



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**MANAGEMENT DEVELOPMENT PRACTICES AND
CHALLENGES IN GOVERNMENT SECONDARY SCHOOLS IN
YEKA SUB CITY**

BY
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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
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This is to certify that the thesis prepared by Etsegenet Sete, entitled Management Development Practice and challenges in government schools of yeka sub city of Addis Ababa city Administration. It is submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Educational Leadership and Management that complies with regulation of the university and meets the accepted standards with to Originality and Qualities.

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June 2019
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Declaration

I the undersigned, declare that this thesis is my original work, and hasn't been presented for a degree, in any university and that all resources of materials used for the thesis have been properly acknowledged.

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ACRONYMS AND ABBREVIATIONS

HR- Human Resource

HRM- Human Resources Management

MD- Management Development

OD- Organizational Development

OL- Organizational Learning

Abstract

The purpose of this study was to examine the management development practice and challenges in Yeka Sub City government secondary schools. To this end, three basic questions were posed to investigate the current management development practice and challenges. To achieve this purpose a descriptive survey method was designed. In conducting the survey, quantitative and qualitative techniques were employed to collect and analyze data. A total of 61 sample respondents were taken through purposive sampling technique. The sample includes supervisor, principals, vice principals and department heads. Primary data were collected through questionnaires and interview questions. For the quantitative part of the study the questionnaire items 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 respondents and amount of perception respectively. Mean values were used to describe the level of the management development practice and challenges. Standard deviation were used to determine the validity of mean score values. . The qualitative data were analyzed thematically and the findings were narrated. Following are major findings: management development practices were guided through school policy and plan. Organizational and group training need assessments have been conducted. Benefits, efficiency and effectiveness of trainings were evaluated. Trainings were aligned with organizational goals and with the needs of employees. Regarding challenges managerial attitude problems, scarcity of resources and financial constraints were identified. It has been concluded that the management development practice in Yeka Sub City government secondary schools was effective. Moreover school goals were effectively aligned with the management development practices. However, managerial attitudinal problem and scarcity of resources are hindering the effectiveness and efficiency of the management development practice. It has been recommended that stakeholders should upgrade the current management development practices and try to alleviate the major challenges.

Key words: Management development, school goals, need assessment, training.

CHAPTER ONE

INTRODUCTION

This chapter presents the general framework of the study that encompasses background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

Rapid development in science and technology, across the globe has resulted in a change in the demands of the markets. Today educational institutions of many countries are trying to produce young citizens who are competent to meet the demands of the market. Quality education is the major way to fulfill the demands of the market. Many countries are making efforts to improve their educational institutions and thereby ensure quality education. In the light of the global condition, Ethiopian Ministry of Education has designed a development programme for the education sector that focused on the achievement of quality education through improving schools. (MoE, 2002).

Regarding the benefits of training and development for organization, Anderson (2000) states the following: Training and development are best seen as incentive can enhance organizational commitment, team effort, customer relations, etc. However, on the pure individual level without encouraging upon an organizational impact, innate incentives can be realized through training.

Management development is concerned with improving the performance of managers in their present roles, preparing them to take on greater responsibilities in the future and also developing their leadership skills, Baldwin et al (1994) as cited in Armstrong, (2010) defined management development as a complex process by which individuals learn to perform effectively in a management role. Management development is a systematic

approach which is necessary to meet the needs of organizations. The talented managers require tedious demands made on line managers to possess a wider range of developed skills than ever before. The object of management development is to find ways in which the company can produce, mainly from within, a supply of managers better equipped for their jobs at all levels.

Organizations operate in a rapidly changing and competitive environment. This changing and dynamic environment forced organizations to cope up the ever-changing technological development and customer demands for the survival and prosperity. For this, organizations need to be highly concerned about their resources. Managers are the most decisive for organizations for the achievement of their intended goals. This is because managers with the inclusion of knowledge, skill and talents used to create useful products and services French, (1990). Organizations have to be highly concerned with their human resources. This is because organizations cannot produce the intended outputs without effective and competent employees. Management development calls for identifying and improving the skills and motivations of existing and longer serving employees. This implies that in organization training and development of managers is the most important of all other inputs of an organization for the competitiveness of its products,

School, college and educational institutions aims are inevitably influenced by pressures emanating from the wider educational environment and this leads to questions about the viability of the 'visions' Bush, (2008). The environment within which the organization operates has a profound impact on the organization's success. In today's changing global community, firms face many new challenges. Company's ability to adopt or amend strategies in-order to use the opportunity of changes dictates its success and survival, (William, 2009).

Therefore, organizations should offer training and development program for their managers for success of their direct responsible goals and their survival even. The need for training and development programs has become an accepted phenomenon in any organization to improve managers' knowledge, skills, attitudes and behavior. Thus, the

study was focused on examining practice and challenges of management development in Yeka sub city government secondary (9-10) schools.

1.2. Statement of the Problem

Managers are considered as the key determinants for the success of an organization that shall have different trainings and development so as to cope up with fast changing business world. As pointed out by Kossen (1991), skill and knowledge can easily become out of date in the same way as machines or technology. An increased productivity and improved quality service have become strategically goals for many organizations. Weak program management and implementation capacity have also contributed to low budget utilization in civil works and procurement. High turnover of professional staff was one of the contributing factors to the low program management capacity. Such turnovers force the assigning of educational personnel with little or no experience or expertise in the relevant field.

Inadequate planning and management capacity at the lower levels of the organizational structure is a critical problem in realizing the goals of education especially with regard to primary and secondary schools. 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.

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, competencies, 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, economic, social, technological and governmental changes. 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 researches 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 governmental organizations. They assessed only the practices of training and development of employees but not management development. However, it is very imperative to see the practice of training and development of managers in educational institutions because it was not adequately addressed by researchers. As the researcher reviewed different literatures, there are scarcities of research conducted on the issues of management development practice and challenges in educational institutions. This research intends to bridge the gap observed in the previous studies and it motivated the researcher to explore the issue in a more detail manner.

Thus, the purpose of the study was to assess the practice and challenges of management development in government (9-10) secondary schools in Yeka sub-city. In the course of the study, an attempt was made to answer the following basic research questions:

- 1) To what extent is management development practiced in government secondary schools in Yeka sub city?
- 2) To what extent are the schools' management development practices align with the goal of the schools?
- 3) What major challenges hinder management development practice in government secondary schools?

1.3. Objective

1.3.1. General Objective

The general objective of this study was to assess management development practices and challenges in government secondary (9-10) schools in Yeka sub city and to suggest possible solution that contributes to reduce the problem.

1.3.2. Specific Objectives

The specific objectives of the study are:

- To provide information on the management development practice of government secondary schools' staff, so that they may improve practices,
- To study to what extent the schools' management development practices align with the schools' goal.
- To explore major challenges that hinder management development practice in government secondary schools.

1.4. Significance of the Study

The first significance of the study is that it improves the knowledge and skills of the researcher regarding further research works. The significance of the study is to assess the management development practice and challenges of government secondary schools in yeka sub city. Therefore, the study is considered to be important since it identifies the management development practice and major challenges that hinder the school management development practice.

The research may support and motivate the school managers to reflect on the quality of their management development practice. It also serves as a source for further research for those interested in the area. In General, the findings of this study would provide the following contributions:

- Provides valuable information on how management development is practiced towards the effectiveness of school goal achievement.
- This study would provide possible suggestions and feedbacks for Management Development practice and challenges that help the school to evaluate the management so as to improve the services it renders to stakeholders.
- Provides insights into the challenges in practicing effective management and provide some suggestion on how to improve the management practice.
- The researcher also believes that the findings of this study may provide information for top managers, directors, supervisors, policy makers and other stakeholders in the sub-city

1.5 Limitations of the Study

In the process of this study some limitations were encountered. For instance, negligence of respondents in filling out and returning of the questionnaire caused delays. However, an attempt was made to overcome the problems by compensating the cost time applying extra effort and by checking the returned questionnaires whether they are adequate for analysis in completing the research project. As a result, this limitation might have no major significance influence on the results of the study. The other limitation of the study might arise from the wideness of management development practices in general. This study only included important variables in measuring school management development practices. This might influence the result of the study.

1.6. Delimitation of the Study

This study was conducted to assess management development practices in government secondary schools in Yeka Sub City. The reason for selecting Yeka sub city high schools is that the researcher is a resident of this sub city. This proximity will reduce cost and time, large amount of human, financial and materials resource constraints for the researcher. There are 9 government secondary schools in the sub city. Since, the size of the population was large all the schools could not be included. Therefore, the study focuses only on four secondary schools. Namely, Edget Chora, Millennium Karalo and

Kokebtsbeha secondary schools. The reason for selecting these four government schools is to make the study feasible and manageable. This study does not include the private secondary schools.

The study was also limited to the current practices of management development. Specifically, on practice of management development activities, approaches to management development, training, training and development process, training needs assessment, implementation and its evaluation management development methods, and challenges of management development. Because these functions have important aspects that the impact of management development is best reflected in these main drivers as a change engine. Hence, the major focus was to these selected management activities.

1.7. Operational Definition of Key Terms

Gap Analysis: Refers to identifying the difference between current performance and the desired performance.

Management development: A process of developing knowledge, skill and attitude of department heads, vice principals and principals.

Needs assessment: The gathering of information about a specific work need that can be resolved by training.

Secondary Schools: A school system that involves grade 9 and 10.

Training needs analysis: Discovers training needs that are related to the organization's work. Training is linked to the final outcome and providing appropriate training will benefit the individual as well as the organization.

Training Needs Assessment: The method of determining if a training need exists and, if it does, what training is required to fill the gap.

On the job-training: Training delivered to employees while they are on their job

Off-the-job training: Training delivered to employees when they are not on their job.

1.8. Organization of the Study

The research paper has five chapters. The first chapter is an introductory part which deals with the general framework of the study that encompasses background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitations of the study, operational definition of key terms and list of abbreviation. The second chapter is the review of related literature and chapter three deals with the design and methodology of the study. In the fourth chapter, data presentation, analysis and interpretation are incorporated. At last, chapter five presents the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. The Concept of Management Development

2.1.1. The Concept and Meaning of Management

The word 'management' is derived from the Italian verb maneggiare, which means 'to handle a horse'. This definition at least states that to manage is to have charge of or responsibility for something, but there is clearly more to it than that. Management has often been defined as 'getting things done through people' thus emphasizing its leadership component. But managers are also responsible for guiding and controlling the business or their part of it by managing their other resources finance, work systems and technology. Management could therefore be defined as deciding what to do and then getting it done through the effective use of resources (Armstrong 2010). Okumbe (1998) defined management as an authority relationship that exists between a manager and subordinates to produce and sell goods and services.

Accordingly, William (2009) the term manager can be used in relation to all the various levels of management in the organization. Most of the time, the term manager is used to describe someone who supervise the others. Managers job title includes team or area leaders, front line supervisor, middle level manager, department head, vice president, president, Officer, chief officer, managing director, and deputy officer. Managers are involved in four main functions. These functions are planning, organizing, leading and controlling. Planning: managers have to plan what they want to accomplish and develop specific actions in order to reach those goals. Organizing: managers must figure out how many people are needed to get the jobs and tasks done. They also determine how the jobs flow happens (who does what). Generally, we talk about what kind of structure will be put in place to get these tasks done.

There are three managerial skills. The skills are conceptual, technical and human skills. Conceptual skills: be able to see the "big picture" of the situation. Ability to arrive at ideas,

create a version and plan for the future. Technical skills: it possesses specific knowledge or have specialized expertise. Human skills: human be able to work well with others both individually and in group setting.

2.1.2. The Concept of Management Development

Management development is usually defined as “the attempt to improve managerial effectiveness through a planned and deliberate learning process” Mahapatro, (1995). Management development in transforming economies may be viewed as an open-ended process, which not only involves managers themselves, but also prospective managers (that is, newcomers to the market of managerial positions) and the enterprises over which they exercise control. Governmental and non-governmental organizations also play an important role in management development by designing, regulating, supporting and performing a number of activities which favor management development.

Armstrong, (2010), claims that management development involves generally improving the performance of managers in their present roles and preparing them to take on greater responsibilities in the future. The following approaches can be used: coaching and mentoring; performance management processes to provide feedback and satisfy development needs; planned experience, which includes job rotation, job enlargement, taking part in project teams or task groups, ‘action learning’, and secondment outside the organization; Formal training by means of internal or external courses; structured self-development following a self-directed learning programme set out in a personal development plan and agreed as a learning contract with the manager or a management development adviser.

Management development is concerned with improving managers’ performance in their present roles and preparing them for greater responsibilities in the future. An effort to improve managerial effectiveness is through a learning process. In this chapter, the following aspects of management development are considered: its aims, needs and priorities; its requirements, nature as a business-led process and the elements involved in a management development processes; the main management development activities of analysis, assessment and strategy formulation; approaches to management development with

an emphasis on integration, experiential and self-managed learning and personal development planning, and the use of competency-frameworks and development centers; the concept of emotional intelligence and its use in the development of leadership skills; the responsibility for management development.

In line with this, management development includes management education and training and places an emphasis on acquiring specific categories of knowledge, skills and abilities designed to enhance task performance in managerial roles. David (1994) management development focuses on the application of existing and proven solutions to known problems. Management development is often associated with a deficit in management skill and competency. Management development is a pull activity in which organizations draw on whatever they find appropriate to enhance the skills of their manager pool. Increasingly there is a move towards customization, where organizations carry out management development as an in-house activity with specially selected context and development strategies.

Management training is located between management education and development. It is increasingly a short-term and highly instrumental activity. Managers frequently attend management training because of a perceived need. It is often associated with a deficit in management skills and techniques. Although these programmes do contain elements of customization, they may draw on materials produced by business schools. Management development was characterized as a pull activity in which organizations draw on whatever they find appropriate to further the development of their manager pool. Increasingly there is a strong move towards customization. This means that organizations carry out this activity in-house with specially selected context and development strategies, (Chandan, 1987).

Management development contributes to business success by helping the organization to grow the managers it requires to meet its present and future needs. It improves managers' performance, gives them development opportunities, and provides for management succession. Development processes may be anticipatory (so that managers can contribute to long-term objectives), reactive (intended to resolve or preempt performance difficulties) or motivational (geared to individual career aspirations). The particular aims are to: ensure that

managers understand what is expected of them; agreeing with them objectives against which their performance will be measured and the level of competence required in their roles; improve the performance of managers in their present roles as a means of preparing them for greater responsibilities; identify managers with potential, encouraging them to prepare and implement personal development plans and ensuring that they receive the required development, training and experience to equip them for more demanding responsibilities within their own locations and elsewhere in the organization; and provide for management succession, creating a system to keep this under review.

It has been suggested by Mahapatro (2010) that three elements have to be combined to produce an effective management development system: self-development – a recognition that individuals can learn but are unlikely to be taught, and that the initiative for development often rests with the individual; organization-derived development– the development of the systems of formal development beloved of personnel and management development specialists; boss-derived development – those actions undertaken by a senior manager with others, most frequently around real problems at work. Mumford also makes the point that managers think in terms of activities, not learning opportunities, and therefore: ‘Our main concern must be to facilitate learning through our understanding of real work in the manager’s world, rather than attempting to impose separate management development processes.’ He suggests that formal management development processes do not always function as effectively as we would like because: ‘We have put too much emphasis on planning ahead, and not enough on enabling managers to use, understand and then build on their past experiences.’

2.1.2.1. Management Development Activities

Armstrong (2006) point out three essential management development activities. The first management development activity is the analysis of present and future management needs; The analysis of the future needs for managers is carried out through human resource planning processes. In today’s changeable, if not chaotic, conditions it may not be feasible to make precise forecasts of the number of managers required. But what can and should be done is to assess the skills and competences managers will need to meet future demands and

challenges arising from competitive pressures, new product-market strategies and the introduction of new technology.

The second management activity is assessment of existing and potential skills and effectiveness of managers against those needs; the assessment of skills and competences against these needs can be carried out by performance management processes. It will be important, however, to include in these processes a means of identifying specific development needs and the agreement of development plans to meet not only current needs but anticipated future requirements.

The last but not the least management development activity is production of strategies and plans to meet those needs. The management development strategy will be concerned overall with what the organization intends to do about providing for its future management needs in the light of its business plans. The strategy will be concerned with the roles of the parties involved and with the approaches the organization proposes to use to develop its managers. The prime aim of these benchmark statements is to identify the key facets that make up management development activities. They provide personnel and line managers with a means of conducting their own evaluation and analysis of the state of management development within their organization. Each facet or 'dimension' in the statements brings together such aspects as the links between the management development plan, the assessment of skills and identification of skill gaps, and the delivery of appropriate and effective training and development.

2.1.3. Approaches to Management Development

Management development should be regarded as a range of related activities rather than an all-embracing programme. The use of the word 'programme' to describe the process smacks too much of a mechanistic approach. It is important to start from an understanding of how managers learn, as considered below. This does not imply that some systemization is not necessary; first, because many managers have to operate in more or less routine situations and have to be developed accordingly, and secondly, because organizations will not continue to thrive if they simply react to events. There must be an understanding of the approaches that can be used both to develop managers and also to assess existing managerial

resources and how they meet the needs of the enterprise. And plans must be made for the development of those resources by selecting the best of the methods available. But this should not be seen as a 'programme' consisting of a comprehensive, highly integrated and rigidly applied range of management training and development techniques.

The management development activities required depend on the organization: its technology, its environment and its philosophy. A traditional bureaucratic/mechanistic type of organization may be inclined to adopt the programmed routine approach, complete with a wide range of courses, inventories, replacement charts, career plans and results-orientated review systems. An innovative and organic type of organization may rightly dispense with all these mechanisms.

Its approach would be to provide its managers with the opportunities, challenges and guidance they require, seizing the chance to give people extra responsibilities, and ensuring that they receive the coaching and encouragement they need. There may be no replacement charts, inventories or formal appraisal schemes, but people know how they stand, where they can go and how to get there. As discussed later in this chapter, the role of formal training is much more limited than in the earlier approaches to management development, where it tended to predominate. Wilson (1999) emphasizes that management training still needs to provide a coherent view of what managers need to learn, but delivery needs to be more flexible and fit into the busy working lives of managers. The development of interpersonal and leadership skills is a high priority and not easily achieved through conventional formal training.

As Armstrong (2006) contests that there are three basic approaches to management development are: (1) learning through work; (2). formal training; and (3). feedback, facilitation and support. These can be achieved through both formal and informal means. The formal approaches to management development include: development on the job through coaching, counseling, monitoring and feedback by managers on a continuous basis associated with the use of performance management processes to identify and satisfy development needs, and with mentoring; development through work experience, which includes job rotation, job enlargement, taking part in project teams or task groups, 'action

learning', and secondment outside the organization; formal training by means of internal or external courses – although management training programmes are more likely to be delivered in a series of modules over a number of months rather than a single, long, residential course; structured self-development by following self-managed learning programmes agreed as a personal development plan or learning contract with the manager or a management development adviser – these may include guidance reading or the deliberate extension of knowledge or acquisition of new skills on the job; e-learning as part of a blended learning programme. The formal approaches to management development are based on the identification of development needs through performance management or a development center. The approach may be structured around a list of generic or core competences which have been defined as being appropriate for managers in the organization.

Informal approaches to management development make use of the learning experiences that managers meet during the course of their everyday work.

Managers are learning every time they are confronted with an unusual problem, an unfamiliar task or a move to a different job. They then have to evolve new ways of dealing with the situation. They will learn if they analyze what they did to determine how and why it contributed to its success or failure. This retrospective or reflective learning will be effective if managers can apply it successfully in the future. This is potentially the most powerful form of learning. The question is: can anything be done to help managers make the best use of their experience? This type of 'experiential' learning comes naturally to some managers. They seem to absorb, unconsciously and by some process of osmosis, the lessons from their experience, although in fact they have probably developed a capacity for almost instantaneous analysis, which they store in their mental databank and which they can retrieve whenever necessary.

An integrated approach to management development will make judicious use of both the formal and informal methods as described above. There are five governing principles: The reality of management: the approach to management development should avoid making simplistic assumptions on what managers need to know or do, based on the classical

analysis of management as the processes of planning, organizing, directing and controlling. In reality managerial work is relatively disorganized and fragmented, and this is why many practicing managers reject the facile solutions suggested by some formal management training programmes. Kotter (1996) stated that managerial work is undergoing such enormous and rapid change that many managers are reinventing their profession as they go. Relevance – it is too easy to assume that all managers need to know about such nostrums as strategic planning, economic value added, balance sheet analysis, etc. These can be useful but they may not be what managers really need.

Management development processes must be related to the needs of particular managers in specific jobs and these processes may or may not include techniques such as those listed above. Those needs should include not only what managers should know now but also what they should know and be able to do in the future, if they have the potential. Thus, management development may include ‘broadening programmes’ aimed at giving managers an understanding of the wider, strategic issues which will be relevant at higher levels in the organization. Self-development – managers need to be encouraged to develop themselves and helped to do so. Performance management will aim to provide this guidance.

Experiential learning – if learning can be described as a modification of behavior through experience then the principal method by which managers can be equipped is by providing them with the right variety of experience, in good time in the course of their careers, and by helping them to learn from that experience – coaching and action learning are methods of achieving this. Formal training courses can supplement but can never replace experience and they must be carefully timed and selected or designed to meet particular needs. A ‘sheep dip’ approach which exposes all managers to the same training course may be desirable in some circumstances, but the focus should generally be on identifying and meeting individual learning needs.

2.1.3.1. Competency-Based Management Development

Competency-based management development uses competency frameworks as a means of identifying and expressing development needs and pointing the way to self-managed learning programmes or the provision of learning opportunities by the organization.

Competency-based management development may concentrate on a limited number of core or generic competences which the organization has decided will be an essential part of the equipment of their managers if they are going to take the organization forward in line with its strategic plans. Such as: strategic capability to understand the changing business environment, opportunities for product-market development, competitive challenges and the strengths and weaknesses of their own organization in order to identify optimum strategic responses; change management capability to identify change needs, plan change programmes and persuade others to participate willingly in the implementation of change; team management capability to get diverse groups of people from different disciplines to work well together. Relationship management to network effectively with others to share information and pool resources to achieve common objectives; international management to be capable of managing across international frontiers, working well with people of other nationalities.

2.1.3.2. Development Centers

The aim of development centers is to help participants build up an awareness of competences their job requires and to construct their own personal development plans to improve their performance in the present job and to enhance their careers. Development centers are built around definitions of competency requirements. Unlike assessment centers, however, development centers look ahead at the competencies needed in the future.

The other significant difference between a development center and an assessment center is that in the latter case the organization ‘owns’ the results for selection or promotion purposes, while in the former case the results are owned by the individual as the basis for self-managed learning.

Development centers are not an event, nor a physical location. The activities of the center offer participants the opportunity to examine and understand the competences they require now and in the future. Because ‘behavior predicts behavior’ the activities of the center need to offer opportunities for competences to be observed in practice. Simulations of various kinds are therefore important features – these are a combination of case studies and role playing designed to obtain the maximum amount of realism. Participants are put into the

position of practicing behavior in conditions very similar to those they will meet in the course of their everyday work. An important part of the center's activities will be feedback reviews, counseling and coaching sessions conducted by the directing staff, which will consist of full-time tutors and line managers who have been given special training in the techniques required.

2.2. The Concept of Training, and Development

2.2.1. Training

Training is a planned process to modify attitude, knowledge or skill Behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation is developing the abilities of the individual and to satisfy the current and future needs of the organization (Wilson, 1999).

Armstrong (2006) has also noted training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning As Reynolds (2004) points out, training has a complementary role to play in accelerating learning: 'It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.' He also commented that the conventional training model has a tendency to 'emphasize subject-specific knowledge, rather than trying to build core learning abilities.

2.2.2. The Justification for Training

Formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified when: the work requires skills that are best developed by formal instruction; different skills are required by a number of people, which have to be developed quickly to meet new demands and cannot be acquired by relying on experience; the tasks to be carried out are so specialized or complex that people are unlikely to master them on their own

initiative at a reasonable speed; critical information must be imparted to employees to ensure they meet their responsibilities; a learning need common to a number of people has to be met, which can readily be dealt with in a training programme, for example induction, essential IT skills, communication skills.

Ronald, (2002) argued that the transfer of expertise by outside experts is risky since their design is often removed from the context in which work is created. This is a fundamental problem and applies equally to internally run training courses where what has been taught can be difficult for people to apply in the entirely different circumstances in their workplace. Training can seem to be remote from reality and the skills and knowledge acquired can appear to be irrelevant. This particularly applies to management or supervisory training, but even the manual skills learnt in a training center may be difficult to transfer. This problem can be tackled by making the training as relevant and realistic as possible, anticipating and dealing with any potential transfer difficulties. Individuals are more likely to apply learning when they do not find it too difficult, believe what they learnt is relevant, useful and transferable, are supported by line managers, have job autonomy, believe in themselves and are committed and engaged. Transfer is also more likely if systematic training and 'just-in-time training' approaches are used.

In light of the above, training is a means to ensure that government officials have the knowledge and right skills to be able to do their work effectively and competently. Training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge. Training may only be able to resolve part of the problem. Thus, we need to analyze the problem and find out whether training will be able to resolve it. If training is necessary, we also need to define the objective of the training and how it will help the staff member(s) become more effective. This process is called a Training Needs Assessment shown above or Training Needs Analysis. Lack of skills or knowledge, or experience, not having the right equipment or resource, Not being encouraged by managers and colleagues to do the right thing, there are no standards or expectations that are set and communicated, and bad workplace morale or conditions.

2.2.3. Development

Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programmes usually include elements of planned study and experience. Development is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experience or through self-directed (self-managed) learning. It is an unfolding process which enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It can be seen from the definitions that development indicates movement to an improved situation that for the individual means advancing towards the physical and mental potential we all possess.

There are three main areas with which human resource development is involved, namely; individual, occupational, and organizational development. These identify the three major areas in which training and development requirements occur within an organization. The first intervention is individual development. This area can be exceptionally broad and addresses such areas as skill development, interpersonal skills, career development, etc. The second intervention is occupational and group development. Training and development need frequently occur for groups of workers such as the need to integrate cross-functional workers through a team building programme, or for informing and training employees about new products and services. It also applies to specific occupational groups. such as, programs for childcare workers in new procedures or to implement new legislation.

The last but not the least intervention is organization development. Organizational development (OD) is a systematic approach to improving organizational capability, which is concerned with process how things get done.

Organization development is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's 'processes,' using behavioral-science knowledge. Organization development is a system-wide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and process that lead to organization effectiveness (Agrawall,1993).

The goal of training and development programs of all organizations should be to maintain or improve the performance of individuals. In so doing, employees will have the required skills to implement the firm's strategy and ensure the success of the organization. Organization development is a systematic approach to improving organizational capability, which is concerned with process how things get done. Organizational development operates as a system wide process of data collection, diagnosis, action planning, intervention and evaluation.

To embrace transformational change, organizations and their leaders must take innovative strategic paths by applying organization development (OD) and change efforts that foster dialogue around strategic conversations of what is (purpose) and what could be (future). Results from these strengths-based conversations are more healthy, vibrant, productive, a high-performance workplace. New theories, methods, technologies, and approaches must be embraced and designed specifically, to prepare for the changing future, ranging from engaging multiple classes of stakeholders to strengths-based, whole system approaches to OD. To make the leap, we need to change the way we think, plan, implement, and evaluate OD. An emphasis must be placed on creating dialogues around understanding the purpose of the system and also moving a system forward while engaging the "mindset, skill set, and heart-set" of the stakeholders involved in the change process (Agrawal,1993).

An organization's most valued resources is its people, and if thoughtfully and carefully taken care of it is people who can make the positive impact to produce positive results for themselves, their teams, organizations, and industries.

2.3. The Concept of Organizational Learning

Organizational learning is about the development and acquisition in organizations of knowledge understanding, insights, techniques and practices in order to improve organizational effectiveness. It is concerned with the methods adopted by organizations to promote learning; it is not simply the sum of all the learning and development activities that are carried out in an organization.

2.3.1. The Process of Organizational Learning

Organizational learning can be characterized as an intricate three-stage process consisting of knowledge acquisition, dissemination and shared implementation. As such it is closely related to knowledge management. Knowledge may be acquired from direct experience, the experience of others or organizational memory. Agrawal (1993) suggested that organizational learning occur fewer than two conditions: first, when an organization achieves what is intended and, secondly, when a mismatch between intentions and outcomes is identified and corrected. He distinguished between single-loop and double-loop learning. These two types of learning have been described as adaptive or generative learning.

Single loop or adaptive learning is incremental learning that does no more than correct deviations from the norm by making small changes and improvements without challenging assumptions, beliefs or decisions. to achieve in terms of targets and standards and then monitor and review achievements, and take corrective action as necessary, thus completing the loop.

Double loop or generative learning involves challenging assumptions, beliefs, norms and decisions rather than accepting them. On this basis, learning takes place through the examination of the root causes of problems so that a new learning loop is established that goes far deeper than the traditional learning loop provided by single-loop or instrumental learning. It occurs when the monitoring process initiates action to redefine the governing variables to meet the new situation, which may be imposed by the external environment.

The organization has learnt something new about what has to be achieved in the light of changed circumstances and can then decide how this should be done.

2.3.2. The Notion of the Learning Organization

A learning organization was described by Senge cited in Armstrong, (2010), who originated the idea, as one 'where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together'.

Garvin, cited in Armstrong (2010) suggested that learning organizations are good at doing five things: The first thing is systematic problem solving: systematic problem-solving which rests heavily on the philosophy and methods of the quality movement.

Data rather than assumptions are required as the background to decision making what quality practitioners call ‘fact-based management’, and simple statistical tools such as histograms, Pareto charts and cause-and-effect diagrams are used to organize data and draw inferences.

The second thing when we say that an organization is learning organizations doing Experimentation: this activity involves the systematic search for and testing of new knowledge. Continuous improvement programs ‘kaizen’ is an important feature in a learning organization. The third that when we say an organization is learning organization it learns from past experience: learning organizations review their successes and failures, assess them systematically and record the lessons learnt in a way that employees find open and accessible.

In addition to the above, when we say that an organization is learning organization, it learns from others: sometimes the most powerful insights come from looking outside one’s immediate environment to gain a new perspective. Another more acceptable word for it is ‘benchmarking’ a disciplined process of identifying best practice organizations and analyzing the extent to which what they are doing can be transferred, with suitable modifications, to one’s own environment. The least but not the least, when we say the organization is learning organization, it transfers knowledge quickly: and efficiently throughout the organization by seconding people with new expertise, or by education and training programs, as long as the latter are linked explicitly with implementation.

2.3.3. Training and Development Process

Training and development are continuous and cyclical activity. In training and development programs, there should be a number of processes involved to make the training and development program more effective to raise performance, improve morale and increase organizational potentials. It consists of a serious of inter related and interdependent

functions that are practically 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 Evaluating 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, this study uses the following 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 the selected schools in relation to these important training and development phases.



Figure 1: Training Wheel (Wilson,1999)

2.3.4. The Concept of Training Need Assessment

Training need assessment means gathering of information about a specific work need that can be resolved by training. The types of needs assessment include performance analysis,

target population analysis, sorting training needs and wants, job analysis, and task analysis. Training needs assessment (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap.

TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

Determining organizational training needs to perform different activities which are essential for the process of training and development programs. On this phase, selecting the trainers, trainees, appropriate training environments, preparing lesson plan and selecting methods considered as a prerequisite to conduct the training and development program effectively as shown below.

Training Needs = Desired Capability – Current Capability of the Participants



Figure 2: Training Need Assessment (Chandan, 1987)

Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. The data on the

present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data. The following are some techniques for acquiring such data. These may be applied independently or in combination.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The TNA process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved).

2.3.5. The Need of Training Needs Assessment

First, identify dissatisfaction with the current situation and desire for change as similarities among the requests. Each request implies that a gap or discrepancy exists between what is and what could be or should be. A learning or performance gap between the current and desired condition is called a need. TNA aims at the following situations; Solving a current problem; Avoiding a past or current problem; Creating or taking advantage of a future opportunity; Providing learning, development or growth.

2.3.6. Planning and Designing Training

Training and development plan list the training and development which it intends to implement and consider in a given period of time. A plan is produced as a result of a three-fold process incorporating training needs, policies and resources. The organizations may be identified training needs when preparing the annual training budget, or from detailed investigation of the training and development practice considering the planned activities which should be going to undertake. Performance and other kind in the training needs are considered as this step. These training needs are then appraised against the criteria contained in the organization's training policies: a process which may eliminate some requirement from the proposed plans. Finally, training priorities have to be established because there are usually insufficient resources available for all the training has been requested. In such

circumstances decisions has to be made as to what training and development is to be included in the plan (Chandan, 1987).

According to Armstrong (2006) each training needs to be designed individually, and the design will continually evolve as new learning needs emerge, or when feedback indicates that changes are required. It is essential to consider carefully the objectives of the training program. Therefore, these writers want to show organizations need to have training and development plan. Organizations should include their training plan in to their short term, midterm and long-term plan in line with the organization's strategic plan to train and develop their trainers systematically and continuously to make them more competent to respond the dynamic environment in achieving organizational goals.

2.3.7. Evaluating Training

The specific purpose you have in evaluating a training intervention will influence your choice of method and approach.

The effectiveness of that choice will be determined by the appropriateness of the approach and methods, how well it is carried out, what other stakeholders contribute to or detract from the process and, of course, what is being evaluated. Your purpose may be to gauge the impact of training on learners understanding, behavior or attitudes as they affect their workplace performance (Wilson, 1999).

2.4. Management Development Methods

During the Training stages, training procedures are designed and selected. Training procedures fall into two broad categories: On the job training (OJT), and off-the Job training. Any comprehensive training system in an organization uses both types of training. Further, this is the stage in which instructional techniques, such as lectures and role playing are selected (William 209).

2.4.1. On- the –Job Training/Work Based Management Development

At its lowest level, OJT provides a person with the skills to function at minimum level on the job, but it can and should do more than that. A number of techniques can be used to provide OJT. Expansion of job duties, assignment, and responsibilities, job rotation/cross-training, staff development meeting, mentoring, special assignment, in company training done by consultant, distribution of reading materials, and apprenticeships are the most common techniques.

2.4.2. Off- the-Job Training

Most of this type of training is class room training. Some of the more frequently used types of training are: outside short courses and seminars, college or university degree and certificate programs, advanced management programs, correspondence schools, outside meetings and conferences, instructional techniques for training and development, lecture discussion, lecture, multimedia presentation, self-paced, computer assisted instruction, gaming and role playing and case analysis.

2.5. Responsibility for Management Development

Management development is not a separate activity to be handed over to a specialist and forgotten or ignored. The success of a management development programme depends upon the degree to which all levels of management are committed to it. The development of subordinates must be recognized as a natural and essential part of any manager's job. But the lead must come from the top. The traditional view is that the organization need not concern itself with management development. The natural process of selection and the pressure of competition will ensure the survival of the fittest (Armstrong, 2006).

Management development was seen in its infancy as a mechanical process using management inventories, for newly recruited graduates, detailed job rotation programmes, elaborate points schemes to appraise personal characteristics, and endless series of formal courses. The true role of the organization in management development lies somewhere between these two extremes. On the one hand, it is not enough, in conditions of rapid

growth (when they exist) and change, to leave everything to chance to trial and error. On the other hand, elaborate management development programmes cannot successfully be imposed on the organization.

Kotter (1996) wisely said many years ago, 'Development is always self-development. Nothing could be more absurd than for the enterprise to assume responsibility for the development of a man. The responsibility rests with the individual, his abilities, his efforts'. But he went on to say: Every manager in a business has the opportunity to encourage individual self-development or to stifle it, to direct it to or to misdirect it. He should be specifically assigned the responsibility for helping all men working with him to focus, direct and apply their self-development efforts productively. And every company can provide systematic development challenges to its managers.

Thus, executive ability is eventually something that individuals must develop for themselves while carrying out their normal duties. But they will do this much better if they are given encouragement, guidance and opportunities by their company and managers. The role of the organizations is to provide conditions favorable to faster growth. And these conditions are very much part of the environment and organizational climate of the company and the management style of the chief executive. The latter has the ultimate responsibility for management development is the job environment of the individual is the most important variable affecting his development. Unless that environment is conducive to his growth, none of the other things we do to him or for him will be effective.

2.6. Challenges of Management Development

A critical challenge that faces human society at the start of the twenties first century is to obtain full employment and sustained economic growth in the global economy and social inclusivity. This challenge has recently become even more complex and demanding. Economic, social and technological changes are gathering place and calls for continues policy and instructional adoption in order to meet new needs and seize the opportunities that are opening up in a rapidly integrating world economy. It has been increasingly recognized that people's endowment of skills and capabilities and investment in educating and training, constitutes the key to economic and social development and facilities every bodies

participation in economic and social life. The challenges associated with the changing nature of work and the work place environment is real. Rapid change requires a skilled knowledge work force with employees who are adaptive, flexible and focused on the future. Although training and development needs are become more complex, we still have to get the right people, to the right courses at the right time. Most business owners want to succeed but not engage in training and development designs that promise to improve their chances of success because of the overcoming challenges that may hinder the smooth operation of the program. However, human resource training and development programs might hamper by different factors. Among others the following are the major ones.

The first challenge to management development is management capacity and attitude. The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development programs one of the major factors that influences the process and expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness of training and development program (Kotter 1996). Managers at all level particularly top management should provide real support for training and development of the organization. In addition, managers should be committed to involve in the management development process which are curial in integrating the training and development activities to the strategic process.

In light of management capacity and attitude, availability of resources is the other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (William, 2009).

Therefore, the organization that has considerable shortage of one or more of these resources would face the problem of training and development of its human resources. At the last but not least, financial problem is the major constraints that hamper the implementation of and effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. The amount of fund available for training and development will clearly affect the quality of training and

development program that can be undertaken. In addition, the implantation of effective and proper training and development programs are influenced by various factors.

Summary of Related Literature

The review of the relevant literature on management development shows a real need for this study. At the same time, in the developing Countries it appears to be an increased recognition of the efficiency of training and development as strategies to improve organizational effectiveness and competitiveness and bringing smooth organizational change to facilitate higher performance. The staff training can be technical or behavioral has become important in order to improve the employees' competency and gain advantages in terms of sustainable organizational growth. Moreover, employees training become an important issue to facilitate change and make the organization competitive. To ensure that training and development initiatives are effective, it needs to begin with an assessment. Need assessment is critical in identifying any gaps between existing training and training that will be required in the future. A trigger for doing need analysis is when actual organizational performance is less than expected organizational performance. Training needs assessment is the only way to verify and validate the need, focus, scope and target group for a training program. Therefore, to assess this gap the researcher uses the model of William (2009) to conduct management development practices and challenges of Yeka Sub City government secondary school managers.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the methodology of the study that includes research design, the population, sample size and sampling techniques, instruments of data collection, procedures of data collection, method of data analysis and ethical consideration.

3.1 Research Design

This study employed a descriptive survey research method to assess management development practice in Yeka Sub City government secondary schools. This is because the researcher intends only to describe the current situation of management development practice and challenges. This survey study has been conducted through quantitative and qualitative approach. The purpose of descriptive survey is to describe the current situation as it exists naturally (Yount, 2006). This study also intends to describe the current management practices and challenges in government secondary schools of Yeka sub city. Therefore, this study adopted a descriptive research method to assess management development practice and challenges.

Primary data was obtained from supervisor, principals, vice principals, and department heads from Yeka Sub City government (9-10) secondary schools (Edget Chora, Karalo, Kokebstebha and Millennium). In addition, the researcher used different written materials such as books, national policy guidelines, directive documents and programmes.

3.2. Population, Sample Size and Sampling Techniques

According to the information from Yeka Sub City education office, there are 9 government secondary schools in the Sub City. Since, the size of the population was large all the schools could not be included. Therefore, the researcher selected four secondary schools by using simple random sampling techniques, namely, Edget Chora, Karalo, Kokebtsbeha and Millennium secondary schools. Simple random sampling technique gives the most reliable representation of the whole population, while non-random

sampling techniques rely on the judgments of the researcher or on accident and cannot generally be used to make generalizations about the whole population (Walliman, 2011). Simple 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 government secondary schools one (1) supervisor, four (4) principals, twelve (12) vice principals and forty four (44) department heads are involved. The total population (61) is less than 100. Therefore, the population as a whole can be taken as a sample (Yount, 2006). Thus, purposive 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	Category	Population			Sample			%			Data Collection method
		M	F	T	M	F	T	M	F	Total	
1	Supervisors	1	-	1	1	-	1	100	-	100	Interview
2	Principals	4	-	4	4	-	4	100	-	100	both interview & questionnaires'
3	Vice principals	10	2	12	10	2	12	100	100	100	both interview & questionnaires'
4	Department heads (9-10)	33	11	44	33	11	44	100	100	100	questionnaires'
	Total	48	13	61	48	13	61	100	100	100	

3.3. The Research Method Instruments and Procedures of Data Collection

3.3.1. Instruments of Data Collection

To collect necessary data for the study, two instruments of data collection were used: Survey questionnaires and interview questions.

Questionnaire

A set of questionnaires was prepared in English language. The questionnaire was completed by vice principals and department heads. A total of 56 copies of questionnaire was distributed to two (2) principals, ten (10) vice principals and (44) department heads who were concerned bodies in the four government secondary (9-10) schools.

The questionnaire had five parts. The first part of questionnaire deals with the background information of respondents. The second part of the questionnaire is concerned with the schools' need assessment, which consists of questions that are rated on a three point scale using 'yes'(3), I don't know(2) and "no"(1). The third part of the questionnaire focused on training implementation that contained questions of 5 point Likert type scale in which levels were indicated as follows: very high (5), high (4), medium (3), low (2) and very low (1).

The fourth and fifth parts of the questionnaire were also prepared using 5-point Likert type scale as indicated above and the questions dealt with management development practices, training evaluation and challenges. In addition, some items were open ended in order to allow respondents give their response freely. Before the actual administration of data gathering instruments, the instruments were pilot tested in order to ensure the validity and reliability of the instruments. To do this, the researcher carried out pilot study in Yeka Terara secondary school which is non-sampled. In this schools, the researcher distributed questionnaire to 15 vice principal and department heads.

The consistency of items was tested through a statistical procedure called Cronbach's alpha with the help of SPSS software. All Cronbach's alpha coefficients were greater than 0.5, this indicates the reliability of measurement items and it is used to measure the consistency of questionnaire items to produce consistent results. Hence, the researcher first analyzed all fifty items from pilot study questionnaire response at alpha level of 0.5 and the result of the pilot test analysis was 0.820. Taiw (1995) pointed out reliability coefficient ($r=0.80-1.00$) is interpreted as high. Therefore, the result for this analysis is 0.820, which reveals high reliability.

Subsequently, based on the information obtained from the feedback of respondents each item was restated as required. After making necessary correction based on reliability analysis result that obtained from pilot study, the researcher distributed the questionnaire for all sample school vice principals and department head members according to schedule prepared.

Interview

The other data collection instrument in this study was an 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 one (1) supervisor, two (2) principals and two (2) vice principals of Yeka Sub City government secondary schools. The interview questions were administered for a total of 5 participants. The interview questions mainly focused on the management development practice, roles of management development, methods to evaluate training development program, the challenges and the measures taken place to alleviate problems. The interview was conducted in both English and Amharic languages and recorded on a cell phone in order to reduce losses of audio information.

3.3.2. Procedure of Data Collection

To gather necessary data for the study was done by using questionnaire and interview with the selected employees. Based on reliability analysis of instrument made on pilot study, the researcher distributed questionnaire for department heads, vice principals and principals.

In addition, the researcher physically appeared in the four government secondary schools to clarify the purpose of the questionnaire so as to reduce possible errors that result from misunderstanding of the respondents and to inform respondents that the purpose of data collection was purely for academic purpose and to express participation is based on voluntary basis. Furthermore, the researcher took notes on responses of interview in addition to sound records.

3.4. Method of Data Analysis

To analyze the data of this study both Quantitative and qualitative techniques were used to analyze data. The quantitative data were analyzed through descriptive statistical procedures, namely Tables, percentage, frequency distribution, mean score values and standard deviation, were employed. Encoded data was analyzed with the help of computer software programme called SPSS version 23 (Statistical Package for the Social Sciences).

The qualitative data obtained from interview responses has analyzed thematically through the following four steps. First, the data from the original form had been transcribed from cell-phone sound recordings or notes into formal paper writings. Second, comes the checking and editing of the transcripts for further analysis. Third, data interpretation and analysis has followed. This involved coding, data reduction, identifying trends in data, and developing categories. The fourth step was to generalize the findings of the individual interviewees responses.

3.5. Ethical Considerations

All participation in this research was voluntary and participants of the study were given a full description of the study before deciding to participate. Anonymity of respondents was strictly respected. The study was conducted in a straightforward manner and all the data analyzed were reported in the study.

CHAPTER FOUR

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 department heads, vice principals, principals and a supervisor. For the quantitative part a total of 56 copies of questionnaire were distributed to 44 department heads, 10 vice principals and 2 school principals. Out of these respondents, all vice principals and principals 100 %, and 42 or 95.4% department head members filled in the questionnaires. 2 questionnaires were not returned. However the rate of return was 96.4%. Therefore, this rate of return is sufficient to provide the required information. Results of data were presented through different Tables. Data were interpreted through statistical procedures of percentage and mean score values.

Responses of items with three 3 point scales were classified in to three categories, yes, no and I do not know. Conclusions for items of three point scales were made based on percentage values of each category. Percentage values were used to describe the existence or the absence of management development practices, alignments and challenges. Mean score value were used to describe the level of management practice in-terms of three ranges of mean score values. That is,

1 - 1.49 low level,

1.5 - 2.49 moderate

2.5 - 3.00 high level

For items with 5 point Likert scale were classified in to three categories to analyze through percentage values. That is, very high and high are taken as positive perceptions; low and very low are taken as negative perception while the medium percentage is used to express neutrality.

For this 5 point scale items' mean score values were also used to describe the level of presence or absence of practices and alignment of management development. In this case the mean score values are categorized in to three ranges.

1 - 2.49low level

2.5 - 3.49..... moderate level

3.5 - 5.00.... high level

The data which were collected through close ended items were analyzed quantitatively and those obtained from open ended items and interview were analyzed qualitatively to provide answer for the basic research question set for the study.

4.1 Demographic Characteristics of Respondents

In the first part of the questionnaire, respondents were asked to provide their general background information. The following three Tables presented the demographic characteristics of respondents.

As observed from the Table 2a out of the total sample of the respondents (n = 54), 43(79.6%) were males and the other 11(20.4%) females. From this information, we can infer that the participation rates of males are high in this study as compared with females. However, this gender imbalance will not affect the quality of the data,

Table 2a: Respondents by Sex and Age

Item	Category	Respondents		Grand Total	
		f	%	f	%
Sex	Male	43	79.6	43	79.6
	Female	11	20.4	11	20.4
	Total	54	100	54	100
Age	21-25 years	3	5.6	3	5.6
	26-30 years	14	25.9	14	25.9
	31-35 years	22	40.7	22	40.7
	36-40 years	2	3.7	2	3.7
	41-45 years	5	9.3	5	9.3
	46-50 years	6	11.1	6	11.1
	51-55 years	1	1.9	1	1.9
	More than 55 years	1	1.9	1	1.9
	Total	54	100	54	100

Regarding the study respondents' age shown in Table 2a above tells majority of the respondents (40.7%) fall in the age category of 31 to 35. On the other hand (3.8%) of the respondents belong to the age category 51 & above. This indicates that almost all the respondents are matured enough to provide reliable information.

Table 2b: Respondents by Qualification and Years of Service

Item	Category	Respondents		Grand Total	
		f	%	f	%
Qualifications	Certificate	-	-	-	-
	Diploma	3	3.56	3	3.56
	BA/BSC	39	72.2	39	72.2
	MA/MSc	12	22.2	12	22.2
	Total	54	100	54	100
Years of Service	1-5 years	8	14.8	8	14.8
	6-10 years	26	48.1	26	48.1
	11 and above years	20	37.0	20	37.0
	Total	54	100	54	100

Table 2b indicates educational background of the respondents. Among the total respondents' majority of the respondents (72.2%) have a qualification of BA/BSC and 22.2% of the respondents are MA/MSC holders, while 3.56% are diploma holders. All respondents are well qualified that they can understand and provide appropriate responses. Therefore, the data obtained from such respondent group can be considered as reliable.

Consideration of years of experience from Table 2b displays that 48.1% of respondents have a work experience of 6-10 years while 37% of them have served for 11 and above years. Only 14.8% of the respondents have a work experience that ranges from 1-5 years. This indicates that large majority of the respondents 85.1% are well experienced. Thus respondents are expected to provide reasonable information based on their experience.

Table 2c: Respondents by Current Work Position

Position	f	%
Principal	2	3.7
Vice principal	10	18.5
Department Heads	42	77.8
Total	54	100

Table 2c above exhibits the profile of respondent's in-terms of current work position. It is observed that 77.8% of the respondents are department heads, 18.5% are vice principals and 3.7% principals. The respondents' current position implies that all respondents have sufficient information towards the questionnaire items.

4.2. Presentation, Analysis and Interpretation of Data

This section presents the analysis and interpretation of the data through percentage and mean score value statistical procedures. Percentage analysis is used to describe the positive or negative perception of respondents towards the management development practice. Mean score values are employed to interpret only the level of practices. The

alignment goals and practices as well as challenges are analyzed in the same way described above. Results are presented as follows.

4.2.1. Practice of Management Development

Management development practice is measured through 2 items that are rated with a 3 point scale. Summary of responses on management development practices is shown in Table 3 below.

Table 3: Management Development Practices

S N	Item	Respondents				
			f	%	M	SD
1	There was a formal development training policy in school	Yes	24	44.4	1.83	0.841
		No	15	27.8		
		I don't know	15	27.8		
		Total	54	100		
2	There was a training plan to train school Leaders	Yes	24	44.4	1.89	0.88
		No	12	22.2		
		I don't know	18	33.3		
		Total	54	100		

Response rates on item 1 of Table 3 shows that 44.4% of the respondents agree on the idea that there is a formal development training policy, while 27.8% of the respondents do not agree on this idea. On the other hand, another 27.8% of the respondents expressed their reservation on the existence of formal development training policy. Based on the majority response (44.4%), it can be deduced that there is a formal training policy in the target schools of the study. Consideration of the mean score value for item 1 (1.83) indicates that there is a moderate level of implementation of development training policy.

Response scores on item 2 of Table 3 exhibits that 44.4%, 22.2%, and 33.3% of respondents expressed their agreement, disagreement and neutrality respectively on the issue that there is a training plan for school leaders. Thus, based on the perception of the majority of the respondents (44.4%), it is concluded that there is a training plan for

the school leaders. The mean score value on item 2 of Table 3 (1.89) also expresses that the training plan is being practiced at moderate level.

On the other hand, interview response on the management development practice is presented as follows. Two of vice principals interviewees stated that *"I didn't know whether there is a training policy and proper management development plan; there was no planned goal"* regarding the management development practice. The interview response only supports the idea expressed by the neutral respondents in the quantitative analysis.

By combining the results of quantitative on item 1 and 2 of Table 3 and the qualitative findings it can be concluded that there is a management development practice in the target schools. Perception of respondents regarding need assessment and training is summarized in Table 4 below.

Table 4: Practices of Need Assessments and Training

S N	Item	Respondents				
			F	%	M	SD
1	Training had been prepared for school Principals	Yes	25	46.3	1.89	0.88
		No	21	38.9		
		I don't know	8	14.8		
		Total	54	100		
2	Organizational needs assessment have been done before training took place	Yes	26	48.1	1.67	0.72
		No	20	37.0		
		I don't know	8	14.8		
		Total	54	100		
3	Needs of principal assessment have been done before training took place	Yes	22	40.7	1.87	0.83
		No	17	31.5		
		I don't know	15	27.8		
		Total	54	100		
4	Needs of vice Principals' assessment have been done before training took place	Yes	23	42.6	2.02	0.77
		No	15	27.8		
		I don't know	16	29.6		
		Total	54	100		
5	Needs of department heads assessment have been done before training took place	Yes	32	59.3	1.52	0.69
		No	16	29.6		
		I don't know	6	11.1		
		Total	54	100		

In item 1 of Table 4, 46.3% of the respondents have expressed their positive attitude towards training for principals, while 38.9% expressed negative perception. On the other hand 14.8% of the respondents have expressed reservation on this issue. Based on the perception of the majority of the respondents (46.3%), it is concluded that there is a training programme for principals of Yeka Sub City secondary schools. The mean score value on item 1 of Table 4, 1.89, describes that the training programme is being practiced at a moderate level.

Response scores on item 2 of Table 4 displays that 48.1%, 37.0% and 14.8% of respondents expressed their agreement, disagreement and neutrality respectively on the issue that there is a training need assessment. Thus, based on the perception of the majority of the respondents (41.8%), it is deduced that there is a need assessment for trainings. The mean score value on item 2 of Table 4 (1.67) expresses that the need assessment is being practiced at moderate level.

In item 3 of Table 4, 40.7% have stated their positive attitude towards training need assessment for principals, while 31.5% expressed negative perception towards the issue of item 3. On the other hand 27.8 % of the respondents have expressed reservation on this issue. Based on the perception of the majority of the respondents (40.7%), it is concluded that there is a training need assessment for principals of Yeka sub city secondary schools. The mean score value, 1.87, on item 3 of Table 4 describes that the training need assessment for principals is being implemented at a moderate level.

Consideration of item 4 of Table 4, shows that 42.6% of the respondents expressed their agreement and 27.8% their disagreement while 29.6% were reserved on the issue of training need assessment for vice principals. Based on the perception of the majority respondents (42.6%) it is concluded that there is assessment practice for vice principals. The mean score value, 2.02, indicates that this training assessment for vice principals is exercised at a moderate level.

In item 5 of Table 4, 59.3% have expressed their positive attitude towards training need assessment for department heads, while 29.6 % expressed negative perception towards the issue of item 5 of Table 4. On the other hand 11.1% of the respondents have

expressed reservation on this issue. Based on the perception of the majority of the respondents (59.3%), it is concluded that there is a training need assessment for department heads of Yeka sub city secondary schools. The mean score value on item 5 of Table 4, 1.52, describes that the training need assessment is being practiced at a moderate level.

The results of all 5 items in Table 4 indicate that need assessment is conducted before trainings. The importance of need assessment for trainings is supported by various literatures. For instance, Sinha (2009) has confirmed the necessity of need assessment practice. According to Hanson, (1996), Job/task needs analysis is in general what must be done to perform a job successfully and additionally it is one way to assess the training needs in the organization for each individual staff by gathering systematically all specific jobs. And task analysis is “a systematic collection of data about specific jobs to determine what a staff should be thought to achieve optimum performance” according to this by gathering the task analysis information the organization can decided the development programs to the staff of the organization.

According to Sinha (2009), "there are two approaches to carry out a training need assessment that is proactive and reactive". Training needs proactively means taking the initiatives in doing training program practices to maximize the objectives of the programs. On the contemporarily, every training practitioner can gather the relevant information about the needs of training in the organization by using reactive approaches in the organization that indicates when the problems happened and reacting to them.

The need assessment before trainings in general is important to identify the needs of trainees'. The result of trainings that are based on he needs of training encourage trainees' to participate actively in training programs. Moreover, the result of trainings would be exercised by the trainees'.

4.2.2 Alignment of Management Development Practice with the Goal of the School

The alignment of management development practice with school goals is measured in terms of 3 items that are rated in a 5 point scale. Responses are classified in to 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 on these items is summarized in Table 5 below.

Table 5: Alignment of Management Development with School Goals

S N	Item	Respondents				
			F	%	M	SD
1	To what extent do you align the goals of the schools with the training needs of Principals?	Very high	6	11.1	3.07	1.23
		High	18	33.3		
		medium	10	18.5		
		Low	14	25.9		
		Very low	6	11.1		
		Total	54	100		
2	To what extent did you align the goals of the school with the training needs of vice principals?	Very high	9	16.67	3.20	1.09
		High	14	25.92		
		medium	15	27.77		
		Low	11	20.4		
		Very low	5	9.3		
		Total	54	100		
3	To what extent the school goals are aligned with training needs of department heads?	Very high	8	14.81	3.14	1.06
		High	19	35.19		
		medium	9	16.66		
		Low	12	22.2		
		Very low	3	5.6		
		Total	54	100		

Response rates on item 1 of Table 5 show that 44.4% of the respondents agreed on the issue that the school goals are aligned with the training needs of principals while 37.00% of the respondent do not agree on this idea. On the other hand 18.5% of the respondents expressed that this alignment exists at a medium level. Based on the

majority response (44.4%) it is concluded that there is an alignment between the school goals and training needs of principals. Consideration of the mean score value for item 1 of Table 5, 3.07, indicates that there is a moderate level of alignment between the school goals and training needs of principals.

Response rates on item 2 of Table 5 show that 42.59% of the respondents agreed on the issue that the school goals are aligned with the training needs of vice principals, while 29.7% of the respondent do not agree on this idea. On the other hand, 27.77 %, of the respondents took a medium level perception. Based on the majority perception (42.59%) it is concluded that somewhat there is a strong alignment between school goals and training needs of vice principals. Consideration of the mean score value for item 2 of Table 5, 3.20, indicates that there is a moderate level of alignment of school goals with training needs of vice principals.

Response rates on item 3 of Table 5 shows that 50.00% of the respondents agreed on the issue that the school goals are aligned with the training needs of department heads while 27.8 % of the respondent do not agree on this idea. On the other hand 16.6% of the respondents expressed that this alignment exists at a medium level. Based on the majority response (50%) it is deduced that there is an alignment between the school goals and training needs of department heads. Consideration of the mean score value for item 3 of Table 5, 3.14, indicates that there is a moderate level of alignment between school goals and training needs of department heads.

Designing school goals and missions 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 activity in accordance with the guiding principles of the management practices.

4.2.3. Training Priority Practice

Training priority practices are measured through 4 items that are rated with a 3 point scale. Results of respondents are summarized in Table 6 below.

Table 6: Training Priority Practices

S N	Item	Respondents				
			f	%	M	SD
1	School training needs were prioritized	Yes	36	66.7	2.39	0.59
		No	15	27.8		
		I don't know	3	5.6		
		Total	54	100		
2	Principals' training needs were prioritized	Yes	28	51.9	2.20	0.75
		No	17	31.5		
		I don't know	9	16.7		
		Total	54	100		
3	Vice principals' training needs were prioritized	Yes	25	46.3	2.09	0.74
		No	20	37.0		
		I don't know	9	16.7		
		Total	54	100		
4	Department heads' training needs were prioritized	Yes	33	61.1	2.31	0.66
		No	16	29.6		
		I don't know	5	9.3		
		Total	54	100		

Response rates on item 1 of Table 6 show that 66.7% of the respondents agreed on the idea that school needs are prioritized, while 27.8% of the respondents do not agree on this idea. On the other hand 5.6% of the respondents expressed their reservation. Based on the majority response (66.7%) it is deduced that training needs are prioritized. The mean score value for item 1 of Table 6 (2.39) indicates that this training need prioritization is exercised at a moderate level. However the levels of prioritization have different degrees. The degree of prioritization is expressed by the mean score values for each category of respondents.

Response rates on item 2 of Table 6 show that 51.9% of the respondents agreed on the idea that training needs for principals are prioritized, while 31.5 % of the respondents

do not agree on this idea. On the other hand 16.7% of the respondents expressed their reservation. Based on the majority response (51.9%) it is concluded that training needs for principals are prioritized. The mean score value for item 2 of Table 6 (2.20) indicates that this prioritization is exercised at a moderate level.

Consideration of results of item 3 on Table 6 shows that 46.3% of the respondents agreed on the idea that training needs for vice principals are prioritized, while 37.00% of the respondents do not agree on this idea. On the other hand 16.7 % of the respondents expressed their reservation. Based on the perception of the majority (46.3%) it is generalized that training needs for vice principals are prioritized. The mean score value for item 3 of Table 6 (2.09) implies that this prioritization is exercised at a moderate level.

Results of item 4 on Table 6, show that 61.1% of the respondents agreed on the idea that training needs for department heads are prioritized, while 29.6% of the respondents do not agree on this idea. On the other hand, 9.3% of the respondents expressed their reservation. Based on the majority score (61.1%) it is deduced that training needs for department heads are prioritized. The mean score value for item 4 of Table 6 (2.31) implies that this prioritization is exercised at a moderate level. Therefore, it is observed that training needs for principals, vice principals and department heads are all prioritized.

The prioritization of training needs has an impact on the performance of the school management. This means school principals, vice principals and department heads are encouraged to discharge their responsibilities in a more effective way. In other words this prioritization would enhance the commitment and capacity of management in performing their respective task. The overall effect of the increased in the performance of management is to improve the learning outcome of students and there by increased the quality of education in the target school.

4.2.4. Delivering Training

The delivery of training practice is measured through 6 items that are rated with a 3 point scale

Table 7: Ways of Delivering Training

S N	Item	Respondents				
			F	%	M	SD
1	Your school provides on-the job training for principals	Yes	27	50.0	2.15	0.73
		No	19	35.2		
		I don't know	8	14.8		
		Total	54	100		
2	Your school provides on-the job training for vice principals	Yes	22	40.7	2.04	0.78
		No	20	37.0		
		I don't know	12	22.2		
		Total	54	100		
3	Your school provides on- the job training for department heads	Yes	38	70.4	2.50	0.65
		No	11	20.4		
		I don't know	5	9.3		
		Total	54	100		
4	Your school provides off-the job training for principals	Yes	43	79.6	2.76	0.85
		No	10	18.51		
		I don't know	5	9.25		
		Total	54	100		
5	Your school provides off-the job training for vice principals	Yes	30	55.6	2.26	0.65
		No	16	29.6		
		I don't know	8	14.8		
		Total	54	100		
6	Your school provides off- the job training for department heads?	Yes	38	70.37	2.50	0.83
		No	11	20.37		
		I don't know	5	9.3		
		Total	54	100		

Response rates on item 1 of Table 7 show that 50.00% of the respondents agreed on the idea that there is on the job training for principals, while 35.2% of the respondents do not agree on this idea. On the other hand 14.8% of the respondents expressed their reservation. Based on the majority response (50.00%) it is deduced that there is on the job training for principals. The mean score value for item 1 of Table 7 (2.15) indicates that on the job training for principals is exercised at a moderate level.

Response rate on item 2 of Table 7 shows that 40.7% of the respondents agreed on the idea that there is on the job training for vice principals, while 37.00% of the respondents do not agree on this idea. On the other hand 22.2% of the respondents expressed their reservation. Based on the majority response (40.7%) it is generalized that there is on the job training for vice principals. The mean score value for item 2 of Table 7 (2.04) indicates that on the job training for vice principals is practiced at a moderate level.

Consideration of result of item 3 on Table 7 shows that 70.4% of the respondents agreed on the idea that there is on the job training for department heads, while 20.4 % of the respondents do not agree on this idea. On the other hand 9.3% of the respondents expressed their reservation. Based on the majority response (70.4%) it is deduced that there is on the job training for department heads. The mean score value for item 3 of Table 7 (2.50) indicates that on the job training for department heads is exercised at a high level.

Response rate on item 4 of Table 7 shows that 79.6% of the respondents agreed on the idea that there is off-the job training for principals, while 18.51% of the respondents do not agree on this idea. On the other hand 9.25% of the respondents expressed their reservation. Based on the majority response (96%) it is deduced that there is off-the job training for principals. The mean score value for item 4 of Table 7 (2.76) indicates that off-the job training for principals is practiced at a high level.

Consideration of result of item 5 on Table 7 shows that 55.6% of the respondents agreed on the idea that there is off-the job training for vice principals, while 29.6 % of the respondents do not agree on this idea. On the other hand 14.8% of the respondents expressed their reservation. Based on the majority response (55.6%) it is concluded that there is ff-the job training for vice principals. The mean score value for item 5 of Table 7 (2.26) indicates that off-the job training for vice principals is exercised at a moderate level.

Response rates on item 6 of Table 7 show that 70.37% of the respondents agreed on the idea that there is off-the job training for department heads, while 20.37% of the

respondents do not agree on this idea. On the other hand 9.3% of the respondents expressed their reservation. Based on the majority response (70.37%) it is deduced that there is off-the job training for department heads. The mean score value for item 4 of Table 7 (2.50) indicates that off-the job training for department heads is practiced at a high level.

The findings confirmed that both on-the-job and off-the-job trainings are delivered to principals, vice principals and department heads. The purpose of both types of trainings is to improve the performance capacity of management. That ultimate impact of such trainings is expected to improve the management development practice. This in return enhance the quality of education in government secondary school of Yeka sub city.

4.2.5 Benefit and Evaluation of Training

Benefit and evaluation of training are measured through 4 items that are rated with a 3 point scale. Results of respondents are summarized in Table 8 below.

Table 8: Benefit and Evaluation of Training

S N	Item	Respondents				
			f	%	M	SD
1	Have you got benefit of change from the training you involved?	Yes	35	64.8	2.29	0.73
		No	19	35.2		
		I don't know	-	-		
		Total	54	100		
2	Does your school evaluate the given training effectiveness?	Yes	30	55.6	2.22	0.71
		No	18	33.3		
		I don't know	6	11.1		
		Total	54	100		
3	Does your school evaluate the given training efficiency?	Yes	23	42.6	2.87	0.87
		No	22	40.7		
		I don't know	9	16.7		
		Total	54	100		

Response rate on item 1 of Table 8 shows that 64.8% of the respondents agreed on the idea that there is a benefit from trainings while 35.2% of the respondents do not agree on this idea. On the other hand none of the respondents expressed reservation. Based on

the majority response (64.8%) it is deduced that there is a benefit from trainings. The mean score value for item 1 of Table 8 (2.29) indicates that trainings have a moderate level of benefits.

Response rate on item 2 of Table 8 shows that 55.6% of the respondents agreed on the idea that effectiveness of trainings are evaluated while 33.3% of the respondents do not agree on this idea. On the other hand 11.1% of the respondents expressed reservation. Based on the majority response (55.6%) it is concluded that effectiveness of trainings are evaluated. The mean score value for item 2 of Table 8 (2.22) indicates that effectiveness of trainings evaluated at a moderate level.

Result of item 3 on Table 8 shows that 42.6% of the respondents agreed on the idea that efficiency of trainings are evaluated while 40.7% of the respondents do not agree on this idea. On the other hand 16.7% of the respondents expressed reservation. Based on the majority response (42.6%) it is generalized that efficiency of trainings are evaluated. The mean score value for item 3 of Table 8 (2.87) indicates that efficiency of trainings are evaluated at a high level.

On the other hand, interview response on the benefit of training, effectiveness and efficiency supports the quantitative results. Interviewees of principals and supervisor expressed that they have got benefits from trainings they had been involved in. As one of the principals expressed *“I got benefit from training that I have involved. it is very important & helpful to upgrade the profession”*.

Moreover one of the principals stated that *“I evaluate the training program effectiveness and efficiency through using observation, check list, and questionnaires.”*

The results of both quantitative and qualitative findings indicate that trainings have benefit and the effectiveness and efficiency are evaluated. The delivery of on-the-job and off-the-job trainings implies that management members have an opportunity in the type of training that goes with their private schedules. This situation in return contribute to the effectiveness of both types of trainings.

4.2.6. Pre and Post Training Evaluation

Practices of pre and post training evaluations are summarized as follows. The pre and Post Training Evaluation practice is measured in-terms of 3 items that are rated in a 5 point scale. Responses are classified in to 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 the perception of respondents who have no clear idea on the issue. The result of responses on these items is summarized in Table 9 below.

Table 9: Pre and Post Training Evaluation

S N	Item	Respondents				
			f	%	M	SD
1	The assessment of the execution of pre training evaluation	Very high	4	7.4	3.09	1.10
		High	19	35.2		
		medium	13	24.1		
		Low	14	25.9		
		Very low	4	7.4		
		Total	54	100		
2	The assessment of the execution post-training evaluation	Very high	15	27.78	2.96	1.09
		High	11	20.4		
		medium	10	18.52		
		Low	13	24.1		
		Very low	5	9.3		
		Total	54	100		
3	The relevance of trainings to your position	Very high	16	29.62	3.07	1.07
		High	12	22.2		
		medium	9	16.67		
		Low	14	25.9		
		Very low	3	5.6		
		Total	54	100		

Response rates on item 1 of Table 9 show that 42.59% of the respondents agreed on the issue that there is an execution of pre-training evaluation while 33.3% of the respondent do not agree on this idea. On the other hand 24.1% of the respondents expressed that the execution of pre-training evaluation exists at a medium level. Based on the majority response (42.59%) it is concluded that pre-training evaluation is executed.

Consideration of the mean score value for item 1 of Table 9 (3.09) indicates that pre-training evaluation is exercised at a moderate level.

Results of item 2 on Table 9 show that 48.14% of the respondents agreed on the issue that there is a post-training evaluation while 33.33% of the respondent do not agree on this idea. On the other hand 18.52% of the respondents expressed that there is a medium of post-training evaluation. Based on the majority response (48.14%) it is concluded that post-training evaluation is conducted in the school systems. Consideration of the mean score value for item 2 of Table 9 (2.96) indicates that there is a moderate level of post-training evaluation practice.

Response rates on item 3 of Table 9 show that 51.85% of the respondents agreed on the issue that trainings are relevant to the positions while 31.48% of the respondent do not agree on relevance of trainings with positions. On the other hand 16.6% of the respondents expressed that there is a medium level of training relevance. Based on the majority response (51.85%) it is concluded that trainings are relevant with the positions of staff. Consideration of the mean score value for item 3 of Table 9 (3.07) implies that trainings are made relevant at a moderate level with positions. The results of Table 9 show that pre and post trainings are evaluated. In addition to this the relevance of trainings are evaluated.

Evaluation of trainings in general is an important practice that determines the effectiveness of trainings as a whole. In the culture of the Yeka sub-city government secondary schools the pre training evaluation contributes specifically to determine the type of training to be delivered. On the other hand, the post training evaluation is used to evaluate the effectiveness and relevance of trainings. The practice of evaluation of trainings has a n impact on the effectiveness of trainings in the secondary schools of Yeka sub-city.

4.2.7. Challenges of Management Development Practice

The challenges of management development practice are measured in-terms of 3 items that are rated in a 5 point scale. Responses are classified in to 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 on these items is summarized in Table 10 below.

Table 10: Challenges of Management Development

S N	Item	Respondents				
			f	%	M	SD
1	The attitude of top manager is primary challenge for development practice	Very high	13	24.1	3.50	1.14
		High	14	25.9		
		medium	16	29.6		
		Low	9	16.7		
		Very low	2	3.7		
		Total	54	100		
2	Scarcity of resources affects the effectiveness of the training plan	Very high	12	22.2	3.57	0.96
		High	13	24.1		
		medium	23	42.6		
		Low	6	11.1		
		Very low	-	-		
		Total	54	100		
3	Financial problem is the major constraints of the effectiveness of development practice	Very high	14	25.9	3.46	1.19
		High	13	24.1		
		medium	12	22.2		
		Low	14	25.9		
		Very low	1	1.9		
		Total	54	100		

Results of item 1 on Table 10 show that 50.00% of the respondents agreed that the attitude of top managers are primary challenges while 20.37% of the respondents do not agree on this idea. On the other hand 29.6% of the respondents expressed that there is a medium level of challenge regarding attitude of managers. Based on the majority response (50.00%) it is concluded that attitude of managers are primary challenges for management development practice. Consideration of the mean score value for item 1 of Table 10 (3.50) indicates that attitude of managers is a challenge at a moderate level.

Consideration of item 2 on Table 10 show that 46.29% of the respondents believe that scarcity of resources is a challenge for effectiveness of training plan while 11.11% of the respondents do not believe on this challenge. On the other hand 42.6% of the respondents expressed that the scarcity of resources exert a medium level of challenge. Based on the majority response (46.29%) it is concluded that the scarcity of resources is a challenge for the effectiveness of training plan. The mean score value for item 2 of Table 10 (3.57) implies that the scarcity of resources is one of the high level challenges for effectiveness of training.

Results of item 3 on Table 10 show that 50.00% of the respondents considered that financial problem are major challenges for the effectiveness of management practice while 27.78% of the respondents do not agree that financial problems are not challenges. On the other hand 22.2% of the respondents believe that the financial problems exert a medium level of constraint on the effectiveness of management development. Based on the majority response (50.00%) it is deduced that the financial constraints are one of the major challenge for the effectiveness of management development practice. The mean score value for item 3 of Table 10 (3.46) indicates that the financial problem poses a high level of constraint on the effectiveness of management development practice.

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 generalized that attitude of managers, scarcity of resources and financial constraints are challenges for the practice of management development in government secondary schools of Yeka sub-city. The challenges observed in the target secondary schools are so critical that they can cause negative influence on the effectiveness of the management development practice. This negative influence could have repercussion on the learning outcome of students and the quality of education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the major findings and to draw conclusion based on the basic questions. Furthermore, this section provides a recommendation to concerned bodies based on the findings of the study.

5.1. Summary

The main purpose of this study was to examine management development practices in Yeka Sub City government secondary schools, namely Edget Chora, Karalo, Kokebtsbeha and Millennium secondary school. To achieve this purpose the study has caused the following basic questions.

- To what extent management development is practiced in government secondary schools?
- To what extent are the schools' management development practices align with the goal of the schools?
- What major challenges hinder management development practice in government secondary schools?

In this study a total of 61 respondents that include supervisor, principals, vice principals and department heads were involved. Out of the 61 respondents 56 were involved in the quantitative part while 5 of them participated in the qualitative part. For the quantitative part a total of 56 questionnaires were distributed to principals, vice principal, and department heads. As a result 54 (96.4 %) questionnaires' papers were returned, while 2 questionnaire papers were not. For the qualitative part all 5 interviewees have participated. Data were analyzed through both quantitative and qualitative techniques. For the quantitative part SPSS statistical software (version 23) has been employed. For the qualitative part, interview responses were analyzed and interpreted in the light of the basic questions thematically.

The demographic profile of respondents indicates that participants are principals, vice principals, department heads and supervisor. These participants are considered to have been well acquainted with the issue of management development practice and challenges. Therefore, the data collected from such participants is taken as reliable sources. Moreover, the data gathered through questionnaire and interview questions were adequate for analysis. Major findings are summarized below in line with the basic questions.

The first basic question of the study was concerned with Management development practice. Following are major findings. The management development practice is conducted based on the formal development policy and plan. Organizational and group need assessments are conducted in the practice of management development. Moreover, school training needs and group training needs are prioritized. Regarding the nature of trainings it is confirmed that on-the-job and off-the-job trainings are delivered. In addition to this, benefits, effectiveness and efficiency of trainings are evaluated. Pre and post training evaluation are also conducted.

The second basic question deals with the alignment of management development practice with school goals. Management development practices are aligned with the school goals. Specifically: The training needs of principals are aligned with the school goals; the training needs of vice principals are aligned with the school goals; The training needs of department heads are aligned with the school goals.

The third basic question refers to the challenges of management development practice in the government secondary schools of Yeka sub city. Certain challenges are identified that hinder the effectiveness and efficiency of the practice. The major challenges were attitude of management, financial constraints and scarcity of resources.

5.2. Conclusion

Quantitative and qualitative methods of the study were combined to obtain a reasonable conclusion about the findings of the study. Therefore, the following conclusions are drawn:

Concerning the qualification, all school leaders in government secondary schools of this sub city are qualified, trained in the area of educational management development practice and this would have a positive impact in the attainment of the educational goals of the school. However the attitude of managers negatively affects the management practice of the schools. The findings of the study have shown that the management development practice in the target secondary schools has been effective. The findings also have confirmed that school leaders' attitude, scarcity of resources and financial constraints are the major challenges for the effectiveness of the management development practices. In the light of these findings, this section draws a conclusion in terms of what implications these findings have.

Management is a process of organizing and mobilizing all human and material resources in a particular system. From this perspective the effective management development practice observed in the secondary schools of Yeka sub city implies that human and material resources are being organized in a better way. This means planning, organizing staffing and developing functions of management are practiced in a satisfactory way.

On the other hand, in the School improvement guideline developed by the Ministry of Education in 2011, it is stated that school management is one of the elements of the domain of management and school leadership (MOE, 2011). In the same guideline, it is mentioned that school management is a factor that contributes to the learning outcome of students. In this regard, the improving management development practice in the government secondary schools of Yeka sub city is rendering a contribution to the learning outcome of students. In other words, it can be concluded that the learning outcome of students is getting improved due to the improved management development practice in Yeka sub city government schools;. Moreover, the effective management

development practice also contributes to the enhancement of capacity schools in managing changes.

The findings of the study in general indicated that attitude of management, financial constraints and scarcity of resources are major challenges in Yeka sub city government secondary schools. The attitude of management is crucial for the success and effectiveness of training and development programs. The management should provide their unreserved support to effectiveness of the programmes. The attitude of management is an important component that determines the intent, initiative and commitment action of the management. The current negative attitude of management is a potential danger for the improvement management development practice.

Scarcity of resources may appear in terms of inadequate materials facilities, personnel or time. Inadequate resources may negatively influence the quality of plans, trainings, organizations and evaluations. Financial problem is also a major problem that affects training and management development programs. Ultimately the challenges observed in the secondary schools of Yeka sub city might reduce the effectiveness of the management development practice and thereby the quality of education.

5.3. Recommendation

Depending on the results of the study and the review of related literature, the following recommendations are put forward.

- Currently school management development practices are effective. School leaders, supervisor and department heads need to keep-up and upgrade this practice. Moreover, Stakeholder such as teachers, parents, community and higher level managements of Yek sub city needs to contribute their part in order to attain a more improved school management practice. This means the concerned stakeholders should actively involve in the management development practice, since the management development guideline have created opportunities for the participation of these stakeholders.

- Regarding the alignment of the management development practices with the school goals, it is suggested that the school management needs to make more efforts in-order to achieve more alignments. This responsibility is not limited to members of school management rather it is the responsibility of all other stakeholders.
- The concerned management development department has to put in place clear policy to conduct the training that would further strengthens and improves the existing management development practice and overcome challenges. This should help them in facilitating short and long term training for their managers. And also the department in collaboration with the target participants should design the management development programs and identify the right delivery approach with potential trainers by taking the entire context in to consideration. To avoid negative management attitude the school and concerned bodies has to plan relevant training so as for managers to improve the negative attitude and to be effective in their work place.
- Resources in general are important factors for the success of school performance. In this study the target schools are found to have scarcity of resources. Therefore, primarily, the school management should place unreserved efforts to fulfill the required amount of resources. Specifically the school management should try to minimize wastage of resources. This can be achieved through providing trainings on how to handle and use resources to the school staffs. It can also be realized through creating awareness regarding economic and wise use of resources. The management, furthermore, need to improve its capacity of organizing and mobilizing resources. Top managers and policy makers should device a clear mechanism on asset management meaning on handling, employment, and disposal of resources, so as to alleviate wastage of resources. Particularly employment of human resources needs special concern. Policy makers need to develop appropriate employee retaining strategies.
- With regard to financial constraints, it is suggested that 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 budget and budgeting control. Also the Yeka sub city finance bureau must release the school budget timely, as this will help to continue scheduled programmes smoothly. If the planned budget is not sufficient to run the school programme, it is suggested that to raise funds using different mechanisms, such as creating educational campaign to raise funds by liaising with community and governmental or non-governmental, international organizations.

- Management development is a very wide topic that needs to be researched in depth. The findings of this study did not exhaust all technicalities of management development functions. The study explored only practices and challenges which faced management development of government secondary schools. Therefore, other researchers may use more variables to describe the management development practices in a better way.

To sum-up, further study and due attention should be given to school management development practice by responsible bodies so as to address the challenges more adequately and to invest for the future benefit of the coming generation.

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APPENDICES

Appendix A

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaires to be filled by principals, vice principals, and department heads Sub City selected government Secondary (9-10) school staff members.

Dear Respondents

This questionnaire is designed to collect data on trends of management development in selected government secondary (9-10) schools. The research result is to be used for academic purpose only and will be kept confidential. Thus, you are kindly requested to answer all questions patiently and genuinely.

Thank you in advance for your cooperation!!

General Direction:

- It is not necessary to write your name in the questionnaire.
- You are requested to be fair, frank and true in answering the questions. Your inputs will contribute to the research finding.
- For questions that require your further opinion, please, respond briefly and clearly.

Part One: Background 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 Status

- a) Certificate and below
- b) Diploma
- c) Degree
- d) MA
- e) PhD & above

4. Work experience

- a) 0-5 years
- b) 6-10 years
- c) 11 and above years

5. Your position /status

- a) Principal
- b) Vice principal
- c) Department Head
- d) Supervisor

1. Identification of Organizational, group and individual needs

This questionnaire contains a number of statements. Please, give your answers by marking your response on the given choice.

1.1. Is there a formal development training policy of your school?

A. Yes, B. No., C. I do not know

1.2. Is there a training plan to train Principals?

A. Yes, B. No., C. I do not know

1.3. Do you prepare training for your school principals?

A. Yes, B. No., C. I do not know

1.4. Do you assess the school needs before training had been under taken?

A. Yes, B. No., C. I do not know

1.5. Do you assess the needs of principals before training had been under taken?

A. Yes, B. No., C. I do not know

1.6. Do you assess the needs of vice principals before training had been under taken?

A. Yes, B. No., C. I do not know

1.7. Do you assess the needs of department heads before training had been under taken?

A. Yes, B. No., C. I do not know

2. Identification of prioritizing training needs

2.1. Do you priorities school training needs?

A. Yes B. No. C. I do not know

2.2. Do you priorities principals training needs?

A. Yes B. No. C. I do not know

2.3. Do you priorities vice principals training needs?

A. Yes B. No. C. I do not know

2.4. Do you priorities department heads training needs?

A. Yes B. No. C. I do not know

3. Identification of implementation or delivery of training

A. Yes B. No. C. I do not know

3.1. Does your school provide on-the job training for principals?

A. Yes B. No. C. I do not know

3.2. Does your school provide on-the job training for vice principals?

A. Yes B. No. C. I do not know

3.3. Does your school provide on-the job training for department heads?

A. Yes B. No. C. I do not know

3.4. Does your school provide off-the job training for principals?

A. Yes B. No. C. I do not know

3.5. Does your school provide off-the job training for vice principals?

A. Yes B. No. C. I do not know

3.6.Does your school provide off-the job training for department heads?

A. Yes B. No. C. I do not know

4. Identification of training evaluation

4.1.Have you got benefit of change from the training you involved?

A. Yes B. No.

4.2.If your answer is yes in item No.4.1., what are the benefits or changes?

- A. Knowledge and skill enhanced after te training
- B. Job performance after training
- C. Enjoyed and relaxed during training
- D. If other, please specify

4.3.Does your school evaluate the given training effectiveness?

A. Yes B. No. C. I do not know

4.4.Does your school evaluate the given training efficiency?

A. Yes B. No. C. I do not know

5. 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 marking the most correct response, the degree to which you agree with the statement listed below.

The alternatives and their values are: Very High (VH) = 5 , High (H)=4, Medium =3, Low (L)=2, Very Low (VL) = 1

S.No	Practice of Management Development	Rating (1 -5)				
		VH(5)	H (4)	M (3)	L (2)	VL (1)
5.1.	Goals of the schools are aligned with the training needs of Principals					
5.2	Goals of the schools are aligned with the training needs of vice principals					
5.3	Goals of the schools are aligned with the					

	training needs of of department Heads					
5.4	School plans are aligned with training needs of principals					
5.5	School plans are aligned with training needs of vice principals					
5.6	School plans are aligned with training needs of department Heads					
5.7.	Trainings are relevant wit positions					
5.8.	Assessment of execution of pre-training evaluation					
5.9	Assessment of execution of post-training evaluation					
Challenges of Management Development						
5.10	The attitude of top manager is primary problems for development practice					
5.11.	Scarcity of resources affects the effectiveness of the training plan					
5.12	Financial problem is the major constraints of the effectiveness of development practice					

6. In your opinion what are the main problems in your school that must be solved to improve its performance:

- I.....
- II.....
- III.....
- IV.....

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interviews for Yeka sub city Selected Secondary (9-10) Schools principals, Vice principals and Supervisor

- 1) Is there management development practice in your school?
- 2) Do you think the management development programs help trainees in their skill upgrading and growth?
- 3) Do you provide management development program frequently?
- 4) Does the school frequently provide management development program?
- 5) If your school evaluates its training and development programs, what methods are usually used?
- 6) In your opinion what are the main problems in your school that must be solved to improve management development: