ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT ON THE MANAGEMENT CAPACITY OF THE EDUCATION DEPARTMENT IN THE MINISTRY OF DEFENSE

BY

YOHANNES ASGEDOM

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AN ASSESSMENT ON THE MANAGEMENT CAPACITY OF THE EDUCATION DEPARTMENT IN THE MINISTRY OF DEFENSE

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BY
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FACULTY OF EDUCATION

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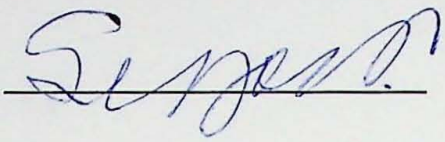
Signature: 

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ACRONYMS

MOD	=	Ministry of Defense
MOE	=	Ministry of Education
TMD	=	Training Main Department
TCS	=	Teachers Career Structure
TPE	=	Teacher's Performance Evaluation
CFS	=	Clerical and Finance Service
CMS	=	Custodial and Manual service
PHR	=	Personnel Human Resource

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ABSTRACT

The purpose of this study was to make an assessment of the management capacity of the Education Department and to identify the major problems of management at the Education Department in the Ministry of Defense.

Organizational structure, shortage of man power, qualification and experience of the education department, and division heads, staff authority and the management practices such as planning, organizing, directing, controlling, utilization of resource and information flow were used as indicators to assess the management capacity of the Education Department.

To this effect, the study was conducted in 2 primary, 3 secondary schools and the member staff in the office of the Education Department were used as subjects of the study to obtain the necessary data. Questionnaire, unstructured interview, document consultation and personal observation were the instruments used for the data collection. The data collected through the questionnaire were analyzed using the t-test, ANOVA, percentage and mean rank statistical instruments.

Findings from the data analysis indicated that no attention was offered to managerial practices even though every manager at all levels of the education system should have been equipped with the necessary managerial skills inorder to manage the system effectively and efficiently. In most cases, individuals are assigned as the education department and division heads being members of the army regardless of the qualification required for the positions. The education managers and other employees in the Education Department lack skills and insights in management. There are 1-2 vacancies in each division of the Education Department. In addition to this, the authority delegated to them is not adequate enough to do the job. The mishandling of instructional material, late arrival, improper utilization of resources, inadequate provision unfair distribution and the failure to release budget on time, procuring poor goods and services and to manage conflicts are exactly attributed to inefficient management. In general, these findings revealed that the Education Department has no capacity to manage the education system.

In line with the findings and conclusions drawn, it is recommended that the Ministry of Defense in collaboration with the Federal Civil Service commission and Ministry of Finance need to classify positions in the Education Department, develop new organizational structure, make wider study and revise the criteria used for selecting and appointing heads of the divisions furthermore the MOD need to develop different training packages in the area of education management to train employees that work in all levels of the education system in the Education Department.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

The issue of managerial capacity has been an area of global concern in the modern education system. Any viability or utility of managerial capacity can be viewed from the point of efficacy and efficiency.

Indeed, while addressing issues of efficiency and effectiveness, some aspects of planning, organizing directing and controlling are also inevitably considered. The functions of management are basic and are carried out by managers regardless of the type of organizations, the major activities, or the level at which the managers work.

The efficiency with which any organization can be operated will depend on a considerable measure upon how effectively its staff can be managed and utilized. Managers, therefore, must be able to work effectively with people and to resolve satisfactorily the many and varied problems that the management of these people may entail.

In line with this, Hanson (1996) stated that every one in the community is considered a stakeholder in education, management in education is becoming exceedingly more complex and uniqueness, educational leaders need to have training in educational management to carry out their managerial tasks as intended. Similarly the education department needs to have educational managers and other staff who are trained in educational management as well as effective organizational set up so that they can properly utilize the resources in order to maintain the desired change in schools.

Ahuja (1983) forwarded that though various resources such as human, material and financial are pertinent to make the educational organization productive, the human asset is above all,

the one that changes those resources into productive ones. This makes clear that the education department needs to have the capacity to manage the educational system in order to encourage desirable performance in schools. Other wise, it is difficult to achieve the intended objectives because inefficient management of the educational system is one of the major constraints to attain educational goals (Fuller 1985).

The 21st century defense force of any country is becoming and still is highly modernized in its capability to deal with the modern technology. Like wise, the Ethiopian National Defense force has to be in par with the development and in working on regulating its forces and updating the capability to the standard. This will only be true mainly by educating its personnel (MOD June 2002). Thus, inorder to achieve its objectives, the MOD established schools in which general education could be delivered for the army.

The beginning of the formal primary and secondary schools in the Ministry of Defense can be traced back to 1992. The purpose of establishing the schools for the army were to provide them to achieve basic knowledge and skills that enable them to be flexible, creative and adaptable to fast environmental change and fast technological development; help them to the maximum use of arms and better communication with others concerned. And also to enable them to carry out their day to day activities at large. The education department was made responsible for the primary and secondary education. The instruction was split into four divisional offices. The tasks of the division offices in the education department were administrative and pedagogical practices.

1.2 Statement of the Problem

Even though the education department was in charge of managing the education programs that are offered in the primary and secondary schools, it did not fulfill the expectations demanded of it. Because it could not bring the kind of management that promotes greater

efficiency in managing the education programs. The education department could not revise the curriculum according to minimum level of learning and it did not offer a proper support to the school personnel. In this case, the education department did not seem that it needs to be raised to a level where it can mobilize resources, respond to various requests and handle challenges. This situation, therefore, needs to signal a weakness in the structural set up of the education department and a lack of focus in the operation of the managerial practices of the organization. In this regard the question of whether the education department has the capacity to manage the education system or not remains for investigation. The purpose of the study was to identify the major problems that hinder the management performance of the education department and to forward possible solutions and recommendations to whom it may concern. Therefore, to attain the objective of the study, four basic questions are addressed.

1. How does the education department utilize human, material and financial resources?
2. How does the education department exercise the authority and responsibility given to it?
3. What does the information flow between the education department and the Training Main Department look like?
4. How are the management functions being practiced in the education department?

1.3 Significance of the study

This study is felt to be important for the following reasons:

1. The study is expected to indicate the status of the managerial capacity of the education department in managing the education system. It also points out the major problems that affect the educational management in the education department.
2. It is hoped that the study identifies the practices on which the education department's competence is questionable so that concerned authorities can take remedial measures.

3. It provides suggestions to policy makers, planners and the education department officials for improving the education department's performance in the managerial practices.
4. The study may also add to the literature on the area and open ways for further research.

1.4 Delimitation of the study

Though management is carried out at various levels of the education system and can be analyzed from different angles such as process, approaches and effects, the emphasis of this study is delimited only to assessing the management capacity of the education department to manage the educational system. Taking into account the time and other resources required for the data collection process, the study covers only the Education Department. The Education Department includes 12 primary and secondary schools. It was not manageable to conduct the study in all schools for the reason that they are established in a very scattered area. Thus, the study is delimited to 2 primary schools, 3 high schools and the staff in the office of the Education Department.

The schools included in the study are:

1. Ginbot 20 Residential High School,
2. Hursso secondary school,
3. Major General Hayelom Araya secondary school,
4. Major General Mulugeta Bulie primary school ,
5. Hurso military center primary school and
6. The education department.

The subjects of the study are school personnel and administrative staff of the education department.

1.5 Limitations of the study

The major problems the researcher encountered during the study were: The location of two schools such as Hurso military center primary and secondary school were found to be inaccessible to public transportation service; There was no facilities in which the researcher could get service and a few respondents were also reluctant to fill out and return the questionnaires within the expected time frame. The researcher therefore, had to make relentless effort to overcome these constraints.

1.6 Methods and procedure

This study used descriptive method. The method was found to be sound for assessing the management capacity of the existing education department in the Ministry of Defense because the focus is on identifying the general features of the issue.

1.6.1 Sources of Data

The target population in this study consists the administrative staff of the education department, school personnel of primary and secondary schools in Army one – eastern part of Ethiopia, Army two western part of the capital and northern part of the country, and one secondary school in the Mechanised division in Addis Ababa.

5 school personnel and the administrative staff, in the office of the education department were considered for sampling purposes.

Stratified sampling techniques were used to collect the data in the sample schools. First, one primary and secondary schools were selected from the five schools of Army one, and Army two; one primary and secondary schools from six schools in Army two; and one secondary school from the mechanized division in Addis Ababa. And availability sampling technique was used for the administrative staff as sample population. Thus, from a total of 251 school personnel and administrative staff 141 (56.2 percent) were selected.

1.6.2 Variables

Organizational structure, qualification, experience of the education department officials, delegation of authority, information flow, and functions of management such as planning, organizing, directing and controlling are the variables of the study.

1.6.3 Instruments

Questionnaire, interview with 5 officials in the education department, document consultation and personal observation were the basic instruments used to collect the data. A set of questionnaire consisting of 60 items was prepared in English and translated to Amharic to be filled out by school personnel and the administrative staff.

The items of the questionnaire are classified taking the variables into account; i.e. under planning, organizing, directing, controlling, and delegation of authority and information flow. As stated earlier, these functions were selected because of the availability in the professional literature.

1.6.4 Procedure of data collection

Prior to implementation, the instrument in a revised form was administered to 10 officials in the TMD for the tryout purpose. To examine the internal consistency of the items under each variable, the reliability coefficient of the test (on the basis of a split-half method) was computed. As a result the reliability of the items in planning were found to be 0.92, in organizing 0.89, in directing 0.99, in controlling 0.65 and in other managerial functions 0.99 (See Appendix H). This indicates high internal consistency of the items. So, all items of the questionnaire were found to be valuable for the purpose intended except for minor modifications made on 3 items, which seemed ambiguous (under the directing planning) to teachers during the try-out. Further more, suggestions and comments obtained from the respondents during the try-out has helped much, particularly, in the reorganization of the

questionnaire which required the education department to write down what they thought to be the major problems in carrying out their managerial practices as a whole. According to the comments provided, it was possible to enumerate the factors assumed to affect the managerial performance of the education department to which the education department gave ranks.

In addition to the close-ended questionnaire, open ended questions and interview were used to obtain relevant data which ofcourse, helped much to substantiate the responses of school personnel and the administrative staff of the educational department during the analysis of data.

As it is indicated in the delimitation of the study, it was not possible to assess the management capacity of the Education Department in all schools. This forced the researcher to conduct the study on limited schools and the staff in the office of the Education Department. In so doing, 5 schools and the staffs (56.2 percent) were selected as sample population of the study using stratified sampling technique. The schools under the Education Department were stratified based on their geographical location.

Accordingly, for 110 teachers, 10 school principals stratified sampling technic was used and availability sampling tetchinces used for 21 administrative staff members. Thus, a total of 141 respondents were used in the study.

The respondents of the study were also categorized in the two groups. One group of the respondents consists of the staff members of the Education Department; On the other hand, the school personnel were taken to be the other group of respondents of the study.

First, in every arrival at all places of the command post, reports were made to the commander to make clear the objectives of the study and the criteria of the sample selection (by producing the letter received from the training main department in the Ministry of Defense).

Second, statistical data regarding the number of schools, teachers and students were made available from the office of the command post.

Finally, after ensuring that the sampled schools informed by the office of the command post (the objectives of the study and the process of data collection), administration of the questionnaire was made possible as depicted in table 1.

TABLE 1: Number of respondents by type and school

S.No.	Respondents	Administrative staff	Hursso primary school	Hursso secondary school	Maj. G. Haylom. Aray secondary school	Maj. G. Mulugeta Bulli primary school	Ginbot 20 R.HS	Total
1.	Administrative staff	21	-	-	-	-	-	21
2.	Principals	-	2	2	2	2	2	10
3.	Teachers	-	18	26	23	16	25	110
	Total	**21**	**20**	**28**	**25**	**18**	**27**	**141**

1.6.5 Methods of Data Analysis

Different statistical techniques were employed on the basis of the basic questions stated earlier.

A t-test was used in order to identify whether there are significant differences in the responses of school personnel and the administrating staff of the education department to the performance of the education department in carrying out its managerial practices.

Computation using the ANOVA was applied in order to determine the functions rated high and low by school personnel and administrative staff of the education department. Following a significant F-ratio obtained from the ANOVA, Scheffees multiple comparison tests was employed to identify the functions which significant differences are observed.

In all of the above cases, alpha value of .05 was used for all significant tests carried out in the study.

To identify the major problems that hinder the managerial performance of the Education Department, perceived constraints were ranked by the respondents in order of their magnitude, so that it was possible to analyze the major problems in their rank order.

The data obtained through the sets of questionnaire were tallied, tabulated and the frequency counts were changed into percentages. Then, the two statistical tools-percentage and mean rank were employed for analysis. A computer also processed the data. On the other hank, the information, which was collected using unstructured interview was reported through narrative description as objectively as possible to complement those data which were obtained through questionnaire.

1.7 Definitions of Terms

Management is " planning, organizing, directing and controlling the work of organization members and of using all available resources to reach stated organizational goals"(Stoners, and others 1998:7).

Capacity is "the ultimate limit to which an individual could develop any functions, given optimum training and environment"(Good, 1973: 78). It is operationalized in terms of the scope of organizational structure, the number, education level, experience and relevant training of the personnel of the education department to manage the education system.

Organizational Structure is "the way in which an organizations activities are divided, organized and coordinated to achieve goals" (Stoner and others 1998:7).

Responsibility is "the accountability for reaching objectives using resources properly and adhering to organizational goals"(Rue, Byars and Lyrd 1990:24).

Authority is "the right to make decisions on resources and activities for which one is responsible. (Holt, 1993).

Officials refers to the head, division heads, section heads and service heads in the education department.

Efficiency - the ability of to achieve desired results with economy of time and effort in relation to the amount of work accomplished (Good 1973:207).

Effectiveness - A system management concern with goal realization effectiveness is a measure of the disparity between expectations and performance, or the extent to which an output accords with stated goal. (Dejonzka 1983:58)

1.8 Organization of the Study

The study consists of four chapters. The first chapter contains the background of the study and its approach. The second chapter deals with the review of literature. The third chapter provides the presentation and analysis of the data. Lastly, the fourth chapters presents the summary, conclusion and recommendations of the study.

CHAPTER TWO

2. Review of the Literature

This chapter deals with the conceptual definitions, characteristics of educational management, the management functions, skills and qualities required of an educational manager and the roles and functions of the educational department.

2.1 Definitions and Concepts of Management

Many authors defined management in relation to resource utilization in order to achieve the organizational objectives.

In line with this, Hoyle (in Ayalew 2000) defined management as a continuous process in which the staff members of the organization seek to coordinate their activities and utilize the resources in order the task of the organization get accomplished. For Adesina (1990), management is the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system.

In the same vein, stoner Freeman and Daniel (1998), Sisk in Certo and Appelbaum (1986), Kast and Rosenzweig (1985) defined management as the coordination of all resources through the process of planning, organizing, directing, and controlling to achieve the organizational goals.

Though different authors defined management in different ways, these definitions show that management is a complex task that deals with the manipulation of time, human, material and financial resources in the attempt of attaining the goals of any undertaking. From these definitions it can also be clearly seen that the main purpose of management in any organization is directing and utilizing resources in a way that can help to attain the objectives for which the institution is established.

Management exists in almost every human activity in schools, hospital, factory, home etc. This indicates that there is a universality of the management process. The Universal nature of management emerges from the functions of management (Mulumbet 1981). The same author pointed out that the functions of management are the same everywhere in all organizations and at any time.

Similarly, Megginson et.el (1983) stated that the functions of management are basically the same for any kind of organization although different managers may apply them differently.

However, the scope of authority, the level of responsibility and the nature of the task to be performed differ because of the difference of the tasks to be performed at each level of an organization (Adesina 1990). What is similar to all is that they involve broad managerial functions. Moreover, management exists because diverse human beings have to work together in organizations (Paisey and Alan 1987).

As a manager, every one makes a decision. The decision could be either routine or innovative. Routine decisions deal with operating procedures and all made through a thorough knowledge of rules, regulations and policies of organization. Mostly, the lower level managers who are managers of their work carry it out. On the other hand, innovative decisions deal with new decisions, which go beyond established procedures. In such a way, these top and middle level managers who are involved in making innovative decisions deal with exceptional problems, which usually require creatively. To bring about creativity, manager's need to develop managerial skills, which enable them to assess the problem from every corner and to think as many solutions as possible for the particular problem so that they will be successful in influencing the work group to accomplish the task as intended (Carr, 1995).

2.2 The Characteristics of Educational Management

"Any organization is established for the purpose of attaining its goals" (Riches and Morgan, 1994).

According to Blue and Scott (in Morphet, Johns and Reller 1982), organizations differ from one another in the functions they accomplish. However, this does not necessarily mean that there are similarities among them as they are similar in having managers, customers, participants and the society at large Katz (in Ayalew 1991). And also indicated the human and conceptual skills that are required of managers are common to all managerial activities in all organizations.

The educational management has unique features, which make it different from other spheres of management. As pointed out by Bush et al (in Ayalew 1991), the major unique features that make the educational management different from that of other organizations is that it is not easy to define the objectives of the educational management like that of any other service giving organization; in educational management there is no big difference in qualification between the managers and member staff if not similar like the managers and subordinates in any other industrial plant and unlike other organizations, evaluating of out put in education is also not simple.

2.3 Determinant Factors of the Management Capacity of an Educational Organization

In any institution, plans and programs are successfully practiced if there is an ideal management capacity. The management capacity needs to be raised to a level where it can mobilize resources, respond to various requests and handle challenges properly (Sack and Mahieddine, 1997). Unless policy makers see effective management as a top priority, the scarce resources, which are allocated for education, will not be utilized effectively. In such a way, if the task is also not effectively worked out, it will not have positive effect on the future

development of a country (Rogers 1992). The success or failure of any institution largely depends on its structure, managers and staff competence, resources, legal regularity and political environment (Prokopenko, 1998).

2.3.1 Organizational Structure

According to Stoner (1998), organizational structure is defined as a framework that managers devise for dividing and coordinating the activities of employees of an organization.

In the same vein, Paisey (1992) pointed out that the organizational structure is a deliberate patterning of relationships as well as a means for grouping the activities and placing them to specific positions and people to realize organizational objectives. This indicates its importance in getting the work of an organization preformed. Nevertheless, all organizations cannot have the same type of structure because each has got its own particular purpose. This particular purpose certainly necessitates the designing of a structure that can serve the specific purposes of an organization. Thus, since it is an instrumental device serving as a means to achieve organizational objectives, careful consideration has to be given to it.

Organizational structure can be either effective or ineffective depending on the way how tasks, authority and positions are disseminated at all management levels of the education system (Lockheed and Verspoor, 1991). Employees in an organization may not do their tasks effectively for some reasons. One of the reasons could be attributable to the structure where responsibility does not match with authority and resource (Knight, 1993). The responsibility given to one person or a group of people in any organization must be commensurate to authority delegated. Other wise, it is difficult to accomplish the job as intended. If the delegation of authority does not couple with responsibility, organization will be affected adversely (Organ and Bateman 1991). In the same vein, Ramsamy (1999) substantiated this idea in that responsibility with out authority is an empty vessel.

Rules and directives clarify issues as how to proceed in an organization in the course of accomplishing duties and responsibilities (Kaufman 1995). This provides to minimize if not to avoid duplication of efforts and ineffectiveness. Moreover, rules and procedures contribute in raising staff security and sensitivity to duties and responsibilities by indicating as how different issues can be challenged (Davies and Linda Ellison, 1994).

To understand rules and directives of an organization is to understand the system. Therefore, managers need to give due consideration to orienting rules and procedures to the newly assigned personnel (Adesina, 1990). If those newly assigned employees are not adequately oriented as how to handle the new task in the system, they may fail to accomplish it as per the interest of the organization.

2.3.1 Personnel

The efficiency with which any organization can be operated depends on the type and adequacy of its personnel. Therefore, each position has to be filled with appropriate type of personnel (Sherman 1968; Bittel 1985).

In any institution, managers and subordinates can contribute best to the success of an organization when they possess the required skills. The level of education and Training of the employees can have direct influence on the quality of their performance and consequently on the attainment of institutional objectives (Lockheed and Verspoor 1991).

Therefore, there is a need to staff institutions with people who are well equipped with the necessary type, qualification, and training.

Otherwise, the failure to generate an adequate number of reasonably qualified personnel's can be costly in many ways. This shows that it can greatly complicate the selection process and at last will bring unanticipated expenditures for staff development and supervision to attain satisfactory levels of performance and attendance (Heneman 2000).

Therefore, the overall number of employees needed to perform the jobs, and what skills and abilities they will need, must be decided. Hence, the organization's overall personnel needs must be studied in terms of occupational specialties, job skills, personal characteristics and number of employees needed. (Megginson 1983).

At present, the initial training each personnel has for the position he holds is inadequate because our present world is characterized by rapid development of science and technology, which affect various jobs and modify the corresponding qualifications and skills, required (Bertrand, 1992). This progress brings about changes in all spheres of human activities. Employees past experiences, tools, attitudes, needs, and interests become obsolete and no more serve them. This indicates that continuous on the job training is so pertinent to cope up with the changing world in accomplishing duties and responsibilities as per the new interest of the organization. Moreover, the initial training may not be enough to encompass all the knowledge and skills required for the job (Hallak, 1990). Similarly, the change in education and training policy requires the performance of new jobs. These new jobs may also require relatively new skills that veteran employees in the education department and schools do not have. In such a case, there is a need to organize short-term on-the-job trainings so that employees can have the necessary skills needed to the jobs. Therefore, continuous training and education are required to enable employees have the necessary skills needed to the jobs. Thus, continuous training and education are required to enable employees cope up with the changing environment.

2.3.2 Finance

No organization can exist or accomplish its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plant and keep services going (Ozigi, 1995). This is true of the educational organization too. The managerial and instructional personnel of the levels and programs, materials to be used and all other essentials

need money (Adesina, 1990). It is very essential particularly at a school level where the actual teaching-learning activity is performed. The amount of finance available to schools and the way it is utilized influences the quality of their performance. So, this resource needs to be managed properly in order to enhance its contribution to the betterment of the quality of education (Lockheed and Verspoor, 1991).

Money is so essential for running an educational organization. And it is also one of the important elements of effectiveness (Mbiti, 1984; Paisey 1992; Preece 1992). Thus, it is not possible to see the educational organization away from financing.

Further, if money is to serve the desired objectives of the educational department, it is deemed that proper management which directs attention to keep expenditures in line with what the plan specifies is essential (Stoops et al, 1981). But when emphasis is laid down too much on the amount to be sent or keeping expenditures without limits, the value of the educational outcomes is then played down (Adesina 1990).

This requires the establishment of a good system of financial management. In order to establish good system of financial management, educational managers at all levels must be equipped with necessary information that will enable them to answer questions which can strengthen the proper utilization of finance (Frith, 1988).

In line with this, budget which is expressed in monetary terms is a quantitative statement of the resources set aside to enable the organization to plan, organize, direct and controls it (Schick, 1992; Irvine, 1975). Therefore, several factors have to be considered and critically examined in budgeting at all levels to properly allocate and utilize the scarce financial resource in the management of education.

2.3.3 Instruction Materials

Education was conceived as a process of transmitting factual knowledge and the teaching learning activities were verbal-oriented. The learners were discouraged not to be inquisitive and attention was not given to their ability. In sum, it was teacher centered; according to this approach the teacher is correct what ever he may say. On the other hand, the learners are passive listeners (Romiszomski; 1989).

Nevertheless, nowadays, the learner-centered approach, which encourages the active participation of the learners with optimum use of instructional, has been on use, and the teacher acts as a facilitator (Nunan, 1993). This can materialize when instructional materials and other relevant teaching aids that can contribute to the enhancement of learner's achievement are available.

The availability of adequate and appropriate instructional materials to any education program is one of the prerequisites to be fulfilled. Instructional materials that can facilities the teaching learning process need to be easily accessible to both instructors and learners. Although shortage of instructional materials makes the lesson abstract and meaningless Carrion and Chau (1996) pointed out that availability and adequacy alone is not enough. It has also to be the appropriate ones. When the right type of instructional materials are used by teachers and learners at any level of the education system, the teaching learning process is facilitated and a sense of working together is developed.

Instructional materials are critical ingredients in learning and the desired curriculum cannot be easily implemented with out them (Lockheed and Verspoor 1991). The effectiveness of teachers is increased in an environment where instructional materials are available and properly selected and utilized. In addition, all materials should be relevant to the experience of learners of each level because a level too advance discourages and a level that is low lacks challenges and creates loss of interest.

2.4 The skills and qualities required of an Educational Manager

Managers at various levels of the education system have a specific job to accomplish as managers though they may use different skills because of the difference in the nature of the job, competence and skill they have (Lockheed and Verspoor, 1991). They can carryout their tasks effectively when they possess the required skills and competence. The unqualified and inexperienced managers cannot manage the overall education system. Nevertheless since jobs are performed and the qualities are demonstrated in an organizational setting, it is of vital importance to discuss the managers role in the context of the managerial process that include planning, Organizing, directing and controlling.

2.4.1 Planning

Planning is the foundation upon which other management functions are based because it logically precedes the execution of all other managerial activities (Kemmerer and Windham, 1997). Planning is also a means of determining priorities, which provides to determine how to make the best use of available resources. If educational leaders are to manage the education system properly, there is the need for planning because school development is the outcome of careful planning (Poston, Stone, Muther, 1992).

Since the whole idea of management is to bring about efficiency and effectiveness, the aim of educational planning is to make education more effective and efficient in responding to the needs and goals of its students and society (Coombs, 1975). Therefore, educational leaders as planners can contribute to the betterment of the system when they possess the skills and insights into educational planning (Cohen and Geske, 1990).

Therefore, inorder to satisfactorily run the education system, a well thought demand and careful response for the quests; Why plan? Who plans? What to plan? How to plan should be obtained.

2.4.1.1 Why Plan?

Some literature reviews disclosed that the chief purpose of administrative planning is to provide direction to an organization. i.e. planning always occurs within a context that provides limits for the planning process. In line with this, Taylor (1996) pointed out that the limits for planning process must be recognized and thus, planning neither exceeds the limits and there by provides irrelevant and impossible goals, nor is needlessly restricted by erroneous assumptions of narrow limits. Planning: enables the managers optimally to select, combine and direct resources to goal achievement, enables the avoidance of excessive false starts, duplication of efforts, and other causes of resource attrition improvement of teachers although various in the method were great; enables the managers to avoid the tendency to see things as they are, not as they might be; gives hope and stimuli for better goals to be accomplished; awakens managers to opportunities and show the way to their realization; reveals what components are needed, how to put them together, and the order of handling them and open up new avenues, new ways of doing things and reveals specific opportunities previously unknown to the planner.

2.4.1.2 Who Plans?

All educational managers perform planning. In some instances, the management does all its own planning. In other cases, it is shared with managerial subordinates or it can be delegated to specific personnel. Like wise, the office of the education department does all the primary and secondary school affairs in its own planning. Usually planning under such conditions is highly practical, provides flexibility. But, plans should be qualified by utilizing suggestions from the staff. In support of this idea, (Gorton, 1988; Adams 1988: Farrant, 1980) pointed out that educational managers should made their staff share their talents insetting the plans and implementing inorder to achieve the educational objectives.

In the same Vein, Sagor, (1992) pointed out that it is necessary to involve the whole staff in deliberating setting goals and vision. Therefore, plans that the educational institution uses to design must be built upon a round set of cooperative deliberation.

2.4.1.3 What is to plan?

As to what is to be planned in the educational institution, Farrant (1980), Nwanko (1982), Mbiti (1984), Adesina (1990), Spear (1994), and Ozigi (1995) have long list of their own, among which some are quite similar.

Under the title planning the school year; the same authors enumerate major tasks that need to be accomplished at various times to effectively meet the general objectives of school. According to them, the education department should analyze and plan in terms of the basic administrative categories.

The education department: Plans the implementation of the primary and secondary education programs in the schools available; make projections on enrolment and resources (financial, material and human); identify, select and propose sites where schools and training centers can be constructed; prioritize the implementation of all educational activities interms of time and space; organize the annual plan of schools; prepare maintenance and rehabilitation schedules; prepare annual budget request documents; allocate budget to schools and plans how to assign new teachers to schools and when to give staff orientation

2.4.1.4 How to plan?

Goal achievement largely depends on the method of the planning used. In planning whatever tasks to be accomplished, the education department needs to survey and analyze the resources of the community in general, and the schools in particular. The setting of goals and the means of achieving have overriding importance in planning. However, to leave planning simply in the form of words can often be too ambiguous (Adams, 1987).

Hence, follow up techniques, which make review of the progress possible need to be developed. In this regard, extending his ideas, Adams, (1987) remarks that if devices, such as flow and pie charts are properly used, it will be easier for the education department to follow up the implementation and to take prompt actions against the constraints.

Prioritizing has also a great effect in implementing plans. Concentrating on top priorities is widely believed to increase productivity and effectiveness. One has to be aware of the most pertinent and the most urgent things. Once the education department is sure about its priorities, it is valuable to fix the time it is going to do things (Kemp and Nathan 1989). Therefore, the education department is required to be relatively realistic, wise, and equitable in budgeting its time for the various phases of the education programs. To effect this, the education department should be guided by action plan which is a program that indicated the specific activities with their duration of performance.

2.4.2 Organizing

Once plans are drawn up, the next task is to identify these activities reputed to be effective. Organizing refers to the process of arranging an organization's structure to achieve its goals (Stoner and others 1989). Good plans can do nothing unless activities are properly organized. The activities in an organization are interrelated. However, specific activities need to be assigned to individuals. However, specific activities need to be assigned to individuals on the basis of their qualification, experience and interest. They are to be organized in such a way that they can bring out the intended outcomes. This requires effective organization. Educational programs of all levels can be accomplished effectively when things are organized properly. In a situation where there is proper organization, "every body would be great at all the tasks" (Carr, 1995). Thus, education managers need to have organizing capacity so that plans can be implemented and educational establishments can properly function.

In light of this view, it can be discussed the education departments role pertaining to the function of organizing in school.

2.4.2.1 Staffing Process

Staffing is one of the most pertinent duties to be performed by the managers because the success of any depends on the quality of the staff. Staffing encompasses the activities of defining the human requirements for the tasks to be done and includes among other things, the activities of recruiting, appraising, and selecting candidates for positions and the activities of training and developing both candidates and incumbents to accomplish their tasks as effectively and efficiently as possible.

In this regard, Kinard (1988) defined staffing as recruitment, selection development and retention of staff members with appropriate qualifications for positions created by managers. Thus, it is necessary for managers to choose their new staff in such a case. Otherwise the failure to generate an adequate number of reasonably qualified job candidates can be costly in many ways. This indicates that it can greatly complicated the selection process and at last will bring unanticipated expenditures for staff development and supervision to attain satisfactory levels of performance and attendance. (Heneman 2000) The same author pointed out that the effectiveness of the recruitment process can play a major role in determining the resources that must be expended on the personnel human resource (PHR) activities and their ultimate success.

Inline with this, Shereman (1968) said that if the organization is to be staffed effectively, management must know where to obtain those persons who are most qualified to fill each position vacancy.

2.4.2.2 Staff Structure and Deployment

It is the task of the education department to make the most efficient use of resources in the educational organizations. How ever, it is evident that among all the resources the human matters the most important for it plays a key role in the process of goal attainment. This is particularly true with the senior staff in the office of the education department and with teachers in the school context. Therefore, the education department's capacity in determining the structure is pertinent to achieve the educational organizations' objectives fully and effectively.

The provision of qualified staff, adequate facilities, viable action plans, to which management capacity of managers and teachers are expected to pay attention in addition to their task are some of the major areas of concern. Other wise, a manager can not achieve any success, no matter how efficient and well intentioned he may be, without the support and cooperation of well qualified, dedicated and adequate staff (Ozigi, 1995).

In order to effect this, the education department should support the division managers and teachers to up to date their professional knowledge and skill, it should be adroit in recruiting new teaching and non-teaching staff and it also be fair and equitable in distributing the work load among the staff. In this regard, Paisey and Paisey (1987) pointed out that the adult deployment and make use of the staff is the focal point of operation calling for good judgment and knowledge of the strength and weakness of staff members and the needs of the learners.

Therefore, inorder to make staff deployment efficient, due consideration should be given to the preparation of the work schedule. The preparation of the work plan demands a great deal of discussions and managerial decisions that involve concerned members of the education department (Dean, 1985).

In line with this, Rebore (1985), and Hughes et al (1987) contend that the decisions must be made by the education department in collaboration with its concerned staffs. In the same vein, Dean (1985) indicated that the management decisions that help for proper placement and utilization of staff should involve the variables such as curriculum, students, teachers, senior staffs, principals place and time so that all these are wisely considered to satisfactorily manage the education program.

2.4.2.3 Staff Orientation

The new staff coming into the system of education organization needs to know how the system operates. If he/she is quite unfamiliar with the whole atmosphere, then, becomes insecure and apprehensive of many things.

In the first day on a new job, staffs are faced with unfamiliar situations to which they must some how adjust. New surroundings, new job procedures and new co-workers can make competent workers feel anxious and insecure. Thus, most organizations, offer some kind of orientation.

In this regard, Ozigi (1995) asserted that attempts should be made to orient new staff members about the educational organization, giving them necessary information about the schools and any other help they may require so that they can quickly adjust themselves to the new environment.

If the staffs are given an appropriate orientations, they will be able to acquire general knowledge on how the department for education will be organized and managed.

In line with this, Sherman (1968) pointed out that it is essential the supervisor allow ample time inorder to discuss the important aspects of the job on the new staff first day at work as well as to establish a cordial relationship that will facilitate communication and learning. Further more, the same author, attempted to notify that prior to introducing the new job and to

the other members of the group, it is also desirable for the supervisor in the education department to inform members of the group that a new staff is being added. The staffs may then be able to adjust more readily to the new comer and in turn facilitate one's adjustment to the job and the work group.

A supervisor is responsible for coordinating orientation activities and for providing information concerning condition of employment, pay and benefits. Like wise, at the outset, he gives orientation to the staff members that furnishes him new job. In support of this, Wendell (1990) pointed out that orientation procedures for new staffs includes information about the daily routine, staff benefits and services, work rules, safety rules and programs, training and promotion policies. But a number of potential problems are associated with the orientations procedure for new staff giving too much information in an orientation session can be as much of a problem as providing too little. That is if a great deal of information is given to the staff all at once; they may feel overwhelmed and may not retain much.(Rue and Byars 1992). Also, the same authors stated that orientation provides a wide variety of materials therefore; care should be taken in the design only essential information should be provided.

2.4.3 Directing

"Directing is defined as a process of leading and motivating subordinates to understand and undertake their duties" (Mbmba, 1992).

Like wise, Kinard (1998) defined directing as influencing others inorder to accomplish specific objectives. Furthermore, the same author emphasized that directing is an important part of the management process unlike any of the other three fundamental functions of management. Directing deals excessively with people and since management is accomplishing a predetermined objective through the efforts of other people; it is evident that directing is an extremely vital part of the management process.

These two definitions indicate that the work of planning and of organizing is insufficient to get work accomplished. The plans and the organized efforts must be put into action. In other words, it is necessary to direct the efforts of the subordinates to start and continue to apply the ideas along the suggested avenues that the manager desires. Therefore, to keep an organization meet its mission, the process of directing involves a lot of formidable tasks including motivation, communication, decision making, managing conflicts, supervisory roles and instructional management. It is in connection with this that the following discussions on direction will be in advance.

2.4.3.1 Motivation

Of all the resources at the disposal of an individual or organization, it is only individuals who can grow and develop and become motivated to achieve certain desired ends (Riches and Colin, 1994).

But, if the perceptions and motivation of the individuals are ignored, any decision will not be successfully be implemented. In support of this, Hanson (1996) pointed out that when individuals are blocked in their attempts to satisfy needs or are pressured to work at a higher level, thus they may prepared for more defensive mechanisms instead of constructive strategies to solve their problems. Therefore, motivating people is central to the purposes of management to enable organizations maintain people who are:

- attracted to staying in organizations.
- to perform their jobs in a dependable manner and
- to engage themselves in creative and innovative (Bush and West, 1994).

Motivating factors could be monetary or non-monetary. However, people work at their best when they are achieving the greatest satisfaction from their work (Davies and Linda Ellison).

2.4.3.2 Communication

Communication is one of the most vital skills that managers need. It is said that education and communication must go hand in hand because managers, planners and other experts at all management levels of the education system are expected to be good communicators inorder to introduce the innovations in education (Tedesco and Rosa, 1999). But, if managers do not have a communication skill at the highest order, issuance of orders and eliciting participation from the staffs may become difficult (Manappa, 1999). Furthermore, Kinard (1998) asserted that without communication, organizational functions could not be coordinated.

Managing people who are engaged in different activities at different levels of an organization, too, requires an understanding of several behavioral factors. Communication as one of the central aspects of managerial activities is an important tool for achieving coordination and control (Davies and Linda Ellison 1994). Without communication there cannot be organized activities.

At all levels, strong management is based on good communication systems because management could not take place without communication, and organizations could not exist without it (Bush and West 1994). Like any organization, educational establishment, too, can function properly only if they have effective communication systems. Otherwise, resources will be misused; directives will be misunderstood, distorted and misinterpreted. Employees, too, will not understand their duties well, nor can they accomplish them effectively. In addition, educational managers can do better at resource allocation; planning and program management when effective system of information flow is established. They will be more realistic in doing those managerial functions when reliable information is available to them.

2.4.3.3 Decision-making

According to Holt (1993) decision-making is defined as a process of describing problems, producing alternative solutions, choosing one alternative and implements it. It is central to management and a key factor for success or failure in the process of accomplishing tasks for the achievement of organizational objectives. For effective decision-making in educational organization, better educational managerial capacity and participation in decision making of all that will be affected by the decision is very vital because no individual has sufficient expertise and knowledge to make good decisions (Owens, 1998). Further more, if the education department lacks the necessary knowledge and skills, the effect of this makes the education department fail to meet the challenge of change (Ramasamy, 1999).

However, making a good decision alone is not enough. It has to be implemented. Hanson (1996) indicated that a decision is complete only when it is practical into action. Thus, the capacity that educational managers have to make sound decisions will increase the level of efficiency in managing resources towards the achievement of organizational objectives. On the other hand, an educational manager fails to give good decisions when he has litter or no knowledge about which state of nature will occur (Rue, et.el 1992).

2.4.3.4 Supervisory Roles

Supervision is an integral part of management that helps education managers and planners to manage educational organizations. In this regard, Carron G. and Chau (1997) point out that supervision covers all services whose main function is to inspect, control, evaluate and/or advise, assist and support school principals and teachers. The same authors also assert that supervision is an instrument with which authorities maintain a necessary contact with organization to ensure that the system is working satisfactorily and efficiently. It also helps to establish positive relationship between the leader and subordinates.

Teachers who are the most vital actors in the proper operation of any educational system have needs that cannot be satisfied either by their own efforts or efforts of colleagues with similar experience which seek the support of professionals with high level skills (Buckley and Stayan, 1990). So, those new teachers particularly who are assigned in the periphery are to be assisted to understand the purposes, responsibilities and relationships of their positions and the directions of their efforts in order to facilitate the teaching learning process (Nielsen and Cummings 1997). This seems to be true because what matters is not only adequacy and quality of resources provided to schools but how they are used in the classroom. Similarly, the new administrative personnel need professional support from within outside the institution in which they work because they are expected to accomplish several tasks of which some could be new to them. To sum up, supervisory skills will enable managers of all levels in the educational system to provide the right type of support to institutions.

2.4.3.5 Managing Conflict

Conflict can be constructive as well as destructive depending on the way it is handled; it is an inevitable and integral part of every one's life (Newton and Tarrant, 1992, Owens, 1998). The main sources of conflict in an organization are: insufficient resources to meet the requirements of the sub-units to carry out their work; intention to control the activities of other units and difference among groups of employees in what to do and how to do (Owens, 1998). If conflict is properly handled, it can contribute many useful things to an institution by stimulating creative solutions to problems. However, there is no best way of managing conflict, it depends on the nature of the conflict.

2.4.4 Controlling/Evaluating /

Evaluation is viewed as a process of judging the value of worth of something. It could constitute the evaluation of the system itself of the evaluation of all the groups within the system (Adesina, 1990). It is also defined as personnel decision that affects the status of

employees regarding their retention, termination, promotion, demotion, transfer, salary increase or decrease or admission into a training program.

Evaluation could be of two types namely summative and formative (Lewy, 1991). Summative evaluation is conducted at the end of implementing a certain program. It often leads to final report, which may be used to repeat or not to repeat certain activities in another project or program, where as formative evaluation is conducted during implementation to take the necessary and corrective measures and adjustments at the right time. Evaluation is vital to know what has been achieved, evaluation scheme or system needs to be well planned and effectively managed so that it can serve as a means of achieving objectives.

Further more evaluation helps to ensure that what is intended to be accomplished is performed and that the various effects are maintained in their correct interrelationship so that adequate co-ordination is attained. There can infact, be no evaluation without previous planning, organizing and directing.

Planning and evaluation is inseparable naturally. It is then imperative to raise questions of 'who' 'what' 'when' and 'how' to undertake evaluation or these all the same questions.

2.4.4.1 Who is to evaluate?

Educational institutions are evaluated by supervisors, curriculum experts, principals, teachers, students and the school committee in general. Though the education department has an ultimate authority over internal evaluation of the educational institutions, it would be a mistake to think that the education department could evaluate the whole activities of the educational institutions alone. Authorities in the field speak that all staff are involved in the course of evaluation, but at some times and in certain ways, depending upon the situation (Gorton, 1988; Paisey, 1992).

Accordingly, Adams (1987) shows that it is possible to involve the whole staff in evaluating performance of the pastoral system, while specialists might only be used for the assessment of the efficiency of textbooks or new method in instruction. In the same way, Mbamba (1992), and Spear, (1994) point out that it is a common place for the school committee and the educational managers to hold observations, or visits on the operation of different aspects of schools' activities inorder that they give suggestions towards improvement.

2.4.4.2 When and how to evaluate?

To evaluate school activities is important from every point of views, and in very closely related to assessment of learning. To a great extent, the quality of education provided depends on teaching effectiveness and the attitude of staff. Thus, to ensure that the school system is functioning well, the supervisor must therefore attempt to know how the staff members are getting on and how well they are performing their duties. The supervisor must also be interested in finding out what techniques are being used, what new ideas are being thought. To this effect, evaluation must be undertaken to assess how things are getting done. In this regard, Adesina, 1990; and Ozogi, 1995 point out that a supervisor should periodically examine various staff record such as syllabus, schemes of work, teachers lecture notes, personal visits or hold observations. This can be practiced according to the situation. Further, the education authorities propose that a supervisor should be careful when exercising control. It is unacceptable to practise control excessively (Muzaazi, 1982) for it brings about adverse repercussions. Rules and controls should be flexible (Hoyle and Mcmahan 1986). It assists the staff increase their capacity inorder to be able to deliver their input.

When the time of evaluation is considered, the emphasis should be on making the assessment manageable. Minor assessment may be carried out termly or annually.

2.4.4.3 What to Evaluate?

It is obvious that evaluation included all aspects of the schools program. However, schools are uniquely complex organizations with enormously diversified aims and activities, some of which are inaccessible to evaluation. Some aspects of the schools for instance, qualification, allocation, preparation and load of the staff, students 'achievements in examinations, utilization of funds, those physical assets which tend to have standings-laboratories, libraries, play grounds etc. procedures in guidance, methods in discipline, extra-curricular activities etc. may be relatively easy to evaluate (Adams, 1987; Paisey 1992).

On the other hand, school as an organization includes less tangible factors such as social and moral development of the staff and students, the influence of educational experiences upon the all round development of the students, which make evaluation either difficult or inaccurate. Even though tests have undue importance, they fail to measure some values of educational out comes, like status in attitudes, interests, ideals, emotional balance and social adjustment (Adam, 1987). Thus, since schools do have such out comes that cannot be clearly quantified; it may be quite risky to assume that the overall performance can be measured at ease. Being the above constant, the process of schooling is evidently, to promote students' learning in the process of which teachers and principals play crucial roles to that end. Thus, it is apparent that in the schools more attention is paid to human factors than to non-human the buildings, equipment, etc. In light of this view, it sounds reasonable to have an overview of student and teacher evaluation in relation to the instruction of program.

By all accounts, an appropriate application of evaluation is vital to measure the learning out come of students. It is, thus, the centeral responsibility of the education department to ensure whether the students' performance is regularly assessed in both the curricular and co-curricular activities.

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On the other hand, supervising teachers and principals is one of the fundamental tasks of the education department. The process is mostly formalized by performance evaluation. The purpose of supervising teachers and principals is to improve instruction (Landers and Myers, 1977, Dean, 1985, Holmes and Wynne, 1989; Preece, 1987; Adesina, 1990).

The education departments are required to use different instruments to carry out teachers and principals evaluation. According to Robore (1985), the major areas the instruments need to identify are: teaching performance, professional qualities, and personal qualities that are to be measured on the basis of teachers and principals behaviors.

Planned class room visit is the most commonly used strategy to evaluate teachers and principals mastery of the subject matter, preparation and organization of lesson plans, teaching methods and procedures, utilization of instructional materials, application of assessment techniques, classroom management and motivation of students (Nwanko, 1982; Adesina, 1990) can be mentioned among a number of items that include teacher principals evaluation with regard to teaching performance and other attributes of teacher and principles related to instruction. Proper classroom visits enables the education department to gain valuable insights into the quality of the teaching-learning process, there by helping the education department contribute to its effectiveness. Thus, among the strategies to monitor the implementation of the curriculum, classroom visiting should be figured eminently by the education department in its capacity as the instructional leader. Moreover, the education department is advised to set a side sufficient time for the discussion with teachers observed in the classroom. This allows to work along side the teachers and avoid the discrepancies shown during the process of teaching and learning (Holmes and Wynne, 1989; Preece 1987).

It is not simple to construct evaluation in education organizations where complex varieties of activity are being undertaking. However, some aspect of the education program in schools for example, qualification, allocation, preparation of work schedule, student achievement in

examinations, relationships with the surroundings and the physical assets may be relatively easy to evaluate (Adams, 1987; Paisey 1992).

The Roles and Functions of the Education Department

The education department had to involve itself in a fresh start by doing away with the pre-1992 structure. As a result of this restructuring, the education management system has four levels, i.e. the Ministry of Defense, the Training main department, the Education Department and the schools. The actual teaching-learning process takes place at school level.

The Education Department as in charge of the overall education program in primary and secondary schools have many roles and functions. The roles and functions of the Education Department are mainly extracted from documents released by MOE and MOD. So according to (MOE, Tahasa 1988) the following are roles and functions of the Education Department. Its main roles and functions can be widely classified into pedagogical and management function.

2.5.1 Management Functions

2.5.1.1 Planning

The Education department: plans the implementation of primary and secondary education programs in the ministry of defense; makes projections of enrolment and resources (human financial and material); prioritizes the implementation of all education activities in terms of time and space; organize the annual plan of schools and identify, select and propose sites where schools and training centers can be established.

2.5.1.2 Staffing Responsibility

The education department is charged with the responsibility for recruitment of all categories of staff. The staffs are appointed and posted to schools: it is responsible to see that all staff members working in the office of education department and in the schools available are

assigned to specific tasks and duties; recruit, assign and transfer primary and secondary school teachers; prepares a job description and schedule of duties for the employees so that all staff members will know exactly what they are expected to do; makes regular supervision to see if every one is performing his duties satisfactorily; gives necessary information to the new staff members about the schools and any other help they may require so that they can quickly adjust themselves to the new environment; contributes to the professional development of its staff in order to keep them up to date in their various fields and to improve institutional quality; initiates and help to conduct in-service courses for the staff members at school, where this is not possible, it investigates the possibility of sending them for courses available elsewhere; facilitate teachers' promotion as per teachers career structure (TCS); cheek teacher's performance evaluation (TPE); screen those employees who can get salary increment, which is to be based on individual employee's performances of two years time; handle disciplinary cases; facilitate retirement process and it delegates responsibility to its staff members and encourage them to participate in some of the school policy decisions with respect to planning and various activities of the schools. (MOE 1988).

2.5.1.3 Responsibility for School Services, Facilities and Equipment

The education department is responsible to see if essential and basic equipment and materials are provided in adequate quality and in good time. A good register of all equipment should be kept and carefully maintained also develops a good system of issuing and distributing items from the school store; is charged with the responsibility for managing the school available, its duty includes seeing that the buildings, grounds and other physical facilities are well maintained and used it prepares a plan of its new building requirement and plant facilities with the appropriate personnel; it develops a good system of issuing and distributing items from the school stores and it sees if school buildings and other physical facilities are well maintained and used.

2.5.1.4 Financial Responsibility

The education department:

- Prepares annual budget request document.
- Allocate budget to schools. The allocations in the school budget are made to spend according to the directives of the employer and in accordance with the financial regulations and procedures.

2.5.2 Pedagogical Function

The education department: checks the proper implementations of both primary and secondary school curriculum; distribute the curriculum materials to schools and check whether instructional materials utilize or not; coordinate schools to evaluate the curriculum materials; organize the education report and submit back to the curriculum division in the education department; organize school-based training for the instructional and administrative personnel; work towards ensuring that the quality of education provided complies with the approval standard; strengthen school based supervision and services to areas that need special support and make the necessary effort to integrate education with development (MOD, 1998).

2.6 Education Department's Organizational Structure

The kind of activities, filled and responsibilities to employees in the education department are identified and attached to 31 positions (see appendix C). The grade given to each position is not attractive assign well-qualified personnel who can give supervisory service to both primary and secondary schools. The grade classification given to the Education Department organizational structure can attract only the less qualified ones while they are supposed to supervise schools, which are staffed with better-qualified personnel.

2.7 Requisite Qualifications for the Positions

Any position can be dialed and begins functioning at best when the person in charge has a certain level of qualification (Govinda, 1997). Like wise, the positions in the education department demand different levels of qualifications that range from grade five to BA degree. The positions are classified into professional science, sub-professional science, administration, clerical and financial service, custodial and manual service (MOD, 1998).

Though the civil service commission classified the positions in this case, the major activities being accomplished by the education department can be grouped into pedagogical and management functions. These activities can be carried out as intended when the personnel in an institution have the required skills to accomplish the tasks assigned to them (Chapman, 1997). Both categories of personnel need to have pedagogical and management know how required for the respective positions they hold and for the proper operation of the education department. As it is difficult to post a non-qualified person as a flight technician, mechanical engineer and the like, is not recommendable to staff an education institution with non-qualified personnel.

Thus, each employee needs to be introduced with the new methods and techniques required in carrying out the new jobs. This makes clear that the education department can operate efficiently and effectively when its personnel have both pedagogical and managerial skills required to accomplish the given jobs.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with the interpretation and analysis of the data gathered through the questionnaire administered to school personnel and the administrative staff in the education department. Based on the sampling procedure described in chapter one, 2 primary schools, 3 secondary schools and the education department were included in the study. Accordingly, 110 teachers, 10 principals and 21 administrative staff in the education department were selected to fill the questionnaire. All the questionnaires distributed to both group of respondents were returned. The information obtained through the interview, document consultation and personal observation in the sampled areas were also included in the study. Thus, the analysis was made on the basis of the information obtained from the questionnaire, interview, document and personal observation. To begin with, a brief description of the characteristics of the sample population is presented in Table 2.

TABLE 2: Characteristics of the Respondents

No.	Characteristics	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	**Sex:**						
	Male	19	90.5	116	96.7	135	95.7
	Female	2	9.5	4	3.3	6	4.3
	TOTAL	**21**	**100**	**120**	**100**	**141**	**100**
2.	**Age:**						
	a) 21 -25	4	19.0	20	16.7	24	17.0
	b) 2 6- 30	7	33.4	70	58.3	77	54.6
	c) 31 – 35	6	28.6	22	18.3	28	19.9
	d) 36 – 40	1	4.8	-	-	1	0.7
	e) 41 and above	3	14.3	8	6.6	11	7.8
	TOTAL	**21**		**120**		**141**	**100**
3.	**Level of education:**						
	a) Grade 12 complete	17	80.9	-	-	17	12.1
	b) T.T.I Graduate	1	4.8	-	-	1	0.7
	c) Diploma	2	9.5	31	25.8	33	23.4
	d) B.A/BSC	1	4.8	89	74.2	90	63.8
	e) M.A/MSC						
	TOTAL	**21**		**120**		**141**	**100**
4.	**Experience (Service):**						
	a) 1 – 5	7	33.3	57	47.5	64	43.4
	b) 6 – 10	6	28.6	54	45.0	60	42.6
	c) 11 – 15	2	9.5	8	6.7	10	7.1
	d) 16 – 20	2	9.5	-	-	2	1.4
	e) 21 – 25	-	-	-	-	-	-
	f) 26 and above	4	19.0	1	0.8	5	3.5
	TOTAL	**21**		**120**		**141**	**100**

Teachers/principals = School personnel

As indicated in table 2, the teaching experience, (47.5 percent) of the school personnel were found to have served for 1-5 years in teaching and principal-ship, respectively. From this it is possible to say that the proportions of the samples were not well experienced.

In relation to the level of education, as indicated in Table 2, that almost all the education department officials and experts who are currently working in the office of the education department are undergraduates even though they are supposed to give both managerial and pedagogical assistance to primary and secondary schools. This implies that less attention is given to the educational management.

Concerning the qualification, only a negligible size of the total respondents (4.8 percent) were trained in educational management. On the other hand, in most cases, those who have no formal training in the area of education management are heading schools and the office of the education department. This shows that due consideration is not given to the discipline even though every manager at all levels of the education system should have been equipped with the necessary managerial skills in order to manage the system efficiently and effectively.

SCHOOL PERSONNEL AND THE EDUCATION DEPARTMENT'S PERCEPTION ON THE PERFORMANCE OF THE EDUCATION DEPARTMENT

In order to find out whether there is significant difference between the Education Department's evaluation of its performance in certain managerial practices and the evaluation of the Education Department's performance as judged by school personnel t-test was used. Tables 3-6 presents the results in terms of the planning, organizing, directing and controlling functions.

TABLE 3: Evaluation of the Managerial Practices Related to the Planning function of the Education Department

No.	Managerial Practices	RESP	MEAN	SD	N	DF	t-value	p-value*
1.	The capacity to utilize the allocated budget	T/P Ads	2.28 3.97	1.047 .870	120 21	139	5.32*	.000
2.	Budgets its time wisely and equitably	T/P Ads	2.62 3.86	1.224 .727	120 21	4.3	6.39*	.000
3.	Designs the overall plan in collaboration with its staff	T/P ADS	2.02 2.29	.987 1.102	120 21	139	1.13	.259
4.	Designs programs to attain their purposes	T/P ADS	2.67 2.90	1.064 .889	120 21	139	.97	.335
5.	Plans in advance to commence immediately as the schools open.	T/P ADS	2.89 3.33	1.09 1.017	120 21	139	1.85	.066

Note: N = 110 teachers (T), 10 Principals and 21 Administrative Staff

* Significant at 0.05 level

T/P = School Personnel

In evaluating the performance of the Education Department in carrying out the practices related to planning, the education department and school personnel significantly differed on two of the five practices. As revealed in Table 3, the discrepancies are centered in the questions, which required the education department to show how to utilize the allocated budget and to use its time wisely and equitably in school programs.

In evaluating these and all the remaining practices placed under the planning function, it was noted that the education department perceived itself as performing more efficiently than did school personnel. An examination of the data indicates that school personnel rated the education department's performance below average in all the five practices. Similarly though

the education department rated itself higher than that of the school personnel, it is on three of the five practices that it rated itself high.

On the other hand, school personnel rated the Education Department below average on all the five practices. On two of these, school personnel and the education department differed significantly ($t = 5.32, 6.39, P < 0.5$).

Similarly school personnel perceived the education department to poorly perform the practice that would enable schools to achieve good relationship with their environment in order to attain their purposes. The education department is positioned to regulate and facilitate the activities of schools relations by making the school community, prominent personalities and different organizations be aware of the programs, problems and prospects of the schools. Since activities of the schools are not confined to the school environment, the education department needs to be wise and skillful in making good school community relations in such a way that the schools secure the necessary support in different forms. The failure to do so may be explained in terms of lack of the communication skill of the education department.

Significant differences have not been observed between school personnel and the education department on the functions related to planning programs that would enable schools to achieve good relationship with their environment in order to attain their objectives. The education department was found to perform below average as viewed by school personnel respectively. Also, the education department seemed to highly confirm to one of these, which sought to survey and analyze the resources of the school community in the course of planning ($MT/P = 2.67$, $MAds = 2.90$, $P > 0.5$) to which it rated itself below average. Though the study approach varies, this finding is quite consistent with that of Buffington and Medsker (Cited in Jarvis, 1969) where in teachers and school community agreed that the failure to develop effective relationships with groups and the school community at large are the features of on ineffective management.

Concerning item one of table 3, the education department was perceived to perform these tasks unsatisfactorily which may be due to lack of the planning concept or some other problems related to the issue. This finding seems to have conformity with that of Terry (1963) who found out that planning performed without involving operating educational managers usually winds up a waste of time and money. This indicates that the education department lacks sound knowledge and skills on planning.

On the other hand, among the three managerial activities on which the education department rated itself high, school personnel perceived the performance of the education department, which focused on the question of planning in advance for the teaching learning process to commence (MT/P = 2.89, MAds = 3.33; P > 0.5) is rated below average. Therefore, from the perception of both respondents it seemed that the education department performed poorly.

On the whole, this seemed that the education department is perceived to perform poorly most of the practices under planning.

Views of school personnel and the education department were sought on the 9 managerial practices placed under the organizing skill. The results of the evaluation are summarized in Table 4.

TABLE 4: **Evaluation of managerial Practices Related to Organizing Functions of the Education Department**

No.	Managerial Practices	RESP	MEAN	SD	N	DF	t-value	p-value*
1.	Level of education required to adequately accomplish the task	T/P	1.65	.706	120	24.21	2.54	.018
		Ads	2.19	.928	21			
2.	Assigning the teaching staff on the basis of their qualification	T/P	1.87	.840	116	35.82	4.28	000
		Ads	2.52	.602	21			
3.	The set up of program orientation for principals	T/P	2.56	.658	120	35.91	1.04	.300
		ADS	2.71	.463	21			
4.	Efforts made to fill the vacancies	T/P	1.46	.620	120	24.43	1.14	.265
		ADS	1.67	.796	21			
5.	Keep the necessary files and documents in an organized manner	T/P	1.68	.568	120	30.76	1.56	.128
		ADS	1.86	.478	21			
6.	The interest of the employees to stay on their job	T/P	1.69	.745	112	131	170	.178
		ADS	2.00	.775	21			
7.	The effectiveness of the organizational to effectively accomplish tasks	T/P	1.99	.628	120	139	2.01	.047
		ADS	2.28	.561	21			
8.	the period that the vacancies remain unfilled	T/P	1.41	.634	115	133	.61	.543
		ADS	1.50	.513	20			
9.	Endeavours made to furnish the school libraries	T/P	1.13	.365	120	139	.62	.536
		ADS	1.19	.512	21			

* All are significant at 0.5 level.

The result of the computation of t-test in Table 4 indicates that there are statistically significant differences between school personnel and the education department in evaluating the managerial practices related to organizing. On the other hand, the school personnel seemed to have had conformity with the education department in most of the managerial practices related to organizing. As can be seen from table 4, the education department rated its performance higher than did school parsonnel in most practices (Mean value 1.19 - 2.71). In general a look at the distribution of the mean scores revealed that the education department rated itself below average 1.19 - 1.86) performing on 3 of the 9 practices, above average (2.00 - 2.28), performing on 3 of the 9 practices high (2.52 - 2.71) 3 of the whole practices.

On the other hand the mean scores on school personnel indicate that they perceived the education department below average (1.13 - 1.99) performing on 8 of the 9 practices and high (2.56) on 1 of the whole practices.

The managerial practices which school personnel rated below the average centered around the question of whether the education department made the level of education required for the positions adequately carry out the tasks, assign the teaching staff on the basis of their experience. On 2 of the 9 practices, school personnel differed significantly from the education department (t- 2.54; 4.28, P <. 05). The result of the examination indicated that the level of education required for the positions in the education department will not enable to manage the respective jobs. This means that those tasks and duties allocated to the education department are not congruent with the grade given to the positions. Highly qualified persons cannot fill graded positions. They are mostly filled with less qualified personnel.

An open-ended question was also included in the questionnaire in order to give opportunity for the respondents where they can elaborate their choices regarding the item of this table. Respondents also elaborated the major reasons for the failure to accomplish the education department's mission. They indicated less qualified personnel are assigned. This was also supplemented by the officials' response of the education department in the interview conducted to identify the status of the education department in performing tasks. This has some consistency with that of (Bittel, 1985) who confirmed that in any organization due attention needs to be given to classifying jobs and positions from the outset. This helps to match people and positions so that the right person can be assigned for each job. Other wise, the organization will be filled with incompetent employees. As one can realize from the table and from what has been discussed above, the education department does not seem quite good to accomplish its tasks because it is not equipped with well qualified personnel.

Regarding the placement of the teaching staff, the school personnel were also significantly different from the education department. Though the education department rated its performance higher than did the school personnel, the school personnel perceived the education department to perform below average regarding the assignment. From this and other personal observations evidenced that due to lack of management guide line and other related to the issue, bring about job dissatisfaction on the part of the employees. This finding seems in conformity with that of Gentry and Kenney (1966), where in school personnel and the educational department differed significantly on the question of whether the education department assigned the teaching staff in schools on the basis of their experience. From this, it is possible to generalize that the result of the examination seemed to lack of the knowledge on the matter may have accounted for the poor exercise of the assignment program.

When practices are rated similarly by school personnel and the education department respectively, relative conformity seemed to exist between the groups in judging the education department's performance on 7 of the 9 practices which included the set up of program orientation, efforts made to fill vacancies, keeping files and documents, the interest of employee to stay on their jobs, the period that the vacancies remain unfilled and the endeavors made to develop and furnish school libraries. Lack of any significant difference between groups besides school personnel rating the practice to an extent that leaves little to be high, tends more likely to explain the prevalence of better performance regarding these issues.

Though orientation is the primary process through which school personnel become aware of the various aspects of schools, the experience demonstrated by the education department is found to be unsatisfactory. No school has been observed for example, preparing handbooks for its teachers. This has some consistency with that of (Adesina, 1990) who found out that if the newly assigned employees are not adequately oriented as how to handle the new task in the system, they may fail to accomplish it as per the interest of the organization. Therefore,

one can say that it may be lack of the knowledge on the matter and any other related to the issue may have accounted for the poor exercise of the orientation programs in the schools.

Regarding the efforts made to fill the vacancies, the two group of respondents did not show any significant difference. Both of them rated the item below average. Though it is rated as low, this does not mean that the concerned education department officials are negligent about it. Most of them have indicated in the open-ended questions that they requested budget for the unfilled positions every year. They even raised it every quarter as a cause for not doing the jobs as per the annual plan when they sit together with the training main department administrative counsel members to evaluate the implementation of the annual plan. They further said that the concerned body that allocate budget for different sectors does not entertain even 20 -25 percent of their request in their attempt to fill the vacant positions. Most of the two group of respondents also reflect the inadequacy of allocated budget to undertake its purpose. From this, it is possible to say that the education department cannot fulfill the mission without equipped the positions with appropriate personnel.

As indicated in item 9 of table 4, the two groups of respondents confirmed that the period vacancies remain unfilled is long. Apart from the data obtained from the set of questionnaire, the interview conducted with the education department officials also assured that many positions remain unfilled for 3 to 5 months other than the expected. The major reasons attributed to it seemed to be lack of proper follow up by the education department to fill vacancies as intended. As can also be seen from the same table, the two groups of respondents rated item 6 below average. This indicated that the employees are not interested to stay in their jobs longer. The reason attributed for the item may be the heavy load they have to encounter as a result of the prevalent vacant positions and poor handling. This has some consistence with that of (Hanson, 1996) who pointed out that when employees are blocked in their attempts to satisfy needs or are pressured to work at a higher level they lose their interest

to stay in their job and fail to perform their job in a dependable manner. This was also substantiated by (Lockheed and Verspoor 1991) who pointed out that the vacant positions must be filled with appropriate personnel otherwise, the failure to generate an adequate number of reasonably qualified employee's can be costly in many ways.

Regarding item 4, the test result indicates that the files and documents are not well organized and properly kept to provide necessary information. Moreover, personal observation and document consultation evidenced that it is also difficult to obtain certain information at any time and place when required. This is consistent with that of (Zawudneh, 1987) who observed that any education organization that do not have well organized files are most likely to offer incomplete information. The reason for this, seems be lack of experience and knowledge on the matter by those in leadership positions.

In any system, organizational structure plays a pertinent role to perform or not to perform tasks as desired. Good plans cannot do any thing unless things are organized in a manner that the right people are doing the right things (Carr, 1995).A question item was included in the questionnaire to know what the two group of respondents feel about the service the education department renders. As indicated in table 4, both groups of respondents rated the service that the education department gives (MT/P = 1.99, MAds = 2.28, t = 2.01; P > 0.5) as below average. This indicates that the organizational structure of the education department does not serve to carry out tasks effectively. Role diversity might be the result of failure to fill vacancies because some of the respondents indicated that as long as there are more vacancies in the education department, nearly every subordinate is required to cover two or more positions. This implies that every one is given a long list of duties which is difficult to properly handle. In such a situation, it seems hardly possible to carry out the day-to-day activities of the education department as planned. This shows that the delegation of authority and the arrangement of activities and communication channels are not proper. This improper

organizing also will not enable the personnel to manage educational activities properly. As can be seen in item one of table 4, school personnel and the education department evaluation is below the average M/T/P = 1.13, MAds = 1.19; P > 0.5), on the performance of the education department in making an effort to develop and furnish school libraries. This indicates that the libraries lack trained librarians, inadequate budget with which materials and equipment could be bought, and inadequate reading rooms. The major reason for this seemed that the education department was not capable enough to draw the attention of the MOD to give due considerations to facilitate the schools libraries. This finding seemed to have with that of Ozigi (1995) who found out that an organization that is lacking necessary materials and equipment can not reasonably expect to achieve its main objectives. Thus, this seemed that may be due to insufficient management and shortage of qualified personnel the libraries were not stocked with all the necessary materials, equipment to cater for all interests and subjects taught in the schools.

As our discussion shifts to the directing function, we found school personnel and the education department differed significantly on 8 of the 13 managerial practices. Table 5 shows the details.

TABLE 5: Evaluation of managerial Practices Related to Directing Functions of the Education Department

No.	Managerial Practices	RESP	MEAN	SD	N	DF	t-value	p-value*
1.	Consistent enough to meet promises it made to its academic staff.	T/P	1.10	.458	117	22.41	6.37*	.000
		Ads	2.33	.796	20			
2.	Clarification made to the staff about the rules and directives	T/P	1.36	.536	113	23.18	2.12*	.045
		Ads	1.76	.746	21			
3.	Makes the purpose of the organization clear and orients the staff	T/P	1.45	.566	115	134	7.05*	.000
		Ads	2.43	.676	21			
4.	Efforts made to acquaint every one in the schools with duties and responsibilities.	T/P	1.47	.551	116	135	3.29*	.001
		Ads	1.90	.625	21			
5.	Recognizing and commending tasks performed well.	T/P	1.39	.617	114	133	7.97*	.000
		Ads	2.57	.676	21			
6.	Ensures availability and adequate of ordering and fulfilling materials for teaching-learning.	T/P	1.56	.658	120	139	3.13*	.002
		Ads	2.05	.669	21			
7.	Efforts made to introduce rules and directives about the importance of information.	T/P	1.20	.444	111	22.35	6.55*	.000
		Ads	2.38	.805	20			
8.	Provision of opportunity for school personnel to participate in decision-making.	T/P	1.38	.670	114	133	7.80*	.000
		Ads	2.61	.669	21			
9.	Takes fast disciplinary measures against the employees misbehaved	T/P	1.68	.764	116	135	1.20	.186
		ADS	1.90	.889	21			
10.	Efforts made to introduce rules and directives about the importance of information.	T/P	1.20	.444	111	22.35	6.55*	.000
		ADS	2.38	.805	20			
11.	The practice of consolidating pertinent data.	T/P	1.31	.505	106	23.03	1.48	.152
		ADS	1.55	.686	20			
12.	The level of awareness that the employees have about the importance of information	T/P	1.79	.821	111	129	.73	.470
		ADS	1.65	.745	20			
13.	The encouragement made to generate good human relations and group effectiveness	T/P	1.48	.554	109	127	1.61	.111
		ADS	1.70	.657	20			

* All are significant at 0.05 levels.

An examination of the data indicated that the education department rated their performance more satisfactory than did school personnel on all of the 13 practices. Specifically, they felt they performed high on 12 of the 13 practices where in they differed significantly on 8 of

them from the school personnel (1.76 – 2.61). Also they rated themselves above the average (2.33 – 2.61) performing 6 of the practices.

As revealed in item 1 of Table 5, the school personnel perceived the education department's performance to fulfill the promises it entered to its staff was poor. This indicates that the Education Department positioned to manage the pedagogical and managerial functions of the organization failed to create the necessary atmosphere which enable to meet job satisfactions, wants and other needs related to the issue. This seemed that the education department is not well versed and lacks experience in management. This finding seems in harmony with that of (House, 1989) who observed that when an education manager fails to use a competitive pay, benefits, rewards, security and not capable to promote the staff, regression will be certain, more severe and more difficult to reverse. From this, it is possible to say that the failure of the education department to meet its promises may seem to have had a weakness in managing the problems school personnel encountered.

As indicated in item 2 of Table 5, the two group of respondents (MT/P = 1.36, MAds = 1.76; $t = 2.12$; $P < 0.5$) rated the performance of the education department was low. The major reason for the failure is that the education department may not organize programs for school personnel to acquaint them with the developed rules and directives may be due to ignorance. The absence of desired knowledge on the rules and directives developed becomes a constraint in doing the job.

As indicated in item three of Table 5, there is no significant difference between the two groups of respondent (MT/P = 1.69, 1.95, $t=1.46$; $P > 0.5$). Though there is no significant difference, both group of respondents rated the authority delegated to the education department below average. This shows the existence of an imbalance between the authority and responsibilities of the education department. The source of this inbalance as many of the respondents revealed in the open ended questions may be the high concentration of authority

within the training main department in the Ministry of Defense. Most of the education department officials are assigned regardless of their area of specialization. Thus, this shows that the education department which is in charge of all educational activities in the primary and secondary schools available in the Ministry of Defense is assigned to carryout and accomplish tasks and responsibilities without adequate authority. Therefore, it is possible to say that the education department in doing its job with much dependency.

As revealed in item 4 of Table 5, the school personnel and the education department differed significantly in evaluating the education department's performance in making the schools purpose clear and instruct the staff as per the purpose of the education department (MT/P = 1.45; MAds = 2.43; $t = 7.05$; $P < 0.5$). From this it is possible to say that it seems to lack the necessary knowledge and experience that may have accounted for the poor practices of the classification and instruction program delivered in the schools.

As indicated in item five of Table 5, the two group of respondents (MT/P = 1.43, MAds = 1.70; $t = 1.61$; $p > 0.5$) responded that the performance of the education department is below average. Keeping informed all concerned about the school progress, providing continuous professional instruction to the subordinate seemed to imply that the education department tended to be less enthusiastic in executing these practices.

When the above practice is examined closely, the education department officials seemed to give less attention. This is the failure of the education department to implement the managerial practices. This finding has consistence with that of (Isher wood, 1983, Martin and Willower, 1981, who found out that the education department officials considered themselves more as managers than instructional leader; delegated most of curricular matters to the teaching staff; and thus preferred to exercise it in passive manner. In practice, this is in disagreement with the general truth that ascribes the "centeral function" of schools to teaching

learning; where upon the officials of the education department's pivotal role is primarily to effect this.

In evaluating the education department's performance with regard to the acquaintance of every one in schools with his/her duties, the two group of respondents as the mean scores indicated ($M_{T/P}$ = 1.47, Ads = 1.90, t = 3.29; P < 0.5) seemed they have a relative agreement in judging the performance of the education department. Both group of respondents perceived the performance is below average. The education department's poor performance in acquainting individuals in schools could be accounted for the education department officials lack experience and/or professional orientation In this case, it was also may be true for those who may have not taken the desirable courses during their training.

As can be seen in item 5 of Table 5, a significant difference occurred in evaluating the degree of offering recognition for the job well done. As the mean scores indicated ($M_{T/P}$ = 1.39, Ads = 2.57, t = 7.97; P < 0.5) significance position of the respondent perceived the performance of the education department is below the average. The major reason for this seemed that the education department is not knowledgeable enough to perceive that motivating factor could enable people work at their best when they are achieving the greatest satisfaction from their work. This finding is in harmony with that of Hanson (1996) who pointed out that when people are blocked in their attempts to satisfy needs or are pressured to work at a higher level, they are prepared for they may employ one or more defensive mechanisms or constructive strategies to solve their problems. From this, it is possible to say that may be due to lack of desirable knowledge, the education department represented inaccurate perception of the staff needs and motivation particularly for those who carry out and accomplish their work effectively.

As can be seen in item 9 of Table 5, the mean scores ($M_{T/P}$ = 1.68, M_{Ads} = 1.90, t = 1.20; P > 0.5) reveals that there is no significant differences between the school personnel and the

education department in evaluating the action of the education department in criticizing, reprimanding and punishing employees who fail to carry out their tasks. Though there is some degree of agreement between the two groups of respondents, it doesn't mean that disciplinary measures are taken as fast as possible. Both respondents have evaluated the action of the education department below average. This shows that there is a managerial failure to take fast disciplinary measure against those who are failing in their duty. This finding seems to have an association with that of Ozigi (1995) who found out that the delay or failure in taking disciplinary measures may lead to more trouble and complications. From this it is possible to say that the education department seemly to lack better educational managerial capacity and experience to take fast disciplinary measures.

Concerning the efforts made to introduce rules and directives about information in item ten of Table 5, the mean scores ($M_{T/P}$ = 1.20, M_{Ads} = 2.38, t = 6.55; P < 0.5) indicate that a significant difference between school personnel and the education department was observed.

Though the education department rated itself high, the majority of the respondents' school personnel perceived the effort made by the education department was below average. This implies that the practice is poorly performed. From this one can possibly say that the education department has not paid due attention to the popularization of the information flow due to lack of experience and necessary knowledge on the matter.

As shown in item eleven of Table 5, the mean scores ($M_{T/T}$ = 1.31, M_{Ads} = 1.55, t = 1.48; P > 0.5) reveal that significant differences have not been observed between the school personnel and the education department on the managerial practice related to consolidating pertinent data. The two groups of respondents evaluated the item below average. This shows that there is a relative agreement between them.

As the test result and personal observation evidenced, it is true that the necessary data's are not properly consolidated and reported timely. For instance, the MOD used to produce its own

annual educational statistics abstract. However the financial data that can show the amount of finance allocated and utilized for primary and secondary schools and other programs are not included for the reason that the education department and the TMD failed to report the exact figure on time. Further more, from the practical experience of the researcher, it has been observed that when the MOD requests the current data, the Training main Department in the Ministry of Defense does not respond immediately. The Training Main Department again requests the education department; the education department too, doesn't provide them immediately; the education department in turn requests the schools, In this way, it takes longer time and by the time it reaches the MOD, it sometimes becomes obsolete. This indicated that still many things need to be done at all levels of the education management in order to have well consolidated data. In the absence of consolidated data any organization cannot perform its tasks as planned (Kinard, 1988).

Similarly as can be seen from item twelve of Table 5 the mean scores ($M/_{TP}$ = 1.79, M_{Ads} = 1.65, t = .73; P > 0.5) shows that significant differences have not been observed between the school personnel and the Education Department on the awareness level of the employees that have about the importance of information. The education department was found to perform below average as viewed by school personnel and itself respectively. The major reason seemed that the Education Department might not be in a position to offer appropriate information to the employees to raise their level of awareness. This seems to have conformity with that of (Terry 1963) who found out that lack of awareness or misunderstanding of information is due to the incompetence of personnel to offer timely and relevant information to its employees. It would be a fallacy to think that the education department could evaluate the whole activities of the schools alone (Adams 1987; Gorton et.al 1988; Paisey 1982).

The Education Department did not to have experience in participatory decision making to a satisfactory degree when we refer to the data regarding school personnel involvement in

issues relevant to them. As the mean scores in item 13 of Table 5, ($M_{T/P}$ = 1.38, M_{Ads} = 2.61, t = 7.80; P < 0.5) reveals the Education Department felt that it performed high where as the majority, school personnel rated it below average. When this practice is examined closely, significant differences are observed between the two groups of respondents. In sum, the education department seemed to have overlooked the need to direct the staff on the basis of the participative management style is no longer functional. As repeatedly stated by authorities that give emphasis to consultation, teamwork and participation are found to be successful. Furthermore, since school objectives require cooperation, consultation and participation of its members, staffs should not be neglected for they are likely to offer feedbacks, and suggestions on the various programs of the schools. Therefore, when we see the practice examined, the education department seemed to give less attention to the participatory decision-making.

TABLE 6 : Evaluation of Management Practices Related to controlling Function of the Education Department

Items No.	Managerial Practices	RESP	MEAN	SD	N	DF	t-value	p-value*
1.	Education department often surveys its staff about their wants and needs	T/P	1.86	.861	114	133	8.35	.000
		Ads	2.33	1.024	21			
2.	Oversees the proper preparation of pedagogical inputs.	T/P	2.14	.940	114	133	2.29	.024
		Ads	2.67	1.111	21			
3.	Makes planned visit to all schools.	T/P	2.21	.906	105	124	5.43	.000
		Ads	3.43	1.076	21			
4.	Check whether the responsibilities delegated are well used or abused.	T/P	2.37	.910	112	131	2.04	.043
		Ads	2.81	.928	21			
5.	Surveys and analyses the resources to enrich the education program.	T/P	2.39	.953	112	131	5.49	.000
		Ads	3.62	.865	21			
6.	Evaluates the performance of the staff regularly	T/P	2.40	.951	112	131	5.35	.000
		Ads	3.67	1.01	21			
7.	Render counseling services as per the objectives and the curriculum of the MOD	T/P	2.07	.870	114	133	1.23	.211
		ADS	2.33	1.065	21			
8.	Makes conferences with school personnels	T/P	2.32	1.092	114	133	.12	.902
		ADS	2.29	1.146	21			
9.	The follow up made to ensure whether rules and directives are properly utilized or not	T/P	2.42	.958	114	133	1.45	.148
		ADS	2.76	1.136	21			
10.	Controls the punctuality of the staff	T/P	3.32	1.084	112	130	0.27	.785
		ADS	3.25	1.020	21			

* All are significant at 0.05 levels.

Key: Controlling and Evaluation are taken as having the same meaning.

As the distribution of the average scores revealed in Table 6, school personnel and the education department differed significantly on 6 of the 10 managerial practices related to the educational departments performance in carrying out the controlling function.

As can be evidenced by the facts in Table 6, the education department perceived itself as performing more efficiently than did school personnel. However the lower scores school personnel rated the education department (MT/P = 2.21, M_{Ads} = 3.43, t = 5.43; P < 0.5) revealed that there is a significant difference between the two group of respondents. This implies that the education department is less active in providing professional guidance to staff. This finding has some relative agreement with that of Holmes and Wynne (1989), Preece, (1987) who found out that the failure to make a classroom visit is the outcome of the incapability of offering professional support. Thus, the education department's poor performance in visiting classrooms could be attributed to lack of experience and/or professional orientation.

In the same way, evaluating the education department's performance with regard to holding conferences with teaching staff (MT/P = 2.32, M_{Ads} = 2.29, t = 0.12; P > 0.5) indicated that both group of respondents rated the performance of the education department below average. Though significant difference is not observed, the test result indicates that the education department poorly performed the management practice.

Furthermore, since the major objectives of schooling lies at the heart of teaching and learning, the education department should have visited classes inorder to obtain valuable insights into the quality of the instruction. Class visitation followed by conferences with teachers and principals are highly recommended by authorities in the field, for they are likely to do away discrepancies observed in the process of teaching.

As item two of Table 6 depicted, the mean scores revealed (MT/P = 2.07, M_{Ads} = 2.33, t = 1.23; P > 0.5) both respondents rated the performance of the education department in

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rendering counseling services to staff as per the objectives and curriculum of the MOD is low. Though they rated it below average, there was no significant difference between them.

The inadequate provision of counseling service may be due lack of necessary knowledge and experience on the matter. It can also be attributed to the poor performance of the education department in the activity for they may not receive desirable knowledge on counseling. The finding of this study is in association with that of (Perera, 1997) who found out that the inadequate provision of services is the inability to provide professional support. From this, it is possible to say that the prevalence of inadequate provision of counseling services may be due to lack of competent and qualified personnel.

In evaluating the needs and wants of the staff, item one of table 5 reveals (MT/P = 1.86, Ads = 2.33, t = 8.35; P < 0.5) that there is a significant difference between the school personnel and the education department. Both respondents perceived the performance of the education department below average. This shows that the performance of the education department on the issue is poor. The major reason for this may be negligence or ignorance of the education department. The finding seems to have a relative agreement with that of Carr (1995) who found out that a staff could not be successful in attaining organization objectives if they don't get the support they need and want such as technical assistance, the right tools or supplies. Therefore, from this it is possible to say that the management capacity of the education department to survey the need and wants of its staff is questionable.

Regarding the surveys and analysis of material resources, item seven of table 5 indicated ($M_{T/P}$ = 2.39, M_{Ads} = 3.62, t = 5.49, P < 0.5) a significant difference between the school personnel and the education department. Though the education department perceived itself as performing more efficiently than did school personnel, the school personnel who are majority of the respondents perceived the performance of the education department below average. This implies that the performance of the education department in utilizing the resource to

improve the educational program was weak. This finding is in agreement with Dean (1985) who found out that if the management decisions that help for proper placement and utilization of resources are not wisely considered, the education program will not be managed satisfactorily. As also repeatedly stated by several authorities, inadequate facilities are likely to inhibit the teaching-learning process. Therefore, the education department needs to be alert in this regard. Nevertheless, as personal observation witnessed, besides school personnel' rating, there seems a great need for surveying and analyzing of the resources. The explanation for over looking this is lack of budget or the education department is not knowledgeable about the activities.

In evaluating whether the responsibilities delegated to the principals are well-used or abused, item six of Table 6 revealed ($M_{T/P} = 2.37$, $M_{Ads} = 2.81$, $t = 2.04$; $P < 0.5$) that a significant difference is observed between school personnel and the education department. Though both of them are significantly different, they have also conformity in the perception of rating the performance of the education department below average. This seems that the performance of the education department in delegating responsibility to principals is misused. This finding is similar with that of Adesina (1990) who argued that if educational managers do not give due consideration to make their employees understand the rules and directives, the employees may fail to accomplish the tasks as per the interest of the organization. This indicated that the lack of clearly stated autonomy of the education department might have stemmed from the lack of clearly defined and well-established rules and directives. Infact, in the absence of the later, it would not be possible for one to lead/direct/ and instruct the staff of its organization. And this seems to impair one's efficiency. Apart from this as is true for the other sectors, rules and directives desirable for school management may have not yet formulated or developed in accordance with the changes undergoing currently in the system. Thus, because of this, the

education department may have encountered difficulty in the question of delegating responsibilities to principals.

As item 8 of table 6 depicted, the mean scores revealed ($M_{T/P} = 2.42$, $M_{Ads} = 2.7$, $t = 1.45$; $P > 0.5$) that there is no significant difference observed between the school personnel and the education department. This indicates that both of the respondents have association between them because they have perceived the performance of the education department below average in evaluating whether the education department ensures the proper utilization of the rules and directives. As observed in the perception of the two groups of respondents, it seemed that the performance of the education department in this administrative practice is poor. Thus, it is possible to say that the educational managers of all levels in the education department have not given due attention to the popularization of these rules and directives.

In evaluating the performance of the staff, the mean scores ($M_{T/P} = 2.40$, Ads = 3.67, $t = 5.35$; $P < 0.5$) indicated that there is a significant difference between the school personnel and the education department. Here, the education department perceived itself as performing more efficiently than did school personnel. However, the lower scores the school personnel gave to the performance of the education department shows that the education department is poorly performed the evaluation on the performance of the staff. The major reason for this is due to the failure of the education department to evaluate the performance of the staff as intended. This finding is in agreement with that of Sack and Saidi (1997) who marked that unless effective management is seen as a top priority by policy makers, the human resource allocated for education will not be utilized properly. From this, it is possible to state that unless the education department is filled with qualified personnel, it will not be possible to do the job as expected.

On the other hand when we look into item ten of Table 6, the mean score ($M_{T/P}$ = 3.32, Ads = 3.25, t = 0.27; P > 0.5) revealed that there was no significant difference observed. Both groups of the respondents rated the performance of the education department above average. School personnel and the education department consider when a practice rated above average, respectively; relative conformity seemed to exist between the groups in judging the education department's performance on controlling staff punctuality. Lack of the significant difference between the groups besides the school personnel rating of the practice to an extent that leaves to be high, tends more likely to explain the prevalence of better performance regarding the issue.

The Overall Evaluation on the Functions

At the very beginning, it was the intention of the study to which functions do School personnel and the education department give a higher rating. To judge this, computation of t-test was done which was also used to ascertain whether there are significant differences between school personnel and the education department in evaluating the education department performance with regard to each management function. Table 7 presents data on this issue.

TABLE 7: The overall evaluation on the management functions
(Aggregate result of t – test on)

No.	Function	Respondent	Mean	SD	N	DF	t-value	p-value*
1.	Planning	T/P	2.49	.677	120	139	4.47	.000
		Ads	3.19	.585	21			
2.	Organizing	T/P	1.72	.329	120	139	3.55	.001
		Ads	2.00	.307	.21			
3.	Directing	T/P	1.47	.274	120	139	8.92	.000
		Ads	2.07	.345	21			
4.	Controlling	T/P	2.35	.524	114	133	5.39	.000
		Ads	3.05	.634	21			

* Significant at 0.05
T/P = School personnel
Ads = the administrative staff (education department)

As indicated in table 7, with no exception, the two groups of respondents differed significantly in all functions. When viewed as a whole, as the t- value indicated, the greatest divergence is centered in the function of directing followed by controlling, planning and organizing. Furthermore, the test revealed that both groups gave a higher rating to planning function in the forefront followed by controlling, organizing and directing. This study is consistent with that of Gentry and Kenney (1966), whose study marked that school personnel gave the education department a high rate to planning function than the functions of controlling, organizing and directing.

In practice, it is generally agreed that all functions of management are inextricably enter woven and interrelated; the performance of one function does not cease entirely before the next is started. And they normally are not carried out in a particular sequence, as the situation being considered seems to require. A manager at all levels performs all managerial functions provided he/she is knowledgeable not only in his/her particular field and profession but also well versed in other areas and has up to date general knowledge of events and development.

Otherwise, if he/she lacks knowledge on the practices he/she may encounter a haphazard situation under which all activities would appear difficult to practice them.

In light of the above results, when we examined the above practices which school personnel rated poor, greatest divergence was observed in the questions of the overall evaluation of management functions.

For a clearer picture, it was required to identify whether there are significant differences among the functions. Thus, ANOVA was computed for both groups separately as shown by Tables 8 and 9.

Table 8: *Management Functions as Evaluated by School Personnel*

(ANOVA Summary Table)

	Source	DF	SS	MS	F-CAL	F-Tab
	Between Groups	3	86.22	28.74	125.89	.000
	Within Groups	470	107.30	0.23		
	Total	473	193.52			

* Significant at 0.05 levels.

As shown in the Table, Significant difference has been observed among the four variables as evaluated by School personnel. School personnel perception towards the functions varies (as the F value 125.89 is found to be large). In addition to this, the post hoc comparison revealed that planning and controlling functions are found to be similarly perceived; whereas the other pairs are given significantly different perception score.

When the average score given to each function is examined the performance rank for planning is in the fore rank and followed by controlling, organizing and directing. This bears on the implication that for School personnel of all the schools, the education department's performance is not uniform in carrying out the practices placed under all management functions. Differently stated School personnel perceived the education department to perform all functions regardless of giving equal emphasis.

In the same way, the results of ANOVA are indicated in Table 9 according to the evaluation of the School personnel.

Table 9: *Management Functions as Evaluated by the Education department*

(ANOVA summary Table)

	Source	DF	SS	MS	F-CAL	F-Tab
	Between Groups	3	25.06	8.35	34.89	.000
	Within Groups	80	19.15	0.24		
	Total	83	44.21			

* Significant at 0.05 levels

As the result of ANOVA revealed, significant variation has been observed among the functions as evaluated by the education department. This implies that the education department felt it performed more on some functions than on the others, despite its higher rating on all functions than did Teachers.

To determine which of the four means differ significantly from which others, a post hoc multiple comparison method was employed. Using the Scheffe method at alpha =.05 with (34.89) degrees of freedom, the calculated value was found to be 34.89.

Accordingly, it was possible to portray the following.

TABLE 10: A post Hoc Comparison of Means between the Management Functions as Evaluated by School personnel

Mean	Directing 1.47	Organizing 1.72	Controlling 2.35	Planning 2.49
Directing	-	0.25*	0.88*	1.02*
Organizing		-	0.63*	0.77*
Controlling			-	0.14
Planning				-

* It is significant because the difference is ≥ 0.16.

As can be seen from the table above since the means of controlling and planning differed by more than 0.16 points from directing, the differences are statistically significant between controlling and directing and between planning and directing.

This implies that the school personnel perceived to give a great deal of emphasis to the function of planning and controlling than organizing and directing. It also seemed they give relatively less attention to directing, because the greatest divergence was seen between planning and directing. On the contrary, they perceived to perform the functions controlling and planning virtually to the same degree, which is supposed by the least

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variations between them. The degree of variation of the organizing function from controlling and planning is almost similar, while it is far distant from directing.

On the whole, as explained earlier, school personnel seemed to give less priority to directing than other functions, which may be ascribed to the lack of technical skill. On the other hand, School personnel gave high priority to conceptual for they are found to exercise the function of planning more tightly than others.

Table 11 : ***A Post hoc comparison of Means Between the Management Functions as Perceived by the Education Department***

Mean	Organizing 1.99	Directing 2.07	Controlling 3.05	Planning 3.19
Organizing	-	0.08	1.06*	1.20*
Directing		-	0.98*	1.12*
Controlling			-	0.14
Planning				-

* It is significant because the difference is ≥ 0.39.

ANOVA test made to see whether the administrative staff in the education department perceived the functions differently or not. Table 9 shows the administrative staff are found to have different perception towards the functions since the calculated f-value (34.89) is large enough. The difference revealed by the post hoc comparison is due to the difference of controlling and planning function available with organizing and directing functions.

The result also indicates that organizing as the education department poorly performs a function. On the other hand, the planning function followed by controlling is relatively well performed than the other pairs.

To sum up, the education department/administrative staff/ claimed that organizing is poorly performed function, while school personnel marked that the directing is the weakly performed function. Though the two functions are found to be less performed as witnessed by the administrative staff and school personnel, the previous test in evaluating the management functions ensured that the education department performed them poorly.

TABLE 12: Authority Vested in the Education Department

No.	ITEM	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	When the authority delegated compared to its responsibility: a) It matches with responsibility	10	47.6	16	13.3	26	18.44
	b) Responsibility is higher than authority	4	19.1	66	55	70	49.65
	c) Authority is higher than responsibility	7	33.3	38	31.7	45	31.91
	TOTAL	**21**	**100.0**	**120**	**100.0**	**141**	**100**

As the data for item one of Table 12 indicates that a significant position of the respondents (49.65 percent) marked that the authority delegated to the education department is less than the responsibilities. This finding has some consistence with that of Organ and Bateman (1991) who found out that if the authority given were less than that of the responsibility, the organization would be affected adversely. Consistent with this, some respondents in the two groups indicated in the open-ended question that the education department is doing the job with much dependency. According to it, in most cases, it seeks the approval of the Training Main Department (TMD) in the Ministry of Defense or to act even on some of the planned activities. Any institution like the education department can fulfill the expectations demanded of it when it has authority, which is commensurate with responsibility.

Managerial weaknesses, too, may appear in the education department when an education manager does not have authority or resources to do his/her job effectively. Consequently, such

an environment may also adversely affect the delivery of both primary and secondary education since the education department is to nearest responsible body to manage.

As it has been discussed else where in the literature review (Chapter two) that decision-making is a core task of any managerial function, which has the potential to influence future actions of the institution. So it is a key factor for success or failure in carrying out tasks to reach the intended end result.

TABLE 13: Decision Making Approaches

No.	ITEM	Respondents					
		Administrative Staff		School Personnen		Total	
		No.	%	No.	%	No.	%
1.	Decision is mostly made: a) with the directives given by higher level officials	10	52.6	58	53.7	68	53.5
	b) individually	5	26.3	35	32.4	40	31.50
	c) in groups	4	21.1	15	13.9	19	14.96
	TOTAL	**19**	**100**	**108**	**100**	**127**	**100**
2.	Mostly decisions take a) long time	12	57.1	84	75.7	96	72.73
	b) short time	7	33.3	14	12.6	21	15.91
	c) I don't know	2	9.5	13	11.7	15	11.36
	TOTAL	**21**		**111**		**132**	**100**
3.	The educational department has sufficient expertise to make good decisions? a) yes	9	45.0	13	11.7	22	16.80
	b) No	11	55.0	98	88.3	109	83.20
	TOTAL	**20**	**100**	**111**	**100**	**131**	**100**
4.	Reasons for not making good decisions a) Managers ignore available facts and rely on feelings	1	9.09	15		16	14.81
	b) Participatory decisions are not practiced	3	27.	37		40	37.04
	c) Lack of proper delegation	2	18.18	18	12.6	20	18.52
	d) All	5	45.54	27		32	29.63
	TOTAL	**11**	**100**	**97**		**108**	**100**

Decisions can be made individually or in groups within or outside the organization depending on the nature of the issue. In a situation where the case is too routine and when it is too

technical and requires high level of technical skill, decision can be made individually, (Owens, 1988).

In the same way, item one of Table 13 indicated that decisions are made both individually and in groups. Nevertheless, significance number of both the respondents (53.5 percent) showed that a decision is mostly made with the directives given by higher-level officials. This means the education department either has no proper authority to decide on resources or lack of the required expertise and knowledge to make good decisions. This finding has reasonable agreement with that of Ramasamy (1999) who argued that if the education department lacks the necessary knowledge and skills the effect of this makes the education department fail to meet the challenge of change.

On the other hand, the education department is expected to do many things in the process of managing the primary and secondary education programs. As to (Forojalla, 1993) educational organizations in educational management have authority to make decisions on various educational managerial functions. How ever, in most cases, the education department waits for the directives of higher-level officials to make decisions. This may delay and adversely affect the teaching learning process. In this case, it is possible to say that the education department is much dependent and incapacitated to make sound decisions that can encourage desirable performance in the office of the education department and in schools.

In line with this, a similar question was raised to notify the period of time that decisions take. As indicated in item two of Table 8, (73.7 percent) of the majority of the respondents marked that decisions take a long time. In this case, decisions seem to take a long time because as long as most of the decisions are made with the directives given by higher-level officials, it undoubtedly takes long time. If it takes longer time, the decision cannot be practiced within the expected time frame. If it is also not exercised, it is not complete because any decision is

complete only when it is put into practice. Thus, in most cases decision-making in the education department takes longer.

As depicted in item three of table 8 the majority of the two group of respondent (83.2 percent) noted that the education department has no sufficient expertise and knowledge to make good decisions. This indicates that the education department has very little or lack reliable information and which to evaluate the different possible decisions. It also shows that it has no knowledge concerning the probabilities associated with different possible out comes. Hence, a failure in decision-making can occur when the education department ignores available facts and rely only on feelings (Rue, 1992). From this it is not difficult to say that the education department's decision-making knowledge of alternative is incomplete.

A similar question was raised about why the education department fails to make good decisions. An attempt was made to answer such question in item four of the same table. A significant position of the respondents said that due to lack of the necessary knowledge and experience on the matter, the education department didn't include its staff to participate in the decision-making and it also ignores available facts and give decision based on hunches and intuition. An educational manager fails to give good decision when he has little or no knowledge about which state of nature will occur (Rue, 1992). From this, it can be said that some potential drawbacks of the education department can greatly limit the effectiveness of rendering good decisions.

TABLE 14: Availability and Clarity of Documents, Rules, and Directives

No.	ITEM	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	Documents of rules and directives are available in the						
	a) Schools	3	14.3	9	7.5	12	8.51
	b) Hands of the head	11	52.4	87	72.5	98	69.50
	c) Hands of the concerned employees	7	33.3	24	20	31	21.99
	TOTAL	**21**	**100**	**120**	**100**	**141**	**100.00**
2.	Rules and directives are						
	a) easy to understand	5	23.8	15	12.5	29	14.18
	b) difficult to understand	14	66.7	78	65.0	92	65.25
	c) not comprehensible	2	9.5	27	22.5	29	20.57
	TOTAL	**21**	**100**	**120**	**100**	**141**	**100.00**

Every organization has rules and directives to be followed by its employees. Those often serve to regulate behavior by classifying issues as how to make progress in an institution to accomplish tasks (Owen, 1998).

Absence of documents of rules and directives or lack of access to such documents seems to be a constraint in doing the job. As depicted in item one of table 9 (69.5 percent) of the two groups of respondents indicated that document of the rules and directives are available in the hands of the head. Further more, of the total documents that need to be available in the education department and in schools, only (41.9 percent) of them were available by the time when the data of this were collected (See Appendix G). In addition to this, (61.7 percent) of the sample schools and education department were working without having the education department organizations, management guide. This means these documents are inaccessible to most officials principals, teachers. From this, one can possibly say that documents of rules and directives are mishandle, probably due to lack of necessary knowledge and interest.

Unless each personnel in an institution is acquainted with rules and directives, he/she will find difficult how to go ahead in the institution in the course of carrying out duties and responsibilities. They continuously govern the proper operation of educational establishments as they do in other institutions.

Similarly, as can be seen in item two of the same table, of the two groups of respondents, the majority (65.25 percent) of whom complained that the rules and directives developed are difficult to understand. This indicates that these rules and directives available are not clearly stated in a way every employee can understand. Further more, the education department might not have organized orientation programs for newly employed and vetran teachers to acquaint them with the newly developed rules and directives. This finding has conformity with that of Adesina (1990) who found out that the employees fail to accomplish the task as per the interest of the organization when educational managers do not give due consideration to make the employees understand the rules and directives. Thus, all documents of rules and directives need to be critically examined and restated so that all personnel in the education system can understand them easily.

TABLE 15: Staffing

No.	ITEM	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	The education department is adequately staffed.						
	a) Yes	2	9.5	14	12.1	16	11.68
	b) No	19	90.5	102	87.9	121	88.32
	TOTAL	**21**	**100**	**116**	**100**	**137**	**100**
2.	It develops viable staff training strategy.						
	a) Yes	8	38.1	37	30.8	45	31.91
	b) No	13	61.9	83	69.2	96	68.09
	TOTAL	**21**	**100**	**120**	**100**	**141**	**100**

As depicted in item one of table 15 most of the respondents (88.32 percent) confirmed that the education department is not adequately staffed. Apart from the data obtained, the interview conducted with the officials assured that there are positions not yet filled with the necessary skilled manpower. No matter how efficient and well intentioned the manager may be, he can not achieve any success with out the support and cooperation of well qualified, dedicated and adequate staff (Ozigi 1995). The major reason attributed to it is due to lack of the necessary knowledge and skill related to the issue. Thus it was made difficult to carry out duties as desired under such a situation. Thus, if the organization is to be staffed effectively, the management body must know where to obtain these persons who are most qualified to fill each position vacancy.

Staff training tries to improve skills or add to the existing level of knowledge so that the staff member is better equipped to do this present job, or to prepare him/her for a higher position with increased responsibilities (Monappa, 1999).

In the same way, item two of the same table indicates that majority of the respondents (68.1 percent) noted that the education department is not capable enough to develop a viable staff training strategy. This indicates that due to insufficient management and shortage of qualified personnel, the education department could not offer training to its staff inorder to develop the proficiency of its employees.

Thus, it is necessary and timely for the education department to streamline its office in such a way that it offers viable training services and this is believed to be one of its virtues.

TABLE 16: The perceived constraints to fill positions as ranked by the respondents, the mean and rank values of the problems

	Perceived Problems	Rank Frequencies				Mean	Rank
		4	3	2	1		
		1st	2nd	3rd	4th		
1.	Shortage of man power	24	75	17	25	2.70	2
2.	Low salary	10	27	43	61	1.90	4
3.	In adequate budget	10	17	66	48	1.92	3
4.	In efficient management	97	22	15	7	3.48	1

Note for details see Appendix I.

As indicated in table 16, a list of factors which were supposed to have an impact on the attempt of filling positions were ranked by the respondents according to their degree of influence. Accordingly, inefficient management and shortage of manpower are found to be the two top factors. At the same time, those possible constraints like inadequacy of budget and low salary to have less influence on the effort made to fill positions. This also means that those constraints, which were considered to have less influence, are not felt problems of all levels of the educational management. This finding has some consistency with that of Sack and Saidi (1997) who found out that unless efficient management is seen as a top priority, the scarce resources which are allocated for education will not be utilized properly. In line with this, Heneman (2000) substantiated the idea that the success or failure of any organization largely depends on managers and qualified personnel.

Though inefficient management is the problem, which takes the fore rank, shortage of manpower itself takes the second position in its seriousness. In a situation where the management of the system is inefficient, even the available resources cannot be effectively used, let alone getting additional resource for filling vacancies. This seems true that the

inexperienced and shortage of qualified personnel make the accomplishment of short and long term Education Sector Development Program /ESDP/ very difficult.

TABLE 17: Evaluation of Work Plans

No.	ITEM	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	The annual plan in the education department is evaluated						
	a) Monthly	1	4.8	6	5.0	7	4.96
	b) Every three months	4	19.0	20	16.7	24	17.02
	c) Every six months	3	14.3	9	7.5	12	8.51
	d) Every year	3	14.3	3	2.5	6	4.26
	e) some times when necessary	10	47.6	82	68.3	92	65.25
	TOTAL	**21**		**120**	**100**	**141**	**100**

As it is seen from the table, (65.25 percent) of the total respondents confirmed that evaluation takes place sometimes when necessary. This may be the result of the incapacitated management and negligence of the education department because the employees in the office and in schools were made to evaluate and to report to the next higher level on monthly or quarterly basis. This is not a good trend because it does not give a chance to secure pertinent information. Differently stated, there is not any vital information flow with which to take the necessary corrective measures in the course of implementing the plans or to learn from what had happened and to improve performance in the future. Thus, it is not possible to say that the education department carries out evaluation on a regular basis.

TABLE 18: The perceived problems in managing instructional materials as ranked by the respondents

No.	Perceived Problems	Rank Frequencies						Mean	Rank
		6	5	4	3	2	1		
		1st	2nd	3rd	4th	5th	6th		
1.	Poor handling	95	4	10	5	20	7	4.91	1
2.	Unfair distribution	14	17	3	13	90	4	2.87	5
3.	Late arrival	16	14	101	7	0	3	4.21	2
4.	Inadequate provision	8	11	4	100	15	3	3.21	4
5.	Poor quality	5	5	17	7	9	98	1.84	6
6.	Improper utilization	1	92	6	9	7	26	3.95	3

Instructional materials are pertinent in facilitating effective learning. They enhance the efficiencies of the education system in general and classroom instruction in particular.

As depicted in Table 18, poor handling, late arrival and improper utilization ranked as the top three major constraints in managing instructional materials. It does not mean that the rest three inadequate provision, unfair distribution and poor quality are not problems. They are also problems; their difference is in the degree of severity they have in the process of carrying out teaching-learning activities. The prevalence of poor handling of instructional materials as the most severe problem can be traced to inefficient management of handling them.

The occurrence of improper utilization, inadequate provision, unfair distribution and poor quality problems in their order of severity can be attributed to the already identified characteristics of the education department's inefficient management. Substantiating this, documents on assessment of the utilization of instructional materials show that the text books

and other instructional materials were kept in the stores indicate that text book and other instructional materials were kept in stores disorderly while schools are in need of them.

TABLE 19: Budget Availability in Schools

No.	ITEM	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	Schools receive the allocated budget						
	a) on time	3	14.3	1	0.8	4	2.84
	b) lately	10	47.6	90	75.0	100	70.92
	c) no response	8	38.1	29	24.2	37	26.24
	TOTAL	21	100.0	120	100.0	141	100

As revealed in item one of table 19, a significant position of the respondents (70.92 percent) confirmed that schools receive the allocated budget lately. Also, as personal observation evidenced, some of the administrate staff respondents complained against the Training Department Finance office for not releasing the budget allocated for the education sector on time. However, it is difficult to say that the delay is totally created by the finance office in the Training Main Department. The administrative service division in the education department is also blamed for not asking the budget to be released timely. This ineffectiveness is also a hindrance for these schools to carry out educational activities as per the annual plan. Thus, schools cannot do what they ought to do as long as the financial resource needed for their day-to-day activity is not released when needed. Because schools do better when financial managements is devolved to school level (Knight, 1993).

TABLE 20: Managing Conflict

No.	ITEM	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	In most cases, the causes for conflict is a) Failure to properly evaluate performance	4	20	17	15.6	21	16.28
	b) Mistreating employees	4	20	30	27.5	34	36.36
	c) Both	12	60	62	56.9	74	57.36
	TOTAL	**20**	**100**	**109**	**100**	**129**	**100**

As can be seen in item one of Table 20, the education department (Ads), and the school personnel differ in determining the cause of conflict. For the majority of the respondents, (57.36 percent) confirmed that of the respondents a failure to evaluate their performances properly and the mishandling of employees together are the cause for a conflict to arise. In both cases, the mishandling as well as the failure to evaluate employees' performance could be associated with the kind of rules and directives followed and the capacity each person has to utilize the authority delegated to him/her.

Mishandling employees and a failure to properly evaluate the performance of the instructional personnel may result from ignorance and negligence. According to the MOD (1994), the evaluators of the teaching personnel are the supervisor from the education department, the school management including students' council head, the students and administrative members from the army. Specially the students and the committee members from the army may lack knowledge of evaluation because in order to carry out the evaluation task, those involved in evaluation have to be equipped with the necessary knowledge and skill about teacher and principals ship performance (Wilson, 1988). Further more, the committee members from the army may not have adequate documents of their own which show about the school personnel day to day performance. In such a situation appraisers may not be genuine

and work in a way that school personnel trust them. This undoubtedly brings about conflict between the instructional personnel and the management body.

TABLE 21: Professional support

No.	ITEM	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	The professional support provided to schools by the education department is sufficient						
	a) Yes	5	25	9	8	14	10.60
	b) No	15	75	103	92	118	89.40
	TOTAL	**20**	**100**	**102**	**100**	**132**	**100.0**
2.	Reasons for not providing sufficient support						
	a) lacking considerable expertise	6	37.5	37	34.9	43	35.24
	b) absence of due attention	4	25	11	10.4	15	12.30
	c) shortage of budget	6	37.5	58	54.7	64	52.46
	TOTAL	**16**	**100.0**	**106**	**100**	**122**	**100.0**

As indicated in item one of table 21 most of the respondents (89.40 percent) confirmed that the professional support provided to schools by the education department is not sufficient. The education department, which is in charge of the educational management, may fail to provide supportive services because of scarcity of human and financial resources. This seems to be true since both are constraints to the education department. Furthermore, the interview made emphasized the importance of developing new organizational structure of the education department so as to accommodate competent and well-qualified personnel who can provide professional support to schools. They further explained the intensity of the problem by saying that even those available positions are not totally filled in the education department. Thus, this implies that the education department is not in a position to offer sufficient professional support due to scarcity of adequately skilled manpower and finance. In line with this, item two of table 21 indicates considerable position of the respondents (35.24 percent) and 52.46

percent) asserted that shortage of budget and lacking considerable expertise respectively are reasons for not providing sufficient support to schools. This has relative agreement with that of Ozigi (1995) who found out that no organizations can exist or accomplish its functions without adequate financial resources and expertise at its disposal.

Particularly, those teachers in a distant area need to be provided continuously inorder to gear their efforts towards facilitating the teaching learning process that can enhance quality. In many contexts, one major reason for the deterioration of the quality of primary and secondary education is related to the inability to provide professional support.

TABLE 22: Managers Performance

No.	ITEM	Respondents					
		Administrative Staff		School Personnel		Total	
		No.	%	No.	%	No.	%
1.	The education department perform activities to make the staff understand their jobs. a) by creating effective communication at all levels	2	10	12	11.8	14	11.48
	b) by providing pertinent suggestions	10	50	24	23.5	34	27.87
	c) No significant effort is exerted	8	40	66	64.7	74	60.05
	TOTAL	**20**	**100**	**102**	**122**	**129**	**100**

As revealed in item one of Table 22, a significant position of the respondents (60.65 percent) ensures that the education department was not in a position to enable its staff understand their duties and responsibilities. The major reason for this is lack of necessary knowledge and experience. Furthermore, there are also vacancies that are not filled with qualified personnel. This also seems to have some consistence with that of Heneman (2000) who marked that the failure to generate an adequate number of reasonably qualified personnel can be costly in many ways. This shows that it can greatly complicate the teaching learning process and at last will bring these anticipated expenditures for the staff to carry out their jobs properly.

CHAPTER FOUR

Summary, Conclusions and Recommendations

On the basis of the analysis and interpretation of the data gathered from questionnaire, interviews, documents and personal observation, the following summary, conclusion and recommendations are made.

4.1 Summary

The study was conducted to assess the management capacity of the education department, to pinpoint the major problems encountered in managing the education system and to identify specific practices where in the education department was ineffective or less competent in performance as judged by the administrative staffs, and school personnel. Thus, basic questions, which were, classified under four categories. The utilization of human, material and financial resources, the responsibility and the authority vested, the information flow and how the management functions were practiced. The descriptive survey approach was employed as the method of the study.

The subject of the study that was used to obtain the necessary information includes 141 school personnel and administrative staff of the education department. In addition to the close-ended questionnaire, unstructured interview, document consultation, personal observation on the sampled office of the education department and schools were used to underpin the discussion on the data obtained through the respondents.

The data obtained were analyzed and interpreted using the t-test, a multiple comparison test, analysis of variance (ANOVA) and using the statistical tools-percentages and mean rank. As a result, it was made possible to come up with the following findings.

4.1.1 The tasks and duties allocated to the education department were not congruent with the grade given to the positions. Qualified personnel were not made to fill graded positions. They were mostly filled with qualified personnel. This shows that the education department did not seem good to accomplish its task as the expectations demanded of it.

4.1.2 The delegation of authority organizing accountability, relationships, activities within and outside the education department were not proper. This improper arrangement and other factors such as unfair distribution of tasks and role diversity made the education department organizational structure not to serve as a means to achieve the specific goal of the education department.

4.1.3 49.7 Percent of the respondents confirmed that there was no proper balance of authority delegated and responsibilities given to the education department. Authority delegated was less than the responsibilities assigned. The source of this in balance is the high concentration of authority in the Training Main Department. Sometimes the education department seeks the approval of the Training Main Department to act on some of the planned activities. This indicates that the education department was doing its job with much dependency.

4.1.4 The awareness of the employees about the importance of information was low and the supply of updated data was not considered. The education department was not closely working with the schools and some times feed unreliable information to the next upper level of educational management /TMD/, similarly, the education department received incomplete information from both the upper and lower levels of the education management system and the flow of information was of little help to do the task. The necessary data were not properly consolidated and reported timely. Therefore, it is

possible to say that due to miss management, the education programs undergoing were not properly carried out.

4.1.5 Mistreating employees and failure to properly evaluate their performance were major causes for conflicts to breed among employees and the education department failed to manage conflicts wisely.

4.1.6 The professional support provided to schools by the education department was not sufficient interms of scarcity of adequately trained manpower. The education department's inability to provide professional support contributes to the deterioration of education in primary and secondary schools.

4.1.7 Misuse of instructional materials, improper utilization of resources, inadequate provision, unfair distribution, a failure to release budget allocated on time, and utilize budget wisely the lack of adequate knowledge to involve the staff in decisions and offer orientation programs for newly allocated teachers could exactly be attributed to inefficient management.

4.1.8 Interms of lack of the necessary knowledge and experience, the education department failed to promote and up grade these who worked their jobs at best; lack of training, and interest to stay on jobs resulted due to mishandling of the employees by the education department.

4.1.9 Decisions were mostly made with the directives given by higher-level officials. This means the Education Department had no proper authority to decide or lack of the required expertise and knowledge to make good decisions.

4.2 Conclusions

Based on the main findings enumerated above,

4.2.1 The education department has no authority, which is commensurate to its responsibilities. This indicates that there was no proper balance between authority and responsibility of the education department. The source of imbalance may be the high concentration of authority in the Training Main Department. Furthermore, it also seeks the approval of the Training Main Department to act even on some of the planned activities. From this, one can say that the education department is doing its job with much dependency. This in turn shows the education department is assigned to carry out tasks and responsibilities without adequate authority. In sum, one can conclude that the authority delegated to it is not adequate enough to accomplish the tasks properly. Managerial weaknesses, too, may arise in the education department when educational managers do not have authority to do the job effectively. Consequently, such an environment may also adversely affect the delivery of both primary and secondary education since the education department is the nearest responsible body to manage schools.

4.2.2 Effective decision making in education organization, better educational managerial capacity and participation in decision-making is very vital. However, in the office of the education department, decision is mostly made with the directives given by higher officials. This indicates that the Education Department has no proper authority to decide on resources or lack of the required expertise and knowledge to make good decisions. In this case, one can conclude that the dependency and incapacity of making sound decisions may delay and adversely affect the teaching learning process.

4.2.3 All positions in the Education Department are not fulfilled with appropriate personnel. Tasks and duties assigned to each position are not congruent with the level of

their task as per the interest of the organization when the educational managers are not well versed in developing rules and directives.

4.3 Recommendations

Based on the findings and conclusions drawn, the following possible solutions are recommended inorder to improve the management capacity of the Education Department.

4.3.1 The study has confirmed that the proportion of Bachelor degree holders of the staff members is much less than that of grade twelve completion and even lesser than those assigned to administrative post. If the challenges in educational management have to be met, the need to assign the appropriate personnel in the leadership positions has an overriding importance. Thus, as opposed to an appointment on the basis of different criteria, grave consideration should be given to assignment on the basis of the educational background. Besides, the Ministry's rule that conforms to a minimum requirement of B.A degree qualification should also be maintained.

4.3.2 It was pointed out in the study that the tasks and duties assigned to the Education Department are not congruent with the grade given to the positions in the Education Department. Consequently, the Education Department is staffed with less qualified employees than those they supervise. This will not enable them to do their jobs. The Education Department could be more effective and efficient in doing its tasks when it is staffed with better-qualified employees. One means to attract such employees to work in the education department is to up grade the positions. Thus, the Ministry of Defense in Collaboration with the Federal Civil Service Commission, and Ministry of Finance should do its best to develop new organizational structure that can upgrade

positions in the education department so that it can be staffed with better qualified employees who can have the capacity to provide the necessary support to schools.

4.3.3 As it has been found out in the study, documents of rules and directives are inaccessible to most of the employees. The efforts made to introduce rules and directives to employees are insufficient. On the other hand, with the implementation of the new curricula, rules and directives have been developed. Unless employees are introduced with those rules and directives, they will not have knowledge as to how to proceed in the organization in the course of carrying out duties and responsibilities. Therefore, educational managers of all levels should give due attention to popularize those rules and directives by organizing orientation programs and creating conducive work environment where such documents can easily by accessible to all employees.

4.3.4 It has been revealed in the study that the office of the education department prepares its annual plan without considering the quality and quantify of manpower and other resources needed to do the task. Planning is not based on reliable data and tasks are not performed as planned because the supply of updated information is not considered (ignored). If the education department is to utilize the available resources efficiently and to manage the education system properly, there is a need for planning. The planning should also be based on reliable data. Reliable data can be available in the office of the education department if proper information management system is established in the education system. Therefore, the Ministry of Defense needs to make substantial investments to establish proper information management system.

4.3.5 Authority and responsibility of any manager are closely related. The association between them is fundamental and arises from accomplishing the same work. The Education Department, however, has no authority, which is commensurate to its responsibilities. Delegating responsibility without authority is defective because it

makes the subordinate un efficient person likewise, authority with out responsibility will make the subordinate a careless person. Authority is highly concentrated in the Training Main Department. Organizations like the Education Department can fulfill the expectations demanded of them when they have authority. To effect this, there should be proper arrangements of authority and responsibility among all levels of the education system. Inorder the authority vested in the Education Department be adequate enough to do the job, there is the need to have a proper balance between authority and responsibility.

4.3.6 It has been clearly stated in the study that the inability to properly utilize those scarcely available resources is one of the serious problems encountered in the office of the Education Department. The Education Departments could be more effective and efficient in doing its tasks if it has continuous exposure to modern thoughts in managing resources. In order to raise understanding about the use of available resources, programs, which enable the personnel in the Education department to acquire knowledge and skills of management, have to be initiated by the Training Main Department. The Training Main Department, for instance, can organize conferences, seminars or workshops where the education department officials get into groups to discuss on their management problems or to orient on how to perform tasks and utilize resources for the purpose of attaining organizational goals. Moreover, the Ministry of Defense shall establish closer attachment with the Ministry of Education inorder to devise mechanisms to develop different training packages in the area of the educational planning and management so that employees in all levels of the educational management system can be trained in the area as their are on their jobs.

4.3.7 The shortage of skilled administrative personnel is likely to make the task arduous for the education department. Inorder to relieve it from undertaking the routine

administrative and clerical duties, the need for the allocation of skilled personnel has an immense value. Thus, to nurture the capacity for originality, the ability to anticipate problems and resourcefulness of the officials in the education department, in-service programs of different forms (seminars, workshops, conferences, etc.) should be launched by the MOD. Furthermore, the scope of the efforts for up grading those in leadership position may include recruitment and training of potential executives, special encouragement for self development of certain officials along suggested lines, financial assistance should also be offered to the officials in furthering their formal education and another basic consideration is to have several men trained for each position and each executive trained to handle several executives positions. It is, therefore, recommended for the programs to incorporate particularly, information flow, delegation of authority, instructional management, and decision making record management and about rules and directives. It is also necessary and timely for the education department to streamline its office in such a way that it offers viable training services and this is believed to be one of its virtues.

Finally, since the study is the first of its kind, there could be other undiscovered factors. Thus, the researcher recommends investigate more about the management capacity of the education department and design appropriate strategies for its improvements.

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APPENDICES

Appendix A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIOANAL PLANNING AND MANAGEMENT
ADDIS ABABA

QUESTIONNAIRE TO BE FILLED BY TEACHERS, PRINCIPALS AND ADMINISTRATIVE STAFF

The purpose of this questionnaire is to asses the management capacity of the education department in the Ministry of defense.

Note:

a) No need of writing your name on the questionnaire
b) For multiple choice of questions please answer by writing 'X' mark in the box provided for the choice which you think to be an answer.
c) For questions that requires opinion, please write short and precise answer in the space provided
d) For questions concerning planning and controlling show the extent to which these activities are carried out in your school or office by making 'X' in the box against the choices (i.e. very high, High, Moderate, Low, and very low) for each item.
e) Your responses determine the success of the study and the researcher as well.
f) Your response will be kept confidential

Thank You for your cooperation

PART ONE

GENERAL IN FORMATION

1. School/ office _____
2. Name of The Administrative Region _____
3. Name of The Town_____

PERSONAL DATA

1. Sex a) Male ☐ b) Female ☐

2. Position _____

3. Age

   a) 21-25 ☐
   b) 26-30 ☐
   c) 31-35 ☐
   d) 36-40 ☐
   e) 41 and above ☐

4. Level of education

   a) Grade 12 complete ☐
   b) T.T.I Graduate ☐
   c) Diploma ☐
   D. B.A/ B.S.C ☐
   E. M.A./ Msc ☐

5. Service in years

   a) 1-5 ☐
   b) 6.10 ☐
   c) 11-15 ☐
   d) 16-20 ☐
   e) 21-25 ☐

PART TWO

1. Organizational structure

1.1. Do you think that the organizational structure of the education department will enable to manage educational activities effectively?

a. Yes ☐

b. No ☐

c. No response ☐

1.2. If your response for question item 1.1. is 'no' please list down the reasons

d. _____

e. _____

f. _____

1.3. Does the authority delegated to the education department enable to fulfill its responsibility?

a. Yes ☐

b. No ☐

c. No response ☐

1.4. When the authority delegated to the education department is compared to its responsibility

a. It matches with responsibility ☐

b. Responsibility is higher than authority ☐

c. Authority is higher than responsibility ☐

1.5. The clarity of rules and directives are:

a. Easy to understand ☐

b. Difficult to understand ☐

c. Not comprehensible ☐

1.6. Documents of rules and directives are available in the

a. Schools ☐

b. Hands of the head ☐

c. Hands of the concerned employees ☐

2. Planning skills

Indicated the extent to which the managerial practices in planning are carried out in your school by making 'X; in the box against the choices

	Managerial activities	Very high	High	Moderate	Low	Very low
2.1	Designs the overall plan in collaboration with the staff					
2.2	Plans in advance for the actual teaching learning process to commence immediately as the schools open					
2.3	Design programs that would enable schools to achieve good relationship with the community outside the school					
2.4	Budgets its time wisely and equitably among the various phases of the schools program					
2.5	The capacity to utilize the allocated budget is					

2.6. The implementation of the annual plan in the education department is evaluated

a. Monthly ☐
b. Every three months ☐
c. Every six months ☐
d. Every year ☐
e. Sometimes when necessary ☐

2.7. Schools receive the allocated budget

a. On time ☐
b. Lately ☐
c. No response ☐

2.8. Ensures whether the supplies of materials and facilities required to commence the teaching learning process are available, adequate, and orderly before the schools open

a. Yes ☐

b. Not always ☐

c. No ☐

3. Organizing skills

3.1 Is the level of education required for the positions in the education department adequate to carry out the task?

a. Yes ☐

b. No ☐

c. No answer ☐

3.2. If your response for question number 3.1. is 'No; please list down the measures to be taken

a)_____

b) _____

c)_____

3.3. Do you think that the education department is adequately staffed?

a. Yes ☐

b. No ☐

3.4. Did it develop viable staff strategy?

a. Yes ☐

b. No ☐

3.5. Assigns the teaching staff on the basis of their experience

a. Yes ☐

b. Not always ☐

c. No ☐

3.6. The set up for program of orientation for teachers/ principals unfamiliar to the schools system is

a. Very high ☐

b. High ☐

c. Medium ☐

d. Low ☐

e. Very low ☐

3.7. Keeps the necessary files and documents in an organized manner is

a. High ☐

b. Medium ☐

c. Low ☐

3.8. Endeavors to develop and furnish the school libraries with relevant books is

a. High ☐

b. Medium ☐

c. Low ☐

3.9. The period that vacancies remain unfilled is

a. Long ☐

b. Medium ☐

c. Short ☐

3.10. Efforts made to fill the vacancies is

a. High ☐

b. Medium ☐

c. Low ☐

3.11. The problems encountered to fill the vacancies are listed below. Indicate the degree of the seriousness of the problem in a rank order by making 'X' in the given box

		4	3	2	1
1	Shortage of man power				
2	Low salary				
3	In adequate of budget				
4	In efficient management				

3.12. The interest of the employees to stay on their jobs is

a. High ☐

b. Medium ☐

c. Low ☐

3.13. If your answer is 'No' which of the following explanations are more pertinent

a. Incentives are not provided for jobs well done ☐

b. Promotion, career structure and other privileges are not fulfilled ☐

c. Both ☐

3.14. The presumed educational materials distributing problems are stated her under. Write 1 for the most serious problems 2 for the 2nd and then up to the last item in the space provided.

		1	2	3	4	5	6
1	Poor handling						
2	Unfair distribution						
3	Late arrival						
4	In adequate provision						
5	Poor quality						
6	Improper utilization						

3.15. What do you think of the relationship among the work units to get the entire work accomplished

a. Very strong ☐

b. Strong ☐

c. Medium ☐

d. Not strong ☐

4. Directing Skills

4.1. Makes the purpose of the organization clear to the staff

a. High ☐

b. Medium ☐

c. Low ☐

4.2. Classification made on policies rules and procedures to the staff is

a. High ☐

b. Medium ☐

c. Low ☐

4.3. How is the Education department consistent enough to meet promises it made to its academic staff?

a. High ☐

b. Medium ☐

c. Low ☐

4.4. If your response for question number 4.3. is 'low' which of the following explanations are the causes for the failure?

a. Under qualification ☐

b. Managerial inefficiency ☐

c. Lack of experience ☐

d. All ☐

4.5. Encourages all factors that bring about human relations and group effectiveness.

a. High ☐

b. Medium ☐

c. Low ☐

4.6. Acquaints every one in offices and schools with his/her duties and responsibilities is

a. High ☐

b. Medium ☐

c. Low ☐

4.7. The degree of offering recognition to those responsible for jobs well done is:

a. High ☐

b. Medium ☐

c. Low ☐

4.8. Takes fast disciplinary measures against the employees misbehaved

a. Yes ☐

b. Not always ☐

c. No ☐

4.9. What do you observe in decision-making?

a. Requests directives from higher officials to decide ☐

b. Individual decision making ☐

c. Group decision making ☐

4.10. Do you think that the education department has sufficient expertise to make good decisions?

a. Yes ☐

b. No ☐

4.11. If your answer for question no 4.10 is 'No', which of the following explanations are more pertinent.

a. Managers ignore available facts and rely on feelings ☐

b. Participatory decision making is not practiced ☐

c. Lack of proper delegation ☐

d. All ☐

4.12. Level of provision for teachers to participate in decisions is

a. High ☐

b. Medium ☐

c. Low ☐

4.13. Mostly decisions take

a. Long time ☐

b. Sort time ☐

c. Both ☐

4.14. How does the education department perform activities to make its staff understand their jobs?

a. By creating effective communication at all levels ☐

b. By offering required suggestions for possible improvement ☐

c. No significant effort is exerted ☐

4.15. In most cases, the causes for conflict is

a. Failure to properly evaluate performance ☐

b. Mistreating employees ☐

c. Both ☐

4.16. Efforts made to introduce rules and directives about the importance of information is

a. High ☐
b. Medium ☐
c. Low ☐

4.17. The level of awareness that the employees have about information is

a. High ☐
b. Medium ☐
c. Low ☐

4.18. The practice of consolidating data is:

a. High ☐
b. Medium ☐
c. Low ☐

5. Controlling /Evaluating/ Skill.

Please indicate the extent to which the managerial practices in controlling are performed in your office/ school by making 'X' in the box against the choices

N.B Vh= very high, H= high, MO= moderate, L= low, VL= very low

No	Managerial Practices	Vh	H	MO	L	VL
5.1	Surveys and analyses the resources for the purpose of enriching the education program					
5.2	The follow up that managers make to ensure whether rules and directives properly utilized is					
5.3	Render counseling services to teachers on their mode of delivery of each subjects as per the objectives and the curriculum of the MOD					
5.4	Over sees the proper preparation of pedagogical inputs that confacilitate the acquisition of knowledge, skills and attitudes for meaningful retention					
5.5	Managers/ officials/ off the education department often surveys their staff about their wants and needs					
5.6	Makes conferences with teachers and principals to avoid discrepancies observed during classroom observation					
5.7	Check whether the responsibilities it delegated are well used or abscessed					
5.8	Makes planned visit to all schools to gain valuable insights into the quality of the teaching learning process					
5.9	E valuates the performance of the staff regularly					
5.10	Controls the punctuality of the staff					

5.11 The professional support provided to schools by the education department is

a. High ☐

b. Medium ☐

c. Low ☐

5.12. If you answer for question no 5.11 is No which of the following reasons do you agree?

a. Lack considerable expertise ☐
b. Not paying due attention ☐
c. Shortage of budget ☐
d. All ☐

6. Are the following documents of rules and directives available in the education department?

	Yes	No
6.1. Education and training policy	☐	☐
6.2. Standard for primary and secondary schools	☐	☐
6.3. Guide lines for disciplinary cases	☐	☐
6.4. Teachers career structure	☐	☐
6.5.Schools organization and management guide line	☐	☐
6.6. Supervision Guide	☐	☐
6.7. Transfer guideline	☐	☐
6.8. Employees promotion guideline	☐	☐
6.9. Training recruitment guideline	☐	☐

7. If you have any other suggestions to improve the management capacity of the education department, please use the spaces provided her under.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____

Appendix- B

INTERVIEW CONDUCTED WITH OFFICIALS OF THE EDUCATION DEPARTMENT. IN THE MINISTRY OF DEFENSE

1. Background Information

   1.1. Age _____

   1.2. Sex _____

   1.3. Year of Experience as

      a) Teacher_____

      b) Principal _____

      c) Supervisor _____

      d) Manager _____

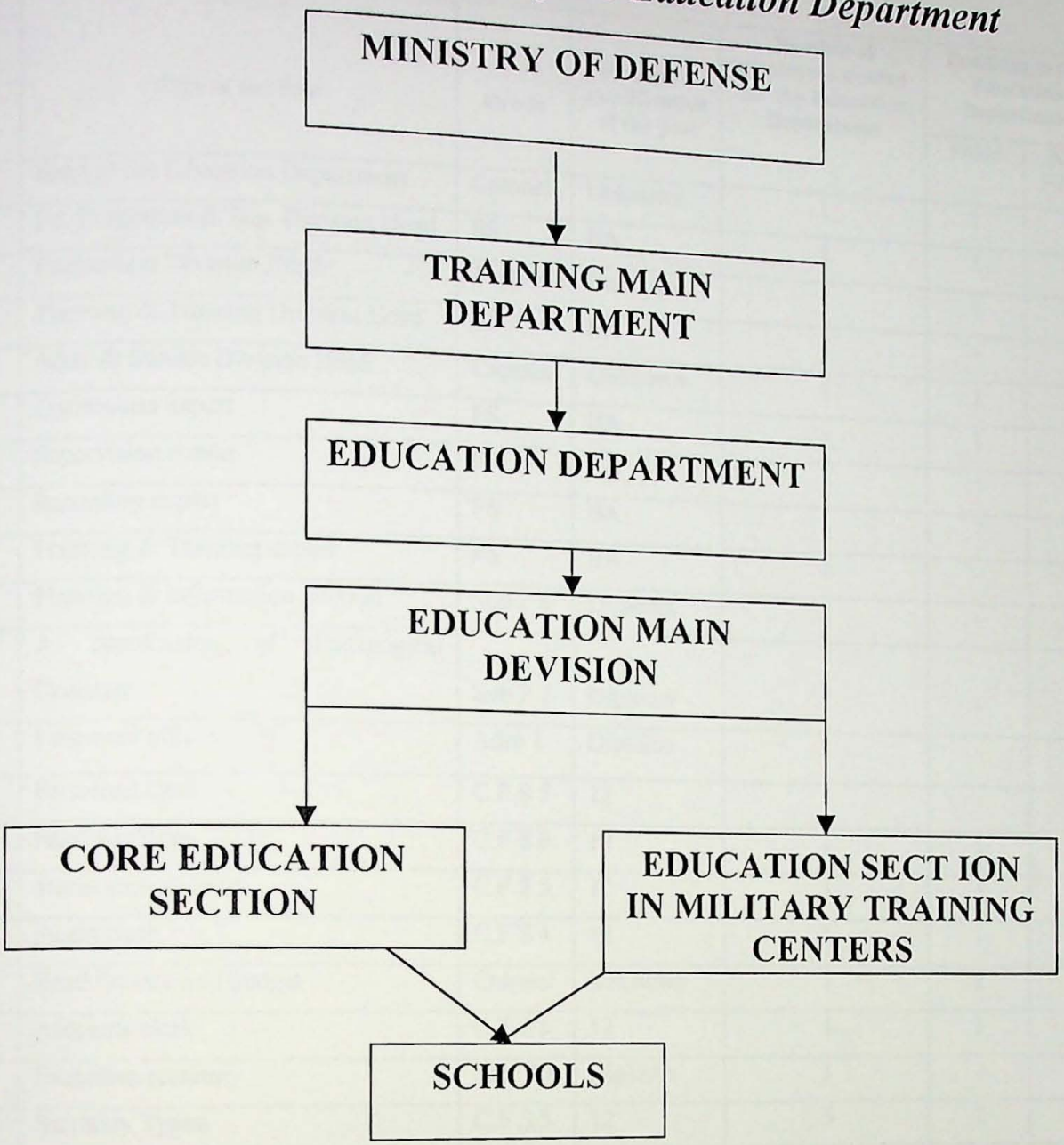
   1.4. Level of education _____

   1.5. Field of specialization _____

2. What do you think about the level of competence and efficiency that the education department officials have in managing the education system?
3. What are the major constraints encountered in managing the education system in the office of the education department?
4. How are resources utilized?
5. How do you see the information flow between the education department and the Training Main Department?

APPENDIX C

Organizational Structure of the Education Department



APPENDIX D

Staffing of the Education Department

No.	Title of the Post	Grade	Required qualification of the post	Number of employees needed for the Education Department	Positions in the Education Department	
					Filled	Not Filled
1.	Head of the Education Department	Colonel	Unknown	1	1	-
2.	Ed. Programes & Sup. Division Head	PS	BA	1	1	-
3.	Curriculum Division Head	Captain	Unknown	1	1	-
4.	Planning & Training Division Head	PS	BA	1	-	1
5.	Adm. & Service Division Head	Captain	Unknown	1	1	1
6.	Curriculum expert	PS	BA	-	1	1
7.	Supervision expert	PA	BA	1	-	1
8.	Recording expert	PS	BA	1	-	1
9.	Planning & Training expert	PS	BA	1	-	1
10.	Planning & information Section	Sub P 8	Diploma	2	-	2
11.	A coordinator of Pedagogical Centeres	Sub P 7	Diploma	1	-	1
12.	Personnel offices	Adm 1	Diploma	1	-	1
13.	Personnel clerk	C.F.S 5	12	1	-	1
14.	Head Archives	C.F S 6	12	1	1	-
15.	Stores section head	C.F.S 5	12	1	1	1
16.	Stores clerk	C.F S 4	12	1	-	1
17.	Head finance and budget	Colonel	Unknown	1	1	-
18.	Accounts clerk	C.F S 6	12	1	1	-
19	Executive secretary	Sub, P.8	Diploma	1	-	1
20.	Secretary Typist	C.F S.5	12	5	2	3
21.	Photo copy machine operator	C.F S.2	12	1	-	1
22.	Office boy/messenger/	C.M.S.2	5	2	1	1
23.	Janitors	C.M.S.2	5	2	1	1
24.	Guard	Armym a	4	2	2	2
25.	Chasier	Sergent	8	1	1	1

Key: P.S = Professional Science

Sub P = Sub professional science

C.F.S = Clerical and Finance servi

CMS = Custodial and Manual service

Adm = Administration

APPENDIX E

Detail Calculation of Mean Rank For Table 16

No.	Perceived Problems	Rank and Frequencies						Mean Rank
		4	3	2	1	Total ΣRF	Mean $\frac{\Sigma RF}{\Sigma F}$	
1	Shortage of manpower	24×4	75×3	17×2	25	380	$\frac{380}{141}$	2
2	Low salary	10×4	27×3	43×2	61×1	268	$\frac{268}{141}$	4
3.	Budget inadequacy	10×4	17×3	88×2	48×1	315	$\frac{315}{141}$	3
4.	Inefficient management	97×4	22×3	15×2	70×1	491	$\frac{491}{141}$	1

APPENDIX F

Detail Calculation of Mean Rank For Table 18

No.	Perceived Problems	Rank and Frequencies								Mean Rank
		6	5	4	3	2	1	Total $\sum RF$	Mean $\frac{\sum RF}{\sum F}$	
1.	Poor handling	95×6	4×5	10×4	5×3	20×2	7×1	692	$\frac{692}{141}$	1
2.	Unfair distribution	14×6	17×5	3×4	13×3	90×2	4×1	404	$\frac{404}{141}$	5
3.	Late arrival	16×6	14×5	101×4	7×3	0×2	3×1	594	$\frac{594}{141}$	2
4.	Inadequate provision	8×6	11×5	4×4	100×3	15×2	3×1	452	$\frac{452}{141}$	4
5.	Poor quality	5×6	5×5	17×4	7×3	9×2	98×1	226	$\frac{226}{141}$	6
6.	Improper utilization	1×6	92×5	6×4	9×3	7×2	26×1	557	$\frac{557}{141}$	3

APPENDIX G

Documents of rules and Directives that are Available in Sample Schools and in the Office of the Education Department

		In the Education Department		In Sample Schools		Total	
		Available	Not Available	Available	Not Available	Available	Not Available
1.	Education and Training Policy	2	3	-	20	2	23
2.	Education department organization and management guide book	3	2	5	10	8	12
3.	Supervision guide	1	2	1	4	2	6
4.	Employees' promotion guide line	1	2	5	10	6	12
5.	Training recruitment guide	-	2	-	-	-	2
6.	Teachers' career structure	1	1	5	5	6	6
7.	Transfer guide line	-	-	-	-	-	-
8.	Guideline for disciplinary cases	2	-	5	5	7	5
	Total	**10**	**12**	**21**	**54**	**31**	**66**

APPENDIX – H

Reliability of the Pre-Test

Planning

	O	E	n = 5
1.	9	2	
2.	14	14	
3.	5	6	

$\Sigma_o = 28$ $\Sigma_e = 22$

$\Sigma_o^2 = 302$ $\Sigma_e^2 = 236$

$\Sigma_{oe} = 244$

$$r = \frac{n(\Sigma_{oe}) - (\Sigma_o)(\Sigma_e)}{\sqrt{\left[n(\Sigma_o^2) - (\Sigma_o)^2\right]\left[n(\Sigma_e^2) - (\Sigma_e)^2\right]}}$$

$$r = \frac{5(244) - (28)(22)}{\sqrt{[5(302) - 784][5(236) - 484]}}$$

$$r = \frac{1220 - 616}{\sqrt{[1510 - 784][1180 - 484]}}$$

$$r = \frac{604}{(26.9)(26.4)}$$

$$r = \frac{604}{710.16} = 0.850$$

$$\text{Reliability for full test} = \frac{2 * \textit{reliability on } \frac{1}{2} \text{ test}}{1 + \textit{reliability on } \frac{1}{2} \text{ test}}$$

$$r = \frac{2 \times 0.850}{1 + 0.850} = \frac{1.7}{1.850} = \underline{\underline{0.92}}$$

Organizing

	O	E	n = 9
1.	12	7	
2.	13	12	
3.	13	18	
4.	3	2	
5.	0	9	

$\Sigma_o = 41 \qquad \Sigma_e = 48$

$\Sigma_o^2 = 491 \qquad \Sigma_e^2 = 602$

$\Sigma_{oe} = 480$

$$r = \frac{n(\Sigma_{oe}) - (\Sigma_o)(\Sigma_e)}{\sqrt{\left[n(\Sigma_o^2) - (\Sigma_o)^2\right]\left[n(\Sigma_e^2) - (\Sigma_e)^2\right]}}$$

$$r = \frac{9(480) - (41)(48)}{\sqrt{[9(491) - 1681][9(602) - 2304]}}$$

$$r = \frac{4320 - 1968}{\sqrt{[4419 - 1681][15418 - 2304]}}$$

$$r = \frac{2352}{(52.3)(55.8)}$$

$$r = \frac{2352}{2918.34} = 0.850$$

$$\text{Reliability for full test} = \frac{2 * \textit{reliability on } \frac{1}{2} \text{ test}}{1 + \textit{reliability on } \frac{1}{2} \text{ test}}$$

$$r = \frac{2 \times 0.806}{1 + 0.806} = \frac{1.612}{1.806} = \underline{\underline{0.89}}$$

Controlling

	O	E	n = 10
1.	21	5	
2.	16	7	
3.	8	11	
4.	4	8	
5.	4	5	
6.	1	7	

$\Sigma_o = 54 \qquad \Sigma_e = 43$

$\Sigma_o^2 = 794 \qquad \Sigma_e^2 = 333$

$\Sigma_{oe} = 364$

$$r = \frac{n(\Sigma_{oe}) - (\Sigma_o)(\Sigma_e)}{\sqrt{\left[n(\Sigma_o^2) - (\Sigma_o)^2\right]\left[n(\Sigma_e^2) - (\Sigma_e)^2\right]}}$$

$$r = \frac{10(364) - (54)(43)}{\sqrt{[10(794) - 2916][10(333) - 1849]}}$$

$$r = \frac{3640 - 2322}{\sqrt{[7940 - 2916][3330 - 1849]}}$$

$$r = \frac{1318}{(70.9)(38.5)}$$

$$r = \frac{1318}{2729.65} = 0.483$$

$$\text{Reliability for full test} = \frac{2 * \textit{reliability on } \frac{1}{2} \text{ test}}{1 + \textit{reliability on } \frac{1}{2} \text{ test}}$$

$$r = \frac{2 \times 0.483}{1 + 0.483} = \frac{0.966}{1.483} = \underline{\underline{0.65}}$$

Directing

	O	E	n = 13
1.	21	26	
2.	19	26	
3.	12	16	
4.	4	6	

$\Sigma_o = 56 \qquad \Sigma_e = 74$

$\Sigma_o^2 = 962 \qquad \Sigma_e^2 = 1644$

$\Sigma_{oe} = 1256$

$$r = \frac{n(\Sigma_{oe}) - (\Sigma_o)(\Sigma_e)}{\sqrt{\left[n(\Sigma_o^2) - (\Sigma_o)^2\right]\left[n(\Sigma_e^2) - (\Sigma_e)^2\right]}}$$

$$r = \frac{13(1256) - (56)(74)}{\sqrt{[13(962) - 3136][13(1644) - 5476]}}$$

$$r = \frac{16328 - 4144}{\sqrt{[12506 - 3136][21372 - 5476]}}$$

$$r = \frac{12184}{(96.8)(126.1)}$$

$$r = \frac{12184}{12206.48} = 0.998$$

$$\text{Reliability for full test} = \frac{2 * \textit{reliability on } \frac{1}{2} \text{ test}}{1 + \textit{reliability on } \frac{1}{2} \text{ test}}$$

$$r = \frac{2 \times 0.998}{1 + 0.998} = \frac{0.996}{1.998} = \underline{\underline{0.99}}$$

Other managerial functions

	O	E	n = 25
1.	56	56	
2.	48	42	
3.	33	44	
4.	10	19	
5.	3	1	

$\Sigma_o = 150 \qquad \Sigma_e = 162$

$\Sigma_o^2 = 6638 \qquad \Sigma_e^2 = 7198$

$\Sigma_{oe} = 6797$

$$r = \frac{n(\Sigma_{oe}) - (\Sigma_o)(\Sigma_e)}{\sqrt{\left[n(\Sigma_o^2) - (\Sigma_o)^2\right]\left[n(\Sigma_e^2) - (\Sigma_e)^2\right]}}$$

$$r = \frac{25(6797) - (150)(162)}{\sqrt{[25(6638) - 22500][25(7198) - 26244]}}$$

$$r = \frac{169925 - 24300}{\sqrt{[165950 - 22500][179950 - 26244]}}$$

$$r = \frac{145625}{(378.7)(392.1)} = 0.981$$

$$\text{Reliability for full test} = \frac{2 * \textit{reliability on } \frac{1}{2} \text{ test}}{1 + \textit{reliability on } \frac{1}{2} \text{ test}}$$

$$r = \frac{2 \times 0.981}{1 + 0.981} = \frac{0.962}{1.981} = \underline{0.99}$$

DECLARATION

I the undersigned, declare that this is my original work and that all sources of material used for the thesis have duly acknowledged.

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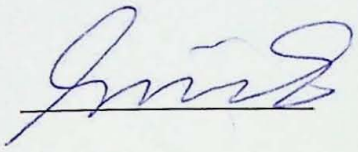
Signature: 

Addis Ababa

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