and level of autonomy depends on the nature and capacity of the institution. In Zambia, the Management Boards have incorporated all the above forms of autonomy. Whilst the institutions have been granted financial autonomy, autonomy to determine their own conditions of service and to establish their own management structures has been denied. Management Boards still receive a Government grant and have to account for its expenditure in accordance with Government regulations.

'Decentralisation, devolution and deregulation are pursued with the aim of enabling the market to operate. Many accounts of the process, have also interpreted the shifts to mean that the State's role is being displaced or diminished' (Lindblad et al, 2002:620). Thus, what used to be the preserve of the State was now distributed or decentralised to a wide range of actors and agencies, including in some cases, private companies. However, the

degree of such developments will vary according to national context. It is important to note that the State's role continues to be important, although reduced. As Dale (1997:274) points out:

'It is crucial to note that the State does not 'go away' in the process ...its continuing role is overwhelmingly the major founder and regulator of education, enables it to remain very much in the driving seat. True, the nature of the work it does has changed, very broadly speaking, from carrying out most of the work of the co-ordination of education itself to determining where the work will be done and by whom...'

The idea behind the introduction of Management Boards was to decentralise, devolve and deregulate operations. For purposes of this dissertation, a **Management Board** is defined as a 'body appointed by the appropriate Minister legally charged with the responsibility to govern a public corporation' (TEVETA Act, 1998). McNamara (1999:3) suggests the following duties of a Management Board:

- Provide continuity for the organisation by setting up a corporation or legal existence and to represent the organisation's point of view through interpretation of its products and services.
- Select and appoint a Chief Executive Officer to whom responsibility for the administration of the organisation is delegated.
- Govern the Organisation by broad policies and objectives formulated and agreed upon by the Chief Executive Officer and employees, including assigning priorities and ensure the organisation's capacity to carry out programmes by continually reviewing its work.

- Acquire sufficient resources for the organisation's operations and to finance the products and services adequately.
- Account to the public for the products and services of the organisation and expenditures of its funds.

2.2 Management of Decentralised Vocational Education and Training Institutions

Market guidance has emerged in countries which have introduced market principles and managerial flexibility in the public services. Where public service providers are guided by market forces, direct Government intervention is limited and guidance is given indirectly, notably through strategic planning and financing instruments (Gasskov, 2000).

Decentralisation brought new management challenges for the newly created autonomous training institutions. As Deal (1995:25) notes 'the VET reforms have left many, consciously or otherwise, confused, exhausted and disillusioned'. On the other hand, Drucker (1989:10) suggests that 'a time of turbulence is also one of great opportunity for those who can understand, accept, and exploit the new realities: it is above all a time of opportunity for leadership'. Success in the VET sector in this decade will depend on how well VET managers understand and operate across different areas, such as their Organisational roles, and functions, the leadership processes in which they are engaged and their own Organisations (Falk, 1999). The purpose of management in the new structures should be

concerned with fostering the conditions under which Organisational goals can be achieved while at the same time meeting the needs of other stakeholders at community, regional and national levels (Falk, 1999). Senior managers in public Vocational Education and Training institutions need to become more strategic and focus more intensively on the external environment and building stronger links with clients. Callan (2001) suggests that the core capabilities of the VET managers should include among others, holding a corporate vision and direction, focusing strategically, achieving outcomes, developing and managing resources, demonstrating leadership in relation to change, demonstrating business and entrepreneurial skills and having the ability to develop and empower people.

2.3 Decentralisation of Management in Technical and Vocational Education in Europe - The Case of Denmark and the Netherlands

In Denmark and the Netherlands, the Vocational Education and Training colleges are independent public institutions and have their own Board of Directors (Nielson and Visser, 1997). The colleges have a relative autonomy in the budgeting, organisational and planning of the programmes.

'Decentralisation of management in Denmark and the Netherlands has given more freedom (and responsibility) to the lower levels with a view to enhance efficient management by letting those decide who have more information at the lower levels' (Lannert et al, 2003:17). Decentralisation

was also intended to enhance managers in the newly autonomous institutions to respond favourably to major environmental issues such as competition. However, Lannert et al, (2003) argue that a shift from a centralised management system to a decentralised one needs institutionalisation in a legal and financial sense. They stressed the fact that financial autonomy was very important in decentralisation. Decentralisation in finance entailed greater freedom of the Boards to acquire and dispose of resources. It was also seen as a means of opening up possibilities for additional funds from other sources. In the Netherlands for example, there was a legal possibility for schools to raise additional funds and the boards decided quite freely how additional funds would be spent. To channel the extra money into the school required that the institutional heads be turned into managers. Lannert et al, (2003) recommended that systematic training effort be introduced to train the institutional heads so that their job identity and capabilities are transformed from a mainly pedagogical orientation towards a more managerial orientation. Decentralisation therefore, needs to be accompanied by mid-term capacity building of key actors. They further recommended that the existing capacity needed to be strengthened not only in the field of management and decision making competencies, but also with respect to the involvement of key actors from the labour market. Thus, they recognised the importance of linking Vocational Education and Training school boards to the local community in Denmark and the

Netherlands, and making them responsive to the needs of the labour market. The involvement of stakeholders such as parents, teaching staff and members of the local community in the boards was beneficial for the integration of the school/college into the local community.

2.4 Sub-Saharan African Experiences

In Sub-Saharan Africa, there had been considerable international policy advice stressing the desirability of making public provider institutions more like businesses. This had been a general theme of VET reform discussions since the World Bank's Vocational and Technical Education Report in 1991, and had been reinforced by other agencies such as the International Labour Organisation (Bennell et al, 1999). In particular, the advice stressed the desirability of stronger decision making and fundraising powers of institutions. The process of granting greater autonomy to public providers was already practised in South Africa, Namibia, Tanzania and Botswana.

According to McGrath (2005), what constituted the correct level of autonomy needed to be decided upon according to each national context. Even where it was decided that greater autonomy was desirable, the extent of institutional capacity for self management needed to be carefully considered, and a strategy for its enhancement put in place. South Africa, for example, had invested considerable sums of money in building management and governance capacities within its fifty (50) newly merged institutions. McGrath (2005), further argued that the challenge of

institutional capacity development would be even greater and longer term in some countries in Sub-Saharan Africa.

According to Durango (2002), many countries in Sub-Saharan Africa have at some stage embarked on a policy of commercialisation of training institutions and the creation of a competitive training market to improve financing, through encouragement of income generation by training institutions. Durango (2002), further states that some countries developed Levy-Grant/Rebate to complement funding of TEVT. The systems were based on the imposition of a levy on all employers based on the wage bill. Different countries imposed different levies, for example in South Africa, employers paid 1% of total remuneration as a training levy. In Tanzania, a 2% levy was paid by companies with a minimum of four employees.

2.4.1. The Namibian Experience

In Namibia, there was a drive to make the Vocational Training Centers (VTCs) autonomous, especially with the envisaged introduction of an equally autonomous structure, the National Training Authority (NTA), to which all VTCs would be accountable (Akoojee et al, 2005). VTCs would be resourced through the NTA and there would be agreements and memoranda of understanding with the NTA on how they would independently acquire their resources. However, the Government proceeded cautiously on the implementation process of autonomisation of VTCs. One of the areas pointed out by Government as being a challenge to the process

was VTC location, which could lead to unfair competition among them because those located closer to industries had a relatively good chance to prosper (Mabizela, 2005). As elsewhere in Africa where autonomisation had been considered (for example, Botswana and Malawi), there was a concern that there was currently a serious lack of management capacity in most VTCs. Akoojee et al, (2005) argued that granting autonomy needed to be seen as a process in which the capacity of the institutions, their managers and their boards were systematically developed. Of all the Vocational Training Centers (VTCs) in Namibia, only the Windhoek Vocational Training Center and the Institute of Mining Technology (NIMT) were governed by autonomous boards of directors (Mabizela, 2005). Both institutions were autonomous in as far as their governance was concerned, although they still relied on the Government for most of their funding. They controlled their funds according to their own defined needs and also relied on their marketing skills for more money. The two institutions were also able to hire and fire human resources as they deemed necessary without Government's approval because their employees were not civil servants unlike those in the other Vocational Training Centers (Akoojee et al, 2005). As much as they were autonomous in terms of governance, they were not yet run as business entities and were not yet financially self sustaining.

2.4.2. The Tanzanian Experience

Like in Zambia, the key feature of the new TEVT reform policy framework in Tanzania was greater decentralisation with the establishment of Management Boards responsible for planning and provision of vocational education and training and the devolution of most operational management responsibilities into regional vocational training and service centers.

Further, it must be stressed that in Tanzania, the Vocational Education and Training Authority (VETA) Act contained a number of positive features that were expected to facilitate improvement in the efficiency and effectiveness of training provision. In particular, organisational and financial independence was anticipated to enable VETA provide better quality training. Task oriented management systems were introduced and were expected to lead to significant improvements in efficiency. Comprehensive staff reviews both at the center and in the regional boards were expected to result in a smaller more able and better motivated cadre of instructors and support staff. Salaries were to be at least tripled (Bennell et al, 1999).

The reforms in Tanzania were seen as having taken a decisive shift away from centralised control by parent ministries towards more decentralised patterns of organisation and planning with many of the training centers enjoying a very considerable degree of institutional autonomy. Previously, most training centers could not receive funds from outside sources, retain

funds earned from their own income generating activities nor retain fees collected from students. They had now been given the authority to control directly the resources in support of their own training activities. As a result, there had been a marked improvement in the ability of training centers to provide good quality training. By giving training centers more autonomy, it allowed them to better position themselves in increasingly competitive markets and exploited income generating opportunities.

There were a number of examples of successful institutional management adjustment with the reforms. For example, the Dar-es-Salaam Technical College was able to offer a large number of demand-driven specialised short courses along with other income generating activities, most notably consultancy services by instructors and other staff. The College managed to meet 70% of its operating costs through course fees and other income generating activities (Bennell et al,1999). The college had become a fully autonomous institution under the Ministry of Science, Technology and Higher Education, paving way for it to be upgraded to a University of Science and Technology. The High Precision Technology Center (HPTC) had also adopted its own strategies to generate additional income and had managed to fully utilise its human and physical resources. Furthermore, the High Precision Technology Center and the College of Business Education also managed to cover between 50 – 60 Percent of their operating costs (Akoojee et al, 2005). However, Government continued to meet salary costs

of the three centers and clearly there was still a long way to go before they were fully financially self-sufficient.

The success of these institutions had largely been due to the managerial capability of the managerial staff.

Decisions on decentralisation of management systems in most countries were hindered by a number of obstacles. Bennell et al, (1999) stated that with regard to decentralised management in vocational education, Tanzania had been faced with the major problem of limited organisational, human and financial capacity at the parent ministry as well as the school boards and a lack of coordinated and institutionalised planning involving all actors in VET. Thus, the transfer of administrative and managerial functions depended on the successful development of a sustainable mechanism of governance at all levels. Some institutions such as the Dar-es-Salaam School of Accountancy and the Institute of Accountancy in Arusha suffered from serious staff shortages because of poor remuneration packages for instructors. The institutions also suffered from excessive interference from parent ministries (Bennell et al, 1999).

2.4.3. The Botswana Experience

The Vocational Training Centers (VTCs) in Botswana is a regulating authority where all colleges are registered and regulated. All of the colleges were on the path towards automation, although they still relied

heavily on Government and donor funding. The Botswana Brigades were also an important component of the vocational training system. Brigades were institutions that sought to encourage small-scale entrepreneurs by allowing them to rent workshops and equipment and by providing them with business advisory and accounting services (McGrath, 2005). The Brigades were riddled with a number of problems, for example the low quality of facilities, with no evidence of any attempt to repair, maintain or clean the facilities, old and obsolete machinery, a narrow range of course offerings, rapid staff turnover and poor staff morale and unqualified instructors (McEvoy et al, 2001). The Brigades were under a considerable degree of community control and ownership, with significant state funding for teacher salaries.

2.4.4. The South African Experience

In South Africa, the pivotal point in the transformation of the Further Education and Training sector in the post-apartheid era was the release of 'a new institutional landscape' for public further education and training colleges in August 2001. The result of the 'new institutional landscape' was that the 152 technical colleges in the country were reduced to 50 Further Education and Training Colleges, through a process of merger. In each merged college, previously disadvantaged colleges were integrated with previously advantaged colleges, and a process began for better utilisation of resources (McGrath, 2005). As elsewhere in Africa, the TEVT reforms in

South Africa encompassed the transformation of colleges into autonomous, efficient and market-led institutions serving the needs of industry. This was necessitated primarily, by the need to respond to the pressures of globalisation through greater national competitiveness. However, the greater autonomy given to the new merged colleges with their own Chief Executive Officers was constrained by their continued accountability to both national and provincial further education and training officials and was not seen as leading to their eventual privatisation (McGrath, 2005). The colleges were also struggling to address other issues about quality. The nature and quality of staff and their teaching were important factors in quality learning. Whilst qualification levels of staff were rising, new pedagogical and curricular requirements were placing major new demands on the lecturers (McGrath, 2005). All the issues raised above necessitated that colleges were adequately resourced and maintained in terms of human (especially management) and other resources. Johanson and Adams (2004) argued that greater college autonomy was a measure of quality. They however, suggested that it was important to balance autonomy against the legitimate concerns of provincial and national departments and that colleges should contribute to overall strategies for education, skills and development. Where college autonomy took them into undesirable levels of competition and short-termism, and away from national priorities, then it would be perverse to see it as a sign of quality (Akooje et al, 2005). The prominent place that

TEVET took in South Africa suggested that the newly merged colleges were going to receive more attention in the next five to ten years. It was hoped that the challenges of capacity and policy that constrained the TEVT system would be addressed as early as possible in that period (Akooje, et al 2005).

2.5 Management of Technical Education and Vocational Training in Asia – The Philippine Experience

In the Philippines School/College Boards were taking more responsibility for such activities as staff recruitment and deployment, facilities construction and maintenance and most importantly financing (Johanson and Adams, 2004). Opponents of decentralisation suggested that decentralising authority and responsibility might only shift the same old problems to levels of the system that were less well prepared to cope with them, and that decentralising management involved corruption and inefficiency (Falk and Smith, 2003).

According to Chapman (2002), the decentralisation of Technical Education and Vocational Training had profound implications for education management in the Philippines. Administrators in the created boards needed greater skills in strategic planning and financial management. However, Chapman (2002), observed that few institutional heads in such colleges and schools had the training or background to meet the challenge. Across much of Asia, massive support and training would be needed if decentralised school management was to lead to positive outcomes.

Chapman (2002), further argued that weak management capacity was one of the most widely cited critiques of education systems in less developed countries. He noted that, although practically every national and regional education study cited the need to establish more effective strategic planning, better staff deployment, effective budgeting, and effective management of educational institutions remained a persistent problem. One explanation he gave for this was the high turnover of trained staff in such institutions. Chapman (2002:31), further argued that training changed the opportunity cost of remaining in their jobs as staff develop skills that made them more competitive for better paying private sector employment. Thus, he went on to state that relying on training to improve management capacity represented a misunderstanding of the problem. The training needed should be accompanied by appropriate incentive systems. If people did not have access to any meaningful incentives moving the education system towards greater quality and efficiency was a losing proposition. Thus, Chapman (2002), suggested the incentives depicted in Table 2 below.

Table 2: Types of staff incentives

Remuneration	Instructional Support	Working Conditions
<p>Salary</p> <ul style="list-style-type: none"> ▪ Beginning salary ▪ Regularity of payment ▪ Merit pay <p>Allowances</p> <ul style="list-style-type: none"> ▪ Materials allowance ▪ Hardship ▪ Travel <p>In-kind salary supplements</p> <ul style="list-style-type: none"> ▪ Housing ▪ Low interest loans ▪ Scholarships for children <p>Benefits</p> <ul style="list-style-type: none"> ▪ Paid leave ▪ Sick leave ▪ Maternity leave ▪ Health and medical assistance ▪ Pension ▪ Life assurance ▪ Bonus for student achievement 	<p>Instructional materials</p> <ul style="list-style-type: none"> ▪ Teacher guides ▪ Training equipment <p>Supervision</p> <ul style="list-style-type: none"> ▪ Observation ▪ Feedback ▪ Coaching <p>Training of staff</p> <p>Career opportunities</p>	<ul style="list-style-type: none"> ▪ Adequate School facilities ▪ Adequate classroom facilities ▪ Student – Lecturer ratio

Source: Adapted from Chapman (2002)

2.6. Management of Decentralised Technical Education and Vocational Training in South America – The Experience of Chile

In Chile, a series of major liberal reforms were introduced in the formal education and the vocational training systems, among them was the decentralised provision of education and training services as a means of fostering their flexibility, efficiency and labour market responsiveness (ILO, 2000). The management of the formerly centralised schools was transferred to local authorities and private non-profit making institutions, preferably those related to employers' organisations. Management roles and

responsibilities had changed in the last ten years as a result of decentralisation (Falk and Smith, 2003). Corporatisation of the public providers required managers to make constant business adjustments in the running of the institutions (Mulchay, 2003). Senior managers in the public VET institutions became more strategically focused and concentrated more intensively on the external environment and built stronger links with clients. Their philosophy and personal styles were found to strongly influence their organisation's culture and response to change (Mulchay, 2003).

The decentralised management of Vocational Schools covered the management of teachers and personnel, the recruitment and selection of students, administrative and financial management and investment policy (Ducci, 2002). In Chile, there was ample consensus regarding the superior performance of corporate schools, both in terms of the quality of education and the placement of students in the labour market (ILO, 2000). The decentralised management of vocational schools by enterprise associations had been fruitful in terms of internal efficiency of the schools to labour market needs. It also fostered closer coordination between two formerly separated systems of education and training, thereby contributing to a better use of common resources, such as teachers, teaching materials, workshops and facilities. However, most of the former public schools were already among the best in terms of infrastructure, equipment, teaching personnel and reputation. Despite this success, there were still factors that

hindered greater involvement by enterprises in vocational education, such as the hostility of the teachers' union to the idea of decentralised education in general, legal uncertainties as to the ownership of assets and responsibilities regarding teachers' severance pay, and the risk of an abrupt rescission of the contracts transferring the schools to private corporations (Chapman, 2002).

2.7 Summary

The decentralisation of the management of TEVT through the establishment of autonomous management structures at both district and school/college level mainly, was one of the major reform strategies in the TEVET reforms. This reform in management structures entailed the creation of Management Boards to govern the affairs of the institutions on behalf of the Government. The literature revealed that success in the public institutions depended on how well managers responded to the challenges associated with autonomy, such as managing in a dynamic and turbulent external environment and resource acquisition and utilisation in the absence of full Government financial support. The literature also looked at the changing of roles and responsibilities of VET managers and the challenges faced in Denmark, Netherlands, Namibia, Tanzania, Botswana, South Africa, the Philippines and Chile. Autonomy in most countries implied the responsibility of the institutions to do their own budgeting, organisation and planning of programmes, strategic planning, staff recruitment and maintenance, and

infrastructure maintenance. It had been noted that decentralisation posed greater challenges for institutional managements in the sense that they required capacity building to enable them take up the management challenge in the new structures.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This Chapter outlines the procedures used to collect the necessary information required to achieve the research objectives and the methods used to analyse the collected data. The Chapter begins with a description of the research method used, a description of the population and gives the sample size and sampling methods used. The chapter then gives a description of the questionnaires used to collect the necessary data and outlines the organisation and coding of the data, and the data analysis methods.

3.1 Research Method

The method of research chosen for this study was the survey method and the questionnaire was used as the instrument for data collection. The survey method allows the researcher to get a 'snapshot' of what is happening at a given time or situation and then allows the investigator to determine how that snapshot influences other behaviours (Turocy; 2002). The method was considered ideal under the circumstances because it supported the purpose of the study and conveniently met the resources and interests of the participants. Questionnaires were used to allow for a standardised set of questions to eliminate bias by the interviewer and also

allow anonymity, encouraging more honest and candid responses and often a higher response rate (Turocy; 2002).

3.2 Description of Population

The target population was out of five institutions, all from Luanshya District in the Copperbelt Province of Zambia. These were Technical and Vocational Teacher's College (TVTC), Luanshya Technical and Business College, In-service Training and Education Centre, Luanshya Craft School and Luanshya Skills Training Centre.

3.3 Sample Size

To ensure that the sample represented the original population, objective sampling procedures were adopted (see also Mwanje and Gotu, 2001). An important consideration in sample design is the choice of the sample size. According to Anderson et al, (2002), the best choice usually involves a trade off between cost and precision. It is further noted that large samples provide greater precision, but are more costly. Thus, more often than not, the budget for a study will dictate how large the sample can be.

The institutions that formed the sample were Technical and Vocational Teacher's College, Luanshya Technical and Business College, In-service Training and Education Centre.

3.4 Sampling Method

The stratified random sampling method was used. In this method, the population was divided into strata. The strata comprised Management, academic and support staff, and students. The aim was to ensure that each category of the population had equal probability of being included in the sample. The proportionate numbers of respondents were then randomly selected from each stratum.

The distribution of the elements in the sample is shown in Table 3 below.

Table 3: Number of Staff and Students by Institution and Location in the Management Boards under Study

Institution	Location	Total number of staff	Total number of Full-time students
Technical and Vocational Teacher's College	Luanshya	30	800
Luanshya Technical and Business College	Luanshya	45	700
In-service Training and Education Centre	Luanshya	12	190
Total		103	1690

Source: Field survey, 2007

The sample size was then determined as follows:

$$n = \frac{0.25 \times N \times Z^2}{d^2 \times (N - 1) + [0.25 \times 1.96^2]}$$

Where: N = the total population of staff and students in the Institutions .i.e. 1690

Z = 1.96 at 0.95 confidence level

d = 0.05, i.e., ± 5% precision level

n = Sample size

$$n = \frac{0.25 \times 1690 \times 1.96^2}{0.05^2 \times (1690 - 1) + (0.25 \times 1.96^2)}$$

$$n = \frac{1690.8256}{15.8679} = 107$$

A sample size of 100 was arrived at for convenience and due to a limitation in resources

The total population of staff in each institution was spread as shown in Table 4 below.

Table 4: The breakdown of Employees in the Institutions under study

Institution	Number of employees in Management	Number of academic and support staff	Total
Technical and Vocational Teacher's College	3	27	30
Luanshya Technical and Business College	2	43	45
In-Service Training and Education Centre	2	10	12
Totals	7	80	87

Source: Field Survey, 2007

The proportion between sample and population is given by:

$$f = \frac{n}{N}$$

Where:

n = Sample size

N = Population size

$$f = \frac{100}{1690} = 0.06$$

The number of staff in each category was multiplied by 0.06 to get the proportionate number of staff and students to be included in the sample. The questionnaires were thus distributed among the staff and students as depicted in Tables 5 and 6 below.

Table 5: Distribution of Questionnaires among Staff in the Institutions under study

Institution	Employees in Management	Academic Staff	Support Staff	Total	Percentage of Distribution
Technical and Vocational Teacher's College	2	10	5	17	26.4%
Luanshya Technical and Business College	2	20	10	32	49.0%
In-service Training and Education Centre	2	8	6	16	24.6%
Totals	6	38	21	65	100%

Source: Field Survey, 2007

Table 6: Distribution of Questionnaires among the Students in institutions under study

Institution	Number of students	Number of questionnaires given	Percentage of Distribution
Technical and Vocational Teacher's College	140	7	7.9%
Luanshya Technical and Business College	350	17	18.2%
In-service Training and Education Centre	1200	68	73.9%
Totals	1690	92	100%

Source: Field Survey, 2007

3.5 Research Instruments

Three different questionnaires were used to collect the data from the different categories of respondents. The first questionnaire was distributed to the management staff in the institutions. The questionnaire had three parts. The first part sought general information on the respondents such as their qualifications, nature of employment contract, income and other conditions. The second part looked at the management's capacity for

institutional planning and management, such as, the ability to meet objectives and targets, the ability to attract and retain suitable staff and the availability of a staff development policy. The third part concentrated on institutional funding and sought information on the sources of funds, the ability to cover operating costs, the availability of suitable structures and training facilities and the mode of determination of students' fees.

The second questionnaire was distributed to both academic and non-academic staff. This questionnaire was also divided into three parts, A, B and C. Part A sought general information from the respondents, Part B concentrated on recruitment and retention and Part C looked at the quality of training. The third questionnaire was distributed to the students and mainly concentrated on getting information on student satisfaction with instructors, course and training facilities.

3.6 Limitations of the Study

For the findings to have been more accurate there was need to cover some institutions in the outlying areas because reports of poor performance were mainly coming from there. However, this was not possible because of constraints of time and financial resources. Further, the sample could have been extended to include graduated students and employers. This again was not possible due to the reasons given above.

Another problem was the non-response to some of the questionnaires. All the questionnaires distributed to the management staff were returned, giving a 100% response rate. Fifty (50) out of the fifty nine (59) questionnaires given to the academic and support staff were answered and returned, representing a 85% response rate from this category. Eighty (80) out of the Ninety two (92) questionnaires distributed to students were answered, giving an 87% response rate (see Table 3.5).

Table 7: Response Rate of Target Groups

Target Group	Target No.	Response	Response Rate
Management	6	6	100%
Academic and support staff	59	52	85%
Students	92	80	87%
Total	108	95	88%

Source: Field Survey, 2007

3.7 Organisation and Coding of Data

To be able to effectively analyse the data, a coding system was developed. The coded data were then entered into a data matrix using the statistical software SPSS 12.0 package.

3.8 Method of Data Analysis

The Statistical Package for Social Science (SPSS) version 12.0 was extensively used to analyse the data. This package was very ideal as it was able to provide all the required analysis to achieve the study objectives formulated in Chapter One.

3.9 Summary

The Chapter gave a detailed description of the methodology used in the study. It began with a description of the research method adopted, a description of the population of the institutions included in the study, the sampling method used and the determination of the sample size. It further discussed the structure of the questionnaires used, the organisation and coding of the data and finally outlined the methods of data analysis.

CHAPTER FOUR

RESEARCH FINDINGS AND ANALYSIS

4.0 Introduction

The chapter first looks at the analysis of the data collected from the questionnaires by focusing on specific variables analysis and attempting comparisons of the situation before and after the establishment of the Management Boards. It then gives a presentation of the main findings from the survey and an analysis of the main findings against the Performance Indicators.

4.1 Variable Analysis

This section looks at the analysis of selected individual variables, by institution, from all the questionnaires administered to the respondents. It highlights the distribution of each variable in relation to the total sample in each institution. The institutions concerned are Technical and Vocational Teacher's College, Luanshya Technical and Business College, and In-service Training and Education Centre. Three sets of questionnaires were used to collect the data, the first questionnaire was distributed to the management staff, the second was distributed to academic and support staff, the third was administered to students.

Highest Qualification Attained

This variable was intended to determine the level of qualifications of the management and academic staff in the Boards. Indeed as Sonko (1992) argues, the quality of management plays a major role in shaping the structure of the organisation and its operations to improve performance. Research findings revealed that all senior management staff at Technical and Vocational Teacher's College, (i.e. Principal, Training Manager, Finance Manager, Five Heads of Department) were professionally qualified, with all of them having attained a first degree or higher. The assumption was that a manager with at least a first degree in the relevant field had acquired sufficient management techniques, methods and strategies (of course coupled with the necessary administrative experience) to be able to effectively manage an undertaking. Before the inception of the Board, the Principal was professionally qualified (at least with the first degree level) with several years of experience in Educational Management. The Bursar possessed a Certificate in Accounts and Business Studies and the Registrar possessed a Certificate in Administration and Leadership.

From the academic and support staff, 75% of the respondents had a first degree, and 25% had attained a Masters degree. The results suggested that the majority of academic staff did qualify to teach on the programmes offered by the institution. This met the TEVETA standards which required one to have a minimum of a first degree to teach on a diploma programme.

Most of the Programmes offered by the institution were diploma and Certificate level Programmes. All were contract employees with contract durations of between one and three years.

The results from the Technical and Vocational Teacher's College, Luanshya Technical and Business College, and In-service Training Education Centre also revealed that the respondents from the management staff and academic staff were all professionally qualified with at least a first degree. For the Technical and Vocational Teacher's College, 50% of the respondents from the academic and support staff had a first degree, 33.3% had a diploma and 16.7% had a certificate. All the respondents from the management staff had attained the level of a first degree.

Monthly Income

This variable was intended to establish the extent to which the Boards were able to offer competitive rates of pay and therefore, attract capable human resources and maintain high levels of performance and commitment from the staff. The survey revealed that most respondents considered a fair monthly income to range between K5,000,000 and K6,000,000. The results showed that monthly incomes ranged between K1,000,000 and K5,000,000 with 66.7% of the respondents earning an income of between K1,000,000 and K3,000,000 and 33.3% earning an income of between K3,000,000 and K5,000,000 for the management staff at Technical and Vocational Teacher's College. From the academic and support staff, the results showed that 75%

of the respondents earned an income of between K1,000,000 and K3,000,000 and 25% earned between K3,000,000 and K5,000,000. Similar results were recorded for Luanshya Technical and Business College, and In-service Training Education Centre. For the Luanshya Technical and Business College and In-service Training and Education Centre, all the respondents were receiving a monthly income of between K1,000,000 and K3,000,000. The survey also showed that 66.7% of the respondents from In-Service Training Education Centre received an income of below K1,000,000 and the remaining 33.3% earned between K1,000,000 and K3,000,000.

The levels of income given above meant that the Management Boards found it difficult to retain the desired staff, especially those in management. Armstrong (1995) argues that uncompetitive, inequitable or unfair pay systems are frequently cited as possible causes of dissatisfaction in work. The Management Boards must therefore, review pay levels on the basis of market surveys.

Institutions and Operating Plans

The issue of institutions and operating plans was intended to establish whether or not the institutions were operating with some form of Strategic Plans with clearly defined objectives and targets. Such a plan would help the management focus strategically, develop a vision and provide the overall direction of the organisation, and provide the basis for institutional

development and sustainability, all of which are important success criteria for any business. All the respondents in the institutions indicated that their institutions had operating plans. The results further revealed that while the institutions did have some form of plans, the targets were not always met. An explanation could be that the targets and objectives were unrealistic and did not take into consideration the available resources for effective implementation. To be effective, plans needed to be based on available resources.

Systems to Attract and Retain Staff

Since it was observed that the Management Boards were riddled with poor staff retention, this variable was intended to determine what systems the Board had established to retain staff. The responses from Technical and Vocational Teacher's College, Luanshya Technical and Business College, and In-Service Training Education Centre showed that Management Boards did not offer attractive conditions of service. In selected cases, they offered good career opportunities and other than that they did not have any other system in place. The results indicated that the institutions were conscious of the need to attract and retain highly qualified human resources but did not have an effective system, owing perhaps to lack of resources.

Rating of Conditions of Service

On being asked how they rated the conditions of service, 50% of the respondents from the management staff at Technical and Vocational

Teacher's College rated the conditions as competitive and the remaining 50% found them uncompetitive. All the respondents from the academic and support staff felt the conditions were uncompetitive. All the respondents from Luanshya Technical and Business College, and In-service Training and Education Centre indicated that they found their conditions of service uncompetitive. Prior to the establishment of the Boards, the conditions of service were uniform for all institutions since they were determined by Government. At the time of the survey in 2007, it was ascertained that, each Board was responsible for determining its own conditions of service. The results from the survey further showed that the conditions were similar across the Boards under study. The competitiveness of the conditions offered depended on the ability of each institution to raise sufficient revenue. It was evident from the study that the Management Boards were hit with the problem of low income. This meant that it was difficult for these Management Boards to attract and retain highly qualified human resources.

Number of People who had left Employment since the year 2006

This variable was intended to establish the attrition rates in Management Boards since it was observed that Management Boards were faced with the problem of poor staff retention. A comparison of the position before and after the Boards revealed the results displayed in Table 8 on page 54 of this study. The labour turnover index was used to determine the attrition rates.

The results suggested that the turnover rates were higher in 2006 (after the Boards were established) compared to 1996 (Before the Boards were established) across the Boards. The study showed that the turnover rate at Technical and Vocational Teacher's College rose from 2% to 7%, and at Luanshya Technical and Business College, it rose from 4% to 6%. High labour turnover was very costly and therefore not very healthy for any organisation as it affected the stability of work practices. It caused disruption of the day-to-day operations as people left and took their knowledge with them and resulted in institutions spending more time and effort orienting new staff.

A possible explanation for the lower turnover rates before the establishment of the Boards could be that, although the pay was not very good in Government, there was security of employment and people looked forward to a pension upon retirement. The jobs under the Management Boards were contract jobs which attracted a relatively small (in comparison to Government) gratuity. The rates of gratuities ranged between 12.5% and 25% of an individual's salary over the entire period of the contract. The rates fell below the government rate of 35%. Additionally, the non renewal of contracts for staff created feelings of insecurity, leading to people constantly searching elsewhere for employment. For example, more than 10 employees' contracts were not renewed at Technical and Vocational Teacher's College by the end of 2006.



The Labour Turnover Index is calculated by:

$$\text{Labour Turnover Index} = \frac{\text{Number of leavers in last 1 year}}{\text{Average number of people in institution in period}} \times 100$$

Source: Armstrong, 1995

Table 4: Number of People who left Employment – Comparison before and after Boards for the years 1996 and 2006

Institution	Before the Boards - 1996			After the Boards – 2006		
	Number in employment	Number left	Labour Turnover Index	Number in employment	Number left	Turnover Index
Technical and Vocational Teacher's College	58	2	3%	30	10	33%
Luanshya Technical and Business College	63	2	3%	45	6	13%
In-Service Training and Education Centre	42	1	2%	28	5	18%

Source: Field Survey, 2006

Frequency of Revising Conditions of Service

The issue of frequency of revision of conditions of service was intended to determine the frequency at which the conditions of service were revised to match economic trends and the standard of living. The results from the Technical and Vocational Teacher's College showed that only one out of seven respondents representing 66.7% from the management staff disclosed that the conditions were revised once every three years. About 66.7% felt that the conditions of service were not revised consistently but over periods longer than three years. Approximately, 16.7% disclosed that the conditions were never revised. From the academic and support staff category, 4% of the respondents felt that the conditions of service were

revised once every three years, 36% indicated that they were revised over periods longer than three years, 24% disclosed that they were never reviewed and 36% did not know when they were last revised. According to the results, staff were not happy with the frequency at which the conditions were revised. Similar results were recorded from Luanshya Technical and Business College and In-service Training Education Centre which showed that conditions were revised after periods of three years. The responses indicated that the conditions of service were not revised regularly enough to meet economic changes and the standard of living resulting in the institutions offering salaries that did not match the prevailing cost of living. The majority of the respondents also felt that the conditions offered were uncompetitive. The uncompetitive conditions offered may result in inability of the Boards to attract highly qualified human resources.

Under Government, conditions of service were reviewed in response to the pressure from the unions. At the time of the survey, it was ascertained that most technical institution employees were not unionised and where these were, their unions were weak. This placed the employees at a disadvantage. The dissatisfaction with the remuneration was the major factor that led to either resignation or reduced commitment to duty which ultimately impaired institutional performance.

Staff Development

This variable was intended to establish the extent to which the Management Boards considered the upgrading of staff a priority. Due to the nature of technical and vocational training, trainers needed constant upgrading to keep pace with the socio-economic and technological trends. Training enhances people's confidence in their work and could serve as a retention strategy (Armstrong, 1995). From the results, it appeared that all institutions did have some form of staff development policy but it was not well implemented. This resulted in some respondents expressing ignorance over its existence.

The results revealed that five (5) people from the Technical and Vocational Teacher's College studied for programmes ranging from Diploma to Masters degrees between 2001 and 2006. The figures for the other colleges were two (2) from the Luanshya Technical and Business College, and none from the In-service Training and Education Centre. The courses were mostly donor sponsored for Technical and Vocational Teacher's College. As for Luanshya Technical and Business College, these were self sponsored. The results indicated that the Boards were not very much involved in the development of their staff. The lack of advancement opportunities not only affect people's desire to remain in the employment of specific Boards but also affected the quality of the training provided by the Colleges. The poor implementation of training policy could be attributed to lack of resources.

Before the introduction of the Boards, Government policy on staff development was very favourable. For example, all teaching staff had to undergo pedagogical training. Between 1996 and 2000, over one hundred staff throughout the Department of Technical Education and Vocational Training (DTEVT) under which the institutions fell, had attended some upgrading course, ranging from Diploma to Masters Programmes (Bulando and Chakonta, 2006). The training programmes were fully sponsored by Government. The results showed that the institutions had seen more people trained before the Boards.

Sources of Funding

This variable was intended to establish the ability of the Management Boards to be self sustainable, and therefore assessed their ability to provide appropriate training facilities and adequately cover all running costs. All the respondents from the management staff category indicated that their main source of funds were student fees. The Boards also received Government grants which were often very meager and erratic. The Technical and Vocational Teacher's College received donor assistance mainly in form of technical assistance.

The survey revealed that Technical and Vocational Teacher's College were able to cover at least 50% of their operating costs from their own revenue sources, while Luanshya Technical and Business College were able to cover

between 30% and 50% of their operating costs. In-service Training and Education Centre were also able to cover between 30% and 50% of their operating costs. The results are shown in Table 9 below.

Table 9: Percentage of Operating Costs that each College was able to Cover

Institution	Percentage of operating costs covered
Technical and Vocational Teacher's College	50% and over
Luanshya Technical and Business College	Between 30% and 50%
In-service Training and Education Centre	Between 30% and 50%

Source: Field Survey, 2007

The results indicated that while Technical and Vocational Teacher's College were able to cover 50% and above of their operating costs, Luanshya Technical and Business College, and In-service Training and Education Centre managed somewhere between 30% and 50%. This implied that the institutions still relied on some external funding to meet full operational costs, and therefore were not able to effectively provide appropriate training due to lack of relevant training facilities. All the respondents indicated that training equipment and materials were not provided regularly and that if they were, they were inadequately provided. The lack of facilities had a negative effect on the quality of training provided. The effective delivery of Technical and Vocational Training depended on up-to-date training equipment and materials because it constituted skills training. The

results meant that the institutions continued offering training that was highly theoretical and based on the use of outdated equipment.

Prior to the establishment of the Boards, the training institutions depended on Government and donor agencies (where this was available), for the provision of much of the equipment. Considering the magnitude of the public sector, Government could not afford to equip the institutions adequately. Therefore, they were poorly supplied with training equipment. The Boards inherited institutions that had old and rundown equipment that lacked maintenance. This was the equipment on which most of the institutions were still surviving. A number of institutions depended on Government funding for the maintenance of the equipment and therefore tended to watch the equipment deteriorate (because of insufficient or delayed Government funding) without themselves putting in place measures for the maintenance.

The inability to raise sufficient funds meant that the institutions were not able to undertake any meaningful investment. The nature of TEVT training required huge investment in both training equipment and infrastructure maintenance (given the poor state of both equipment and infrastructure before the introduction of the Boards) on a regular basis. Equipment for teaching was supposed to be similar to that found in industry even if it was being used for teaching rather than production. Since such equipment did

not earn an adequate return on the required investment, the institutions needed continued investment resources to keep updating their equipment and to continue training their staff to follow the same trend. They could not, however, generate the corresponding income to finance such investments.

A major objective behind the establishment of the autonomous Boards, was to relieve Government of the burden of entirely financing the institutions and making them more competitive. The institutions were able to raise some funds through student fees (which were often very highly subsidised) and these were remitted to Government and redistributed in form of Government funding. It appeared that the funding problems had continued into the Boards because the institutions had not perhaps considered alternative sources of revenue. At the same time, managements under the Boards needed to face the challenge of managing their institutions under severely scarce resources, because resources would never be enough.

Student Fees to Cover Training

All the respondents felt that the fees each student paid was not adequate enough to meet the cost of training him/her. The inadequacy of the student fees could be attributed to Government's intervention in the determination of the fees. Student fees were subject to Government approval before implementation. As a result, the Boards were not able to

cost economically and were therefore, continually facing budgetary constraints. Government's continued intervention in the determination of the fees defeated the whole purpose of autonomisation.

Lecturer – Student Ratio

This variable was intended to establish the lecturer-student ratio in the training institutions. It indicated the extent to which the Management Boards had matched student enrollments with the number of teaching staff and other learning facilities. This could be used as a measure of quality in training. The ratio gave the number of students that a Lecturer could effectively handle. The ideal standard was 1:20 meaning that a Lecturer could effectively handle a class of 20 students because of the high practical nature of TEVET training. The results from the survey are displayed in Table 10 below. The results show that Technical and Vocational Teacher's College and Luanshya Technical and Business College had Lecturer–Student ratios higher than the ideal standard of 1:20. The high ratios affected the quality of training offered because the facilities were not adequate enough to cater for the increased numbers.

A study of the ratios before the inception of the Boards revealed the results shown in Table 11 below. The ratios were determined taking into consideration the numbers of staff, training programmes and the available training facilities.

Table 10: Lecturer-Student Ratio December 2007

Institution	Total full-time student enrollments as at December 2007	Total academic staff as at December 2007	Lecturer/student Ratio
Technical and Vocational Teacher's College	800	30	1:27
Luanshya Technical and Business College	700	30	1:23
In-service Training Education Centre	190	10	1:19

Source: Field Survey, 2007

Table 11: Lecturer-student Ratio before the Boards – December 1996

Institution	Total full-time student enrollments as at December 1996	Total academic staff as at December 1996	Lecturer/student Ratio
Technical and Vocational Teacher's College	400	78	1:5
Luanshya Technical and Business College	322	40	1:8
In-service Training and Education Centre	120	12	1:10

Source: Field Survey, 2007

Conduciveness of Training Environment

This variable was intended to establish the extent to which the Management Boards were able to offer improved conditions of learning in comparison to Government. A major criticism of the training institutions before the establishment of the Boards was the deplorable state of the training environment. Infrastructure was run down and training equipment and materials were scarce. Conduciveness of the training environment

therefore, was judged in terms of the availability of training facilities (both infrastructure and equipment) and adequate numbers of trainers and instructors. The results are displayed in Tables 12 and 13 below.

Table 12: Conduciveness of Training Environment (Responses from Academic and Support Staff)

Institution	Responses	Conductive	Responses	Not conducive
Technical and Vocational Teacher's College	33	65%	18	35%
Luanshya Technical and Business College	0	0%	30	100%
In-service Training and Education Centre	3	33.3%	6	66.7%

Source: Field Survey, 2007

Table 13: Conduciveness of Training Environment (Responses from Students)

Institution	Responses	Conductive	Responses	Not conducive
Technical and Vocational Teacher's College	250	62.5%	150	37.5%
Luanshya Technical and Business College	81	25%	241	75%
In-service Training and Education Centre	24	20%	96	80%

Source: Field Survey, 2007

The results showed that the majority of the respondents considered the environment in the institutions not conducive for effective learning. The results indicated that the Boards generally, had not improved the learning conditions. The problem of non-conduciveness of the training environment had persisted with the establishment of the Boards due to inadequate facilities and had been exacerbated by the Boards' inability to retain staff and over enrollment of students in institutions such as Technical and Vocational Teacher's College, and Luanshya Technical and Business College.

These institutions had resorted to increasing enrollments without accompanying expansion of infrastructure and other training facilities. This had resulted in a considerable negative effect on the quality of training provided.

Before the establishment of the Boards, student recruitment was done centrally by the Department of Technical Education and Vocational Training (DTEVT). The recruitment policy was such that twenty (20) students (for large institutions such as Technical and Vocational Teacher's College) and 10 to 15 Students for smaller institutions (such as the Luanshya Technical and Business College) were enrolled per class to match the existing facilities (Institutional Profiles, 1997). The average enrollments per class in some Boards such as Luanshya Technical and Business College increased by over 100%, with a class having an average of between forty (40) and fifty (50) students. The Luanshya Technical and Business College that used to have a total student enrollment of about two hundred and fifty (250) per year between the years 1990 to 2000 had annual student enrollments of about seven hundred (700) in December 2007. Technical and Vocational Teacher's College had total enrollment figures of about four hundred students (400) per year between 1990 and 2000. In December 2007, the College had about 800 students. The In-service Training Education Centre also had a total of about twenty students per year between 1990 and the year 2000. In 2007, the institution had a student population of about one

hundred and ninety (190) students. These increases in enrollments had not been matched by any increase in training facilities.

Determination of the Programmes of Study

A major weakness of TEVET training in Zambia before the reforms was that much of the training that was offered was supply-driven, and one of the main objectives behind the establishment of the Management Boards was the creation of autonomous management structures that would be flexible and able to respond quickly to labour market trends. This variable therefore, was intended to establish the extent to which the training institutions were able to offer demand-driven training. The results are displayed in Table 14 below.

The majority of the responses revealed that the institutions offered programmes because they were popular and had the ability to generate more revenue and that the institutions had always been offering the courses. The programmes offered were not determined with the consultation of industry. The institutions offered courses that were popular among youths but which were not needed by industry demands. Institutions therefore continued providing training that was out of touch with labour market trends and continued training people who could not be absorbed by industry.

Table 14.: Determination of the Programmes of Study

Institution	Able to generate more revenue	Have always been offering Programmes	Other institutions not offering them	Industry demands the skills	Total
Technical and Vocational Teacher's College	65%	12.5%	12.5%	10%	100%
Luanshya Technical and Business College	50%	45%	-	5%	100%
In-service Training Education Centre	16.7%	83.3%	-	-	100%

Source: Field Survey, 2007

Frequency of Curriculum Reviews

Another criticism of TEVET delivery before the reforms was that the type of training offered was based on out-dated curricula that bore no relationship with the realities of the workplace. This variable was intended to establish the rate at which curricula for the institutions under the Management Boards were reviewed to match the labour market trends. Ideally, curricula was supposed to be reviewed at least every two years to address any changes in socio-economic conditions. The results showed that most institutions reviewed their curricula after periods longer than 2 years. This indicated that most institutions continued running curricula that were outdated and out of touch with the prevailing trends.

Industrial Liaison

Prior to the TEVET reforms in Zambia, TEVET training was characterised by a lack of coordination between training providers and industry. The Government institutions had loose informal and weak linkages with

commerce and industry. A gap was therefore created between what industry wanted and what the institutions were offering. The result was the production of graduates who failed to meet the expectations of industry. It was envisaged that the flexible management structures established with the Boards would facilitate this coordination. This variable was intended to determine the extent to which the training providers coordinated with industry in order to provide the training that suited the needs of industry. The results were similar across all the Boards. All the respondents indicated that their institution did not have any form of industrial liaison. The results showed that the institutions had failed to establish links with industry and therefore, much of the training that was being offered continued to be supply-driven. It would be useful to establish links with commerce and industry in order to ascertain what is needed in terms of programmes that are relevant to the needs of commerce and industry.

Marketing of Products

This variable was intended to establish the extent to which Management Boards were able to market their services and therefore compete favourably with other private institutions offering similar programmes. This would enhance the position of the institution as a business center. A review of the situation before the establishment of the Boards showed that the institutions were not proactively marketing the services that they provided, as these were in most cases dictated by Government. This situation did not

demand extensive business skills and experience in commercial marketing. Since the institutions were made autonomous, such skills were very important, especially that the institutions were facing a lot of competition from private training colleges. Liberalisation resulted in the rapid proliferation of a number of private sector training colleges.

The results revealed marketing strategies by the institutions were still very weak. The structures of most of the institutions did not provide for the establishment of such a function. Luanshya Technical and Business College established a business and marketing development portfolio to take care of this function. The other institutions still relied on the public's recognition of the institutions' good will. The lack of a marketing strategy disadvantaged the competitive position of the institutions.

Major Constraints Faced by Management Boards

This variable was intended to establish the major constraints faced by the managements in the institutions. The results are displayed in Table 15 below.

Table 15: Major Constraints Faced by Institutions

	Institution		
	Technical and Vocational Teacher's College	Luanshya Technical and Business College	In-service Education Training Centre
Inadequate infrastructure to meet growing demand	10%	10%	25%
Rundown infrastructure	0%	20%	0%
Inadequate training facilities	25%	20%	25%
Inability to attract and retain qualified Human Resources	40%	25%	25%
Inadequate finances	25%	25%	25%
Total	100%	100%	100%

Source: Field Survey 2007

The results revealed that the most common problems faced by the institutions included the following:

- Inadequate finances
- Inadequate training facilities
- Inability to retain qualified human resources.

Only Luanshya Technical and Business College seemed to have a problem of rundown infrastructure. Technical and Vocational Teacher's College and In-service Training Education Centre had some donor support, which had assisted them in the rehabilitation of the infrastructure. The reliance on donor funding for these institutions affected their self-sustainability when the donors pulled out.

Major Achievements of the Management Board

This variable intended to determine what the respondents considered to have been the major achievements of the Management Boards in their institution, since its inception. The results are shown in Table 16 below. The results revealed that the majority of the respondents considered infrastructure rehabilitation and increased efficiency as a result of the autonomy as the major achievements.

Table 16: Major Achievements of the Management Board

	Institution		
	Technical and Vocational Teacher's College	In-service Training Education Centre	Luanshya Technical and Business College
None	0%	0%	60%
Rehabilitation of infrastructure	75%	66.7%	15%
Increased efficiency	25%	33.3%	15%
Improved learning facilities	0%	0%	10%
Total	100%	100%	100%

Source: Field Survey, 2007

4.2 Analysis of Findings Against Performance Indicators

This section looked at the analysis of the findings against the performance indicators. Twelve performance indicators were developed from four key result areas. The section attempted to assess how the Management Boards had fared against the performance indicators.

4.2.1 Maintenance of Qualified Human Resources

This first key was intended to measure the availability of improved conditions of service to attract and retain qualified human resources and the upgrading of staff skills in the necessary areas. Two performance indicators were developed to assess this, as follows;

a. Improved Conditions in Place and Frequency of Revision

The results indicated that the majority of the respondents were not satisfied with the conditions of employment and rated them as uncompetitive. The survey also revealed that the conditions were generally revised over periods longer than two years. The above results indicated that the Boards found difficult to retain highly qualified human resources. Whilst the conditions of service in the Boards were similar to those of the civil service, employees' expectations of the conditions in the Boards had been higher. The reason was that at the time of inception of the Boards, employees were promised that the conditions of service would not be less favourable than those obtaining in Government. The expectations had not been met by the Boards and had thus created feelings of dissatisfaction. This dissatisfaction led to low staff motivation and therefore lower performance levels and higher incidences of labour turnover.

b. Number of Staff Trained in Appropriate Fields

The second success criterion looked at the number of staff trained in the appropriate fields. The responses showed that the number of staff being

trained by the institutions had reduced compared to the period before the establishment of the Boards. The results also revealed that most people who enrolled in training programmes paid for the training themselves because the employer was unable to finance the training. The self sponsorship made it very difficult for the Boards to retain staff on completion of their studies, given the unattractive conditions of service. In some cases people had to go on unpaid study leave to undertake their studies. The results indicated that the Management Boards had not done very well on staff development and retention compared to Government.

4.2.2 Production of Quality Graduates

This key result area was intended to assess the availability of systems for ensuring quality in training provision. Four performance indicators were developed for this purpose as follows:

a. Provision of Adequate Training Materials and Equipment

The results showed that all the respondents in the academic and support staff category responded that training materials and equipment were provided irregularly and inadequately. The most popular reason given was lack of finances. The lack of training equipment particularly with respect to highly technical and highly practical courses meant that students were not given the accepted standard of training. The institutions had old outdated equipment which was no longer being used by industry. Upon graduation, the students found out that they were not acquainted with such equipment

and therefore had to undergo additional training. It was not surprising therefore, that industry and other stakeholders had lost confidence in the quality of TEVET training. This was one area that needed urgent attention.

The inadequacy of training equipment and materials because of inadequate funding was a problem that had existed even before the establishment of the Boards. The results suggested that the Management Boards had not succeeded in providing adequate training facilities and thereby failed to improve the quality of training.

b. Lecturer-Student Ratio

The lecturer-student ratio is important as it establishes the ideal number of students a lecturer can effectively handle. A ratio of 1:20 was used to measure the lecturer-student ratios in the Management Boards. The results showed that all the three institutions under study recorded ratios higher than the laid down standard. The high ratios were attributed to over enrollments and inadequate staff numbers. The need to raise higher income explained the over enrollments. Since the institutions were made autonomous, they had to meet all operating costs from their own revenue as the Government grants were too inadequate and erratic. The over enrollments meant that the training facilities were too inadequate to accommodate the large numbers of students leading to overcrowding. Such institutions had been too optimistic to increase enrollments without any accompanying increase in facilities. The high lecturer–student ratios also

meant that lecturers found it very difficult to effectively assess the students and never gave them the much needed individualised attention (given the quality of students that enrolled for such courses, i.e., they were considered second or third class) especially with the technical courses. This again had a negative effect on the quality of graduates from these training institutions.

c. Curricula

The nature of TEVET training required that curricula were frequently updated to match the economic and technological trends. This therefore called for regular revision of the curricula. Ideally, training providers needed to review their curricula every two years. The results showed that the training institutions failed to adhere to the standard. The survey showed that the curricula were reviewed after more than two years. This implied that students were not given the skills that matched the existing economic and technological trends.

One criticism of Technical Education and Vocational Training in Zambia prior to the establishment of the Boards was that it was based on outdated curricula. Training providers continued to offer training that was outdated and out of touch with reality. The Boards were intended to make the institutions more responsive to the demands of industry and technology. The Management Boards had not done well in this area.

d. Coordination with industry

Coordination between training providers and industry was an important determinant of quality in TEVET provision. The results from the survey showed that the majority of the institutions did not have any form of liaison with industry. Among the reasons given were a lack of interest by the institutions to establish such linkages and the lack of support by the industry itself. A major objective of the reforms was to establish and strengthen linkages between the training providers and industry in order to provide demand-driven training. Such linkages had been very weak before the creation of the Boards. The survey revealed that such linkages were non-existent. The results further showed that training systems to produce quality graduates had not done well.

4.2.3 Organisation and Management

This key result area was intended to establish organisational and managerial effectiveness. Three performance indicators were used to assess this.

a. Availability of Clear Organisational Plans

The results showed that all institutions operated with some form of operating plan with clearly defined objectives and targets. The survey further revealed that the majority of the Boards were not able to achieve the objectives and targets in the plans due to lack of financial and human resources. A possible explanation could be that the objectives and targets

were unrealistic and did not take into account the available resources. The ability to meet targets and objectives was one of the yardsticks used to measure managerial effectiveness. The above results meant that the capacity of the management in some of the Boards left much to be desired.

b. Ability to Attract and Recruit Capable Management Team

The Management Boards had not done well in this area. The results showed that the conditions of service were not attractive enough to retain highly capable management teams. Some institutions such as Technical and Vocational Teacher's College had a large labour turnover in management owing to the unattractive conditions of employment.

4.2.4 Financial Self-Sustainability

This key result area was intended to ascertain the extent to which the Management Boards were financially self-sustaining. The following performance indicators were used to assess this.

a. Ability to Generate Additional Revenue

The survey revealed that student fees were the main source of funds for the institutions under study. The results showed that the funds raised from this source were insufficient. The fees charged were too inadequate to cover the cost of training per student, undertake capital investment as well as other operational costs. A possible explanation was the insufficient control that the Boards had over the determination of student fees charged,

as Government still controlled the fees. The tendency had been Government cutting down on the proposed fees. This posed a constraint on institutional budgeting. It appeared Government still influenced some of the critical decisions of the Management Boards despite having given them autonomy. The decentralisation process was intended to improve the operational efficiency of the institutions. If Government continued to exert its influence over the Boards, it defeated the whole purpose of autonomisation. A major objective behind the implementation of the Management Boards was to free the Government budget of the burden of subsidising the training institutions. If Government did not empower the institutions to determine the fees charged (this being the main source of funds), the objective of financial self sustainability of the Boards would be a pipe dream.

Some institutions however, tried to supplement their income by running Extension Studies Programmes alongside the regular full-time programmes, although the income from this source was also negligible.

Whilst some institutions were able to access funds from the TEVET fund and the TEVET development programme, they were short-term arrangements and usually competitive. These were mainly donor funds and one wondered what would happen when the donors eventually pulled out. Most rehabilitation works that had taken place in the institutions had been done through funds accessed from the donors. It was therefore important

that the Management Boards began to find other meaningful income generating ventures to supplement student fees.

b. Ability to meet at least Fifty Percent of Operating Costs

The majority of the respondents were not able to meet the criteria owing to the inadequacy of the student fees charged. Luanshya Technical and Business College, and In-service Training and Education Centre were able to meet between 30% to 50% of their operating costs. This implied that the institutions still relied on external sources to supplement their incomes. The performance indicators showed that Management Boards still had a long way to becoming financially self-sustainable.

4.3 Main Findings

This section gives a presentation of the main findings from the survey.

4.3.1 Qualifications of Respondents

The results showed that the majority of staff from both the management and academic staff were qualified for the positions they held. They mainly had a minimum of a first degree.

4.3.2 Conditions of Service

The study showed that the conditions of service were generally considered uncompetitive by the majority of the respondents. This had resulted in failure by the Management Boards to retain the required human resources. The Boards were experiencing higher attrition rates compared to the situation prior to their establishment. For example, the turnover rates had

increased from 2% in 1996 to 7% in 2006 at Technical and Vocational Teacher's College and from 4% in 1996 to 6% in 2006 at Luanshya Technical and Business College. The results further showed that the Boards did not review the conditions of service frequently to match the standard of living.

Staff Development

The results revealed that, while most Boards did have staff development policies, they were poorly implemented. The Boards had seen a reduction in the number of people being trained compared to Government. The main reason cited for this was the inadequacy of financial resources.

Sources of Funding

The survey showed that the main source of funds for the Boards was student fees. In addition, the Boards received meager Government grants which, in most instances, were very erratic. The results further revealed that the Boards were facing serious financial constraints because the funds were inadequate. An obvious consequence of this state of affairs was that the Boards were not able to provide the right quality of training because they were unable to provide the required training materials and equipment. Whilst the provision of such materials and equipment was poor under Government, the situation had deteriorated with the establishment of the Boards.

Frequency of Curriculum Reviews

The study showed that the majority of the Boards did not review their curricula frequently. This resulted in the training institutions offering training programmes that were based on curricula that were outdated and out of touch with the prevailing market trends.

The study further revealed that, the training offered by the Management boards was characterised by a lack of coordination with industry. This had resulted in the production of graduates who failed to meet the expectations of industry as much of the training offered was supply-driven. Whilst the industry linkages were poor when the institutions were under Government administration, the linkages were non-existent under the Boards.

Determination of Programmes of Study and Marketing of Products

The survey showed that most training institutions offered those study Programmes that appeared to be popular among their clients and were thus, able to raise more revenue. The results further showed that marketing strategies by the institutions were still weak and needed strengthening. This had disadvantaged the competitive position of the Boards as they were facing stiff competition from private training providers. The marketing strategies could be enhanced by the establishment of a business development portfolio.

Major Constraints Faced by the Management Boards

The results revealed that the most common problems faced by the institutions included:

- Inadequate finances
- Inadequate training facilities
- Inability to retain highly qualified human resources.

4.4 Summary

The chapter looked at the analysis of data generated from the questionnaires, using single variable analysis. The chapter further gave an assessment of the performance of the Management Boards against the performance indicators. It then gave a description of the main findings from the study. The chapter brought out some of the challenging issues surrounding the performance of Technical Education, Vocational and Entrepreneurship Management Boards in Luanshya District of the Copperbelt Province in Zambia. It showed the views of the key stakeholders in TEVET provision on the effectiveness of the Management Boards.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study was an evaluation of the performance of the Technical Education, Vocational and Entrepreneurship selected Management Boards in Luanshya District of Zambia. The driving force behind the establishment of the Management Boards was twofold, i.e., to establish institutions that were self-sustaining, providing demand-driven training and relieving Government of the burden of having to totally finance the running of the institutions.

Performance criteria were developed to assess the performance of the Boards. This chapter attempts to answer the research questions of this study based on the findings in another format which, hopefully, would be clearer than the information provided in chapter 4.. The chapter then draws conclusions from the main findings generated in chapter 4 and makes recommendations based on the findings.

5.1 Research Questions and Answers

This section seeks to evaluate the research questions in relation to the findings of the survey.

1. What was the quality and effectiveness of the Management Boards in Training Institutions?

The results indicated that the quality of training as well as effectiveness under the Management Boards had not improved. The quality and effectiveness still remained low owing to inadequate and poor training facilities, poor staff retention strategies, poor staff development policies and inability to establish linkages with industry. The improvement of quality in training was a huge challenge for the Boards because they inherited training facilities that were rundown, and obsolete or outdated training equipment. Their ability to improve the quality of training therefore depended a great deal on the availability of financial resources and the Boards ability to set their priorities right. Improvement in the quality of training delivery depended to a large extent on extensive capital investments made in training equipment and infrastructure rehabilitation and maintenance.

2. What was the extent to which the Management Boards were able to attract, develop and retain qualified human resources to effectively deliver training for capacity building?

The results showed that most respondents considered the conditions of service and pay structures unattractive. The results further showed that the Boards had experienced higher employee turnover rates compared to Government due to unsatisfactory conditions of employment. The systems to attract and retain

qualified human resources were therefore weak. The result had been constant recruitment because people were constantly leaving employment.

3. What was the main source of funds of the Management Boards?

The survey revealed that the institutions relied on student fees as the main source of finance. The study further revealed that the student fees charged were not adequate enough to cover the cost of training a single student. The fees charged were also still subject to Government control because the institutions were still public service agents which were required to deliver a Government service. Government service was all about social justice and equity and therefore the fees charged tended to be on the low side. The insufficient fees raised meant that the Boards were not in a position to provide adequately the appropriate training facilities. Therefore, they tended to deliver what they were paid to deliver and not what they would like to deliver.

4. What was the extent to which the Management Boards were able to cover all their operating costs without relying on Government/donor funding?

The results showed that the majority of the institutions were able to meet between 30% and 50% of their operating costs, indicating

that they still relied on some external supplement. This was usually Government/donor funding.

5. Do the structures under the Boards provide for linkages with commerce and industry and functions that enhance the institution as a business center?

The results showed that the institutions did not have functions in their structures to provide for linkages with commerce and industry. The absence of such linkages did not allow for flexibility in the provision of training Programmes and the ability to provide demand-driven training. The survey also revealed that the institutions did not have functions such as a Marketing Portfolio in their structures to enhance the institution as a business center. Luanshya Technical and Business College had created the portfolio of Business Development to cater for this, although it appeared the function needed strengthening. The marketing strategies of the institutions needed improvement.

5.2 Conclusions

The findings from the survey indicated that generally, Management Boards under study had not made a significant improvement to TEVET delivery as compared to Government.

- Although the Boards were able to attract qualified human resources, they were not able to retain them because of the

unattractive conditions of service and a lack of employment security (compared to Government). This resulted in high rates of labour turnover leading to frequent recruitment which was very costly to the institutions.

- The nature of TEVET training required constant upgrading of staff. The effectiveness of TEVET delivery largely depended on the benefits realised from improved human resources. Much of the staff development that took place in the Boards was at the cost of the individual employee. This had made it difficult to retain staff on completion of their studies. Further, it appeared that the training policies in the institutions, although they did exist, were poorly implemented. Some respondents talked to revealed that it was very difficult to be granted study leave and where it was granted, it was in most cases unpaid study leave. Government policy on training was very favourable and tended to encourage staff development. Staff development did not appear to be a priority in Management Boards.
- The quality of training that took place in the institutions left much to be desired. The results showed that training equipment and other training materials were inadequately and irregularly provided and the curricula that were taught were rarely revised leading to

course offerings that were outdated and did not match the existing labour market trends. This trend had continued from the time that the institutions were managed by the Government. Whilst the much needed industrial linkages in TEVET provision were weak under the Government administration, they were non-existent in the Boards.

- Whilst the results revealed that all the institutions had some form of operating plans, the targets were rarely met in a number of institutions. This indicated that the managements in the Boards were unable to set realistic targets and objectives for themselves or they lacked the capability to meet the targets.
- The results showed that the most common source of financing among the institutions was student fees. The source was however, too inadequate to cover all operating costs. As a result, very few institutions were able to undertake any meaningful capital expenditure from their own income. The nature of TEVET training required huge investment in training equipment. The institutions did not have the capacity for such investments. The institutions therefore, were far from being described as financially self-sustaining. The problem of inadequate funds existed even before the Boards were established. The problem had been exacerbated with the reduction in Government financial support.

In conclusion, the Ministry of Science, Technology and Vocational Training Management Boards had not been effective in improving the quality of TEVET provision in Zambia, owing to the fact that a weak economy (which was characteristic of most developing countries) with a small formal sector and a generally poor population did not form a very strong foundation for a self-sustained TEVET. The system had thus been very vulnerable.

Technical and Vocational Training had been considered to be of lower status among learners, trainers, policy makers and parents the world over. If this perception had to change in Zambia, then much had to be done to improve the quality of TEVET provision.

5.3 Recommendations

The TEVET reforms in Zambia entailed a fundamental transformation of the system to re-orient it from being supply driven and becoming self-sustaining. Given the poor quality of TEVET provision before the reforms, i.e., inadequate training facilities and run-down infrastructure which could not be maintained due to inadequate Government funding, the fundamental transformation required an enormous investment into the TEVET institutions before they were finally made autonomous. This was not done. The institutions were ill prepared for the challenges of decentralisation. Therefore, the problems that the institutions faced before the transformation were simply transferred into the newly created Management

Boards and if anything, were even worsened. The transformation process was too radical and had thus been met with a lot of teething problems. Most countries in Sub-Saharan Africa, for example, Botswana, Namibia, Lesotho and South Africa had taken the decentralisation process very cautiously. The training institutions had been given the autonomy to decide their own training Programmes and met certain running costs. The major costs such as staff emoluments and the provision of training equipment were still the responsibility of Government, until such a time the Governments realised that the training institutions were ready to take on such responsibilities.

Based on the conclusions above, the following recommendations were made:

- Based on research findings, the root of all the problems in the Management Boards was inadequate funding. One way Government could help to overcome this constraint is through the introduction of a training levy, by law. This would compel employers to subscribe to the levy. Industry was not contributing enough to training in Zambia and they should thus be made to assist. Training levies have worked well in countries such as Zimbabwe, Botswana and South Africa. There was no reason why levies could not work in Zambia.

- Links with commerce and industry needed to be strengthened. There were a number of ways through which this could be done. Training institutions should affiliate themselves to professional and trade associations such as the Zambia Association of Commerce and Industry (ZACCI) to be able to expose their trainees to targeted Programmes of study tours and internships.

Another way of fostering links with industry and commerce was by way of encouraging representatives from industry and commerce to sit on Programme sub-Committees of the Management Boards. This recommendation arises from the fact that there were no linkages with commerce and industry.
- Improvements should be made in the conditions of service for staff members, particularly in the provision of a living wage and housing. This would depend on the institutions' ability to generate additional revenue, for example technical institutions could commission research and consultancy in partnership with industry. This is linked to the finding that the conditions of service were not attractive to retain qualified human resources.
- Based on the finding that the majority of the human resources are under qualified and require further training, institutions should get

involved in the training of their staff and devise systems to ensure they were retained upon completion of their training. This would depend on the ability of the institutions to offer attractive conditions of service and giving recognition to staff on completion of their training. At the same time, institutions should facilitate the provision of quality and innovative training for the trainees.

- Arising from the finding that the institutions of learning under study did not have a conducive learning environment, institutions should, as a priority, endeavour to create a conducive and enabling environment to enhance the standards of training and learning. One way this could be done is by developing linkages with other similar institutions, especially those outside the country that were doing well and against which the institutions could benchmark themselves.
- The Management Boards must develop relevant flexible and innovative curricula that would accommodate evolving development priorities such as technology advancement and life skills (for example entrepreneurship). Industry must be deeply involved in the development of such curricula. This is in view of the finding that in many cases the curricula being pursued does not match with the current trends in industry.

- The institutions should develop their own internal effective monitoring tools to assess their operations as opposed to relying on TEVETA inspections. This would enable the training institutions to become self-regulating systems. This is due to the finding that the institutions under study did not have internal regulatory systems.

5.4 Areas of Possible Future Research

This research looked at the performance of selected Management Boards in Luanshya District of Zambia in comparison to the time they were under Government administration. The study was confined to the Luanshya District of the Copperbelt-based institutions. Further research could be conducted on a comparison between the performance of a rural-based Management Boards and an urban-based one to establish the unique challenges that each were facing. Further research could also be conducted to establish industry's perception of the quality of TEVET provision and how they could help the training providers to provide the training that met their specific requirements.

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Appendix 1

QUESTIONNAIRE ON THE PERFORMANCE OF TECHNICAL EDUCATION, VOCATIONAL AND ENTREPRENEURSHIP MANAGEMENT BOARDS IN LUANSHYA DISTRICT OF ZAMBIA'S COPPERBELT PROVINCE.

(For Management staff)

Dear respondent,

I am a Master of Education in Educational Administration (M Ed) student at the University of Zambia conducting research on the above topic. The research is purely for academic purposes and all responses given will be treated as confidential.

INSTRUCTIONS

The questionnaire has three (3) sections, A, B, and C. Answer all sections. Please tick (√) in the space(s) and complete the blanks appropriately.

I covet your understanding and cooperation.

A. General Information

Name of Institution: _____

Department: _____

Position: _____

Highest qualification attained

Masters degree ()

First degree ()

Diploma ()

Certificate ()

Any other (please specify) _____

1. Nature of employment contract

() Permanent and pensionable () Contract

() Part-time

2. If on contract, state the duration of the contract

(i) Less than 1 year ()

(ii) 1-3 years ()

(iii) 3 years and over ()

3. For how long have you been working with this Board?

(i) Less than 1 year ()

(ii) 1-3 years ()

(iii) 3 years and over ()

4. How did you get to know about your current job?

(i) Through the media ()

(ii) Through a friend ()

(iii) I just applied ()

(iv) Any other (please specify): _____

5. What is your monthly income?

- (i) Below K1 000 000 ()
- (ii) Between K1 000 000 and K2 999 999 ()
- (iii) Between K3 000 000 and K4 999 999 ()
- (iv) Over K5 000 000 ()

6. What other incentives go with your salary?

- (i) Housing ()
- (ii) Loan facilities ()
- (iii) Education allowance/ support ()
- (iv) Transport ()
- (v) Professional allowance ()
- (vi) Paid leave ()
- (vii) Gratuity ()
- (viii) Medical assistance ()
- (ix) Any other (Please specify): _____

7. What percentage of your salary constitutes the allowances in (6) above?

- (i) Housing _____
- (ii) Education allowance/support _____
- (iii) Transport _____
- (iv) Professional allowance _____
- (v) Gratuity _____
- (vi) Any other (Please specify) _____

8. How often are the conditions of service revised?

- (i) Every year ()
- (ii) Every two years ()
- (iii) Over three years ()
- (iv) Never ()

9. Are you satisfied with the conditions spelt out in (7) above?

Yes () No ()

B. Institutional Planning and Management

10 a. Does your institution/department have any form of operational plans?

Yes () No ()

16. a. Does your institution have a Staff Development Policy?

Yes ()

No ()

b. If yes to (16a.) above, how many people have been developed within the last two years?

(i) 10 and above ()

(ii) Between 5 and 10 ()

(iii) 5 and below ()

c. If the answer to (16a.) above is NO. Give reasons why.

C. FUNDING

17.a. What are your main sources of funding?

(i) Student fees ()

(ii) Government grants ()

(iii) Donor funds ()

(iv) Others (please specify) _____

b. Approximately, what percentage of your operating costs are you able to cover from your income?

(i) 50% and above ()

(ii) Between 30% and 50% ()

(iii) Between 10% and 30% ()

(iv) Below 10% ()

c. Are you able to undertake any capital expenditure from your own income?

Yes ()

No ()

d. What is the nature of this capital expenditure? Please specify

(i) Training equipment ()

(ii) Infrastructure maintenance ()

(iii) Infrastructure construction ()

(iv) Any other (please specify) _____

18. a. How do you arrive at the fees you charge for the programme you offer?

- (i) Consider cost of training ()
- (ii) Consider course demand ()
- (iii) Consider level of economic activity in the community ()
- (v) Any others (please specify) _____

b. Are the fees adequate enough to cover the cost of training the students?

Yes () No ()

c. If the answer to (18b) above is No, why?

d. Are the fees subject to any Government approval before they are implemented?

Yes () No ()

e. If the answer to (18d) is Yes, how has this affected your costing?

19. In general, what are some of the major constraints your institution is facing?

- (i) Lack of adequate finances ()
- (ii) Inadequate infrastructure to meet growing demand ()
- (iii) Rundown infrastructure ()
- (iv) Inadequate training facilities ()
- (v) Inability to attract highly qualified human resource ()
- (vi) Stiff competition from private training providers ()
- (vi) Any other (please specify) _____

20. What do you think can be done to overcome these constraints?

21. What would you consider to be the main achievements of your institution since the inception of the Management Board?

22. a. In your opinion, have the Management Boards been effective?

Yes

()

No

()

b. Give reasons for your answer to (22.a.) above.

Thank you for your time and co-operation!

Appendix 2

QUESTIONNAIRE ON THE PERFORMANCE OF TECHNICAL EDUCATION, VOCATIONAL AND ENTREPRENEURSHIP MANAGEMENT BOARDS IN LUANSHYA DISTRICT OF ZAMBIA'S COPPERBELT PROVINCE.

(For both academic and support staff)

Dear respondent,

I am a Master of Education in Educational Administration (M Ed) student at the University of Zambia conducting research on the above topic. The research is purely for academic purposes and all responses given will be treated as confidential.

INSTRUCTIONS

The questionnaire has three (3) sections, A,B and C. Answer all sections. Please tick (√) in the space(s) and complete the blanks appropriately.

I covet your understanding and cooperation.

A. GENERAL STAFF INFORMATION

Name of the institution: _____

Department: _____

Position: _____

Highest qualification attained

Masters degree ()
First degree ()
Diploma ()
Certificate ()

Other (Please specify): _____

B. RECRUITMENT AND RETENTION

1. Nature of employment:

() Permanent and pensionable () Contract
() Part time

2. If on contract, indicate tenure of the contract:

(i) Less than 1 year ()
(ii) 1-3 years ()
(iii) 3 years and over ()

3. For how long have you been working with this Management Board?

(i) Less than 1 year ()
(ii) 1-3 years ()
(iii) 3 years and over ()

4. How did you get to know about your current job?

- (i) Through Information, Communication and Technology ()
- (ii) Through a friend ()
- (iii) I just applied ()
- (iv) Any other (Please specify): _____

5. What is your monthly emolument?

- (i) Below K1 500 000 ()
- (ii) Between K1 500 000 and K3 999 999 ()
- (iii) Between K4 000 000 and K6 000 000 ()
- (iv) Above K6 000 000 ()

6. What other incentives go with your salary?

- (i) Housing ()
- (ii) Loan facilities ()
- (iii) Education allowance/support ()
- (iv) Transport ()
- (v) Retention allowance ()
- (vi) Paid Leave ()
- (vii) Gratuity ()
- (viii) Medical assistance ()
- (ix) Any other (Please specify): _____

7. What percentage of your salary constitutes the allowances in (6) above?

- (i) Housing _____
- (ii) Education allowance/support _____
- (iii) Transport _____
- (iv) Retention allowance _____
- (v) Gratuity _____
- (vi) Paid Leave _____
- (vii) Gratuity _____
- (viii) Medical assistance _____
- (ix) Any other (Please specify) _____

8. Are you satisfied with the incentives spelt out in (6) above?

Yes () No ()

9. How often are the conditions of service revised?

- (i) Once a year ()
- (ii) Once every two years ()
- (iii) Longer than two years ()
- (iv) Never ()

10. How do you rate the conditions of service in your institution compared to other MSTVT Management Boards on the Copperbelt?

- (i) Competitive ()
- (ii) Uncompetitive ()

11. (a) Does your institution have any staff development policy?

Yes () No ()

(b) If the answer to (11a) above is yes, have you benefited from this policy?

Yes () No ()

(c) State the nature of the training?

- (i) Long term ()
- (ii) Short term (e.g. 3 months) ()
- (iii) Workshop/Seminar ()
- (iv) Any other (Please specify): _____

(d) Who was the sponsor of the training?

- (i) Employer ()
- (ii) TEVETA ()
- (iii) MSTVT ()
- (iv) Donor ()
- (v) Myself ()
- (vi) Any other (Please specify) ()

(e) If you paid for the training, what was the reason for this?

- (i) Could not find sponsor ()
- (ii) Employer did not approve ()
- (iii) Employer had no funds ()
- (iv) Training was my own initiative ()
- (v) Any other (Please specify): _____

C. QUALITY OF TRAINING

12. (a) List some of the most important equipment and facilities you require to conduct your work effectively and efficiently

(b) Do you have access to these regularly?

Yes () No ()

(c) Are they provided adequately?

Yes () No ()

13. (a) What is the Lecturer/student ratio in your institution?

(i) 1:5

(ii) 1:10

(iii) 1:30

(iv) Any other (specify): _____

(b) Do you think this ratio is convenient?

Yes () No ()

(c) If the answer to (14b) above is No, what is the reason for your answer?

(i) Too many students because of over enrolments ()

(ii) Very few students because of lack of demand ()

(iii) Too many students because of inadequate staff ()

(iv) Any other (Please specify) _____

(d) How has your work been affected by your answer to (13c) above?

- (i) After every 2 years or less ()
- (ii) After more than 2 years ()

16. (a) Does your institution/Department have any form of industrial liaison?

Yes () No ()

(b) If the answer to (16a) above is 'Yes' what form does this liaison take?

- (i) Industrial Liaison meetings ()
- (ii) Membership to professional associations ()
- (iii) Any others (Please specify) _____

(c) List the companies linked to your institution/Department

(d) If the answer to (16a) above is No, give reasons for your answer.

17. Generally, what are some of the major constraints your institution is facing?

- (i) Lack of adequate finances ()
- (ii) Inadequate infrastructure to meet growing demand ()
- (iii) Rundown infrastructure ()
- (iv) Inadequate training facilities ()
- (v) Inability to attract highly qualified human resource ()
- (vi) Inability to attract enough students ()
- (vii) Stiff competition from private training providers ()
- (viii) Any other (please specify) _____

18. What do you think can be done to overcome these constraints?

19. What would you consider to be the main achievements of your institution since the inception of the Management Board?

20(a). In your opinion, have the Management Boards been effective?

Yes

()

No

()

(b) Give reasons for your answer to (20a) above.

Thank you for your time and cooperation!

Appendix 3

QUESTIONNAIRE ON THE PERFORMANCE OF TECHNICAL EDUCATION, VOCATIONAL AND ENTREPRENEURSHIP MANAGEMENT BOARDS IN LUANSHYA DISTRICT OF ZAMBIA'S COPPERBELT PROVINCE.

(For students)

Dear respondent,

I am a Master of Education in Educational Administration (M Ed) student at the University of Zambia conducting research on the above topic. The research is purely for academic purposes and all responses given will be treated as confidential.

INSTRUCTIONS

The questionnaire has three (3) sections, A, B, and C. Answer all sections. Please tick in the space(s) () and complete the blanks appropriately.

I covet your understanding and cooperation.

Answer all questions

Name of Institution:

Course:

Level of Course (e.g. diploma, certificate etc):

Year of Study (e.g. 1st, 2nd):

Duration:

1. How did you get to know about the course you are studying?

- i) Through the media ()
- ii) Through friends ()
- iii) Through parents/family ()
- iv) Through guidance and counselling ()
- v) I just enrolled ()
- vi) Any other(s) (please specify):

2a. Are you happy with the course?

Yes () No ()

b. Give reasons for your answer to (2a) above

- i) I like the course content ()
- ii) I'll be able to quickly find employment ()
- iii) I'll be able to work on my own ()
- iv) Any other (specify)

c. How do you consider the duration of the course?

- i) Too long ()
- ii) Too short ()
- iii) Just right ()

3a. Does the course content meet your expectations?

Yes () No ()

b. If the answer to (3a) above is no, give reasons for your answer.

- i) It is too basic ()
- ii) It is too advanced ()
- iii) it is not challenging ()
- iv) It does not seem to cover the subject ()
- v) It is irrelevant to industry ()

c) Does your programme cover any course on Entrepreneurship?

Yes () No ()

d) In either case, do you think entrepreneurship skills are important?

Yes () No ()

4. How would you rate the quality of instructors/trainers in your institution?

- i) Highly qualified ()
- ii) Qualified ()
- iii) Unqualified ()
- iv) Extremely unqualified ()

5a. What form of assessment do you receive in your training?

- i) Tests ()
- ii) Assignments ()
- iii) Projects ()
- iv) Any others (please specify) ()

b. Are these assessments given regularly?

Yes () No ()

c. What percentages of the final examination do these assessments constitute?

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6a. Approximately, how much do you pay in terms of school fees?

- (i) Tuition
- (ii) Boarding
- (iii) Examinations
- iv) Any others (please specify)

b. How are these fees paid?

- (i) Termly ()
- (ii) Yearly ()
- (iii) Every semester ()

c. How would you rate these fees?

- Too high ()
- High ()
- Fair ()
- Low ()
- Too low ()

d. Are you able to afford the fees?

- Yes () No ()

e. If the answer to (6d) above is no, does your institution provide any form of bursary scheme to help?

- Yes () No ()

7a. Do you think you receive value (in terms of instruction and facilities) for your money?

- Yes () No ()

b. If your answer to (7a) above is no, give reasons for your answer.

- i) Not satisfied with quality of training ()
- ii) Irregular lessons ()
- iii) Poor training facilities ()
- iv) Inadequate training equipment ()
- v) Any others (please specify)

8a. List some of the learning materials and equipment you expect to receive from the institution.

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b. Are these provided?

Yes () No ()

c. If the answer to (8b) above is yes, are they adequately provided?

Yes () No ()

8a. How would you rate the learning environment in your institution?

Conducive ()

Not conducive ()

b. If you find them 'not conducive', what is the reason?

- i) Instructors/trainers not qualified ()
- ii) Infrastructure is inadequate ()
- iii) Infrastructure rundown ()
- iv) Lack of training material ()
- v) Overcrowded classrooms ()
- vi) Poor boarding facilities ()

9. What major improvements would you like to see in your institution to make it more conducive for learning?

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Thank you for your time and cooperation!