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ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**Practices and Challenges of Staff Development in Private Secondary
Schools of Addis Ababa City Administration**

BY:-Ehtiopia Gebeyehu Guangul

June 2019

Addis Ababa

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schools of Adiss Abeba City Administration**

By:- Ethiopia Gebeyhu Guangul

**A Thesis Submitted to the School of Graduate Studies of Addis
Ababa University in Partials Fulfillment of the Requirements for the
Degree of Master of Art in Human Resources and Organizational
Development in Education**

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Acronyms

MoE	Ministry of Education
MD	Management Development
HRM	Human Recourse and Management
ANOVA	Analysis of Variance
GEQIP	General Education Quality Improvement Package
HD	Higher Diploma
TP	Training Program
SD	Standard Deviation
PS	Professional Standard
ESDP	Educational Sector Development Program
PSTA	Parents Students and Teachers Association

ABSTRACT

Practices and challenges of management development in private secondary schools of Addis Abeba city administration. In private sector organizations are run by private individual owners. For its managements and development that not only a lot huge finance, it also requires knowledge, skill and altitude. In private school especially secondary level many responsibilities from teachers, parent's students and the society in highly demanded. Therefore this study aims to analyze the practices and challenges of management development in private secondary schools in Addis Abeba. A descriptive survey method was employed to conduct the study. Sample of the schools were selected by random sampling techniques depending on the school location. The subject of the study are 90 department head teachers, 18 vice principals of the school, 18 supportive staff and 9 main school principals in nine private secondary schools. The data gathering tools used were questionnaire, interview and document review. From the result of this study it was found out that the private secondary schools have not set the MD in the school program and are not revising their program regularly. However the MD in private secondary schools needs to have great attention of the respected government authority. The principal should measure and follow up of the effect of the MD program. Beside to this, the principal and other management bodies should upgrade their potential. Finally, the result revealed that for the training and development program need high emphasis from the concerned government body especially MoE and the private school owners.

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Chapter One

Introduction

1.1. Background of the Study

As a component of development, education is a fundamental instrument in the poverty alleviation process of any country. Nowadays national as well as international effort are being exerted to achieve Universal Primary Education, as a decisive means for developing human resource and proper utilization of natural resource is becoming critical for the social and economic development and poverty reduction. Education helps human beings to improve, change, as well as develop and conserve his environment for the purpose of an all- rounded development by diffusing science and technology into society (MoE,1994).

The role of education in modernization, economic growth and national development, educational planner and decisions makers have paid special attention to expand education. In order to solve societal need, this end over requires an appropriate direction and policy As far as modern education is concerned, Ethiopia has been experiencing different polices and strategies at different time to expand education. The pre- 1991 educational practice of the country has been criticized for its improper teaching- learning process and achievements of the stated target. Basically, it was not oriented for problem solving and concentrated more on theoretical aspects than practice related day-to-day life. The education system was poorly equipped, congested, badly managed having clearly defined objective, and responding poorly to the societal and pedagogical demand lacking coordination and relevance in curriculum (MOE, 1994 b:2-3). Hence, it had little contribution to the economic and social development of the country.

To avoid or minimized the problem and generate the essential skilled and semi-skilled manpower, and in order to enhance the economic and social development of the country, the Federal Government of Ethiopia has formulated a new Educational and Training Policy.

The goal of the Education and Training Policy is to improve the quality and relevance of education as well as expand access and equity (MOE, 1994: 2). The new education and Training policy has brought remarkable progress concerning access and coverage. However there have

been many persisting challenges to the education system. During the implementation processes equity, quality, efficiency and organizational capacity, community and private sector participation, and finance of education were facing challenges (MoE, 1998).

Management is the process of planning, organizing, leading, and controlling the work of organization members and of using all available resources to reach stated organizational goal. Management Development is the overall concept or terminology that describes the many ways that organizations help employees develop their personal and organizational skills, either as managers or with a management job in mind.

Management Development is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations. The effectiveness of management is recognized as one of the determinants of organizational success. Therefore, investment in management development can have a direct economic benefit to the organization. The Purpose of Management development Primarily oriented towards developing individuals in ways which are complimentary with the organization to develop more competent & more effective managers and its objectives and appropriate for meeting the individuals own career and development needs. In school organizational structure identified management bodies in three layers that are, school owners as form of management board, school principal, vice principals, HR process owner , a Finance process owner and department heads teachers.

School principals are generally responsible for the overall management of the school. He/she undertakes a variety of academic and administrative duties related to the daily operation of the schools. Principals are responsible for facilitating the establishment of educational program goals and for monitoring that these goals are implemented according to educational policies and procedures in providing quality education to students. School principals need to closely work with students, teachers, parents and other stakeholders to define how student achievement is assessed and the required level achieved.

The administrative duties of principals related to the daily operation of the school includes facilitating the development, implementation and evaluation of educational programs and goals, supporting and supervision of departments and staff; allocating and managing resources, implementing student discipline procedures, supervising external curricular activities and

maintaining positive communication with parents and communities. The vice principal for teaching learning process is responsible of managing all academic affairs, while the teachers' education & development vice principal has duties of running teachers' placement, teachers' induction, on the job trainings and summer education programs, instructional supervision, career structure and performance evaluation.

1.2. Statement of the problem

Management involves different but interrelated activities to be performed that require the ability, knowledge, skill, and experience to be applied for the effective achievement of the desired objectives. Management Development is the overall concepts terminology that describe the many ways that organization help employees develop their personal and organizational skills, either managers or with a management job in mind. The main managers and its objectives and appropriate for meeting the individual own career and development needs.

The current practice of management development in education has to be centrally concerned with the purpose or aim of bring quality education. This purpose provides crucial sense of direction which should under pin of the educational institution, In Ethiopia education system various endeavors are made to improve the management and leadership skills since 1994G.C.MoE in its General Education Quality Improvement Package/GEQLP/ provides focus to educational management in general and management development in particular. The package gives emphasize to include public expenditure management, human resource management and strengthening top level management and also to provide training for educational managers with the objectives of management development. The wider effect of MD in school principal ship, management development at education sector is the summer course/training provide for secondary school principal on educational leadership by the department of educational planning and management in program called Higher Diploma. This package is highly emphasized on the government secondary school management bodies. Therefore, MD is enables to recruit competent educational managers, provision of progressive training in order to maximize potential of educational managers towards goal achievement of the educational system as well as make sure their readiness to respond the multi various change emanate from within and outside of the boundary.

According to proclamation No. 351/2003 of higher education proclamation of Federal Democratic Republic of Ethiopia the objective of Higher education is stated as;

Higher education shall have the objectives to; produce skilled manpower in quantity and quality that will serve the country in different profession. Expand higher education service that is free from any discrimination on ground of race, religion, sex, politics and other similar grounds; lay down problem solving education and instructional system that enable to utilize potential resources of the country....

The private secondary school management should go in line with the above objective of the proclamation of the country. On the other hand, the ultimate goal of private secondary school is to maximize profit by providing the require services. Therefore, the managements of private secondary school has two fold, the first one is to make sure that quality education services is provide to the costumer in line with the rule and regulations of the country; on the other the profitability of the school.

School management may be affected by various factors both positively and negatively. Some of these challenges are internal factors in which the educational manager operates like the teaching and learning process, curriculum development, the student academic successes, students disciplinary issues, teachers union, owner of the school /Shareholders/ and the specific organizational culture of the school and so on. The external factors affecting schools management are legal, physical, technological, and political environment factors in which the school operates.

Therefore, this study analyzed the practice and challenge of management development in private secondary school of Addis Ababa city administration. To address these management development practices and challenge the following basic question will be raise;

1. What are the current practices of management development in the private secondary schools?
2. What are the challenges of management development in the private secondary schools?
3. What methods do use for management development for the private secondary schools?

1.3. Objective of the Study

1.3.1. General Objective

The main objective of this study to analyzed the current practice and challenges of management development in private secondary school in Addis Ababa city administration.

1.3.2 Specific Objective

1. To analyze the current practice of management development the schools.
2. To identify the challenges of the management development practices the schools.
3. To analyze the management development and school successes.
4. To examine the level of awareness to management development in the school community, such as department head teachers, subject teachers, students administrative and supportive staff.

1.3. Significance of the Study

A management is an essential ingredient of an organization, but this corner stone of the organization is face different problems. Management development is informal and disjointed, rather than part of a strategic training plan. Classes and training are offered or managers are encouraged to take advantage of training opportunities, but the offerings are not part of a form program that is linked to organizational goals and long-range objectives. It is not uncommon to encounter resistance from managers when providing management development opportunities. They may be hesitant to admit to areas of weakness or an implication that they need additional training and may raise many barriers to participation, most commonly "lack of time." Resistance to change and fear of failure are natural. The demand of proper management of organization has raised the concern of authorities to give due to consideration to up to datedness of the managerial skill. So the managers should improve or develop managerial skill, the managers should be upgrade themselves through different mechanisms like training, workshops, sharing with other related proficiency, because their competence and development is direct related to the organization success or frailer. Therefore researcher believes that this study may have the following significance.

1. It provide extensive data and information to concerned body about the practice and challenges of the management development in private secondary school
2. To provide some possible alternatives to develop management
3. Encourage others to undertaken further research on related area on depth and wider scale.

1.5. Delimitation of the Study

Addis Ababa has 243 secondary schools, in which students are prepared for college preparatory and specialization in higher education institution. In these 243 secondary schools there are 99 private secondary schools within ten sub cities. The management development practice has been in place of all schools. However, the current study is delimited to the analysis of management development practice and challenges only nine private secondary schools in nine schools in three sub cities, Addis Abeba there are Gulele, Arada, kolfiekerniyo. From each sub city three private secondary schools are selected this selection is made because of various reasons such as time constraints and wide geographical area. So, this study delimited to three sub cities with nine private secondary schools to make study manageable.

1.6. Limitations of the Study

Some participants, particularly from the professional job category, responded to a number of questions in the questionnaire by consistently selecting the ‘neutral’ option within the Likert scale. This could be due to a response pattern; or due to their unique perspective on evaluating the existence of the management development practices only from the perspective of adding value to their everyday work. However, this situation created the opportunity for the integration of the qualitative and quantitative data complimenting one another during data analysis and also to come to conclusion.

1.7 Operational Terms

Management:- refers to group of managers who are responsible to supervise employees or subordinates under them. This includes team leader, division service heads, department heads and all these individual holding position above rank.

Private school:- a school under the finance and managerial control of a private body or charitable trust, accepting mostly fee- paying pupils.

Secondary school:- the school division following the primary school comprising grades 9- 12.

Management Development:-the process by which individual improve their capabilities and learn to perform efficiently managerial role.

1.8. Organization of the study

This research is organized in five chapters: First chapter is Introduction where mainly background information on the topic of management development practice, basic research question, objective(s) and significance of the study are presented. Second chapter is the Review of Related Literature where relevant literature on the subject management development is presented. Third chapter is The Research Design and Methodology that provides in-depth explanation about the employed research method, sampling techniques, data collection instruments and procedures, and method of data analysis. Fourth chapter is Analysis of Findings where research findings are presented, analyzed and interpreted. The last chapter, chapter five, presents Summary, Conclusions and Recommendations of the study.

CHAPTER TWO

Review of Related Literature

2.1. The Concept of Management Development

In this chapter a review of related literature is presented where in the first part the evolution of management is presented. Next the introduced, encompasses and principles of management development. Finally the methods or techniques of management development practices are presented for better understanding of the topic.

2.2. The Evolution of Management

The industrial at its inception time was spurred by the economic advantage of highly specialized jobs. There was a belief that significant effeteness could be achieved by dividing the production processes in to series of specialized tasks and assigning each task to different workers. Since this time and after wards to the present, different human resource management practice and strategies have been developed along with the administrative theories that have been successively evolved over time. Thus, an attempt is made here under to brief on human resource management approaches during each of the following three administrative school of thoughts, and on the way the evolution of the current practice and strategies of management development.

2.2.1. The Classical School of Management Thought (1910-1930)

The classical school of thought comprises two different but entirely related management approaches, administrative management theory and scientific management theory. Administrative management theory is including the writings of Max Weber, Henri Fayoland their associates emphasize management of organizations. Scientific management theory is comprises Frederick W. Taylor and his followers emphasize management of jobs.

2.2.2. Administrative Management Theory

A. Max Weber: Merits of Bureaucracy

Weber`s bureaucracy consist of a combination of different offices preforming specialized function according to a set of clearly defined administrative regulation and these various offices are managed by officials who are selected according to their technical qualification (Carrington, 1989:50).

The procedures of conducting official duties and exercising authority are strictly defined by written regulations which also contain rules concerning the use of force for fulfilling them. Employment is based on expertise, promotion is given according to seniority and/or merit, salary is tied to rank in the hierarchy, the individual is always free to resign and retirement position exist (Hanson, 1996:16)

B. Henri Fayol:- Getting the Most Out of Management

Among this class of writers, Henri Fayol was the most well-known early author to compile a list of principle of management. Heneri Fayol believes that effective management should deserve attention to the following management principle as its integral part (Cherrington, 1989:50) There are 1) division of labor, 2) authority 3) discipline, 4) unity of command, 5) unity of direction 6) subordination of individual integrates to the general interest 7) remuneration 8) centralization 9) scalar chain 10) order 11) equity 12) stability of tenure of personal 13) initiative 14) esprit de crops (union is strength)

Luther Gulick, another writer of administrative management theory, augmented Fayol's five basic management functions (planning, organizing, commanding and controlling) and identified seven functions of management coined in acronym POSDCoRB- planning, organizing, staffing, directing, coordination, report and budgeting (Lunenburg and Ornsein 1991:6)

2.2.3. Scientific Management Theory

Proponent writers of scientific management theory include: Frederick W. Taylor, Frank and Lillan Gilbreth among whom, however, Taylor was typical representative. Influenced by scientific laws of natural sciences, scholars of this group believed in the idea that through careful observation, recording and classification of job activities, it is possible to find scientifically 'one best' way of performing job (French, 1990:32)

Taylor believed that there were natural laws of works as there were natural laws of physical science. By scientifically studying the task, the one best way of performing task could be ascertained (Hanson, 1996:18).

However, from the standing point of human resource management, scientific management approach has undermined the importance of consideration of human factors (both psychology

and social) in favor of the mere assumption that workers are motivated only by economic rewards. i.e, Taylor and his associates thought that workers, being motivated by economic and limited by psychology, and constant direction (Hoy and Meskel 1996:9). Similarly, administrative management thinkers, Weber and his follower had emphasized organization and its management forget full of human factor.

Nevertheless, the contribution of classical school administrative thinker to contemporary human resource management practice were enormous. In fact, they had put the foundation for today human resources management functions. As describes by Webb and Norton (1999:43) Weber's ideal bureaucracy concept like hierarchical authority, division of labor, files and records, rules for behavior and his concept of authority can be identified with many contemporary practice in human resource administration. Similarly the idea of specialization in Taylor's scientific management theory and principle that duties, authority, responsibilities and relation of everyone in the organization should be clearly and completely defined in writing were resulted in the today's job analysis and job description as essential elements of personnel/ human resource management activities (Webb and Norton 1992:42)

2.2.4. The Human Relation Movement Management Thought (1930-1960)

Human relation movement has been among a major influence on human resources management. Unlike the thinker of classical school of thoughts, who were built on the notion that if management could properly plan, organize and control jobs, organizations' productivity would increase (Donnelly et.al 1992,298), the proponents of human relation movement were increasingly concerned about the feelings and attitudes of workers (Cheriyogoton 1989:52). In particular this school of thought was characterized by its focus on group behavior and workers feeling. And they had confirmed that group behavior and work feeling related to productivity and moral (French, 1990:34). The human relation movement was strongly criticizing the machine metaphor approach of classical school management thinkers, for example Worthly (1950) in Hoy and Meskel (1996:11) states that.

The classical school administrative thinker are aptly termed a "machine model" implies that an organization can be constructed according to blue print, as one would built a bridge or an engine.

The concern for people in organization regarding psychological and social affairs besides economics has got a place in the sun and the need for the establishment of personnel department in organization, has called upon According Tead and Matcalf (1920) in Webb and Norton (1999:70)

The new focus in administration is to be the human element, the new center of attention and solicitude is the individual person, the worker. And this change comes about fundamental for no sentimental reason, but because the enlistment of human cooperation of the interest and good will of workers has become crux of the production problem.

In effect the modern term called personnel administration/ management has been in use since the time of human relations movement. Regarding the use of the term personnel or human resource management (Ivancevich and Glueck 1989:7) says "...the term human resources management is now widely used, although many people still prefer to a personnel department..." reflecting the synonymous use of the term in some literature, Tyson and York (2000:50) however maintain that from the 1960s up to mid- 1980s the term most commonly used to describe the specialist occupation concerned with managing people was `personal management`. In the last twenty, however, the title "human resources management" an imported term from USA, has become more frequently used.

2.2.5. Behavioral Science Management Thought (1960 to the present)

As it can be understood from the foregoing discussion, the classical and human relations approaches to management were at the opposite extremes. In essence, the classical school approaches to management put emphasize merely on organization as a means to boost production efficiency, while the human relations movement had been emphasizing the concern for people as the only factor of production efficiency. Clearly, the two approaches fail to harmonize the interest of the organization and the employees.

Therefore, having concluded that both classical "rational- economic model" and the human relation "social model" to be incomplete representation of employees in the work setting, the behavioral approach scientists had fueled new interests in the individual and the ways individual

interests would related the organization (Lunenburg and Ornstein, 1991:12). Accordingly, in order to assist the emphasis of this approach, which focuses in the interrelationship between people, work and organization, the behavioral science approach uses the concept of psychology, sociology, anthropology, and behavioral sciences. And, as such, it concentrates on the topics such as motivation, communication, leadership and work group formation, as the means to assist managers with the people aspect of their job (Donnelly et.al. 1992:11).

2.3. Introduction to Managements Development

2.3.1. Management Development of Management Education

From time to time, over the last 50 years, UK government policy makers have turned their attention to the `making` of managers. In contrast to other advanced industrialized countries until 1945 training for managerial work was not taken seriously (Sadler and n, 1988). Most companies were owner – managed, and so managerial succession training was a family affair. Also the anti- industrial culture and social snobbery about work in `trade` as oppose to the profession, meant that very few university graduate were attracted to managerial job.

After 1945, there was a growing awareness that investment in higher education in general, and in management education and training in particular, were associated with successful national economic performance. The report of the Franks Committee in 1962 (Sadler and Barhan, 1988), there was very little publicity provided management education and training, and British university continued to resist the creation of their own business school on the grounds that business education was insufficiently academic subject.

Concern about the quality of management education and training persisted throughout the 1970s, with strong division between those who believed there was a place for management education training and development within higher education and those who felt that company - based training was the most valid. This concern was further fuelled by the onset of economic recession in the 1980s. The UK government commissioned report, made the greatest impact because it presented evidence that compared UK management education and training unfavorably with its major industrial competitors. One note which particularly struck home was his pithy comment that the British approach to management development is like giving driving lessons as a reward for passing the driving test and that what is provided is generally “too late, for too few”.

Over the last ten years, then the contribution of management development to organizational and national economic performance has been reaffirmed (Training Agency and Deloitte, Haskins and Sells, 1989), and competence - based standards for management education and training have emerged from the management Charter Initiative. The significant of management development to individual business and overall national economic performance has been recognized for a long time.

2.3.2. Meaning of Management Development?

If we put the two together, it simple means one's improved abilities to manage businesses or self. It is a conscious effort, planned in nature, which makes a person capable and increases their capacity to manage an organization, its people and also their own self. Best explained, it is the process by which managers discover as well as improve their abilities and skills, which would not only be advantageous to them but also to the organizations for which they work.

The most common traits required in a manger are good communication skills, leadership qualities, problem identification and solving, and most importantly persuading and encouraging others to give in their best. These traits if not present in a manager or are dormant, can be identified and developed over a period of time through proper management development programs (Sree Rama Rao on June 5, 2001).

2.3.3. Should Management Development Encompass?

Managers need a broad variety of skills leadership and supervisory, communication, general business, organizational and technology. They need a solid understanding of the industry in which they operate and the structure and functions of the organization. They need to be familiar and comfortable with finance, marketing and operations regardless of their particular area of expertise. And they need to clearly understand the organization's culture, philosophies, policies and procedures. Training and development should be both general and organization specific.

Understanding how to prepare a budget is a first step, but without knowledge of how the budgeting process works within your organization that information is not very useful. Clearly identifying the unique industry and organizational issues that managers need to understand can help you tie practice to theory. Training and development opportunities are available through a

wide variety of resources: university courses, seminars, professional associations, CD-ROM, on-line courses, company provided training, informal training (mentoring/ job shadowing), project assignments, involvement in committees and task forces, case studies. Experience is often the best teacher. Provide managers with ample opportunities to apply what they learn in training events or to learn through involvement in projects and assignments.

2.3.4. The purpose of management development

The main purpose of management development in the organization is to acknowledge of the determinants of the organization success and its economic benefits and making a variable techniques to the their managements help the company to hold on to their prized employed on the other the organization to serve their customer better and increase productive e of managements as well as employees .In general in any organization the managements members are not well develop the organization and its managements and employs are not action or unresponsive.

2.3.5. Principles of Management Development

The design and delivery of an effective management development strategy should be based on a clear set of operating principles. The principles will underpin this area of work:

(a) Management development provision must align with the aims and objectives of the organization strategic plan. This strategy is to be effective; it must command wide ownership at the level of the individual, the operational unit and the organization. The provision must recognize the distinctive nature and characteristics of the organization, and not be based on inappropriate models. It is recognized that there are helpful national standards, generic tools and common understandings from other employment sectors. Investment in management development, whilst acknowledging current imperatives, should also include appropriate provision for future needs. This type of investment will only be realized if the present overlap between academic leadership, management and administrations is resolved. Development of substantive programs for developing managers presumes a prior clarification between the roles, responsibilities and reporting lines of individuals who fulfill these overlapping and mutually complementary functions. The development and implementation of the strategy requires

investment, and appropriate and adequate resources. The emphasis throughout implementation of the strategy should be on the development of effective practitioners. It is not envisaged that acquisition of formal management qualifications will form a significant component of the strategy.

A fundamental principle of implementation will be the need to acknowledge and respond to the varied requirements throughout the organization. Management development should focus on enhanced understanding and effective performance and, as such, will necessarily entail engagement with a wide and varied range of learning opportunities. Established professional bodies already offer a range of different types of management development activity that allow staff to work together in cognate groups. In developing its strategy the organization needs to recognize the benefits of working collaboratively with similar institutions on a regional and national basis

2.3.6. Methods of Management Development

A. Dysfunction Analysis

Simply put, this is a sort of test carried out in order to check a person's mental stability and whether or not he has any psychological disorder. This can also help in assessing a person's mental strength and ultimately also guides us whether or not the individual needs to undergo a psychological training program.

B. Professional Development

As the words suggest, it means undergoing a professional training program for both personal progress and career enhancement. Under this, the manager is also made aware of the functioning of the organization. Some of the most common methods are case study, learning Lesson study, Technical assistance, Consultation, Regulation

C. Mentoring

Under this, a senior person in the same organization guides the manager, as to develop their skills and solve the organizational problems. They teach them out of their own experiences. He

also helps in building up the confidence of the manager, by asking questions and providing them challenges while also providing the necessary assistance and encouragement. It gives the manager a chance to look more closely at themselves, their issues and what they want in life. It makes them self-aware, responsible and gives a direction to their life.

D. Action Learning

Individuals are given the freedom to solve a problem according to their understanding and technique they think best. This lets them to attempt varied approaches to solve various issues and problems. This approach recognizes that individuals learn best from experience so that the process is structured.

E. Internal Training Programs

The organization itself develops a training program for the managers. The advantage here is, that they get trained under your eyes, and they do not need to be provided training externally. It also helps in breaking the communication barriers between the old and new employees. On- the job training is the most common internal training program where in the manager learns while doing the work itself.

F. Job Rotation

It is a technique in which an employee is moved between two or more jobs at regular intervals in a planned manner. This helps the manager in learning the aspects, roles and responsibilities of all the jobs, and ultimately of all the employees that are going to be working under him.

G. Vendor Provided Training

Your own vendors and clients are invited in to provide training. You can select from the many trainers, costs, locations and programs. You can choose the one that can train your managers on skills and techniques that you find useful and can make a difference to your organization.

F. Business Workflow Analysis

It is a method allowing managers and businesses to have an improved understanding of their requirements and also in establishing feasible objectives. The aim here is to reduce the costs and improve overall performance.

G. Upward Feedback

This concept relies on the on subsidiary's judgment and viewpoint of their managers as a key element of assessing managerial effectiveness. This is based on the 360 degree principle that managers can only be as excellent as per their employees' opinions.

Over and above this, a firm can also formulate its own methods of management development, which are flexible and are or can be formulated keeping in mind the working patterns of an organization and the skill sets they are looking for in the manager and the employees (Sree Rama Rao on June 5, 2001).

2.3.7. Management Development Strategic

According to Ashridge model in Ashridge management college (Barhan el.al,1988) stated that three approaches to training and development, i.e. the fragmented approach, the formalize approach and the focused approach. Each apache has own characteristics. The model particularly interesting for what is has to say about the content of management development program and the way in which they are managed.

A. The Fragmented Approach

In the fermented approach the training is un liked to the organizational goal and its perceived as a luxury or it is not west of time. Additionally the faring is directive, carried out by farinas and taking place in the training department. The approach give emphasis, the trading should in Knowles based cause of focus on a discontinuous process rather than continues.

B. Formalized Approach

The paralyzed approach give emphasize in the know loge based course of carried out by trainer the line merger in valves in the training and development program. On the other the approach

brevet the training become linked the human resource need especially on individual needs and become systematic by linking it to an appraisal systematic. It needs pre and post cause by linking it to an appraisal system. It needs pre and post course actuates attempts to facilitate the transfer of off the job training because in the job training has need learning gain formal recognition

C. The focused Approach

The focuses approach like formalized approach of relive the involvement of line mergers. It emperies in to measure effectiveness of training and development and its learning as a process and also on the job training so that learning becomes a totally continuous activity and organizational servile is a rapped changes of the business environment. In this approach the training is regarded as a captive weapon and it is linked to organizational strategy and to individual goal. It is more effective for specialist training course across the knowledge /skill/ valve spectrum. It has some tolerance of the facility of the program.

2.3.8. Problems of Management Development

Too often management development is informal and disjointed, rather than part of a strategic training plan. Classes and training are offered or managers are encouraged to take advantage of training opportunities, but the offerings are not part of a form program that is linked to organizational goals and long-range objectives. It is not uncommon to encounter resistance from managers when providing management development opportunities. They may be hesitant to admit to areas of weakness—or an implication that they need additional training—and may rise many barriers to participation, most commonly "lack of time." Resistance to change and fear of failure are natural. By positioning management development as a prerequisite to growth within the organization you can provide an incentive for participation while at the same time developing somewhat of a self-selection process for identifying employees interested in advancement within the organization. Another problem, common to any training initiative, is the difficulty in measuring the impact and effectiveness of your management development activities. To be effective, clear and specific objectives should be identified and tied to the selection and implementation of training and development activities. Follow up measurement should be designed to directly evaluate the impact of these activities on meeting the stated objectives.

When establishing objectives consider specifically how you will measure whether the objectives have been met? Build evaluation into the training process. (LinGrensing-Pophal June 1999)

2.3.9. Management Development Training Program

Lin Grensing-stated that a number of steps to take in the establishment of a management development training program.

Assess where you are currently. Do you have a formalized training program for new managers? Do you have a program designed to develop your existing managerial staff? Conduct an audit of managers to determine how they are currently receiving information and training, how they would evaluate their existing training options and what additional training needs they have. Analyze your workforce and project your management needs into the future. Succession planning is an important part of management development and a key to ensuring strong leadership. What are the gaps between current management skills and future needs? What are the areas of potential weakness or vulnerability? Determine existing skill level through standardized testing instruments, questionnaires (ask managers to identify their own information gaps and needs), peer and supervisor evaluation, or even vendor and customer evaluation. Compare the existing skills of your workforce to your future managerial needs. Identify the gaps to pinpoint specific high priority training needs. Align management development training with your organization's strategic plan. The key is not to just do something—it's to match the needs of the organization to the interests and skills of each manager and then to select the appropriate training and development tools to meet those needs. Develop categories of training needs, clearly identifying both general and specific topics within each. For instance, you may determine that providing effective feedback is a critical need. You may determine that managers need general information on techniques for giving and receiving feedback. In addition, you might include specific training on your organization's performance evaluation process. Develop individual development plans for key employees and managers based on their existing skill level and interests and your organizational needs. Identify training opportunities based on the categories and topics you developed. These may include university courses, public seminars, conferences, mentoring programs, in-house training, customized training applications, computer-based

training, etc. Review each opportunity to ensure that it meets your organizational needs and objectives.

Recognize that employees and managers also have some responsibility for their own training and development. Involve them in the process. To the extent you can tie objectives to employee interests as well as company needs. Evaluate each activity. Establish quantifiable objectives whenever possible. Use the annual appraisal process as one checkpoint—but remember it is only one means of measuring effectiveness. Each training and development opportunity should meet specific objectives that can be measured and evaluated. Work with local universities, technical colleges and other sources of training to familiarize yourself with their offerings and to work together to help strengthen those offerings to meet your organization's needs. Be honest with employees about their future with the company and need for development. Provide feedback for positive change to occur. Finally, recognize that management development is an ongoing process, not a one-time or annual event. Your management development plan should be reviewed regularly and changed as necessary to accommodate industry and organizational changes (LinGrensing-Pophal June 1999).

2.3.10. Identifying Developmental Needs

The six steps below, which we've adapted from the American Society for Training and Development's Strategic Needs Analysis will help you better, understand people's training needs: Reviewing team members' job descriptions, Meeting with them, Observing them at work, Gathering additional data, Analyzing and preparing data, Determining action steps.

Step 1: Review Team Members' Job Descriptions

Start by thinking about what work your team members should be doing – this will be defined by their job descriptions . Identify the skills that they may need to do things well.

Step 2: Meeting with Team Members

Your next step is to meet one-on-one with each member of your team. Your goal here is to have an open talk about the kind of training and development that they think they need to work effectively and develop their career.

They might not feel that they need any training at all, so it's important to be up front about your discussion. Use your emotional intelligence , as well as good questioning techniques and active listening , to communicate with sensitivity and respect.

Step 3: Observing Team Members at Work

Next, keep an eye on how well your team members are doing with key tasks. (If appropriate, use an approach like Management by Walking Around to do this.)

Try to be fair and straightforward when you do this. If team members know that you're watching them, they might act differently, but if they discover that you're watching secretly, it could damage the trust they have in you. So be sensitive, ask open questions, and, where appropriate, explain your actions.

Step 4: Gathering Additional Data

If you approach data gathering in a sensitive way, you can learn a lot from others who work closely with the person you want to assess. These people could include internal or external clients, past bosses, or even peers and co-workers.

Make sure that you don't undermine the person's dignity, and that you respect the context. For example, in some cultures, it may be acceptable to talk openly to co-workers. In others, you will have to do this with a lot of sensitivity, if you do it at all.

Step 5: Analyzing and Preparing Data

Now, look closely at the information you gathered in the first four steps. What trends do you see? What skills did your team members say they needed? Are there any skills gaps?

Your goal here is to bring together the most relevant information, so that you can create a training plan for each team member.

Step 6: Determining Action Steps

This step is decided what are going to do to make it happen. In the last step, several training and development options to consider:

- **On-the-Job Training** – this is when team members shadow more experienced team members to learn a new skill. This type of training is easy and cost-effective to set up.
- **Instructor-Led Training** – this is similar to a "class," where an experienced consultant, expert, or trainer teaches a group.
- **Online Training and E-Learning** – this can be particularly convenient and cost-effective.
- **Cross-Training** – this teaches team members how to perform the tasks of their colleagues. Cross-training helps you create a flexible team, and can lead to higher morale and job satisfaction.
- **Active Training** – Active Training involves games, group learning, and practical exercises. This type of training is often effective, because it pushes people to get involved and be engaged.
- **Mentoring or Coaching** – these can be effective for helping your team members develop professionally and learn new skills.

2.3.11. Principals Training and Professional Development

School principals lead in consultation with a Schools Parents, Students and Teachers Association (PSTA), the decision making and management processes at school level. As identified by a survey of teachers, the quality of school administration and human resources management is a critical motivating factor for effective teaching. Quality school management is through innovation, knowledge share and identification and reproduction of best practice.

The problem that principals face in improving school quality knows what inputs and action will lead to the result that they seek. There is little understanding of how to convert additional resource into improved learning outcomes for students through the achievement of school minimum standards. In addition to this the principal capacity to conduct informed classroom observation and provide appropriate, constructive feedback to improve teacher performance.

The program supports school principals to improve their core leadership and management skills. The Educational Sector Development Program V (ESDP V) states that in Ethiopia more than 25,000 school principals and supervisors and has been redesigned and module launched in ESDP IV. The program provides both theoretical understanding and practical skill in core areas of supervision such as continuous assessment, and class room observation for on -the -job support to teachers. The program module will be continuously evolved and revised where relevant so that the content remains up- to- date and incorporate the latest development in leadership. School principals will be supported by a compressive and practical school leadership and management handbook and resource utilization manual.

2.3.12 Standard Levels for School Principals

The professional standard of principals comprises of four levels namely; Beginner principal, proficient-I principal, proficient-II principal and lead principal. The indictors for these levels are developed to show the performance at four levels. The levels are assumed to be based on the growth and advancement of their responsibilities throughout their span of careers. The levels are described as follows.

Beginner principals

At the beginner level, principals demonstrate knowledge of the skills and abilities needed for minimally effective leadership. They are in the process of refining their skills and understandings to fully integrate their knowledge and skills. They monitor the situations in their schools and respond appropriately. All principals at this level are expected to meet understand the importance for a school to have a shared mission, vision, beliefs, and goals, Possess knowledge of school learning goals, Initiate formal and informal discussions that address curriculum, instruction, and assessment issues, understand the importance of developing effective professional learning communities and result- oriented professional development, understand the importance of continued personal learning and professional development, understand the importance of non fiscal resources (e.g. ., personnel, time, materials, etc.) in the effectiveness of a school.

Proficient –I Principals

At the proficient-I level, principals effectively integrate the knowledge, skills and abilities needed for effective leadership. They are fully skilled professionals who demonstrate purposefulness, flexibility and consistency. All principals at this level are expected to meet acknowledge the importance of engaging stakeholder groups in meaningful ways, assess the resource needs of teachers and staff, lead the development of a shared mission, vision, beliefs, and goals for the school aligned with the school improvement plan (SIP) and the woreda strategic plan, guide and/or instructs professional learning activities to address curriculum, instruction, and assessment issues that build on teachers' strengths in reaching all students.

Proficient-II Principals

At the proficient-II level principals anticipate and monitor situations in their class-rooms and schools, and make appropriate plans and responses. All principals at this level are expected to reach continually assess the shared mission, vision, beliefs, and goals for the school that are aligned with the school improvement plan (SIP), Provide structures for, and implements the development of effective professional learning communities and result-oriented professional development routinely participate in professional development focused on improving instructional programs and practices, mobilize and allocate material resources in ways which support student achievement, communicate the structure and rationale for decisions about resource allocation, provide opportunities for stakeholder groups to become involved in the school.

Lead Principals

At the lead level, principals use their strong foundation of knowledge, skills and abilities to innovate and enhance their schools, and woreda. They are leaders who empower and influence others. They anticipate and monitor situations in their schools and influence other. They anticipate and monitor situations in their schools and effectively reshape their environments accordingly. They respond to the needs of their colleagues and students immediately and effectively. The lead level represents the highest level of achievement and principals are expected to perform continually evaluate the shared mission, vision, beliefs, and goals for the school that aligned with the school improvement plan (SIP) and the woreda strategic plan and

makes adaptations as appropriate, model knowledge of research based best practice and expects staff to have an understanding of curriculum alignment processes within and across curriculum areas and grade levels, facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning, implement process for input on resource allocation and budgetary decisions, optimize stakeholder involvement to provide learning opportunities for staff and students.

CHAPTER THREE

The Research Design and Methodology

In this chapter research design and methodology employed in the current study are presented as there is a need to clearly describe researcher's research design. The research design and methodology of the study was selected considering the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research problem at hand. Next, sampling and sampling techniques together with the instruments and procedures of data collection that were used for the study are presented in detail. The method of data analysis is also discussed and finally the ethical considerations that were taken during the study is presented.

3.1 Research Design

This research analyzed the current practice and challenges of management development in private secondary school in Addis Ababa. A qualitative and quantitative research methodology and a descriptive survey approach is employed to carry out this study .This research method help to give answer to the basic research questions and enable to describe situation about the current practice and challenges of management development in schools. Beside Nbua (2003:554) have expressed that, the descriptive method is appropriate to studies, which deal on attitudes and investigation of current educational issues or practice and other similarities.

Creswell and Clark (2007) stated the use of mixed data in research yields better results than using either qualitative or quantitative data. However, it is also equally important to note that the selection of a research method need also depend on the research problem at hand in order to address the research questions by properly guiding the collection and analysis of data. Therefore, the descriptive survey research design in the current study was employed with a mixture of quantitative and qualitative data collection in this research process. This helped to strength the overall study on analyzing of the management development practice in private secondary school, rather than using either one of the two methods to ensure collection of essential data in accordance with the problem at hand accurately and economically.

3.2. Sources of Data

In this study, primary source of data and secondary source of data are employed. Primary source of data, which includes actual information, opinion, views and attitude on the problem under study secured. School principal and vice principals, department's heads teachers and supportive work process owner through questionnaire and structured interview from selected schools. A secondary source of data will include reference materials, such as schools annual magazine, pamphlets, journals, different school awarded certificate, minutes and other published and unpublished materials.

3.3. Sample and Sample Techniques

As the current research employed descriptive survey research design with mixed data collection, different sampling techniques were used. As a result, for the quantitative element of data collection i.e. surveys, two types of probability sampling were used from the population. In Addis Ababa city administration there are 99 private secondary schools. These schools are found in 10 sub cities. (Educational annual abstract 2006 E.C:7). The research manageable and representative in ten sub cities 3(30%) are reselected randomly. There are Gullelie, Arada and Yeka sub cities. In these sub cities, there are 20 private secondary schools. In these numbers of schools 9(45%) schools are representatives of this research. The samples are Gullelie sub city 5 (62.5%), Arada sub city 2 (66.6%) and Yeka sub city 2 (22.2%) randomly selects.

The target population of this study comprises of 9 private secondary school and there were 9 main principals, 18 vice principals, 81 department head teachers and 18 supportive work owners. For the current study four work divisions were taken as sample divisions from the population where the schools. In these samples school principals and vice principals, and supportive work process owners are 100% selected in purposive sampling techniques. These persons are expected to have rich information and knowledge about management development and its' current practice. In 81 department head teachers 55 were selected with the probability sampling, more specifically, simple random sampling.

3.4. Instrument and Procedure of Data collection

3.4.1. Instruments of Data Collection

The process of data collection are three basic instruments will be employed, such as, questioner, interview and document analysis.

A, Questionnaire

Questionnaire is a better and appropriate instrument to obtain a variety of opinion and views from such a large population with in such a relatively short period of time. To some extent minimize personal biases of the investigator since the respondent themselves fill the questionnaire and besides, it promotes anonymity among respondents. This questionnaire will include both close-ended and open ended items, which will design to obtain information about different aspects of management development practice.

Questionnaires will distributes the vice principals of the schools, department head teachers, and subject teachers in selected private secondary school. There will a sight difference in the questionnaire. Vice principals response expected to the current practice and challenges of management development in their school, department head teachers expected to response about support to develop their managerial skill and participation of decision making in different managerial activities in school. Subject teachers are expected to response the general and visible successes of the school.

B. Interviews

In addition to the questionnaire, the study will employ structure interview question for school main principal and supportive work processes owner i.e human recourse managers and finance heads.

C. Document analysis

Beside to data obtain through questionnaire and interview information gather from documents. Such as, school annual magazine, annual and quarter report, reward certificate, minutes.

3.4.2. Procedures of Data Collecting

In order to analyzed the practice of management development relevant literature will assess to get information and data gathering tool will prepare.

Pilottestwereadminister to check the appropriateness of the instrument. It will carried out in random selects ten department head teachers. To obtain the feedback from pilot test, the questionnaire were refined and correct before distribute to the representative respondents.

The interview was held with principals and supportive work process owner of selected private secondary schools. The respondent is small in number, the researcher herself has held administer of the interview.

3.4.3.Method of Data Analysis

As the study used mixed data collection, both quantitative and qualitative data were collected separately and then analyzed together. With regards to the qualitative data, collected data was entered in to SPSS version 20 software and appropriate statistical analysis methods were used. Descriptive statistics is used to present the qualitatively collected data using frequency, percentage and mean. Analysis of Variance (ANOVA) was used to test if there are significant differences on management development practices by taking service year, owners of the school, and level of education as grouping factors. ANOVA is used to detect any significant group differences when there are at least two or more groups, avoiding inflated error rate(Field, 2009). There are at least three or more groups in each comparison. A significance level of 0.05 was used to determine statistical significance, while a level of 0.1 was considered as a trend for significance. On the other hand, qualitative data was collected through structure interview and analyzed to better understand the behavior and the culture of individuals in the schools. The qualitative data is presented together with the quantitative data.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

4.1. Introduction

This chapter deals with presentation, analysis and interpretation of the data obtained through questionnaires and interview. Both quantitative and qualitative data have been organized and presented through tables. Therefore, in order to make clear presentation, first information obtained using cross-sectional data are tabulated and followed by subsequent analysis. Consequently interpretations the primary data result are made to come up with the main findings.

4.2. Characteristics of Respondents

The study planned to incorporate 90 samples using survey method. Fortunately all the respondents which were included in the study responded that makes the response rate 100%. As indicated in table 4.1, 88.9 % of the respondents were male while 11.1% were female. In addition to this the majority (41.1%) of the respondents were in the age greater than 50 , 37.8% of them were in the age between 18-30 and 16.7% were in the age between 31-40. The remaining 4.4% were in the age between 41 and 50.

Table 1: Characteristic of respondent in terms of sex and age

Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	80	88.9	88.9	88.9
	Female	10	11.1	11.1	100.0
	Total	90	100.0	100.0	
Age					
Valid	18-30	34	37.8	37.8	37.8
	31-40	15	16.7	16.7	54.4
	41-50	4	4.4	4.4	58.9
	>50	37	41.1	41.1	100.0
	Total	90	100.0	100.0	

Table 2: Characteristics of respondent in terms qualification and experience

Qualification					
Valid	Diploma	21	23.3	23.3	23.3
	BA Degree	54	60.0	60.0	83.3
	MSC/MA Degree	15	16.7	16.7	100.0
	Total	90	100.0	100.0	
Total Service Year					
Valid	1-5	15	16.7	16.7	16.7
	6-10	19	21.1	21.1	37.8
	11-15	30	33.3	33.3	71.1
	16-20	15	16.7	16.7	87.8
	>30	11	12.2	12.2	100.0
	Total	90	100.0	100.0	

The above table 2 shows that about the respondent qualification and service year, regarding respondents' education level, 83.3% of the respondents hold their degree or master degree. The remaining 21% are diploma holders. .Finally 62.2 % of the respondents has an experience greater than 10 years while the remaining 37.8% are below 10 years.

4.3. Performing Professional Standards to develop Needs

The current research used basic descriptive statistical tools to measure the maturity level of schools in performing professional standards that help to develop professional need of individuals and teams. The descriptive statistical result is presented in table 4.2 below based on a survey gathered through questionnaire. Specific questions were also asked to the respondents in relation to the topic under mentioned. The result using SPSS is presented below.

Table 3: Performing of professional standard

performing professional standards	Mean	Std. Dev.
Identified and prioritized professional development need	3.71	1.274
Developed individual and team capacity	3.74	1.176
Monitor and evaluate MD activities	3.77	.972
Develop network to support individual and team	3.88	.846
Support staff in planning and implementing	4.03	.741

As can be seen from the table above, the mean of all the issues listed in the tables is between 3.71 and 4.03, this indicating that the majority of the respondents agree with the notion that the school management is committed in developing the issues .The standard deviation of 0.741 minimum and 1.274 maximum also indicates that the respondents are in the same page on the issue.

The National Professional standard for school principal satiated about the professional standard “the performance outcomes, skill and knowledge required leading and developing individuals and teams through modeling high standard of performance developing, empowering and supporting individual and team, monitoring performance and establishing support networks.

(MOE Dec. 2013).Based of this, the above result indicates that the school management has a good practice in implementing professional standards at the schools in the city .Where the qualitative data the school managers / principals are well implemented the professional standard.

Table 4: To create conducive environment

To create conducive environment.	Mean	Std. Dev.
establishes and maintains a safe and secure environment	4.32	0.922
nurturing learning environment that address the physical and mental health need	4.12	0.846
mobilizes, allocates and utilizes resources including technology	4.06	1.042
institute procedures and practice to support staff and student	3.99	0.772
professional ethics policy and legal code of professional conduct	3.91	1.024
promotes the value and challenge of the diverse school community	4.30	0.626
reports to the community and stakeholders on effective of school	4.16	0.860

Similarly, the result in table above indicates that all the elements which are associated to create conducive working environments are rated as agree or strongly agree. The minimum mean among the elements is 3.91 and the maximum mean is 4.32 indicating that the majority of the respondents agreed or strongly agreed with the elements listed in the table. The minimum standard deviation of 0.626 and maximum of 1.042 also supports the idea that the majority of the respondents agreed or strongly agreed with the elements in the listed in the table. The implication of the result is that most schools located in Addis Ababa satisfy or creates a better working environment that enhance the teaching learning process to achieve a desired result.

In addition to this (MOE Dec, 2013) stated that about to create conducive school environment skill and knowledge required to manage resource and operation of the school to create, maintain

and monitor an effective learning environment. The qualitative data showed the same thing. Most of secondary schools are comfortable for teaching learning process, teachers, students and other stakeholders.

4.4 School Managers Capacity to apply management development

Another important question incorporated in the questioner is related with the schools managers/directors capacity to apply management development. Similarly, using SPSS descriptive statistic result is presented below

Table 5: School manager’s capacity to apply MD

Capacity to apply management development	Mean	Std. Deviation
introduced new staff about their job	4.07	0.832
carrying out responsibility for training and developing	4.11	0.529
supporting employees to meet their training and developing needs	3.51	0.768
aware of the training and development opportunity open to them	3.28	0.936
identify and meet their job-related training and development need	3.56	0.781
to meet the training and development need of individual, team and organization	3.54	0.823
evaluates the impact of training and development in staff performance	3.62	0.773
evaluates the contribution of training and development to the achievement of its goal and target	3.71	0.939
to improve the training and development identified as a result of evaluation	3.63	0.771

The school managers should be systematic because the process by which the school involves its employee as individual and members of a group in improving organizational effectiveness in the accomplishment of the mission and goal. It comprises performance planning, monitoring, employee performance, employee development, evaluating employee performance and recognition.

The table above together with the frequency obtained in the descriptive statistics, the majority of the respondents replied that they agree or strongly agree with the statements listed in the table. The maximum mean value 4.11 where us the minimum is 3.51. Similarly the maximum standard deviation 0.936 and the minimum is 0.529 indicating the majority of the respondents gave similar responses (agree or strongly agree). The data indicated that the majority of school manager or school principals have high capacity to apply the development programs interims of mentor program, providing different training program for their teachers and supportive staff, to evaluate and follow up of the output of the training program according to the achievement of it goal. In the other, the mangers of the schools are to take action to meet the training and development in the knowledge, skill, attitude and performance. In general the majority of school in private secondary school principle is capable crating the opportunity of management development.

4.6. Difficulties in implementing management development practice

In similar fashion, elements are identified whether the school managers faced problems in implementing management development practices. The result is presented in table below.

Table 6: Difficulties of MD practice

Difficulties in implementing MD	Mean	Std. Dev.
The MD program is not part of the school formal program and also linked to the school goal	3.66	.962
The MD program is initiated and implemented by school managers	3.81	.911
The school is hesitant to admit the area of weakness	3.13	1.384
The difficulty of measuring the impact and effectiveness of the development activities	3.46	.889
Lack of willingness from other concerned bodies	3.29	1.084
The school adapts to technological innovation	3.59	1.090
The changes of government training and development policy	3.54	.863
The program identifies the school training and development need	3.57	.972
The needs are regularly revised against goal and target of the school	4.03	.953
The MD program identifies the resource that will be used to meet the need	3.61	.883
The program clearly identifies the responsibility of training and development staff	3.70	.626
Objectives are not set for training and development action at the school , team and individual level	2.99	1.086
The training and development objective are not linked to the school standard	3.66	.962
The training program provide in summer or semester break time	2.59	1.073

The result in table 4.5 the difficulties of MD program in the school showed a mean result of 3.66 (SD 0.962) indicate that participant are agree the MD program is not linked the formal program of the school. However with mean of 3.46 (SD 0.88) respondents agree the difficulties of measuring the impact and effectiveness of the development activities. In addition to this, the respondents agree strongly agree the MD program is initiated and implement by school managers

mean of 3.81 (SD 0.91). And also mean of 3.13 (SD 1.384) the school is hesitant to admit the area of weakness.

In the other hand, to mentioned a challenge MD practice is setting objectives associating it with the training and development actions at the school, team and individual level (mean 2.99 and standard deviation 1.086). Similarly the training and development objective are not associated with the school standard (mean 2.93 and standard deviation 0.958). The remaining elements described in the tables are responded positively (agree or strongly agree). When we come to the qualitative data confirm the school is not regularly revised its goal and objectives and lack of willingness to observe the problem.

4.6. Solution of management development practice problem in school

Question was also asked to the solution for a possible management development practice problem in school. The result is described in table below

Table 7: Solution of MD practice problem in school

Solution of management development problem	Mean	Std. Dev.
provide training for all staff equally	4.14	.919
The training objective should be linked to the school goals	4.20	.824
The training should be carried out by trainer	3.92	.951
The program should be linked to the individual and team need	4.12	.846
The program emphasis should be on-the-job training	4.24	.940
Follow up the impact of the training and development action in knowledge, skill and attitude of the trainer	4.14	.955
give awareness the impact of MD program for stakeholders	4.03	.905

As can be seen in table above, the possible solution which were identified by the researcher was rated positively (agree or strongly agree) with minimum mean of 3.92 and maximum mean of 4.24 and minimum standard deviation 0.846 and maximum standard deviation of 0.94. As we

can see, most of the respondent agree and strongly agree the school managers should revised their plan and set training and development, gives awareness the impact of the training and development program and strictly follow up the implementation of the employee performance after training program. Additionally, from collecting qualitative data the solution of the management development practice problems most of school have not the mechanisms of follow up system after training program and regularly revised their plan and the development intervention is set properly according to the school plan.

4.8 Comparing Group Differences

Results from different groups of participants divided by level of education, year of service in the school and who is managing the school at higher level were compared through the use of Analysis of Variables (ANOVA) procedures.

4.8.1 Group difference based on level of education

Here, one can see that the major issues raised in the questioner will be seen whether the result varies depending on the group variable. In this particular case, we consider education as a factor.

4.8.1.1 Performing Professional Standards to Develop Need

As can be seen in table below, the three elements with p-value 0.116, 0.052 and 0.082 are insignificant indicating that the answer given to these elements will not be affected whether one gets a diploma or a degree or masters at 5 % level of significance. Unlike the above statements, the last two elements with p-value 0.016,0.01 in the table indicates that the response for the elements under mentioned are affected by the level of education (respectively). That means degree holders responds differently to the diploma holders to the element described in the table.

Table 8: Performing of professional standard in level of education

ANOVA					
		df	Mean Square	F	Sig.
The school has identified and prioritized professional development need	B/n Groups	2	3.493	2.210	.116
	In Groups	87	1.580		
	Total	89			
The school developed individual and team capacity	B/n Groups	2	4.040	3.055	.052
	In Groups	87	1.322		
	Total	89			
School mangers monitor and evaluate MD activities	B/n Groups	2	2.357	2.583	.081
	In Groups	87	.912		
	Total	89			
School managers develop network to support individual and team	B/n Groups	2	2.890	4.345	.016
	In Groups	87	.665		
	Total	89			
The school mangers support staff in planning and implementing	B/n Groups	2	2.465	4.877	.010
	In Groups	87	.505		
	Total	89			

4.8.1.2. To Create Conducive Environment

Similarly the fourth element and the seventh elements are affected by the level of education of the respondent (p-value 0.004 and .045 respectively) while the other elements are not affected by the level of education attained at 5 % level of significance.

Table 9: To create conducive environment in level of education

ANOVA					
		df	Mean Square	F	Sig.
The school establishes and maintains a safe and secure school environment	B/n Groups	2	1.544	1.852	.163
	In Groups	87	.834		
	Total	89			
The school creates a nurturing learning environment that address the physical and mental health need of all student and staff	B/n Groups	2	2.049	2.993	.055
	In Groups	87	.685		
	Total	89			
The school mobilizes, allocates and utilizes resources including technology, to support student and staff learning	B/n Groups	2	2.811	2.684	.074
	In Groups	87	1.047		
	Total	89			
Principals institute procedures and practice to support staff and student and establish an environment that is conducive to learning	B/n Groups	2	3.160	5.891	.004
	In Groups	87	.536		
	Total	89			
The school understands, upholds and model professional ethics policy and legal code of professional conduct	B/n Groups	2	3.068	3.063	.052
	In Groups	87	1.002		
	Total	89			
The school promotes the value and challenge of the diverse school community	B/n Groups	2	.950	2.504	.088
	In Groups	87	.379		
	Total	89			
The school reports to the community and stakeholders on effective use and management of school resources	B/n Groups	2	2.271	3.224	.045
	In Groups	87	.704		
	Total	89			

4.8.1.3. School Managers Capacity to apply management development

In similar fashion, the table below depicts that none of the elements in the table are affected by the level of education attained at 5% level of significance.

Table 10: School manager’s capacity to apply MD in their level of education

ANOVA					
		df	Mean Square	F	Sig.
All new staff are introduced effectively about their job	B/n Groups	4	.149	.208	.933
	In Groups	85	.718		
	Total	89			
The school managers are effective in carrying out their responsibility for training and developing teachers and supportive staff	B/n Groups	4	.216	.763	.552
	In Groups	85	.283		
	Total	89			
The school is actively involved in supporting employees to meet their training and developing needs	B/n Groups	4	.186	.305	.874
	In Groups	85	.609		
	Total	89			
All employees are made aware of the training and development opportunity open to them	B/n Groups	4	.523	.585	.674
	In Groups	85	.894		
	Total	89			
All staff are encouraged to help identify and meet their job-related training and development need	B/n Groups	4	.126	.199	.938
	In Groups	85	.632		
	Total	89			
The school takes action to meet the training and development need of individual, team and organization	B/n Groups	4	.118	.167	.955
	In Groups	85	.704		
	Total	89			
The school evaluates the impact of training and development action in the knowledge, skill, attitude and performance	B/n Groups	4	.295	.483	.748
	In Groups	85	.611		
	Total	89			
The school evaluates the contribution of training and development to the achievement of its goal and target	B/n Groups	4	.481	.534	.711
	In Groups	85	.901		
	Total	89			
The school takes action to improve the training and development identified as a result of evaluation	B/n Groups	4	.466	.776	.544
	In Groups	85	.600		
	Total	89			

4.8.1.4. Difficulties in implementing management development practice

The response for the first two element in the table (p-value and 0.045 and 0.036) and the 9th element in the table (p-value 0.022) are affected by the level of education attained while the remaining are insignificant at 5% level of significant. This implies that for these variables, the level of education of the respondents matter.

Table 11: Difficulties of MD practice in their level of education

ANOVA					
		df	Mean Square	F	Sig.
The MD program is part of the school formal program and also linked to the school goal	B/n Groups	2	2.840	3.223	.045
	In Groups	87	.881		
	Total	89			
The MD program is initiated and implemented by school managers	B/n Groups	2	2.716	3.456	.036
	In Groups	87	.786		
	Total	89			
The school is hesitant to admit the area of weakness	B/n Groups	2	3.922	2.099	.129
	In Groups	87	1.868		
	Total	89			
The difficulty of measuring the impact and effectiveness of the development activities	B/n Groups	2	1.877	2.453	.092
	In Groups	87	.765		
	Total	89			
Lack of willingness from other concerned bodies	B/n Groups	2	2.675	2.348	.102
	In Groups	87	1.140		
	Total	89			
The school adapts to technological innovation	B/n Groups	2	2.409	2.075	.132
	In Groups	87	1.161		
	Total	89			
The changes of government training and development policy	B/n Groups	2	1.925	2.681	.074
	In Groups	87	.718		
	Total	89			
The program identifies the school training and development need	B/n Groups	2	2.740	3.032	.053
	In Groups	87	.904		
	Total	89			
The needs are regularly revised against goal and target of the school	B/n Groups	2	3.412	4.007	.022
	In Groups	87	.851		
	Total	89			
The MD program identifies the resource that will be used to meet the need	B/n Groups	2	1.161	1.506	.227
	In Groups	87	.771		
	Total	89			
The program clearly identifies the responsibility of training and development staff	B/n Groups	2	.446	1.140	.324
	In Groups	87	.391		
	Total	89			
Objectives are not set for training and development action at the school , team and individual level	B/n Groups	2	1.966	1.693	.190
	In Groups	87	1.162		
	Total	89			
The training and development objective are not linked to the school standard	B/n Groups	2	2.714	3.100	.051
	In Groups	87	.876		

ANOVA					
		df	Mean Square	F	Sig.
The MD program is part of the school formal program and also linked to the school goal	B/n Groups	2	2.840	3.223	.045
	In Groups	87	.881		
	Total	89			
The MD program is initiated and implemented by school managers	B/n Groups	2	2.716	3.456	.036
	In Groups	87	.786		
	Total	89			
The school is hesitant to admit the area of weakness	B/n Groups	2	3.922	2.099	.129
	In Groups	87	1.868		
	Total	89			
The difficulty of measuring the impact and effectiveness of the development activities	B/n Groups	2	1.877	2.453	.092
	In Groups	87	.765		
	Total	89			
Lack of willingness from other concerned bodies	B/n Groups	2	2.675	2.348	.102
	In Groups	87	1.140		
	Total	89			
The school adapts to technological innovation	B/n Groups	2	2.409	2.075	.132
	In Groups	87	1.161		
	Total	89			
The changes of government training and development policy	B/n Groups	2	1.925	2.681	.074
	In Groups	87	.718		
	Total	89			
The program identifies the school training and development need	B/n Groups	2	2.740	3.032	.053
	In Groups	87	.904		
	Total	89			
The needs are regularly revised against goal and target of the school	B/n Groups	2	3.412	4.007	.022
	In Groups	87	.851		
	Total	89			
The MD program identifies the resource that will be used to meet the need	B/n Groups	2	1.161	1.506	.227
	In Groups	87	.771		
	Total	89			
The program clearly identifies the responsibility of training and development staff	B/n Groups	2	.446	1.140	.324
	In Groups	87	.391		
	Total	89			
Objectives are not set for training and development action at the school , team and individual level	B/n Groups	2	1.966	1.693	.190
	In Groups	87	1.162		
	Total	89			
The training and development objective are not linked to the school standard	B/n Groups	2	2.714	3.100	.051
	In Groups	87	.876		
	Total	89			

4.8.1.5 Solution of management development problem in school

In similar fashion, only the last element (p-value 0.027) is affected by the level of education attained otherwise all the elements described in the table cannot be affected by the level of education attained.

Table 12: Solution of MD practice in school the level of education

ANOVA					
		df	Mean Square	F	Sig.
The school should provide training for all staff equally	B/n Groups	2	2.054	2.517	.087
	In Groups	87	.816		
	Total	89			
The training objective should be linked to the school goals	B/n Groups	2	1.698	2.591	.081
	In Groups	87	.655		
	Total	89			
The training should be carried out by trainer	B/n Groups	2	2.651	3.069	.052
	In Groups	87	.864		
	Total	89			
The training and development program should be linked to the individual and team need	B/n Groups	2	2.049	2.993	.055
	In Groups	87	.685		
	Total	89			
The program emphasis should be on-the-job training	B/n Groups	2	1.716	1.985	.144
	In Groups	87	.864		
	Total	89			
The school managers should follow the impact of the training and development action in knowledge, skill and attitude of the trainer	B/n Groups	2	2.190	2.482	.089
	In Groups	87	.882		
	Total	89			
The school should give awareness the impact of MD program for stakeholders	B/n Groups	2	2.905	3.768	.027
	In Groups	87	.771		
	Total	89			

4.8.2 Group difference based on years of experience in school

4.8.2.1 Performing professional standards to develop needs

As can be seen in table below, none of the elements in the table is affected by the difference in experience of the respondents (p=value is greater than 0.05). This indicates that the response given by the respondents is independent of the number of years of experience in school.

Table 13: Performing of professional standard based on experience

ANOVA					
		df	Mean Square	F	Sig.
The school has identified and prioritized professional development need	B/n group	4	.922	.557	.695
	In group	85	1.656		
	Total	89			
The school developed individual and team capacity	B/n group	4	.427	.299	.878
	In group	85	1.428		
	Total	89			
School managers monitor and evaluate MD activities	B/n group	4	.265	.272	.896
	In Group	85	.977		
	Total	89			
School managers develop network to support individual and team	B/n group	4	.264	.358	.838
	In group	85	.736		
	Total	89			
The school managers support staff in planning and implementing	B/n group	4	.268	.476	.753
	In group	85	.563		
	Total	89			

4.8.2.2. To create conducive environment

As can be seen in table below, none of the elements in the table is affected by the difference in experience of the respondents (p=value is greater than 0.05). This indicates that the response given by the respondents in relation to the school management is independent of the number of years of experience in school.

Table 14: To create conducive environment based on experience

ANOVA					
		df	Mean Square	F	Sig.
The school establishes and maintains a safe and secure school environment	B/n group	4	.115	.130	.971
	In group	85	.885		
	Total	89			
The school creates a nurturing learning environment that address the physical and mental health need of all student and staff	B/n group	4	.363	.497	.738
	In group	85	.732		
	Total	89			
The school mobilizes, allocates and utilizes resources including technology, to support student and staff learning	B/n group	4	.469	.420	.793
	In group	85	1.116		
	Total	89			
Principals institute procedures and practice to support staff and student and establish an environment that is conducive to learning	B/n group	4	.168	.273	.895
	In group	85	.615		
	Total	89			
The school understands, upholds and model professional ethics policy and legal code of professional conduct	B/n group	4	.415	.385	.819
	In group	85	1.078		
	Total	89			
The school promotes the value and challenge of the diverse school community	B/n group	4	.289	.727	.576
	In group	85	.397		
	Total	89			
The school reports to the community and stakeholders on effective use and management of school resources	B/n group	4	.338	.446	.775
	In group	85	.758		
	Total	89			

4.8.2.3. School Managers Capacity to apply management development

As can be seen in table below, none of the elements in the table is affected by the difference in experience of the respondents (p -value is greater than 0.05). This indicates that the response given by the respondents in relation to the school manager's capacity is independent of the number of years of experience in school.

Table 15: School manager’s capacity to apply MD based on the experience

ANOVA					
		df	Mean Square	F	Sig.
All new staff are introduced effectively about their job	B/n Groups	4	.149	.208	.933
	In Groups	85	.718		
	Total	89			
The school managers are effective in carrying out their responsibility for training and developing teachers and supportive staff	B/n Groups	4	.216	.763	.552
	In Groups	85	.283		
	Total	89			
The school is actively involved in supporting employees to meet their training and developing needs	B/n Groups	4	.186	.305	.874
	In Groups	85	.609		
	Total	89			
All employees are made aware of the training and development opportunity open to them	B/n Groups	4	.523	.585	.674
	In Groups	85	.894		
	Total	89			
All staff are encouraged to help identify and meet their job-related training and development need	B/n Groups	4	.126	.199	.938
	In Groups	85	.632		
	Total	89			
The school takes action to meet the training and development need of individual, team and organization	B/n Groups	4	.118	.167	.955
	In Groups	85	.704		
	Total	89			
The school evaluates the impact of training and development action in the knowledge, skill, attitude and performance	B/n Groups	4	.295	.483	.748
	In Groups	85	.611		
	Total	89			
The school evaluates the contribution of training and development to the achievement of its goal and target	B/n Groups	4	.481	.534	.711
	In Groups	85	.901		
	Total	89			
The school takes action to improve the training and development identified as a result of evaluation	B/n Groups	4	.466	.776	.544
	In Groups	85	.600		
	Total	89			

4.8.2.4. Difficulties in implementing management development practice

As can be seen in table below, none of the elements in the table is affected by the difference in experience of the respondents (p=value is greater than 0.05). This indicates that the response given by the respondents in relation to difficulties in implementing management development practice is independent of the number of years of experience in school.

Table 16: Difficulties of MD practice based on experience

ANOVA					
		df	Mean Square	F	Sig.
The MD program is part of the school formal program and also linked to the school goal	B/n Groups	4	.262	.274	.894
	In Groups	85	.956		
	Total	89			
The MD program is initiated and implemented by school managers	B/n Groups	4	.299	.350	.843
	In Groups	85	.854		
	Total	89			
The school is hesitant to admit the area of weakness	B/n Groups	4	.830	.422	.792
	In Groups	85	1.966		
	Total	89			
The difficulty of measuring the impact and effectiveness of the development activities	B/n Groups	4	.302	.372	.828
	In Groups	85	.813		
	Total	89			
Lack of willingness from other concerned bodies	B/n Groups	4	.431	.357	.839
	In Groups	85	1.209		
	Total	89			
The school adapts to technological innovation	B/n Groups	4	.361	.294	.881
	In Groups	85	1.228		
	Total	89			
The changes of government training and development policy	B/n Groups	4	.689	.922	.455
	In Groups	85	.748		
	Total	89			
The program identifies the school training and development need	B/n Groups	4	.414	.426	.789
	In Groups	85	.970		
	Total	89			
The needs are regularly revised against goal and target of the school	B/n Groups	4	.380	.406	.804
	In Groups	85	.934		
	Total	89			
The MD program identifies the resource that will be used to meet the need	B/n Groups	4	.172	.213	.931
	In Groups	85	.808		
	Total	89			
The program clearly identifies the responsibility of training and development staff	B/n Groups	4	.012	.028	.998
	In Groups	85	.410		
	Total	89			
Objectives are not set for training and development action at the school , team and individual level	B/n Groups	4	.630	.523	.719
	In Groups	85	1.206		
	Total	89			
The training and development objective are not linked to the school standard	B/n Groups	4	.448	.477	.752
	In Groups	85	.939		

ANOVA					
		df	Mean Square	F	Sig.
The MD program is part of the school formal program and also linked to the school goal	B/n Groups	4	.262	.274	.894
	In Groups	85	.956		
	Total	89			
The MD program is initiated and implemented by school managers	B/n Groups	4	.299	.350	.843
	In Groups	85	.854		
	Total	89			
The school is hesitant to admit the area of weakness	B/n Groups	4	.830	.422	.792
	In Groups	85	1.966		
	Total	89			
The difficulty of measuring the impact and effectiveness of the development activities	B/n Groups	4	.302	.372	.828
	In Groups	85	.813		
	Total	89			
Lack of willingness from other concerned bodies	B/n Groups	4	.431	.357	.839
	In Groups	85	1.209		
	Total	89			
The school adapts to technological innovation	B/n Groups	4	.361	.294	.881
	In Groups	85	1.228		
	Total	89			
The changes of government training and development policy	B/n Groups	4	.689	.922	.455
	In Groups	85	.748		
	Total	89			
The program identifies the school training and development need	B/n Groups	4	.414	.426	.789
	In Groups	85	.970		
	Total	89			
The needs are regularly revised against goal and target of the school	B/n Groups	4	.380	.406	.804
	In Groups	85	.934		
	Total	89			
The MD program identifies the resource that will be used to meet the need	B/n Groups	4	.172	.213	.931
	In Groups	85	.808		
	Total	89			
The program clearly identifies the responsibility of training and development staff	B/n Groups	4	.012	.028	.998
	In Groups	85	.410		
	Total	89			
Objectives are not set for training and development action at the school , team and individual level	B/n Groups	4	.630	.523	.719
	In Groups	85	1.206		
	Total	89			
The training and development objective are not linked to the school standard	B/n Groups	4	.448	.477	.752
	In Groups	85	.939		
	Total	89			

4.8.2.5 Solution of management development problem in school

As can be seen in table below, none of the elements in the table is affected by the difference in experience of the respondents (p -value is greater than 0.05) except the last element listed in the table (p -value 0.027). This indicates that the response given by the respondents in relation to Solution of management development problem in school is independent of the number of years of experience in school except the response to the last element.

Table 17: Solution of MD practice problem in school based on experience

ANOVA					
		df	Mean Square	F	Sig.
The school should provide training for all staff equally	B/n Groups	2	2.054	2.517	.087
	In Groups	87	.816		
	Total	89			
The training objective should be linked to the school goals	B/n Groups	2	1.698	2.591	.081
	In Groups	87	.655		
	Total	89			
The training should be carried out by trainer	B/n Groups	2	2.651	3.069	.052
	In Groups	87	.864		
	Total	89			
The training and development program should be linked to the individual and team need	B/n Groups	2	2.049	2.993	.055
	In Groups	87	.685		
	Total	89			
The program emphasis should be on-the-job training	B/n Groups	2	1.716	1.985	.144
	In Groups	87	.864		
	Total	89			
The school managers should follow the impact of the training and development action in knowledge, skill and attitude of the trainer	B/n Groups	2	2.190	2.482	.089
	In Groups	87	.882		
	Total	89			
The school should give awareness the impact of MD program for stakeholders	B/n Groups	2	2.905	3.768	.027
	In Groups	87	.771		
	Total	89			

In general, years of experience in school have no effect on the respondents view on the issues described in the above tables.

4.8.3 Group difference based on who is running the school

4.8.3.1 Performing Professional Standards to Develop Need

As can be seen in table below, none of the elements in the table is affected by the factor "who is running the school" (p=value is greater than 0.05). This indicates that the response given by the respondents in relation to school management practice is independent of "who is running the school". That means school management practice cannot be affected whether the school is run by boards of the school, by a single person/owners or by the share of the school members

Table 18: Performing of professional standard by running of the school

ANOVA					
		df	Mean Square	F	Sig.
The school has identified and prioritized professional development need	B/n Groups	3	2.157	1.344	.266
	In Groups	86	1.605		
	Total	89			
The school developed individual and team capacity	B/n Groups	3	1.374	.993	.400
	In Groups	86	1.384		
	Total	89			
School mangers monitor and evaluate MD activities	B/n Groups	3	1.533	1.659	.182
	In Groups	86	.924		
	Total	89			
School managers develop network to support individual and team	B/n Groups	3	1.223	1.754	.162
	In Groups	86	.698		
	Total	89			
The school mangers support staff in planning and implementing	B/n Groups	3	.775	1.431	.239
	In Groups	86	.542		
	Total	89			

4.8.3.2. To Create Conducive Environment

Similarly, as can be seen in table below, none of the elements in the table is affected by the factor "who is running the school" (p= value is greater than 0.05). This indicates that the response given by the respondents in relation to school management in fulfilling basic things to create conducive environment is independent of "who is running the school". That means fulfilling basic things to create conducive environment cannot be affected whether the school is run by boards of the school, by a single person/owners or by the share of the school members

Table 19: To create conducive environment by running of the school

ANOVA					
		df	Mean Square	F	Sig.
The school establishes and maintains a safe and secure school environment	B/n Groups	3	.845	.994	.400
	In Groups	86	.850		
	Total	89			
The school creates a nurturing learning environment that address the physical and mental health need of all student and staff	B/n Groups	3	1.389	2.008	.119
	In Groups	86	.692		
	Total	89			
The school mobilizes, allocates and utilizes resources including technology, to support student and staff learning	B/n Groups	3	1.592	1.489	.223
	In Groups	86	1.069		
	Total	89			
Principals institute procedures and practice to support staff and student and establish an environment that is conducive to learning	B/n Groups	3	.761	1.291	.283
	In Groups	86	.590		
	Total	89			
The school understands, upholds and model professional ethics policy and legal code of professional conduct	B/n Groups	3	1.525	1.479	.226
	In Groups	86	1.032		
	Total	89			
The school promotes the value and challenge of the diverse school community	B/n Groups	3	.919	2.458	.068
	In Groups	86	.374		
	Total	89			
The school reports to the community and stakeholders on effective use and management of school resources	B/n Groups	3	1.261	1.749	.163
	In Groups	86	.721		
	Total	89			

4.8.3.3. School Managers Capacity to apply management development

Table --- below indicates that the responses to the elements in row 2,4 and 9 is affected by the factor "who is running the school" (p=value ,0 .048 , .044, .014) . This indicates that the response given by the respondents in relation to school managers capacity to apply management development is dependent on “who is running the school” for those particular elements. This indicates School Managers Capacity to apply management development can be affected whether the school is run by boards of the school, by single person/owners or by the share of the school members. The remaining elements in the row cannot be affected by "who is running the school"(p-value is greater 0.05)

Table 20: School managers’ capacity to apply MD by running of the school

ANOVA					
		df	Mean Square	F	Sig.
All new staff are introduced effectively about their job	B/n Groups	3	.913	1.334	.269
	In Groups	86	.684		
	Total	89			
The school mangers are effective in carrying out their responsibility for training and developing teachers and supportive staff	B/n Groups	3	.723	2.737	.048
	In Groups	86	.264		
	Total	89			
The school is actively involved in supporting employees to meet their training and developing needs	B/n Groups	3	1.405	2.502	.065
	In Groups	86	.561		
	Total	89			
All employees are made aware of the training and development opportunity open to them	B/n Groups	3	2.328	2.817	.044
	In Groups	86	.826		
	Total	89			
All staff are encouraged to help identify and meet their job-related training and development need	B/n Groups	3	1.311	2.243	.089
	In Groups	86	.585		
	Total	89			
The school takes action to meet the training and development need of individual, team and organization	B/n Groups	3	1.334	2.037	.115
	In Groups	86	.655		
	Total	89			
The school evaluates the impact of training and development action in the knowledge, skill, attitude and performance	B/n Groups	3	1.219	2.117	.104
	In Groups	86	.576		
	Total	89			
The school evaluates the contribution of training and development to the achievement of its goal and target	B/n Groups	3	1.805	2.124	.103
	In Groups	86	.850		
	Total	89			
The school takes action to improve the training and development identified as a result of evaluation	B/n Groups	3	2.050	3.771	.014
	In Groups	86	.544		
	Total	89			

4.8.3.4. Difficulties in implementing management development practice

Table 20 below indicates that the responses to all elements in the row is not affected by the factor "who is running the school" (p-value is greater 0.05). This indicates that the response given by the respondents in relation to difficulties in implementing management development practice independent on "who is running the school" for those particular elements. This indicates difficulties in implementing management development practice cannot be affected whether the school is run by boards of the school, by single person/owners or by the share of the school members. The remaining element in the row (row 7,p-value 0.033) can be affected by "who is running the school"(p-value is less than 0.05).

Table 21: Difficulties of MD practice by running of the school

ANOVA					
		df	Mean Square	F	Sig.
The MD program not part of the school formal program and also linked to the school goal	B/n Groups	3	2.192	2.489	.066
	In Groups	86	.881		
	Total	89			
The MD program is initiated and implemented by school managers	B/n Groups	3	1.312	1.615	.192
	In Groups	86	.812		
	Total	89			
The school is hesitant to admit the area of weakness	B/n Groups	3	3.185	1.703	.172
	In Groups	86	1.870		
	Total	89			
The difficulty of measuring the impact and effectiveness of the development activities	B/n Groups	3	1.798	2.382	.075
	In Groups	86	.755		
	Total	89			
Lack of willingness from other concerned bodies	B/n Groups	3	2.201	1.934	.130
	In Groups	86	1.138		
	Total	89			
The school adapts to technological innovation	B/n Groups	3	2.034	1.755	.162
	In Groups	86	1.159		
	Total	89			
The changes of government training and development policy	B/n Groups	3	2.126	3.050	.033
	In Groups	86	.697		
	Total	89			
The program identifies the school training and development need	B/n Groups	3	1.702	1.853	.144
	In Groups	86	.919		
	Total	89			
The needs are regularly revised against goal and target of the school	B/n Groups	3	1.769	2.012	.118
	In Groups	86	.879		
	Total	89			
The MD program identifies the resource that will be used to meet the need	B/n Groups	3	1.307	1.717	.170
	In Groups	86	.761		
	Total	89			
The program clearly identifies the responsibility of training and development staff	B/n Groups	3	.894	2.385	.075
	In Groups	86	.375		
	Total	89			
Objectives are not set for training and development action at the school , team and individual level	B/n Groups	3	1.813	1.566	.203
	In Groups	86	1.158		
	Total	89			
The training and development objective are not linked to the school standard	B/n Groups	3	1.427	1.587	.198
	In Groups	86	.899		

ANOVA					
		df	Mean Square	F	Sig.
The MD program not part of the school formal program and also linked to the school goal	B/n Groups	3	2.192	2.489	.066
	In Groups	86	.881		
	Total	89			
The MD program is initiated and implemented by school managers	B/n Groups	3	1.312	1.615	.192
	In Groups	86	.812		
	Total	89			
The school is hesitant to admit the area of weakness	B/n Groups	3	3.185	1.703	.172
	In Groups	86	1.870		
	Total	89			
The difficulty of measuring the impact and effectiveness of the development activities	B/n Groups	3	1.798	2.382	.075
	In Groups	86	.755		
	Total	89			
Lack of willingness from other concerned bodies	B/n Groups	3	2.201	1.934	.130
	In Groups	86	1.138		
	Total	89			
The school adapts to technological innovation	B/n Groups	3	2.034	1.755	.162
	In Groups	86	1.159		
	Total	89			
The changes of government training and development policy	B/n Groups	3	2.126	3.050	.033
	In Groups	86	.697		
	Total	89			
The program identifies the school training and development need	B/n Groups	3	1.702	1.853	.144
	In Groups	86	.919		
	Total	89			
The needs are regularly revised against goal and target of the school	B/n Groups	3	1.769	2.012	.118
	In Groups	86	.879		
	Total	89			
The MD program identifies the resource that will be used to meet the need	B/n Groups	3	1.307	1.717	.170
	In Groups	86	.761		
	Total	89			
The program clearly identifies the responsibility of training and development staff	B/n Groups	3	.894	2.385	.075
	In Groups	86	.375		
	Total	89			
Objectives are not set for training and development action at the school , team and individual level	B/n Groups	3	1.813	1.566	.203
	In Groups	86	1.158		
	Total	89			
The training and development objective are not linked to the school standard	B/n Groups	3	1.427	1.587	.198
	In Groups	86	.899		
	Total	89			

4.8.3.5 Solution of management development problem in school

Table 21 below indicates that the responses to all elements in the row is not affected by the factor "who is running the school" (p -value is greater 0.05). This indicates that the response given by the respondents in relation to solution of management development problem in school is independent on "who is running the school" for all elements. This indicates Solution of management development problem in school cannot be affected whether the school is run by boards of the school, by single person/owners or by the share of the school members.

Table 22: Solution of MD problem on school by running of the school

ANOVA					
		df	Mean Square	F	Sig.
The school should provide training for all staff equally	B/n Groups	3	1.309	1.582	.200
	In Groups	86	.828		
	Total	89			
The training objective should be linked to the school goals	B/n Groups	3	1.163	1.757	.161
	In Groups	86	.662		
	Total	89			
The training should be carried out by trainer	B/n Groups	3	1.445	1.633	.188
	In Groups	86	.885		
	Total	89			
The training and development program should be linked to the individual and team need	B/n Groups	3	1.389	2.008	.119
	In Groups	86	.692		
	Total	89			
The program emphasis should be on-the-job training	B/n Groups	3	1.109	1.267	.291
	In Groups	86	.876		
	Total	89			
The school managers should follow the impact of the training and development action in knowledge, skill and attitude of the trainer	B/n Groups	3	1.403	1.569	.203
	In Groups	86	.894		
	Total	89			
The school should give awareness the impact of MD program for stakeholders	B/n Groups	3	1.294	1.612	.192
	In Groups	86	.803		
	Total	89			

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1 Summary

Addis Ababa City Administration education bureau has already prepared different standards, procedures ,manuals to be followed by schools in the City .In addition it organized education bureau at sub city level that controls the activities of schools in the sub cities. As a result most schools customized standards to achieve their objectives. Consequently most schools perform professional standards to develop individual and team professional need. But the result is sensitive to the respondents education level in some issues describing extent of performance of professional standards to develop individual and team professional .These variables include the extent of school managers to develop network to support individual and team ,the tendency of school mangers to support staff in planning and implementing. The remaining factors (service year and who is running the school) are insignificant factors of the respondent's characteristics. Nevertheless the remaining factors have no influence on the response given to all issues considered in the study on the aforementioned issue.

Similar result is obtained on the extent of the school management in fulfilling basic things to create conducive environment in the school. As can be seen in table 4 on the average all the respondents have replied positively to the issue described above. Analysis of variance tables also indicate that the response on this issue is not affected by any factors considered in the analysis (education back ground , service year and who is running the school)except that The school reports to the community and stakeholders on effective use and management of school resources depends on education level. In addition Principals institute procedures and practice to support staff and student and establish an environment that is conducive to learning depends on the level of education. That means whether a person have a degree, masters or diploma affects the response given by the respondents.

Similarly the school Managers Capacity to apply management development practice is rated positively by the respondents. As can be seen in table 5, on the average all the respondents have replied positively to the issue described above. ANOVA tables also indicate that this variable or the variable under it describing managers capacity are not affected by the factor considered in the

study (education back ground, service year and who is running the school) Except that some of the variables in it affected by who is running the school. These include the school managers are effective in carrying out their responsibility for training and developing teachers and supportive staff and all employees are made aware of the training and development opportunity open to them

The other point of discussion is related with the challenges or difficulties in implementing management development practice to schools in Addis Ababa. The result in table 6, reveals that all the variables considered to the challenges. The results indicating that there are difficulties in implementing management development practice on the activities of the following:- MD program is not linked with the formal program of the school , the difficulties of measuring the impact and effectiveness of the development activities, the program initiated and implemented by school managers, the school is hesitate to admit the weakness, the objectives are not set for training and development action at the school, team and individual level and the training and development objective are not linked to the school standard. The result is similar for all groups except that the changes of government training and development policy does vary with who is running the school. But here one should not forget that the result is an average and hence there are schools that have challenges with the elements listed in table 6.

The last point of discussion is related with the solution of management development practice problem in school. Though, the result in table 7 on the average indicates that solutions are taken positively for schools as a whole. In addition as described above there are schools that require solutions for their ongoing difficulties in the school. In general all the elements listed in the table are rated as positive irrespective of any groups.

5.2 Conclusions

- As a result of the current study show that the current practice of management development in private secondary school, principals and other management members are implement professional standards interims of the implementation of managerial functions like identification and prioritized of the problem, develop individual and team need, monitoring, communication and supporting .These activity alone do not guaranty to management development practice to be effective, rather the development and training program should be link the formal school program and it should set the school objective.
- Examine the school management and other the concerned body to create conducive environment to teaching- learning processes especially to full fill the standard of the school compound and provide and use of teaching materials and equipment's properly.
- Education sector requires huge amount of resources from different activities like equipment, maintenance, providing training and so on. School principals assessing the problem of the school and identify the gap. The management development practice should be measure and follow up mechanisms the effect of training and development program. If the training and development program is full fill the gap or not. Beside to this, the schools should be reported for the community and other stockholders on the effective use and manage of school resources and also their annual budgets analysis because of to create belongingness for the community.
- Most of the private secondary school management members are male. The concerned body is give attention to empowerment of women.
- The great challenges of management development practice in private secondary school is hesitate to admit the area of weakness and regularly revised the school plan and luck of willingness to observe the problem. However the school has been done the above elements on the parts of the school program. On the other the development program is not linked the school formal program. So the school managers should a plan revised regularly and the school programs should interrelated to the development program. However, the school has been done admit the problem and also it provides different development program for their employees like teachers and supportive stuff and measure and follow up of the impact and effectiveness development activity. Otherwise, the time and

resource are waste the training program are not fill full their objectives or goal. The school should adapt to technological innovation to their stuff.

- To examine the duration and schedule of training and development program. Most training provide in the formal teaching-learning time. As much possible the training schedule should summer or semester break time.

5.3 Recommendations

Based on the findings of the current study, the following recommendations are made to be the current practice and challenges of management development in private secondary school.

1. Ministry of education as the highest body to control the education system, in the country the ongoing study by the ministry has to be widened to cover the private sector and major activated look in to seriously.
 - Call a meeting of school owners and principals to discuss on the long run advantages and implementation of professional development in the private sector.
 - Control, through education budgets the radiating action to school of meeting or any organized programs to facilitate the development program such as mending tutoring.
 - The owners of private school have work with the government or educational institution on the sate implementation of management development program and allocate budget of their income for the development program.
 - School principals and other management members have work hard and study to maximize their potential and improve their profession continually with the help of technology.
2. School principals are responsible and accountable for the development of student, they can became successful learner, confidently create individual and active informed citizen .And also they network and collaborate with a wide range of people to secure the best possible learning outcomes and wellbeing of all students. So, the concerned government body especially Addis Abeba education office and other concerned body is give highly emphasis the school principal to develop their managerial skill and upgrading their

educational status. They should provide different training and development program like summer program, different short term training, seminar and panel discussion.

3. The national professional standard for principal has been developed to define the role of the principal and unify the profession in the country, to describe the professional practice of principal in a common language and to make explicit the role of quality school leadership in improving learning outcome. This standard describe the important knowledge , skill, and attitudes that all principals are expected to demonstrate .Beside to this, the standard set four level of development stage. The levels are assumed to be based on the growth and advancement of their responsibilities through their span of careers. Based on this, the school principal should perform their processional standard based on the careers.

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Appendixes

Addis Ababa University

Collage of Education and Behavioral Studies

Department of Educational Planning and Management

Management Development Practice and Challenge Assessment Questionnaire for Department Head Teachers

Dear Participant

First I would like to thank you for your willingness to participate in the study entitled, “Analysis of the Current Practices and Challenges of Management Development in some selected Private secondary school in Addis Abeba”. This questionnaire is designed to collect information on various aspects of management development practice and challenges.

As your response is very significant for the data analysis, even if you think the questions are very similar please respond to all questions in each part without skipping any. Your input is greatly appreciated.

General direction: - In the first section, please respond to the items in the questionnaire by making \checkmark in the given box. In section two, please answer the questions by marking X or \checkmark selecting one of the five choices for each question.

Remark: - Please, don't write your name

Section one: - Personal Data

1. Name of the school _____

2. Sex

Male

3. Age

18-30

31 -40

41-50

above 50

4. Total service year

1 -5

6 -10

11 - 15

6-20

21-25

26 -30

above 30

5. Service year in the school

1 year

2-3

30

6-7

above 8

6. Educational qualification

MA

Diploma other

7. Your major area of the study _____

8. How were you assigned /appointed in this department head position?

a. You are appointed by the school owner

b. You are vote by general teachers meeting

c. By your personal interest

d. Other (please specify)

9. Are you now interested in your job in the position of department head?

Yes No If No` Why_____

10. Have you any benefits (allowance) in your department head position?

Yes No

11. If the answer is `yes` what kinds of benefit_____

12. Total periods to teach per week

Below 10 11-12

13-15 above 15

13. How the school is running?

a. By boards of the school

b. By a single person/owners

c. By the share of the school members

d. If any _____

Section Two :- Management Development Practice and Challenges

Please use the code:-

- 1 Strongly disagree
- 2 Disagree
- 3 Undecided
- 4 Agree
- 5 Strongly agree

2.1. To what extent does your school management perform the following professional standards to develop individual and team professional need?

		1	2	3	4	5
1	The school has identified and prioritized professional development need					
2	The school developed individual and team capacity					
3	School mangers monitor and evaluate MD activities					
4	School managers develop network to support individual and team					
5	The school mangers support staff in planning and implementing					

2.2. To what extent does your school fulfill the following statement to create conducive environment?

		1	2	3	4	5
1	The school establishes and maintains a safe and secure school environment					
2	The school creates a nurturing learning environment that address the physical and mental health need of all student and staff					
3	The school mobilizes, allocates and utilizes resources including technology, to support student and staff learning					
4	Principals institute procedures and practice to support staff and student and establish an environment that is conducive to learning					
5	The school understands, upholds and model professional ethics policy and legal code of professional conduct					
6	The school promotes the value and challenge of the diverse school community					
7	The school reports to the community and stakeholders on effective use and management of school resources					

2.3 In your school, does the **school manger** has the following **capacity** to apply management development?

		1	2	3	4	5
1	All new staff are introduced effectively about their job					
2	The school mangers are effective in carrying out their responsibility for training and developing teachers and supportive staff					
3	The school is actively involved in supporting employees to meet their training and developing needs					
4	All employees are made aware of the training and development opportunity open to them					
5	All staff are encouraged to help identify and meet their job-related training and development need					
6	The school takes action to meet the training and development need of individual, team and organization					
7	The school evaluates the impact of training and development action in the knowledge, skill, attitude and performance					
8	The school evaluates the contribution of training and development to the achievement of its goal and target					
9	The school takes action to improve the training and development identified as a result of evaluation					

2.4 Has your school experienced the following **difficulties in implementing** management development **practice**?

		1	2	3	4	5
1	The MD program is part of the school formal program and also linked to the school goal					
2	The MD program is initiated and implemented by school managers					
3	The school is hesitant to admit the area of weakness					
4	The difficulty of measuring the impact and effectiveness of the development activities					
5	Lack of willingness from other concerned bodies					
6	The school adapts to technological innovation					
7	The changes of government training and development policy					
8	The program identifies the school training and development need					
9	The needs are regularly revised against goal and target of the school					
10	The MD program identifies the resource that will be used to meet the need					
11	The program clearly identifies the responsibility of training and development staff					
12	Objectives are not set for training and development action at the school , team and individual level					
13	The training and development objective are not linked to the school standard					

2.5. What do you think the **solution** of management development practice **problem** in your school?

		1	2	3	4	5
1	The school should provide training for all staff equally					
2	The training objective should be linked to the school goals					
3	The training should be carried out by trainer					
4	The training and development program should be linked to the individual and team need					
5	The program emphasis should be on-the-job training					
6	The school managers should follow the impact of the training and development action in knowledge, skill and attitude of the trainer					
7	The school should give awareness the impact of MD program for stakeholders					

Section 3:- Open ended question

Please write any problem to management development practice in your school.

Thank you

I. Interview for Human Resource Managers in the school

1. Is there human resource management department in your school?
2. What are the current practices of management development program to fulfill individual and team need?
3. What is the problem to the implementation of management development program in your school?
4. What possible mechanisms are there to develop the managerial skill for your school management staff?
5. Who is the responsible body to facilitate and give training to the management members?
6. How do you evaluate the impact of management development program for your school?

II. Interview for school principal

1. Does the school have MD plan?
2. Who are responsible for this plan implementation?
4. Does the school provide training for the school management members to improve the practice of managerial skill?
5. Does the school have good will/acceptance from its customers?
6. Is there any relation between school success and management development?

III. Interview for vice principals

1. What is the common problem of MD program in the school?
2. What is the impact of the management development practice on the student performance and discipline in your school?
3. Does the school have conducted need assessment to provide training and development?
4. What is the school culture about the provisions of training for management members?
5. What do you think about the management development practice and the achievement of the school objective?

IV. Interview for finance head in the school

1. Does the school have well organized financial policy?
2. Is MD activity given high emphasis in school budget plan?
3. Does the school have allocated budget for training in its annual plan?
4. Who initiates the request for training and development issue in your school?
5. Which method of MD is frequently practiced?