



Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Status of Management Development Practices and Challenges in  
Secondary schools

In Akaki Kality Sub-City Addis Ababa

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IDNO-GSR/2983/11

February 2022

Addis Ababa

Thesis submitted to College of Education and Behavioral Studies.  
Addis Ababa university Department of Educational planning and  
Management in partial fulfillment of the Requirements of Masters of  
Arts in Educational leadership and Management

Advisor: Dr. Kenenisa Dabi

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Approval of the Board of Examiners

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I declared, that this study is my original work towards the degree of masters of arts, it has been, submitted for any university and that resources of materials used for the thesis has been properly acknowledge.

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## **Acknowledgements**

My appreciation, thanks and great respect goes to my advisor Kenenisa Dabi (phd) for this scholarly comment and unlimited guidance on significant issues of this study. I am grateful for this kind attitude towards assisting and encouraging me.

My wife and my children who have been my courage and strength in all phases of this study. God bless you all.

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## **Acronyms and abbreviation**

MD -----management development

OD-----organizational development

OL-----organizational learning

## **Abstract**

*The purpose of secondary schools of study was to examine the management development practice and its challenges in Akaki Kaliti Sub-city and secondary school. To this end three basic questions were posted to investigate the current management development practice and changes. To achieve this purpose descriptive survey designed used in conducting the survey, qualitative and quantitative techniques were employed to collect and analyze data. A total of 104 sample respondents were taken through available sampling technique. The sample includes principals, vice principals, department heads, and club leaders. Primary data were collected through questionnaires' and interview question. For quantitative part item were pilot-tested and modified to ensure consistency and reliability data were analyzed through descriptive statistical procedures such as frequency and percentages were used to describe the number of respondents and amount of perception respectively to describe the level of management development practice and challenges standard deviation were used to determine the validity of values. The qualitative were analyzed thematically and the findings were narrated, the data analyze led to the following major findings are, is generally accepted that the attitude of managers, scarcity resources, and financial constraints are challenges to the practice of management development in government secondary schools in Akaki Kaliti sub-city. The challenges observed in the targeted secondary schools are so, critical that they can have negative influence on the effectiveness of the management development practice. The negative influence could have repercussion on the learning outcomes of students and the quality of education., priorities of training needs has an impact on the performance of the school management, this means that all school staff members, such as school committee, department heads and school club leaders are encouraged to discharge their responsibility in more effective way, in other words, the priorities would enhance, the commitment and capacity of all staff members to perform their respective tasks, the finding confirmed that both on-the-job and off-the-job training are delivered to principals, vice principals, department heads, and club leaders. The purpose of both types of training is to improve the performance capacity of management. In this study the targeted schools are founded required to financial resource constraints. It has been recommended that the financial resource are important factors for school performance to solve the problems of financial problems. The exercise of sending money, encourage the community to participate and support the schools, create a new idea how to get resources, from different donors and civic society, it should be encourage community involvement in school connect with business civic organization, charity non profitable foundation and other group and international organization. Some of possible financial resources are student's annual fees.*

## **CHAPTER ONE**

This chapter presents the, , background of the study, statement of the problem objectives of the study, limitation of the study, delimitation of the study scope of the study definition of terms and organization of the study .Management development is improving ability, knowledge, and skills of managers to the greater responsibility to their future. Improving of managers is through learning process. Managerial effectiveness associated with talented managers. Henry Fayol is the first person who describe management development of planning, organizing, coordination, and commanding, and control (Fayol).Management development of people that they can excel in their present performance and future performance as well so, it is a process to improved knowledge, skill abilities and attitude of managerial executives for better performance of the job .Management development program is desired looking to the objectives /strategies of the company and necessary measures are taken to I impact knowledge, to improve skills abilities and to change attitudes of the executives.

In management development programs, much more emphasis is given towards enhancement or development of such knowledge, skills, abilities, and attitudes of managers which help to excel in future performance .Management or executives' development is long-term educational future – oriented process managers are the in dependable resources, the process assets of an organization, they generate creativity ideas, translate them in to concrete action plans and produce results, the outcomes of managerial actions are going to be deep, performed and decisive.

### **1.1 Background of the Study**

Organizational development (OD) emerged from human relation studies in 1930s, during which psychologists realized that organizational structures and process influence worker behavior or motivation .Historical background like all professional and aspiring professions, management has evolved as the result of combination of accidents, with lucky discovers pioneering and targeted activities, expert research and pioneering venture .Environment, promotes awareness, recognition and informed decision to mitigate hazards to communities, the environment including plants and animal life as well as recovery of damage ecosystem.

Technology impacts and recreation managers, however, change so rapidly, park and recreation managers must stay updated on both technological development and applications to management

Technology is employed to adapt changing environmental conditions and technological progress as well as to create based on the dynamic capabilities and measures it through capabilities maturity model in order to investigate the relationship between technology management practices and firm performance technology management is an important source of competitive advantage and its contributes to firm performance in positive way across the global has resulted in change in the demands of the market today educational institutions of any countries are trying to produce young citizens. development of people, that they can excel in their present performance and future performance as well as so, it is a process to improve knowledge, skill abilities and attitude of managerial executives for better performance of the job.

The job of managing is become harder. The challenges of 21<sup>st</sup>centuries leadership and management include working in an environment of constant change and the increasing complexity of organizational structures. Mangers must also deal with a tough economic climate and growing international computation. new technologies , the knowledge economy and the rise of social media, greater transparency, rising consumer demands and environmental resource concerns all add to a potent and complex mix of challenges that mangers must negotiate to be successful( BIS,2012) According to peter Drucker (1974)‘management is a multi-purpose organ that manages a business and mange’s mangers workers and work’’ according to quibble ‘‘ management is the process of managing people, which involves getting things done through and with others’’

Similarly Mary Paker Foller management is an individual or a group of individuals that accept responsibilities to run an organization; they plan, organize, direct and control all the essential activities of the organization. Management does not do the work themselves. They motivate others to do the work and coordinate ( i.e bring together)all the work for archiving the objectives of the organization. Everybody has a gap of knowledge, skill and attitude acquired in their educational career. For this management development program has a vital instrument to fill the gap of mangers. The efficiency of management in public and private sectors appears to be of significant importance to organizational success and failure (CIPD, 2012) therefore, different organizations continue to pay more attention to improve management in order to enhance their mangers skills and performance through a set of management development activities.

Management development aims at improving individual and organizational performance through a learning process, thus organization tend to give individual managers greater opportunities for learning comparing to other employees (CIPD,2012).Management development was defined in different ways among management ,leadership, and human resources development specialist and scholars, for instance , Gold et al (2010) cited that ‘’ management and leadership development is a process of learning for leaders and managers through recognized o opportunities’’. The definition appears to limit management development in improving individual managers, whereas Sadler-smith (2011) argued that management development has this concept as well as a border one of developing the organization collectively.

Thus, management development may cover building the capacity of individual’s groups- via team building, and improving the overall management capacity of organization using total quality management techniques (ivancevich, 2003). This essay will discuss the management development from individual and organizational perspective. Management development, therefore , means any planned ,guided or directed activity undertaken by a manager to help himself become more competent in his present and/ or to consciously prepare himself for assuming higher and more important managerial duties and responsibility so that he can claim promotion by merit or competence.

Gold, Thorpe and Mumford (Gold et al, 2014; 19) define leadership and management development (LMD) as’ a planned and deliberate process to help leaders and managers become more effective. To be effective and to deliver the desired results .Harrison proposes an integrated system that can be used as a starting point for developing leadership and management capability by any organization regardless of its size, location, and line of business or culture (Harrison,2009;450)Management development has, management education, management training,, and on-the job experiences (Wexley and Baldwin,1986) The purpose of this research is to analysis status of management development practices and challenge in Akaki Kality sub-city secondary school.

## **1.2 Statement of the Problem**

Management development is considered as the key determinants for the success of an organization that should have different training development so as to cope up with fast changing business world. According to Kossen (1991), skill and knowledge can simply become out of date in the same way as machines of technology. An increased productivity and improved quality service have become strategically goals for many organizations. Weak program management and development and implementation capacity have also contributed to low budget utilization in civil works and procurements.

Inadequate planning and management capacity at the low levels of the organizational structure is a critical problem in realizing the goals of education especially with regard to primary and secondary school, moreover, skills to interpret policies, collect, analyze and use education data, and enabling schools to take appropriate action to meet the minimum quality standards defined for the local situation are also critically lacking at this level management development practice and challenges to address the needs of individuals and improve their performance. The management development challenges are, training resources, measuring success, and lack of communication, decrease performance level. The institution and their need to respond to changes in the internal and external environment and the consent demands of employee

Improving management capacities, school functioning also needs further improvement, in particular concerning school leadership. Isolated training courses have not succeeded in overcoming these challenges: training did not translate systematically into improved work practices. School cluster resource centers need to be strengthened as entry points for capacity development at local level. And it also believed that need based training is one of the most important vehicles for bringing improved performance and change to develop new capacities, orientations or leadership styles, or supporting structures, processes and systems.

According to Linda (2009), there are different factors that affect the training and development practices of organization. Among the factors that hindered the practice of training and development practice can be influenced by perception of the individuals on method of delivery, content of the training, selection and evaluation of the program. Training and development are delivered by both, governmental and non-governmental organizations in Ethiopia including in

Addis Ababa there are different researchers conducted on the issues of training and development practices in Addis Ababa. For instance, Kibebe (2011) and Bahiru (2007) assessed training and development practice in government organizations. The training opportunity increase employee relation and motivate employee relating in knowledge driven for management develop themselves by participating in formal training course organize by organization. It helps the organization to make the right chose, at the appropriate time in need; it helps the management of the organization to focus on the need to any kind of change that might decries the performance of an organization. The purpose of the study was to assess the practice and challenges of management development in government secondary schools in Akaki Kality sub-city in this course of the study; an attempt was made to answer the following basic research questions

1 What does the status of management development practices in secondary schools of Akaki Kality Sub -city Look like?

2 what does the practice of management development look like in the secondary schools?

3 What are the challenges that the secondary school faced in the practice of management development?

### **1.3 Objectives of the Study**

The study has both general and specific objectives

#### **1.3.1 General objectives**

The general objectives of this study is to assess status of management development practice and challenge in secondary schools of Akaki Kal.ity Sub city

#### **1.3.2 Specific objectives**

**Specifically, the research seeks to**

1 To assess the status of management development practice of secondary schools in Akaki Kality Sub city?

2 To analyze the practice of management development in government secondary schools?

3 To identify the challenges of management development in secondary schools of Akaki Kality Sub city?

#### **1.4 Limitation of the Study**

The researcher geographical distance from targeted population and transportation cost, and stationaries materials are the major limitation to study.

#### **1.5 Significance of the Study**

the research finding are expected to reveal status of management development practices an d challenge in Akaki Kality Sub - city secondary schools status of management development practices and challenges indicate the way forward there by contributing its part to the improvement of the mangers of the school. The result of the study will help the school to reconsider their effectiveness in the management development. It also helps them to re-examine the system and or approach in developing the mangers. Besides, the study will be instrumental to better inform and drown attention of the government and other stake holders in management development to give it due attention, deploy the right type and amount of resources to strengthen the organization to come up better strategies that would help reduce the low quality of throughout the country. In addition to this, the result of this Study will serve as aspiring board for this study

#### **1.6 Scope of the Study**

The study was be carried out in the Akaki Kality Sub -city secondary schools in 2021/ 2022. The participants of the study use in Akaki Kality secondary school, principal, vice principals, department heads, and club leaders teachers in the school. The reason for the selection of the school is the researcher will focus on status of management development practice and challenges this enables them to try out new ideas, to share results with others, and contributes to the growing evidence based around teaching and learning process. There for, the study explores status of management development practice and challenges in Akaki Kality sub city government schools.

## **1.7 Operational Definitions of Terms**

**Mangers**—are formulate reasonable objectives and provide students with a proper learning environment

**Management development** A process of developing knowledge, skills and attitude of club leaders, department heads, vice principals, principals

**Training need assessment**—discovers training needs that are related to the organizations work. Training is linked to the final outcome and providing appropriate training will benefit the individual as well as the organization

## **1.8 Organization of the Study**

This study will be organized in to five chapters. The first chapter briefly discusses background of the study, statement of the problem and objectives of the study, limitation and delimitation of the study, definition of key terms and origination of the study. The second chapter deals with review of related literature and conceptual frame work. The research design and methodology is stated and described chapter three. Chapter four discusses the finding and data analysis and interpretation. The fifth chapter deals with summery of findings, conclusions, and recommendation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 The Concept of Management**

Review related literature this chapter provides the readers with summarized of the literature or status of management development practices and challenge in Akaki Kality sub-city preparatory and secondary schools the problem of managers performance and other demographic variables related to the main study in the particular, the review presented. This emphasis social concerns political pressure bureaucratic concerns top-down management repentance to market dynamic professional responsibilities and ethical principals in the form researchers on trans today outside expectation schools will be presented.

Management development is usually defined as the attempt to improve managerial effectiveness through planned and deliberate learning process Mahapatro (1995) management development in transferring economics may be viewed as an open-ended process which not only involves managers themselves, but also prospective managers that is, new cores to the market of managers positions and the enterprises over which they exercise control governmental and non-governmental organizations also play an important role in management development by designing regulated, supporting and performing a number of activates which fever management development .Armstrong (2010) clams that managers development involves generally improving the performance of managers in their present roles and preparing them to take on greater responsibility in the future management development concerned with improving managers performance in their present roles and preparing them for greater responsibility in the future an effort to improve managers effectiveness is through learning process. According to john F.M management may be defined as the art of securing maximum of effort so as to secure maximum prosperity and happiness for both employer and employee and give the public the best possible service. In the words of Kimball and Kimball “ management embrace all duties and functions that pertain to the enation of an enterprise, its financing, the establishment of all major polices, the provision of the general from the organization under which the enterprise is to operate and the selection of the principles in primary control of an enterprise is referred to as management”

Hennery Fayal , a French man, is credited with developing the management concepts of planning, organizing, coordination, command and control (Fayal, 1949) who were the procedures of today four basic management principles of planning, organizing, leading and controlling .management development is the overall concept that describes many ways in which the organization helps it presents and reference. Needs skills and management techniques

## **2.2 Management Development**

Management development theory developed in the 1990s aimed at encouraging interpersonal relationships in the work place. One such theory that encouraged a collaborative environment is the human relation approach according to this theory, business owners needed to give their employees more in making decision. (1995) Pogits management development in transferring economics may be viewed as an open-ended process which is not only involves managers themselves, but also prospective managers that is, new cores to the market of managers positions and the enterprises over which they exercise control governmental organizations also play an important role in management development by designing regulated, supporting and performing a number of activities which fever management development. Armstrong (2010), claims that managers development involves generally improving the performance of managers in their present roles and preparing them to take on greater responsibility in the future management development concerned with improving managers performance in their present roles and preparing them for greater responsibility in the future an effort to improve managers effectiveness is through learning process. Management development has been described by Mumford as Gold (2004) as an attempt to improve managerial effectiveness through learning process management development activities are associated with talent.

## **2.3 The Concept of Training and Development**

(Wilson 1999) Armstrong (2006) has also noted training is the use of systematic and planned instruction activates to promote learning. the approach can be summarized in the phrase learners –based training involves the use of formal process to impact knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactory it is described one of several responses an organization can undertake to promote learning as Reynolds (2004) learning has a complimentary role to play in a crating learning it should be reserved for situations that

justify a more directed expert lead approach rather than viewing it as a compressive people a - private people development situation he also tendency to emphasis subject specific knowledge rather than trying to build core learning ability. Development is the growth of a person's abilities, through conscious or unconscious learning. Development programmed as usually includes element of planned study experience, and are frequently supposed by a coaching and counseling facility (man power services commission, 1981;15 in Wilson ,john p 2009;6) Development, education training Education activities which aim at developing knowledge, skills, moral values and understanding requires in all aspects of life rather than a knowledge and skill relating to only a limited field of activities

The purpose of education to provide the conditions essential to young people and adults to develop an understanding of the traditions and the ideas influcing the society in which they live and to enable them to make a contribution to it man power services commission, 1981;15 in Wilson john p 2009 ;17 Training is a planned process to modify attitude knowledge or skill behavior through learning experience to achieve effective performance in an activity It purpose (in the work situations is to develop the abilities of the individual and to satisfies the current and future needs of the organization Wilson ,john p,2009;4)

(Wilson, john p,2009;7)Need assessment purpose To find out training and development mangers should receive and what conditions out to be crated in order to make sure that training and development will have positive impact on organizational performance Need assessment survey is to Identify organizational performance problem Distinguish the training and non-training needs and solutions

organizational need Identifying development needs The roles can be defend descriptively in terms of duties and activities of the person perform it Yet in every day practices management roles are more often referred to prescriptively –in terms of what is ought to be done Roles Organizational consists of multiple roles which overlap in some way with one another, and are often not easy for an individual to manger, giving to role conflict and role ambiguity. Methods of management development Formal off-the-job management development Work based management development Work based learning is something that occurs naturally as people go

about their job Learning from mistake by trial and error Work based development method  
Coaching, monitoring, role model

## **2.4 theories of Management**

### **Scientific management theory**

**Fredric Taylor** develops the scientific management theory which espouses careful specification and measurement of all organizational tasks. Tasks were standardized as much as possible workers were rewarded and punished this approach appeared to work well for organizations which assembly line and other mechanistic, routinized activities. Scientific management also called Taylorism is a theory of management that analyzes and synthesizes work flows, improving labor productivity, the core ideas of the theory were developed by F W Taylor in the 1880s and 1890s and were first published in his Monographs, "shop management" (1911) and "the principles of scientific management" (1905) by experiment with different designs of shovel for use with different managerial, (from Rice coal to ore) he was able to design shovels that would permit the worker to shovel for the whole day. In so doing, he reduced the number of people shoveling at the Bethlehem steel workers from 500 to 140, this work, and his studies on the handling of pig iron, greatly contributed to the analysis of work design give rise to method studies Taylor, a mechanical engineer by training, seeks to apply a positivistic rational perspective to the inefficient work organization, another "misfortune of industries" that impedes the progress of improving work is what Taylor refers to as the "soldering" of the worker which essentially means to make a show of work not necessary doing ones best the workers tries to balance the inner conflict he feels result of worry about job security versus expectations of productivity. Taylor says that the workers is not to blame for soldering since, even if given the opportunities to work harder with greater output, the effect on the labor market is such that rate of pay is cut. What incentive does management have to pay a man more ways, even for greater output, when another man will accept, less for, albeit, less output. Taylor believes that scientific management of work will alleviate the common work problems of inefficient, slow rate of work, and decreased productivity logically, according to Talois viewed, soldering would disappear as workers productivities and security improved.

## **Principles of administrative management theory**

Administrative structure a clear division of labor and delegation of power and authorities and administrations relevant to their areas of responsibility the division of labor within an organization allows for specification

## **Bureaucratic management theory**

Max weber propose the concept of bureaucracy in a context in which he considers rationalization of society as inevitable (Pollitt, 2008) causing a growing impersonality in the social relationship, disenchantment of the world (Aron, 1994, Giddens, 1997) in short ,bureaucracy is the ‘phenomena of affirmation of the rationalization of the world ‘ (paiva,2014,p.539) Rationalization boosted the project of modernity by enabling the application of the general principles of reason to the conduct of human problems, fostering the ability to respond to unstable environments and to manage the inherent complexity (Touraine, 1998, clegg, 1990). Rational action aimed at controlling uncertainty, rational calculation would limit uncertainty in a world that could be controllable, two conceptions of rationality are put forward by weber ‘ ‘ formal rationality’ ’ regards the means-end relationships and the accomplishment of practical and indisputable ends, through a practice calculation of the means adapted to the attainment of those ends ‘ ‘ Real partiality’ ’ concerns the increasing theoretical dominance of reality through increasingly precise and abstract concepts (Clegg, 1990) According to Pimentel (2010) Burecraces would have developed with modern finical economy and also with the relation of low, the importance of mass phenomena, centralization, state interventionism and the development of technical rationalization (p .34)Max weber established the scientific management theory with his bureaucratic theory. Weber focused on dividing organization in to hierarchies, establishing strong lines of authorities and control he suggested organization develop compressive and detailed slandered operating procedures for all routinized tasks.

## **Human relation theory**

Elton mayo Hawthoms studies where classical theory were concerned with structured and mechanics of organizations, the theorist of human relation were understandably concerned with the human factors the assumptions about the relationships between employers and an employee, they were academic, social scientist, their emphasis was on human behavior with in the

organizations. They stated that people's needs are decisive factors in achieving organizations effectiveness and they were descriptive and attempted to be predictive of behavior in organization. Mayo's human relations motivation theory, which contains the Hawthorn effect, is a theory of motivation in the work place, this theory proposed that employees were motivated primarily by pay workers were generally thought of as lazy and treated as just another piece of equipment. The concept of human relations mostly refers to relations between workers and employees which are not regulated by legal norms, these relations are concerned with moral and psychological rather than legal factors, however, the term individual relations which embrace both mentioned concepts should not be confused with human relations, the human relations concept is concerned with devising concrete methods for ideological oration of workers in the factors human relations approach lays emphasis on people and their motivation unlike classical theorists who emphasize on structure and principles, it believes in analyzing the multi-dimensional nature of human beings and their interactions, to understand the working of organizations, it also emphasizes on the study of informal organizations to understand the working of formal organizations several socio-economic factors influenced the emergence of the theory and practice.

### **Contingency management theory**

Basic concept, the position of the organizational theorists is that "the best way to organize depends on the nature of the environment to which the organization relates" (Scott, 1992:89) contingency theory has two basic understanding assumptions first-there is no one best way to organize, second-any way of organizing is not equally effective (Galbraith, 1973). Organization theorists can identify many different characteristics and the organizations, and they define organizational performance in various ways. Contingency theory as science clearly in a science can be concerned as either a process of inquiry or an organized body of knowledge, contingency theory involves both, the problems addressed by the science of organizational theory are variants of "how can we improve the productivity organization's?" for contingency theory, the version of the question is "what combination of factors are associated with superior performance?" development of contingency theory involves a line of inquiry to find the effectiveness of various combination of characteristics and factors

## **Theory x and y**

Theory x management style therefore equals close, firm supervision with clearly specified tasks and the threat of punishment or the promise of greater pay as motivation factors a manager working under these assumptions will employ autocratic controls which can lead to mistrust and resentment from those they manage. McGregor acknowledges that the carrot and stick approach can have a place, but will not work when the needs of people are pre-dominantly social and egoistic, ultimately, the assumption that a manager's objective is to persuade people to be docile, to do what they are told in exchange for reward or escape from punishment, is presented as flawed and in need of re-evaluation. Theory of human work motivation and management the theory x explain the importance of high tended supervision, external rewards, and penalties, while theory y highlights the motivational role of job satisfaction and encourages workers to approach tasks without direct supervision. Douglas McGregor. A management professor at the Massachusetts institute of technology during the 1950s and 1960s in his book the human side of enterprise. McGregor proposed two theories by which managers perceive and address employee motivation. Theory x assumption that the primary source of employee motivation is monetary, with security as a strong secondary theory x one can take a harder or soft approach getting results.

## **Theory y**

The high level needs of esteem and self-actualization are ongoing needs that for most people are never completely satisfied, as such it is these higher level needs through which employees can be motivated. Abraham Maslow viewed McGregor as a mentor. He was a strong supporter of theory x and y, and he put theory y (that people want to work, achieve and take responsibility) in to practice in Californian electronics factory, however, he found that an organization solely by theory y could not succeed, as some sense of directions and structure was required, instead, Maslow advanced an improved version of theory y which involved as element of structured security and directions taken from theory x, Maslow's negative experience with implementing. Theory y must be balanced against that of McGregor himself at a Procter and Gamble plant in Georgia, where he introduced theory y through the concept of self-directed teams. This plant was

found to be a third more profitable than any other Procter and Gamble plant; it was kept trade secret until the mid-1990s.

### **Management in Ethiopia**

In Ethiopia development aid organizations play a critical role accelerating development assistance. The critical roles of organizations are coordination of aid efforts supporting development capacity investing infrastructure and human aid in Ethiopia is in a way that the focus is on practical questions of day-to-day work rather than on less on being learned at a strategic level. Most of the time, the problem associated in this regard are not what technological platform to use but how to manage the vast amount of knowledge generated in way that satisfies stakeholders peers and government counterparts and strategies asset for development assistance.

### **Management practice in Africa**

Africa is dismissed as a hopeless continent beset by war and famine, it is now frequently thought as a next frontier for opportunities and investment, Africa has natural wealth and young and fast growing population if the contrast is to capitalize on this potential, it will require managers with vision and competency who possess the personal drive, commercial acumen and technological skills necessary to develop successful and healthy in situation Africa boasts a few excellent schools of management and some good corporate training intensives, the overall efforts to develop high quality managers are entirely inadequate to meet the opportunities the next few decades will bring more young Africans are pursuing higher education, but too often the quality is low, organizations across sectors struggle to recruit staff with the skill to manage and implement their vision, too often, organizations fail to monitor and develop young managers the people interviewed for this report told stories of large multinational struggling to find local managers they contrast to establish their brands in new markets, of entrepreneurs battling, to build the team to catapult their business to the next stage of transform communities because they lack the people to execute their vision, and of investors wondering if their investee companies have the skills to deliver required returns, each group emphasized different dimensions of the problem, but virtually all of them cited a lack of management capacity as a serious constraint to growth as one share management consultant put it, when asked to talk about the challenges his clients face in establishing and building strong management teams.

## **Current management development**

In the twenty-first century, organizations face many new challenges, some people would argue that society and the economy have changed radically management practice and theirs are no longer relevant the truth is management has become more important than ever. Almost everything we do today as individuals or organizations requires us to interact with long-scale institutions, such as government agencies, banks, health care provides, insurance companies, school systems, universities ,online retailers, and technologies service providers how has management theories and practices evaluated to manage this new organizational and business environment? Interestingly, it has become both more specific more general to conduct business across borders.

## **Diversity**

All dimension, including race, gender, ethnicity, and age. The divest provides different resources to globalizations, people from different back grounds have unique experience and strengths promote creativity and innovation.

## **Social expectations**

The expectations of public, private and civic organizations was that they would provide the goods and services society required the positive and negative impacts of organizations on the wide environment alongside the products and services they provided were also considered out of the product.

## **2.5 Challenge of Management Development**

Management theory to develop in the 1990s aimed at encouraging interpersonal relationships in the work place. One such theory that encouraged a collaborative environment strong mangers need to take steps to ensure that they are able to identify employee or applicants with the management, potential, evaluate the need for performance improvement in specific areas some of the problems of management development are fever condition, training resources, measuring success and time the need to develop management development capacity among organizational mangers has been on the increase since the early 1990s. two of the major factors generating this need are the advent of the quality movement with its dependence on teams, and the widespread

incidence of organizational flattening that has eliminated many middle management positions. The need to develop management capacity among organizational managers has been on the increase since the early 1990s. Two of the major factors generating this need are the advent of the quality movement with its dependence on teams, and the widespread incidence of organizational flattening that has eliminated many middle management positions. Today's organizational managers need management skills to develop high performing teams and to cover the wider spans of control left in the wake of downsizings (Jay Klagge). The advent of the quality movement in the early 1990s brought several new challenges to organizational managers. Nations like "quality control" (Deming, 1985), "continuous improvement" (Juran, 1979), "customer focus" (Crosby, 1979, Leareau, 1991), and performance measurement" (Bouckaert, 1993, Cohen, 1993), collectively referred to as total quality management (TQM), have changed the focus of managerial activities. In most cases the hope of meeting these challenges rested squarely on the management development programs. On the other hand, new management skills and abilities are being demanded of today's or generalization managers and to cover this lost capacity, organizations have asked for more creativity, innovation, and productivity from the general workforce (Skagen, 1992) and placed more management development on the managers (Floyd and Wooldridge, 1994).

## **2.6 Performance Gap**

While all needs of an organization might not be learning needs, it is true to say that most learning needs can be thought of as arising from a gap between current performance and future desired performance. The learning needs analysis is the most often concerned with the gap between current and future performance. Employees are key stakeholders in the information and development of the organization's human and social capital and are a key source of knowledge and support for the development and implementation of sustainable human resource management (HRM) in the face of current challenges, the concept of HRM needs to be redefined, with sustainable HRM being a more appropriate approach to actual human resource management. Sustainable HRM's aim is for long-term objectives and results, with a focus on employee and environmental care, employee participation and development, external partnership, flexibility, compliance with labor regulations, cooperation between employees, equality, and equity, all without affecting profitability. Atypical job roles have become significantly more common,

typically characterized today by the restrictions caused by the coronavirus crisis. Although full-time permanent employment represent most of today's work force, the increasing prevalence of non-standardized forms of employment has brought structural change to work patterns, most likely resulting in a change to employee job satisfaction levels, providing information that could be incredibly valuable to us.

When this occurs in a study-state situation. It can be present a scenario for which it is not difficult to purpose situation. Methodology to assess change to the design/ commissioning performance gap. The main objective of this task is to develop a methodology to assess the energy performance gap due to the construction process itself. The key to achieve these objectives is to have a deep knowledge about what is performance gap, why it happens and how it can be solved. The performance gap is relatively new concept that can be defined as the different anticipated in the design phase and current consumption during in-use stage, there are several causes yielding the gap which occur on the whole construction process this document aims to better understand the causes of the performance gap, to try to quit how big it is, to know as some constructive aspects influences in energy efficiency and to provide guides to minimize the energy gap. The performance gap of building is commonly defined as the difference between the performance value predicated in the design stage and that measured in the past occupancy stage knowledge about the performance gap, the motivation for the studies was fuelled by a previous study on the center for interactive research on sustainability (CIRS), Fedoruk (2013)evaluated the design and operation of the multi-building energy system serving CIRS. The motivation for this studies was fuelled by a previous study on the center for interactive research on sustainability (CIRS)Fedoruk (2012) evaluated the design and operation of the multi-building energy says timeserving CIRS. The results revealed significance deficiencies in the performance of the multi-building system compared to its design. Intent (Fedoruk 2013). These findings encouraged to better understanding the extent of the buildings performance gap and persons contributing to the differences. To set this study in the longer context, two other unique buildings become objects of the study the JIM partisan center of excellence in sustainable building technology and renewable energy conversation (JPCE) and the District education center (DEC) both buildings high-performance buildings were built at the same time CIRS buildings with similarity ambitious performance goals.

Firms have realized that they have to develop unique dynamic characteristics that empower their competitive advantages in order to survive in a constantly changing market environment, thus, they are focusing on the exploitation of their human resources (HR), particularly on employee performance (EP), as a source of strategic advantage (Wright and Sell, 2009). Narcisse and Harcourt (2008 p.1152) state that employees' performance appraisal encourages up on of the most emotionally charged activities in business life-the assessment of a many contribution and ability. Boxall and Purcell (2011) indicate that a well-defined process for evaluating EP plays a crucial role on a firm's smooth running. Rynes et al. (2000) argue that the main challenges firms is to evaluate EP and to consider how it can become more efficient and more a "valid" in other words in which way firms can apply performance evaluation practices in order to improve their ability to distinguish "good" employees (that display desirable performance) from the bad ones there for, it is essential for firms to be aware of their employees capability in order to be able to manage them and, in turns, to align them with the firms over, MURPHY and clever and (1991) report that many important factors regarding the research and development of a performance evaluation model are still often overlooked and that this may be why there is not yet an integrated model for evaluated EP. Additionally as Nguyen et. al (2015, p.567) state "through there have been many studies examining the impacts of various factors on employee performance, very few examined more than three factors at one time" organization is a conscious coordinated system where characteristics of individuals, groups and organization interact with each other and effective interaction among them highly depends on organizational culture that shapes individual (KOZłowski and Kle in, 200) Uddin et al (2013) also argue that although environmental culture factors support and develop EP, employee related factors connect environmental cultural factors.

## **2.7 Organizational Need**

An organizational need analysis is an effective way to identify skills gaps it involves gathering information to identify areas where your employees can improve their performance to their benefit and that of your business. Training need analysis is the process of identifying the gap in employees can train and related training. There are three different types of training organizational, work team, and individual

Every organization has a plan. This may be bounded in a general strategic statement in process business objectives on in board policy guide lines in some organizations it may not in written form, but survive and move forward these is somewhere here a plan even if it is only in the head of the CEO this is the starting point for examine learners needs.

Most well-run organizations will have a well-defined set of business objectives when these exist, they will normally cascade down the organization so that department, section and individual managers have sub objectives that detail in to the business plan. These are prime source of information in developing the LNA at this level, for here are the specific, measurable targets that the organization committed to purpose.

Organization- level of objectives may contain very large training implementation, for example the reduction of a corporate cultures to new beginning, take over, or merge require careful consideration withy regarded to associated learning needs that will normally require deflated analysis and substantial commitment of training resource before they can be implemented. An example, concenter an organization that has committed itself to move culture of continues improvement, a compressive strategic needed, with a phased implementation plan, such a strategy will typically include improved communication issues, improves to inter group interfaces, new alliances with suppliers, and development of group band team working capability, such a major program will generate a whole suit of training courses that may embraces every employees. An organizational needs analysis helps you to compare the current skills in your companies with the skills you need to meet future business objectives if, for example, you want to move in to a market that demands high levels of after-sales services you must ensure that you have people with the skills deliver service. An organizational need analysis is an effective way to identify skills gaps it involves gathering information to identify areas where your employees can improve their performance to their benefit and that of your business, Training need analysis is the process of identifying the gap in employee training and related training.

## **2.8. Needs at Group or (Department)**

In analyzing but similar organization, a detailed LNA becomes too complex and difficult to generate identify. This is where the use of LNAs on department basis can be invaluable. It is double as it delegates the responsibility for detailed day-to-day learning analysis down to where should be, with the line managers. Department analysis is performed in exactly the same way as analysis at organizational level for instance, reviewing the categories above, the business objectives should have been cascaded down to department level. In the example given above, the manager of product a cell is already considering the step-up in production over the next year. He knows the transfers coming in to this department and already planning the reassignment of duty and who will train the transfers

## **2.9. Needs at Individual Level**

At this level, the organization is seeking to identify any short all in the individual's knowledge skills and attitudes required to perform his or her job. The differences between the desired level of performance and the current level of performance are the training gap.

### **On-the job training**

On the job training is an important topic of human resource management .it helps develops the current of the individual and the prosperous growth of the organization. On the job training is a form of training provide at work place.

**Off the job training** refers to an education method where employees learn more about their job or the latest advancements in their field at a location away from their work place. This type of training essentially helps perform their job more effectively.

### **Training**

Training refers to the obtaining or transferring knowledge, skills and ability (KSA), process needed to carry out a specific activities or functions, so the benefits of training for the organization and individual are to meet the current and future challenging of organization, training assume a wide range of learning actions, ranging from training of the individual for present tasks and moreover, knowledge sharing to improve the organization horizon and

customers service. Which function their carrier development and environment, thus expanding individual, group and organizational effectiveness (Niazi, 2011) according to chardra management of the organization firmly believes, that human assets unlike other assets cannot be deprecated and most necessary be appreciated over entire. Training consider as vehicle for effective communication and coordination. Training end overs to impart knowledge, skills and attitudes necessary to perform job related tasks. It aims to improve job performance in direct way (truelove, 1992-273) training is characterized as an instructor-led content based interaction leading to desired training behavior (slomon,2005:2)

**Training** is a learning process in which employees get an opportunity to develop skills, competency and knowledge as per the job requirement a basic skills and knowledge necessary for a particular job or group jobs, an employee training is focused on the short-team employee training is all all about doing, training is a job oriented process and performed in an aim of improving knowledge and skills that are needed to perform their existing job, the process of enhancing the skills and competency of an employee that are required to perform a specific job. Training is conducted as continues improving process that should be up to date to face the dynamic changes competitive and advantages of the organization.

**The benefit of training** is incising productivity and performance, reduce wastage and boosted moral, training is a systematic activity performed to modify the skills, attitudes and the behavior of employee to perform a particular job. The objectives of training is to develop specific and useful knowledge, and skills and techniques, it is intended prepare people to carry out predetermining tasks in well-defined job contexts

**Development** is an educational process which is concerned with the overall growth of employee the growth of individuals in all aspects an organization works for the development of its executive in order to enable them to gain advanced knowledge and competence . the individual long-term process relevant to the growth of personality requiring their potential capability and overall growth of an employee, development is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences of through self-directed ( self-managed) learning, it is an unfolding process that enables people to progress from present state of understanding and completely to future state in which higher- level skills,

knowledge and competency required development can encompass a wide range of activities, including coaching and more formal educational communities and experiences, and is generally used to encompass a wide steps then learning or training which may in fact, be included in the concept of development in (Chartered Institution of Personal and Development (CIPD))

**Education** is something that an individual gets some point from outside from his birth in their life. It is a social institution through which society provides its members with important knowledge including basic facts, job, skills and culture, norms, values. One of the most important benefits of education is that it improves personal lives and helps the society to run smoothly. Education is the socially organized and regulated process of continuous transference of socially significant experience from previous to following generations. The main way to receive an education is to take a course of training in the system of education institutions. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, moral, beliefs, and attitudes. Education can take place in formal or informal settings, and anyone who thinks, feels, or acts may be concerned with educational morality, said Aleksanderov, and may be defined in short as an organic compound of the three components, humanities, personalities and devotion to the truth. The truth involves the need for the proof that justice is formed during mathematics teaching, thus the last of the components of maturity is directly, concerned with the need for proofs while teaching, mathematics

**Learning** refers to an intellectual process of acquiring new knowledge and skills, through experience, study or teaching. Knowledge gained through schooling or studies. Learning is a change in behavior that due to experience. This is instability a very basic function of definition as changing of behavior of an organism that result from regulations in the environment of the organism. This is functional definition not only solves the problems of the other definitions, but also has important advantages for cognitive learning person. **Learning** takes place in schools, it is there for important to also unpack noted of teaching given the dynamic nature between learning and teaching in educational setting. In similar way to unpacking definitions. Learning attempting to define teaching is equally as arduous. We have all experienced teaching and not all of the teaching we received occurred in schools. Parents and family members, friend's coaches, celebrities, religious leaders and many other including the family pet can teach us thing or two in terms of educational settings as we noticed by Lachman (1997), most text book definition of

learning refers to as change in behavior as that due to experience, this is essentially a very basic functional definition of learning in that see as a function that maps experience on the behavior.

### **2.9.1 Identify Training Needs**

According to Pfav (2007), if a person needs to do a task or achieve a goal, in an organization but doesn't know how to do it ,then a training or training need exists formal techniques for determining such need according to him include (a) looking at the organizations goals, objectives, problems, and future plans (b) considering job tasks, involved, and (c) determining what the individual or group members want and need. Identifying training needs is a process that involves establishing areas when employees lack skills, knowledge, and abilities in effectively performing their jobs, training needs have to be related both in terms of the organizations demands and that of the individual employees. A training needs assessment identifies the specific knowledge and skills that employee need to be more productive, efficient and innovative in their jobs. Because by spotting their skill gaps that are affecting the company's bottom line, you can prioritize training for the biggest business impact Apr., 15, 1920. From the point view of the individual employee, there are three main aims of training, improve the individuals skills in one or more areas of experience, increase an individual's motivation to perform their job well. A successful training needs analysis will identify those who need training and what kind of training needed

How to training needs are identify, a training needs analysis focuses on your organizational goals and objectives and their figures out the task and people needs to get their it gathers some base line data about where your employees are starting so that you can give them the tools they need to meet your company goals June 12,2009. Need identification will help to identify the necessary and relevant issues for proper planning and implementing needs identification is first logical steps to determine and justify the requirement for training in the first place, it acts as a prognosis of an organizational ailment June 18,2016. Training need identification is a tool utilization to identify what educational course or activity should be provide to employees to improve their work productivities. Here the focus should be placed on needs opposed to desire of employees for constructive out comes

Every organization has a plan. This may be bounded in a general strategic statement in process business objectives on in board policy guide lines in some organizations it may not in written form, but to survive and move forward there is some where here a plan even if it is only in the head of the CEO this is the starting point for examine learners needs.

Most well-run organizations will have a well-defined set of business objectives when these exist, they will normally cascade down the organization so, that department, section, and individual managers will have sub-objectives that detail in to the business plan. These are the prime source of information in developing the LNA at this level, for here are the specific, measurable targets that the organization committed to purpose.

Organization –level objectives may contain very large training implementation, for example the reeducation of a corporate culture to new branding , take over, or merge require careful consideration with regard to associated learning needs this will normally require detailed analysis and substantial commitment of training resource before they can be implemented

An example, consider an organization that has committed itself to move to a culture of continuous improvement, A comprehensive strategic needed, with a phased implementation plan, such a strategy will typically include improved communication issues, improvements to inner group interfaces, new alliances with suppliers, and development of group and team working capability, such a major program will generate a whole suite of training courses that may embrace every employee These are complex interventions that will call for an organizational development approach they will possibly stretch over a number of years and require external consultancy expertise, as such; this scale of program is an ongoing needs analysis in its own right .Individual assessment looks at particular employee to discover their level of performance this analysis identify the existing skills and qualification as well as capacity for learning Individual assessment will show who needs training and what kinds of training is need

Training is a means of growing and developing knowledge and skills to be able their work effectively. Training needs when there is a training gap between desired and current performance. For the gap lack of skills or knowledge. Training will solve the problems. And the members of staff will become more effective. This training process is called training need assessment. Training assessment analysis is the identification of the dissatisfaction of the current

situation performance gap between desired conditions is called a need TNA, aim at the following situation

- solving current problems
- avoiding a past or current problems
- creating or taking advantage of the future operations
- providing learning development or growth

### **2.9.2 Identifying Training Priorities**

Globally education is in a state of constant flux, with international companies requiring policy-makers to re-examine their education systems and how to improve children's performance in schools (Gray 2010, European commission 2015). The focus of such attention is often on the professional development and education of teachers. However as pointed out by Goodwin et. al (2014)

Having undertaken an organization wide LNA it is likely that the number of training needs identified are much larger than can be met through current resources. It is therefore imperative to preauthorize the needs in to some order of importance. The priorities –may be self-evident but where this is not the case, the following techniques can be applied. It is useful to do this as a group exercise, such as in a training committee.

Certain training needs will already be defined through company policy or strategies for instance, the organization has committed to train three designed managers on MBA program all PC users are to be trained in the new suit of software by the third quarter such strategic and policy training decisions are already preordained. Decisions must be made between training needs and training wants, that is, between the essential and desired. Where needs are identified against organizational objectives, then the possibility that the course of undertaking an LNA, general requests for training will emerge. These may include wants rather than needs. For instance, the financial controller considers that the line managers have a poor understanding of the financial measures used in the organization this may be true. While properly designed course in financial for

non-finical managers may address this issue, will it actually improve the organizational performance it may described but it is not necessary essential.

Pare to analysis can be employed as a technique to define the highest priorities training needs among the remaining needs, a cost of saving resulting from the proposed training circulated ( estimated saving minus estimated training costs) the cost savings are composed and the best saving become the priorities needs. Considering the pare to principle, 20 percent of the training in put is likely to yield 80 percent of the saving.

“Training assessment” is and the three major of assessment that are conducted in organizations. “ problem-centered assessment” training request assessments” and” formal assessments” particular attentions focused upon how to carry out a formal assessment, including major steps, important questions to ask , sources of information, and how to preauthorize training needs. Identified examples of instruments and techniques used in actual studies are also provided. Identifying training needs is important if employees are to be properly training. just sending people to training because they wants to go, seniorities, or because a training opportunities

### **2.9.3 Planning and Designing Training**

Learning is difficult to define. It is part of the process of change and adaption to different circumstance .it enables us to drown on the past in order to cope better with the future. it is to do with change .But what kind of change? Through learning people may change their view of the world, or their understanding of themselves, or their behaviors, or something else. The change may not always be immediately obvious to others, or even to the learner, however, learning eventually produces some observable effect. What has been said to far imply that learning is a process. There is not one event, but a series of elements that go to make up learning, as with any process, learning is difficult to observe when it is happening, but as with any process, learning can be helped or hindered by many factors which are not themselves part of the process .It is useful at this point to make a distinction between formal and informal learning .Formal learning is learning that takes place in a structured and international way. Typically, formal learning takes place when we attained some kind of course, often in a particular setting. A good example of formal learning is a learning that takes place in school class rooms or training room’s .Informal learning is not structured, though it may occur in a structured setting. Informal learning takes

place when we learn something new without intending. It is the kind of learning that occurs when we pick up tip on doing something from watching an expert at work, or discover a new piece of information. The process of training designing, a training program involves a serious of steps from identifying the learning content,

Deciding the methodologies, selecting the learning activities defining evaluation criteria and to specifying follow up activities

Step 1 perform a training needs assessment

Step 2 develop learning objectives

Step 3 design training materials

Step 4 implementing the training

Step 5 evaluate training

The purpose of the design phase is to identify the learning objectives that together will achieve the overall goals identified during the needs assessment phase of systematic training design Steps to creating effective training program

1 masses training needs first step in developing training program is to identify and assess

2 set organizational training objectives

3 create training action plan

10 implement training intensives

the key elements of training program include needs assessment, course, work, learning tasks, and practical applications facilitators introduces through course work or lecture learning task or activities.

The process of training designing, a training program involves a serious of steps from identifying the learning context, deciding the methodologies, selecting the learning activities defining evaluation criteria and to specifying the follow up activities.

Step 1 perform a training needs assessment

Step 2 develop learning objectives

Step 3 design training material

Step 4 implementation the raining

Step 5 evaluate training, the purpose of the design phase is to identify the learning objectives that together will achieve the overall goals identified during the needs assessment phase of systematic training design

### **2.9.4 Delivering Training**

depending on the type of training occurring my choose on delivering method over another this, section discus the types of delivery method we can use to execute the types of training keeping mind however, the most good training programs will use

A variety of delivery method.

The development of ODFL is not just a story of technological innervations in teaching and learning, but also a story of changing relationships between teachers and learners. One of the most striking aspects of ODFL is its widespread utilization in adult education and training, but limited spread in to the compulsory schooling system thus far. A fundamental aspect of formalized education and training is that historically it has been set in the context of a power relationship between teachers and learners. This reality is expressed as much by the use of the term ‘discipline’ to mean subject area of study (eg ,physics , history, or French) as by the cane that was once wielded by most secondary school teachers in Brittan.

The conventional approaches to formal teaching and learning have been set in context with many important associated values, whether overt or covert. Through their lives adults learn a great deal by informal methods. however, this learning, mainly gained from life experience, but also from general reading, watching television, etc.—is not regarded as caring much status (except perhaps in pub quizzes or when helping somebody to change wheel on their car) learning which takes place in a class room and institutional setting, and under the control of a teacher, has come to be regarded as highest status, most important and most worthier type of learning.

On-the-job coaching is the one way to facilitate employee training on-the-job coaching refers to an approved person training an employee on the skills necessary to complete tasks

How do you deliver a training session?

Determining your organization's specific training needs clarify the goals of the training session decide who will run the session develop or choose, or modify the training session recruitment trainees for session Training delivery methods consists of techniques and materials, different training delivery methods are better or worse at achieving various learning objectives. By improving critical information in an entertaining way, you can increase both retention and engagement, part team-building part training guided group discussion are a great way to build relationships among team members while educating them on key delivery training is the presentation of the discussions, determination, and expressed or activities, that will help the learners gain the required knowledge and skills for performing a task or learning a subject unstructured-led training instructor-led training, or class-room training, is the most traditional form of training, best leveraged for creating an overall understanding of the training topic--- virtual class rooms, E-learning, Blend learning. The various training delivery methods can be divided into cognitive methods provided information orally or in written form, demonstrate relationships among concepts, or provided the roles for how to do something, they stimulate learning through their impact on cognitive process And are associated most closely with changes in knowledge and attitudes, the lecture, discussion, E-learning and, to some extent, case studies are cognitive methods through these types of methods can influence skills development, it is not this strength.

### **2.9.5 Evaluate Training**

Evolution of a planned learning or training event or intervention is notoriously difficult to carry out in ways that are valid and verifiable. Few courses or developments take place these days without some kind of feedback sheet being handed out or feedback discussions being tabled, but these procedures run the risk of appearing superficial. These are some complex reasons for the difficulties entailed, which are not just to do with a genuine desire, or lack of it, to be flexible. Responsive and creative. The longer it takes to evaluate any aspect of training course and track its link to work place performance. The more understanding factors may intervene (parry,

1997;4)there might , for instance, be aspects organizational policy and practice where it is vital that the effectiveness of training is evaluated, for the wellbeing of staff, nevertheless, the possibility of understanding this effectively might vary enormously. A nuclear processing plant might require safety checks to be understood by all staff and rigorously applied. in this instance it would be conceivable to pre-test, train. And re-test levels of employee knowledge in relation to fixed procedure when it comes to the evaluation of training program, it best to start at the beginning. So before you decide what to measure, or how to measure it, choose the evaluation techniques that most helpful for your needs Not sure which training evaluation techniques are on the menu? Here are some of the most popular methods used today. What are the methods of training needs? There; s along (and we mean long) list of training evaluation techniques to chosen from and this can be over whelming. but there are five techniques that are most often trusted by companies today. Some of these techniques are referred to as models, or training evaluation methods, and well use these terms interchangeable

Kirk Patrick's four –level training evaluation models This method of evaluating programs might be one of the oldest, but it's still one of the best levels why? Because it breaks the evaluation process down in to four simple levels or rather steps .here how it works

Step 1 evaluates learner's reaction to training this commonly measured after training. Also learners to complete as survey about their overall satisfaction with the learning experience

Step 2 assess measure what was learned during training use assessments tom measure how much knowledge and skills have charged from before to after training

Step 3 assess whether or not and how much behavior as a result of training the best way to measure behavior charge is through work place observations and comparing 360 degree review from pre-and post-training

Step 4 the final and most important step is to evaluate the impact of your employee training program on business results, here it's common to measure results like, productivities, quality, efficiency, and customer satisfaction ratings In modern times professionals have suggested that this process should actually be revised after al l step 4 is the most important none if you agree with this approach. Training need=desired capability current capability of the participants Training evolution is the systematic of descriptive and judgment information necessary to make

effective training discussions related to the selection, adaption value and modification of various instructional activates ( Werner and Desimone,2006), this definition mentions both descriptive available and equality present in any given training and development institution. Training evolution includes the systematic collection of information according to a predetermined plan to ensure the information is appropriate and useful, according to Merwin (1992) training evolution is the means used to determine the worth or value of training. It is a process of assessing the results or outcomes of training ( king Roth well,2001), it determines the significance of the training including to what extent and how well the training met the individual or organizational needs, training evolution shows the benefits of training with requires to training and job performance and these benefits should be informed to the top management as well as the stakeholders of their investments in terms of money, time and efforts (Abdel-Wahab .Daintyison and Haziehurst, 2008. Merwin 1992) seeing that training results (Alvarez, sales and Gor of no 20004). Every training program must evaluate since there is no alternative way of ensuring that investments on training are worthwhile without doing evolution. Evolution is a difficult process to do well built it must be attempted in order to improve the stakeholders and effectives of the programs being offered (Aminuddin, 1997) it must occur throughout the training goals. The experts of training evolution believes that the evolution is not just another element to the training program but must be incorporated with in any training process in order to examine the effectiveness of the training program (Kirk Patrick 1998) as such, training evolution cannot be ignored, training evolution is a systematic process of collecting information and using that information to improve your training evolution provides feedback to help you identify if your training achieved your intended out comes, and helps you to make decision about future training evolution is final phase in the ADDIE model, but you should think about your evolution plan early in the training design process. Work with training developers and other stakeholders to identify .the reason for evaluating is to determine the effectiveness of a training program. When the evolution is done, we can hope that. The results are positive and gratifying, both for those responsible for the program and for upper-level managers who will make desiccations based on their evolution of the planning and implementation the program to ensure its effectiveness more details can be

Gap



needs

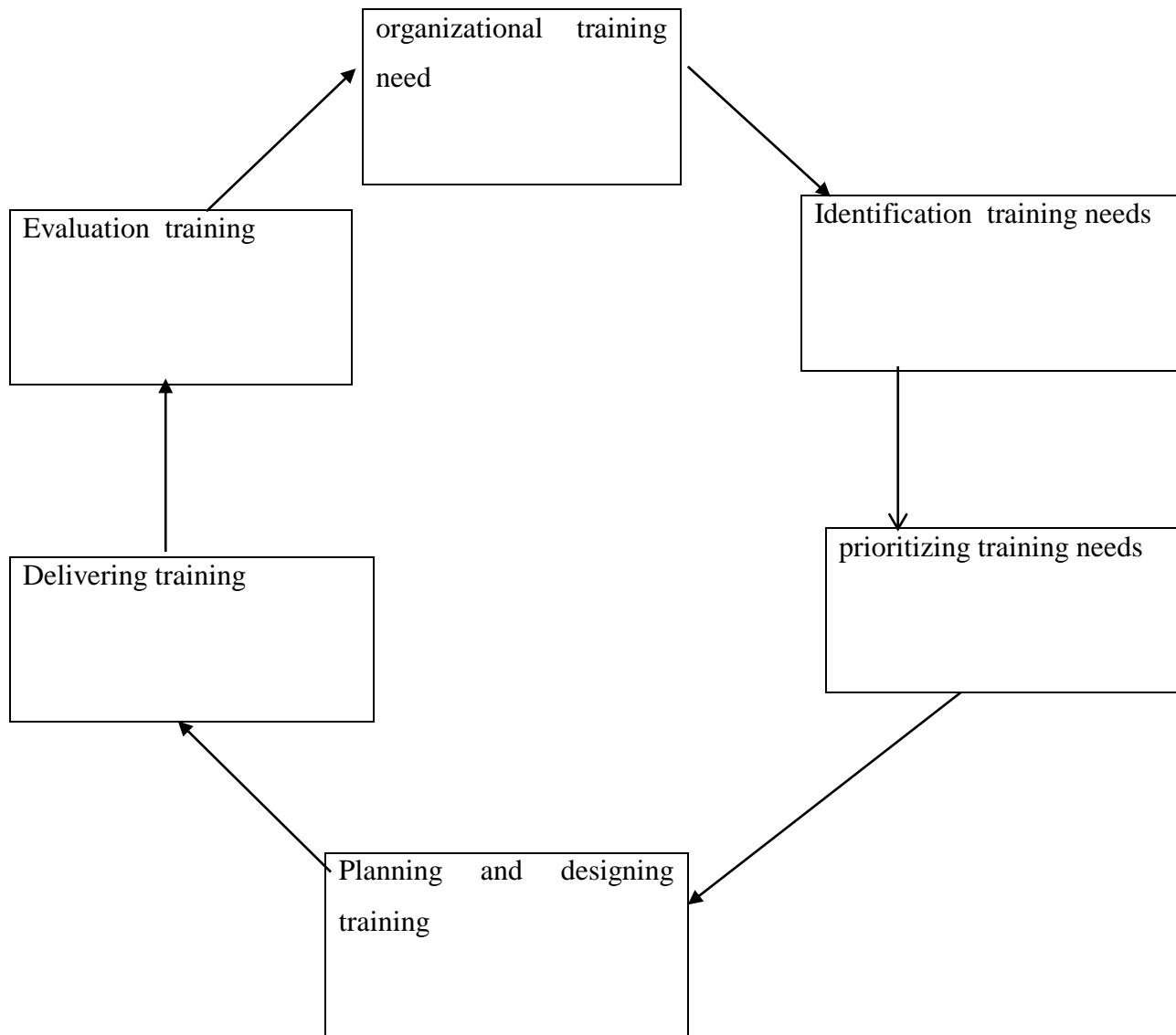
Actual performance or behavior figure one training need assessment [candan, 1987]

Training can reduce if not, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capability the data on the present status are vital to evaluate or impact survey in the later part of training cycle these shall serve as the base line data.

The following sequential phase of the systems approaches in managing that training and development process. The study had focused on in assigning practice of management development of in ministry of education relation to these important training and development. Training and development are continuous and cyclical activity. In training and development program, there should be a number of processes involved to make the training and development program more effective to raise performance, improve moral and increase organizational potentials. it consists of a serious of inter related and interdependent functions that are particularly linked together and integrated in to the whole system of the organization (William,2009) designing training and development process have to be arranged in logical manner.

Designing a training development program involves a sequence of steps that can be grouped in to six phases, identifying organizational needs, identifying training needs, prioritizing training needs, planning and designing training, delivering training and evaluation training (Wilson, 1999) even though the phases which are suggested by different authors are different, the components which are included in different phases remains similar .Therefore, the study uses the following sequential phases of the system approach in managing the training and development process. The study had focused on in assessing practice of management development in Akaki Kaliti Sub city secondary school of education in relation to these important training and development phases

The training wheel (Wilson 2009; 411)



This study uses the above sequential phases of the systems approach in managing the training and development process. The study had focused on in assessing practice of management development of selected schools in relation to this important training and development phases.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter includes introduction, research design, population, sample size and sampling techniques, procedures of data collection, research methods, study area, data source and instruments, instruments and of data collection, sampling design and techniques, sampling techniques, methods of data analysis, ethical consideration

#### **3.2 Research Design**

The study is aimed to investigate the status of management development practice and challenges in Akaki Kality secondary schools Based on the nature of the study and data type to be collected descriptive survey design was employed. The purpose of descriptive research is pointed out to determine the way things are done. It attempts to describe the social realities, phenomenon and events such as behavior, attitude, value and characteristics. This special feature of descriptive study employed to assess and examine the status of managers and to identifying some of the major practices and challenges in implementing the strategies of management development

#### **Government secondary school names in Akaki Kality Sub -city**

##### **No and school names**

1 Fitawrari Abyneh Secondary School

2 Ethio –Japan secondary school

3 Megala Secondary School

4 Gelan Secondary School

5 Bulibula Secondary School

6 Kality Secondary School

7 Addis Ababa Mariam Secondary School

8 Tuludimtu Secondary School

9 Hachalu Secondary School

10 Koya Secondary School

11 Derertu tulu Secondary School

The primary data was obtained from, principals, vice principals, department heads, and clubs leaders in Akaki Kality Sub-city government (9-12) secondary schools (Tuludimtu secondary school, Fitawrary Abyneh secondary school, ethos-japan Koya secondary school, the researcher also used different written materials and documents

### **3.3 Population, Sample Size and Sampling Techniques**

The choice of research method is determined by combination of many factors such as the research problem, objective of the study, resource availability, and personal experiences of the researcher ( Creswell, 2009) this survey study has been conducted through, qualitative and quantitative data and it attempts to assess the status of management development practices and challenge at different positions at Akaki Kality sub-city secondary school, thus, the researcher collect both quantitative and qualitative data address separate research questions ( Creswell, 2007) this makes possible to collect descriptive data, during, qualitative data, to show the practical (status of management development practice and challenges ) aspect and also to review the status management development practice and challenges in depth and focused way .The targeted population of the study had encompasses all employees of Akaki Kality secondary schools of education which constitutes a total population of 319 staffs of Akaki Kality sub-city government secondary school 2021). According to the information from Akaki Kality sub-city education office, there are 11 government secondary school in the sub-city, the size of the population was large all the schools could not be included. Therefore the researcher selected four government secondary schools by using simple random sampling techniques, namely, Tuludimtu secondary school .Ethio –Japan secondary school, Fiawrary Abyneh secondary school and Koye secondary school, sample random techniques gives the most reliable representation of the whole population, while non-random sampling techniques available

sampling method of choosing subjects who are available or easy to find this method is also sometimes referred to as haphazard availability, sampling. The primary advantage of the method is that it is very easy to carry out relative to other methods; availability sampling or convince sampling is a type of non-probability sampling that involves the sampling being drawn from that part of the population that is close to hand. This type of sampling is the most useful for pilot test (Walliman, 2011). According , from the four government secondary schools (4) principals twelve (12) vice principals thirty -six (36) department heads and fifty two - (52) school clubs are involved the total population (104) , the population as a whole can be employed to collect data for the study. The population and sample size are summarized below

The targeted population of the study had encompass all employee of Akaki Kality secondary schools of education which constitute a total of 319 staffs of Akaki Kality Sub -city government secondary schools, according to the information from Akaki Kality Sub -city education office there are 11 government secondary schools by using in sub-city, the size of the population is large all the school could not be included, there for the researchers selected four (4) government schools by using random sampling techniques namely,

1 Tuludimitu secondary school

2 Ethio –Japan secondary school

3 Fitawrary Abyneh secondary school

4 Koya (4) principals (12) vice principals (36) department heads (52) club leaders

### **3.4 Procedure of Data Collection**

The study was done by using questionnaire and interview with selected employees, based on reliability analysis of instrument made on pilot study, before conducted the final administration of the questionnaires pilot test was made on the random selected secondary schools which was distributed secondary school pilot test was conducted for 20 respondents 1 ( school principals) 1 (school vice principals) 18 (school teachers) to check the valuable comments and suggestions, necessary adjustments were made with, this clarity of language idea and contents and finally 4 experienced individuals checked the questionnaires and readjusted and reduce possible errors that result from misunderstanding of the respondents

### **3.5 Research Methods**

The choice of a research method is determined by a combination of many factors such as the research problem, objectives of the study, resource availability and personal experiences of the researcher (Creswell,2009) descriptive survey has been conducted is a procedure to collect quantitative and qualitative data simultaneously but qualitative data play a supportive role to the quantitative data and it attempts to assess the status of management development at different positions and its challenge for management developmental in Akaki Kality sub-city secondary school . Thus, the researcher collect both qualitative data during a single study, analyze the two data sets separately, and the quantitative and qualitative data address separate research question (Creswell, 2007) this makes possible to collect descriptive data, qualitative data, to show the practical (status of managers) aspect and also to review the implication for management development is in depth and focused way

#### 3.5 The study population

The targeted population of the study had encompasses all employees of the Akaki Kality sub-city secondary school of education which a total population of 104 from which 4 are principals 12 vice principals 36 department heads and 52 school club leaders staffs (human resource department of Akaki Kality sub-city secondary school , 2014 ).

Sample were designed and statistics were calculated from them to enable an inference from the sample to the population, sampling is the process of selecting a suitable sample in order to gate valid information about the population (Kang'ethe, 2013,Kombo and Tromp, 2006)

### **3.6 Study Area**

Akaki kality sub-city secondary school founded for the purpose providing education for the people who lives around it is about 28 kilo meters distance from capital city of Addis Ababa

### **3.7 Data Source and Instruments**

The study is cross-sectional survey to collect both primary and secondary data. Primary sources refer employees that consist principals, vice principals, department heads, club leaders teachers of Akaki Kality Sub -city secondary schools. The secondary data sources are employees related statically records, reports as well as and various research literature written on management development and change in this study, a combination of both primary and secondary such as

,self-report questionnaires, interviews, and document analysis used to collect data from the participants sources. Primary data will collect mainly through self-administrated structure questionnaires', personal observations and purposive interviews .to supplement responses provided through questionnaires, qualitative data will gathered by personal observation and interviews from the selected principals and vice principals at Akaki Kality sub-city secondary schools.

According to the information from Akaki Kality sub-city secondary schools the size of population was large all the schools could not be included. There for, the researcher selected four secondary schools by using sample random sampling techniques, namely, Tuledimtu secondary school, Koya secondary school, Fitawrari Abyneh secondary school and Ethio-Japan secondary school. Sample random sampling techniques give the most reliable representation of the whole population, while non-random sampling techniques rely on the judgment of the researchers on accident and cannot generally be used to make generalizations about whole population (walliman ,2011) sample random sampling method involves selecting at random from a list of the schools (sampling frame) the required number of subjects for the sample (creswell,2009).

Accordingly, from the four Akaki Kality government schools four (4) principals twelve (12) vice principals (36) department heads and fifty two (52) club leaders teachers are involved the total population (104). There for, the population as a whole can be taken as a sample (yount, 2006) thus convinces or availability sampling is perhaps the easiest method of sampling because participants are selected based on availability and willingness to take part. Method of sampling technique has been employed to collect data for the study. The population and the sample size are summarized below.

Table 1 Population and Study Sample

NO	Categories							Data collection methods
		M	F	T	M	F	T	
1	Principals	4	-	4	4	-	4	Interview
2	Vice principals	8	4	12	9	4	12	Both interview and questionnaires
3	Department heads( 9-12)	26	10	36	26	10	36	Both questionnaires' and interview
4	School club leaders	36	16	52	36	16	36	Questionnaires'
		74	30	84	74	30	104	

### 3.8 The research method instruments and procedures of data collection

#### 3.8.1 Instruments of data collection

To collect necessary data for the study, two instruments of data collection were used survey questionnaires' and interview question.

Table 2 Pilot test table two

S.N	Items	Cronbachs alpha
1	Identification of organizational ,group, and individual needs	0.75
2	The method the schools used for identifying training needs for their mangers	0.81
3	Training priorities	0.72
4	Identification of training delivery	0.82
5	Identification training evolution	0.73
6	Alignment of management development practice with the goals of the school	0.84
7	Challenges of management development	0.75
<b>Total</b>		<b>0.77</b>

Note; r-c alpha; reliability by Chronbach alpha

Before conducting the final administration of the questionnaires', pilot test was made on randomly selected secondary school from non-sampling school. The pilot test was conducted for 20 respondents ( 1 school principals ) and 1 vice principals, and 18 school teachers to check the validity and reliability of instruments . The issue of validity and reliability was checked. Thus, to do first of all, 4 experienced individuals was discussed on this research issues from related field of study to check validity of instruments validity refers to the degree that the instruments actually measures what it is supposed or intended to measure (Amin 2005) it is the extent to which the instruments is measuring what supposed to measure, a context validity test check whether there are enough and relevant questionnaires' covering all aspect being studied and intervant questions are not asked ( parahoo, 2006) face validity, in contrast, refers to the extent to which an instruments appears to measure what it is intended to measure table 2 reliability test result sub-categories of questionnaires' items.

Item in table above were designed to measure the understanding level of respondents regarding identification of organizational, group, and individual needs, methods of the schools used for identifying training needs, for their mangers, training priorities, identification of training delivery ,identification training evolution, alignment of management development practice with the goals of the school, challenges of management development, the result indicated that all items of sub categories have grater score ( $r > 0.70$ ) indicating that the items were internally consistent if items have reliability coefficient, greater than 0.70 according to hair et al (2003) the items measures similar construct and have acceptable reliability coefficient clarity of language, ideas and contents of the questionnaires' were checked and readjusted. The most commonly used to measures of internal consistency for questionnaires' is cronbach alpha coefficient (sekor an Bougie,2010 thus, after all data were collected, it reliability was tested by the help of internal consistency item analysis and measured through cronbach alpha finally, questionnaires' was distributed to sample respondents.

## **Questionnaire**

The questionnaires' was prepared in English language. The questionnaires' was compiled by vice principals, department heads and club leaders a total of 100 copies of questionnaires' was

distributed to 12 (vice principals) 36 (department heads) 52 (club leaders teachers) who are working in Akaki Kality sub-city secondary government schools.

The questionnaires' had five parts, the first part of questionnaires' deals with back ground information of respondents. The second, third ,fourth and fifth part of the questionnaires is concerned with the school assessment, training priorities, training delivery, training evaluation which consist of question that are related on three point scale using yes (3), I don't know(2) and no (1) the six and seven part of the questionnaires' focused management development practice and challenge of management development questionnaires' were also prepared using 5 point scale likert type scale which levels were indicated as very high (5), high (4), medium (3), low (2), very low(1) in addition some items were open ended in order to allow respondents give their response freely. Before the actual administration of data gathering instruments were pilot tested in order to ensure the validity and reliability of the instruments.to do this, the researcher carried out pilot test in Derertutulu secondary school was conducted for 20 respondents 1 (school principals) 1 (school vice principals) and 18 (school teachers). To check the valuable comments and suggestions, necessary adjustments were made, with this, the clarity of language, ideas and content of the questionnaires' were checked and finally checked with 4 experience individuals readjusted.

## **Interview**

The other data collection instruments in this study were interview question. Interview is more suitable for questions that require probing to obtain adequate information. Thus, the purpose of the interview was to collect more supplementary information. Interview was conducted with four (4) principals and 12 vice principals of Akaki Kality sub-city government secondary schools. The interview questionnaires were administrated for a total 16 participants. The interview questions mainly focused on the management development practiced and challenges and also how do you assess management development needs of secondary schools in Akaki Kality sub-city, how do you assess management development needs, what are the challenges in the practice of management development?. The interview was conducted in both English and Amharic languages and recorded on cell phone in order to reduce losses of audio information. To assess of management development

### **3.9 Sampling Design and Techniques**

Sampling design primarily aims at increasing representation of the population by reducing sampling error with a minimum possible cost (Kothari,2004), Hence, the targeted population of the study are all employees currently working in Akaki Kaliti four government targeted secondary school principals, vice principals, department headers, and school club leaders are the four available or convince sampling design employed convince sampling is perhaps the easiest methods of sampling because participants are selected based on availability and willingness to take part.. According to Kothari 2004, the formula to estimate the sample size in case of finite population..

### **3.10 Sample Techniques**

Principals, vice principals, department heads ,and club leaders teachers who are currently working in Akaki Kaliti sub-city secondary school, considered as a sample frame for the researcher, after selecting the lists of employees from the school, sampling frame will developed for the purpose of the research. Then representative units will draw from the population by using availability sampling is a method of non-probability sampling method where the sample is taken from a group of people easy to contact or reach availability sampling is used in research researcher use sampling not just because it also has other research advantages. In pilot studies, convince sample is usually used because it allows the researcher to obtain the basic data and trained sampling techniques to provide equitable chance for department heads, and club leaders teachers available sampling techniques will be applied. Based on Akaki Kaliti sub-city reports ( 2014) 3.84 % are principals and vice principals 11.53 % department heads 34.61 % are club leaders teachers 50% Based on population principals, and vice principals are 15.38 % sample share and department heads took sample share of 50 % are club leaders. Finally the researcher distributed 104 questionnaires for vice principals, department heads and club leaders teachers. The rest 3.84 % or 4 are purposely selected for interview.

### **3.11 Methods of Data Analysis**

The qualitative data obtained from interview from cell-phone sounds records or notes from paper writing, the second step the checking and editing the transcripts for further analysis Third interpretation and analysis, the fourth step was the finding individual interview

### **3.12 Ethical Considerations**

Measures will take to ensure respect, dignity and freedom of each participant of the study complete confidentiality of the study subjects also emphasized. Names of respondent's will not record anywhere on the final report .Firstly, researcher informed participants about the purpose of the study and request their consent to take part in the research.

According to Creswell (2009) the common practice is to present a written informed consent for describing the nature of the research project and the purpose of one's involvement. Their participations purely voluntary and they guarantee confidentiality and anonymity during data handling. Further participants will tell that they have the right to withdraw from the study at any time if the feel uncomfortable with their participation

## **CHAPTER FOUR**

### **4.1 Presentation, Analysis and Interpretation of Data**

This chapter deals with presentation, analysis and interpretation of data which are collected through questionnaire and interview from school principals, vice principals, department heads, and school club leaders. For quantitative part a total 100 copies of questionnaire were distributed to 36 department heads, 52 schools clubs leaders, and 12 vice principals out of these respondents 36 or 34.61 % department heads 52 or 50 % are school club leaders members filled in the questionnaires 6 questionnaires were not returned. However the rate of return was 94 or 94% there for, this rate of return is sufficient to provide the required information. Results of the data were presented through different tables. Data were interpreted through statistical procedures of percentage frequency and mean score value.

Data analysis is the process of systematically applying statistical and/or logical information to describe and illustrate, condense and recapitulate, and evaluate data. Generally, researchers look for patterns in observations throughout the data collection process. Data analysis tools assist users in sorting through enterprise data to identify patterns, trends, relationships, and correlations that would otherwise be difficult to understand (Savenye & Robinson, 2004).

The main objective of this study was to investigate the current status of management development practice and challenges in Akaki Kality sub-city secondary schools in Addis Ababa. As a result, research questions were developed, and both qualitative and quantitative research methods were chosen to achieve the stated goals. Questionnaires and interviews were being used as research methods in mixed approaches to collect the necessary data and information in accordance with the stated research questions.

This chapter analyzed both quantitative and qualitative data. To describe quantitative data, frequency and percentage tables are used. Qualitative data analysis is used to examine data and provide some level of explanation, comprehension, or interpretation. Descriptive statistics are used to characterize the variables under observation within a specific sample and to describe the data collected in research studies. To achieve the study's main objectives and to answer the proposed research questions, all of the primarily collected data is presented and analyzed. The

questionnaire was distributed to 104 respondents in total. Ten respondents did not complete and return the questionnaire on time. As a result, the exact number of returned questionnaires was 94. This implies that there was a 94 % return rate. As a result, this rate of return is sufficient to provide the necessary information. The data results were presented in various tables and figures. The data was analyzed using descriptive statistics based on frequency, percentage, and mean score values. This study, on the other hand, interviewed 12 top-level managers, vice directors, and four directors of Akaki kality sub-city secondary schools in Addis Ababa. In this case, quantitative data is presented and analyzed first, followed by qualitative data. The analysis was based on thematic analysis.

Thematic analysis is a qualitative analysis method that involves searching or reading through a data set in order to identify, analyze, and report on recurring patterns. It is a method of data description, but it also includes interpretation in the process of selecting codes and constructing themes or patterns of meaning. It is a qualitative data analysis method that involves reading through a data set, for example, transcripts from interviews, and looking for patterns in meaning across the data. Thematic analysis is a widely used and popular method for analyzing qualitative data in many disciplines and fields, and it can be applied to a wide range of research questions (Braun and Clarke, 2006).

Responses to three-point scale items were divided into three categories: yes, no, and I don't know. The percentage values of each category were used to draw conclusions for items on three-point scales. To describe the presence or absence of management development practices and challenges, percentage values were used. In terms of three ranges of mean score values, mean score values were used to describe the level of management practice. That is,

1-1.50... At a low level

1.51 to 2.50...Moderate

2.5-3.00... High level

The Likert scale was divided into three categories for items with 5 points each to be analyzed using percentage values. That is, very high and very high are considered positive perceptions; low and very low are considered negative perceptions; the medium percentage is considered

neutral. Mean score values were also used to describe the level of presence or absence of practices and alignment of management development for this 5-point scale item. The mean score values in this case are divided into three ranges.

From 1 to 2.50...A low-level scale

2.51-3.50... a medium-scale

3.51–5.00... A high scale score

Closed-ended item data were analyzed quantitatively to answer the study's primary research question, while open-ended item and interview data were analyzed qualitatively.

#### **4.2. Demographic Data of the Study Population**

Respondents were asked to provide general background information in the first section of the questionnaire. The demographic characteristics of respondents are presented in the one table below.

Table 3: The demographic characteristics of the participants

No	Sex	Frequency	Percentage
1.	Male	71	75.5
2.	Female	23	24.5
	<b>Total</b>	<b>94</b>	<b>100.0</b>
	<b>Age</b>		
1.	below 25	12	12.8
2.	25-34	60	63.8
3.	35-44	20	21.3
4.	44 and above	2	2.1
	<b>Total</b>	<b>94</b>	<b>100.0</b>
	<b>Level of Education</b>		
2.	Diploma	9	9.57
3.	Degree	73	77.65
4.	Masters	12	12.76
	<b>Total</b>	<b>94</b>	<b>99.98</b>
	<b>Work Experience</b>		
1.	5-10 years	2	2.1
2.	11-15 years	70	74.5
3.	16-20 years	2	2.1
4.	21 and above	20	21.3
	<b>Total</b>	<b>94</b>	<b>100.0</b>
	<b>Current Position</b>		
1.	Director	4	4.25.
2.	Vice director	12	12.76
3.	Department heads	31	32.97
4.	Club leaders	47	50.00
	<b>Total</b>	<b>94</b>	<b>99.98</b>
	<b>Area of Specialization</b>		
1.	Major subject	36	38.3
2.	EPDPM	27	28.7
3.	Other	31	33.0
	<b>Total</b>	<b>94</b>	<b>100.0</b>

Source: Field Survey, 2021

As it is specified in table 3 above, the majority of the respondents (75.5%) are males, and 23 (24.5%) of the participants are females. Based on this data, we can conclude that males participated in this study at a higher rate than females. This gender imbalance, however, will have no effect on the quality of the information.

As shown in Table 1 above, the highly frequent age category, which accounts for about 63.8% of the participants, was between the ages of 25 and 34 years old. Almost 21.3% of the respondents were found in the age group of 35–40 years old. About 12.8% and 2.1% of respondents were aged less than 25 years old and older than 44 years old, respectively. Thus, based on the above information, the majority of the participants were in the age category of 25–34 years old, which included 63.8% of the respondents. This indicates that nearly all of the respondents are mature enough to provide accurate information.

Regarding the level of education, as the table above indicates, the majority of respondents, which constitutes 77.65% of the participants, have a degree-level education background. The other 9.57% of the respondents have a diploma education level background, whereas 12.76% of the participants have a master's degree. Educational level, respectively. In general, according to the data, the majority of the respondents have a BA/BS degree, making up 77.65% of the respondents, followed by a master's education level, which constitutes 12.76 % of the respondents for this study. All respondents are well qualified to understand and respond appropriately. As a result, the data obtained from such a respondent group can be regarded as reliable.

Concerning work experience, as table 3 above has also revealed how long the participants have worked in Akaki Kality Sub -city secondary schools in Addis Ababa, 74.5% of the respondents have 11–15 years of service, followed by 21.3% of the respondents who have greater than or equal to 21 years of service, and the least years of service experience was 2.1%, which are both 5-10 years of work experience and 16–20 years of work experience. Almost the same number of participants from 5–10 years of work experience and 16–20 years of work experience were approximately equal. Thus, based on the above information, the majority of the respondents of Akaki kality sub-city secondary schools in Addis Ababa have work experience ranging from 11 years to 15 years. As a result, respondents are expected to provide accurate information based on their prior experience.

As the above table indicates regarding the current position of the respondents, most of the respondents were department heads (middle-level managers) with 55.3%, whereas 22.3% of the total respondents were higher-level managers (vice directors), followed by directors, which

constitutes 17% of the respondents, and the least percent of the respondents, which constitutes 5.3%, were club leaders. Therefore, for this study, most of the respondents are department heads (middle-level managers) and higher-level managers (vice directors and directors). The current position of the respondents implies that all respondents have sufficient information about the questionnaire items.

Again, as the above table indicates regarding the area of specialization, about 38.3% of the respondents were from the major subject area of specialization, followed by other areas of specialization with 33% of the participants, whereas the least number of respondents, 28.7%, were from the EPDPM area of specialization. As a result, the fact that the number of other areas of specialization in Akaki Kaliti sub-city secondary schools in Addis Ababa is the lowest when we compare it with the EPDPM area of specialization and the major subject areas of specialization is because the respondents who attend the EPDPM area of specialization are few in number. Thus, the respondents' current status of area of specialization implies that all respondents have sufficient qualifications and experience with the information related to the questionnaire items to provide reasonable and accurate information.

#### **4.3. Identification of Organizational, Group, and Individual Needs**

This discussion shows how the identification and assessment of organizational, group, and individual needs are effectively carried out in the Akaki Kaliti sub-city secondary schools of Addis Ababa. This component of effectiveness needs assessment is measured by different variables. To measure the domain of effective needs identification and assessment, the researcher applied four variables.

Table 4 Shows organizational, group, and individual needs identification.

S N	Needs identification items	Respondents		
			F	%
1.	Does your school offer training for managers working at different level?	Yes	59	62.8
		No	24	25.5
		I don't know	11	11.7
		<b>Total</b>	<b>94</b>	<b>100</b>
2.	If your answer is yes to question no 1, how does your school offer the training?	Work shop	35	37.2
		Coaching	40	42.6
		Seminar	9	9.6
		Group discussion	7	7.4
		Others	3	3.2
		<b>Total</b>	<b>94</b>	<b>100</b>
3.	Do you assess training needs of manger on the basis of which you deliver the training?	Yes	45	47.9
		No	31	33.0
		I don't know	18	19.1
		<b>Total</b>	<b>94</b>	<b>100</b>
4.	If yes, at which level is the training needs assessed?	At individual managers	35	37.2
		At committee level	33	35.1
		At the school as a whole	25	26.6
		others, state	1	1.1
		<b>Total</b>	<b>94</b>	<b>100</b>

Source: Field Survey, 2021

Response rates on item 1 of Table 4 show that 62.8% of the respondents said "yes" to the idea that there is a training school offer for managers working at different levels, while 25.5% of the respondents said "no" to this idea. On the other hand, 11.7% of respondents expressed reservations about the existence of a training school offering for managers at various levels. Based on the majority response (62.8%), it can be deduced that there is a training school offer for managers working at different levels in the target schools of the study.

Consideration of item 1 table 4 indicates that there is a high level of implementation of the training offer for managers working at different levels, considering response on item 1 table 4 indicate there is a training needs of managers is a high level of implementation of the training offer for managers working at different level

Response values on item 2 of Table 4 above show that 37.2% responded that the school offers the workshop method of training, while 42.6% of the respondents expressed their point of view as the coaching system of training, 9.6% understood that the school gives seminar-kind training

for managers working at various levels, and 7.4% and 3.2% of the respondents expressed ideas as to how the schools in the targeted area of this study provide group discussion and other forms of training for their school leaders at various levels. Thus, based on the perception of the majority of the respondents (37.2%), it is determined that there is a coaching type of training given for the targeted area of the school leaders.

Consider response on item 2 table 4 indicate there is a training needs, of managers on the basis of which the delivered, coaching, workshop, seminar,, group discussion, and others given training respectively in the targeted school in .the item 1 table 4 indicates that there is a high level of implementation of the training offer for managers working at different level

Response scores on item 3 of Table 4 above showed that 47.9%, 33%, and 19.1% of respondents expressed their agreement, disagreement, and neutrality, respectively, on the issue that assesses the training needs of managers on the basis of how the school delivers the training for school leaders. Thus, based on the perception of the majority of the respondents (47.9%), it is decided that there be an assessment of the training needs of managers on the basis of the school delivering the training for school leaders. Also indicates that the training is being done at high level

Considering item 3 tables 4 based on perception on the assessment of training needs of manger on the basis of which training delivering the for school leaders indicates that the training is being done at high level.

Response amounts on item 4 of Table 4 above illustrate that 37.2% of the participants responded that the schools in this study area provide the training for their managers at the individual level, 35.1% of the respondents expressed their perceptions that the schools offer the training for their school leaders at the committee level, while 26.6% and 1.1% of the respondents stated their point of view that the school gives the training for their school managers to the school as a whole and other levels, respectively

Thus, based on the perception item 4 table 4 considering based on the perception of considering the training assessment of needs of managers on the basis which training at individual level, at committee level at whole level of the school other methods, the school delivering the training for school leaders indicates that the training is being done at high level

By combining the results of the quantitative on items 1, 2, 3, and 4 of Table 2 above, it can be concluded that there is a coaching kind of training that the school trains their managers at different levels in the target schools of this study. But, there is a low level of implementation of the training the school offers for its managers working at different levels. The training needs assessment is being done most of the time at a high level for individual managers based on the training the schools provide for their leaders.

The results of all 4 items in Table 4 indicate that the identification of needs assessment is conducted before training. The importance of need assessment for training is supported by various pieces of literature. A training needs assessment is primary elements to determine who needs to be trained, where training is needed, what training needs to be taught and conducted (Rikkua and Chaker abartyb, 2013) the purpose of training is to ensure the effectiveness of the training program well managed in right types of training that needed by the employees. Employees and organizations Amos and Natamba (2015) in their study found that identifying training needs in the training process, having clarity training objectives articulated training content and playing off-the-job training techniques significantly influence on-the-job performance

Considering to the training is delivered in different methods of the training delivered, coaching, work shop ,seminar, group discussion ,and others are the training needs of mangers on the basis of which the delivery of training at individual leve.at committee level, at the whole level of the schools

#### **4.4. The Method the Schools Used For Identifying Training Needs for Their Managers**

Table fife this is the process that is used to identify which methods the schools use to identify the kinds of training necessary for their managers in the school, such as principals, department heads, supervisors, and club leaders. The method used by the schools to identify training needs for their managers is measured by one item that is rated using a four-point data collection method. The results of the respondents are summarized in Table 5 below. Table fife shows the training needs for mangers

Table 5 The Method the Schools Used For Identifying Training Needs for Their Managers

<b>S N</b>	<b>Item</b>	<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
1	Which methods does your school uses to identify training needs for mangers in the school (principals, department heads, supervisor, club leaders)?	Job description	50	53.2
		Interview	12	12.8
		Questionnaires	26	27.7
		Observation	6	6.4
		<b>Total</b>	<b>94</b>	<b>100.0</b>

Sources: Field Survey, 2021

In Item 1 of Table 5, the majority of the respondents (53.2%) expressed their ideas that the schools used the job description method to identify training needs for their managers. Another 27.7% of the respondents stated that the method the school used to identify training needs for their leaders was by asking a questionnaire, and 12.8% of the respondents stated that the interview was the method the school used to identify training needs for managers in the school, while 6.4% of the respondents expressed their perception that the schools used the observation method to identify the training needs for their school managers. Based on the perception of the majority of the respondents (53.2%), it is concluded that job description is a method by which the school uses to identify training needs for their different levels of management in the school ,such as principals, department heads, supervisors, and club leaders of Akaki Kality, a Sub City secondary school in Addis Ababa.

Considering the methods used by the school to identify training needs for school mangers mentioned respectively as follow, methods of the school uses job description, questionnaires'', interview, and others of methods of the training needs for their mangers.

#### **4.5. Training Priorities**

This topic concerns the training priorities: whether or not a school prioritizes the training for which training is needed to address first, to whom the training opportunities are usually given priority, whether the school prioritizes training needs for department heads or not, and training needs for school club leaders. Training priority practices are measured through 4 items that are rated on a 3 point scale. The results of the respondents are summarized in Table 6 below.

Table 6: Priorities of Training for School Leaders

S N	Items	Respondents		
			F	%
1.	Does your school prioritize the training for which training is needed to address first?	Yes	53	56.4
		No	22	23.4
		I don't know	19	20.2
		<b>Total</b>	<b>94</b>	<b>100.0</b>
2.	To whom the trainings opportunities are usually given in priority?	Committee	22	23.4
		all staff	56	59.6
		if other	16	17.0
		<b>Total</b>	<b>94</b>	<b>100.0</b>
3.	Does your school prioritize training needs for the department heads?	Yes	39	41.5
		No	32	34.0
		I don't know	23	24.5
		<b>Total</b>	<b>94</b>	<b>100.0</b>
4.	Does your school prioritize training needs for the school clubs leader?	Yes	38	40.4
		No	29	30.9
		I don't know	27	28.7
		<b>Total</b>	<b>94</b>	<b>100.0</b>

Source: Field Survey, 2021

Response rates on item 1 of Table 6 show that 53.% of the respondents agreed with the idea that the school prioritized which training needs to be addressed first, while 22.% of the respondents agreed with this idea. On the other hand, 19 % of the respondents expressed their reservations.

Considering respondents on item1 table 6 based on the majority response (53 %) of the respondents that the training are prioritized for which the training is needed first exercised at high level

Response rates on item 2 of Table 6 show that 59.6 % of the respondents did not agreed with the idea that training opportunities were usually given for all staff members, while 23. % of the respondents agreed with the idea that training opportunities should be given for committees. On the other hand, 17 % of the respondents expressed their reservations., based on the majority response ( 59 %) it is concluded that training opportunity were prioritized to be offered for all staff members of the school, which indicates that this prioritization of training opportunity is often exercised at moderate level

The item 3 table 6 based on the majority response (41.5%), of the respondents agree with the idea, 34.% of the respondents did not agree with the idea. On the other hand 24.5%respondants expresses their reservation based on the majority response( 41.5%), it is generally, accepted that the training needs that training needs for department heads are prioritization, the implication that this prioritization of training needs is exercised at high level

Item 4 table 6 show that 40.4% of the respondents agreed with the idea that training needs for school club leaders are prioritization, while 30.9% of the respondents did not agree with this idea, on the other hand, 28.7% of the respondents expressed their reservation. Based on the majority score (40.4%) training needs for school club leaders were prioritization , there for , it is observed that training needs for school club leaders were prioritized at **high level**

Consideration of the results of item 3 in Table 6 shows that 41.5% of the respondents agreed with the idea that training needs for department heads are prioritized, while 34% of the respondents did not agree with this idea. On the other hand, 24.5% of the respondents expressed their reservations based on the majority perception considering respondents on item 3 table 6 prioritized the training needs for department heads at high level

Based on the majority responses on item 1 table 6 based on the majority response (53%) of the respondents that the training are prioritized for which training is needs first exercised at high level

Based on the majority response ( 59%), on item 2 table 6 is concluded that training opportunity were prioritized to be offered for all staff members of which indicates that this prioritized of training opportunity is often exercised moderate level

The item 3 table 5 based on the majority response (41.5%), it is generally, accepted that the training needs for department heads are prioritization that this prioritization of training needs is exercised at high level

The item4 table 5 based on the majority score (40.4%) training needs for school club leaders were prioritization, there for it is observed that training needs for club leaders were prioritized at high level

#### 4.6. Identification of Training Delivery

Training delivery identification is measured through 9 items that are rated on a 3 point scale. The results of the respondents are summarized in Table 7 below.

Table 7 on the-job training delivery identification

S N	Items	Respondents		
			F	%
1.	Which training approaches does your school use?	Work shop	24	25.5
		Seminar	20	21.3
		assignment of job	31	33.0
		action research	10	10.6
		Delegation	9	9.6
		<b>Total</b>	<b>94</b>	<b>100.0</b>
2.	Does your school provide on -the job training for your school principals?	Yes	50	53.2
		No	19	20.2
		I don't know	25	26.6
		<b>Total</b>	<b>94</b>	<b>100.0</b>
3.	Does your school provide on –the job training for your school vice principals?	Yes	39	41.5
		No	23	24.5
		I don't know	32	34.0
		<b>Total</b>	<b>94</b>	<b>100.0</b>
4.	Does your school provide on the job training for your school department heads?	Yes	38	40.4
		No	34	36.2
		I don't know	22	23.4
		<b>Total</b>	<b>94</b>	<b>100.0</b>
5	Does your school provide on the job training for your school Club leaders?	Yes	34	36.2
		No	36	38.3
		I don't know	24	25.5
		<b>Total</b>	<b>94</b>	<b>100.0</b>

Response on item 1 of table 7 show that 33% of the respondents agreed on the idea that there is an assignment and job training approach, while 25.5% of the respondents agreed on the idea that a workshop kind of training approach is exercised, and 21.3% of respondents agreed that seminar is the method of training approach the school used, while 10.6 and 9.6% of the respondents agreed that action research and the delegation approach were the final used in the school respectively,

Based on the majority response the assignment of the job training approach was the most commonly used in the targeted school respectively. According to the respondent's assignment of job, workshop, seminar, action research, and delegation respectively training identification

exercised in the targeted school. According to the response rate on item 2 table 7 53.2% of the respondents agreed with the idea that principals receive on-the-job training while 20.2% disagreed. On the other hand, 26.6% of the respondents expressed their reservation, based on the majority (53.2%) it is generally recognized that there is on-the-job training for principals, according to the respondent indicate that on-the-job training for principals at high level

According to the rate on item 3 table 7 41.5% of the respondents agreed with the idea that vice principals receive on the job training, while 24.5% disagreed, on the other hand, 34% of the respondents expressed reservation. Based on the majority response (41.5%), it is generally recognized that there is on the job training for vice principals at high level

Consideration of the result of item 4 table 7 show that 40.4. % of the respondents agree with the idea that there is on-the-job training for department heads, while 36.2% of the respondents did not agree with the idea. On the other hand, 23.4% of the respondents expressed their reservation. Based on the majority response (40.4%), it is deduced that there is on-the-job training for department heads, according to the respondent indicate that on-the-job training for department heads, is exercised at high level

Consideration of the result of item 5 table 7 shows that 38.3% of respondents disagreed with the idea that there is on-the-job training for school club leaders, while 36.2% respondents agreed with the idea. On the other hand 25.5% of the respondents expressed their reservation. Based on the majority response (38.3%) it is deduced that the club leaders of training delivery is at moderate level.

Table 8: Off-the-job training delivery identification

No	Item	Respondents		
			F	%
1	Does your school provide off the job training for your school principals?	Yes	37	39.4
		No	27	28.7
		I don't know	30	31.9
		<b>Total</b>	<b>94</b>	<b>100.0</b>
2	Does your school provide off the job training for your school vice principals?	Yes	39	41.5
		No	32	34.0
		I don't know	23	24.5
		<b>Total</b>	<b>94</b>	<b>100.0</b>
3	Does your school provide off the job training for your department heads?	Yes	36	38.3
		No	44	46.8
		I don't know	14	14.9
		<b>Total</b>	<b>94</b>	<b>100.0</b>
4	Does your school provide off the job training for your school Club leaders?	Yes	38	40.4
		No	30	31.9
		I don't know	26	27.7
		<b>Total</b>	<b>94</b>	<b>100.0</b>

Source: Field Survey, 2021

Response rates on item 1 of Table 8 show that 39.4% of the respondents agreed with the idea that there is off-the-job training for principals, while 28.7% of the respondents did not agree with this idea; on the other hand 31.9% of the respondents expressed their reservation. Based on the majority respondents indicates that off-the-job training for principals on item 1 table 8 indicate that off-the-job training for principals done at high level

According to the response rate on item 2 of Table 8, 41.5 % of respondents agreed with the idea that principals receive off -the-job training, for vice principals while 34 % disagreed. On the other hand, 24 % of the respondents expressed their reservations. Based on the majority respondents (41.5%) response indicates that off-the-job training delivered for vice principals, it is generally recognized that there is off -the-job training for vice principals. On item 2 tables 8 indicates that off-the-job training is done for vice principals at high level

According to the response rate on item 3 of Table 8 show that 38.3. % of the respondents agree with the idea that is off-the-job training for department heads, while 46.8 .% of the respondents did not agree with the idea, on the other hand, 14.9.% of the respondents expressed

on their reservation Based on the majority respondents determine on item 3 table 8 indicates that off-the-job training department heads at the high level

Response on item 4 table 7 show that 40.4% of the respondents agree with the idea that there is off-the-job training for the school club leaders, while 31.9% off-the-job training did not agree on the idea, on the other hand, 27.7% of the respondents expressed their reservation. Based on the majority respondents determine that there is off-the-job training for school club leaders is done at high level

A training needs assessment is primary elements to determine who needs to be trained, where training is needed, what training needs to be taught and conducted (Rikkua and Chaker aboryb,2013) the purpose of training is to ensure the effectiveness of the training program well managed in the right types of training that needed by the employees and organizations Amos and Natamba (2005) in their study found that identify training needs in the training process, having clarity training objectives articulated training content and applying off-the job training techniques significantly influence on-the-job training

The findings confirmed that both on-the job and off the job training are delivered to principals, vice principals, department heads, and club leaders. The purpose of both types of training is to improve the performance capacity of management. The ultimate impact of such training is expected to improve management development practice. This is turn enhances the equality of education in government secondary schools in akaki kality sub-city of Addis Ababa

Response item 1 table 7, the majority response 33% of the assessment of the job training approach was the most commonly used in the targeted school.

#### **4.7. training evaluation of table 8**

The identification evaluation of training is measured through four (4) items that are rated on a 3-point scale. The results of the respondents are summarized in Table 9 below.

Table 9 training evolution

S N	Items	Respondents		
			F	%
1.	Have you got benefit of change from the training you involved?	Yes	72	76.6
		No	22	23.4
		<b>Total</b>	<b>94</b>	<b>100.0</b>
2.	If your answer is yes in item5.1 what are the benefit?	job performance after training	17	18.1
		knowledge and skills enhanced after training	74	78.7
		specify if there other	3	3.2
		<b>Total</b>	<b>94</b>	<b>100.0</b>
3.	Does your school evaluate the given training is delivered efficiently?	Yes	66	70.2
		No	16	17.0
		I don't know	12	12.8
		<b>Total</b>	<b>94</b>	<b>100.0</b>
4.	Does your school evaluate the given training effectively?	Yes	65	69.1
		No	18	19.1
		I don't know	11	11.7
		<b>Total</b>	<b>94</b>	<b>100.0</b>

Sources: Field Survey, 2021

The response rate on item 1 of Table 9 shows that 76.6% of respondents agreed that training is beneficial, while 23.4% disagreed. Based on the majority response (76.6%), it is deduced that there is a benefit of changes from training.

Based on the majority on the item 1 9 (76.6%) of the respondents it is deduced that there is a benefit of change from training.

The response rate on item 2 of Table 9 shows that 78.8% of respondents agreed that their knowledge and skills improved after training, while 18.1% agreed that their job performance improved after training. On the other hand, 3.2% of the respondents expressed their opinions that they benefited from other people's training. Based on the majority response (78.8), it is concluded that knowledge and skills improved after training.

The result of item 3 in Table 9 shows that 70.2% of the respondents agreed with the idea that the efficiency of training is evaluated, while 17% of the respondents did not agree with this idea. On the other hand, 12.8% of the respondents expressed reservation. Based on the majority response (70.2%), it is generally accepted that the efficiency of training is evaluated.

The result of item 4 in Table 9 shows that 69.1% of the respondents agreed with the idea that effective training is evaluated, while 19.1% of the respondents did not agree with this idea. On the other hand, 11.7% of the respondents expressed reservation. Based on the majority response (70.2%), it is generally accepted that effective training is evaluated. The indication that effective training is evaluated at a high level.

The results of both quantitative and qualitative findings indicate that training has benefits, and their effectiveness and efficiency are evaluated. The provision of on-the-job and off-the-job training implies that management members have a choice in the type of training that corresponds to their personal schedules. These situations, in turn, contribute to the effectiveness of both types of training.

The result of evaluate training, training evaluation their effectiveness and efficiently are evaluate

According to the respondents, based on the majority they have got benefit from training they involved, what they have got is the benefits are knowledge and skills enhance after training, job performance after training, and others.

#### **4.8. Alignment of Management Development Practice with the school goals**

The alignment of management development practice with school goals is measured in terms of six items that are rated on a 5-point scale. Responses are classified into 3 categories: Very high and high scales are taken as positive responses. Low and very low scales are taken as negative responses. The scale medium represents neutrality. The result of responses to these items is summarized in Table 9 below. Similarly, pre-and post-training evaluation practices are summarized as follows. The pre and post-training evaluation practices are measured in terms of 2 items that are rated on a 5-point scale. Responses are classified into 3 categories: Very high and high scales are taken as positive responses. Low and very low scales are taken as negative responses. The medium-scale represents the perception of respondents who are unsure about the issue. The results of responses to these items are also summarized in Table 7 below.

Table 9: Extent of Management Development Alignment with School Goals

S N	Items	Respondents		
			F	%
1.	Goals of the schools are aligned with the training needs of principals	Very high	26	27.7
		High	37	39.4
		Medium	14	14.9
		Low	7	7.4
		Very low	10	10.6
		<b>Total</b>	<b>94</b>	<b>100.0</b>
2	Goals of the schools are aligned with the training needs of vice principals	Very high	24	25.5
		High	27	28.7
		Medium	23	24.5
		Low	7	7.4
		Very low	13	13.8
		<b>Total</b>	<b>94</b>	<b>100.0</b>
3	Goals of the schools are aligned with the training needs of department heads	Very high	28	29.8
		High	21	22.3
		Medium	24	25.5
		Low	9	9.6
		Very low	12	12.8
		<b>Total</b>	<b>94</b>	<b>100.0</b>
4	Goals of the school are aligned with the training needs of club leaders teachers	Very high	33	35.1
		High	16	17.0
		Medium	23	24.5
		Low	9	9.6
		Very low	13	13.8
		<b>Total</b>	<b>94</b>	<b>100.0</b>
5	Assessment of execution of pre- training evaluation of your school	Very high	27	28.7
		High	17	18.1
		Medium	26	27.7
		Low	8	8.5
		Very low	16	17.0
		<b>Total</b>	<b>94</b>	<b>100.0</b>
6	Assessment of execution of post-training evaluation of your school	Very high	21	22.3
		High	22	23.4
		Medium	20	21.3
		Low	9	9.6
		Very low	22	23.4
		<b>Total</b>	<b>94</b>	<b>100.0</b>

Source: field survey, 2021

Response rates on item 1 of Table 10 show that 67.1% of the respondents agreed on the issue that the school goals are aligned with the training needs of principals, while 18% of the respondents did not agree with this idea. On the other hand, 14.9% of the respondents expressed that this alignment exists at a medium level. Based on the majority response (67.1%), it is concluded that there is a strong alignment between the school's goals and the training needs of principals. Indicates, that there is a high level of alignment between the school's goals and the training needs of principals.

Response rates on item 2 of Table 10 show that 54.2% of the respondents agreed on the issue that the school goals are aligned with the training needs of vice principals, while 21.2% of the respondents did not agree with this idea. On the other hand, 24.5% of the respondents had a medium-level perception. Based on the majority perception (54.2%), it is concluded that there is a strong alignment between school goals and the training needs of vice principals. The indication of majority is that there is a high level of alignment between school goals and the training needs of vice principals.is high level

Response rates on item 3 of Table 10 show that 52.1% of the respondents agreed on the issue that the school's goals are aligned with the training needs of department heads, while 22.4% of the respondents did not agree with this idea. On the other hand, 25.5% of the respondents expressed that this alignment exists at a medium level. Based on the majority response (52.1%), it is deduced that there is an alignment between the school's goals and the training needs of department heads. The indication of majority is that there is a high level of alignment between school goals and the training needs of department heads.

Response rates on item 4 of Table 10 show that 52.1% of the respondents agreed on the issue that the school's goals are aligned with the training needs of the school leader club, while 23.4% of the respondents did not agree with this idea. On the other hand, 24.5% of the respondents expressed that this alignment exists at a medium level. Based on the majority response (52.1%), it is deduced that there is an alignment between the school's goals and the training needs of school club leaders. The ideation of respondents indicates that there is a high level of alignment between school goals and the training needs of school club leaders.

Response rates on item 5 of Table 10 show that 46.8% of the respondents agreed on the issue that there should be an execution of pre-training evaluation, while 25.5% of the respondents did not agree on this idea. On the other hand, 27.7% of the respondents expressed that the execution of pre-training evaluation exists at a medium level. Based on the majority response (46.8%), it is concluded that the pre-training evaluation was executed. Item 5 of Table 9 indicates that pre-training evaluation is exercised at a high level.

Results of item 6 on Table 10 show that 45.7% of the respondents agreed on the issue that there is a post-training evaluation, while 33% of the respondents did not agree on this idea. On the other hand, 21.3% of the respondents expressed that there is a high level for post-training evaluation. Based on the majority response (45.7%), it is concluded that post-training evaluation is conducted in the school system, based on the majority response that there is a high level of post-training evaluation practice.

Designing school goals and missions is one of the guiding principles of school management development practices. The alignment between the management development practice and the school goals implies that the management is implementing its functions in an effective way. Furthermore, this alignment indicates that the management performed its activities in accordance with the guiding principles of the management practices. In addition, evaluation of training in general is an important practice that determines the effectiveness of training as a whole. In the culture of the Akaki Kaliti sub-city government secondary schools, the pre-training evaluation contributes specifically to determining the type of training to be delivered. On the other hand, the post-training evaluation is used to evaluate the effectiveness and efficiency of training. The practice of evaluation of training has an impact on the effectiveness of training in the secondary schools of Akaki Kaliti sub-city.

The alignment of management development practice with the goals of the school level alignment between schools goals and the training needs of principals, vice principals, department heads, and club leaders are very high level.

Considering the pre-training evaluation is exercised at high level, post-training evaluation is exercised are very high

#### 4.9. Challenges of Management Development

Table 10 the challenges of management development practice are measured in terms of 2 items that are rated on a 5-point scale. Responses are classified into 3 categories: Very high and high scales are taken as positive responses. Low and very low scales are taken as negative responses. The scale medium represents neutrality. The result of responses to these items is summarized in Table 8 below.

Table 10: The extent of challenges of management development

S N	Items	Respondents		
			F	%
1.	The finical gap is the major problems of effectiveness of management development practice	Very high	23	24.5
		High	17	18.1
		Middle	22	23.4
		Low	16	17.0 2
		very low	16	17.02
		<b>Total</b>	<b>94</b>	<b>100.0</b>

Source: Field Survey, 2021

Consideration of item 1 on Table 11 show that 42.6% of the respondents believe that scarcity of resources is a challenge for effectiveness of training plan while 36.1% of the respondents do not believe on this challenge. On the other hand 21.3% of the respondents expressed that the scarcity of resources exert a medium level of challenge. Based on the majority response (42.6%) it is concluded that the scarcity of resources is a challenge for the effectiveness of training plan. The scarcity of resources is one of the high level challenges for effectiveness of training.

On the other hand, the information gained from an open-ended survey also clearly shows that there are several common problems that affect school manager performance. The data shows a disparity between supportive staff, followers, and leaders, as well as difficulties in deploying experienced teachers for leadership positions, which leads to employee performance gaps. The data also shows that there are budget and time constraints on conducting training for school top managers; that there is an absence of well-programmed budget schedules and a lack of budget; as well as a lack of well-trained and qualified school manager deployment. As a result, there should be well-trained and qualified school managers deployed. Again, there is a lack of qualification in education delivered for school management, so there should be a qualification in education

delivered for school management. Additionally, the data from open-ended revealed that there is a problem with shortages of educational facilities and materials, such as school classrooms, computer services, student mail eating services, shortages of textbooks, and an unbalanced number of students and teachers. Moreover, the data shows that there is a problem with various department coordination plans for the curriculum that go hand in hand with evaluating teachers to bring coordination of work-based and research-based work implementation. There is a problem with a lack of educational training and an absence of uniformity in the implementation of rules and regulations.

Interview results also support this conclusion. About the problems financial resources, commitment, altitudinal problems resources and lack of educational material resources

Therefore, it is generally accepted that the attitude of managers, scarcity of resources, and financial constraints are challenges to the practice of management development in government secondary schools in the Akaki Klity sub-city. The challenges observed in the target secondary schools are so critical that they can have a negative influence on the effectiveness of the management development practice. This negative influence could have repercussions on the learning outcomes of students and the quality of education.

The scarcity resource is challenge for effectiveness of training plan; the scarcity of resources is one of high level of challenges for effectiveness of training.

The interview responses on the benefit of training effectiveness, and efficiency support the quantitative results. Interviewees of principals and supervisors expressed that they had benefited from training they had been involved in. as one of principals expressed, “ *I get to benefit from the training that I have been involved in*” it is very important and helpful to upgrade the profession.

Moreover, one of the principals stated that “ *I evaluate the training program’s effectiveness and efficiency through using observation, checklists, and questionnaires*” “The data shows that there is a problem with various department coordination plans for the curriculum that go hand in hand with evaluating teachers to bring coordination of work-based and research based work implementation. There is a problem with lack of educational train in and an absence of uniformity in the implementation of rules and regulations.

Interview results also support this conclusion. Each of the interviewees expressed that “ *I faced so many problems in the school during management development, such as financial problems, commitment, attitudinal problems, and lack of resources.*”

Therefore, it is generally accepted that the attitude of managers, scarcity resources, and financial constraints are challenges to the practice of management development in government secondary schools in Akaki Kality Sub city. The challenges observed in the targeted secondary schools are so critical that they can have a negative influence on the effectiveness of the management development practice. This negative influence could have repercussions on the learning outcomes of students and quality of education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The purpose of chapter five is to summarize the major finding and to draw conclusion based on the basic question for more, this section provides a recommendation to concerned bodies based on the findings of the study

#### **5.1 Summary**

The main purpose of this study to examine management development practice and challenge in Akaki Kality Sub -city government secondary schools Koya , Ethio –Japan , Fitawirary Abyneh, and TuluDimtu secondary schools to achieve this purpose the of the study has caused the following basic question

- 1 What does the status of management development practices in secondary schools of Akaki Kality Sub -city look like?
- 2 How does the practice of management development look like in secondary schools?
- 3 What are the challenges that the secondary schools faced in the practices of management development?

in this study a total of 104 respondents that includes principals, vice principals department heads, and club leaders were involved out of 104 respondents were involved in the quantitative part while, 4 of them participated in qualitative part and 12 of them are vice principals were participated for interview and quantitative part for the quantitative part a total of 100 questionnaires' distributed to vice principals, department heads, and club leaders as a result 94 or 94% questionnaires' papers were returned, while, 6 questionnaire papers were not for qualitative part all 16 interviews have participated. Data were analyzed through both qualitative and quantitative techniques for the quantitative part, SPSS statistical software (version23) has been employed. For the qualitative part, interview responses were analyzed and interpreted in the light of the basic question thematically.

The demographic profile of respondents indicates that the participants are principals, vice principals, department heads and school club leaders. The participants concerned to have been well acquainted with the issue of management development practice and challenges therefor, the data collected from such participants is taken as reliable sources moreover, and the data gathered through questionnaires' and interview questions were adequate for analysis. Major findings are summarized below line with the basic question

The first basic question deals with the what does the status of management development practices in secondary schools in Akaki Kaliti Sub city look like, the followings are the major findings. The management development practice is conducted based on organizational needs group need, and, individual need assessment are conducted in the practice of management development practice. Considering to the training delivered in different methods of training delivered, coaching, workshop, seminar, group discussion, and other methods are the training needs of managers on the basis of which delivery of training at individual level, at committee level, at the whole level of the schools respectively. Regarding the nature of training is confirmed that the on-the-job and off-the-job training are delivered to principals, vice principals, department heads school club leaders the purpose of both types of training is to improve, this in turn enhances the quality education. The benefit delivered training they involved, they have got benefit of knowledge and skills enhance of training job performance. Considering the pre-training evolution is exercised at high level, post- training evolution exercised are very high levels

The second basic question deals with what does the practice of management development look like in secondary schools. alignment of management development practice with the school goals, the alignment of management development practice with the goals of the school level alignment between the school goals and the training needs of principals, vice principals, department heads, school club leaders are very high level. The assessment management development needs, will consider the managerial administrative, new idea, and it depends up on the behavioral change. The assessment of management development affected by limited resources, the need resource is very high, whereas the input resources are very low.

The third basic question refers what are the challenges that the secondary schools faced in the practices of management development in the government secondary schools of Akaki Kality Sub –city. It is generally accepted that the attitude of managers, scarcity of resources, and financial constraints are challenges to practice of management development in government’s schools in Akaki Kality Sub city. The challenges observed in the targeted secondary schools are so critical that they can have a negative influence on the effectiveness of the management development practice. This negative influence could have repercussions on the learning outcomes of students and quality of education

## 5.2 Conclusions

Qualitative and quantitative methods of the study were combined to obtain a reasonable conclusion about the findings of the study, therefore, the following conclusion are drawn

Concerning the qualification all school leaders in government secondary schools of akaki kality sub-city are qualified training in area of educational management development practice and this would have positive impact in attainment of educational goals of the school By combing the result of the qualitative methods of the study were combined to obtain a reasonable conclusion about the findings of the study, there for, the following conclusion are drown

Concerning organizational on group, individual, needs identification the training offer for mangers at various level, but the training, is delivered in different methods practices coaching, work shop, seminar, group discussion, and others ,respectively the training needs of mangers on the basis of which the delivery of the training at individual level, at committee level, and the whole level as whole .Training needs for school mangers, the use of methods of the school are, job description, questionnaires, interview, and others of methods of training needs respectively. Priorities of the training of school leaders prioritize for which training needed to addressee first,' priorities for all staff, committee, and others methods of the school priorities Considering department heads prioritized, club leaders followed prioritize training needs to department heads. Considering on the job training delivered to principals, vice principals, department heads club leaders, and club leaders delivered on-the-job training respectively .Considering on the off the job training delivered to principals, vice principals, school club leaders, principals, department respectively The school mangers benefited from the training they delivered and they involved, the benefit they have got are ,knowledge and skills enhanced after training, job performance after training, and other benefits, the school evaluate the given training effectively and efficiently. .

There is a high level of alignment between the school goals and the training needs for principals, a high level between alignment between the school goals and the training needs for vice principals, there is a high level between the school goals and the training needs for department heads, there is a high level between the school goals and training needs for school club leaders The pre-training evolution was excited that pre-training evolution is exercised at high level, post-

training evolution is conducted in the school system that is there is high level of training evolution practice. Are very high.

The finding of the study in general indicated that the main finding was the budget and time constraints to conduct training for school managers,. problems poses is high level of constraints of effectiveness of management development practice and also scarcity of resources is one of the high level of challenges for effectiveness of training resources is challenge in Akaki Kality government secondary school, for effectiveness of training plan, the scarcity of resources is one of high level of challenges for effectiveness of training, the challenges observed in the targeted secondary schools are so critical that they can have a negative influence on the effectiveness of management development practice. The negative influence could have repercussions on the learning outcomes of students and the quality of education

### **5.3 Recommendations**

In this study the targeted schools are founded the school management development are effective. The school leaders, principals, vice principals, department heads, and school club leaders need to keep-up and upgrade this practice. Moreover, stakeholders such as teachers, parents, community, and higher level of managers of Akaki Kality Sub city needs to contribute their part in order to attain a more improved school management practice.

To financial resource constraints. It has been recommended that the financial resources are important factors for school performance, to solve the problems of financial problems the school management need to develop a clear and effective annual budget plan. To implement this task effectively school managers and financial staff members should take sufficient training on budgeting control. Also the Akaki Kality Sub city finance bureau must release the school budget timely, as this will help to continue scheduled program smoothly.

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## **Appendix A**

Addis Ababa University

Collage of educational and behavioral studies

Department of educational leadership and management

Status of management development practices and challenges in akaki kality sub-city

Secondary school

A questionnaires to be filled by akaki kality sub-city secondary school department heads, and club leaders .

The main purpose of these questionnaires is to investigate management development practice and change in akaki kality secondary school Addis Ababa. Through these questionnaires, I would like to get your view regarding to the management development and how it brings organizational effectiveness of your school. Information you provide will serve as a base to identify management development and organizational effectiveness, your genuine responses to the questions that follow are highly valued and taken as essential assist's to the success of this study. I would like to make sure that the information you provide will remain confidential and will be used for research purpose only. So, please to be confident and open respondents to the best of your knowledge.

Thank you

1 there is no need to write your name

2 for every item, you have to give only one name

3 this questionnaires' provide for vice principals department heads, and school club leaders

Part one back ground information

**1 Gender**

A/ male  b/ female

**2 Age**

A/ less than 25 years

B/ 25-34 years

C/ 35-44 years

D/ more than 44 years

**3 Education statuses**

A/ certificate and below

B/diploma

c/ degree

D/ MA

E/PHD and above

**4 Work experience**

A/ 0-5 years

B/ 6-10 years

C/11and above years

**5 your position /status**

A/ principal

B/ vice principal

C/department heads

D/ club leaders

**Item 1 identification of organizational, group and individual needs.**

This questions contain a number of statement circle, your response on the given choose.

1 Does your school offer training for mangers working at different levels in the school?

A/yes B/No

2 if your answer is yes to the question no 1, how does your school offer the training?

A/work shop

B/ coaching

C/seminar

D/ group discussion

E/ if there are others, state

3 do you assess training needs of mangers on the basis of which you deliver the training?

A/ yes

B/no

4 if yes, for which of the management level is training needs assigned

A/ for individual mangers/ department heads, principals----

B/ for committee members as whole

C/ to the school staffs

D/ if there are other way of need assessment practices, state

**Item 2 identification of training needs**

2.1 Which methods your school uses to identify training needs for managers? In the school (principals, department heads, supervisors, club heads---)

A/ job description

B/ interview

C/ questionnaires'

D/observation

E/ if there are others, please state

**Item 3 training priorities**

3.1 does your school prioritized for which training is needed to address?

A/ yes

B/ no

C/ I don't know

3.2 if yes which training needs are usually, receive priorities?

A/ committee

B/ all staff

C/ if other state

3.3 do your school prioritized training needs for your department heads?

A/ yes

B/ No • •

C/ I don't know

3.4 do your school prioritized training needs for your school kibebe teachers?

A/ yes

B/ No

C/ I don't know

**Item 4 identification training delivery**

4.1 Which training approaches does your school use to training school principals, department heads

A/ work shop, lecture

B/ seminar

C assignment and jobs

D/ action research

E/ delegation

4.2 Do your school provide on - the job training for your school vice principals?

A/ yes

B/ No

C/ I don't know

4.3 Do your school provide on-the job training for your school department heads?

A/ yes

B/ No

C/ I don't know

4.4 Do your school provide on-the job training for your school home room teachers?

A/ yes

B/ No

C/ I don't know

4.5 Do your school provide off- the job training for your school principals?

A/ yes

B/ No

C/ I don't know

4.6 Do your school provide off-the job training for your school vice principals?

A/ yes

B/ No

C/ I don't know

4.7 Do your school provide off- the job training for your school department heads?

A/ yes

B/ No

C/ I don't know

4.8 Do your school provide off-the job training for your school home room teachers?

A/ yes

B/ No

C/ I don't know

### **Item 5 identification training evolution**

5.1 have you got benefit of change from the training you involved?

A/ yes

B/ No

5.2 If your answer is yes in item 5.1 what are the benefit?

A/ knowledge and skill enhanced after training

B/ job performance after training

C/ enjoyed and relaxed during training

D/please specify

5.3 does your school evaluate the given training once after training is delivered for its

A/ yes

B/ No

C/ I don't know

5.4 does your school evaluate the given training efficiently?

A/ yes

B/ No

C/ I don't know

### **6 items on the practice of management development**

The following items are about the extent of your school executed management development using the following 1-5 scale please, indicate by making the most correct response, the degree to which you agree with the statement listed below. The alternative and their values are very high (VH)=5 high (H)=4, medium=3, low (L)=2 very low (VL)=1

S.N	Item 6 Practice of management development	VH= 5	H=4	M=3	L=2	VL=1
		6.1	Goals of the school are aligned with the training needs for principals?			
6.2	Goals of the schools are aligned with training needs for vice principals?					
6.3	Goals of the school are aligned with training needs for department heads?					
6.4	Goals of the school are aligned with training needs for club leaders?					
6.5	Assessment of execution of pre-training evaluations					
6.6	Assessment of execution of post- training evaluation					
7	<b>Challenge of management development</b>					
7.1	Scarcity of resources affects the effectiveness of training plan					
7.2	Financial problems is the major constrain of the effectiveness of development practice					

8 what are the common problem that affect your school performance of mangers (principals, department heads, club heads) in your school?

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9. In your option what are the main problems in your school that must be solved to improve its performance

1.-----  
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2-----  
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3-----  
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4-----  
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## Appendix B

Addis Ababa University

Collage of educational behavioral studies

Department of educational leadership and management

Interviews for Akaki Kality Sub -city secondary schools, principals and vice principals

1 what does the status of management development practices in secondary schools of Akaki Kality Sub city look like?

2 what does the practice of management development look like in government secondary schools?

3 what are the challenges that the secondary schools faced in the practices of management development?