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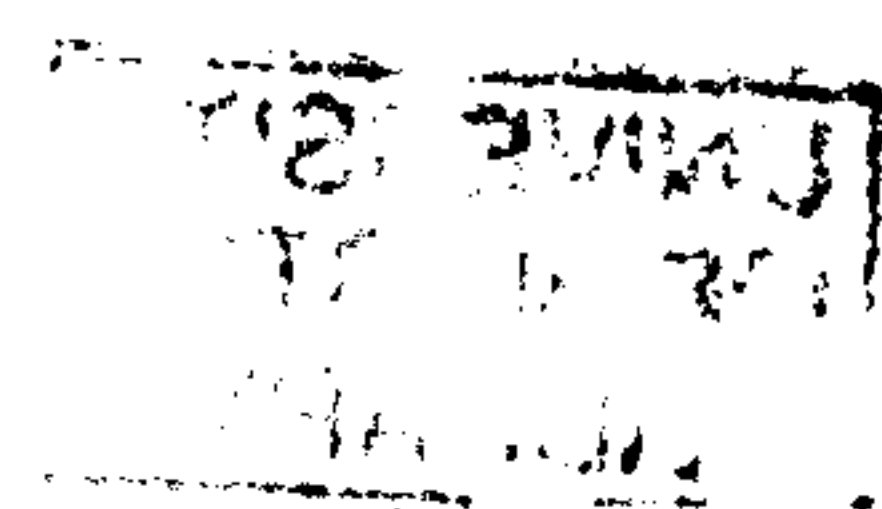
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**PERCEPTIONS OF TRAINING AND
DEVELOPMENT NEEDS OF PRIMARY
SCHOOL HEADTEACHERS IN SARAWAK**

HASBEE HJ. USOP

A dissertation submitted to the University of Bristol in partial fulfilment of the requirements for the degree of Doctor of Education in the Faculty of Social Sciences, Graduate School of Education.

September 1999



UNIVERSITY OF BRISTOL

ABSTRACT

This is an exploratory and descriptive study of training and development needs of primary school headteachers in Sarawak, Malaysia. The study is set in the context of an increasing need to ensure headteachers are given training to manage primary schools effectively. The aim of the study is to examine the perceptions of training and development needs of primary school headteachers as they are seen by the headteachers themselves and as they are seen by the office personnel. It sets out to describe and analyse their perceptions of: training and development; identification of training and development needs; competencies of headteachers as a way of identifying their training and development needs; factors affecting the identification of training and development needs; and ways of improving the effectiveness of headteachers training in Sarawak. Data were gathered by means of questionnaires and by semi-structured interviews.

The findings showed that there was a broad agreement on the concepts regarding training and development. Headteachers' job analysis was the preferred way of identifying needs. There was a broad agreement on how adults learn best during training. 'Off-the-job' was the preferred method of providing training. The present training provision was widely viewed positively and there were ways suggested to further improve it.

There was a broadly negative view regarding heads' present levels of competency in the areas of: knowledge; skills in leadership; decision-making; communication; self-management; teaching and learning; leading and managing staff; managing resources; as well as in the area of personal attributes. Constraining factors affecting the identification of training and development needs were highlighted. Headteachers held high expectations of the training given to them. Training was seen as currently emphasising management and the respondents indicated their wish for more emphasis specifically on leadership. Heads' training was perceived as benefiting the heads themselves, their staff, pupils and the Education Department.

The following recommendations are made: future training programmes should lay more emphasis on leadership skills development; the identification of training needs should be more systematic and actively involve the headteachers themselves; and various other recommendations concerning the organisation and delivery of courses for heads. Implications for policy makers at the Ministry of Education and State Education Department as well as for future research are highlighted.

DEDICATION

to

MY WIFE
SITI ZALIHA HJ. REDUAN

AND MY FOUR DAUGHTERS

SITI HASMAH HASBEE
SITI AMINAH HASBEE
SITI HASMIZA HASBEE
SITI DZALINA HASBEE

ACKNOWLEDGEMENTS

This academic pursuit was made possible through the support and encouragement of many people to whom I am very grateful and wish to record my sincerest thanks.

I thank Mr. Tim Hill, the Ed.D. Programme Director who is also my supervisor for his scholarly support, guidance and encouragement throughout the course of this study.

I am also grateful to all my module tutors: Professor A. Pollard, Professor E. Hoyle, Professor G. Claxton, Professor J. Furlong, Professor P. M. Broadfoot, Professor R. Sutherland, Dr. A. Filer, Dr. D. Johnson, Dr. M. Crossley, Dr. M. Osborn, Dr. R. M. Garrett, Dr. S. Barnes, Dr. V. Hall, Ms. A. McMahon, and Mr. J. Barrett for providing insights in their various areas of expertise. A special tribute is made to the late Dr. A. Osborn for his contribution.

I wish to thank all library, computing and administrative staff of the Graduate School of Education for their support. A special mention of thanks to Anne Mallitte for her assistance.

I am indebted to the Ministry of Education Malaysia that awarded me the scholarship as well as granting me a long fully-paid study leave. I gratefully acknowledge the professional and administrative support of the State Education Department Sarawak in particular the School Inspectorate Section, and all the research respondents at the State Education Department, primary schools, Divisional Education Offices, District Education Offices, Zone School Inspectorate Offices and IAB who willingly participated in this study. I am also grateful to Mr. Mohamad Abdul Rahman, the State Chief School Inspector for allowing me to use the office as my base, his support staff in particular Mr. Ibrahim Rosli and Mrs. Rasimah for their assistance in printing and administration of the questionnaires.

I wish to record my sincere thanks and appreciation to Datuk Amar Dr. Sulaiman Hj. Daud, Datuk Matnor Daim, Tuan Hj. Putit Matzen, Dr. Hj. Adi Badiozaman Hj. Tuah, Dr. Siti Katizah Hj. Razali and Mr. Ahmad Sabu for their assistance and encouragement.

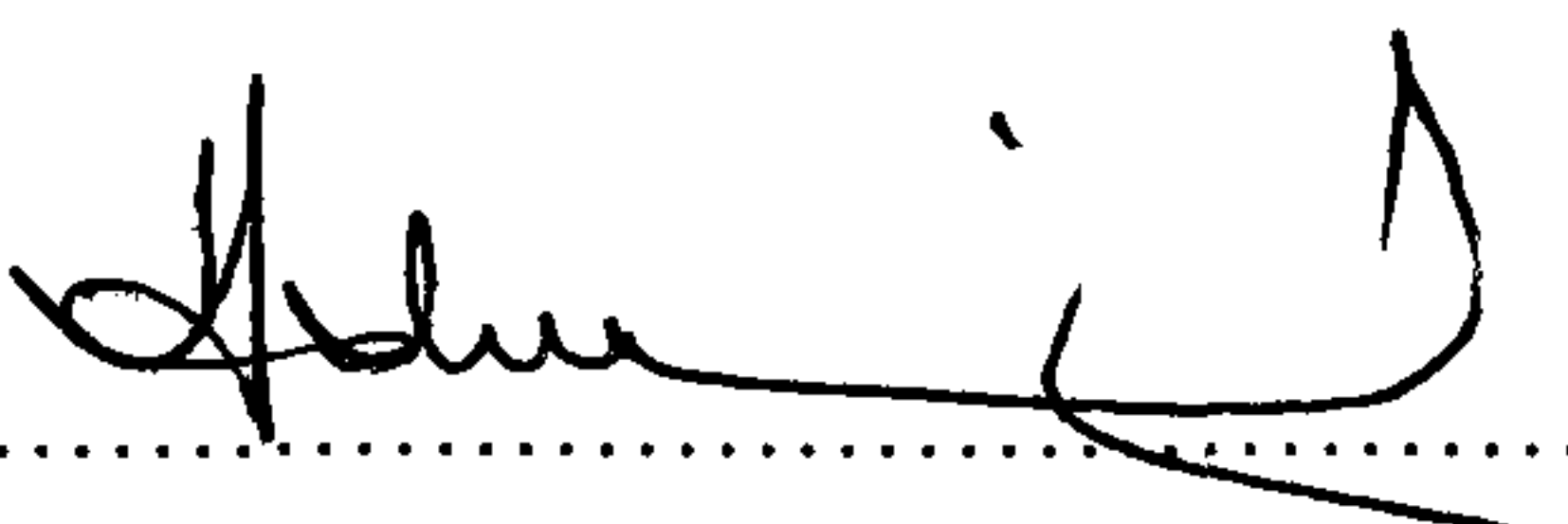
I wish to record my sincere thanks and appreciation to my extended family, my parents-in-law, brothers, sisters and my nieces who persistently gave their encouragement, support and kept my family and me up-to-date about home.

Finally, my eternal gratitude to my wife Siti Zaliha Hj.Reduan and my four daughters, Siti Hasmah, Siti Aminah, Siti Hasmiza and Siti Dzalina for their love, patience, sacrifice and unflinching support throughout this long journey.

AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the Regulations of the University of Bristol. The work is original except where indicated by special reference in the text and no part of the dissertation has been submitted for any other award.

The dissertation has not been presented to any other university for examination in the United Kingdom or overseas.

Signed.....

Date..... 30th September 1999

TABLE OF CONTENTS

	Page
ABSTRACT	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
AUTHORS DECLARATION	iv
LIST OF TABLES	ix
LIST OF CHARTS/MAPS	x
ABBREVIATIONS	xi
DEFINITION OF TERMS	xii
CHAPTER 1 - THE RESEARCH AND ITS CONTEXT	1-13
1.1 Introduction	1
1.2 The Geographical and Cultural Context	1
1.3 The Educational Context	3
1.3.1 The Role and Expectations of the Headteacher	6
1.3.2 The Training of the Headteacher	7
1.4 Aims and Research Questions	9
1.4.1 Aims and Rationale of the Study	9
1.4.2 The Guiding Research Questions of the Study	10
1.5 Significance of the Study	12
1.6 Organisation of the Dissertation	13
1.7 Conclusion	13
CHAPTER 2 - LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	14-45
2.1 Introduction	14
2.2 Training and Development	14
2.2.1 What is Training and Development	15
2.2.2 What Purpose Does Training Serve?	18
2.2.3 What Makes Training Effective?	18
2.2.4 Why Does Training Fail?	19
2.3 Identification of Training and Development Needs	20
2.3.1 What is Training Need?	21
2.3.2 How are Training Needs Identified?	21
2.3.3 What are the Purposes and Types of Training Needs?	27
2.3.4 What Factors Affect the Identification of Training and Development Needs?	28
2.3.5 How Adult Learners May Learn Best During Training	29
2.3.6 Transfer of Learning Leading to Effective Training	31

	Page	
2.4	Competency-Based Approach	33
2.4.1	What is Competency/Competence?	33
2.4.2	What are the Approaches to Competency?	35
2.4.3	What are the Advantages of Competency-Based Approach?	35
2.4.4	What About its Disadvantages?	36
2.5	Approachers to Headteacher Training and Development: The UK Experience	39
2.6	The Conceptual Framework	43
2.7	Conclusion	45
	CHAPTER 3 - RESEARCH METHODOLOGY	46-61
3.1	Introduction	46
3.2	Methodological Rationale	46
3.3	Survey Questionnaire	50
3.3.1	Formulating the Questionnaires	50
3.3.2	Administration of the Questionnaires and the Sample	53
3.3.3	Analysis of Data	56
3.4	The Interview	57
3.5	Document Analysis	60
3.6	Limitations of the Study	60
3.7	Conclusion	61
	CHAPTER 4 - RESEARCH FINDINGS - QUANTITATIVE DATA	62-90
4.1	Introduction	62
4.2	Background Information on Respondents and the Schools	62
4.3	Perceptions of Training	66
4.3.1	Definition of Training	66
4.3.2	Objectives of Training	67
4.3.3	Elements Leading to Positive Effects of Training	68
4.3.4	Elements Leading to Negative Effects of Training	70
4.4	Implementation of Training Programmes	71
4.4.1	Choice of Ways of Identifying Training Needs	71
4.4.2	Factors Facilitating Adult Learners During Training	72
4.4.3	Choice of Ways How Training is Organised	74
4.4.4	Appropriateness of Training Provisions	75
4.5	Competency Level	76
4.5.1	Knowledge	76
4.5.2	Leadership Skills	77
4.5.3	Decision-Making Skills	79
4.5.4	Communication Skills	81
4.5.5	Self-Management Skills	82
4.5.6	Personal Attributes	83

	Page	
4.5.7	Managerial Competency in Teaching and Learning Skills	84
4.5.8	Managerial Competency in Leading and Managing Staff	86
4.5.9	Managerial Competency Skills in Managing Resources	87
4.5.10	Extent and Types of Training Heads Have Undergone	88
4.6	Conclusion	89
CHAPTER 5 - RESEARCH FINDINGS - QUALITATIVE DATA		91-129
5.1	Introduction	91
5.2	Profile of the Informants	91
5.3	Perceptions of Training	93
5.3.1	Perceptions of the Expectations of Headteachers' Training	93
5.3.2	Perceptions of the Extent to which Headteachers' Training and Development Needs are Met	95
5.3.3	Perceptions of an Effective Training	97
5.3.4	Perceptions of Support for Training and Development Needs	98
5.4	Perceptions of the Implementation of Training Programmes	100
5.4.1	Perceptions of Being Consulted on Training Needs	100
5.4.2	Perceptions of the Description of Training Needs	101
5.4.3	Perceptions of the Identification of Headteachers' Training Needs	102
5.4.4	Perceptions of the Effectiveness of the Present Headteachers' Training	102
5.4.5	Perceptions of the Benefits of Headteacher's Training	104
5.4.6	Perceptions of the Main Strengths of Headteachers' Training	105
5.4.7	Perceptions of Trainers' Attitude	107
5.4.8	Perceptions of the Conduct of Headteacher's Training	107
5.4.9	Perceptions of the Delivery Method	108
5.5	Perceptions of the Competency Areas	109
5.5.1	Perceptions of Areas in which Headteachers need to be Trained	109
5.5.2	Perceptions of Areas Not Effectively Covered During Training	111
5.5.3	Perceptions of Areas Not Necessary in Headteacher's Training	112
5.5.4	Perceptions of a Competent Headteacher	113
5.5.5	Perceptions of How to Achieve Such Competency	115
5.5.6	Perceptions of the Support Needed to Achieve Headteacher's Competencies	117
5.6	Perceptions of Factors Influencing the Identification of the Training and Development Needs of Headteachers	118
5.7	Respondents' Views on Enhancing the Effectiveness of Headteachers' Training in Sarawak	122
5.7.1	Identification of Headteachers' Training Needs	122
5.7.2	Evaluation and Feedback	123
5.7.3	Organisation and Implementation of Training	123
5.7.4	Features of Training	124

	Page
5.7.5 Training Centre	124
5.7.6 Facilitators	124
5.7.7 Time Allocation	125
5.7.8 Materials and Methods	125
5.7.9 Use of Incentives	125
5.7.10 Objectives of Training	125
5.7.11 Other Suggestions	126
5.8 Analysis of Training Documents	126
5.9 Conclusion	128

CHAPTER 6 - DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS	130-150
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6.1 Introduction	130
6.2 Perceptions of Training and Development	130
6.3 The Identification of Training and Development Needs	132
6.4 Competency Areas - How Well Equipped Headteachers are to do Tasks	136
6.5 Factors Influencing the Identification of the Training and Development Needs of Headteachers	140
6.6 Enhancing the Effectiveness of Headteachers' Training in Sarawak	140
6.7 Implications of the Study and Recommendations	141
6.7.1 The Complexity of Identifying Needs	142
6.7.2 Recommendations	142
6.7.3 Future Research	146
6.8 Critique of the Methodology	147
6.9 Conclusion	149

REFERENCES	151
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APPENDICES	164
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LIST OF TABLES

		Page
Table 2.1	Training Components, their Combinations and Impact	32
Table 2.2	The Headteachers' Management Competencies	37
Table 3.3a	Types of Schools and Sample of Headteachers	56
Table 3.3b	Population and Sample	56
Table 3.4	Type of Schools and Sample of Headteachers for Interview	58
Table 4.2a	Summary of Questionnaire Returns	63
Table 4.2b	Profile of Respondents	65
Table 4.2c	Profile of 243 Schools Involved in the Study	66
Table 4.3.3	Frequency Distribution on Degree of Agreement on Elements Leading to Positive Effects of Training	69
Table 4.3.4	Frequency Distribution on Degree of Agreement on Elements Leading to Negative Effects of Training	71
Table 4.4.1	Choice of Ways How Training Needs are Identified	72
Table 4.4.2	Frequency Distribution on Degree of Agreement on How Adults Learn Best During Training	73
Table 4.4.3	Frequency Distribution on Choice of How Training is Organised	74
Table 4.5.1	Frequency Distribution on Knowledge	77
Table 4.5.2	Frequency Distribution on Leadership Skills	79
Table 5.2	Profile of Informants and the Schools	92
Table 5.5.4	Description of Informants' Perceptions of a Competent Headteacher	114
Table 5.6	Perceptions of Factors Influencing the Identification of the Training and Development Needs of Headteachers	119
Table 5.7	Suggestions to Enhance the Effectiveness of Headteachers Training in Sarawak	122

LIST OF CHARTS

		Page
Chart 4.3.1	Degree of Agreement on Definition of Training	67
Chart 4.3.2	Degree of Agreement on the Objectives of Training	68
Chart 4.4.4	Degree of Appropriateness of the Training Provisions	75
Chart 4.5.3	Perceptions of Degree of Competency (How Well Equipped Heads are in Decision-Making Skills)	80
Chart 4.5.4	Perceptions of Degree of Competency (How Well Equipped Heads are in Communication Skills)	81
Chart 4.5.5	Perceptions of Degree of Competency (How Well Equipped Heads are in Self-Management Skills)	83
Chart 4.5.6	Perceptions of Degree of Competency (How Well Equipped Heads are in their Personal Attributes)	84
Chart 4.5.7	Perceptions of Degree of Competency (How Well Equipped Heads are in Managerial Skills of Teaching and Learning)	85
Chart 4.5.8	Perceptions of Degree of Competency (How Well Equipped Heads are in Skills at Leading and Managing Staff)	87
Chart 4.5.9	Perceptions of Degree of Competency (How Well Equipped Heads are with Skills in Managing Resources)	88
Chart 5.4.4	Perceptions of the Effectiveness of Headteacher's Training	103

LIST OF MAPS

		Page
Map 1	Map of Malaysia	2
Map 2	Map of Sarawak: Locality of the Study Area	55

LIST OF ABBREVIATIONS

MoE	Ministry of Education
SED	State Education Department
EPRD	Education Planning and Research Division
IAB	Institut Aminuddin Baki
DEO	District/Divisional Education Officer
HT	Headteacher
OP	Office Personnel
LEA	Local Education Authority
NPQH	National Professional Qualification for Headship
HEADLAMP	Headteachers' Leadership and Management Programme
LPSH	Leadership Programme for Serving Headteachers
TTA	Teacher Training Agency
DfEE	Department for Education and Employment
KBSR	Kurikulum Baru Sekolah Rendah (New Primary School Curriculum)
SPSS	Statistical Package for Social Sciences

DEFINITION OF TERMS

Big School

A 'big school' in this study refers to a school that has a student population of >600 and a teacher strength of >30 for the urban area, and one that has a student population of >400 and a teacher strength of >20 in the case of rural areas.

Small School

A 'small school' in this study refers to a school that has a student population of <300 and a teacher strength of <20 for the urban area, and one that has a student population of <150 and a teacher strength of <11 for the rural area.

Urban School

An 'urban school' in this study refers to a school that is located in the area of the Education Department Headquarters as well as Divisional Education Offices of Kuching, Samarahan, Sri Aman (areas covered in this study), Sibul, Miri and Sarikei. Also incorporated in the 'urban' area are the areas within 10 Km radius of the District Education Office centres of Serian, Bau (areas covered in this study) as well as Bintangor and Bintulu.

Rural School

A 'rural school' in this study refers to a school that is located within all the other District Education Offices jurisdiction and those outside 10Km radius of District Education Office centres of Serian, Bau (areas covered in this study) as well as Bintangor and Bintulu. This also includes schools within the other two Divisional Education Offices of Limbang and Kapit.

(Source: Sarawak Education Department, 1996)

CHAPTER 1

THE RESEARCH AND ITS CONTEXT

1.1 Introduction

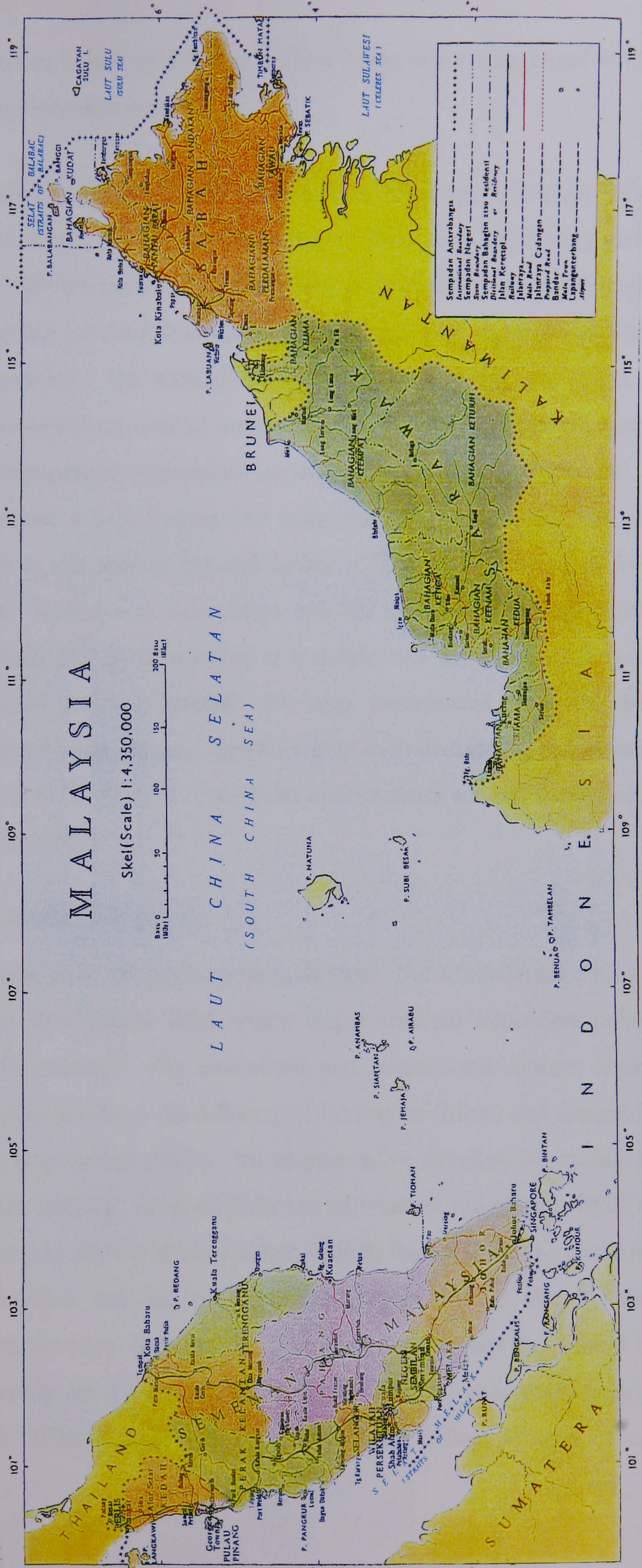
This chapter provides an overview of the aims of the study and the related research questions, and discusses their significance in the light of the changing educational context of Sarawak. It also gives a brief account of the geographical, cultural and educational context in which the study is conducted. This chapter is divided into four sections: a brief account of the geographical and cultural setting for the study, the educational context, highlights of the research aims and questions, and discussion on the significance of the study.

1.2 The Geographical and Cultural context

Sarawak, the largest State in the federation of Malaysia occupies an area of 124,450 Km². It is located on the western coast of the island of Borneo, separated geographically from the more developed Peninsular Malaysia by the South China Sea in the west and from Kalimantan, Indonesia by the Kalingkang Range in the east (See Map 1). Sarawak is well known for its rivers and streams which have their origin in the mountainous interior region still thickly covered by virgin tropical jungle. Despite the rapid road-building and the construction of numerous timber tracks in recent years, these rivers are still Sarawak's natural highways, linking the largely underdeveloped rural areas with the urban towns. These rivers continue to be the major mode of transportation for both economic and social activities. Transportation from the remote rural schools is usually difficult, time consuming and costly and during the hot season almost impossible. This affects the ability of headteachers and teachers from the rural areas to attend courses.

Sarawak has a population of about 1.8 million people unevenly distributed throughout the State. It is made up of various races and indigenous ethnic groups, each with their own distinct culture, tradition and dialect. The Malay and Melanau are mainly found on the coastal plains. The Iban, Bidayuh and other indigenous ethnic groups such as the Kelabit, Kenyah, Kayan and Murut occupy the river valleys and the

Map 1 - MAP OF MALAYSIA



mountainous interior region of the State. The Chinese are mainly found in the major business and administrative centres.

Sarawak is divided into 9 administrative divisions: Kuching; Sri Aman; Sibul; Miri; Limbang; Sarikei; Kapit; Bintulu; and Samarahan. They are experiencing growth and development at different rates, determined both by the major economic activities of the area as well as by their historical and administrative significance during the colonial administration. The administrative centres of Kuching, (the State capital), Sibul and Miri are important trading, economic, educational and industrial centres and have therefore experienced tremendous economic progress over the years. Bintulu has recently become a new trading and industrial centre as a result of economic activities related to oil, natural gas and timber. The other divisions of Sri Aman, Limbang, Kapit, Sarikei and Samarahan are still dependent on agricultural and lumbering activities, and are developing at a slower rate compared to the other four divisions. Different rates of growth are also experienced between the urban administrative centres and the rural interior within each division. The inequalities are also clearly visible in the kind of educational opportunities and the social and welfare services that are available.

1.3 The Educational Context

The Malaysian education system is a public service. The administration of education is centralised at the Federal level where major national education policies and objectives are formulated. The centralised and bureaucratic system ensures that power and control are held at the Ministry of Education (MoE) and delegated to the State Education Department (SED). Its administrative structure is organised at four hierarchical levels: national, state, division/district/resident and school (EPRD, 1994). At the State level, the SED is directly responsible to the MoE for the implementation of national education policies and the management of all schools and other educational administrative institutions in the state. In Sarawak, the Education Department operates on a four tier hierarchical model as well, comprising: (1) the State Education Office; (2) the Divisional Education Offices in each of the seven

divisional administrative centres; (3) the District Education Offices based in the 19 district administrative centres; and (4) the 154 secondary and 1248 primary schools.

Historically, the foundation of the National Education Policy which was enacted in the 1961 Education Act was based on the Razak Report of 1956 and the Rahman Talib Report of 1960. But the integration of the education system in Sabah and Sarawak with that of Peninsular Malaysia accelerated only when these two states joined Malaysia in 1963. The full integration of the national education system took place when the Education Act of 1961 was extended to Sabah and Sarawak in 1976. Included in the recommendations of the Rahman Talib Review Committee which were incorporated in the 1961 Education Act were universal free primary education and automatic promotion up to Form 3 (EPRD, 1985).

By 1992, well above 90% of the students had completed eleven years of schooling, there has thus been a large increase in student enrolment at primary and secondary levels. In Sarawak, primary enrolment rose from 117,962 in 1965 to 216,917 in 1985 and to 244,352 in 1994, while secondary enrolment increased from 12,941 to 111,206 and to 135,973 for the same periods (Zulwali, 1996:55). To cater for these numbers more resources were made available and many new schools were opened. To make schools accessible to students, boarding facilities were provided, particularly in the rural areas at both primary and secondary levels. Many schools operate double sessions to cater for the demand for places. These factors have implications for resource allocation including staffing, and management strategies related to the running of the schools.

The Education Act of 1961 emphasises national unity which promotes national integration objectives and fulfilling manpower needs for Malaysia. A weakness detected in the Razak Report of 1956 was that it did not identify precisely the extent to which the education system fulfilled the manpower needs. It did not elaborate on how to ensure achieving the goal of unity through education in a national curriculum and system of education (Tajul Ariffin, 1993:31). Hence in 1974 a Cabinet Committee was set up to review the implementation of the education policy with the aim of examining the national education system which included the schooling system

and the curriculum. The school system was viewed from all levels, primary, secondary and sixth form up to college. The emphasis was on social orientation and on education forming the basis of knowledge and skills which prepare students for the job market and higher education. The curriculum was examined with reference to national unity and the quality of manpower. Education management and resources were also examined to improve the quality of education in the country (Tajul Ariffin, 1993:31).

The recommendations of the Cabinet Committee Report to serving officers and school management include the following:

1. In the context of school management becoming more difficult and complex, it is recommended that schools be graded according to the responsibility load. This grading of schools is in line with the recommendation of the Aziz Salary Commission and should be carried out from time to time when the need arises.
2. To safeguard the standard of management at the school level, it is recommended that headmasters be given training courses, headmasters should be exposed to new development in education to enable them to provide effective professional leadership.
3. In view of the rapid educational development in this country and the necessity to train professional officers and other personnel in the Ministry of Education for better quality work and output, it is opportune that a National Education Staff Training Institute be established.

(Report of the Cabinet Committee, 1985: 161-163)

Following these recommendations, the exercise on upgrading of primary and secondary schools has been carried out with the criteria provided by MoE. Upgrading considerations include size of the school, location and the boarding factor with schools graded as Grade A or B. As a result, many schools in Sarawak, including those with very small enrolments in the rural and remote areas have been upgraded to A schools. This means that there are more promoted posts available since Grade A schools are entitled to three senior assistants. The Ministry of Education Staff Training Institute (MESTI), renamed the National Institute of Educational Management, later renamed Institute Aminuddin Baki (IAB), was established in 1979. Courses on management and new developments in education are conducted for serving and new headteachers from time to time by IAB or SED.

1.3.1 The Role and Expectations of the Headteacher

In Malaysia, primary headship is viewed as an important leadership post. It is generally believed that headteachers can bring about positive changes to schools in various ways. When KBSR (the New Primary School Curriculum) was introduced in 1982, the role of the headteacher was described as that of professional leader. According to the General Guide Book for KBSR (1982), as a professional leader, the headteacher should understand the educational policy, the system and objectives of primary education and communicate the philosophy, aims and strategy of KBSR to teachers, pupils and parents. At the same time, the headteacher as a professional leader, plans the implementation of KBSR with teachers, motivates and encourages teachers to prepare teaching materials and conduct and carry out continuous assessment.

The headteacher is also expected to be able to perform various professional, managerial and administrative responsibilities in schools. The headteachers themselves contribute to teaching, managing educational programmes, determining the overall character of the school, exemplifying 'professionalism', being responsible for all teachers and non-teaching staff, pupils' welfare, physical facilities, as a figurehead performing legal and social duties, co-ordinating subordinates' work, fostering good relationships between the school and the community, disseminating information, carrying out staff development, holding disciplinary responsibility, allocating resources, building an atmosphere in the school which promotes and supports changes coming from outside the school, as well as being responsible and answerable to the District and Divisional Education Offices where they serve.

The extent to which headteachers execute each of these roles is determined by the nature of the demands and expectations from outside as well as by their own levels of commitment and competencies. The headteacher's function in maintaining the school in order that it operates well on a day-to-day basis can no longer be accepted as adequate to achieve the desired educational goals and national aspirations. What is more, in the context of human resource development to meet the needs of Malaysia's Vision 2020 which demands changes in the education sector, these are immense tasks

and expectations. In fact, the amount and number of areas of expertise expected of the heads are ever increasing (Fullan, 1991).

1.3.2 The Training of the Headteachers

The need to train headteachers to handle such enormous tasks is recognised. Training for headship has been provided by IAB for the Ministry of Education for some time. However, there has not been much improvement in the primary school sector as manifested by general weaknesses in teaching and learning, low staff morale, high teacher turnover, poor overall improvement of the school and low pupil academic achievement. Hence the current provision for the training and development of heads is still not achieving the desired effect.

There are concerns regarding whether headteachers' needs are sensitively and appropriately addressed during courses. In fact the question of whether their needs are being rigorously identified is crucial. Arguably, it appears that there is a mismatch between their needs, the training given to them and what they practise in schools after training. It would appear that the transfer of learning into their work repertoire and context has not taken place. Moreover, headteachers need time to implement what they have acquired during training but this is constrained by their daily overload of tasks. These tasks are sporadic, brief, fragmented, varied, constantly interrupted, people-centred, sometimes unexpected and unpredictable (Fullan, 1991; Blease and Lever, 1992; Hill, 1994; Gray, 1997; Whinn-Sladden, 1997; Ribbins and Paver, 1998).

Arguably the quality of school leadership is a crucial factor in meeting the objective of achieving effective schools. In Malaysia school leadership is becoming the top priority in the country's focus on educational administration (Ministry of Education Malaysia, 1998). There is an immense need for effective school leaders. School leaders are faced with enormous work pressure, high expectations from parents, society and government amidst the rapid changes that Malaysia is facing. Reynolds (1994:23) suggests that the:

“effective headteacher of the 1980s got his school moving in the context of the absence of any external pressure for change; the effective headteacher of the 1990s has to somehow broker the external change agenda to his or her staff, a very different and complex task. The 1990s headteacher has to relate to parents, be a public relations person, cope with uncertainty, motivate staff in the absence of substantial instrumental rewards, has to be a financial manager and be able to cope with rapid changes. The sorts of headteacher that stand out in the ‘old’ school effectiveness literature are unlikely to be those that really ‘work’ in the 1990s.”

I would argue that the approach to the management of human resource, especially school leaders, is critically important. In fact, of all the resources in an organisation, it is only the people who can grow and develop and be motivated to achieve certain desired ends. Riches and Morgan (1989) argue that the attainment of targets for any organisation is in the hands of people. It is the way people are managed so that maximum performance is matched as closely as possible with the satisfaction of the individual’s performance that is the centre of human resource management. I further argue that in Malaysia it is the quality of leadership in the primary school that requires most attention because it is in this sector that effective leadership is so lacking.

The Chief Secretary to the government stressed that training and development were not just exercises to acquire better professional designations or meet government regulations.

“They are tools to overcoming old assumptions and closing the gap between expectations and performance” (The Sarawak Tribune, 27th March, 1999).

He further stated that a trained civil servant should be

“a different person and a better employee, and that an educated employee never stops learning, adapts smoothly to continuous and complex changes in the workplace, accepts increasing responsibility, is self-directed and a better problem solver, and understands the need to respond quickly to demands of stakeholders.”

In summary, it can be said that there are three significant changes crucial to the understanding of the magnitude of the role and expectations of the headteachers.

These are:

- an increasing demand for managerial, administrative and professional competency of the headteachers to handle the schools;
- an increasing demand from the public for quality education for their children; and

- the increasing demand for professional, managerial and administrative accountability of all primary headteachers from the federal and state government.

To the general public in Sarawak, quality education means good school leadership, good schooling facilities; a sufficient number of qualified and dedicated teachers; a high quality of student discipline; good academic performance in public examinations; and employability in the job market. The awareness of the importance of high quality education among parents, even among remote rural communities, arises from their realisation that good education is the main determining factor that will influence the social mobility of their children, and hence their own living standards. Schools, regardless of their locality and cultural settings, are subjected to parental demands and societal expectations for quality outcomes and, in turn, they view head's leadership as very important and a contributing factor towards school effectiveness.

1.4 Aims And Research Questions

This section spells out the aims and the rationale of the study and states the research questions.

1.4.1 Aims and Rationale of the study

This study aims to examine the training and development needs of headteachers in Sarawak. Primarily it attempts to examine the perceptions of current provision for training and development: how training and development needs are identified; factors affecting training and development needs identification; and to determine whether the training effectiveness can be improved so as to contribute meaningfully to headteachers' professional growth and development. Its main focus is the description and analysis of the perceptions of the headteachers themselves and the office personnel who include Divisional Education Officers, District Education Officers, Primary School Inspectors, School Supervisors and Trainers concerned with the training and development of primary school headteachers.

There are five main reasons for undertaking the study. Firstly, no up-to-date study has been undertaken on the identification of training and development needs of headteachers in Sarawak. Secondly, there are new expectations of headteachers

concerning the implementation of various education reforms, including for example, curriculum and the issue of empowerment at school level. Thirdly, the performance of the majority of primary schools is still poor in terms of pupil achievement in the Standard Six Achievement Test. This is an indirect yardstick measuring how well the schools perform and are being managed. Fourthly, there are higher expectations of the headteachers by the Education Department in terms of their positive contribution towards school improvement. Finally, the general public is more conscious of, and critical about, the standard of basic education the schools now provide than, say, a decade ago.

This study is exploratory in nature. It is limited in its scope and coverage. It does not try to prioritise needs nor does it attempt to directly evaluate the effectiveness of the current provision of headteacher training. The specific aims of the research are:

1. To identify and analyse the perceptions of headteachers, and office personnel regarding training and development.
2. To identify and analyse the perceptions of headteachers and office personnel regarding the identification of training and development needs of primary school headteachers.
3. To identify and analyse the current level of managerial competencies of headteachers as perceived by the headteachers themselves and by office personnel in the light of how well equipped headteachers are with these managerial competencies to carry out effective school management and administration.
4. To examine the factors or conditions that influence the identification of the training and development needs of headteachers.
5. To identify ways of improving the effectiveness of headteachers' training and development in Sarawak.

1.4.2 The guiding research questions of the study were:

1. What are headteachers' and office personnel's perceptions of the current provision of headteacher training and development?
2. What are headteachers' and office personnel's perceptions of the current means of identification of training and development needs of primary school headteachers?
3. What do headteachers and office personnel perceive as the level of competency in terms of knowledge, skills and attributes needed by headteachers? How do headteachers and office personnel rate the extent of how well equipped headteachers are with these competencies for the purpose of identifying headteachers training and development needs?

4. What are the factors or conditions perceived by headteachers and office personnel as influencing the identification of the training and development needs of headteachers?
5. How can the overall effectiveness of training and development of primary school headteachers in Sarawak be improved?

This study also sought to find out and to compare the perceptions of headteachers and office personnel concerning training and development, and the identification of training and development needs of headteachers, based on their competency areas. To do this it was necessary to seek the answers to the following three questions under four dimensions namely: Headteachers-Office Personnel, Rural-Urban, Small-Big, and Experience.

Group Dimension: Headteachers - Office Personnel

1. Are there differences between the perceptions of headteachers and office personnel regarding training and development?
2. Are there differences between the perceptions of headteachers and office personnel about the identification of headteachers' training and development needs in Sarawak?
3. Are there differences in headteachers' and office personnel perceptions about how well equipped headteachers are in the competency areas that are considered important in identifying headteachers' training and development needs?

Rural - Urban School Dimension

1. Are there differences between the perceptions of rural and urban schools headteachers regarding training and development?
2. Are there differences in the perceptions of rural and urban schools headteachers regarding the identification of headteachers' training and development needs in Sarawak?
3. Are there differences in the perceptions of rural and urban schools' headteachers about how well equipped headteachers are in the competency areas which are considered necessary for identifying their training and development needs?

Small - Big School Dimension

1. Are there differences between the perceptions of small and big schools' headteachers regarding training and development?
2. Are there differences in the perceptions of small and big schools' headteachers regarding the identification of headteachers' training and development needs in Sarawak?
3. Are there differences in the perceptions of small and big schools headteachers about how well equipped headteachers are in the competency areas which are considered necessary for identifying their training and development needs?

Experience - Dimension

1. Are there differences in the perceptions of headteachers and office personnel who have different lengths of experience regarding the training and development?
2. Are there differences in the perceptions of headteachers and office personnel who have different lengths of experience regarding the identification of headteachers' training and development needs in Sarawak?
3. Are there differences in headteachers and office personnel perceptions who have different lengths of experience about how well equipped headteachers are in the competency areas which are considered necessary for the identification of heads' training and development needs?

1.5 Significance of the Study

The researcher is of the view that the findings of the study could be valuable to those who are either directly or indirectly concerned with the welfare of headteachers in the primary schools in the State. They may:

1. Add to the knowledge and understanding of headteachers' competencies in the management and administration of primary schools.
2. Assist the existing headteachers in narrowing the gap between what they practise in schools and the competency areas provided for in their training as headteachers.
3. Support headteachers who are still facing difficulty in handling contextual problems and challenges in their schools.
4. Encourage headteachers who have not shown improvement in their management and administration of schools to further develop their careers and to be motivated to improve themselves.
5. Assist the trainers at IAB and Education Officers in the Service Sector in the State Education Department in improving the planning and implementation of training programmes for the present headteachers and potential headteachers.
6. Provide guidelines for Education Officers in the Service Sector when filling posts to make the best possible use of well trained headteachers appropriately.

It is also hoped that the findings of the study could be informative to policy makers who are concerned with the quality of services which are provided to pupils through quality leadership in the primary schools. It could do this by providing a framework for the placement and choice of candidates for the post of headteachers in the schools. The researcher also hopes that this study will generate further research in related areas of concern in Sarawak and in the other States in Malaysia.

1.6 Organisation of the Dissertation

This dissertation consists of six chapters. Chapter One has focussed on the geographical, cultural and educational context of the study. The aims of the study, its rationale, the research questions and the significance of the study have also been discussed. Chapter Two reviews relevant literature on training and development and on the conceptual framework of the study. The literature is mostly Western-based with input from relevant Malaysian sources and elsewhere. Chapter Three discusses the methodological rationale, research instruments, respondents of the study, data collection procedures and their limitations and methods of data analysis. The research findings and the analysis of the perceptions of the training and development needs of headteachers are examined in Chapters Four and Five respectively. Chapter Four focusses upon the survey data while Chapter Five is concerned with the interview data as well as an analysis of training documents. Chapter Six discusses the main findings of the study and their implications are highlighted. It then makes recommendations for improving practice and indicates issues for future research.

1.7 Conclusion

This chapter has presented the research aims and the research questions that the study will address. The significance of the study in relation to its cultural and educational context has also been discussed. It has been argued that this study will be beneficial and useful in that the findings will provide both the policy makers at the MoE and decision makers at the SED with valuable feedback that can help shape future policy and administrative directions towards improving the effectiveness of the training of primary school headteachers and their professional development. While this chapter provided the background and the context of the research, the next chapter discusses the conceptual framework that underpinned the study and relevant literature on training and development needs is reviewed.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter reviews relevant literature on training and development, the identification of training and development needs, and the competency-based approach as a way of identifying headteachers' training and development needs. Concepts generated from the literature are then used in formulating a conceptual framework for the study. The majority of the literature is drawn from British and American sources with some from Canada, Malaysia itself and elsewhere. This chapter is presented in five sections. Section 1 discusses the concept of training and development. Section 2 identifies ways in which training and development needs are met, the needs of adult learners, specifically how adults learn best during training, ways in which training of headteachers is organised and the evaluation of training provisions. Section 3 discusses the concept of competency in helping to identify the training and development needs of headteachers. Section 4 relates to UK's recent initiatives of headteachers' training and development. The final section provides the conceptual framework of the study.

2.2. Training and Development

The increased concern about low standards in primary education in many developing countries sees headteachers as the linchpin for improvement in the effectiveness of schools. It is therefore thought necessary to support headteachers in developing their managerial and leadership skills. Mumford (1993:14) argues that:

“Good management practice is essential if we are to maximise the potential of our valuable resources: the people [in the school]. Their enterprise, initiative and creativity are crucial to our future success”

There is evidence that the nature and role of management are central considerations in identifying which schools are considered successful or less successful (Bush, 1986). Furthermore, there is a wealth of literature that singles out the headteacher as the key person in the success of a school, as Hawes and Stephens (1990:146) observe:

“While it is hard to single out any level of administration as more important than any other in the promotion of quality, there is no denying that school heads are second to none in importance and infinitely more numerous than all the rest [of administrators] put together.”

Waters (1979) considers that the role of the headteacher will determine to a very large extent how effectively children are being educated in schools. However, McNie et al (1991:1) cite Rodwell (1988) who states that the training of headteachers is “complex with many uncertainties concerning the casual relationships between training and improvement.”

Training has always played an important and integral part in enhancing human learning and development as suggested by Buckley and Caple (1995). However, its contribution to organisational effectiveness is only now being fully recognised. In order to survive and to operate effectively, an organisation like a primary school must adapt and respond in a timely and flexible way to changes. Much individual development is based on a behaviourist concept of human performance and learning (Marsick and Watkins, 1986, cited in Gilley and Egglund, 1992), hence programmes are focused on measurable, observable skills directed at performance improvement. What then is training and development all about?

2.2.1 What is Training and Development?

The terms ‘training’ and ‘development’ are defined by the Department of Employment “Glossary of Training Terms” (1978, 2nd Edition quoted by Buckley and Caple, 1995:1-2) as:

“Training is a planned and systematic effort to modify or develop knowledge/ skill/ attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job.”

“Development is the general enhancement and growth of an individual’s skills and abilities through conscious and unconscious learning”.

In fact learning and education are also related terms. From the same ‘Glossary of Training Terms’ (1978, Buckley and Caple, 1995:13) quote learning as:

“The process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study or instruction.”

Kenney and Reid (1986:3 use Manpower Services Commission's Glossary of Training Terms, 1981) quote education as:

“activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it. It involves study of their own cultures and of the laws of nature, as well as the acquisition of linguistic and other skills which are basic to learning, personal development, creativity and communication.”

It is difficult to clearly separate these terms as they are inter-related. However, Kenney and Reid (1986) draw some useful distinctions especially between training and education. These distinctions are made regarding process, orientation, method, content and the degree of precision involved. By precision, training normally involves the acquisition of behaviours, facts and ideas which are more easily defined in a specific job context. Training is more job-orientated than person-orientated. Education on the other hand, is more person-orientated. Education is a broader process of change and its objectives are less amenable to precise definition (Kenney and Reid, 1986). According to Henderson (1978 cited in Morant, 1981:3) “training implies a more direct link between learning and action and is therefore easier to measure, the results of training being more readily usable in bringing about practical improvement.”

Glaser (1962, cited in Buckley and Caple, 1995:14) pointed that “when the end products of learning can be specified in terms of particular instances of student performance, then instructional procedures can be designed to directly train or build in these behaviours.” The sort of needs for such training need not be assessed e.g. the new primary curriculum. If the skill to be learned is highly complex and the relevant performance is difficult to analyse and to specify, then the student may be educated more generally by providing a foundation of behaviours from which the individual is expected to generalise or to transfer to similar or novel situations. For such training the types of needs ought to be assessed e.g. leadership skills for headteachers.

Glaser made a further distinction between training and education relating to minimising or maximising individual differences. He suggests that, in training, the

learning of specific behaviours implies a certain degree of uniformity within the limits set by individual differences. In contrast, education is attempting to increase the variability of individual differences by teaching in such a manner that each individual comes to behave in a way which is particular to him/her.

In terms of process, in its extreme form, training tends to be a more mechanistic process that stresses uniform and predictable responses to standards guidance and instruction reinforced by practice and repetition. In contrast, education is a more organic process bringing about less predictable changes in the individual. By way of programme content, training aims to provide knowledge, skills and to inculcate the attitudes which are needed to perform specific tasks. Education usually provide more theoretical and conceptual frameworks designed to stimulate an individual's analytical and critical abilities (Buckley and Caple, 1995).

Another point worthy of consideration is the effect of training, education and development which can be considered on a time scale. Changes brought by training are often more observable immediately in short term whereas education and development are more likely to show their influence in the longer term and, possibly, in a more profound way. Distinguishing between learning and development, Pedler and Boydell (1985 cited in Mumford, 1989) see learning as more concerned with an increase in knowledge or a higher degree of existing skills, whereas development is, in their view, a move towards a different state of being or functioning. From this discussion, the concepts of training, learning, education and development can be construed to exist in a hierarchy and they are inter-related. Training in its mechanistic form presumably occupies the lowest extreme of the hierarchy with education and development involving the acquisition of complex skills, higher level knowledge and abilities at the upper end. In this study, I argue that the training provided for headteachers is the fundamental foundation which could lead to their career development and growth.

Gilley and Egglund (1992:15) relate individual development to the development of new knowledge, skills, and/or improved behaviours that result in performance enhancement and improvement related to one's current job. They regard training as

learning that is provided in order to improve performance on the job. Oldroyd and Hall (1988:7) used the acronym INSET (inservice education and training) to refer to “planned activities practised both within and outside schools primarily to develop the professional knowledge, skills, attitudes and performance of professional staff in schools.” For the purpose of this study, these definitions, will be adapted to suit the situation in Malaysia and be defined as those efforts or activities initiated by the Ministry of Education primarily to create and provide continuous opportunities for headteachers, in particular, to improve their professional knowledge and skills, their general competency and potential to improve their job performance.

2.2.2 What Purpose Does Training Serve?

Training and development has two important purposes (O’Sullivan et al 1988) namely:

1. improvement of performance in the person’s present job;
2. preparing people for future opportunities, responsibilities and tasks.

Oldroyd and Hall (1991:25) identify four purposes related to training and development which include:

- (i) as ritual, where emphasis is on throughput. Taking part..., using up the budget;
- (ii) for knowledge, where emphasis is on awareness raising. Knowing about....;
- (iii) for skills, where emphasis is on skills development. Knowing how.... ;
- (iv) for performance, where emphasis is on action planning and transfer of learning into unique social setting. Planning how, doing, observing, and getting feedback.

In their review of research work on in-service training, Joyce and Showers (1980:379) distinguished two purposes of training: the “fine tuning” of existing skills and the learning of new skills. Each brings different problems, but they argue that “fine tuning” is generally easier to achieve. Training oriented towards fine tuning consolidates competence and is likely to increase effectiveness. What then makes training effective?

2.2.3 What Makes Training Effective?

There are certain factors which contribute to effective training (adapted from OFSTED, 1993). These include:

- training needs are identified at school level following appraisal, i.e. needs established at the ground level where the task and responsibilities are executed by the headteachers;

- the headteachers whose needs are identified are the ones selected for training, there are no substitutes;
- headteachers are fully aware of the purpose of the training and the expected outcome;
- the training forms part of a coherent programme;
- trainers are fully briefed (as they come from a pool of trainers provided by the training provider);
- the training is targeted to the identified needs of the participants and sufficiently differentiated to take account of their varying levels of expertise;
- the range of provisions includes on and off-site courses, guided reading and workshops;
- dissemination strategies are built into the course: participants are given the time to disseminate what they have learned and are encouraged to do so; and
- training is followed up by some form of support in the school.

O'Sullivan et al (1988) state that training and development should place emphasis on the following:

1. good communication and active dissemination of information;
2. seen as forming a continuing process rather than disjointed stop-start provision;
3. evaluation should occur throughout and should be considered in conjunction with the needs identification stage.

Joyce and Showers (1980) note that the most effective training activities are those that combine theory, modelling, practice, feedback, and coaching to application. It is therefore predictable that if the knowledge base is firm and those components are in fact combined in in-service programmes, we then should expect the outcome to be considerable at all levels.

2.2.4 Why Does Training Fail?

Training and development do fail and factors contributing to their failure, according to Fullan (1991:316) are:

1. one-shot workshops that are widespread but ineffective;
2. topics are frequently selected by people other than those for whom the training is intended;
3. follow-up support for ideas and practices introduced in the training programmes occurs in only a very small minority of cases;
4. follow-up evaluation occur infrequently;
5. training programmes rarely address the individual's needs and concerns; and
6. recognition of the differential impact of positive and negative factors within the systems to which these headteachers must return.

Pink (1989, cited in Fullan, 1991) adds that there is failure to understand and to take into account site-specific differences among school headteachers and therefore their diverse needs.

Clearly, headteachers are a group of people whose roles and responsibilities are crucial to the success or failure of schools. Therefore, heads' knowledge, skills and attitudes need to be developed to achieve effective performance. Training is one way of doing this. It is also clear that many factors contribute to an effective or ineffective training. In summary, the issues discussed in this section which form the theme on training and development are thus linked to this study. Respondents were asked in the questionnaires and interviews for their perceptions of training and development which encompass definitions, objectives, and factors leading to effective or ineffective training. The next section concerns the identification of training and development needs.

2.3 Identification of Training and Development Needs.

The identification of training needs is indeed the most crucial element in headship training. McNie et al (1991:5) suggest that identifying the training needs of heads and placing them in order of priority is necessary before compiling the content of a training programme. Needs identification becomes necessary when the needs of trainees are different and when the trainer does not know the trainees' needs. In practice the trainees do indeed differ. This is because, they vary in background, experience and aptitude and the contexts in which they carry out their role also differ. Thus, an intake to an in-service course for headteachers may well comprise a mixture of men and women heads of different ages and career patterns coming from schools of different sizes and locations, while the subsequent intake may be different from the previous one. This therefore makes needs identification very important. Truly as claimed by Hurst and Rodwell (1986:35) "training needs are by no means uniform, because the priorities vary from place to place and from individual to individual." Evidence from research in several countries indicates that the process of making a satisfactory needs assessment is lengthy and time consuming (Baker, 1980; Hite and

McIntyre 1978, cited in OECD, 1982). Subsequently, a compelling question worth asking would seem to be ‘what is a training need’?

2.3.1 What is a Training Need?

Jinks (1979, cited in O’Sullivan et al 1988:10) defines training needs as:

“ A gap between the knowledge, skills and attitudes required in a job, and the knowledge, skills and attitudes of the person carrying out the job.”

Moreland and Withington (1987, cited in O’Sullivan et al 1988:11) suggest that a training need is defined:

“ through a comparative analysis of what is required to perform a job well and the current extent to which an individual possesses those necessary characteristics. This training need is then turned into a learning need that the individual ought to satisfy in order to become better able to perform the job.”

In practice, the identification of needs has shown that potential participants for a training intervention “don’t know what they don’t know” (O’Sullivan et al 1988:60).

2.3.2 How Are Training Needs Identified?

The whole question of identifying headteachers’ training needs is a much neglected area. Hurst and Rodwell (1986) reiterated that one of the five key problem areas in training for school administrators in the developing world is that there is a neglect of research into training needs and the impact of training. However, according to Oldroyd and Hall (1997:131) there are some principles for effective training needs identification which include:

- keeping track of the intimate link between staff development (in this case the headteacher’s development) and the school improvement;
- the need for staff (the headteachers) to be fully involved in the process;
- recognising that the nature of needs identification is potentially threatening since, whatever means is chosen to do it involves revealing a ‘gap’ between the present and the required or desired performance;
- needs identification must be followed by needs analysis from which emerge decisions about priorities for action.

There are many ways of identifying training needs and Pareek and Rao (1981:32-36) recognise several techniques, among them:

- analysis of job performance or job-related activities,
- analysis of problems,

- diagnostic workshops,
- studies of good and poor performers,
- interviews with the role set,
- observational techniques,
- performance appraisal reports,
- attitude surveys,
- reorganisation or administrative changes,
- newspaper and journal articles,
- analysis of correspondence and decisions,
- brainstorming,
- critical incidents techniques, and
- other techniques like small group discussion.

At an individual level, these include: self-review using a prepared checklist; job analysis; informal discussion with the headteacher; observation of the headteacher at work; individual appraisal interview; questionnaire about priority of training needs (O'Sullivan et al 1988, and also Oldroyd and Hall, 1997). Needs can also be identified at a group/team level (e.g. conference of headteachers), for example through structured group discussion (including quality circles and brainstorming) and team self-review using a prepared check-list. Jones et al (1989:39) suggest a range of methods from the formal to the informal and include checklists, questionnaires, interviews, self-evaluation, peer-evaluation and consultancy. Training needs would be identified in relation to tasks being performed and there would be a range of strategies employed to meet these needs, including the use of external courses and school based activities all of which would be evaluated (Bolam, 1982). Buckley (1985:29-30) suggests two possible approaches to examining training needs: for trainers to meet participants before they embark upon a training programme to discuss their needs with them; and to seek feedback from participants who have undergone a training programme to ascertain to what extent their needs have been met. The second method certainly provides the trainers with valuable information but it is always retrospective and therefore of no help to the participants who have completed the programme.

Oldroyd and Hall (1997:132) state that if the responsibility for identifying needs is shared, it can be argued that it is neither a top-down nor a bottom-up process. They suggest that there is a range of approaches currently used. This is shown below.

Responsibility for identifying INSET needs

Top-down

* the needs of individuals, groups and institutions are identified for them from 'above' e.g. Department, Training provider.



* individual, groups and institutions identify their own needs with the help of training provider/ external help.

Bottom-up

* individuals, groups and institutions identify their own needs without external help.

(Source: Oldroyd and Hall, 1997:132)

In Malaysia, Chew (1986:287) reported that the National Institute of Educational Management (now known as Institut Aminuddin Baki or IAB) identified the training needs of headteachers through the perceptions of existing experienced heads concerning their roles, responsibilities and tasks. In that exercise, a total of 270 headteachers of diverse experience and background were involved in diagnostic workshop sessions lasting two to three days. The opinions collected were then reviewed in similar workshop sessions involving a total of 150 school supervisors, inspectors of schools and previous school heads course organisers. The outcomes were:

1. a comprehensive listing of the school heads' tasks and responsibilities;
2. indicative norms of desirable performance of school heads;
3. a breakdown of competences needed to carry out specific tasks;
4. indicators concerning areas of training most needed; and
5. major areas of school heads' responsibilities which are:
 - (i) curriculum leadership and educational supervision;
 - (ii) management of services to pupils;
 - (iii) management of the teaching staff;
 - (iv) management of the non-teaching staff;
 - (v) management of the school plant and facilities;
 - (vi) financial management and accounting;
 - (vii) administration of the school office; and
 - (viii) management of the school hostel.

Within these areas of heads' responsibilities, it was discovered that there were no fewer than 240 specific tasks that a head has to do in any one school year. Each of these tasks was analysed in terms of the knowledge, attitude and skills that would be needed to perform it. Though the report suggested that the headteachers' needs

assessment is a continuing activity of IAB, regrettably no further investigation in this regard has been undertaken by IAB.

However, a related study involving 159 headteachers from the Foundation course and 97 headteachers from the Intermediate course provided by IAB for the period of 1984-1986 was conducted by the Education Planning and Research Division, Ministry of Education Malaysia in 1989 (EPRD, 1989). Among the aims of the study was to find out how IAB identified the problems faced by headteachers and enlisted those problems as their training needs. Courses were organised as means to address the problems. Six types of questionnaires were administered to the headteachers, senior assistants, afternoon supervisors, clerks, trainers at IAB and officers from the District Education Offices. Information was also gathered through interviews and secondary sources. Unfortunately, the findings of the identified needs project were not clearly reported, but the ensuing courses were reported to be effective and to have met the needs of the headteachers in identifying their problems and emphasising headteachers' roles and duties. From these two sources, it is clear that the methods of identifying headteachers' training needs in Malaysia are limited to workshops, discussion amongst headteachers, surveys and interviews. Basically, it is based on feedback from previous participants who have attended similar courses provided by IAB. No further research of the same nature has been reported. In contrast, a study of in-service training for teachers by Noor Azmi (1991) found that there was no assessment of training needs for courses given. Whatever was given by the Curriculum Development Centre was assumed to meet the needs of the participants showing a clear case of central imposition of needs.

Mumin (1999) in his small research study using semi-structured interviews involving ten respondents, of whom six were headteachers, two inspectors and two trainers, in Mandera District of Kenya, found that there had been an appropriate needs identification. The course clearly met the needs of the headteachers. However, his study also suggested that the impact and extent of implementation of the various course components were not appropriate to the rating the course received. The training needs identification reported in Mumin's (1999) study was done through the PRISM project (Aitken and Brown, 1994) where questionnaires were used in a

baseline study for the whole of Kenya. The questionnaires (Osborn et al 1996) sought to obtain perceived information from headteachers, deputy headteachers, teachers, chair of the school committee and the zonal school inspector about the heads' management skills and their ability to manage a primary school.

In a study of training needs of elementary school principals, involving 210 elementary principals and assistant principals, conducted in 8 districts of Arizona, Kansas, Missouri, North Carolina and Texas, Johnson and Snyder (1985) reported that there was a personal concern for training at a beginning level in not just one or several areas but in all areas surveyed. The survey used need assessment questionnaires which probed the training interests of principals in seven areas: (1) the principalship, (2) the school as a system, (3) creative problem solving, (4) staff development, (5) collaborative long range planning, (6) planning for school growth, and (7) personal awareness. The principals responded to 76 questions which fell into the 7 categories. The responses were based on the principals' opinions on a range of 1 to 6 as follows:

1. No training needed - skill unrelated, therefore no need exists for training.
2. No training needed - competency high, therefore no need exists for training.
3. Training needed - awareness level, training desired at a beginning level.
4. Training needed - initial practice, have some skill/knowledge, desire guided practice.
5. Training needed - skill refinement, have skill and knowledge, desire guided skill refinement.
6. Assistance with school implementation needed, have skills and knowledge, desire help with implementation.

Of the seven categories surveyed, principals reported that they desired training in all categories ranging from awareness level to initial practice level with the mean scores between 3 and 4 in all categories.

Craig's (1982) study of training needs of primary headteachers involving 69 primary head teachers in Kent made use of postal questionnaires which drew on the perceived needs of headteachers themselves. The findings suggest that the greatest need for management training is seen to be in the area of curriculum management. There is also a perceived need for courses in the 'purer' management techniques such as communication techniques and staff assessment, and certain theoretical elements of management. The study also reported that at least one LEA (Local Education Authority) is working on a system of checklists to identify management training needs

of individual headteachers, from which management development programmes, individually constructed, will eventually arise.

McGill and Hendry (1989:15) cite the work of Craig (1982), Clerkin (1984) and Dalton (1985) regarding headteachers' views of their training needs in the primary sector. In their own study on 'Primary headteachers' perceptions of their management roles and training requirements,' McGill and Hendry (1989) reported that areas perceived as priorities were curricular matters (see also Craig, 1982), administration matters, interpersonal relationships and building and resource matters. The study involved all the 280 primary heads in the Grampian Region of Scotland of whom 218 (78%) participated. A survey questionnaire was used.

In another related study on "Training needs of high school headmasters of Swaziland", Magagula (1991) compared the perceptions of high school headmasters and senior education officers. Among other things, the study identified heads' training needs. The data were collected through a structured mail questionnaire survey involving 70 headmasters and 15 senior education officers with a return rate of 90% and 73% respectively. This was supplemented by interviews involving 19 headmasters and 7 senior education officers and by using secondary sources. The study concluded that, among other things, both senior education officers and headmasters perceived a definite need for training in school leadership, management and administration, leading to the acquisition of a professional qualification. There were cases of variations in perceptions between and among senior education officers and headmasters, but in most cases the degree of consensus was high.

Further, a related study by Abdullah (1997) indicated that professional development needs of senior staff in Brunei secondary schools were identified directly by asking them what their needs were, based on their experience and task performance. Only those on the job can decide what would be most appropriate for them (Wijeysingha, 1988, cited by Abdullah, 1997). In Sarawak, Zulwali's (1996) study on secondary school staff development suggested that the identification of training needs was made partly by the school management team through discussions, questionnaires, informal observation and feedback from teachers. Training needs were "reactive" in nature i.e.

in response to short term requirements, quite often as directed by higher authority. There was a clear weakness that the personal needs of the individual teachers were relegated to the fringe of the school priority areas and indeed this was clearly reflected in the existing programmes found in most schools.

The discussion thus far indicates that in Malaysia, where there is a national initiative to provide training for headteachers, the training needs are defined centrally. This is true elsewhere particularly in Sweden and France, the countries which have the most highly developed training schemes for heads in Europe (Buckley, 1985). In a centralised system of education one source for identifying the training needs may be official documents which set out the objectives of the training which are to be taken up and developed by the trainers. However, in many countries no such guidelines exist and one must ask what other methods may be sought to identify training needs. Whose perceptions of needs are to be recognised and responded to by the trainers? There are the needs as perceived by the trainers and the needs of the trainers themselves. Hopes (1982, in Buckley, 1985:29) states that trainers are placed in the dilemma of conflict of perception. He further argued that:

“It is the responsibility of trainers to try and define these areas continuously. In the relatively new area of educational management it can be too easy for some trainers to move in with copious information, a cognitive input which does little to improve performance or contribute towards a more effective headship. A scheme can only be justified when it can be shown that it is contributing towards improvement of skills and competencies of participants”.

2.3.3 What Are The Purposes and Types of Training Needs

Needs are seen in relation to the purposes of continuing education (Bolam, 1982) as:

1. improving the job performance skills of the whole staff or group of staff;
2. improving the job performance skills of an individual teacher (e.g. the headteacher him/herself);
3. extending the experience of an individual teacher for career development or promotion purposes (e.g. through an external training course on leadership for a teacher on promotion to deputy headship or headship).

Morant (1981:6-11) identifies four types of training needs which are elaborated by Jones et al (1989:80-81). These needs are:

- Induction, e.g. headteachers new to the job/ task or experience headteachers new to the school;
- Extension, e.g. thinking headteachers who reflect on practice expressing need to extend themselves intellectually or career extension (potential deputy/headteacher);
- Refreshment, e.g. updating of skills or updating in new approaches to methodology;
- Conversion, e.g. adaptation required following a change in role/ additional role.

2.3.4 What Factors Affect the Identification of Training and Development Needs?

McMahon and Bolam (1988:6) give the following factors which affect individual training and development needs: (a) their age; (b) their race and gender; (c) their job stage, i.e. the preparatory stage (e.g. when they are preparing to apply for a new job), the appointment stage (when they are selected or rejected), the induction stage (e.g. first two years in post), the in-service stage which includes development and regeneration (e.g. 3-5, 6-10, 11+ years in post), and the transitional stage (e.g. promotion, redeployment, retirement).

Buckley (1985) notes a further problem in identifying training needs especially in differentiating training programmes to take account of individual needs and different types of experience in the past. Very often the participants are given 'standard' courses which in content and depth are undifferentiated. Programmes are made with no consideration for individual needs because no real attempt to ascertain needs has been made. Buckley (1985) states that it is recognised how difficult it is to meet individual needs because heads or potential heads do not start work with a 'clean sheet' but they come with a variety of experience, skills and backgrounds. Consequently, however structured courses may be, most training will be additive or compensatory. Furthermore, the responsibility of the individual head for his or her own development may be a significant factor in the progress of that development. In spite of the difficulties faced by trainers when attempting to meet the training needs of heads, needs which we recognise are changing as the schools change and as the role of the head changes in consequence. The fact remains that it is necessary to seek some framework for planning training, despite the lack of comprehensive data.

2.3.5 How Adult Learners May Learn Best During Training

The discussion next relates the importance of giving more thought to how adults learn in the design and the conduct of training courses for headteachers. This cannot be over-emphasised. It is reported that teachers including headteachers' (as adult learners) learning is an extremely important needs aspect in training (OECD, 1982). To be effective, training courses need to be conducted using techniques that provide maximum opportunities for participation in order to tap the experience of the participants. The concern of the training courses should not only be in the transmission of information but also in helping participants to acquire the understanding, skills, attitudes and values necessary to support and sustain the implementation of change in schools. Courses need to be designed and conducted more along the lines of process model than the content model. Participants being experienced teachers often have as much to contribute as to receive.

In traditional education, the teacher or trainer decides in advance what knowledge or skill needs to be transmitted, arranges this body of content into logical units, selects the most efficient means for transmitting this content (lectures, readings, hands-on exercises, films, tapes, etc.), and then develops a plan for presenting these in some sort of sequence. This is the content model. The androgical teacher or facilitator prepares in advance a set of procedures for involving the learners in a process involving these elements: (a) establishing a climate conducive to learning; (b) creating a mechanism for mutual planning; (c) diagnosing the needs for learning; (d) formulating programme objectives (which is content) that will satisfy these needs; (e) designing a pattern of learning experiences; (f) conducting these learning experiences with suitable techniques and materials; and (g) evaluating the learning outcomes and re-diagnosing learning needs (Knowles, 1978:108). This is the process model. It is concerned with providing procedures and resources for helping learners acquire information and skills.

The four assumptions of androgogy put forward by Knowles (1980:43-44) help in the understanding of how adults engage themselves in learning. These include: (1) adults both desire and enact a tendency towards self-directedness as they mature, though

they may be dependent in certain situations; (2) adults' experiences are a rich source for learning. Adults learn more effectively through experiential techniques of education such as discussion or problem-solving; (3) adults are aware of specific learning needs generated by real life tasks or problems. Adult education programmes, therefore, should be organised around "life application" categories and sequenced according to learners' readiness to learn; (4) adults are competency based learners in that they wish to apply newly acquired skills or knowledge to their immediate circumstances. Adults are therefore, "performance-centred" in their orientation to learning.

Brookfield (1986:9-11) mentions six principles of effective practice in facilitating learning in adults which include: (1) participation in learning is voluntary; adults engage in learning as a result of their own volition; (2) effective practice is characterised by a respect among participants for each other's self-worth; (3) facilitation is collaborative; facilitators and learners are engaged in a co-operative enterprise; (4) praxis is placed at the heart of effective facilitation; (5) facilitation aims to foster in adults a spirit of critical reflection, and; (6) the aim of facilitation is the nurturing of self directed, empowered adults. Stuart (1988 cited in Jones et al 1989) provides a similar list of conditions to enable adults to learn effectively.

Further, James (1983:132 in Brookfield, 1986) devised the following sets of basic principles of adult learning: (1) adults maintain the ability to learn; (2) adults are highly diversified group of individuals with widely differing preferences, needs, backgrounds and skills; (3) adults experience a gradual decline in physical/ sensory capabilities; (4) experience of the learner is a major resource in learning situations; (5) self-concept moves from dependency to independence as individuals grow in responsibilities, experience and confidence; (6) adults tend to be life-centred in their orientation to learning; (7) adults are motivated to learn by a variety of factors; (8) active learner participation in the learning process contributes to learning; (9) a comfortable supportive environment is a key to successful learning.

In addition, Galbraith (1991:1) offers a view of using a transactional process to adult learning, that is, "when facilitators and adult learners are engaged in an active,

challenging, collaborative, critically reflective, and transforming educational encounter.” It is within this process that learners interact with the facilitator and other learners, as well as with educational content, materials, ideas, values, and knowledge bases. To have an effective transactional process, Galbraith (1991:16) states that the following six principles should be present: (1) an appropriate philosophical orientation must guide educational encounter; (2) the diversity of adult learners must be recognised and understood; (3) a conducive psychosocial climate for learning must be created; (4) challenging teaching and learning interaction must occur; (5) critical reflection and praxis must be fostered; (6) independence must be encouraged. Further, Pedler et al (1978) suggest that learning will be more effective and motivation greater if the content and method is selected and controlled largely by the learner in accordance with his or her own perceptions of needs and interest. Then the individual will tend to ‘own’ the learning to a greater extent than if it is specified from above.

2.3.6 Transfer of Learning Leading to Effective Training?

According to Joyce and Showers (1984) trainers have often operated as though their task was completed with the achievement of skill mastery. They further add that the assumption that teachers (or any learners) will automatically transfer their learning to new settings is not, however, strongly supported by the research on training. There is a need to consider not only how to help teachers acquire and improve their skills but also how to help them integrate those skills into their active repertoire. Joyce and Showers’ (1988) research on in-service training for teachers in USA produced significant findings on how transfer of learning may be promoted (also cited in Wallace, 1988, 1991; Bolam, 1988; Fullan, 1985; Oldroyd and Hall, 1991). Also in their examination of over 200 research studies, Joyce and Showers (1980) concluded that different components of training were necessary for different levels of impact on training. These impacts were: raised awareness of new skills; organised knowledge of the concepts and theory underlying the skills; learning principles and skills ready for actions, and application and problem solving in ‘real’ situations.

The five important components identified as effective training methods which are regarded as essential for effecting change in teachers’ behaviours and practice were :

(1) presentation of theory or description of skills or strategy - readings, lectures, films and discussions are used to describe the new approach and its uses (Training often does no more than this); (2) demonstration of new approach - through video or live demonstration; (3) practice under simulated conditions - trying out the new approach with a group of peers; (4) feedback - provision of information about performance given by peers, facilitators, coaches or self; and (5) coaching for application - hands on, on-site assistance with the transfer of skills and strategies. A combination of all the five components of training is likely to promote most effectively the acquisition of new or improved practices which are performed in real situations in the school. Table 2.1 below shows the training components, their combinations and impact.

Table 2.1 Training Components, their Combinations and Impact

Training Components and their Combinations	Impact on Job Performance		
	Transfer of		
	Knowledge	Skills	Learning
1. Theory	Low	Low	Nil
2. Theory, demonstration	Medium	Medium	Nil
3. Theory, demonstration and practice	High	Medium	Nil
4. Theory, demonstration, practice and feedback	High	Medium	Low
5. Theory, demonstration, practice, feedback and coaching	High	High	High

(Based on Joyce and Showers, 1988: 71; Wallace, 1991:21)

In concise terms, the essentials of this theory are precisely stated in the concluding paragraph of their paper (Joyce and Showers, 1980:384, cited also in Bolam, 1988:42, and Oldroyd and Hall, 1991:103) as:

“If any of these components are left out, the impact of training will be weakened in the sense that fewer numbers of people will progress to the transfer level (which is the only level that has significant meaning for school improvement). The most effective training activities, then will be those that combine theory, modelling, practice, feedback and coaching to application. The knowledge base seems firm enough that we can predict that if those components are in fact combined in in-service programmes, we can expect the outcomes to be considerable at all levels.”

For training to be successful, it must be able to inculcate the learning culture, develop learning how to learn and therefore go beyond the planned subjects (Mann, 1989 cited in Samsiah, 1994). Therefore the first objective ought to be learning, and only if learning has taken place will trainees be able to apply training to the job. Only then can training result in change. Davies and Esterby-Smith (1984) found that nearly all

significant learning needed to tackle how difficulties at work came about, not from courses or from formal teaching, but from significant work-related events. Many training programmes emphasised techniques and methodologies in trying to solve problems. However, little effort is spent on understanding the underlying mechanism. Techniques only do not ensure that learning will take place (Samsiah, 1994).

In summary, this discussion of identification of training and development needs has raised several issues pertaining to what training need is, ways of identifying it with the inclusion of several research reports, and the purposes and types of training needs. This section also discusses factors affecting identification of training needs, how adults may learn best during training and the transfer of learning leading to effective training. This deliberation has its implications for the present study where respondents are asked through the questionnaires as well as the interview for their perceptions on the issues discussed. The next section will focus on the competency-based approach to identifying training and development needs.

2.4 Competency-based approach

Competencies and competency-based assessment procedures present the best vehicle at present to obtain an objective diagnosis of development and training needs, and a systematic approach to selection and recruitment. There are potential benefits in adopting a competency based approach to senior managerial positions in schools, in particular that of the headteacher (Jirasinghe and Lyons, 1996). But to begin with, the terms ‘competency’ and ‘competence’ can be confusing and need to be distinguished because they are sometimes used synonymously.

2.4.1 What is Competency/Competence?

Medley et al (1989) state that ‘competency’ is used to refer to any characteristic that enhances a job holder’s ability to perform effectively (also Klemp, 1980 cited in Jirasinghe and Lyons, 1996, Boyatzis, 1982). But ‘competence’ is used to refer to the possession of a specified set of competencies. Ouston (1997:75) cites the definition of competence by the Training Agency (1988) as:

“A description of something which a person who works in a given occupational area should be able to do. It is a description of an action, behaviour or outcome which the person should be able to demonstrate.”

Debling and Hallmark (1990:9) quote the Government of UK standards programme where competence is defined as:

“the ability to perform activities within an occupation or function to the standards expected in employment’

They elaborate that this is a wide concept. It stems from an understanding that to perform effectively in an occupational role an individual has to be able to combine performance of relevant tasks with management group tasks to achieve the overall job function and the capacity to respond to breakdown in routine procedures and sequences at the same time responding to general aspects of the work role and environment such as constraints and working relationships related to standards applied and work organisation. Such competence is described by Mansfield and Mathews (1985, cited in Debling and Hallmark, 1990) in terms of four interrelated components: (a) technical or task skills, (b) contingency management skills, (c) task management skills and (d) role or job environment skills.

According to Wolf (1995:19) an element of competence is a description of something which a person who works in a given occupational area should be able to do. It encompasses some action, behaviour or outcome which has real meaning in the occupational sector to which it relates, e.g. create, maintain and enhance effective working relationships (for management competencies). In another tone, competence means performing at the standards expected of an employee doing the same job (Manpower Services Commission, 1985, cited in Wolf, 1995). Then, Wood et al (1989, cited in Wolf, 1995) give a functional definition of competence by saying that it describes how someone who is judged competent will look. Trotter and Ellison (1997:39) put it in simple terms that ‘competences’ are about ‘output’ to specified minimum standards while ‘competencies’ are about ‘input’ that a person brings to the job, resulting in superior performance.

In summary, an individual’s ‘competence’ can be thought of as the extent to which he or she has been found to exhibit the ‘competencies’ which have been derived through

job analysis as being important for effective job performance. These competencies can be conceptualised as part of the person performing the job which is shown by traits, motives and personal qualities and as part of the job being performed as represented by skills-based outputs and occupational standards.

2.4.2 What Are The Approaches to Competency?

Two major approaches to competency are used, for example, in the UK the McBer approach and the Occupational Standards approach (Jirasinghe and Lyons 1996). The McBer approach was propounded by Richard Boyatzis (Boyatzis, 1982). The approach postulates that effective action or performance will only occur when three critical components concerning the jobs are consistent or 'fit' together. These are: (a) the job's requirements or demands on the individual, (b) the characteristics or abilities which enable the individual to demonstrate appropriate actions, called competencies, and representing the capability an individual brings to the job, and (c) the context of an organisation, encompassing internal factors such as organisational policies, procedures, mission, culture, resources, etc., and external factors such as the social, political, and economic environment.

2.4.3 What Are The Advantages of Competency-Based Approach?

There are a number of advantages associated with the use of the competency-based approach. It may provide a comprehensive and accurate picture of an education manager's job and contribute to a better understanding of those factors associated with effective leadership (Jirasinghe and Lyons, 1996). It is further argued that such structured description may result in formulation of theory in education management. It provides a nationally recognised framework for appraising an education manager's current performance. This could lead to standardised procedures which are both systematic in approach and consistent across use by different individuals for several purposes like recruitment and selection, promotion, training, and assessment leading to personal and/or career development. Competency framework is further echoed by Esp (1993) who adds other uses for individual development, such as appraisal, whole school review, and team development. In addition, competencies are a valuable source of reflection upon one's own performance. Evidence suggests that job holders

find competencies useful for identifying individual strengths and weaknesses (Schroder, 1989; Lyons and Jirasinghe, 1992, all cited in Jirasinghe and Lyons, 1996). Jessup (1991) states that the competence model is often said to offer a direct link between assessment and training although it may not be straight forward every time. Ouston (1997) cites an example from the School Management South Project (Earley, 1992) regarding performance criteria concerning disciplinary action as 'staff are kept informed of current procedures'. If this was not happening it could be identified as a 'training need' and the relevant action could be taken.

2.4.4 What About its Disadvantages?

Despite the relative advantages that have been discussed, there are theorists and practitioners who relate some disadvantages in the use of the competency-based approach. Ashworth and Saxton (1990) question the unclear logical status of competencies. An assessment of competence does not reflect the cognitive process underlying performance, i.e. individuals achieving the same competency standard may do so by using a variety of disparate cognitive operations. In addition, successful results can be accomplished by application of many strategies. A competency approach reduces jobs into lists of highly circumscribed task elements, skills, or personal characteristics. Moreover, management is a highly complex interactive process that does not fit easily with the competency approaches of additive methodology in summing long lists of competencies to produce 'global' competence. Furthermore, competency-based approaches do not truly reflect the subtleties of the individual context or social environment in which the jobs are performed. Vaill (1983, cited in Jirasinghe and Lyons, 1996) suggests that the competence movement under-emphasises the competencies that go with innovation and fosters a regulative view of managing. It neglects some qualities or abilities, such as creativity, which is not amenable to direct observation and measurement, but which are nevertheless crucial to effective job performance (Jacobs, 1989). For the flatter management structures and flexible working patterns, Belbin (1981) argued for a team constructed with a balance of talents and strengths, rather than a group of individuals all trained or developed to the same standard. Vaill (1983, cited in Jirasinghe and Lyons, 1996) also suggests that the assumption that identification of competencies possessed by

effective managers which are then taught to 'learners', will make them, the learners, effective managers, is a logical fallacy. Hence, by extrapolating this premise to schools it cannot be concluded that increased effectiveness can be attained by training heads to be proficient in those competencies hypothesised as necessary for effective performance or that have been shown by effective heads in the past.

As the discussion has highlighted some advantages as well as disadvantages of using the competency-based approach, care needs to be taken when applying a competency model to education management. For a school, a headteacher's job may be conceived as composed of generic or core elements held in common with other or similar jobs. Dulewicz (1989) postulates that generic constituents account for about 70% of the competencies needed for effective performance. Hence, a headteacher's job competencies may be viewed as to comprise: (a) the generic management competencies, (b) occupational sector specific (education) competencies and, (c) individual and/or organisational specific competencies, for example, headteacher preference, personal style, school size and location, etc.

This then leads to further discussion of the headteachers' management competencies. Jirasinghe and Lyons (1996:96-98) suggest a set of competencies for headteachers which reflects all the major current dimensions of headship applicable to the main school sectors (Table 2.2).

Table 2.2: The Headteacher Management Competencies

Competence areas	Competencies
The planning and administrative process	Analysing, Planning, Directional leadership
Dealing with people	Sensitivity, Motivating, Evaluating
Managing the political environment	Political ability, Persuading and negotiating
Professional and technical knowledge	Professional knowledge, Technical knowledge
Personal skills	Commitment and values, Reasoning and judgement, Self-awareness and development, Projecting favourable image and communicating.

(Source: Jirasinghe and Lyons, 1996: 96-98)

In the present study, a competency-based approach can be applied to identify the training and development needs for headteachers through the assessment of their competencies. This may be done through questionnaires, interviews, reference to biodata, presentations and the appraisal process (Jirasinghe and Lyons, 1996).

Wolf (1995) brings in the element of competence-based assessment which she notes as synonymous with the use of large numbers of very detailed and specific performance criteria. It is believed that it can provide and, indeed, that its use guarantees information about a person's competence, skills, knowledge, attributes which is substantive, specific and highly reliable. The idea of a well-defined domain encapsulates the appeal of a 'competence-based' system, and is the keystone of any system based on the achievement of 'criteria'. For this study, I refer to a defined domain in terms of the National Standards for Headteachers of NPQH (TTA, 1997), in particular the head teachers' professional knowledge, skills and attributes and task areas (Appendix A). This has close parallels to the Malaysian context of headteachers' tasks, responsibilities, skills and attributes.

Johnson (1974) expresses that the criterion of success is the demonstration of ability to do the job. Then, mastery criteria are used to determine how well a person performs. These criteria must be met in order that a person be considered competent. However, the competence movement in the US, UK and Australia has always paid attention to the importance of broad conceptions of what 'competence' involves, insisting that 'competence' is a wide concept, embracing transfer, planning, personal effectiveness and not merely narrow skills (Wolf, 1995:62-63). It is said that there has been very little independent evaluation of whether standards are implemented in any comparable or consistent way. Indeed, it would be rather difficult to do this clearly. By nature, those using standards in workplaces will be dealing with very different contexts, so it is not clear how 'sameness' can be measured precisely. Nonetheless, it must be seriously questioned whether it is likely, even in principle, that a combination of definition and prior consensus will produce any uniform behaviour. There are sure to be individual differences. Despite these weaknesses, it is clear that the motive behind the introduction of a competence-based system especially in the UK, is to improve the quality of training and to spread the best practice. I strongly believe that such aims have a strong appeal for Malaysia in its quest to improve training and development for school leaders. What then are the lessons that could be learned from UK's practice of headteachers' training and development?

2.5 Approaches to Headteacher Training and Development: The UK Experience

In the UK, the Teacher Training Agency (TTA) has developed a national strategy for the training and development of headteachers. The programmes comprise three stages: National Professional Qualification for Headship (NPQH) for aspiring heads; Headteachers' Leadership and Management Programme (HEADLAMP) for newly appointed heads; and Leadership Programme for Serving Headteachers (LPSH). These programmes are underpinned by the National Standard for Headteachers (TTA, 1997a:1) which state:

These national standards set out the knowledge, understanding, skills and attributes which relate to the key areas of headship. They define expertise in headship and are designed to serve as a basis for planning the professional development of both aspiring and serving headteachers. While more experienced headteachers will have different needs from their newly appointed colleagues, all headteachers are expected to provide the leadership and management necessary to secure high quality teaching and learning and raise standards of achievements.”

The TTA (1997) sets out these national standards in five parts: core purpose of headship; key outcomes of headship; professional knowledge and understanding; skills and attributes; and key areas of headship.

The TTA, established in 1994 (Bush, 1998) has given high priority to headteacher development because of its claimed linkage with school improvement. In 1995, the TTA introduced the HEADLAMP scheme to provide induction training for first-time newly appointed heads. HEADLAMP introduced the idea of ‘abilities’, a competence-based approach to defining the qualities needed by effective heads. The programme is intended to allow the headteacher to meet his/her development needs and such needs ought to be aligned with the school's development targets. A careful identification of needs is intended to be carried out between the headteacher and the Chairman of Governors so as to ensure that professional development will mutually benefit both the headteacher and the school. HEADLAMP is currently under review in the light of the implementation of the more recent initiatives of NPQH and LPSH.

The NPQH, developed by the TTA aims to help raise standards in education by ensuring excellent leadership. TTA (1998b:9) asserts the importance of headship as:

“Headteachers perform the single most important role in schools and excellent leadership is the key to raising standards in education.”

In fact more attention has been focussed on the role of headteachers as their ‘professional leadership’ is reported as a key factor in almost every study of school effectiveness (Sammons et al 1995). TTA (1998a:3) places a clear emphasis in the NPQH on professional application of capacities:

“Good training will be professional rather than academic: theory will be used to illuminate professional knowledge and skills.”

Candidates for the NPQH have to have an initial needs assessment. This is related to the concern of the present study. The needs assessment is said to be rigorous, supportive and to be a confidential procedure to identify candidates’ training and development needs in relation to the national standards for headteachers and the requirements of the NPQH. Prior to attending the needs assessment, candidates are asked to consider the knowledge, understanding, skills and attributes they already have in relation to the national standards for heads. Candidates undergo a range of activities: personal interview; an observed group discussion; and answering questionnaires, which will help them to identify their individual training and development needs. Needs assessment is carried out by TTA-accredited assessors and lasts for a day and a half using agreed materials and procedures. Assessors will then offer impartial advice and information on pathways through training. The outcome of the needs assessment for each candidate is a personal action plan, setting out their training and development needs (TTA, 1999).

An evaluation study of the needs assessment process indicated that presentation and personal interviews were seen by the candidates as extremely useful. Many candidates indicate that the opportunity to discuss personal needs and personal development with an impartial observer was much appreciated (Collarbone, 1998:342). On the personal interview, Collarbone (1998:343) reported a candidate’s comment:

“The interview was very useful. The opportunity to look at yourself from how others perceive you. It was quality time, just like going to a health farm.”

The TTA (1997a) claims that the NPQH does not propagate 'the one best way', of managing a school and says it acknowledges the importance of school's context which the head needs to know and understand, including the political, economic, social, religious and technological influences impacting on strategic and operational planning.

Bolam (1997) noted that the NPQH continues the tradition of conceptual pluralism in its preparation for headship. Fidler (1997:26) observed an aspect of recent research trend that fit TTA's view on headship as:

“...an identifiable trend over the last few years has been to identify leadership with the more formative and proactive aspects of the direction on an organisation's affairs.”

Fidler (1997) further noted that the concept of leadership and management have been seen as distinct. The trend has been to assign management tasks a supporting role to leadership activities. The National Standards reflect this separation, giving primacy to leadership. This stress on leadership at the expense of management is controversial (Bush, 1998). Leadership is usually associated with values and purpose, while management relates to implementation or the technical aspects of management. Bolman and Deal (1991) and Glatter (1997) argue that organisations and leaders/managers need both of these dimensions to be effective and successful. Effective leadership and management are both required to generate school improvement.

The TTA's initiative on NPQH has attracted other criticisms. Lodge (1998) claimed that it demonstrates a lack of clarity in conceptualising adult learning and professional development. Furthermore, defining learning outcomes and assuming a transmission model of training and development takes no account of how and why adults learn. In this respect, the NPQH is within the tradition of former professional development of headteachers according to Bolam (1997).

The Leadership Programme for Serving Headteachers (LPSH) has been developed by TTA in partnership with Hay/McBer and its associates the National Association of Headteachers and the Open University (TTA, 1999). The programme is designed to

give long serving heads the opportunity to examine and analyse their own styles of leadership and standards in their schools and to identify further areas for development for themselves and their schools. The programme has key features: sharing ideas about leadership and management with colleagues; sharing examples of best practice from inside and outside education; and learning about the latest developments in school effectiveness.

TTA reported a successful trial of the LPSH in 1998 and it is now running nationally. Participants' response has been reported as enthusiastic, particularly in welcoming the focus on leadership, school improvement and the individual diagnostic information available to each participant. One headteacher remarked:

“For me the greatest strength of this programme is the detailed feedback self and school (sic) and the opportunity to interpret the evidence and set targets for improvement through one-to-one consultations.”

(TTA, 1999:1)

In summary, the TTA has emphasised leadership training, recognised the prior knowledge, understanding, skills and attributes candidates already possess in relation to the National Standards for headteachers and acknowledged individual differences. At the same time contextual differences are recognised. Individual needs are assessed against the National Standards in order to build individual training and development pathways. This essential feature is lacking in the training of heads in the Malaysian context. NPQH has shown evidence from trial of candidates that it has already made a positive impact on schools (Lodge, 1998). While the LPSH in the UK concentrates on developing leadership skills rather than more general management training, the IAB in Malaysia has, for a similar client group of serving heads, continued to emphasise management training with relatively little stress, as we shall see from the findings of this study, on developing heads as leaders. As further support, the UK government launched in June 1999 the 'National College for School Leaders' prospectus which envisages offering heads, deputies and other school leaders professional support and expertise as part of the Government's drive to transform schools (DfEE, 1999).

2.6 The Conceptual Framework

The central argument in this study is that competent headteachers will be able to carry out managerial and administrative tasks with improved outcomes in the primary schools. My observation of the current situation in Sarawak suggests that headteachers still lack competency in managing and administering their schools even though they have been given exposure through training as heads. This is manifested in problems such as generally poor teaching-learning, low teacher and staff satisfaction, low teacher and staff morale, high teacher turnover, poor overall improvement of the school and low pupil achievement in the public examinations, for example in the Primary School Achievement Test: 35.8% in 1995; and 38.5% in 1996 (Sarawak Education Department, 1996). It is recognised that there is a multitude of factors contributing to these problems. But the researcher strongly argues that a competent headteacher will be able to contribute positively to solving these problems. The researcher argues that the training given appears to be a mismatch between the needs of the headteachers and what they are expected to do in schools. If only headteachers' needs are sensitively identified, analysed and addressed, then training and development will offer itself functionally to equip them with the necessary knowledge, skills and attributes to manage and administer their schools well. It is realised that the method of needs identification in Malaysia has been very much top-down and imposed centrally. The researcher's observation as a School Inspector suggests that this method of needs identification creates mismatch and does not produce the desired outcome.

In relation to the headteacher's role as leading professional and chief executive in the primary school, in the context of the educational set-up in Sarawak, I consider that the headteachers are a crucial group of implementers of change towards improvement of basic, primary education. They are the leaders undertaking enormous and various professional and administrative tasks and responsibilities. The extent to which they execute and immerse themselves in carrying out their headship tasks is determined by the nature of demands and expectations from outside as well as by their own level of commitment and competencies.

The heavy tasks shouldered by headteachers need a great deal of knowledge, skills and correct attitudes as well as values. They need to be properly equipped to handle and execute their tasks effectively. Hence their needs should be properly identified. The literature suggests many ways of identifying training needs. In the present study, the competency-based approach is adopted in connection with questionnaires, interviews and document analysis. By using such an approach, the level of how well equipped headteachers are with their knowledge, skills and attributes to perform their tasks could be ascertained. Then, heads should be given training while in service. In the future, the headteachers need to be trained even before taking up a headship post. The researcher believes that the improvement of outcome in the schools and the professional training and development of the headteachers depend greatly on matching the training provided and their needs. Getting them immersed in a conducive learning atmosphere during training interventions is equally important so that at the end of the day they are able to bring along with them an understanding of the necessary and appropriate knowledge, skills, attitudes and values to practise in their schools. In addition, subsequent training needs should be identified so that their needs are continuously up-dated.

This study set out to examine the perceptions of headteachers of their training and development needs particularly in respect of the significance of getting their needs matched with the training they receive or ought to receive. Findings from the literature regarding the roles of training, effectiveness of training, principles of effective needs identification, how needs are identified, the principles of adult learning, and the competency-based approach towards needs identification form the basis of the conceptual framework of this study. The competency models and list of roles and responsibilities of headteachers were also used as supplementary materials in formulating statements and questions for the survey questionnaires and interviews that are to be used for gathering data to answer the research questions identified.

2.7 Conclusion

This chapter has reviewed the relevant literature on training and development as well as the competency approach aimed at providing a greater insight into and understanding of the concept of training and development, the identification of training and development needs and the use of the competency-based approach to identify training needs. The recent UK's initiative of headteachers' training and development was briefly discussed. A conceptual framework which emerged from the literature has also been discussed and developed. In the next chapter, the discussion will focus on the manner in which this conceptual framework influenced the choice of research methodology and the formulation of the research instruments.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and the data collection methods used in the light of the research aims and the research questions this study seeks to address. It describes the research processes undertaken and discusses the methods of analysis of the data collected. This chapter is presented in five sections. The first section discusses the rationale for the choice of the research methodology. Section Two concerns the formulation of the questionnaires, their administration, and the methods of analysis of the survey data. Section Three reports on the interview schedules and the interviews taken. Section Four is concerned with the analysis of the training documents. The final section is on the limitations of the study.

3.2 Methodological Rationale

This study sets out to examine and analyse the perceptions of headteachers and office personnel concerning the training and development needs of headteachers in carrying out their management and administrative tasks in the primary schools. To achieve this, both qualitative and quantitative research methodologies are used as this study is intended to be exploratory and descriptive in nature. Its exploratory nature fits Cresswell's (1994:21) description as one where not much has been written about the topic or population being studied, and the researcher seeks to listen to informants and to build a picture based on their ideas. Furthermore, the aims and the nature of the research questions under investigation have, to a large extent, influenced the decision to use three methods of collecting data: the survey questionnaires, the semi-structured interviews and the document analysis. It is considered that these three methods will complement and supplement one another and thus provide the researcher with the necessary quantitative and qualitative data useful for providing information relevant to the study. The survey questionnaires will provide the breadth of coverage, the interview, the depth, and the documentary analysis, the context of training that has been given.

The survey method should be seen as a supremely useful way of exploring the field, of collecting data around, as well as directly on, the subject of study, so that the problem is brought into focus and the points worth pursuing are suggested, as argued by Moser and Kalton (1985). Babbie (1989) noted that survey research is especially appropriate for making a descriptive study on a large population. The sample population was comparatively small in this study for logistical reasons. The survey questionnaire was used for the following reasons: (a) it was possible to formulate the questionnaire in a manner that would be more suited, beneficial and relevant to the focus of the study, i.e. the training and development needs of headteachers' managerial and administrative tasks in the primary schools in Sarawak, (b) a large number of respondents from among headteachers and office personnel were available from whom to gather more representative views, and thus allow a reasonable degree of generalizability of the findings to be useful for policy-making processes, (c) administering a common questionnaire, that is, a standardised instrument that is consistent across respondents, would enable comparisons to be made and analysis of the distribution of patterns of association to be carried out (Fowler, 1984; Wiersma, 1986; Cohen and Manion, 1994; Alreck and Settle, 1995). The researcher is, however, conscious of the disadvantages of the use of questionnaires as a data gathering method. For instance, although they can generate a considerable amount of quantitative data, the emerging picture will lack the 'depth' and the 'richness' of information obtained by qualitative means. It was also realised that it would be impossible to include sensitive issues in the questionnaires. The research design therefore incorporated a second strand using interviews.

Bogdan and Biklen (1992) suggest two ways in which interviews may be used in data collecting: firstly, as a dominant strategy for data collection; and secondly, they can be deployed in conjunction with other techniques. Interview provides a necessary, if not always completely sufficient avenue of inquiry if the goal of the research is to understand the meaning people involved in education make of their experience (Seidman, 1998:4). In addition, social abstractions like 'education' are best understood through the experiences of the individuals whose work and lives are the stuff upon which the abstractions are built (Ferrarotti, 1981, cited in Seidman, 1998:4). The interview is known to give rich information and can often put flesh on

the bones of the questionnaires. Brenner et al (1985:3) explore the strengths of the interview as:

“...that it allows both parties to explore the meaning of the questions and answers involved. There is an implicit and explicit sharing and, or negotiation of understanding in the interview situation which is not so central and often present in other research procedures... Interviews enable an on the spot directness to the information and a general speed of response not obtainable in any other way”.

In this study the interview was used to gather descriptive data in the subjects' own words so that the researcher could develop insight into how headteachers and office personnel perceive and interpret the headteachers' training and development needs. It would also provide the study with the subjective reality of the respondents' perceptions of the issues being researched. Although unstructured interviews would provide a non-imposing and non-threatening atmosphere during the interview sessions, and further provide informants with the opportunity to freely express themselves, the researcher nevertheless considers that it would be more desirable for the purpose of this study to adopt a semi-structured interview approach which has an added advantage. While retaining its main objective of eliciting equivalent information from a number of informants, thus allowing a comparative analysis of responses between different groups of subjects to be made, it also provides a more flexible style that can be suited to the personality and circumstances of the persons being interviewed, and permit the researcher to probe and expand the informants' responses (Hitchcock and Hughes, 1989) when and where appropriate. However, the interview has its limitations in being time consuming and an interviewer can only manage to interview a selected number of people. It is subjective and has the risk of bias. Borg and Gall (1983:438) indicate that the interview could be influenced by:

“Eagerness of the respondents to please the interviewer, a vague antagonism that sometimes arises between an interviewer and respondent or the tendency of the interviewer to seek the answers that support his/her preconceived notions.”

In this study, the researcher intends to use document analysis in conjunction with the first two main methods. It is felt that such analysis will enable the researcher to understand the scope and area of training that has been intended and given by the provider. An example of such documents is the institutional documentation that incorporates brochures, syllabuses, schedules, and evaluation regarding the training.

This is considered as secondary data. Blaxter, Hughes and Tight (1996:153) provide some relevant reasons and arguments for using secondary data, namely: (a) it makes sense to use it if the data you want already exists in some form, (b) it may shed light on, or complement the primary data, (c) it may confirm, modify or contradict findings, (d) it allows the focus of attention on the part of the researcher on analysis and interpretation, and (e) the researcher cannot conduct a research study in isolation from what has already been done. In addition, Verma and Mallick (1999:111) state that document analysis is most frequently employed in descriptive studies, although it may form part of any kind of research. However, the researcher is well aware that such prepared training documents may have been altered or modified over time especially in the light of the current needs of headteachers.

Rossmann and Wilson (1985) suggest three reasons for combining quantitative and qualitative data: (a) to enable confirmation or corroboration of each other via triangulation; (b) to elaborate or develop analysis, providing richer detail; and (c) to initiate a new line of thinking through attention to surprises or paradoxes, turning ideas around, and providing fresh insights. Information gathered from the interview could be used to illuminate the findings obtained through the survey questionnaire and, where relevant, to validate and give persuasive plausibility to the results. Firestone (1987) suggests that, on the one hand, quantitative research persuades the reader through de-emphasising individual judgement and stressing the use of established procedures, leading to more precise and generalizable results. On the other hand, qualitative research persuades the reader through rich depiction and strategic comparison across cases, thereby overcoming the abstraction inherent in quantitative studies. In addition, qualitative data is useful when one needs to supplement, validate, illuminate, or reinterpret quantitative data gathered from the same setting (Miles and Huberman, 1994:10).

In the context of this study, the advantage of using these three methods of inquiry is that they provide the study with the breadth and the depth necessary for presenting a strong case to decision makers at the policy making levels of the Ministry of Education and the State Education Department. The combination is also believed to be more acceptable to the potential audience, the policy makers, since it is generally

recognised that different audiences often need differently organised research reports (Davies, 1995). Some consider statistical and graphical representation more convincing and comprehensive while others are more comfortable with a well worded account.

3.3 Survey Questionnaire

The object of the questionnaire is to discover the views and perceptions of headteachers (practitioners) and office personnel (significant others) about the training and development needs for headteachers relating to their managerial and administrative tasks and duties in the primary schools. The formulation of the questionnaire is guided by the questions the survey is designed to investigate. Their administration, sampling as well as the analysis of the survey data collected are closely guided by the research questions.

3.3.1 Formulating the questionnaires

The questionnaires were designed to obtain the following types of survey data about the sample of headteachers and office personnel namely:

- Background biographical and career information.
- Their perceptions on training and development.
- Their perceptions of the aspects of training and development need identification and need fulfilment for headteachers.
- Their perceptions of the rating of the competency level of knowledge, skills, and attributes of headteachers for the purpose of identifying training and development needs for headteachers.
- Their opinions about the factors or conditions that influence the training and development needs identification of headteachers in Sarawak, and
- Their suggestions about ways of improving training for headteachers in Sarawak.

Two self-administered questionnaires labelled A and B were designed to collect these data. Questionnaire A was aimed to elicit responses from headteachers and Questionnaire B responses from the office personnel. These two questionnaires were similar in almost all aspects of format, content and scope (see Appendix B and Appendix C). Both questionnaires were divided into 5 sections. Section 1 aimed to obtain biographical and career information about the respondents. Distinctions were made between some of the items in Section 1 so that they would

be more relevant to respondents from the two groups of headteachers and office personnel.

Section 2 was close ended, requiring respondents to attest their views on training by indicating the degree of their agreement or disagreement on a 5-point Likert-type scale to 19 statements about training. The 19 statements were formulated based on the literature and also from the researcher's 15 years personal experience and involvement in the capacity of a teacher, an education administrator, a headteacher, a trainer, and a primary school inspector at the State Education Office, Secondary Schools and School Inspectorate Office in Sarawak. Among the 19 statements, 3 (statements 1-3) were on definitions of training; 5 (statements 4-8) were on the objectives of training; 7 (Statements 9-12 and 17-19) were on elements leading to positive effects of training; and 4 (statements 13-16) were on the elements leading to negative effects of training. The instructions for this section of the two questionnaires were similarly worded. Section 3 of the questionnaires comprised 23 statements about the implementation of the headteachers' training programme. These statements were clustered into 4 groups namely:

1. The first group of 6 statements were on ways of identifying headteachers' training needs where respondents were asked to indicate their order of preferences.
2. The second group of 7 statements were on how adult may learn best during training. Respondents were asked to indicate the degree of their agreement or disagreement on a 5-point Likert-type scale.
3. The third group of 5 statements were on ways how training for headteachers were organised and respondents were asked to record their choices.
4. The final group of 5 statements were on the five aspects of the existing headteachers' training provisions. These comprise the methods of identifying training needs; headteacher's involvement in such training; the teaching-learning environment; the delivery techniques used; and the overall content of the training programme. Respondents were asked to reveal their views on the degree of appropriateness of these aspects on a 5-point Likert-type scale.

The instructions for this section of the two questionnaires were similarly worded. However, every group of statements has its own instructions worded to suit what it asked, e.g.

- The instruction for the first group of 6 statements was:

The following statements indicate some ways how training needs are usually identified. According to your perceptions, please rank THREE (3) ways that you think most appropriate by filling any three number (1-6) in the boxes.

- The instruction for the second group of 7 statements was:

The following statements indicate some ways how adult may learn best during training. Please indicate your degree of agreement or disagreement by placing a tick [✓] in the appropriate box where: SA=Strongly Agree; A=Agree; NS=Not Sure; D=Disagree; SD=Strongly Disagree.

- The instruction for the third group of 5 statements was:

Below are five ways how training is organised. Please identify in order of priority TWO(2) ways that in your view are most appropriate for organising training by writing any two numbers [1-5] in the boxes.

- The instruction for the final group of 5 statements was:

Based on your experience, observation and working relationship with headteachers and the prevailing practice on training, please give your views on the following aspects of the existing provisions of management training by placing a tick [✓] in the appropriate box where: MA=Most Appropriate; FA=Fairly Appropriate; A=Average; SA=Somewhat Appropriate; NA=Not Appropriate At All.

Section 4 of the questionnaires consisted of 47 statements about headteachers' level of competency. These statements were clustered into 9 groups: (a) knowledge - statements 1 to 8; (b) leadership skills - statements 9 to 18 plus 36 and 37; (c) decision-making skills - statements 19 to 22; (d) communication skills - statements 23 to 25; (e) self-management skills - statements 26 to 29; (f) personal attributes - statements 30 to 35; (g) managerial skills of teaching and learning - statements 38, 39 and 40; (h) managerial skills in leading and managing staff - statements 41, 42, 44 and 45; and (i) managerial skills in managing resources - statements 43, 46 and 47. In this section respondents were asked to give their ratings of the level of how well equipped headteachers were on a 5-point Likert-type scale to the 47 statements. These 47 statements were formulated based on the National Professional Qualifications of Headteachers in the U.K. adapted to suit the Malaysian context. The instructions for this section of the two questionnaires were similarly worded.

Section 5, which was open-ended, required respondents to give their opinion on the factors or conditions that could have influenced the identification of headteacher' training and development needs. Respondents were also invited to suggest ways of improving the effectiveness of headteachers' training in Sarawak.

3.3.2 Administration of the Questionnaire and the Sample

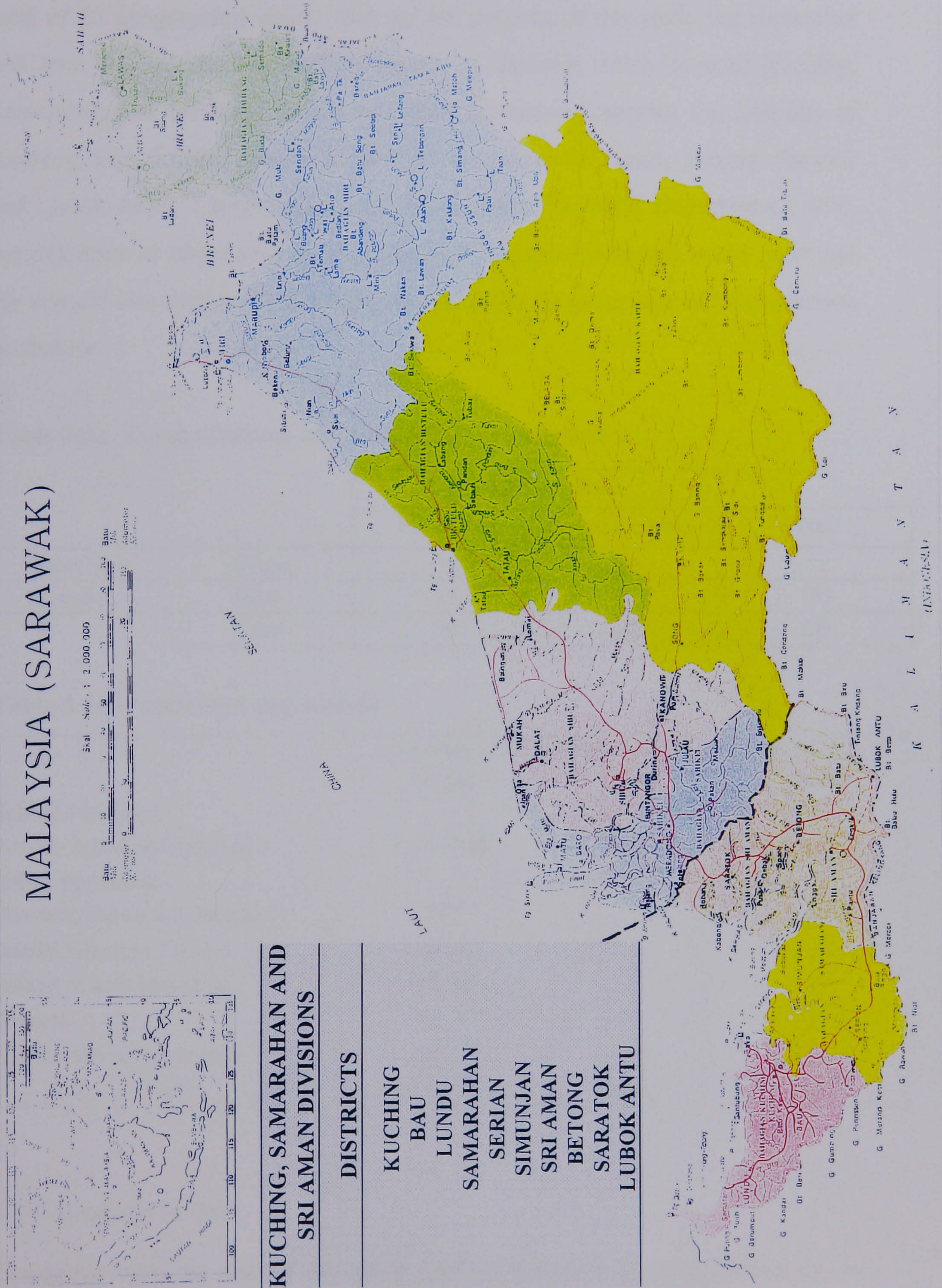
To ensure a high degree of face and content validity of the questionnaires, that is, that they measure what they were supposed to measure (Guilford and Fruchter, 1981; Bryman, 1988; Sirkin, 1995), the drafts of the questionnaires were circulated to appropriate professionals at the Graduate School of Education, University Bristol, and officials at the Sarawak State Education Department for their comments on the content, scope and format. In the light of their possible comments and suggestions, provisional questionnaires were formulated in English and the National Language (Bahasa Malaysia). This was piloted on a group of headteachers and office personnel not involved in the study. The aims were to: (a) identify problems associated with the understanding and interpretation of the instructions and the statements relevant to the study; (b) examine the responses given to the open-ended questions and to see whether they would provide relevant and sufficient information in relation to the questions asked.

The researcher took some precautionary steps to ensure administrative efficiency in the distribution and collection of the questionnaires and a higher rate of return from the respondents by: (a) providing detailed instructions in the form of a covering letter to all respondents as the questionnaires were intended to be self-administered and sent through the post. In the introductory section of the questionnaire, the aims of the study and the purpose of the questionnaire were clearly stated; (b) the Divisional Education Officers, the District Education Officers, the Chief School Inspector and the Head of Sectors of the relevant sections at the State Education Department were personally contacted and approached by the researcher. Their support, co-operation and assistance were critical for the successful distribution and collection of the questionnaires. A letter explaining the aims of the study, the purpose of the questionnaires, and the kind of assistance expected from them was sent through the Director of Education

Sarawak. Similarly a contact person at IAB was established. The researcher contacted and approached him in the same manner as for the State Education Department; (c) instructions were given to the respondents to return their duly completed questionnaires to their respective Divisional Education Offices, Head of Sectors, and the Chief Inspector of Schools in sealed envelopes. The questionnaires were then returned to the researcher who was based at the School Inspectorate's office in Kuching throughout the period of the fieldwork; (d) the questionnaires were printed in different colours for different groups of respondents to avoid confusion; and (e) engaging a rigorous follow-up.

For the purpose of sampling, the following tables (3.3.2b and 3.3.2c) show the distribution of the headteachers and office personnel. Briefly, the respondents of the survey involved two groups of professionals representing the schools and office. The office personnel were randomly sampled and taken from throughout Sarawak. The target population, the primary school headteachers, involved large numbers. The total number of primary schools in the state is 1,248 (Sarawak Education Department, 1996) Out of this there were 757 small primary schools of which the majority were located in the remote rural areas. The remaining 491 were a mixture of very big, big and medium size primary schools fairly distributed in bigger towns and main urban centres. In the southern region earmarked by the researcher, there was a total of 556 primary schools out of which 330 were small size schools and the rest medium to large size situated in rural and urban localities (see Map 2). This region was chosen because of its relatively better accessibility when compared to the other regions of Sarawak. Furthermore it was nearest to Kuching where the researcher had his base. In addition, the time and resources constraints as well as, for practical reasons, schools from the other regions of Sarawak were omitted. A stratified random sampling technique was used to identify the target population of 250 headteachers. According to Babbie (1973:94) "a stratified sampling is a method of obtaining a greater degree of representativeness - decreasing the probable error". Furthermore, the choice of the stratification variables depends on the available variable. In this study, three stratification variables were identified namely: (a) rural-urban dimension;

Map 2 - MAP OF SARAWAK: LOCALITY OF THE STUDY AREA



(b) school size i.e. big - small school dimension, and (c) the geographical area which was a combination of the Divisions and Districts in Sarawak. There was a total of 26 geographical areas. But for the purpose of this study the researcher will limit the area to the southern region of Sarawak which covered Kuching, Samarahan and Sri Aman Divisions. These Divisions comprise the Districts of Kuching, Bau, Lundu, Serian, Samarahan, Simunjan, Sri Aman, Betong, Saratok and Lubok Antu. Classification used by the State Education Department (1996, see definition of terms page xii) to distinguish between urban and rural, small and big schools was adopted by the researcher to guide the groupings and the selection procedure.

Table 3.3a Types of school and sample of headteachers

		School Type (Size)		Total
		Big School	Small school	
School type	Urban	35	20	55
(Locality)	Rural	45	150	195
	Total	80	170	250

Table 3.3b Population and sample

	Population Sample	Questionnaire A Sample	Questionnaire B Sample
School Personnel			
Primary School Headteachers	1,248 (250)	250	-
Office Personnel			
Divisional Education Officers	7(7)	-	7
District Education Officers	19(19)	-	19
Primary School Inspectors	48(35)	-	35
Trainers	30(14)	-	14
Primary School Supervisors	108(85)	-	85
Total	1,460(410)	250	160

3.3.3 Analysis of data

Consistent with the aim of the study and the research questions discussed in Chapter 1, the emphasis of the analysis of data was on describing the pattern of responses of headteachers and office personnel about training and development for headteachers. The researcher was particularly interested in examining and

comparing the pattern of responses between the headteachers and office personnel, between headteachers of urban-rural schools, small-big schools, and headteachers and office personnel with different lengths of experience. The analysis also examined whether or not there were significant differences in the pattern of perceptions between headteachers and office personnel and between headteachers from the different school settings about headteachers' training and development needs. Similarities or differences in their perceptions about the issues under investigation were considered important information relevant to the decision-making process. The data collected were analysed using SPSS. Frequency distributions, crosstabulations and a non-parametric statistical test involving the Chi Square were used where relevant. The minimum level of significance adopted in this study is 0.05. In crosstabulations, when there are more than 20% of cells with a frequency of less than 5, the Chi square becomes unreliable and it is not used (Bryman and Cramer, 1997:172). The idea of grouping the variables in order to run a one-way ANOVA test was considered. However, as it was difficult to justify the necessity for this action which tended to lose the meaning in the original sense, the idea was dropped.

The open-ended data were examined and analysed together with the qualitative data collected through the interviews along the following themes: (a) factors influencing the identification of the training and development needs of headteachers, and (b) ways of enhancing the effectiveness of headteachers' training in Sarawak.

3.4 The interview

The main aim of the interview was to investigate and gain greater insight into the views and perceptions of headteachers and office personnel about the training and development needs that enable headteachers to carry out management and administrative tasks in the primary schools. Qualitative data gathered would complement and supplement the quantitative data gathered from the survey questionnaires. They would help to illuminate the findings, and to provide them with 'depth'. The interviews set out to learn more regarding the perceptions of:

- training and development expectations of headteachers.
- fulfilling headteachers' training and development needs.
- what constitute an effective training.
- support for headteachers' training and development needs.
- being consulted for training needs.
- description of headteachers' training needs.
- identification of headteachers' training needs.
- effectiveness of the present headteachers' training provisions.
- benefits of headteachers' training.
- strengths of headteachers' training.
- trainers' attitudes.
- conduct of headteachers' training
- areas in which headteachers need to be trained.
- areas not effectively covered during headteachers' training.
- areas which are not necessary in headteachers' training.
- qualities of a competent headteacher.
- achieving the competent qualities and the support needed to do so.

Interview schedules were prepared for two groups of informants, the headteachers and office personnel (Appendix D and Appendix E). Although there were differences in approaching the issues listed above when dealing with different groups of informants, the main themes remained the focus of the interview. The time available and travel considerations were two important factors that the researcher took into account in identifying informants to be interviewed. They were pragmatically and purposely selected from among headteachers and office personnel in the Kuching Division in Sarawak. The table below shows the types of school headed by the interviewees.

Table 3.4 Types of schools and sample headteachers for interview

		School Type (Size)		Total
		Big school	Small school	
School Type (Locality)	Urban	3	3	6
	Rural	3	3	6
	Total	6	6	12

The proposed total number of interviewees was 16, the bulk of whom were headteachers. There were 12 headteachers and they were distributed according to Table 3.4 above. The remaining four were chosen from among the office personnel.

The informants were notified well in advance about the aims of the study and the purpose of the interview by letters sent through their respective Chief School Inspector or their Divisional Education Officers or the Director of IAB. The following matters were discussed with the informants when the researcher made the first contact with them: (a) aims of the research; (b) the purpose of the interview; (c) issues to be discussed during the interviews; (d) the format of the interviews; (e) tape-recording of the interviews; and (f) the time and place suitable for the interview.

The researcher also emphasised the importance of the informants giving open, truthful and frank responses and the maintenance of their confidentiality. For the purpose of anonymity, informants from among headteachers were labelled as *HT1* to *HT12* and office personnel, *OP1* to *OP4*. Permission was sought to have the interviews tape-recorded. The use of a tape-recorder provided the researcher with a greater opportunity and more freedom to probe and investigate with rigour illuminating issues brought up by the informants. A one-to-one interview was used. All the interviews were conducted personally by the researcher in the months of March and April 1998. They took place mostly at the informants' work places, except for two interviews which were held at the informants' residence. It was noted that the informants were not at all particular about where and when the interviews were conducted. They felt honoured at being selected for the study and consented to having the interviews tape-recorded. For most of the informants the interview provided them with the opportunity to share their views, their hopes and aspirations, their dissatisfactions and frustrations with the training provided for primary headteachers in Sarawak.

The researcher faced some problems in transcribing the interviews as almost half of the informants used more of the National Language (Bahasa Malaysia) than English. In the process of translating the responses into English their 'true' meaning and 'richness' or the 'subtlety' of their responses could be lost. Therefore, it was important that all recordings were retained and kept as the main source of qualitative data. The tape recordings were replayed to the informants

after each interview and the original transcript shown to the informants for their verification and comments.

The qualitative data were manually analysed. Each transcript was read and major themes in line with the areas framed out prior to the interview were identified and categorised. The data were then sorted into their respective categories by a cut and paste technique. A three column tabulation facilitated the analysis task. Illuminating discussions and revealing reflections were highlighted. Basically the analysis was aimed at providing greater 'depth' and 'meaning' to the understanding of the informants' perceptions regarding training and development needs of headteachers in general, and about its role in improving the management and administrative performance of the headteacher.

3.5 Document analysis

Permission to gain access and to use the training document (institutional documents) was sought from the Director of IAB. A letter spelling out the aims of the research and the purpose of analysing the document was sent to the Institute's Director. Some of the training contents were obtained from the respondents who have undergone training at IAB and who were currently serving in the primary schools in the area where the study took place. The documents were: (a) the course aims and objectives; (b) the evaluation format; and (c) the curriculum content. It was envisaged that analysis of the training documents would enable the researcher to put into context the training that has been given to the headteachers as in-service participants.

3.6 Limitations of the study

The study looks at perceptions of headteachers' training and development needs as seen by the headteachers themselves and as seen by office personnel as significant others. It has been limited to the State of Sarawak. Even so, for logistical reasons, it does not cover all the headteachers in Sarawak. It is possible that the views of headteachers and office personnel from the Peninsular States and Sabah may differ from those in Sarawak even though heads receive the same training provision under

the centralised education system. Therefore, as it is, this study cannot be taken as representative of the whole country as there are obvious contextual and geographical differences between states in Malaysia.

The three approaches used, the questionnaires, interview and document analysis are self-reporting even though the views of office personnel are incorporated. It must be emphasised that reporting headteachers' perceptions of their needs may not necessarily be an accurate reflection of reality. Besides, as Bolman and Deal (1984), Morgan (1986), and Jirasinghe and Lyons (1996) observe, individual perceptions are coloured by their frame of reference. What is reality to one individual is not necessarily reality to another individual. Another group of significant others' views, the senior assistants', teachers' and non academic staff', parents', pupils' and even Board of School Governors where relevant, in addition to office personnel, would have given additional insight on how others see the heads' training and development needs as it affects them most. Incorporating what Ribbins (1994:170) states as "a contextualised perspective" into studying headteachers in the context of the views of significant others within the school community would be useful for future studies in examining heads' training and development needs.

3.7 Conclusion

In this chapter the researcher has discussed and argued for the use of the survey questionnaires, semi-structured interviews and document analysis as the three methods of data-gathering in the light of the research aims and research questions identified in Chapter 1. The researcher has deliberated on the formulation and administration of the survey questionnaires, the interview schedules and document analysis and related them to the training and development needs of headteachers. This chapter has also discussed the sampling approaches adopted by the researcher with a view to presenting a case for policy making decisions. The analysis of the data gathered from the survey questionnaires, the interviews and the training documents are presented in the next two chapters.

CHAPTER 4

RESEARCH FINDINGS - QUANTITATIVE DATA

4.1 Introduction

This chapter presents findings from an analysis of the data collected from the closed-ended questions of the survey questionnaires. The findings are divided into 4 sections. The first section is on the questionnaire returns, the background information of the respondents and the schools involved in the study. The next 3 sections are further divided into sub-sections: (i) perceptions of training - definitions; objectives; elements contributing to positive and negative effects on training; (ii) implementation of training programme - identification of training needs; andragogy i.e. how best adults learn during training; organisation and evaluation of training provisions; (iii) competency level - how well equipped headteachers are perceived to be in terms of (a) knowledge; (b) leadership skills; (c) decision-making skills; (d) communication skills; (e) self-management skills; (f) personal attributes; (g) managerial skills in teaching and learning; (h) managerial skills in leading and managing staff; (i) managerial skills in managing resources; and a small sub-section on the extent and types of training heads have undergone. The presentation of the findings follows the sequence of research questions. This incorporates the dimensions by groups of head teachers and office personnel, rural-urban, small-big school and respondents' experiences. Analysis is by means of frequency distribution. Crosstabulations are also provided which are tested by chi-square at 0.05 level of significance. However only test cases that are applicable are described. This is because in many instances there are more than 20% of the cells with a frequency of less than 5 in which case the test cannot be used. Furthermore in such instances respondents' perceptions are more similar, either positively or negatively, than different.

4.2 Background Information on Respondents and the Schools

This section sets out to describe the questionnaire returns as well as the findings on the respondents and the schools involved in the study. There are 243 out of a possible 250 headteachers who returned the questionnaires. This represents 97.20%

out of the possible total. 147 out of a possible 160 office personnel also made their returns which represents a response rate of 91.87%. This high rate of return was made possible owing to a good network of contacts and a very rigorous follow-up by the researcher. In addition the issue that the study attempts to address is close to those participants involved either directly or indirectly especially among the headteachers. The return is summed up in Table 4.2a below.

Table 4.2a Summary of Questionnaire Returns

Group	Type of school/Category of Officers	Expected	Actual	Percentage
Headteachers	Urban-Big [A]	35	35	100.00%
	Rural-Big [B]	45	45	100.00%
	Urban-Small [C]	20	20	100.00%
	Rural-Small [D]	150	143	95.33%
	Total	250	243	97.20%
Office Personnel	Divisional Education Officers	7	6	85.71%
	District Education Officers	19	16	84.21%
	Primary School Inspectors	35	35	100.00%
	School Supervisors	85	81	95.29%
	Trainers	14	9	64.28%
	Total	160	147	91.87%

There are 243 headteachers, 147 office personnel representing 63.3% and 37.7% of the total respondents respectively. Most respondents are male i.e. 345 or 88.5% with only 45 or 11.5% female. A big number, 246 or 63.4% are within the age range of 44-53 years old, followed by 138 or 35.6% aged between 34-43 years and only 4 or 1.0% aged between 24-33 years. The Malay/Melanau ethnic group accounts for 149 or 38.2%, followed by Other Bumiputera, 144 or 36.9% and then Chinese, 97 or 24.9%. There are only 16 graduates or 4.1% (DG2 and DG3) with a much bigger number, 373 or 95.8% of non-graduates (DG4, DG5 and DG6). 229 or 59.6% respondents have served between 15 to 25 years, 132 or 34.4% served 26 years and more and 24 or 6.0% served 14 years and less. 93 or 23.7% had less than 3 years experience, 140 or 36.0% between 3 to 10 years experience and 157 or 40.4% were having more than 10 years experience. However, in terms of time since joining the present school or office, 121 or 31.2% were less than 2 years, 221 or 57.0% were between 2 and 11 years. This accounted for 88.1% as compared to those having been in the present school or office for more than 11 years. This reflects the fact that

headteachers or office personnel tend not to stay long in a post before being transferred.

In summary, the majority of the respondents are male in their thirties and forties. There are more of the Malay/Melanau and other Bumiputera ethnic group. The majority are non-graduates with a very high proportion serving more than 14 years.

Amongst the headteachers, 172 or 71.1% are between 44-53 years old and 70 or 28.9% are between 34-43 years old. None are below 34 years old. 225 or 92.6% are male and only 18 or 7.4% are female headteachers. This suggests that the majority of headteachers are men which reflects the actual situation in Sarawak and in Malaysia generally. Other studies e.g. Magagula (1991), Siti Katizah (1998) and Hall's (1993) review of research reveal similar pattern. There are 101 or 41.6% Other Bumiputera, followed by 80 or 32.9% Malay/Melanau and then 62 or 25.5% Chinese. 142 or 58.4% of headteachers are in the grade DG5 post, followed by 83 or 34.2% grade DG4 and only 18 or 7.4% grade DG6. This supports the fact that the majority of headteachers are on promoted posts. 139 or 57.4% of headteachers have served between 15 to 25 years, 99 or 40.9% serves for 26 years and more and only 4 or 1.7% serves for 14 years or less. 124 or 51.0% have more than 10 years experience as a headteacher, 86 or 35.4% between 3 and 10 years experience and 33 or 13.6% less than 3 years experience. 121 or 50.2% have been in the present school between 2-11 years, 85 or 35.3% in less than 2 years whereas 35 or 14.5% have been in the present school for more than 11 years. 92 or 47.9% have been to in-service training between 3-10 times, 76 or 39.6% have attended less than 3 times and 24 or 12.5% attended for more than 10 times.

In summary the pattern of distribution of headteachers as respondents is similar to that of the overall respondents. They are predominantly male in their thirties and forties, virtually all are non-graduates and most have served more than 14 years.

The majority of schools i.e. 188 or 77.4% are located in rural areas with only 55 or 22.6% urban. 160 or 65.8 are grade B while 83 or 34.2% are grade A schools. School grade is related to the headteacher's post grade. Grade A schools are led by DG4 grade headteachers while grade B schools by DG5 heads. However some of the

grade B schools particularly those located in the rural areas are led by DG6 acting headteachers. Most schools, 206 or 84.8% are day schools with 34 or 14.0% operating as boarding and only 3 or 1.2% operating both as day and boarding. 143 or 58.8% of schools are very small in size, having less than 150 pupils enrolled. 20 or 8.2% are small schools with a population of between 150 to 300 pupils. 6 or 2.5% medium size schools with 301 to 400 pupils, 31 or 12.8% and 43 or 17.7% are considered big schools with population of 401 to 600 pupils and those more than 600 pupils respectively. The finding is summed up in Table 4.2b and c below.

Table 4.2b Profile of Respondents

Particulars of Respondents		N	Head teachers		Office Personnel	
			F	%	F	%
Gender:	Male	345	225	92.6	120	81.6
	Female	45	18	7.4	27	18.4
Ethnic Group:	Malay/Melanau	149	80	32.9	69	46.9
	Chinese	97	62	25.5	35	23.8
	Other Bumiputera	144	101	41.6	43	29.3
Age:	24-33 years	4	0	0	4	2.7
	34-43 years	138	70	28.9	68	46.6
	44-53 years	246	172	71.1	74	50.7
Year of Joining Service:	1984 and later	23	4	1.7	19	13.4
	1973 - 1983	229	139	57.4	90	63.4
	1972 and before	132	99	40.9	33	23.2
Year of joining present School/Office:	After 1996	121	85	35.3	36	24.5
	1987 - 1996	221	121	50.2	100	68.0
	Before 1987	46	35	14.5	11	7.5
Experience as Headteacher/ Office Personnel:	< 3 years	92	33	13.6	59	40.4
	3 - 10 years	140	86	35.4	54	37.0
	> 10 years	157	124	51.0	33	22.6
Grade of Present Post:	DG2 - Graduate	6	0	0	6	4.1
	DG3 - Graduate	10	0	0	10	6.8
	DG4 - Non Graduate	114	83	34.2	31	21.2
	DG5 - Non Graduate	211	142	58.4	69	47.3
	DG6 - Non Graduate	48	18	7.4	30	20.5
In-Service Training Received: (Headteachers only)	< 3 times	76	76	39.6		
	3 - 10 times	92	92	47.9		
	> 10 times	24	24	12.5		

N = Number of Respondents; F = Frequency; % = Percentage

Table 4.2c Profile of 243 Schools Involved in the Study

Particulars of the Schools		Frequency	Percentage
School Location:	Urban	55	22.6
	Rural	188	77.4
Grade of School:	A	83	34.2
	B	160	65.8
Day/Boarding:	Boarding	34	14.0
	Day	206	84.8
	Both Boarding and Day	3	1.2
	< 150 pupils (Very Small Schools)	143	58.8
School Size:	150 - 300 pupils (Small Schools)	20	8.2
	301 - 400 pupils (Moderately Big School)	6	2.5
	401 - 600 pupils (Big Schools)	31	12.8
	600 pupils (Very Big Schools)	43	17.7

4.3 Perceptions of Training

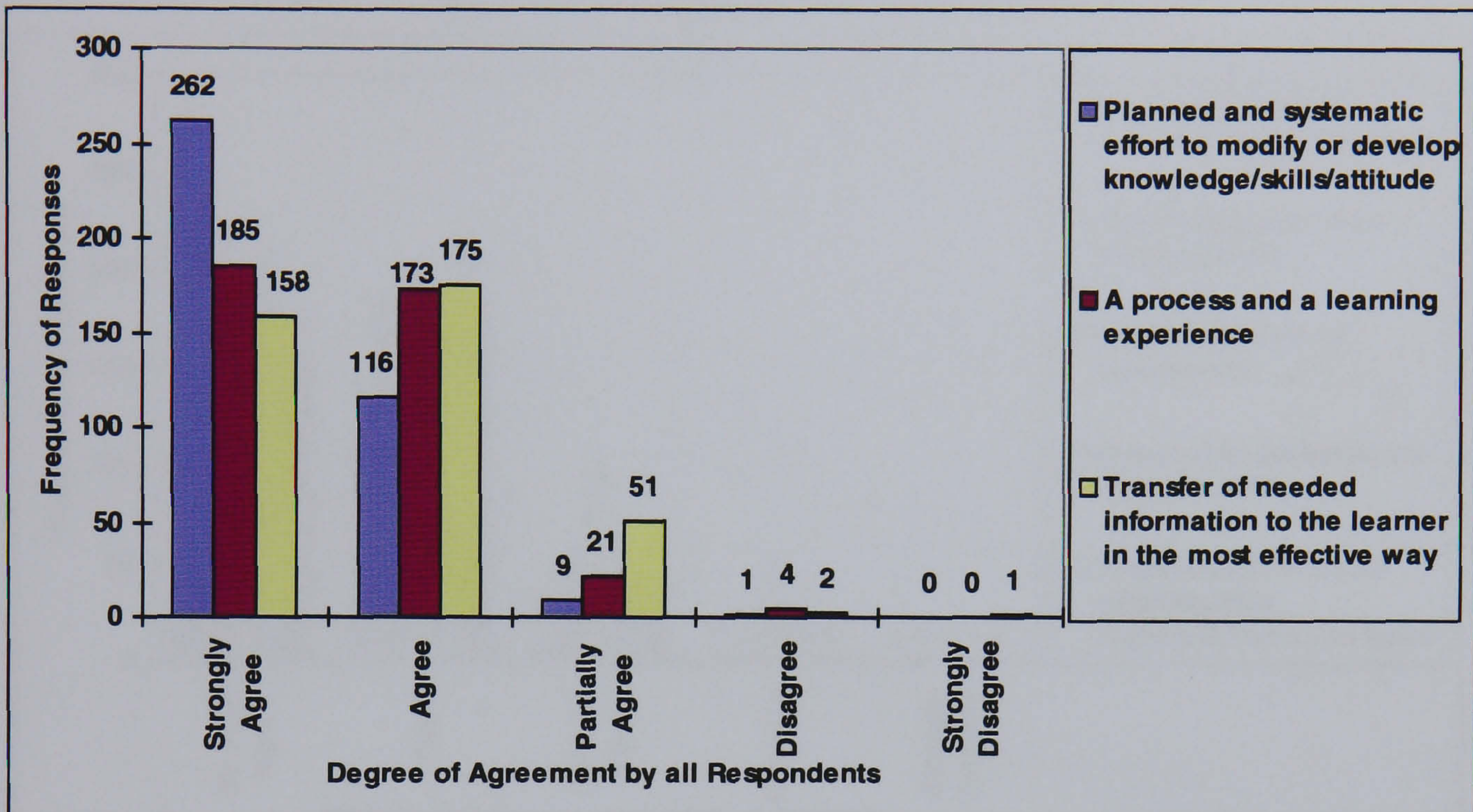
This section presents an analysis of the responses to the 19 statements about perceptions of training under 4 subheadings: (a) definition of training (3 statements); (b) objectives of training (5 statements), (c) elements contributing to positive effects on training (7 statements); and (d) elements contributing to negative effects on training (4 statements). A descriptive analysis of the general pattern of response of the respondents regarding all the statements in this group is first presented. This is followed by crosstabulations and tests of significant difference.

4.3.1 Definitions of Training

This sub-section presents the respondents' perceptions of the degree of agreement concerning the definition of training. A frequency distribution shows a strong consensus among the respondents agreeing strongly with the three definitions which appear to be in the order of the statements as a planned and systematic effort to modify or develop knowledge, skills, attitude; a process and a learning experience; and a transfer of needed information to the learner in the most effective way respectively (Chart 4.3.1). A planned and systematic effort to modify or develop knowledge or skills or attitude accounts for 67.5% responses. A process and a learning experience, 48.3 % and a transfer of needed information to the learner in the most efficient way, 40.8%. By crosstabulation, a similar trend of agreement is noticeable among the group of headteachers and office personnel, urban-rural, the

small-big school headteachers and among headteachers as well as office personnel with different lengths of experience. This is shown in Appendix 1. To sum up, it seems that there is a strong consensus of agreement by the respondents on the definitions of training provided in this study.

Chart 4.3.1 Degree of Agreement on Definition of Training

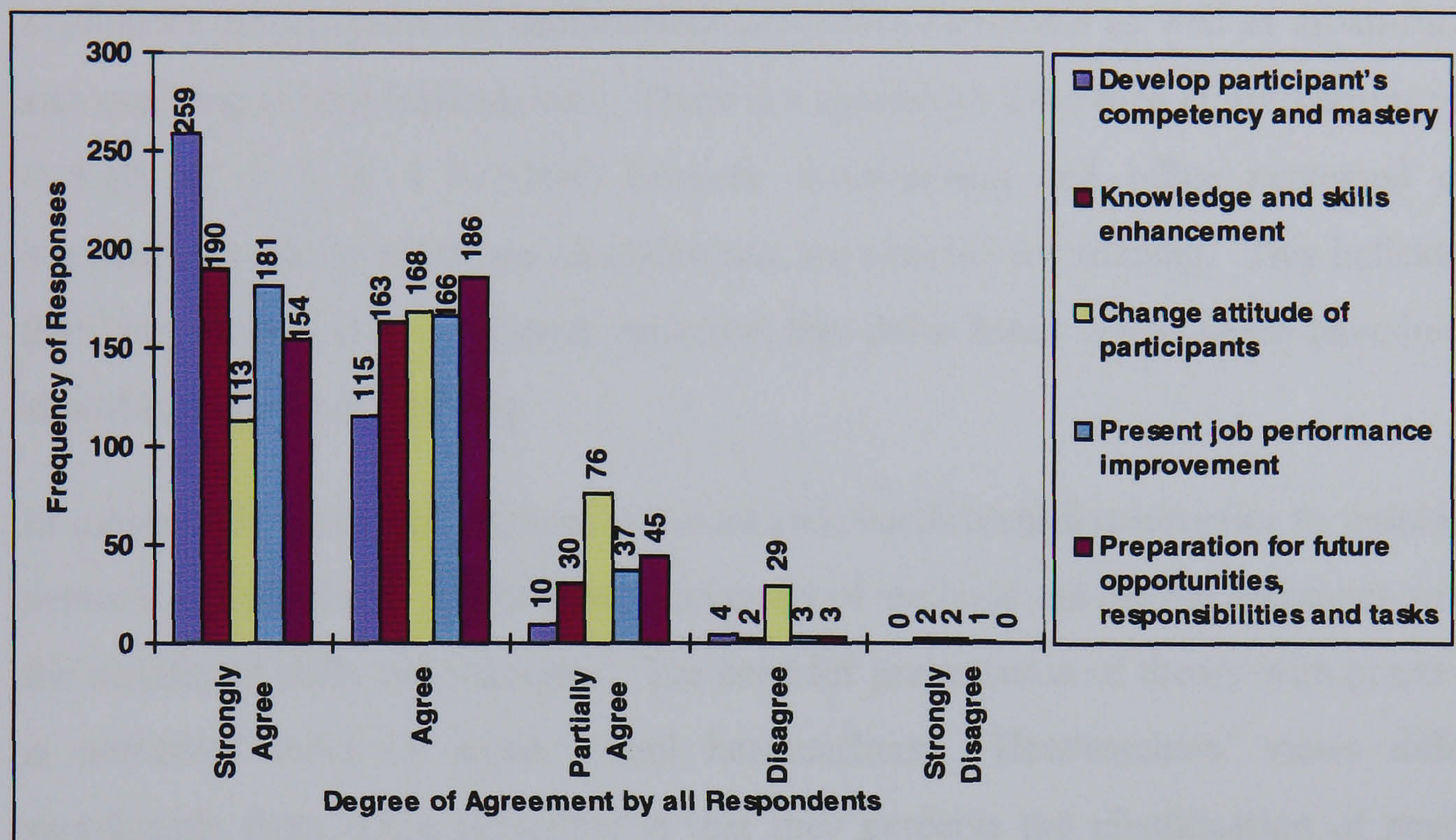


4.3.2 Objectives of Training

This sub-section presents the respondents' degree of agreement on the objectives of training. There is a strong consensus of agreement on all of the 5 objectives of training. The development of competencies and skills tops the list representing 66.8%, followed by knowledge enhancement 49.1%, enhancement of work performance 46.6%, preparation for future opportunities and responsibilities 39.7% and a change of attitude 29.1% (Chart 4.3.2). By crosstabulation the same trend in terms of consensus of agreement is true in cases of group as well as experience of headteachers and office personnel, urban-rural and small-big school headteachers (Appendix 2). It is noted that there is a significant difference ($\chi^2 = 16.38$, $df = 8$, $p = 0.03717$) concerning the objective of changing headteachers' attitudes amongst those participants with training according to the different lengths of their experience as heads (Appendix 2).

In summary, a strong consensus of agreement is shown for all the five objectives of training. It is apparent that there is a significant difference concerning the objective of changing headteachers' attitudes amongst those participants with training where less experienced respondents are seen to agree more than the more experienced ones.

Chart 4.3.2 Degree of Agreement on the Objectives of Training



4.3.3 Elements Leading to Positive Effects of Training

This sub-section presents the respondents' degree of agreement on the seven elements leading to positive effects of training. The frequency distribution shows a strong consensus of agreement on these seven elements. Headteachers whose needs are identified and who are selected for training top the list representing 56.7%, followed by a demonstration of a new approach through a variety of methods 56.0%, on-site assistance with the transfer of skills and strategies 54.2%, training needs identified prior to training 53.2%, headteachers knowledge of the training objective 49.7%, presentation of theory with practice 45.1% and the need of facilitators to build participant's confidence represents 32.6% (Table 4.3.3). By crosstabulation, a similar pattern of agreement is true among group as well as experience of headteachers and office personnel, urban-rural and small-big school headteachers (Appendix 3). However, there are some differences, although not significant, on presentation of theory with practice among group as well as experience of headteachers and office

personnel and urban-rural headteachers. This difference becomes significant ($\chi^2 = 8.86$, $df = 3$, $p = 0.03120$) among small-big school headteachers (Appendix 3). This suggests that the small school headteachers perceive a greater need for the presentation of theory with practice than do their urban counterparts. There are some differences, though not significant, on the need of facilitators to build on participant's confidence among group of headteachers and office personnel as well as urban-rural and small-big school headteachers. There is a significant difference in perceptions ($\chi^2 = 8.80$, $df = 3$, $p = 0.03204$) between headteachers and office personnel on headteachers whose needs are identified and are selected for training. This indicates that headteachers view it as more important that those heads whose needs have been identified are sent for training.

In summary it seems that respondents emphasise needs identification prior to training, demonstrations of new approaches by a variety of methods and on-site assistance with the transfer of skills and strategies. The need for presentation of theory with practice is perceived more by small school headteachers. Headteachers' views differ significantly from office personnel in that they perceive the identification of needs prior to training to be more important than do the office personnel.

Table 4.3.3 Frequency Distribution on Degree of Agreement on Elements Leading to Positive Effect of Training.

Statements	N		Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
Presentation of theory without practice usually lead to ineffective training	388	f	175	155	45	13	0
		%	45.1	39.9	11.6	3.4	0
Demonstration of new approach through a variety of methods	389	f	218	148	20	3	0
		%	56.0	38.0	5.1	0.8	0
Headteachers are fully aware of the purpose of training and its expected outcome	388	f	193	170	22	3	0
		%	49.7	43.8	5.7	0.8	0
On-site assistance with the transfer of skills and strategies	389	f	211	147	27	4	0
		%	54.2	37.8	6.9	1.0	0
Training needs are identified	389	f	207	158	19	5	0
		%	53.2	40.6	4.9	1.3	0
Facilitators need to build participants confidence	386	f	126	181	58	20	1
		%	32.6	46.9	15.0	5.2	0.3
Headteachers whose needs are identified are the ones selected for training	388	f	220	135	21	12	0
		%	56.7	34.8	5.4	3.1	0

f = Frequency ; % = Percentage; N = Total No. of Responses;

4.3.4 Elements Leading to Negative Effects of Training

This sub-section presents the respondents' degree of agreement on the four elements leading towards negative effects of training. The frequency distribution shows a strong consensus of agreement for all the four elements (Table 4.3.4). Content selection by people other than those for whom training is intended tops the list representing 48.8%, followed by participants feeling pressured when a training programme becomes too packed 31.4%, follow-up evaluation occurring infrequently 28.0% and the failure to understand and take account of site-specific differences among headteachers and their diverse needs represents 27.4%. By crosstabulation a similar pattern of agreement is seen among the group and experience dimension. A similar pattern of agreement is also true for the first two elements contributing to negative effects of training in urban-rural and small-big school dimension. However, the consensus of agreement is the reverse for the latter two elements. The failure to understand and take account of site-specific differences among headteachers and their diverse needs appears before the element of infrequent follow-up evaluation (Appendix 4). There seem to be some differences, although not significant, on infrequent follow-up evaluation among small-big as well as the experience dimension. This difference becomes significant ($\chi^2 = 9.95$, $df = 4$, $p = 0.04118$) among group dimension. Headteachers perceive infrequent follow-up evaluation as causing training failures more than office personnel do. There is a difference, though not significant, on failure to understand and taking into account of site-specific differences among headteachers and their diverse needs in the experience dimension. This difference becomes significant ($\chi^2 = 9.74$, $df = 4$, $p = 0.04498$) between headteachers and office personnel. This implies that headteachers tend to agree more with the statement than do office personnel. There seems to be a difference, though it is not significant, between headteachers and office personnel on participants feeling pressured when a training programme becomes too packed.

In summary, the data show that the respondents agree on all the four elements leading to negative effects of training. Content selection by organisers other than those for whom training is intended is seen to precede elements of pressure on a packed training programme, infrequent follow-up evaluation and the failure in understanding

site-specific differences among headteachers and therefore their diverse needs. Headteachers more often perceive infrequent follow-up evaluation and the failure to understand site-specific differences and headteachers diverse needs to contribute significantly to negative effect on training than do office personnel.

Table 4.3.4 Frequency Distribution on Degree of Agreement on Elements Leading to Negative Effects of Training.

Statements	N		Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
Participants feel pressured when training programme is too packed	389	f	122	167	78	20	2
		%	31.4	42.9	20.1	5.1	0.5
Content are often selected by people other than those for whom training is intended	389	f	190	153	40	3	3
		%	48.8	39.3	10.3	0.8	0.8
Follow-up evaluation occur infrequently	386	f	108	161	87	28	2
		%	28.0	41.7	22.5	7.3	0.5
Failure to understand and account for site-specific differences among headteachers and their diverse needs	387	f	106	175	82	22	2
		%	27.4	45.2	21.2	5.7	0.5

f = Frequency ; % = Percentage; N = Total No. of Responses;

4.4 Implementation of Training Programmes

The section presents an analysis of the responses to the 23 statements about the implementation of training programmes under 4 sub-headings: ways of identifying training needs (6 statements); how adult learners may learn best during training (7 statements); how training is organised (5 statements); and evaluation of the present provision of training for headteachers (5 statements). A descriptive analysis of the general pattern of responses of the respondents regarding all the statements in this group is first presented. This is followed by crosstabulations and any significant differences are highlighted.

4.4.1 Choice of Ways of Identifying Training Needs

This sub-section presents respondents' preferences concerning ways of identifying training needs. A frequency distribution shows there is a consensus view that headteacher's job analysis tops the list representing 54.8% among ways taken as first choice. This is followed by observation of the headteachers at work representing 49.4%, the highest amongst ways chosen as the second choice. Finally feedback from participants who have undergone a training programme representing 50.8% the highest among the ways taken as the third choice (Table 4.4.1). Crosstabulation

indicates a similar pattern of consensus on choice of ways of identifying training needs by group, rural-urban, small-big school and experience dimensions (Appendix 5). The group as well as experience dimensions seem to have significant difference ($\chi^2 = 10.75$, $df = 2$, $p = 0.00463$ and $\chi^2 = 10.98$, $df = 4$, $p = 0.02672$ respectively) on the choice of observation of headteachers at work. Headteachers prefer this method of identifying their needs more often than do office personnel. The more experienced headteachers and office personnel are seen to favour the same choice as opposed to the least experienced ones. Rural headteachers differ significantly ($\chi^2 = 6.28$, $df = 2$, $p = 0.04311$) from urban headteachers in that they more often favour headteacher's job analysis as their preferred means of identifying training needs.

In summary it seems that respondents favour headteacher's job analysis as their first choice, observation of headteachers at work second and feedback from participants who have undergone training as third choice. This pattern of choice is true by group, rural-urban, small-big school as well as experience dimension. Headteachers' views seem to differ from office personnel significantly in that the heads tend to favour observation of headteachers at work. This difference is also true amongst the more experienced respondents. In addition, rural school headteachers seem to favour headteacher's job analysis more than do urban school headteachers.

Table 4.4.1 Choice of Ways How Training Needs are Identified

Statements	N	First Choice		Second Choice		Third Choice	
		f	%	f	%	f	%
Self review checklist	164	56	34.1	58	35.4	50	30.5
Head's job analysis	210	115	54.8	50	23.8	45	21.4
Informal discussion with heads	190	49	25.8	72	37.9	69	36.3
Observation of heads at work	156	45	28.8	77	49.4	34	21.8
Feedback of former participants	185	25	13.5	66	35.7	94	50.8
Head's group discussion	241	94	39.0	58	24.1	89	36.9

f = Frequency; % = Percentage; N = Total No. of Responses;

4.4.2 Factors Facilitating Adult Learners During Training

This sub-section presents the respondents' degree of agreement on those factors which facilitate adult learning during training. A frequency distribution shows there is a wide measure of agreement on these factors (Table 4.4.2). Integration of skills

learned into the headteacher's work repertoire tops the list of factors at 55.9%, followed closely by conducive learning climate 55.5%, a varied delivery technique to suit the requirement of different learners 50.4%, flexible delivery techniques 36.4%, participants are able to explore freely 22.4% and participants can practice what they learn 11.9%. The option of having delivery techniques determined by the participants was not widely favoured with 42.4% disagreeing or strongly disagreeing. Crosstabulations by group as well as experience dimension indicate a similar pattern of strong agreement of respondents' views on these factors (Appendix 6). Again there is a similar pattern of agreement by urban-rural and small-big school headteachers' views. However, the first two factors appear to be reversed with headteachers preferring the factor on conducive learning climate over integration of skills learned into a headteacher's work repertoire (Appendix 6). The more experienced respondents' views differ significantly ($\chi^2 = 16.74$, $df = 8$, $p = 0.03287$) from the less experienced ones in that the former favours the factor where participants can practise what they learn.

In summary there is a clear pattern of agreement on the six factors facilitating adult learning in a training situation. However, there is less agreement upon the delivery techniques favoured by participants. The more experienced respondents seem to differ significantly from the less experienced ones in that the former favour the practical application of what is learnt during training.

Table 4.4.2 Frequency Distribution on Degree of Agreement on How Adult Learn Best During Training

Statements	N		Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
When participants are free to explore without the constraints of a system	384	f	86	157	90	45	6
		%	22.4	40.9	23.4	11.7	1.6
When a climate conducive for learning is established	384	f	213	153	16	1	1
		%	55.5	39.8	4.2	0.3	0.3
When participants can integrate the skills learned into their work repertoire	388	f	217	147	22	2	0
		%	55.9	37.9	5.7	0.5	0
Flexible delivery techniques	387	f	141	217	23	4	2
		%	36.4	56.1	5.9	1.0	0.5
Delivery techniques determined by the participants	386	f	31	84	107	148	16
		%	8.0	21.8	27.7	38.3	4.1
When participants have an opportunity for practice and repetition	385	f	46	193	111	32	3
		%	11.9	50.1	28.8	8.3	0.8
Delivery techniques are varied to suit the requirements of different learners	387	f	195	160	27	3	2
		%	50.4	41.3	7.0	0.8	0.5

f = Frequency; % = Percentage; N = Total No. of Responses;

4.4.3 Choice of Ways How Training is Organised

This sub-section presents the respondents' preferences concerning how training is organised. A frequency distribution shows a strong consensus of choosing "off the job" i.e. training at a residential centre as their first choice representing 81.3% (Table 4.4.3). This reflects the convention where for the last two decades or so most training programmes are organised outside the place of work for example in the National Institute of Educational Management and Leadership (IAB), at teacher training colleges, or even in hotels which was popular in the late 1980s and early 1990s. The second choice which is "close to the job" e.g. attachment at another school to study its management was chosen by 79.4%. This perhaps reflects a change i.e. one that enables heads to gain more practical guidance and experience from their practising colleagues. Crosstabulations by group, urban-rural, big-small school and experience dimension showed a very similar pattern of choice concerning how training is organised (Appendix 7). However, under group dimension, headteachers' views seemed to be significantly different ($\chi^2 = 4.88$, $df = 1$, $p = 0.02715$; $\chi^2 = 5.92$, $df = 1$, $p = 0.01494$; $\chi^2 = 4.52$, $df = 1$, $p = 0.03334$) from office personnel in their choice of training 'off-the-job', 'cascade' and 'on-the-job' respectively. This is probably a reflection of headteachers' greater concern for how training ought to be organised for them.

In summary it seems clear that respondents perceive "off-the-job" and "close-to-the-job" as first and second choice of how training should be organised. It is clear as well that headteachers emphasise the "off-the-job" choice more than do the office personnel.

Table 4.4.3 Frequency Distribution on Choice of How Training is Organised

Choices		First Choice		Second Choice	
Statements	N	F	%	F	%
"Off the job"	268	218	81.3	50	18.7
"On-site"	104	34	32.7	70	67.3
"Cascade"	167	50	30.1	116	69.9
"On-the-job"	159	65	40.9	94	59.1
"Close-to-the-job"	68	14	20.6	54	79.4

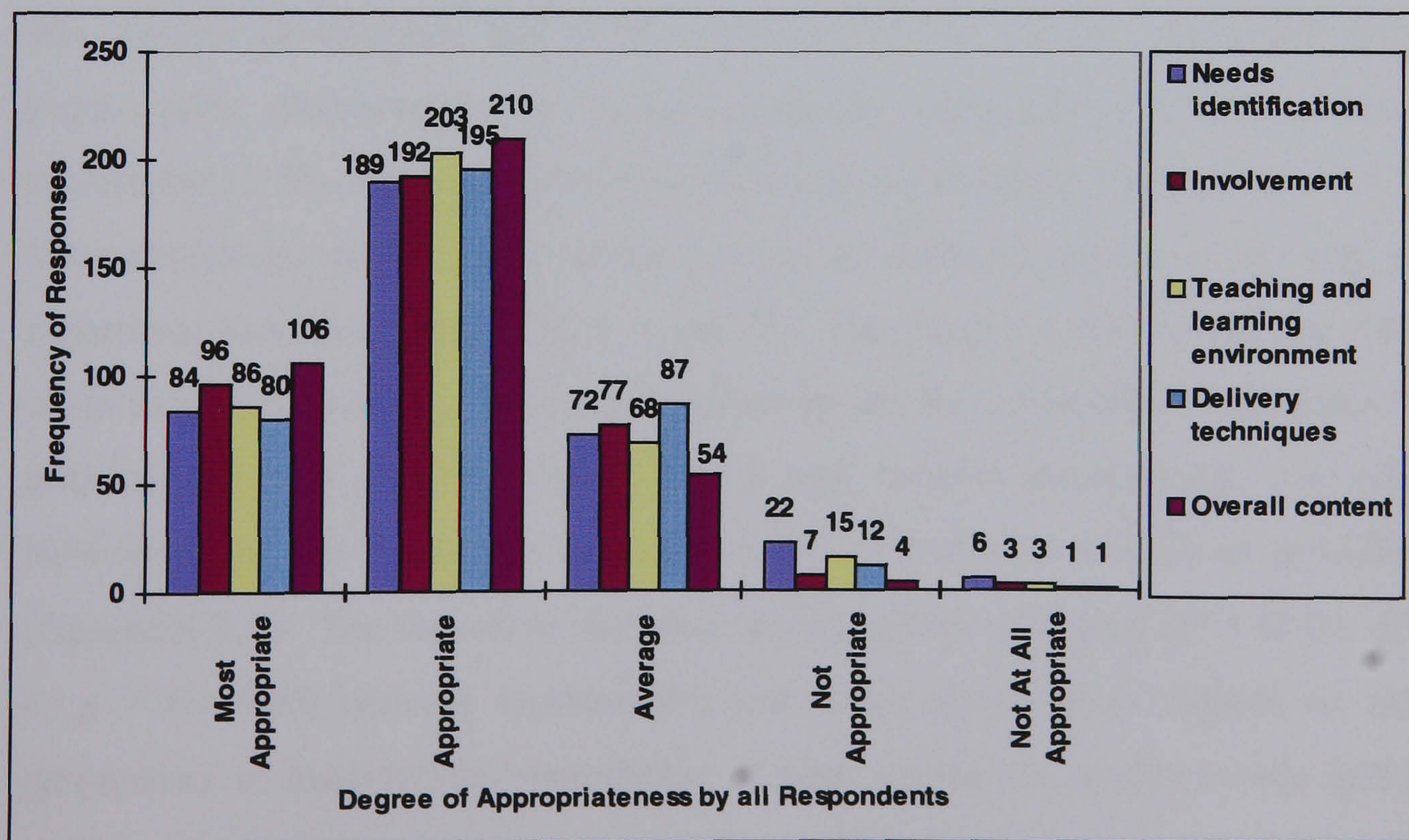
F = Frequency; % = Percentage; N = Total No. of Responses;

4.4.4 Appropriateness of Training Provisions

This sub-section presents the respondents' assessment of the degree of appropriateness of the training provision. A frequency distribution shows a general agreement on the degree of appropriateness of the existing provision of the management of training (Chart 4.4.4). By crosstabulations there is a similar pattern of agreement among the group, urban-rural, small-big school and experience dimensions (Appendix 8). This suggests that headteachers as well as office personnel perceived the existing training provisions in terms of training needs' identification, their involvement in the programme, the teaching and learning environment during training, the delivery techniques as well as the overall content of the programme as appropriate. However, headteachers seem to perceive the needs' identification as more appropriate which differs significantly ($\chi^2 = 23.31$, $df = 4$, $p = 0.0011$) from office personnel. In general, however, it is important to remember that it is not possible to infer from these data, which simply present participants' perceptions, whether headteachers are actually competent in carrying out their tasks in school. Still less is it possible to reach conclusions about the effectiveness of the training.

In summary, all of the respondents seem to perceive the training provision as appropriate with headteachers regarding their needs' identification as being more appropriate than do office personnel.

Chart 4.4.4 Degree of Appropriateness of the Training Provisions



4.5 Competency Level

The section presents an analysis of the responses to the 47 statements concerning perceptions of how well equipped headteachers are to do headship tasks (competency levels) and is divided into 9 subheadings: (a) knowledge (8 statements); (b) leadership skills (12 statements); (c) decision making skills (4 statements); (d) communication skills (3 statements); (e) self-management skills (4 statements); (f) personal attributes (6 statements); (g) managerial skills in teaching and learning (3 statements); (h) managerial skills in leading and managing staff (4 statements); and (i) managerial skills in managing resources (3 statements). A descriptive analysis of the general pattern of responses of the respondents regarding all the statements in this group is presented first. This is followed by crosstabulations as well as tests of significance applied to the differences among the four dimension like in the previous sections.

4.5.1 Knowledge

This sub-section presents the respondents' views of how well equipped headteachers are in terms of their knowledge to do certain tasks. A frequency distribution shows that there is a consensus of perception that headteachers are not well equipped in terms of their knowledge of strategies for raising pupils' achievements 63.3%, effective teaching 49.2%, effective school characteristics 46.1%, quality in educational provisions 44.0%, strategies for promoting pupils' spiritual, moral, social and cultural development and good behaviour 43.3%, use of information about pupils' prior attainment to set future targets for improvement 38.9%, effective assessment 35.6% and finally evaluation of school performance 30.0% (Table 4.5.1). Crosstabulations show a very similar pattern of response among group and the experience dimension (Appendix 9, I and II). The pattern is also similar for rural-urban as well as small-big school headteachers except the knowledge of strategies for promoting pupil's spiritual, moral, social and cultural development and good behaviour precedes knowledge of what constitutes quality in educational provisions (Appendix 9, I). The data show that there is a significant difference ($\chi^2 = 43.03$, $df = 4$, $p = 0.00000$) between headteachers and office personnel in relation to their perceptions of headteachers' knowledge of what constitutes quality in educational

provisions while there are no significant differences in the other aspects of knowledge.

In summary, it seems that respondents generally perceive headteachers as not being well equipped in terms of knowledge to do certain tasks. Headteachers' perceptions differ significantly from those of the office personnel in that, it is the headteachers themselves, rather than the office personnel, who take a more negative view of headteachers' knowledge levels in relation to the quality of educational provision. This is the first example of such a pattern with more to appear in subsequent discussions.

Table 4.5.1 Frequency Distribution on Knowledge

Statements	N		VWE	FWE	A	PE	NWEAA
Knowing what constitute quality in educational provisions	386	f	4	15	37	160	170
		%	1.0	3.9	9.6	41.5	44.0
Knowing the characteristics of effective schools	386	f	2	14	31	161	178
		%	0.5	3.6	8.0	41.7	46.1
Knowing strategies for raising pupils' achievement	387	f	4	5	19	114	245
		%	1.0	1.3	4.9	29.5	63.3
Knowing strategies for promoting pupils' spiritual, moral, social and cultural development and good behaviour	386	f	3	7	38	171	167
		%	0.8	1.8	9.8	44.3	43.3
Knowing how to use information about pupils' prior attainment, set targets for improvement	386	f	1	11	44	180	150
		%	0.3	2.8	11.4	46.6	38.9
Knowing about effective teaching	386	f	4	10	41	141	190
		%	1.0	2.6	10.6	36.5	49.2
Knowing about effective assessment	385	f	3	5	49	191	137
		%	0.8	1.3	12.7	49.6	35.6
Knowing about school performance evaluation	383	f	3	5	66	194	115
		%	0.8	1.3	17.2	50.7	30.0

F = Frequency; % = Percentage; N = Total No. of Responses; VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All.

4.5.2 Leadership Skills

This sub-section presents the respondents' perceptions of how well equipped headteachers are in relation to their leadership skills. A frequency distribution shows that there is a consensus view that headteachers are not well equipped in leadership skills (Table 4.5.2). Skills of working as a team leads the list representing 51.5%, followed by building and supporting a high performing team 50.9%, initiating and managing change strategically 43.0%, motivating and inspiring school community 42.1%, directing and co-ordinating the work of subordinates 37.9%, creating and

securing commitment to a clear vision for an effective institution 37.9%, leading by example 37.4%, using appropriate leadership styles in different situations 36.9%, setting standards and providing a role model for pupils and staff 32.0%, sustaining improvement in pupils' spiritual, moral, cultural, mental and physical development 32.0%, dealing sensitively with the public 17.5%, and skills in seeking advice and support whenever necessary 12.2%. Crosstabulations reflect a very similar pattern of perceptions in terms of the group and experience dimensions (Appendix 10, I, II and III). Urban-rural and small-big school dimension share a similar pattern with eight of the leadership skills perceived in a reverse order (Appendix 10, I, II and III). Initiating and managing change strategically appear to precede skills in building and supporting a high performing team. The four other leadership skills retain a similar pattern of sequence with the earlier group and experience dimensions. There is a significant difference between headteachers and office personnel ($\chi^2 = 14.42$, $df = 4$, $p = 0.00605$) and between urban-rural headteachers ($\chi^2 = 9.17$, $df = 3$, $p = 0.02711$) on skills in sustaining improvement in pupils' spiritual, moral, cultural, mental and physical development. A significant difference in perceptions is also noted between headteachers and office personnel ($\chi^2 = 42.42$, $df = 4$, $p = 0.00000$) and between small-big school headteachers ($\chi^2 = 10.66$, $df = 4$, $p = 0.00310$) on skills of leading by example. There is a significant difference of perceptions between headteachers and office personnel ($\chi^2 = 15.93$, $df = 4$, $p = 0.00310$) with the skills of directing and co-ordinating staff work. Headteachers show a significant difference from office personnel in perceiving themselves as less well equipped with the skills of working as a team ($\chi^2 = 30.94$, $df = 4$, $p = 0.00000$), skills in setting standards and providing a role model for pupils and staff ($\chi^2 = 17.17$, $df = 3$, $p = 0.00065$), skills in seeking advice and support when the need arise ($\chi^2 = 13.54$, $df = 3$, $p = 0.00359$), and skills in dealing with the public ($\chi^2 = 27.34$, $df = 4$, $p = 0.00002$).

In summary there is a clear consensus revealed in the pattern of responses on leadership skills. All respondents perceive headteachers as not being well equipped in these leadership skills. There is a significant difference between headteachers and office personnel as well as between urban and rural headteachers on skills in sustaining improvement in pupil's spiritual, moral, cultural, mental and physical

development and good behaviour. A significant difference is shown between headteachers and office personnel as well as between small and big school headteachers on skills of leading by example. Headteachers seem to differ significantly from office personnel in seeing themselves as being less well equipped in the skills of directing and co-ordinating the work of others, working as a team, setting standards and providing a role model for pupils and staff, seeking advice and support whenever necessary and dealing with the public.

Table 4.5.2 Frequency Distribution on Leadership Skills

Statements	N		VWE	FWE	A	PE	NWEAA
Create and secure commitment to a clear vision for an effective institution	385	f	1	8	47	183	146
		%	0.3	2.1	12.2	47.5	37.9
Initiate and manage change strategically	386	f	1	6	39	174	166
		%	0.3	1.6	10.2	45.1	43.0
Direct and co-ordinate the work of others	386	f	1	14	48	169	154
		%	0.3	3.6	12.4	43.8	39.9
Build and support a high performing team	385	f	3	9	27	150	196
		%	0.8	2.3	7.0	39.0	50.9
Work as a team	388	f	4	16	45	123	200
		%	1.0	4.1	11.6	31.7	51.5
Motivate and inspire the school community	387	f	3	8	36	177	163
		%	0.8	2.1	9.3	45.7	42.1
Set standards and provide a role model for pupils and staff	387	f	0	16	64	183	124
		%	0	4.1	16.5	47.3	32.0
Seek advice and support when necessary	385	f	0	17	104	217	47
		%	0	4.4	27.0	56.4	12.2
Deal sensitively with the public	388	f	4	25	84	207	68
		%	1.0	6.4	21.6	53.4	17.5
Use appropriate leadership styles in different situations	388	f	5	10	48	182	143
		%	1.3	2.6	12.4	46.9	36.9
Lead by example	388	f	6	17	61	159	145
		%	1.5	4.4	15.7	41.0	37.4
Sustain improvement in pupils spiritual, moral, cultural, mental and physical development	388	f	1	18	62	183	124
		%	0.3	4.6	16.0	47.2	32.0

F = Frequency ; % = Percentage; N = Total No. of Responses; VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All.

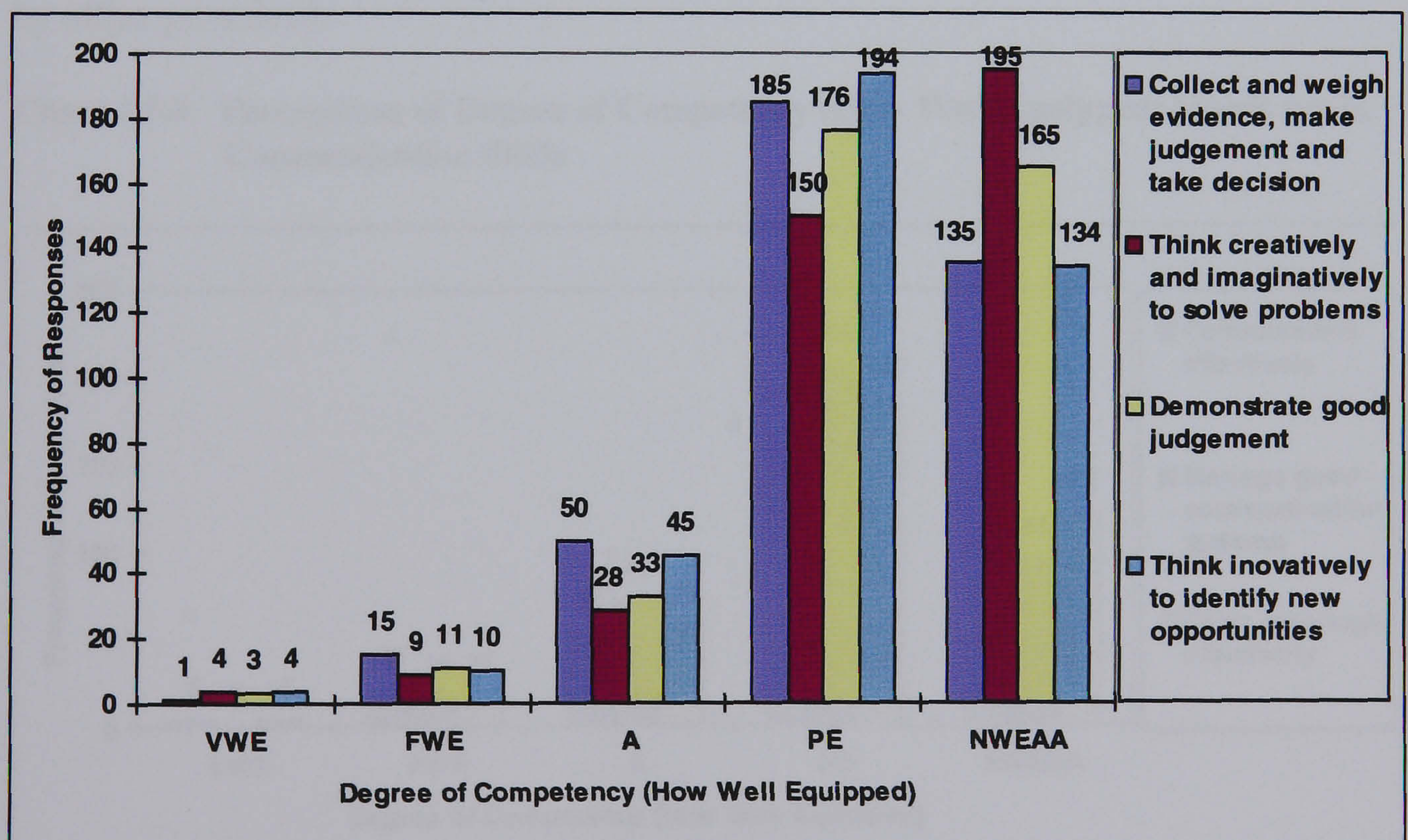
4.5.3 Decision-Making Skills

This sub-section presents the respondents' perceptions of how well equipped headteachers are with decision making skills. A frequency distribution shows an inclination by the majority of respondents to perceive headteachers as not well equipped with decision-making skills (Chart 4.5.3). Thinking creatively and imaginatively to solve problems tops the list at 50.5%, followed by demonstrating

good judgement 42.5%, skill in weighing evidence to arrive at decisions 35.0%, and thinking innovatively to identify new opportunities 34.6%. Crosstabulations show a very similar pattern of responses among group and experience dimensions (Appendix 11). However, while the first two decision making skills share a similar pattern as in the former, skills in thinking innovatively to identify new opportunities seem to precede skills in weighing evidence to arrive at decision among rural-urban and small-big school headteachers (Appendix 11). Headteachers seem to differ significantly from office personnel ($\chi^2 = 25.15$, $df = 4$, $p = 0.00005$) on skill in weighing evidence to arrive at decision with office personnel holding a less negative view of the headteachers than that held by the headteachers themselves.

In summary there is a clear pattern of response which indicates that headteachers are seen as not well equipped with skills in decision-making. Headteachers' perceptions seem to be significantly different from office personnel in that they see themselves as less well equipped with skills in weighing evidence to arrive at decisions than they are seen by the office personnel.

Chart 4.5.3 Perceptions of Degree of Competency (How Well Equipped) Heads are in Decision-Making Skills



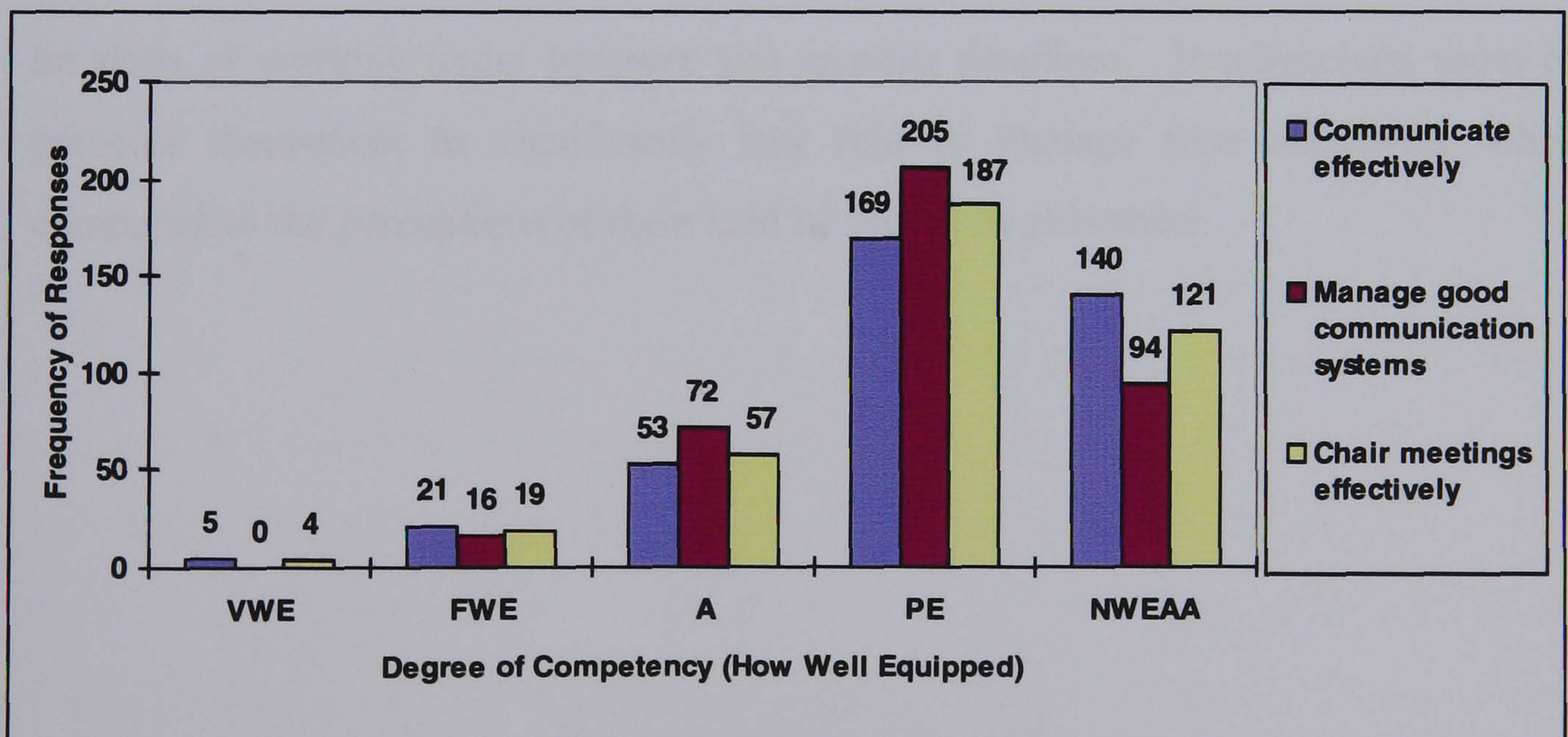
VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All.

4.5.4 Communication Skills

This sub-section presents the respondents' perceptions of how well equipped headteachers are with communication skills. A frequency distribution shows a consensus view that headteachers are not well equipped in communication skills (Chart 4.5.4). Communicating effectively represents 36.1%, chairing meetings effectively 31.4%, and managing a good communication system 24.3%. Crosstabulations show a very similar pattern of responses by group, urban-rural, small-big school and experience dimensions (Appendix 12). All communications skills appear to be perceived similarly by respondents from all the four dimensions. However, headteachers' views seem to differ significantly from office personnel ($\chi^2 = 14.91$, $df = 4$, $p = 0.00487$) with headteachers again holding a more negative view of their skill levels in this area than do the office personnel.

In summary there is a clear pattern of response on communication skills. All respondents perceive headteachers as being less well equipped in all the three communication skills. Headteachers perceive themselves to be significantly less well equipped in effective communication skills compared to the view of headteachers held by office personnel.

Chart 4.5.4 Perceptions of Degree of Competency (How Well Equipped) Heads are in Communication Skills



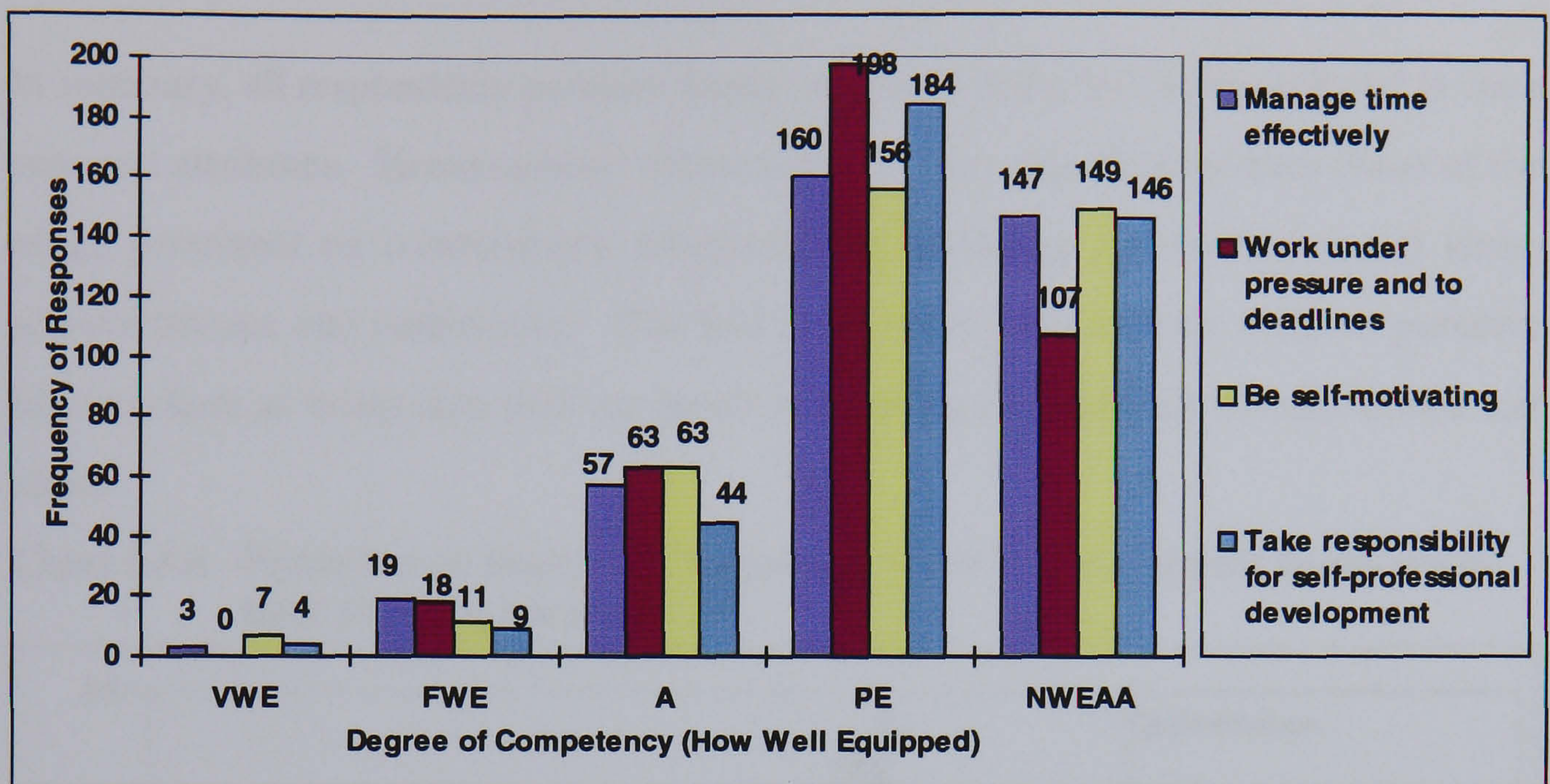
VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All.

4.5.5 Self-Management Skills

This sub-section presents the respondents' views on how well equipped headteachers are with self-management skills. A frequency distribution shows a consensus view that headteachers are not well equipped in self-management skills (Chart 4.5.5). Self-motivating represents 38.6% of the response followed by management of time effectively 38.1%, then taking responsibility for self-professional development 37.7% and finally working under pressure and to deadlines 27.7%. Crosstabulations show a similar trend of response among group, urban-rural, small-big school as well as experience dimension (Appendix 13). There is a significant difference between headteachers and office personnel ($\chi^2 = 16.69$, $df = 3$, $p = 0.00802$) and between small-big school headteachers ($\chi^2 = 8.88$, $df = 3$, $p = 0.03085$) on self-management skills of working under pressure and meeting deadlines. Headteachers' views of themselves in relation to time management seem to differ significantly from those held by the office personnel ($\chi^2 = 15.59$, $df = 4$, $p = 0.00361$) with, once again, the headteachers holding more negative views of themselves than those held of them by the office personnel.

In summary, respondents perceive headteachers as being less well equipped with all of the self-management skills. The difference seems to be significant between headteachers and office personnel as well as between small-big school head teachers on skills of working under pressure and meeting deadlines. Headteachers seem to perceive themselves as significantly less able to manage time effectively when compared to the perceptions of them held by the office personnel.

Chart 4.5.5 Perception of Degree of Competency (How Well Equipped) Heads are in Self-Management Skills



VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All.

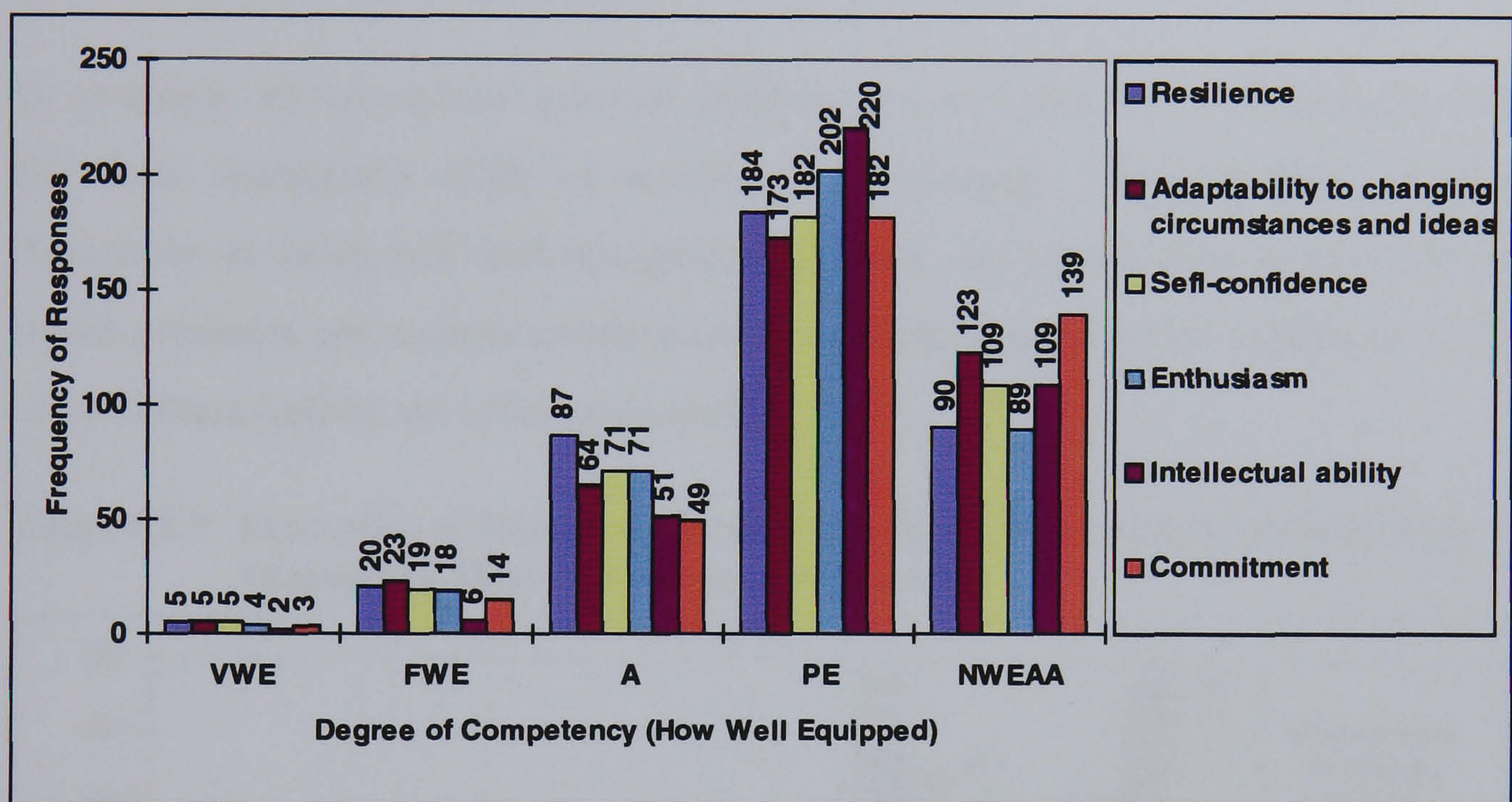
4.5.6 Personal Attributes

This sub-section presents the respondents' views on how well equipped headteachers are in terms of their personal attributes. A frequency distribution shows a consensus view that headteachers are not well equipped with personal attributes (Chart 4.5.6). Commitment represents a 35.9% response, followed by adaptability to changing circumstances and ideas 31.7%, self-confidence 28.2%, intellectual ability 28.2%, resilience 23.3% and enthusiasm 23.2%. Crosstabulations among group and experience show a very similar pattern of response (Appendix 14, I and II). The urban-rural and small-big school dimension reveals self-confidence as preceding adaptability to changing circumstances and ideas. On the urban-rural dimension, enthusiasm seems to precede resilience. Headteachers' views seem to differ significantly from office personnel in terms of commitment ($\chi^2 = 23.86$, $df = 4$, $p = 0.00008$), adaptability to changing circumstances and ideas ($\chi^2 = 28.13$, $df = 4$, $p = 0.00001$), self-confidence ($\chi^2 = 16.57$, $df = 4$, $p = 0.00234$), resilience ($\chi^2 = 11.72$, $df = 4$, $p = 0.01955$) and in enthusiasm ($\chi^2 = 20.11$, $df = 4$, $p = 0.00047$). There is also a significant difference ($\chi^2 = 16.17$, $df = 8$, $p = 0.04001$) in the experience dimension in adaptability to changing circumstances and ideas. This is another example of

headteachers holding more negative views of themselves as managers than those held of them by the office personnel.

In summary, all respondents perceive headteachers as being less well equipped in their personal attributes. Headteachers' views seem to differ significantly from those of the office personnel on commitment, adaptability to changing circumstances and ideas, self-confidence and enthusiasm. The less experienced respondents seem to perceive headteachers as being less well equipped in adapting to changing circumstances and ideas.

Chart 4.5.6 Perception of Degree of Competency (How Well Equipped) Heads are in their Personal Attributes



VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All.

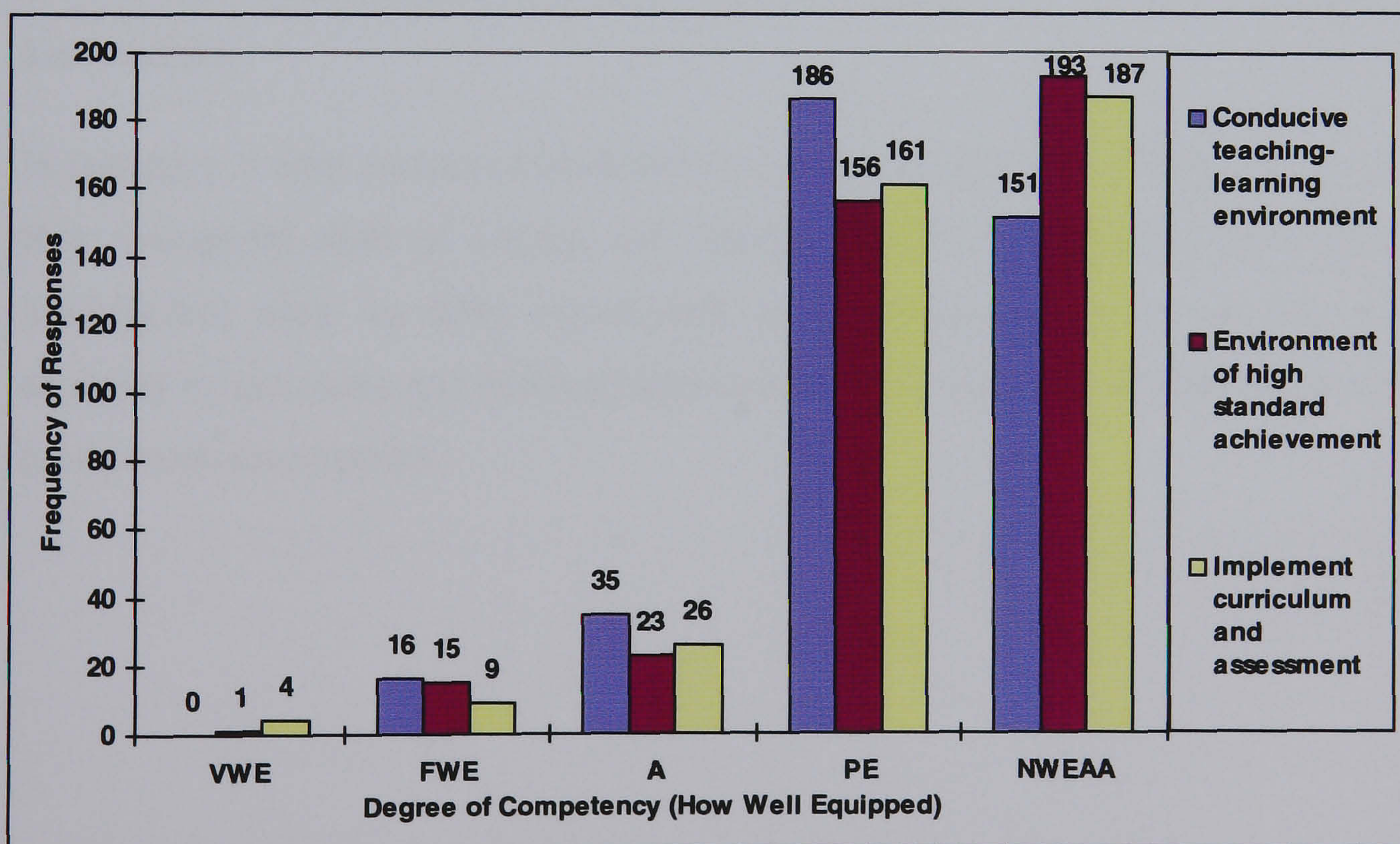
4.5.7 Managerial Competency in Teaching and Learning Skills

This sub-section presents the respondents' views on how well equipped headteachers are with managerial skills in relation to teaching and learning. A frequency distribution shows that headteachers are seen as not being well equipped in creating and maintaining an environment that promotes high standards of achievement 49.7%, effective implementation of the curriculum and assessment 48.3%, or creating and maintaining an environment which promotes and secures conduciveness to teaching and learning 38.9% (Chart 4.5.7). Crosstabulations show a similar pattern of response by group, urban-rural, small-big school and experience dimensions (Appendix 15). There seem to be some differences, though not significant, in the

respondents' views on headteachers' competency in creating and maintaining an environment that promote high standards of achievement among group and small-big school dimension. There are also differences although not significant in the respondents' views on headteachers' competency in creating and maintaining an environment which promotes and secures conduciveness to teaching and learning among urban-rural, small-big school as well as experience dimension. This difference becomes significant ($\chi^2 = 12.34$, $df = 3$, $p = 0.00630$) in the group dimension. Headteachers perceive themselves as being less well equipped in creating and maintaining an environment which promotes and secures conduciveness to teaching and learning than they are seen by the office personnel.

In summary, all respondents perceive headteachers as being less well equipped with the three managerial skills of teaching and learning. Headteachers perceive themselves as being less well equipped in creating and maintaining an environment which promotes and secures conduciveness to teaching and learning compared to the view of them held by the office personnel.

Chart 4.5.7 Perception of Degree of Competency (How Well Equipped) Heads are in Managerial Skills of Teaching and Learning



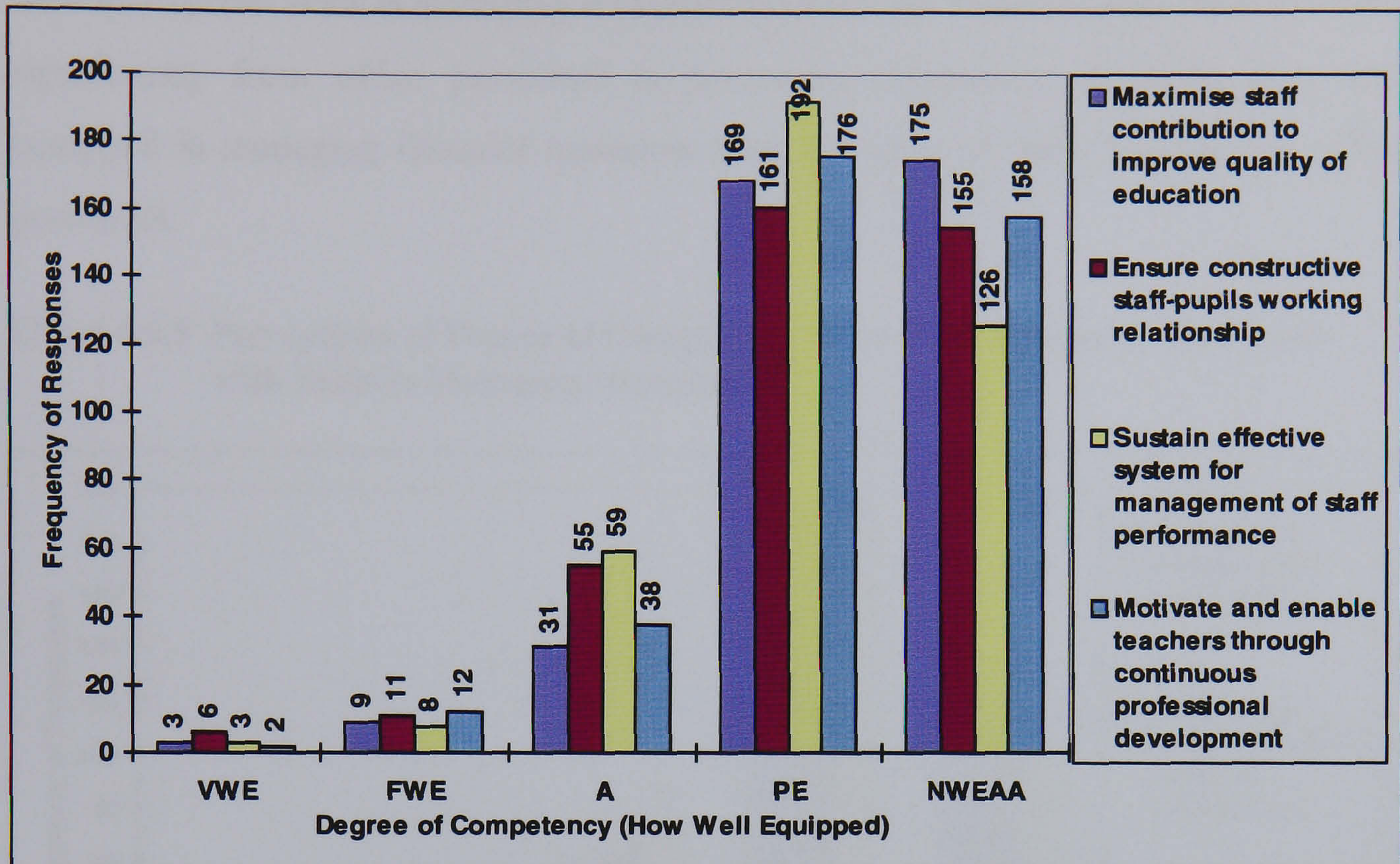
VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All

4.5.8. Managerial Competency in Leading and Managing Staff

This sub-section presents the respondents' perceptions of how well equipped headteachers are with managerial skills in leading and managing staff. A frequency distribution shows that headteachers are not seen as being well equipped in maximising the contribution of staff to improve the quality of education representing 45.2% response. This is followed by motivating and enabling teachers to develop expertise through continuous professional development 40.9%, ensuring constructive working relationships are formed between staff and pupils 39.9% and sustaining effective system for the management of staff performance 32.5% (Chart 4.5.8). Crosstabulations show a very similar pattern of response in the group, urban-rural, small-big school and experience dimensions (Appendix 16). There is a difference, though not significant, between urban-rural headteachers' perceptions, with skills in motivating and enabling teachers to develop expertise through continuous professional development. This difference becomes significant ($\chi^2 = 9.52$, $df = 3$, $p = 0.02304$) among small-big school headteachers. Small school headteachers seem to view themselves as being less well equipped in motivating and enabling teachers to develop expertise through continuous professional development, than do large school headteachers.

In summary, a clear pattern of headteachers being perceived as less well equipped in their managerial skills of leading and managing staff is observed. Small school headteachers seem to differ significantly in perceiving themselves as less well equipped in motivating and enabling teachers to develop expertise through continuous professional development.

Chart 4.5.8 Perception of Degree of Competency (How Well Equipped) Heads are in Skills at Leading and Managing Staff



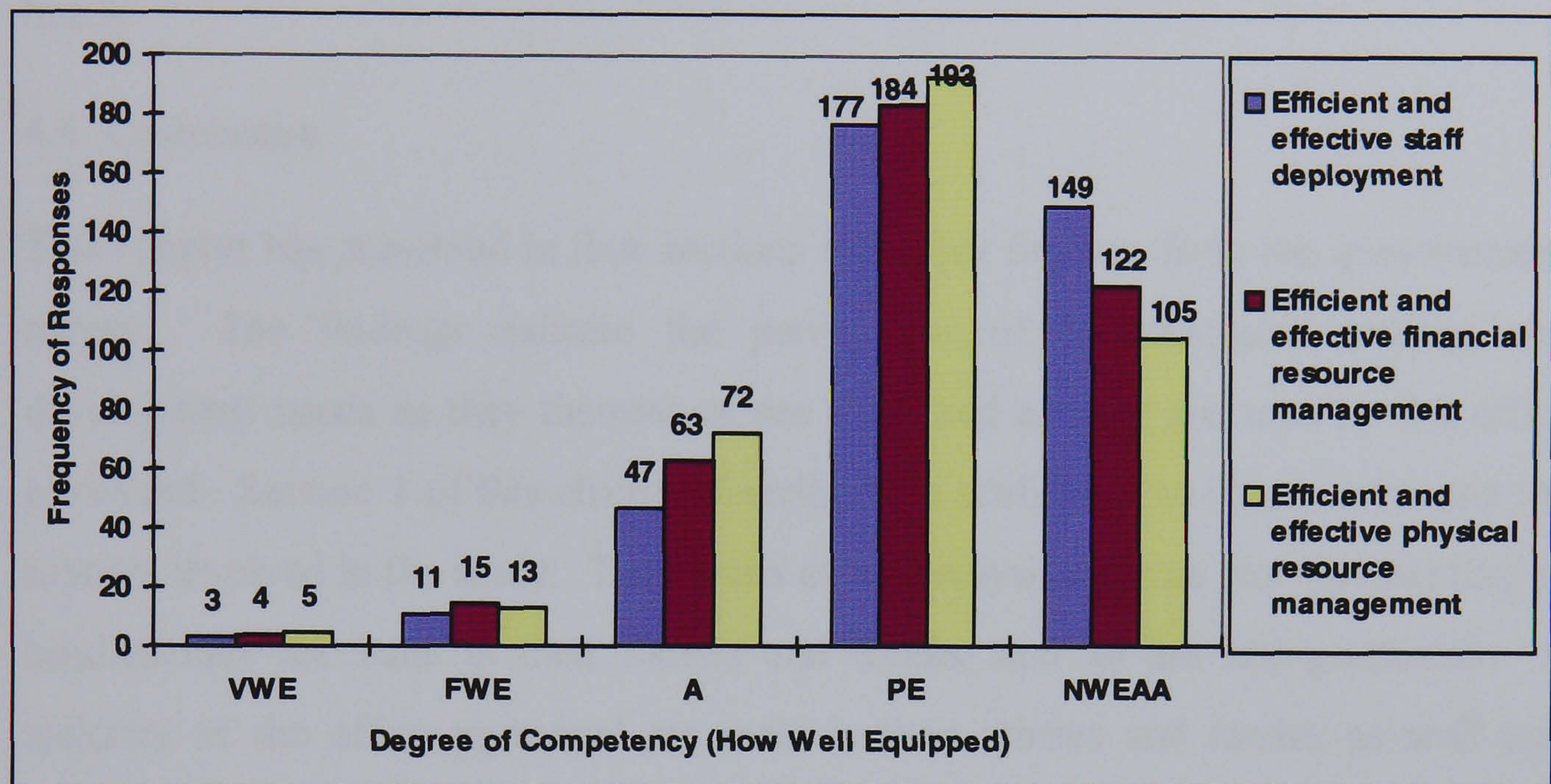
VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All.

4.5.9 Managerial Skills in Managing Resources

This sub-section presents the respondents' views on how well equipped headteachers are with their managerial skills in managing resources. A frequency distribution shows headteachers as not being seen as well equipped in the efficient and effective deployment of staff which represents 38.5% of the response. This is followed by the efficient and effective management of financial resources 31.4% and finally the efficient and effective management of physical resources 27.1% (Chart 4.5.9). Crosstabulations show a similar replica of pattern of response among group, urban-rural, small-big school and experience dimensions (Appendix 17). Interestingly, yet again, in relation to their financial management skills, it is clear that the headteachers assess their own skills more negatively significant ($\chi^2 = 10.94$, $df = 4$, $p = 0.02719$) than they are assessed by the office personnel. This may well be the situation for primary headteachers in Sarawak who have minimal dealing with financial transactions. In such circumstances it is not surprising that they are not well equipped with managerial skills in financial resources management.

In summary, a clear pattern of headteachers being seen as less well equipped with their managerial skills in managing resources is observed. Headteachers seem to differ significantly from office personnel in perceiving themselves as being less well equipped in managing financial resources than the view of them held by the office personnel.

Chart 4.5.9 Perceptions of Degree of Competency (How Well Equipped) Heads are with Skills in Managing resources



VWE = Very Well Equipped; FWE = Fairly Well Equipped; A = Average; PE = Poorly Equipped; NWEAA = Not Well Equipped At All.

4.5.10 Extent and Types of Training Heads Have Undergone

This sub-section presents the respondents' views on the extent and types of training heads have undergone on: perceptions of training; implementation of training programme; and the competency areas (how well equipped headteachers are to carry out certain tasks). A frequency distribution by way of crosstabulations show that there is broad consensus of agreement on the perceptions of training and the implementation of training programmes. A pattern where heads see themselves as being less well equipped in all the nine competency areas is also revealed. There is no significant difference between heads who receive a lesser extent and type of training over those who receive moderate and those who receive more regular and more variety of training on perceptions of training, implementation of training programme, and on all the competency areas. A few examples of these outcomes in crosstabulations form are shown in Appendix 18 (I, II and III). There could be many

possible explanations for this uniform lack of satisfaction with training. Firstly, that although heads received training, the transfer of learning has not effectively taken place during or after training. The second possibility is that the training has been out of the headteachers work context making it difficult for them to apply what they have learnt. Thirdly, the content of training may have been inappropriate not meeting the specific needs of the headteachers. Finally, the methodology employed in the training could have been inappropriate making the training less likely to be palatable to the heads.

4.6 Conclusion

This chapter has presented in four sections the major findings from the questionnaire survey. The findings indicate the perceptions of headteachers' training and development needs as they themselves see them and as they are seen by the office personnel. Section 1 of this chapter described the profile of the respondents and the schools involved in the study. The results of the analysis indicate that the majority of headteachers are male in their thirties and forties, and all are non-graduates. A majority of the office personnel are male in their thirties and forties as well but, relative to the headteachers, they are somewhat better qualified with just under 11% of the office personnel holding degrees. A majority of the schools are located in rural areas and most are small in size. Section 2 looked at respondents' perceptions of training, in particular, the extent to which they agreed on definitions, objectives and on the elements leading to positive as well as negative effects of training. The results of the analysis indicate a consensus amongst all of the respondents concerning their perceptions of the training undergone by headteachers. In Section 3, the implementation of the training programmes is examined. This section presents respondents' views on their preferences concerning: the identification of training needs; the factors which they see as facilitating adult learners during training; how training is organised; and their assessment of the appropriateness of current training provision. The results show a wide measure of agreement amongst the respondents upon these issues. Analysis of the headteacher's job was widely seen as the most effective way of identifying headteachers' training needs with headteachers themselves also favouring observation as a needs identification technique. There was

also a consensus concerning the factors which facilitate adults learning during the training process. However, headteachers were more likely than office personnel to favour the training being delivered “off-the-job”. Overall, there was wide agreement that the current provision of training was appropriate.

Finally, Section 4 related the respondents’ views on how well equipped headteachers are in terms of their knowledge, leadership skills, decision-making skills, communication skills, self-management skills, personal attributes, skills in managing teaching and learning, skills in leading and managing staff, and their skills in managing resources. The main pattern to emerge is that both the headteachers and the office personnel held negative views about headteachers in these regards. Interestingly, however, the office personnel held a somewhat less negative view of heads than did the headteachers themselves. This interesting phenomenon raises various possible explanations. Firstly, it is possible that the office personnel with their wider experience have made the more accurate assessment of headteachers. Or, it may be the headteachers who have made the more accurate assessment of their own failings. Maybe the headteachers are normally successful in misleading the office personnel into thinking that they are more competent than is truly the case. Or it could be that the heads suffer from low self-esteem and have under-rated their own competence. Or maybe the office personnel have some interest in perceiving the headteachers in their area as being more competent than the heads feel themselves to be. Unfortunately these quantitative data have revealed a pattern but cannot help in the matter of identifying underlying causes for the phenomenon they have identified. The findings also suggest that the existing training is generally seen in a positive way, although the data contain pointers for further improving certain aspects of the training. These pointers seem to include the need for a proper identification of training needs, incorporation of adult learners’ professional needs during training and a preference for training to be organised by ‘off-the-job’ and ‘close-to-the-job’ approaches respectively. These pointers also emerge in the interviews and will be explored in the next chapter which will focus on the qualitative data and will include an analysis of training documents.

CHAPTER 5

RESEARCH FINDINGS - QUALITATIVE DATA

5.1 Introduction

This chapter presents the findings from an analysis of the qualitative data gathered through the semi-structured interviews and the open-ended questions of the survey questionnaires. The training document serves to supplement the analysis. The main aim of the interview was to investigate and gain greater insight into the views of headteachers and office personnel concerning the training and development needs of primary school headteachers. Its purpose was to complement and supplement the quantitative data collected from the survey questionnaires to assist a better understanding of training and development needs of headteachers through adding a certain depth to the quantitative data. The training document analysis is helpful in understanding the scope and area of training that has been given by the training provider which is the Institute Aminuddin Baki (IAB). The presentation of the findings begins with a description of the profile of the informants. This is then followed by five major themes which include: (1) the perceptions of training; (2) the implementation of the training programme; (3) the perceptions of headteachers' competency; (4) factors affecting the identification of training and development needs of headteachers in Sarawak; and (5) improving headteachers training in Sarawak. Finally a small section on an analysis of the training document is described.

5.2 Profile of the Informants

This section sets out to describe the profile of the informants. Sixteen informants were involved in the interview, comprising 12 headteachers and 4 office personnel. The majority of the informants were male mainly from the Malay/Melanau ethnic group followed by the Chinese and only one other Bumiputera. The majority of them were more than 44 years old, long serving and experienced. Most joined the present school or office within the last ten years. There was only one graduate. Informants from amongst headteachers had received very little in-service training related to primary school management and administration while serving as headteachers. The sample is cross-sectionally representative as they reflect the distribution of urban-rural

and small-big primary schools in Sarawak. The informants' profile which is quite typical of the population of primary headteachers as a whole in Sarawak in terms of similar characteristics is summarised in Table 5.2 which follows.

Table 5.2 Profile of Informants and the Schools

Particulars of Informants		N	Head teachers		Office Personnel	
			f	%	f	%
Gender:	Male	14	10	62.5	4	25.0
	Female	2	2	12.5	0	0
Ethnic Group:	Malay/Melanau	9	8	50.0	1	6.3
	Chinese	5	3	18.8	2	12.5
	Other Bumiputera	2	1	6.3	1	6.3
Age:	24-33 years	0	0	0	0	0
	34-43 years	4	3	18.8	1	6.3
	44-53 years	12	9	56.3	3	18.8
Year of Joining Service:	1984 and later	0	0	0	0	0
	1973 - 1983	7	5	31.3	2	12.5
	1972 and before	9	7	43.8	2	12.5
Year of joining present	After 1996	4	4	25.0	0	0
School/Office:	1987 - 1996	11	8	50.0	3	18.8
	Before 1987	1	0	0	1	6.3
Experience as Headteacher/	< 3 years	1	0	0	1	6.3
Office Personnel:	3 - 10 years	10	8	50.0	2	12.5
	> 10 years	5	4	25.0	1	6.3
Grade of Present Post:	DG2 - Graduate	0	0	0	0	0
	DG3 - Graduate	1	0	0	1	6.3
	DG4 - Non Graduate	9	8	50.0	1	6.3
	DG5 - Non Graduate	6	4	25.0	2	12.5
	DG6 - Non Graduate	0	0	0	0	0
In-Service Training Received: (<i>Headteachers only</i>)	< 3 times	5	5	41.7		
	3 - 10 times	7	7	58.3		
	> 10 times	0	0	0		
Particulars of Schools						
School Location:	School Size:					
	Urban	6	< 150 pupils(Very Small)		2	
Grade of School:	Rural	6	150 - 300 pupils (Small)		4	
	A	6	301 - 400 pupils(Moderately Big)		0	
	B	6	401 - 600 pupils (Big)		3	
Day/ Boarding:			> 600 pupils(Very Big)		3	
	Day	12				

N = Number of Informants; f = Frequency; % = Percentage

5.3 Perceptions of Training

This section presents informants' perceptions of: the expectations of headteachers' training; the extent to which headteachers' training and development needs are being met; and their views on what constitutes effective training and how that might best be provided.

5.3.1 Perceptions of the Expectations of Headteachers' Training

All of them are of the view that training provides headteachers with extra knowledge and skills that they can use to perform their work in schools. The knowledge and skills headteachers obtain after training can be applied directly or with adaptation to manage and administer their schools. One of the informants added that the information gathered during training is up-to-date and can be shared with colleagues, while another informant emphasised that from training he would expect to know:

“What the latest ideas in education are and what the latest management skills are that have been developed elsewhere or even in Malaysia which headteachers can share” (HT1)

Another informant thought that the knowledge gained during training was important and would lead to a form of recognition by the staff. He stated that:

“staff look at you because you are the person with a special kind of quality and if you have that qualification i.e. the outcome of the training, it forms one quality already” (HT3)

This was further reinforced by an informant reporting that:

“After training headteachers feel competent, professionally competent to run their schools because not only are they senior in the school, there may be teachers who are senior to them in terms of service but with such training at least they are professionally competent to run the school and they feel they are at least better off than the other teachers in the school... otherwise their authority as well as their professional ability can be defied by those teachers who have been in the school for sometime” (OP1)

Another informant related headteachers' training to effective leadership in an organisation like the school. He saw effective leadership as:

“ being able to provide leadership that will help not only himself but his subordinates, the staff, to grow and develop as well.” (HT4)

Learning how to overcome problems and constraints is also reported as an expectation of training by at least 3 informants (all headteachers) e.g. in interpersonal relationships where headteachers communicate a great deal with the community. Headteachers need to know how to handle problems posed by the society, their teachers and pupils.

Three informants (all headteachers) shared the notion that they needed to know what happens in other schools in other states which are situationally different from theirs. Training offers the opportunity for headteachers to visit excellent and model schools. It was such exposure and sharing of experiences that enabled headteachers to emulate the ideas and good practice of colleagues. This led one of the headteachers to report that:

“I stress on emulating the positive aspects of management and administration of those schools which I can adopt and apply in my school” (HT10)

At least four informants (all headteachers) reported that training can gradually transform their attitude. One of them said:

“I view training and the outcome of training as being able to give positive effect in terms of my personal attitude particularly when I perform my administrative and managerial duties in my school” (HT10)

Just under half of the informants reported that training enabled headteachers to gain confidence in leading their staff.

“After the training, I feel more confident and more brave to take the challenge especially with our present parents who are very fond of complaining as a result of their high expectations of the school leadership” (HT6)

“After attending the headteachers’ training programme I feel more confident and more prepared to carry out what I have learnt” (HT8)

“The school is being managed by confident people, people who are professionally competent as well. Teachers know where their headteacher is taking them. I think this is the main benefit of training. I think the teachers will get the professional confidence. I think it is very important because if the teachers have no confidence in the headteacher that is the beginning of the downfall of the school” (OP1)

A trainer expressed his views on training as:

“Our main responsibility is to train headteachers so that not only are they ready for the job but they can bring changes to the school where necessary and also they are able to lead the change, lead the development in the schools.” (OP1)

However, what is lacking, one informant noted, is the training that leads to professional leadership skills. He argued that:

“it is all very easy to give, to provide and show leadership in administration because naturally as a headteacher you are the chief administrator, but to lead teachers especially professionally, is something very different and a lot of training in this area is lacking, I think headteachers would need this more”.

This lack of emphasis on professional leadership stands in contrast to recent developments in headteacher training introduced by the Teacher Training Agency (TTA) in England. The National Professional Qualification for Headship (NPQH) emphasises both leadership and management while the Leadership Programme for Serving Heads (LPSH), interestingly, focusses almost exclusively on leadership (Bolam, 1997; Bush, 1998; Lodge, 1998)

5.3.2 Perceptions of the Extent to which Headteachers’ Training and Development Needs Are Met

This sub-section presents informants’ views on whether the headteachers’ training and development needs are being met and how satisfied they are. Six informants were of the opinion that headteachers’ training and development needs are not well met. One informant reasoned that a lot of attention had been paid to the administrative aspect of the job rather than to the professional facet of headteachers’ needs:

“Facilitators don’t ask what our needs are from schools with different backgrounds when we are called for training. We are not asked what the actual problems in our schools are and we are not asked about our actual needs, because every school possesses differences.” (HT5)

“I feel that my needs are not fully met because there are constraints... sometimes only one theory is being discussed which may be practical in one place but not in another place... and need adaptations.” (HT6)

“The management system is still weak, that the headteachers still fail to execute their duties as expected, for example, regarding school planning where most headteachers are not able to provide their school plans when asked... suggesting that things are done on an ad hoc basis.” (OP3)

“When a course is designed it is not possible for the organiser to really consider all aspects of the participants’ needs... different individual or schools for example have different challenges or many people prefer to call it problems, and they are in different settings so when the papers are being presented then some aspects are relevant to ourselves, while others are not so relevant but it is up to us to pick up what the good points are that will enrich our own knowledge.” (HT4)

Seven informants were of the opinion that headteachers' training and development needs are generally met and they were happy about it. However, there are certain aspects which informants view as critically important which are not emphasised in the current training, most notably to do with issues of professional leadership. One of the informants (OP1) elaborates that headteachers' training and development needs are fulfilled by saying that:

"because our training is really suitable to the present needs of the headteachers. They are exposed to professional and institutional needs of the school because we design the curriculum in such a way that it fits the school. Unlike in the past our curriculum is being designed not based on the school needs. Now with the present development in the school we have to design the curriculum suitable to the school need. We have school visits as well during the training where we bring headteachers to effective schools or well run schools both rural and urban, both boarding and day schools in and around our jurisdiction which I think is very helpful. At least now they see what you mean by good school? What do you mean by effective school? In the past they only think of their own school, but when they see other schools are so much better than theirs at least they can see the difference why they need to be trained and to open up their minds." (OP1)

About half of the informants were satisfied with headteachers' training and development. It was seen as fulfilling their needs, as one informant opined:

"Most of the information given during training is satisfactory even though sometimes their delivery is not very effective. However, for a headteacher who really seeks experience and guidance, it is always beneficial. For those searching for the management and administrative tool they really get the information and new benefit to be used in their schools. On the other hand if someone come for training just for the sake of attending however much material he gathers, if he doesn't use them it will be a great waste." (HT2)

Another informant described the feeling of being enthusiastic and confident and added that after the training he felt he was more competent. Another informant expressed his relief after the training and had this to say:

"I feel I have gained a great deal of knowledge that I can use in school e.g. filing system, correspondence, financial management, and leadership qualities which are seen as being able to change our initial negative attitude to become more positive". (HT5)

Most informants reported that they felt satisfied and were happy with the training given to headteachers:

"When we come back to our respective schools we can make adaptations of the ideas to suit our school situations and culture... because a school already possesses its own culture and if we want to change the existing culture we can do it using steps given during training gradually as a gentle pace of change is normally more lasting." (HT11)

“I am happy as the training helps me in the administration and management of my school.” (HT7)

Sometimes certain headteachers who do not understand a topic prefer to keep quiet during the training session and such heads may return to their schools with only a weak grasp of the new knowledge to which they have been introduced as one headteacher remarked:

“Knowledge which is uncertain renders itself to be of no use in school as it is not well understood.” (HT2)

Although the outcome of training was generally seen as being positive, one informant remarked that its effectiveness depends on the individual because:

“I believe that in whatever aspects of training... which mainly aim at changes, and making change, if we have the positive attitude in that we are prepared to open up our mind to accept change, then most topics will be related and useful. However, if we have a negative thinking about what would be provided in the training, ... that this is the same old story, I know that and all this sort of thing then one will not draw any usefulness from the training.” (HT4)

An obvious dissatisfaction from informants, especially the headteachers, concerned the presentation of ‘long-winded’ theory that caused confusion to participants and eventually they forgot about it.

5.3.3 Perception of an Effective Training

This sub-section presents informants’ views on the notion of effective training. At least three informants indicated that training must be regular, more on professional aspects than theory, and emphasising practice, so that headteachers can apply whatever they have learnt through workshops. Another view concerns the manner in which headteachers get teachers’ co-operation to work with them as a team, especially in curriculum development. A view shared by one senior office personnel (OP3) is that effective training must be fruitful, down to earth, clear, precise, simple, understandable and incorporate hands-on activities. He further added that effective training means training should be designed and focused on the needs of the school, the headteachers and teachers and it should be done in schools in that, in this way, the headteachers will be better able to grasp and apply the knowledge and skills which they acquire during the training.

5.3.4 Perceptions of Support for Training and Development Needs

This sub-section relates to informants' views of the support received for headteachers' training and development. A vast majority of informants, all from among the headteachers, reported that they receive a lot of support from the Education Department. The management and administrative support are said to be crucial in their career development as headteachers.

“ Our State Education Department and the Divisional Education Office do from time to time provide support for professional leadership by giving monthly briefing and short courses for headteachers quite apart from what IAB is doing”. (HT1)

“The Education Department do provide enrichment activities for headteachers.” (HT2)

According to these informants, the Education Department's support comes from its various sections. Just under half said that the School Inspectorate lent them enormous support especially on supervision, school administration and management. A third said that the Divisional Education Office mainly through its group supervisors, provides heads with a lot of guidance on the running of their schools. A quarter said that the Curriculum Development Section provides them with guidance in terms of curriculum management e.g. on teaching and learning. One informant opined that:

“The School Section sends its officers once in a while to his school to have discussions, offer views, comments and propose ways to solve problems.” (HT9)

About half of the informants reported that collegial support was also crucial to their development as headteachers. They considered that the discussions with fellow headteachers while on training and during their monthly meetings were very useful.

Informants commented:

“In our visit to excellent schools during training we asked our colleagues about the way the schools are run and what are the techniques used to overcome the problems that they think the school faces so we learn something from our colleagues.” (HT6)

“We observe fellow headteachers who are experienced and successful in their schools for example those schools that show excellent performance... we also learn a great deal from their way of managing their schools.” (HT8)

“There is even collegial support within the Headteachers' Council to enable members to improve and develop their managerial and administrative capability.” (HT10)

“More often I think support from among headteachers is important because we as headteachers for so many years have a lot of friends who are headteachers themselves, so whenever we meet each other, if we have any problems we usually discuss them... I think I get a lot of help from those experienced friends of mine.” (HT12)

Just under half of the informants reported that they themselves play a vital role in initiating and sustaining growth and development as headteachers. Almost a third of the informants say that the most important contribution towards their growth comes from self-development through reading of relevant books and journals on education management and administration.

About a third of the informants reported that the PTA (Parent Teacher Association) provided support to headteachers in school management and administration. Some parent members of the PTA are willing to help headteachers especially doing in-service training at school level.

“Those members of the PTA who have expertise in specific areas of education are willing to help to conduct training for our teachers.” (HT10)

About one fifth of the informants reported receiving support from several other sources like the School Board of Governors (for schools having School Boards of Governors), teachers and members of the non-teaching staff, group supervisors, especially those attached to the District and the Divisional Education Office and the society.

“I receive a lot of support from outside in terms of management from my school Board of Governors which is formed by the leaders of the various workers associations.” (HT1)

“If a headteacher aim to succeed in managing his school he must have support from everybody especially from members of staff directly... you need the staff especially the teaching staff support.” (HT3)

“I get the co-operation and support from my teachers in arranging programmes that facilitates the further improvement of my pupils’ achievements helping those who are weak and giving persistent guidance and enrichment to the better performing pupils to achieve excellence. There are teachers who are involved directly as key personnel who have the task of helping me in implementing several curricular activities especially emphasising how to help teachers in their efforts to improve pupils’ academic achievements.” (HT10)

“I seek advice from group supervisors at the Divisional Education Office especially in matters like how to run certain things, how to solve some problems... the supervisors always give advice as well as support anytime when being approached. The supervisors I know are friendly and they are willing to help.” (HT12).

In summary, informants expect headteachers’ training to provide knowledge and skills that heads can use to perform their work effectively in schools. The knowledge and skills enable heads to help themselves and their staff to grow and develop their careers. Less than half of the informants perceived that headteachers’ training and development needs were not met. However, more than half of the informants say that they were satisfied and are happy and that headteachers can make adaptations of what they have learnt during training to suit their schools’ situations. Effective training is perceived as training which is fruitful, simple, clear, precise, understandable and with plenty of hands-on activities. Concerning the support received for headteachers’ training and development, most informants see support as coming from the Education Department, fellow headteachers, PTA members, teachers, non-teaching staff, and even from the School Board of Governors for schools having such a body.

5.4 Perceptions of the Implementation of the Training Programme

This section presents findings of informants’ perceptions of several aspects of the implementation of headteachers’ training programmes. This includes: whether there is any difference if participants are consulted or asked about their training needs; how do informants describe headteachers’ training needs; how are these training needs identified; what are the benefits gained from headteachers training; how effective is the present headteachers’ training perceived to be; what is the main strength of headteachers training; how is the trainers’ attitude perceived; what are the reactions to the headteachers’ training programmes being conducted; and how effective are the delivery methods perceived to be.

5.4.1 Perceptions of Being Consulted on Training Needs

This sub-section relates informants’ views on whether headteachers themselves should be consulted about their training needs. The majority of informants report that it would make a difference if headteachers were consulted and asked about their

training needs. Informants generally held the view that headteachers can tell course organisers what they really want out of a course. They added that headteachers' needs differ individually because no two headteachers are the same. Several informants related that:

“It will make a difference because with due respect some of the trainers themselves have never been headteachers before. So they may not really understand what a headteacher is like or what a headteacher’s job involves because a lot of things a headteacher does cannot be put down in writing. So you have to be in the shoes of a headteacher at least for five years before you can go and train the headteachers. So if trainers have no such experience it is better for trainers to consult the headteachers about what their needs are.” (HT1)

“I think it will be great, I think there will be a difference, because I believe that if we are being consulted that means right from the beginning we are already having the right footing so we sort of know before hand about the focus of the course. By being consulted our individual needs may possibly be brought forward and then may be included in the design of the course.” (HT4)

“I believe if a consultation approach is used in identifying training needs of headteachers I am sure that such training will become more interesting because participants are being well informed about what topics to expect. This will greatly help headteachers following the training to establish their knowledge, skills and competency in managing their schools.” (HT11)

5.4.2 Perceptions of the Description of Training Needs

Half of the informants, (all of them headteachers), describe headteachers' training needs in various ways while the rest did not describe them in clear terms. What is obvious is that headteachers' training needs are perceived to vary from one person to another, depending on time and context. One informant describes her needs as a direct response to her lack of knowledge and skills in certain specific areas like financial and human resource management. On financial management, she argued that headteachers in Sarawak are not warrant holders and therefore do not need to do any financial transactions. However, she felt that it is necessary to both know about and to have the skills in relation to planning the school budget which is needed by the Education Department. On the other hand, another informant described his training needs as what is given during training, suggesting that it is fine that training needs are determined by the course organisers so long as the courses serve the purpose and are beneficial. One small rural school headteacher expressed his views on the necessity of headteacher's training needs to be identified earlier and by groups of headteachers

based on the grade of their headships and their school's location. He also explains that headteachers as course participants will feel more at ease and ready to attend the training if they know what is to be expected. As a headteacher himself, another informant described his training needs as:

"...related to what aspects I need to make me a better person than what I am... self-examining myself or stock check myself to establish what my strengths and weaknesses are. By identifying all these aspects then I will know what I need... of course this must be related to the present situation because things are changing very fast. I believe that of course one element necessary to make this finding is to reflect my own needs is being honest to myself. Sometimes as part of our human nature we do not want to expose our own weaknesses." (HT4)

5.4.3 Perceptions of the Identification of Headteachers' Training Needs

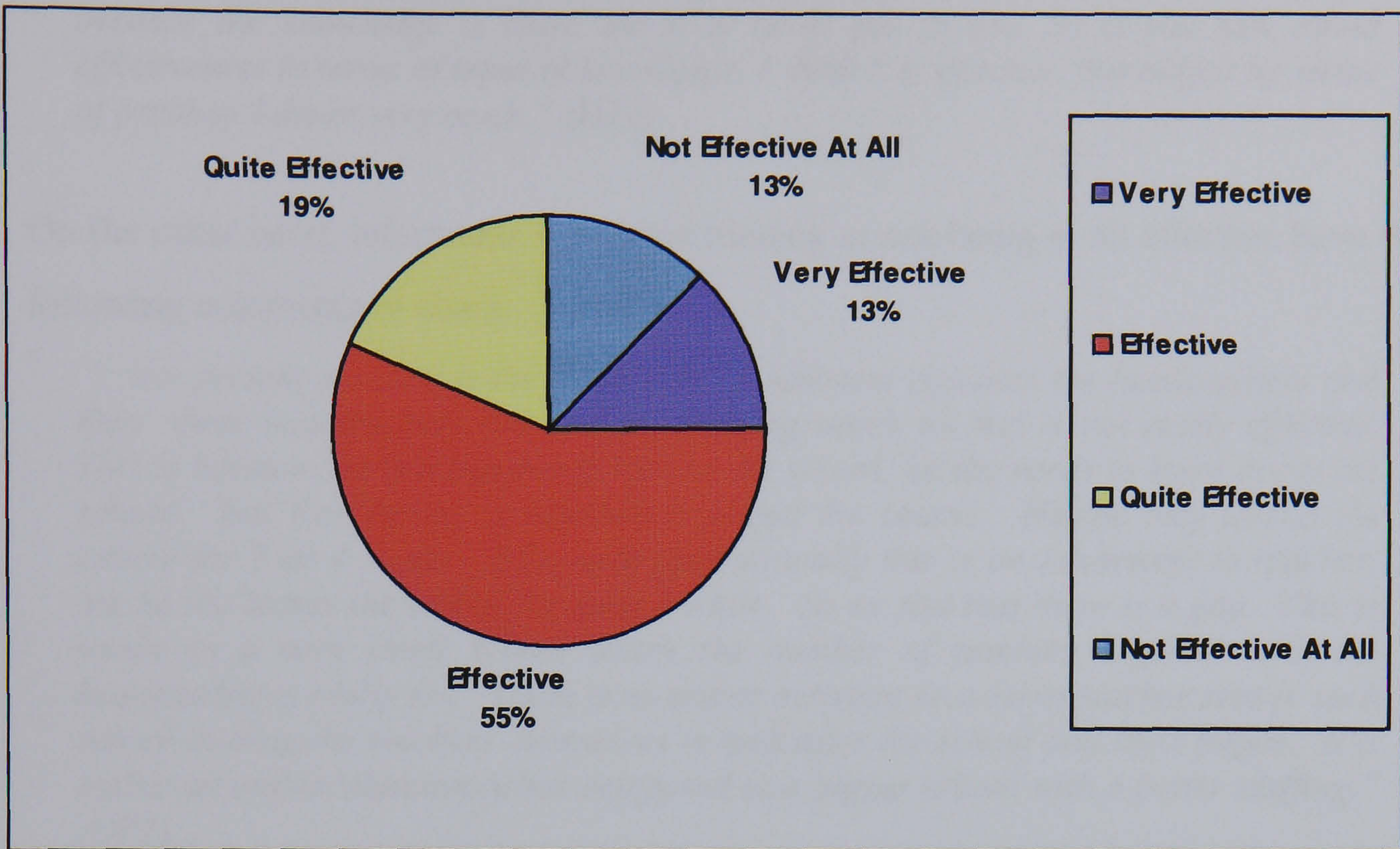
The informants point to at least six ways to identify headteachers' training needs. Half of the informants chose discussion with and among headteachers as the main way of identifying needs. A quarter suggested using questionnaires, while less than a quarter suggested interview. One mentions a visit by the training organiser to the school to ask the headteacher personally about his/her training needs, self examination of heads' strengths and weaknesses and the listing of the duties and responsibilities of a headteacher. On the visit to the school one informant, a headteacher, says:

"...If the trainer wants to know my needs the best thing is for him to pay me a visit, sit down for one hour or so with me to discuss with me may be, he can go around the school because even if an experienced School Inspector comes around and looks at the school he would be able to spot some blind spots that a headteacher or even the teachers fail to see i.e. some weaknesses. So this will help in assessing needs. By doing so weaknesses or things that need to be improved are established." (HT1)

5.4.4 Perceptions of the Effectiveness of the Present Headteacher's Training

Informants' views of the effectiveness of headteachers' training range from very effective to not effective at all. Just over half of the informants view training as effective, about a quarter view it as quite effective while an eighth each view it as very effective and not effective at all respectively.

Chart 5.4.4 Perceptions of the Effectiveness of Headteacher's Training



The two informants who perceive headteachers' training as very effective share their feelings that:

“the course inspires me to do better. This is important because our past experience of managing schools may no longer be applicable at the present moment so with the training, the materials are up-dated based on the present needs of the country. Personally as a result I manage my school in a more mature way and I take it in a broader scope.” (HT4)

“Actually it is very, very effective I should say, especially among the new headteachers who have jumped into the job and for those who handle the job without experience.” (HT6)

Informants who view training as effective share the view that the training is providing headteachers with the necessary information, knowledge, skills, latest developments in education as well as techniques and events which reflect their needs. It is interesting to note that among the informants who report that headteacher's training has been effective, one of them has this to say:

“It all depends on how we define effectiveness, in terms of knowledge that goes into the head of the headteachers or in terms of action. I think we should pay more attention to the output. What actually has he put into practice about what he learns in the past several weeks during training. I personally feel that a lot of things remain as knowledge in the head and only a small proportion of it has actually been transferred to the actual practice in the school. After some time, it is very sad to say even the little bit of knowledge in the head disappeared. So this is where a lot of training fails. And this is where I mean as far as I know a lot of headteachers don't

seem to improve the schools despite the fact that they have attended so many courses because the knowledge is there but it is never put to use. So if you talk about effectiveness in terms of input of knowledge, I think it is effective, but output by virtue of practice I doubt very much.” (HT1)

On the other hand, informants who view training as not being at all effective have the following comments to share:

“...our present practice is the Education Department appoints the headteachers and then these headteachers are sent for training which we feel is not really effective. This is because the headteacher is new to the school, he/she needs to know about the school. But then he/she is selected to attend the course. He/she may attend the course for 3 or 4 weeks. Of course professionally this is an advantage to him/her, but he/she leaves the school for quite a while. So we feel that there is a gap. This is worse in a very small school where the number of teachers together with the headteacher is really few. There is no senior assistant or a relief teacher sent to such school leaving the teachers themselves to look after the school and their pupils. It is rather an unfair situation when compared to a bigger school with a better staffing.” (OP1)

“From my experience, basically the system of training headteachers has not been effective. Only a small minority of them have the opportunity to be trained in an institution like IAB. Even if they go to IAB, with a few exceptions, most of them do not accomplish the mission of improving themselves and their schools after undergoing such training.” (OP3)

5.4.5 Perceptions of the Benefits of Headteachers’ Training

This sub-section considers informants’ reports on the benefits that headteachers’ training gives to the headteachers who experience it. It is reported that heads’ training benefits themselves personally, their staff, the pupils, the school and the Education Department. Headteachers who have experienced effective training gain more experience from others, are more knowledgeable, and are being kept well informed of current development or changes in education. Training leads to a higher level of knowledge and skills on the part of the headteachers. It also enhances headteachers’ self-confidence in managing and administering their schools. There is a transfer of knowledge into practice whereby staff benefit and this is further translated through teaching and learning to the pupils that manifests itself in terms of the pupils’ academic performances. One informant indicates the personal benefit headteachers’ training has brought to him by saying:

“I have attended a number of courses and I personally like those courses. I like to listen to new ideas and I like the free discussion, sharing experience among headteachers at question time.” (HT1)

The staff benefit through involvement in the management of the school as with the following headteacher practising what he had learned learnt during training by stock checking the material resources with the help of the teachers and the non teaching staff:

“I think the staff will benefit greatly from the headteachers’ training programme because we always encourage headteachers to share knowledge with the staff when they go back to school through in-house training for teachers in the school. For example, we are having short courses on Total Quality Management, we make sure that headteachers share the knowledge, expose their teachers to the knowledge they have gained when they go back to their respective schools. In doing this I think the multiplier effect will help the country, and the school to up-date the staff with new information.” (OP1)

The same informant (OP1) shares his feelings on how headteachers’ training benefits the Education Department in saying:

“I think the Education Department will feel less burden in replying to the queries from the Audit Department because the main headache for the Education Department is the mismanagement of the schools. I think in a sense the Education Department is now confident that the schools are in the right and safe hands of the trained headteachers. They have somebody who knows how to run the school.” (OP1)

At least two informants share the same view of the multiplier effect as the main benefit of headteachers’ training:

“It is like a chain. If for example a headteacher receives a lot of information, skills and approaches especially on instructional skills, he will pass it on to the staff through in-house training upon returning to the school. When this happens a multiplier effect of knowledge and skills takes place and if this happens then the school will benefit tremendously.” (HT11)

5.4.6 Perceptions of the Main Strengths of Headteachers’ Training

This sub-section presents the informants’ views of the main strengths of headteachers’ training. The majority of the informants saw the sharing of experience as one of the most valuable features of the training:

“... a lot of training courses now allowed the participants to participate in discussions to share with their colleagues and facilitators their past experiences.” (HT1)

Participants are able to get involved in discussions, workshops, doing their projects, and sharing their experiences and knowledge with others. A few informants considered that the training offers headteachers useful guidelines and directions to

follow, making them better and more effective as well as more resourceful. The organiser prescribes projects where participants have to reflect on the problems they have in their schools, analyse these problems and list strategies to overcome them. This approach enables the training to be contextualised. However, participants who are not well versed in the National Language find it very difficult to express their varied and rich experience. Their need to relate their experience in their natural and original context using their own language (e.g. Chinese-Mandarin) is hampered by the formal requirement of the organiser that all projects should be conducted in the National Language. An opportunity to contribute to knowledge is missed here. Headteachers also found it invigorating to be exposed to new ideas concerning current needs which they met in the form of numerous changes and challenges in their schools.

“I am an old timer. The exposure I received before this compared to the present times actually differs considerably as a result of changes.” (HT9)

One informant expressed the view that the training, by exposing him to new knowledge, skills, approaches and experiences, enabled him to change his way of thinking:

“I thought that in such a small school I can’t do much. Later on I found out that it still can be improved. Since that time I tried my best to improve the performance of the pupils because being a rural school most pupils come from poor families, without tuition and their parents never care about their children’s studies. Children receive very little encouragement and I can say almost 100% depends on the school.” (HT12)

One informant expressed strong positive views on the programme’s capacity. He took the view that the present training fully met the headteachers’ professional needs and those of their schools’. The headteachers’ training curriculum is now designed to fit the current needs of the headteachers and their schools which it is claimed by a trainer (OPI) is different from the past. An additional strength lies in the inclusion of school visits during training. Headteachers are being brought to visit well run schools, both rural and urban, both boarding as well as day in the neighbouring area close to the training centre. The informants drew attention to the way that trainers work together and extend their support to participants even outside formal contact hours e.g. during intervals like tea, lunch and dinner breaks and during games. Such

informal sessions give opportunity for participants to have access to and gain more knowledge and experience.

5.4.7 Perceptions of Trainers' Attitudes

This sub-section portrays informants' views of the trainers' attitudes during training. About half of the informants reported that the trainers have a positive attitude towards their tasks and just under half of the informants said that the trainers are competent, though less than a quarter say they are committed. In addition, informants describe the trainers' attitude during training sessions as pleasant, humble, willing to listen, willing to share knowledge and experience, supportive, self-motivated and open-minded. Apart from all the positive descriptions, some trainers were described by informants as having a laissez-faire attitude, as being arrogant or provocative in a negative sense, and boring. One informant shares his feeling that:

"Generally speaking the trainers I come across are very pleasant, humble and are very willing to listen. One of the reasons I discovered is that many of them are much younger than the headteachers, so in terms of practical experience they do realise that headteachers have vast practical experience though lacking in theory yet they have some knowledge." (HT1)

5.4.8 Perceptions of the Conduct of Headteachers' Training

This sub-section concerns informants' views of the conduct of headteachers' training. The majority of informants expressed the view that they were happy with how the training was conducted for headteachers.

"Generally speaking there are lectures followed by workshops with discussion. This is very stimulating and I am happy about it." (HT1)

"I am happy, except every time there is training I always feel that the time is either too short or there are topics being rushed through for e.g. as I always maintain that my need may differ from another headteacher...may be to others certain topics are less important and not their priority but to me it is my priority and yet it is not covered thoroughly. Therefore I feel I need more time but that does not mean I am not happy." (HT4)

A dissatisfied informant took the view that conducting training in an isolated centre like IAB is not the best strategy:

"if training is conducted in the excellent schools which are already established in the surrounding community, headteachers can see for themselves what the pupils do in such schools. Ideas from such schools can be adopted and adapted when headteachers return to their own schools." (HT5)

5.4.9 Perceptions of the Delivery Method

A majority of the informants reported that trainers use varied methods of delivery, including: lectures, workshops, discussion, projects, visits and sketches. Most of the lectures involved the use of overhead transparencies, however, not all transparencies were legible either because the handwriting was too small or because it was untidy. Different trainers use different methods of delivery, with some being reported as very creative and innovative.

“The workshops are the best venues for individual to express their view, to contribute what they can do to the programme.” (HT4)

“If lecture alone is used to deliver content it is practically boring. However, if headteachers are engaged among themselves in discussions after the lectures, then they can understand the concepts, theories better and faster.” (HT5)

One informant reported that trainers used English throughout the lectures and discussions making it difficult for those headteachers with a National Language background to understand. At least a quarter of the informants shared their uneasy feeling regarding replacement facilitators whom they found were often unable to deliver well and not well enough focussed on the relevant topics.

There are certain topics which have to be presented in the form of lectures which they found could become very monotonous. One informant shared his observation:

“I notice in such circumstances, most participants who are in their 40’s cannot hold their concentration except those who are really interested and felt that the topics are new and arousing their interest. There is a need to have some sense of humour to make the atmosphere lively and interesting.” (HT12)

To sum up, the majority of the informants reported that they thought it would make a difference if headteachers were consulted and asked about their training needs. Such an approach would enable headteachers to inform course organisers precisely about their needs. Informants described headteachers’ training needs differently. An informant described his needs precisely as a direct response to the lack of knowledge and skills in certain areas related to school management and administration. At least six ways were identified of identifying headteachers’ training needs which included: discussion with and among headteachers; questionnaires, interviews; visits; self-

examination of individual headteacher's strengths and weaknesses; and the listing of the duties and responsibilities of the headteacher. This conforms with suggestions by Pareek and Rao (1981), O'Sullivan et al (1988), and Oldroyd and Hall (1997). On the effectiveness of the present head teachers' training programme, four views were expressed with 55% saying it as effective, 19% quite effective, 13% saying very effective and another remaining 13% saying not effective at all. Effective headteachers' training was thought to benefit the headteachers themselves, staff, pupils, the school and the Education Department. Informants generally saw the main strength of head teachers' training as having been: the sharing of experience; changing ways of thinking; elements of exposure to other schools through visits; and team work by trainers. The trainers' attitudes during training have been broadly viewed as positive and encouraging. The majority of informants expressed their contentment with the conduct of the training. The delivery has been given by various methods with some trainers being seen as ingenious.

5.5 Perceptions of the Competency Areas

This section presents informants' perceptions about: areas in which headteachers need to be trained so that they can carry out their tasks and responsibilities effectively; areas given in the training but not effectively covered; and areas that it is not necessary to include in the training. Informants were also asked about their perceptions of a competent headteacher, how that could be achieved and the type of support needed by headteachers to sustain themselves competently.

5.5.1 Perceptions of Areas in which Headteachers Need to be Trained

This sub-section reports informants' views regarding the areas in which headteachers need to be trained. All informants reported a broad range of areas in which headteachers need to be trained in order to carry out their tasks and responsibilities effectively. This broad category includes: knowledge; leadership skills; decision-making skills; communication skills; self-management skills; skills in teaching and learning; skills in leading and managing staff; skills in managing resources; and the headteachers' personal attributes. Although this appears to concur with the nine

broad areas described as how well equipped headteachers are to carry out their tasks as headteachers in the questionnaires, the specific areas differ from individual to individual informants. Every informant reported certain areas of priority for headteachers to be trained in. It also depends on the stage of the headteacher's career development, length of service, experience and what relevant training they have acquired previously. This conforms with what McMahon and Bolam (1988) state as factors affecting training and development needs of individual. One informant commented:

"If I am a new headteacher first appointed then I would need to be told exactly what are the areas that I have to cover in school. What are my main duties and how do I go about it. I am already on the job for twenty years, I already know what I am supposed to do then the help is lesser than the routine, so my need will be input of new ideas to make changes. There is always room for improvement. I always have the feeling that if I run a school for more than five years I run out of ideas and I need to refresh. Sometimes when you are already a middle aged man you are tired of reading or even if you go to the bookstore you may not pick up the correct book that you need. So it is very refreshing to sit down and listen to somebody with fresh ideas or sharing what has been done in other schools or even what has been done in England, Japan or other South East Asian countries which prove successful in the management and running of schools. This knowledge will be very good for an experienced head teacher" (HT1)

The majority of informants viewed professional leadership as very important. This includes the curriculum which incorporates instructional leadership e.g. how to help teachers and leading them in terms of teaching.

"... instructional leadership need to be given emphasis because the core business at school is teaching and learning. If it is not given due attention and focus it is difficult to get any improvement in the school." (HT11)

About 25% of the informants reported a need to develop their communication skills with priority given to the acquisition of knowledge and skills in the use of computers.

"Knowledge and skills about the use of computers will be able to support you in your management and administrative job." (HT3)

Another 25% of informants reported a need to develop skills in self-motivation and motivating staff.

"The motivation of staff, ways to overcome the weaknesses among staff who are not doing the job and therefore not performing as expected is crucial." (HT6)

Another 25% of informants reported needs in the area of managing resources, including human, physical and financial resources. One informant emphasised human and financial resources management with this comment:

“in most schools all the teachers are trained but these teachers are not properly utilised by the school. Some of them acquire or learn very basic skills in college. I think this is where the problem lies i.e. headteachers have not used their trained teachers fully to help them run the school. From our record it shows that only 10% of teachers’ skills and expertise are being used in the school. So the 90% are not being developed.” (OP1)

Other areas of priority reported individually by informants included: problem solving; decision-making; self-evaluation; human relations with superiors, subordinates and parents; commitment; time management; social ethics including protocol; and the handling of office automation.

5.5.2 Perception of Areas Not Effectively Covered During Training

This sub-section reveals informants’ reports of various areas of responsibility given to headteachers which are not effectively covered during their training. This varies from individual to individual and is without any obvious pattern emerging. It appears that managing human resources in terms of utilisation of expertise to the best benefit of the school has not been addressed well.

“I believe that headteachers need to be trained how to use their human resources that is at their disposal to the best benefit of their schools. A simple example in my school I come across a teacher who is very good in gardening and another teacher very good in art but their talents are never being made to good use until I came. They were never given the chance to develop and contribute. I motivate them and they have done a good job by bringing changes physically to the school landscape.” (HT1)

Public relations, especially ways to handle and tackle people, staff and the public is another area of need. Headteachers can be very hard working but they may have very poor relations with staff. Some may have done a good job in the school with the school performing very well but did not have good working relationships with the teachers. Headteachers have to deal routinely with parents, teachers, pupils and the general public and must have the skills to do that effectively.

Relationships with the community where the headteacher serves is another important aspect. It was thought that headteachers need to know certain skills in order to assimilate well in order to be accepted and be able to work well within the community. Public speaking is another area that some informants thought should be emphasised in training:

“I feel that public speaking is one area that could be improved because it is one area of communication to the staff and then to the students, PTA and even the public...I believe this effective communication skill will change the whole outlook of how people look at headteachers...It is also related to conducting meeting. Certain headteachers spoil a meeting by not being able to control the meeting or making it too long, not being precise, concise and not being able to manage time properly.” (HT4)

At least two informants shared the view that knowledge and skills about computers had not been dealt with effectively during training. One informant related that to recognise basic concepts in teaching and learning of computers for older participants is not an easy task.

Team work was mentioned only briefly. A somewhat surprising fact in view of the crucial part that team work plays in helping to improve pupils' academic achievement especially in a small school where teachers are very few. Teachers need to collaborate in order to cope with the large volume of work and building a collaborative culture is a central task for the headteacher.

Handling and solving problems associated with pupils and their parents was seen as another area which needs attention. This is especially true in large urban schools where numerous problems arise from pupils as well as from their demanding parents. Headteachers need effective training on how to handle cases which can be very complicated and may have legal implications.

5.5.3 Perceptions of Areas Not Necessary in Headteachers' Training

This sub-section reveals informants' views of areas that are seen as unnecessary for headteachers' training. The majority of informants thought that financial management was not an area which needed to be covered in great detail in headteacher training.

They argued that headteachers in Sarawak do not handle financial transactions so much as their counterparts in the other States. They acknowledged that although knowledge about financial management is needed, the basics are sufficient for Sarawak headteachers.

One informant regarded the session on service, general orders and treasury instruction circulars as unnecessary detail, arguing that:

“A headteacher can be meticulous with general order or treasury instruction but he can be a lousy leader in the school.” (HT1)

The opening or closing ceremony during a training event was seen by some as a waste of time. It was thought better if such time were allocated for delivery of useful topics needed by the headteachers. It was also reported by another informant that a dialogue session where a facilitator uses time to deliver additional information is unnecessary. Instead, it was felt that such sessions could be used in a better way to allow headteachers to share their experiences with other headteachers in some detail.

5.5.4 Perceptions of a Competent Headteacher

This sub-section presents informants' descriptions regarding their perceptions of the characteristics of a competent headteacher. There was a certain degree of commonality in perceptions. However, at times it varies individually among informants. What was most striking was that the informants' perceptions fell broadly into the nine competency areas of: knowledge; leadership skills; decision-making skills; communication skills; self-management skills; personal attributes; skills of teaching and learning; skills in leading and managing staff; and skills in managing resources. However, not every description matches exactly the items on competency areas illustrated in the questionnaires. Table 5.5.4 which follows shows a summary of descriptions of informants' perceptions.

Table 5.5.4 Description of Informants' Perceptions of a Competent Headteacher

Description of Informants' Perception on a Competent Headteacher	Frequency
Knowledge	
Knowledgeable	8
Expertise in many areas	6
Having a vision and mission	3
Leadership Skills	
Openness (accepts criticism and opinion of subordinates)	4
Skilful (including having instructional skills)	3
Dynamic	3
Supportive	2
Firm	2
Uses many as well as different strategies	2
Different discretion to teachers, pupils and parents	2
Practices shared leadership	2
Possess management and administrative ability	2
Working as a team	1
Flexible	1
Always giving encouragement on how to improve work performance	1
Decision-Making Skills	
Able to see strengths and weaknesses and make decision	1
Place problems and challenges faced by the school as opportunity to find solution and make changes	1
Discusses problems with staff	1
Communication skills	
Good in public speaking	1
Good listener	1
Self-Management Skills	
Self-motivated	1
Willing to learn	1
Personal Attributes	
Interested in the job	4
Committed	4
Honest	3
Dedicated	2
Sincere	2
Trustworthy	2
Self-confident	1
Tactfulness with superior	1
Proactive	1
Enthusiastic	1
Hardworking and smart	1
Managerial Skills of Teaching and Learning	
Understand the problems of teachers	3
Adaptable to current changes in teaching and learning	1
Skills in Leading and Managing Staff	
Understands the needs of the school and staff	1
Skills in Managing Resources	
Close to the staff (good relationship with staff)	2

Half of the informants reported that they thought that being knowledgeable was important for a competent headteacher. One informant expressed it thus:

“that knowledge must be up-to-date,... knowledge not only in his own area e.g. maths, but general knowledge, knowledge about educational development, about the world... professionally competent with knowledge meaning that like a doctor and his patient, a headteacher can sit down and talk with teachers about teaching and learning, how to help a teacher when encountering a problem child, a slow learner.”(HT1)

Many informants described personal attributes associated with their perceptions of a competent headteacher in numerous ways. Words like: dedicated; honest; sincere; trustworthy; tactful; enthusiastic; proactive; committed; hardworking; self-confidence; and adaptability to current changes were used.

5.5.4 Perceptions of How to Achieve Such Competency

This sub-section focusses upon informants’ views on how, and whether, the desired competencies may be produced. This can be broadly categorised into trainable and other measures. The majority informants’ view was that knowledge and skills can be acquired through training and sharing of experience. One informant cautiously comments on training by saying that:

“..any training ought to select and arrange certain groups of headteachers with similar nature of experience and length of service because their differences of needs must be acknowledged... I wish to say that things are made easy by organisers putting headteachers who have so many years of experience together with new headteachers... old headteachers can be bored... with similar experience headteachers are willing to engage in active participation because they can talk about something that is shared.”(HT4)

Another informant thought that a headteacher must have high aspirations and create a working situation where there will be challenge. S/He should create a challenging objective for himself and the school and then share achieving it with the staff e.g. an aim to have the top football team in the State. The work must be done with conscience, sincerity and without much supervision.

Working from within the school context can contribute to a headteacher’s development of competency, as one informant states:

“I always get to handle my teachers first, get to know them well and then when I gain their confidence, I will get their co-operation... I try to be firm but at the same time

understand their needs ... then I got to study the environment and then understand the pupils and the community surrounding my school.” (HT6).

Another informant strongly thought that a headteacher must be given some autonomy in school. There ought to be leeway for him/her to initiate and make changes:

“Now if you look at our schools, the headteachers are given very little opportunity to be autonomous because of the worry that they will do things besides what has been prescribed. I feel that this dampens headteachers initiatives to develop their schools... there is a kind of constraint. If we look at what happens in the west, headteachers have an autonomous power to develop the schools with their own creativity and innovativeness.” (HT11)

At least four informants considered that the Education Department needs to contribute towards developing headteachers' competencies.

“Giving awards or incentives to outstanding headteachers as appreciation for their contribution.” (HT4)

Selection and appointment of headteachers needs to be done more professionally. The Education Department should not look only at seniority but should also screen the potential candidate's record, behaviour, attitude, interest in the job, dedication, and the extent to which they provide a good example and show a willingness to learn. A similar point was raised in Adi's (1995) study of school supervisors in Sarawak.

School supervisors from the Education Department need to visit the schools more regularly to observe what is being implemented by headteachers upon returning from courses. Supervisors can offer advice and guidance if headteachers are not doing what has been suggested during training. In fact such visit is a good opportunity to engage in some coaching, as recommended by Joyce and Showers (1980) to improve training effectiveness. Headteachers whose schools were visited also felt that they were being valued and appreciated. One informant shared his feelings regarding the need for school visits by School Supervisor:

“ Once I had a discussion with my teachers and wondered why our school was never being visited by the School Supervisors. The question arose how could the Department know the outcome of our work if they never come to see us?” (HT9)

5.5.6 Perceptions of the Support Needed To Achieve Headteachers' Competencies

This sub-section reveals informants' views on various forms of support needed to achieve headteachers' competencies. This support can come from within the school e.g. the staff, from outside e.g. from the Education Department, the PTA and the community. One informant suggests:

"the main support service that I need most would be for the Education Department to show care professionally... coming to the school to see the headteachers, to show that you care for them. Education Department personnel can make casual visits... In fact it is through this casual meeting with headteachers sometimes the senior officers can transmit good new ideas in a casual way and it is better than attending a course sometimes." (HT1)

Informants also thought that the Education Department needed to supply additional and up-to-date materials and information to headteachers regularly. Officers are welcome to visit schools to do monitoring and make constructive criticism to enrich headteachers as well as teachers with new ideas and innovations. In addition the Department should give equal opportunity to every headteacher to undergo relevant training tailored to their needs. There is a need as well for Departmental support in terms of proper posting for headteachers. Headteachers ought to be given time to carry out their task and see the outcome of their work before being hurriedly transferred elsewhere.

Another important support is co-operation from all the staff, teachers as well as non-teaching staff, the parents and the general public. Teachers must be willing to work tirelessly and contribute towards the school development. The community ought to avoid harassing or disturbing the school activities. Headteachers need the support of the PTA and the community in order to socialise and assimilate themselves especially when they serve in small schools located in the remote rural areas of Sarawak.

To sum up, informants identified a wide range of areas in which headteachers need to be trained to enable them to perform their tasks and responsibilities effectively. These were: knowledge; skills of leadership; decision-making; communications; self-management; teaching-learning; leading and managing staff; managing resources; and headteachers' personal attributes. It was thought by many that certain of these areas

were not currently effectively covered during headteachers' training. The areas not covered adequately were considered to be: human resource management; public relations; public speaking, knowledge and skills about computer; team work; and problem solving which involves pupils and parents. Other areas were thought not necessary for headteachers' training e.g. detailed financial management. Informants agreed that the nine competency areas contributed in various ways to the overall competence of a headteacher. Achieving such competency was thought possible through appropriate training and other measures such as allowing a certain degree of autonomy to headteachers, giving awards by the Education Department, a more professional way of selecting and appointing headteachers and regular visits by School Supervisors to oversee heads and giving them advice and guidance. Further support is needed to achieve the status of a competent headteacher which can come from within the school e.g. from the staff, from outside, like the Education Department, the PTA and the community.

5.6 Perceptions of Factors Influencing the Identification of the Training and Development Needs of Headteachers.

This section presents the respondents' perceptions of factors influencing headteachers' training and development needs. Table 5.6 shows a summary of these factors. Respondents described their perceptions in various ways. Because of the amount of data collected, these perceptions are here grouped into seven categories.

The knowledge, skills, experience and confidence level in managing and administering a school was seen as the most influential factor affecting the headteachers' training and development needs, being cited by 42.4% of respondents. This is followed by: headteachers' own problems and challenges (17.5%); current educational needs which are more challenging and needing good and efficient headteachers (14.6%); problems and challenges within the school (19.9%); the management and organisation of headteachers' training (5.6%); level of expectation of teachers, parents, society, Education Department and Ministry of Education for improvement (4.8%); and finally, changes in policy matters including curriculum change (4.1%).

Table 5.6 Perceived Factors Influencing the Identification of the Training and Development Needs of Headteachers

Summary of Perceived Factors Influencing Training and Development of Headteachers	Frequency of Responses			
	HT	OP	Total	%
Level of knowledge, skills, experience and confidence in managing and administering school	183	127	310	42.4
Headteachers' own problems and challenges	74	54	128	17.5
Current educational needs are more challenging and require good and efficient headteachers	76	31	107	14.6
Problems and challenges within the school	57	23	80	10.9
Management and organisation of headteachers' training	20	21	41	5.6
Level of expectation of teachers, parents, society, Department, and Ministry of Education for improvement	23	12	35	4.8
Changes in policy matter including curriculum change	26	4	30	4.1
Overall Total			731	100

HT = Headteacher; OP = Office personnel; % = Percentage

Respondents reported either a complete lack, or very little, knowledge of school management and administration gained through reading or through previous training. There is also a lack of other specific knowledge on curriculum and computers. There is a lack or low level of skills in supervision, identifying and solving problems and preparedness in being consulted by subordinates. In addition, the extent of experience and level of confidence in school management were mentioned as well. The view on *“direct promotion from an ordinary teacher to a headteacher renders many heads little or no experience and confidence in school management and administration”* is widely shared. Furthermore the level of experience acquired through *“learning from mistakes”* is revealed to be low. The phenomenon of direct promotion from ordinary teacher to headteacher is what Hoyle (1986:11) stated as:

“experience as a teacher plus certain personal qualities, diffuse and undefined, have been regarded as sufficient for the successful head.”

Headteachers' own problems and challenges were perceived to be crucial. These were seen as including: a lack of opportunity to up-date oneself with new ideas and development in educational management; attitude, level of interest and enthusiasm; status of appointment and qualification; and willingness to learn, accept and make

changes. The data suggested that there is a multitude of tasks and responsibilities, especially in small schools, these included: awareness of personal strengths and weaknesses; level of maturity; articulating a vision for the school; level of initiative and discretion; the desire to share experience; regular transfer; and the level of resistance to change i.e. difficulty in discarding old habit or practice. Some respondents describe headteachers' attitude as *"wait and see"* or *"honest with ability, strengths and weaknesses"*. The problems and challenge of the burden of duties was exemplified by the following respondent:

"headteachers from Grade B schools have a heavier load than those in Grade A because there are fewer members of staff unlike Grade A schools where the headteachers have a handful of Senior Assistants who handle curriculum, co-curriculum, pupils' welfare and they have less contribution to make in terms of academic excellence."

Current educational needs were described as more challenging and requiring better and more efficient headteachers:

"the current and future needs and expectations that is constantly changing and increasing...miscellaneous and continuous development in education sphere locally and worldwide that must be followed and tapped in terms of skills and knowledge."

Additionally, it was thought that there is a need to improve knowledge and skills in school management as well as a need to effect changes in teaching and learning. The demand for these was seen as influencing headteachers' training and development needs.

The problems and challenges within the school were also thought by respondents to be important. The status of school performance, in particular, poor academic achievement, demands much effort and skill from the headteacher as a curriculum leader. There are individual school differences in the types of problems, especially the strengths and weaknesses, the work culture in the school, physical conditions (buildings plant and facilities) as well as the location and size of schools. Many schools in the remote areas lack basic infrastructure such as an electricity supply which means there can be no electronic media like computers. Furthermore there are limited physical facilities. In addition there are differences in the socio-economic

status of the pupils and their parents which contribute to the challenges encountered by these schools and their headteachers.

Respondents considered that there were limitations in: the manner in which headteachers are selected for training; the level of appropriateness of training to match the headteachers' needs; preparedness of headteachers due to unknown training content; and the contextual appropriateness of facilitators. Lack of emphasis on follow-up and monitoring after training, the appropriateness of the training venue and lack of time were all factors which were referred to as affecting the effective management and organisation of headteachers' training.

The expectations held of headteachers by the many stakeholders like teachers, parents, society, the Education Department as well as the Ministry of Education to improve schools, the state and national academic performance were described by many respondents as high. This demands a considerable input from the headteachers. In return headteachers need to equip themselves with the knowledge, skills, confidence and the right attitude to accept as well as make changes in order to meet such expectations.

Finally, respondents considered that changes in policy matters, like the curriculum, inevitably affect headteachers' training and development needs. They acknowledged that there are policy changes in the NPSC (New Primary School Curriculum). In fact NPSC has undergone a multitude of changes ever since it was implemented in 1983 {see also Julaihi (1990) and Adi (1995) }. This demands adjustment on the part of the headteacher to be able to cope with and carry out the changes effectively.

In summary, respondents perceived at least seven factors as impinging on the identification of the training and development needs of headteachers. These comprise the following: a low level of knowledge, skills, experience and confidence possessed by headteachers in managing and administering schools; headteachers' own problems and challenges; current educational needs which are more challenging and requiring good and efficient heads; problems and challenges within the schools; the management and organisation of the headteachers' training; the level of expectations

of teachers, parents, society, the Education Department and the Ministry of Education for improvement; and the changes in policy matters including constant changes in curriculum.

5.7 Respondents' Views on Enhancing the Effectiveness of Headteachers' Training in Sarawak

This section presents respondents' perceptions of ways to enhance the effectiveness of headteacher training in Sarawak. The suggestions may be seen as complementing and supplementing the present initiatives with regard to further developing and strengthening training for headteachers. The number of suggestions put forward was so great that they are presented here in eleven categories as shown in Table 5.7.

Table 5.7 Suggestions to Enhance the Effectiveness of Headteachers Training in Sarawak

Summary of Suggestions to Enhance the Effectiveness of Headteachers Training in Sarawak	Frequency of Responses			
	HT	OP	Total	%
Identification of headteachers' training needs	122	56	178	29.6
Evaluation and feedback	57	54	111	18.5
Organisation and implementation	57	36	93	15.5
Features of training	53	15	68	11.3
Centre of training	42	12	54	8.9
Facilitators	17	12	29	4.8
Time allocation	17	1	18	2.9
Materials and methods	12	4	16	2.6
Incentives	10	5	15	2.5
Objectives of training	5	6	11	1.8
Other suggestions	4	4	8	1.3
Overall Total			601	100

HT = Headteachers; OP = Office Personnel; % = Percentage

5.7.1 Identification of Headteachers' Training Needs

Respondents perceived the identification of headteachers' training needs as important. Not only should the identification of needs be accurate and precise, it should also be based on the schools' category, size, location, its current situation, and take account

of headteachers with similar experience that are grouped by Districts. An equally important point stressed by respondents is identifying those headteachers who really need the training. Several methods by which training needs can be identified were identified. Suggestions include the use of interviews, observation and discussion with headteachers, use of survey questionnaires by the Department and by the Districts. In addition identification of training needs should take into account headteachers' schedule of duties, their daily tasks, their interests and the weaknesses and the problems, as well as the challenges, in their schools.

5.7.2 Evaluation and Feedback

Evaluation and feedback, especially follow-up after every training programme and continuous monitoring are suggested as crucial. This would enable the Department to better gauge the strengths, weaknesses, and the effectiveness of the training given to the headteachers. A respondent put it:

there is a need to have follow-up action by training organisers or Education Department to evaluate the output of headteachers through the implementation of what they have learnt during training."

In fact this suggestion goes further, suggesting:

"evaluation of headteacher's achievement during training through tests, workshop outcomes and practical sessions to be recorded on the certificate by achievement grade" and "follow-up must be emphasised by giving extensive opportunities to headteachers to try out what has been learnt. This is to ensure a maximum transfer of learning."

Facilitators need to visit schools to assess and help headteachers to practise what they have learnt. It is also suggested that feedback in report form can be obtained from participants to gauge the level of impact upon practice of their training.

5.7.3 Organisation and Implementation of Training

On training organisation and implementation, respondents suggested that training ought to be given in short periods, in stages but on-going. Emphasis should be more

on practical sessions with less theory. In addition it was suggested that the number of participants per training session should be small, say 20 headteachers in a group.

5.7.4 Features of Training

The fourth suggestion relates to the features of training. Respondents considered that effective training should have the following features: exposure to quality work; effective management and administrative strategies; plenty of practical sessions; incorporating skills and ability to adapt and adopt methods according to localised circumstances; new information for upgrading and improvement purposes. They also suggested attachments to schools which are improving and effective and which show actual examples of “*bench-marking*” and “*coping with crisis situation*”; on current problems and solutions. They would also like there to be a progression of qualifications from basic foundation to Diploma and beyond and that the courses should include a distance learning.

5.7.5 Training Centre

On centres of training, respondents expressed the view strongly that the venue needs to be appropriate and conducive to learning. As Sarawak is the largest state with a large number of primary schools many respondents suggested that a special headteachers’ training centre should be located there. However, some respondents acknowledged the advantages of a specific institute like IAB and its branch campuses.

5.7.6 Facilitators

Respondents also suggested deploying experienced, charismatic, skilful facilitators who are able to deliver well during the training. In addition, facilitators need to be expert in their fields and they should create a friendly atmosphere when delivering their lectures. Facilitators should also try to put less pressure on participants who have long service and may be nearing retirement age. Their presentations must be interesting and participants should be encouraged to take part in all the activities offered in the training programme. It was also suggested that headteachers who have

proved themselves to be successful in managing and administering their schools should be called upon to share their experiences with other heads during training.

5.7.7 Time Allocation

On time allocation, respondents suggest that there should be sufficient time given to headteachers to assimilate what they have learnt. At the same time organisers must avoid giving a lot of information in too short a time:

“The daily training session should not be more than five hours because participants get tired. Once tired they will not be able to absorb any good and interesting new ideas.”

5.7.8 Materials and Methods

On materials and methods, respondents thought that handouts on topics are essential and need to be provided for subsequent reference. Training modules ought to be realistic with current and challenging topics that arouse interest. There is a need for course organisers to obtain and compile information on problems and challenges from headteachers of different school categories and locations. Methods of delivery ought to be diverse and must include sessions with “hands-on experience” . Finally, detailed information about the programme should be sent in advance to enable headteachers to familiarise themselves with the topics prior to attending the training event.

5.7.9 Use of Incentives

Respondents view the use of incentives as enhancing training effectiveness. There is a suggestion that headteachers should visit other schools in other Districts, States or even in developed countries overseas as an incentive. Secondly, recognition of improved skills should be made by offering an enhanced salary scale as well as wider promotion opportunities.

5.7.10 Objectives of Training

Respondents put forward suggestions on the objectives of training. Training must aim at behavioural change, making a headteacher one who is knowledgeable, skilful,

confident and a successful implementer of change. In addition the purpose of training must be clear, precise and useful for helping headteachers in their daily tasks. It must be enjoyable and not boring in order to be effective and to achieve the training objectives.

5.7.11 Other suggestions

Finally, among other suggestions, visits to other school to interact with colleagues and find better ways of handling schools are given priority by respondents. Others include collegial supervision, allowing other institutes of higher learning to provide training rather than depending on IAB, the establishment of a training committee for headteachers with members comprising headteachers from Grade A and B, rural-urban, big-small schools, District, Divisional and State Education Officers which would be responsible for incorporating school management and administration in the Teacher's Training Colleges curriculum to enable teachers to be prepared to take on headship task in the future.

In summary, the suggestions of ways to improve the effectiveness of headteachers' training in Sarawak offered by the respondents were classified under eleven headings in order of importance: proper identification of headteachers' training needs; evaluation and feedback; how the training is organised and implemented; improving features of training; centre of training; facilitators; time allocation; training materials and methods; incentives; the objectives of training and other miscellaneous suggestions. If implemented, these suggestions might go some way to narrowing the gap between the present practice and what is needed for the future.

5.8 Analysis of Training Documents

This section presents briefly an analysis of documents on the available training courses organised and provided by IAB for primary school headteachers. The documents were collected from IAB and from former participants who have attended training at the Institute over the period 1995 to 1997. The analysis is based on statements of the course aims and objectives, delivery methods, contents and means of evaluation. Three levels of courses are organised by IAB namely:

- Foundation Course in School Management, a duration of 3 weeks;
- Intermediate Course in School Management, a duration of 4 weeks; and
- Diploma in Education Management (School Leadership and Management), for 3 months in several phases.

(IAB, 1997:1)

The aims and objectives of headteachers' training set out by IAB are:

- enhancing knowledge, skills and ability of headteachers to enable them to manage their schools rightly and effectively;
- managing resources and staff effectively to obtain optimum benefit;
- administering school offices and financial matters in accordance with government regulations;
- understanding curriculum concepts and carrying out curriculum leadership role;
- translating formal curriculum into practice to achieve national educational objectives effectively, and
- evaluating and organising school processes and structures, improving leadership styles, supervision and management.

(IAB, 1997:1)

This set of aims and objectives is found to be consistent with what has been perceived by the questionnaires' respondents and the interview informants.

IAB trainers used several methods of delivery including lectures, workshops, group discussion, videos, self-reading and case studies. These methods are perceived as appropriate by majority of the respondents in this study. However, some respondents preferred less use of lecture but more group discussion where headteachers themselves can participate.

The content for the three level courses is presented in Appendix F. The content covers a wide range of topics and it does readily map into the nine areas of competence highlighted in this study. These content areas has been perceived as appropriate by the majority of the respondents. However, the interview informants perceived that there are certain areas that are not effectively covered as well as areas which are not necessary to be covered in headteachers' training as discussed earlier.

Presumably, a headteacher with a Diploma in Education Management (School Leadership and Management) is expected to be better equipped to manage and administer primary schools than they were before undertaking the course. However, findings from both the survey questionnaires and interview suggest that the practitioners themselves often think otherwise.

The training document did not spell out any up-to-date means of evaluation on headteachers' training programme except for one reported by EPRD (1989). However, IAB assessed headteachers undergoing training and award them achievement certificates. The requirements for the award of the certificate includes: passing examinations; preparing an assignment paper; and a 100% attendance (IAB, 1997). It is clear that this is an achievement training which is test driven and summative in nature. There is no report of the follow-up which was recommended by so many of the respondents.

In summary, the analysis of training aims and objectives, the delivery methods are consistent with the survey and interview findings of this study. Although the training contents appeared to be readily compatible with the nine areas of competence of this study, the expectation that trained headteachers are better equipped to manage and administer their schools has not been seen to be consistent with what the majority of the respondents perceived. Most respondents preferred follow-up as a means of evaluating training given to them.

5.9 Conclusion

This chapter has presented the main findings of the qualitative data in six sections with an analysis of the training documentation in the final section. Section 1 focussed on the informants' profile. Section 2 looked into their perceptions of training which showed the generally positive view the respondents held of the efficacy of the training in providing headteachers with extra knowledge and skills to enable them to perform their work in schools more effectively. A clear picture emerged of the respondents' views of what constitutes effective training, it is beneficial, simple, clear, precise, understandable and with plenty of hands-on activities. The respondents thought that headteachers' training and development received support from the Education Department, fellow headteachers, PTA, teachers, non-teaching staff and the School Board of Governors where such a body is relevant. Section 3 concerned the implementation of the headteachers' training programme. The respondents thought that it does make a difference if headteachers are consulted about the identification of their training needs. Heads' training needs are described as a direct response to the

lack of knowledge and skills in certain areas. It was generally considered that the present headteachers' training is effective and has brought benefit to the heads themselves, their staff, pupils, their schools and the Education Department. The main strengths of the present training were seen as: the sharing of experiences among headteachers; changing ways of thinking; exposure to other schools through visits; and good team work shown by trainers. The trainers' attitudes are viewed as positive and encouraging. Generally, the informants expressed their satisfaction with the range of teaching approaches used on the training programme.

Section 4 focussed upon the areas in which headteachers need to be trained. The respondents thought heads need knowledge, skills in leadership, decision-making, communication, self-management, teaching-learning, leading and managing staff, managing resources and positive personal attributes to carry out school work effectively and to be seen as competent. Training was thought to be important but it needs to be supplemented by some degree of autonomy, by incentives, by a more professional approach to the selection and appointment of heads, and by regular visits by School Supervisors to maintain heads' competence. In addition, support must come from within the school as well as from outside. Section 5 looked into the factors influencing the identification of the training and development needs of headteachers and seven factors were identified. Section 6 was concerned with suggestions of ways to improve the effectiveness of training for headteachers in Sarawak and these were grouped under eleven headings. The final section highlights some aspects of training document used by IAB in relation to the present training for headteachers in Sarawak. It appears that the aims and objectives, delivery methods are consistent with the findings of this study. Course contents are fairly representative of the nine areas of competence that this study stressed. However, trained headteachers in those content areas are yet perceived as not being able to perform their tasks well. These findings and their implications for the administrative policy of the Education Department, for future provision of headteacher training in Sarawak and future possible lines of research will all be discussed in the final chapter of this dissertation.

CHAPTER 6

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

6.1 Introduction

The principal aim of the study is to examine the perceptions of training and development needs of primary school headteachers as they are seen by the headteachers themselves and as they are seen by the office personnel. Specifically, it sets out to describe and analyse the perceptions of these two groups of personnel regarding:

- training and development
- identification of training and development needs
- competencies of headteachers as a way of identifying their training and development needs
- the factors affecting the identification of training and development needs, and
- ways of improving the effectiveness of training of headteachers in Sarawak

The main purpose of this chapter is to consider the major findings of the study and to examine their implications which may inform policy makers and also shed some light on related future research. General recommendations are put forward which are based on the views of the respondents, the insights derived from the review of the literature and on the professional experience of the researcher.

6.2 Perceptions of Training and Development

The study has shown that there is a wide measure of agreement on the views regarding training and development amongst respondents. These views give an indication of the respondents', in particular the headteachers', awareness, knowledge and the extent of their understanding of four aspects of training and development: the definitions of training; its objectives; the factors contributing to its success; and why it may fail. I argue that headteachers ought to have basic knowledge about training prior to being engaged in it. This is particularly timely as an emphasis has recently

been placed by the Ministry of Education in Malaysia on preparing headteachers through training initiatives to be effective in running the primary schools. This is in line with the Ministry's effort to ensure greater school effectiveness. The literature regarding training and development forms a basis for this and the training organiser needs to bear this in mind when preparing training programmes for headteachers in future. The interview data also suggest that informants' expectations from training programmes conform with training purposes and outcomes put forward in the literature (Joyce and Showers, 1980; O'Sullivan et al 1988; Oldroyd and Hall, 1991). The interview data show a change of attitude among headteachers as one of the most important outcomes of training. In order to accommodate and implement changes in the school, headteachers need to adopt a more positive attitude which would be manifested behaviourally in their actions in their schools.

The study also revealed that respondents strongly agree that headteachers whose needs have been identified should be the ones selected for training, however, in reality, every headteacher is sent for training regardless of whether their needs have been identified or not. Yet there are obvious individual and contextual differences in terms of their training needs which vary greatly amongst headteachers. The study further revealed that the failure to understand and take into account site-specific differences amongst headteachers and their diverse needs can cause training programmes to be less effective than they might otherwise be. This suggests that as individual differences are complex and difficult to overcome, training organisers should be more sensitive to the issue of identifying training needs prior to training (Oldroyd and Hall, 1997).

The interview data also suggested that training has been concerned mostly with the administrative aspects of the job rather than with professional leadership. They further revealed that even those who are satisfied with the fact that their training needs are met still find that there is a lack of emphasis on professional leadership. This implies that training at best has equipped headteachers to be better house-keepers rather than to be professional leaders. This is far removed from being able to achieve the aim of ensuring effective teaching and learning which is the core purpose

of schooling (Abdul Shukor, 1994, 1998). School management perspectives must be reinforced through developing leadership skills in the areas of curriculum and teaching. This further suggests that management development training should be related to instructional leadership.

The study also showed that infrequent follow-up has been identified by the respondents as another cause of training programmes being less effective than they otherwise might be. This is consistent with the observation by Hallinger and Wimpelberg (1989:11) that in the U.S.A., despite the greater relevance of the contents of programmes, there is still a relative infrequency of substantial programme follow-up in the forms of coaching, on-site technical assistance, or support. Martin and Johnson (1989:10) similarly reported in their study that while 92% of the districts in Colorado have administrator staff development programmes, almost no districts follow up their programmes with subsequent observations, coaching, surveys, analyses or technical assistance. The qualitative data from the open-ended questions of the questionnaires also suggest that, in Sarawak too, there is a lack of follow-up work by training organisers after training has been given to headteachers. This means that headteachers are normally left on their own to try out, or not, what they have learnt during training. Such situations can be problematic because certain training scenarios can be very different from the reality in the schools. Heads returning to schools may be faced with a multitude of problems as they seek to apply what they have learned. Coping with such problems can inevitably cause heads to abandon whatever they have learnt at training centres in order to attend to the more immediate task of maintaining their schools.

6.3 The Identification of Training and Development Needs

The study revealed that an analysis of the headteacher's job is the preferred way of identifying the training and development needs of headteachers. This conforms with what was reported in the literature where headteachers' roles, responsibilities and tasks as they are perceived by the heads and significant others were analysed (Chew, 1986). It is the training organiser (IAB) that analyse and prioritise headteachers' training needs. This can mean that the training and development needs are formalised

and made uniform irrespective of individual differences amongst headteachers which contradicts what Hurst and Rodwell (1986) advocate. Over-reliance on this approach could affect the training outcome because organisers failed to recognise individual differences amongst headteachers. Moreover, making a satisfactory diagnosis of individual needs is time consuming (Baker, 1980, Hite and McIntyre, 1978 cited in OECD, 1982).

The interview data revealed that the respondents thought that it would make for more effective training courses if headteachers were consulted about their training and development needs. This suggests that heads would be in a better position to inform training organisers about their training and development needs if asked directly. This finding conforms with the study made by Abdullah (1997) where the professional development needs analysis of the senior staff in Brunei secondary schools was done by consulting and asking the senior staff concerned directly what their needs were. However, in Malaysia, in reality such consultation rarely happens. This was also reflected in Zulwali's (1996) study of staff development in secondary schools in Sarawak whose findings suggested that there was a lack of involvement of teachers in identifying their needs. Decisions were mostly taken by the management group in the schools. Furthermore, the influence of a centralised and highly bureaucratic system such as Malaysia's generally does not incline towards such consultative procedures. Therefore, the top-down needs identification, assessment and analysis, ineffective though it might be, would seem likely to continue.

The study also revealed that the other preferred ways of identifying training and development needs were observation of headteachers at work and the use of feedback from participants in previous training. Observation of headteachers at work is one of the methods suggested by Pareek and Rao (1981), Oldroyd and Hall (1997) and O'Sullivan et al (1988). An obvious disadvantage of relying upon the views of past participants is that it necessarily provides information of a retrospective nature. Such information is of little help to those who have already completed a training programme. This is where, as seen in this study, the competency based approach to identifying training and development needs can help. Needs can then be analysed

according to the level of competence of headteachers and this information can be gathered through questionnaires, interviews and even observation. In such a way group or individual differences may be established and prioritised to form the learning needs of a training programme. There is a need to scrutinise the areas of deficiency in terms of competency level so that by doing so, the training organiser may ensure that the targets are achievable.

The study indicated a wide measure of agreement on the factors facilitating adult learners during training. This suggests that adult learners should devote their energy to learning something that they would perceive would help them in dealing with the problems that they face in real life, and it is believed that they learn more effectively when learning activities are presented in the context of application to real life situations. Their readiness to learn, therefore, could be viewed as a function of the need to cope effectively with the developmental tasks associated with moving from one stage of development to the next. Furthermore, as self-directed human beings, adults are capable and responsible for their own learning styles. Indeed, according to Smith (1983:47) adult learners learn best “when they feel the need to learn and have input into what, why, and how they will learn.” For effective learning, both adult learners and educators should take into account learners’ previous experiences in selecting their methods and materials, in making their presentations, and in helping learners to modify and transform the meaning and skills derived from their previous experiences (Smith, 1983:48). The findings of this study however, reveal that the participants were far from agreed that they should have a say in determining the delivery techniques to be used in training programmes. This seems to suggest that delivery techniques can be arranged by the organisers so long as they are appropriate and enable participants to benefit from the training. This is in contrast to the views of Pedler et al (1978) when they argue that learning will be more effective and motivation greater if the content and method is selected and controlled largely by the learner.

On the choice of how training is organised, the study showed that respondents preferred “off the job” that is training at a residential centre as their first choice. This

was particularly favoured by the headteachers themselves. This seems to reflect an inclination to the normal practice in Malaysia especially in the training of headteachers. This finding appeared to be parallel to a similar study by Abdullah (1997:243) where the senior staff preferred to be trained out-of-school at a national training centre. Obviously, there are both advantages and disadvantages to the “off-the-job” training. One of the main advantages is the sharing of problems and experiences. Furthermore, the training can be more systematic, where proper curriculum, materials, aids, trainers and venue are used. The interview data which revealed the strengths of the present training provision confirms that participants appreciate these advantages. However, one of the main weaknesses is that many headteachers would only receive their training once in a decade, or not at all, and follow-up can be difficult with local and regional needs being easily overlooked (Dadey and Herber, 1991; Tsukudu and Taylor, 1995).

The study's findings reveal that the existing training is generally seen in a positive way although the data contain pointers for further improving certain aspects of the present arrangements for training. Proper training needs identification, attention to adult learners' professional needs during training and the organisation of the training appear to be the aspects which would benefit from attention and improvement. Even though headteachers' job analysis is the respondents' preferred way of identifying training needs, it clearly is not currently done in a way which caters for group or individual differences amongst the headteachers. As claimed by Hurst and Rodwell (1986), training needs are not uniform, priorities vary from place to place and from individual to individual. There is bound to be a mixture of men and women headteachers who vary in background, experience and aptitude coming for training. In view of this there should be a mechanism to overcome this issue e.g. the training organiser should conduct a national survey of all headteachers' training and development needs, similar to the PRISM project (Aitken and Brown, 1994) undertaken in Kenya. In connection with adult learners' professional needs, it appears that headteachers' variations of experiences are not taken into consideration when their needs are identified. At the same time, training has consistently been organised centrally thus taking little account of such issues as site, locality and contextual differences among headteachers'

respective schools. This study has also indicated that “close to the job”, e.g. attachment at another school to study its management is the preferred second choice for management training. Though there is an argument elsewhere that urban-rural, small-big school headteachers’ administrative and managerial tasks are the same (Magagula, 1991), the complexity of the situation in Malaysia may mean that the situation there is different.

6.4 Competency Areas - How Well Equipped Headteachers are to do tasks

The study revealed a general pattern of consensus that both headteachers and office personnel hold negative views about headteachers being less well equipped than they need to be in knowledge, skills in leadership, decision-making, communication, self-management, personal attributes, managerial competency in teaching and learning, leading and managing staff and the management of resources. A clear pattern also exists that the office personnel hold a somewhat less negative view of headteachers’ competency than the headteachers themselves. What could be the probable explanation for this pattern? The quantitative data of this study can, of course, only reveal a pattern but they cannot help in pin-pointing the causes of such a pattern of perceptions. The interview data do offer some possible explanations as to why the pattern is the way it is. One very strong indication is that while the training has been able to impart knowledge, there has been little or no transfer of knowledge to practice, a fact of which the headteachers themselves, like the following respondent, would be only too aware:

“It all depends on how we define effectiveness, in terms of knowledge that goes into the heads of the headteachers or in terms of action. I think we should pay more attention to the output. What actually has he put into practice about what he learns in the past several weeks during training. I personally feel that a lot of things remain as knowledge in the head and only a small proportion of it has actually been transferred to the actual practice in the school. After some time, it is very sad to say even the little bit of knowledge in the head disappeared. So this is where a lot of training fails. And this is where I mean as far as I know a lot of headteachers don’t seem to improve the schools despite the fact that they have attended so many courses because the knowledge is there but it is never put to use. So if you talk about effectiveness in terms of input of knowledge, I think it is effective, but output by virtue of practice I doubt very much.”
(HT1)

This conforms with the view in the literature which states that the assumption that teachers (or any learners) will automatically transfer their learning to a new setting is not strongly supported by research on training (e.g. Joyce and Showers, 1988). Furthermore, based on the experience of western society, off-the-job training which is how the present training has been organised does not necessarily make a person a good manager (Mintzberg, 1973; Hurst and Rodwell, 1986; Stewart, 1991). In addition, real learning cannot be divorced from real work, in real situations because such learning takes place through action, rather than by sitting in a classroom (Mann, 1989 cited in Samsiah, 1994; Agyris and Schon, 1978). Real learning provides individuals with the abilities to flourish under pressure and uncertainty, to establish and make sense of data, to reconcile contradictions at abstract levels, and to change oneself to help others achieve change (Mann, 1989 cited in Samsiah, 1994).

The background findings of this study revealed that about 20% of the headteachers had no exposure to in-service training related to school management. 80% had a varying degree of exposure from less than three times to more than ten times. Out of this 80%, the actual number who had undergone the Foundation, Intermediate and Diploma level courses provided by IAB was less than a third. This means that a high proportion of headteachers do not receive the formal training that IAB provides. Even though courses have been conducted for primary heads for a period of well over five years, there is still, inevitably, a large majority who have not had the opportunity to attend (IAB, 1999). The number is big and new heads are recruited every year, some to replace those who retire, or those who leave the service, or those who are promoted to other posts within the education system. This results in a high turnover rate which doubtless contributes to the headteachers being less competent than they might be to manage their schools.

The kind of in-service training given to headteachers (even teachers) is reactive in nature. This means that training is conducted in response to changes in policy that the MoE implements, some examples would be changes in curriculum, budgeting procedures, evaluation of staff annual performance, staff and student discipline, etc. Headteachers are normally the first target at school level to be given the exposure to

these policy changes when they are called for short courses. Such short courses, administrative in nature, aim to enable headteachers to carry out the changes in their schools. They are organised on a 'one-off' basis producing a situation in which those headteachers who happen to be heading the school during the implementation of such changes receive training, while those who are appointed later miss out. There are also frequent transfers of headteachers as a result of which some of them receive exposure while others do not. Such an approach to organising in-service courses and the topics covered can contribute to the kind of pattern seen in this study. Such staff development will never have its intended impact as long as it is grafted onto schools in the form of discrete unconnected projects (Fullan, 1990).

The centralised model for training in Malaysia as it is currently implemented has its shortcomings. Firstly, there is a failure on the part of the provider to relate the courses to the actual situations of the school concerned. As it is, headteachers' training needs are identified by the provider leaving the head teachers to merely accept what is offered. To illustrate this, Ibrahim Ahmad (1996:65) states that:

“the training curriculum focuses on the newly formulated statement of the Malaysian Philosophy of Education, the country's Vision 2020, the Education Vision, the Public Service Administrative Modernisation and Development Circulars”

Hence much of the professional aspect of headship training is lacking. An example of the professional aspect that has been left out is the supervision of teaching and learning. The imbalance of training in management and leadership may lead to what Bolman and Deal (1991:xii-xiv) argue as:

“Organisations which are over managed but under led eventually lose any sense of spirit or purpose.”

Bolman and Deal (1991) and Glatter (1997) argue that organisations and leaders/managers need both management and leadership to be effective and successful. Bush (1998) further states that effective leadership and management are required to generate school improvement.

Furthermore, trainers are not themselves well trained to cater for the primary education context. All trainers are graduates which one might arguably say would be

good for IAB but this unfortunately means that they do not normally have any experience of managing primary schools. Thirdly, the courses lack follow-up or support activities after the course. Participants are expected to carry out, unsupported, what they learn during the course in their everyday dealings in the school. This is where headteachers face dilemmas and real challenges in applying the theory to practice. Finally, taking in-service training in general, Garrett (1999:13) aptly comments that:

“Teachers taken from their place of work, usually during their holiday period, and trained in a short concentrated period, on topics not of their choosing, under conditions that bear little resemblance to their actual school environment, and then left to their own devices on the grounds that they are ‘qualified’ is ingenuous to say the least.”

The basic approach to training is one in which the theories and principles of management are imparted to the learners during the training programme. At the end of the training, there is a general feeling that headteachers have learned sufficient management skills and knowledge for the rest of their professional life. After that nobody seems to care what headteachers’ problems might be as they attempt to apply their learned skills and knowledge in their schools. The expectation is that there will be change both in the heads and in their schools. In reality that expected change rarely happens. In fact, after training, heads may wait a long time before anyone comes to see how they have gone about improving their schools by applying what they have learnt or to help them to apply it. It will also be a long time before the headteacher can attend further training programmes. Worst of all is that no one attempts to find out what the headteachers’ future learning needs might be. When heads, lacking support from trainers or officers, understandably fail in their attempts to introduce improvements in their schools, they unsurprisingly return to their old approaches which have worked for them in the past. Such is the dilemma of the Malaysian headteacher training system.

The emerging pattern in this study gives a good indication of what the headteachers’ needs are: leadership skills; management knowledge; decision-making skills; communication skills; self-management skills; the development of key personal attributes; competency in managing effective teaching and learning; and the management of resources.

6.5 Factors Influencing the Identification of the Training and Development Needs of Headteachers

As discussed in Chapter 5, the research identified seven factors that influence the headteachers' training and development needs:

1. the level of knowledge, skills, experience and confidence possessed by headteachers in managing and administering schools;
2. headteachers' own problems and challenges;
3. current educational needs which are more challenging and require better and more effective headteachers;
4. problems and challenges within the schools;
5. the management and organisation of the headteachers' training;
6. the level of expectations of teachers, parents, society, the Education Department and the Ministry of Education for improvement; and
7. changes in policy including constant changes in curriculum.

The factors are wide ranging and suggest how complex the issue of identifying headteachers' training and development needs can be. Most factors emanating from the individual headteacher like age, experience, skills, background and their job stage conform with what the literature says. The findings also suggested that training and development needs do not remain the same all of the time. It must be recognised that needs also change as the school changes and as the role and expectations of headteachers changes.

6.6 Enhancing the Effectiveness of Headteachers' Training in Sarawak

The research suggests many ways to enhance the effectiveness of headteachers' training in Sarawak. As discussed in Chapter Five the suggestions were classified under eleven headings, in order of importance, as: proper identification of headteachers' training and development needs; evaluation and feedback; organisation and implementation of training; improving features of the training; training centres; facilitators; time allocation; training materials and methods; the use of incentives; the objectives of training; and other miscellaneous suggestions.

These suggestions further indicate that what has been perceived as positive in the present provision could be improved further, thus the strategy is one of building upon the strengths of the present system as well as addressing its shortcomings. The identification of training and development needs ought to be more systematically undertaken so that it may be accurate, precise and based on the schools' category, size, location, current situation, and consider headteachers with similar experience. Evaluation and feedback, especially follow-up after every training programme, and continuous monitoring are crucial and should be carried out. This aspect is stressed in the literature, e.g. Murphy and Hallinger (1987:271) who talk about an overall "lack of assessment of programme effects", Little (1987, cited in Fullan, 1991) also note the lack of follow-up. The findings also indicated that training ought to be organised and implemented in short periods, in on-going stages. This means heads will have more opportunities to undergo training such as refresher courses for those heads who have not attended courses for some time. The training should be improved, e.g. by incorporating attachment programmes to schools that are improving and effective, providing actual examples or cases for purposes of "benchmarking" and "coping with crisis situations". In addition it is suggested that headteachers who prove themselves to be successful in managing and administering their schools, should be called upon to share their experience with other heads during training.

6.7 Implications of the Study and Recommendations

The major research findings discussed in the earlier sections of this chapter bring into focus some important issues and related concerns about training and development in general and the identification of training and development needs of primary school headteachers in Sarawak in particular which have a number of important implications for educational policy makers and practitioners. The research showed that while it was generally perceived that training and development and the identification of such needs are widely agreed upon and are seen as positive, the perceived level of competence of headteachers in carrying out their tasks in schools was widely seen as low.

6.7.1 The Complexity of Identifying Needs

The identification of training and development needs is a complex issue. The literature recognised that training needs are by no means uniform, with priorities varying from place to place and from individual to individual (Hurst and Rodwell, 1986). In addition the process of satisfactorily identifying training needs is lengthy and time consuming (Baker, 1980, Hite and McIntyre, 1978). There is no single method of needs' identification that could be described as the best. The headteachers whose needs are to be identified are very diverse even though they do similar tasks. There is tension between central needs and those of the individual and the school. In the present situation, changing needs of any type rarely get assessed and identified. The tendency is for the central system, conforming to the principles of uniformity for ease of organisation and implementation of the training, to persistently rely upon a top-down method of 'imposed', rather than identified, needs. Once this is translated into learning needs in the training programme the gap between the needs identified at the top and those experienced in the schools remains, with the result that at school level little changes. The present demand has been to be specific and on target, yet the specific needs of those managing Malaysia's primary schools have never been identified in a way which takes account of their views upon the matter. It is no wonder that training has been likened to casting a net hoping to catch all the fish in a huge pond. However, in this case, lack of knowledge results in few, or no, fish being caught.

6.7.2 Recommendations

To improve the effectiveness with which primary schools are managed, particular attention needs to be given to the following aspects of professional development and training programmes: leadership; systematic identification of training needs; and organisation and delivery of courses.

Firstly, headteachers' professional leadership should be given priority in the training to enable them to handle the core purpose of schooling which is effective teaching

and learning. Such training should be differentiated to cater for the needs of serving, newly appointed and aspiring headteachers. Follow-up and continuous support should be provided to heads to ensure that there is real transfer of what they have learned during their training into their professional practice.

Secondly, headteachers' training needs ought to be identified and assessed by involving them actively in the process. Weeks (1988) stresses that the needs of people and countries vary widely and there is no one method or theory that will provide the answers to these varied needs. Headteachers are practitioners and they are therefore the best source of information about what they need and what they are lacking. Their needs can be gauged through a competency-based approach as this study suggested. The identified needs could then be collated with the prescribed needs given by providers in order to strike a compromise. Only then can training be contextualised and heads would find it more meaningful to apply what they have learned to their school situations.

Thirdly, alternative approaches for organising and delivering courses should be considered instead of depending solely on the present off-site, centralised delivery system. 'On-the-job', school based training, where the head and their management team can identify their professional and management development training needs has a part to play in an effective management training programme. In doing so the school would become increasingly 'self-developing' (Oldroyd and Hall, 1991). The benefits of the school-based approach are that the needs of each school are decided on collaboratively and locally rather than centrally. Then, based on these needs, trainers or consultants could be invited to conduct training for the head as well as the management team. Such a case could be likened to the service of trainers on the doorstep or a mobile training unit that can move from one school to another as needed. This could create an opportunity for IAB to diversify their approach and it might also prove to be an economic, effective and cost effective mode of training.

The cluster based approach like the mentoring scheme which was piloted in England and Wales in 1992 (Thody, 1993) may also be used. The scheme entitled all new heads to seven days mentoring from an experienced head who guided their learning

through encouraging observations, discussion and reflection. According to Thody (1993), the mentoring took place almost entirely within the school of the mentoring pairs, with occasional meetings of all those involved in the scheme. The scheme was organised by the regional consortia who selected heads and their partners, devised the training activities and ran the scheme. Applying this to the Malaysian context, the Divisional or District Education Office could act as the consortium while IAB could be involved as trainer at the inception of the scheme, reducing their role once the scheme was in progress. An example of an increasing shift towards school-based mentoring programmes for principals in South Africa is the case of the ODA supported project in Botswana (ODA, 1994, cited by Johnson, 1996).

A 'management self-development' approach like the one developed by the National Development Centre for Educational Management and Policy at Bristol University could also be introduced. According to Oldroyd (1993) 'school-based management self-development as an intermediate technology' has been developed to overcome the problems of creating expensive infrastructure in the form of 'centres or trainers'. The system operates on the twin principles of academic study and reflective practice. The academic study comprises distance learning materials which provide "better management principles, structures and processes themselves supported by theory, research and examples of good practice. Reflective practice is promoted through structured learning and action research projects" (Oldroyd, 1993:170). Applying this to Malaysia, IAB could continue to play a central role but their scope and range of training provisions could be greatly broadened. Johnson (1996) reports that the management self-development distance learning materials have been successfully adapted and indigenised in Hong Kong and Poland.

The Malaysian Primary School Headteachers Council whose members comprise all serving headteachers of all primary schools in the country forms another important potential vehicle for delivering management training. The Council could be mobilised to organise seminars and training workshops for their members at different times of the year and at different localities depending on the availability of funds. Such meetings could be organised during school holidays allowing headteachers time to

have a few days in their deliberations. Professional meetings of this sort could also be utilised to discuss professional matters with regard to practice in their schools. Trainers or consultants in management fields could be invited as facilitators to the seminars and workshops. In addition, those headteachers who have obtained a Diploma in Education Management and Leadership could become facilitators to help members broaden their knowledge of education management and leadership. Such meetings would offer numerous advantages. They would create an opportunity for heads to meet different experts in different aspects of education management making them very appropriate for new heads who for the first time have the chance to meet experienced heads and officers. Through consultation the heads could acquire ideas, professional support and vision for their future careers. It would also introduce the heads to the idea of professional federation and help them to identify ways of solving the problems of geographical isolation. Sharing work and ideas with wider vertical and horizontal groups should be introduced. In this way heads could realise that to become educationally effective their schools must use their own strengths, identify their own needs and be willing to share their expertise with others. By so doing they will reduce their isolation and increase their flexibility for mutual resource. Such exposure for the heads may be the answer to the isolation, referred to by Craig (1987:259) which so many headteachers experience:

“the loneliness of the headteacher’s position is often spoken of and many headteachers experience genuine difficulty in self evaluation [...]. These close contacts with other headteachers in the federation and the opportunities which will naturally arise to visit other schools in the case of federation activities should provide many headteachers with practical opportunities to compare and contrast their own performance and help them in evaluating themselves and their schools.”

Finally, the notion of pre-service training especially for aspiring headteachers may prove to be another area worth considering for Malaysia. Such a move has been announced recently by the new Director General of Education at the Ministry of Education (Ministry of Education Malaysia, 1998). He suggested that before a headteacher is appointed and posted to a school he/she needs to undergo special training leading to the accreditation of a Diploma in Education Management and Leadership. As a result of this proposal there is a move to create an opportunity

where headship posts will be advertised for the first time, a shift from the old practice of direct appointment. However, lessons from the US and UK on pre-service training ought to be carefully and critically learnt before implementing such a move in Malaysia.

6.7.3 Future Research

The study has shed some light on the identification of headteachers' training and development needs. It has also highlighted some of the factors influencing headteachers' training and development needs identification. It also brought into focus suggestions for further improving the effectiveness of headteachers' training in Sarawak. It has, in its own right, brought forth some interesting findings that are useful for decision-making in policy formulation at the MoE and SED. However, as discussed in the earlier chapters, this study is exploratory in nature. It has its limitations. It identified the present needs identification system as inadequate rather than actually carrying out such a needs identification. Nor did it seek to evaluate the effectiveness of the training provision currently given by IAB, rather, it records the views of the heads and office personnel on how effective they have found the training to be in practice. The issues that the present study has not addressed are potential areas for future research. It is recommended that the following studies should be carried out to ensure a better understanding and tackling of headteachers' needs in their ever challenging roles and functions in schools in Sarawak, Malaysia.

1. A baseline study of the training and development needs of all the primary school headteachers throughout Malaysia. This may also incorporate headteachers of all secondary schools. Such a study should be able to provide useful information on the differences in levels and the differentiation of headteachers' needs by experience or stage of work, gender, school location, school size, boarding or day school and cultural background of the students. Subsidiary studies of a similar nature could be conducted to gauge the needs of those headteachers who need refresher courses.
2. Evaluation research to assess the effectiveness of the training given to both primary and secondary headteachers in bringing about positive changes to the administration and management of schools. Such a study might also incorporate performance assessment of headteachers in the implementation of educational innovations.
3. A study on analysis of the job of the Malaysian headteacher which respondents of this study has indicated to be the preferred way of identifying headteachers' training and development needs.

6.8 Critique of the Methodology

The researcher acknowledged that the present study has its methodological limitations. In addition to the issues raised in Chapter 3 several points are made here. This study may have yielded a slightly different outcome if the following steps had been taken.

- using a 7-point instead of 5-point Likert type scale,
- randomization of the statements of the questionnaire,
- changing the sequence in the data collection procedures, and
- providing open-ended questions after or in between group of statements.

The 7-point Likert type scale may encourage a wider spread of responses. It thus gives respondents a broader choice to indicate their view along the scale provided. However, it cannot be ruled out that their responses are not skewed as the present study indicated. With a broader scale, the responses could have been easily collapsed during analysis. This study engaged a 5-point Likert type scale for purpose of easy administration and analysis. Furthermore, the 5-point scale is the most practical for most common purposes (Verma and Mallick, 1999:119).

Getting statements jumbled up instead of being grouped and structured may avoid the 'halo effect'. The 'halo effect' could easily be in a response set (Oppenheim, 1992:231). The respondents having once made up their mind say favourably with respect to a particular response set (e.g. Objectives of Training) may then check the position on the left or vice versa of the scale without giving careful thought to each of the items. With a jumbled statements arrangement, respondents could have responded without being guided by the structure and having a pre-set mind of the possible inclination of their responses. Responses obtained could then be easily grouped at the time when analysis of results is carried out.

Furthermore, changing the sequence in the data collection procedure might contribute to a slightly different outcome of the study. A preliminary interview could have been conducted with headteachers and office personnel to gauge their responses about the area to be investigated. This information could be used to inform the statements or

questions prepared for in the questionnaires. Only after doing that the questionnaires are finalised and sent out to the respondents. This then will be followed by the semi-structured interview. Alternatively, getting the questionnaire data analysed and then only formulating semi-structured interview and subsequently carrying the interview could be another approach. Such a sequence was not adopted in the present study owing to the constraint of time available to the researcher, who resorted to carrying out the semi-structured interview concurrently to save time.

In addition, providing open-ended questions in between or at the end of every group of statements in the questionnaires could further enrich the qualitative aspect of the study. Such steps allow many more respondents to be reached with the same amount of effort (Drever, 1995). In addition, Kerlinger (1970, cited in Cohen and Manion, 1994:277) succinctly defined open-ended items as “ those that supply a frame of reference for respondents’ answers, but put a minimum of restraints on the answers and their expressions.” However, the researcher strongly felt that the semi-structured interview could have offset such gaps as questions for the interview are patterned in such a way that they reinforce the group of statements in the questionnaires. An obvious drawback here is that the number of informants are very small compared to respondents of the questionnaires, hence there is the question of possible non-representativeness of informants’ views. A more varied and representative qualitative view could have been tapped from the questionnaire itself if more of the open-ended questions were provided for.

There could be some informants among the many in the interview who may give stereotype responses and this can affect the reliability of the data. They could have given responses in return to impress the researcher. In addition, the representativeness of their views could be taken with some degree of reservation as the number of informants are small although informants of the interview in this study have been purposively sampled. As a measure to minimise these effects the researcher took necessary steps to fully inform all informants about the aims and purpose of the interview. The researcher also stressed the importance of honest, frank and truthful responses of the interview. In fact the same precautionary measures were taken by the researcher for the survey questionnaires.

Finally, there is the concern of bias especially in the interview. However, the researcher made a deliberate attempt to focus the issues in questions. Therefore the semi-structured interviews helped. If there was a bias, then it was in interpreting the responses, that it has been structured to the researcher's taste, to what the researcher considers important and relevant to the study.

6.9 Conclusion

The central contention of this study is that while the relevant literature may provide a useful guide to understanding the concepts of training and development, the identification of such needs for educational administrators and its application in developing countries like Sarawak, Malaysia is somehow complicated by the nature of current practice and the variation of educational administrators' experiences within a difficult educational context, which are characterised by many administrative and professional shortcomings. The major findings that emerge from this study strengthen the existing literature on training and development. While there is a clear indication from the limited Malaysian literature on the uniform top-down training and development needs identification, there has been no effort on the part of the provider to accommodate differences of individual or groups of headteachers. While the expectation of the MoE is high for change as an outcome of training heads, little has been accomplished in actual practice in the schools.

This study brings into focus the importance of training and development needs identification in preparing headteachers to lead and manage their schools. It also highlights the ever increasing complex and challenging roles the headteachers are facing. Headteachers need a considerable amount of knowledge, skills and attributes if they are to perform effectively in their job. The study also throws some light on the competency areas for headteachers and the level of such competencies they are perceived to possess. The study revealed some relevant factors that affect the identification of training and development needs. It suggests measures that could be taken to further improve the effectiveness of headteachers' training. The findings of the study potentially provide important information which could inform the decision-

making process in policy formulation at the MoE, specifically for the training organiser and the SED.

The study has a contribution to make, especially towards realising two (the first and the ninth) of the ten aims for education management in Malaysia (Ministry of Education Malaysia, 1998) which state that:

“The first focus is on effective headteachers. Headteachers are the key actors who implement the national educational development: ‘the principals set the bearing and tone of the school’. The preparation of headship will introduce a new system of identification and training. The development of theory on school management among headteachers will be enhanced. Their personality through a ‘grooming’ process will be introduced, their skills will be more towards a ‘hands on principalship’. The aim of headteachers’ development will be towards acquisition of ‘the core technology of schooling’. The headteachers’ managerial focus must be clear and geared towards (i) ‘the classroom view’ to ensure that teachers teach and students learn, (ii) the ‘school wide view’ to ensure that school management receive the acknowledgement of the local community. Selection and posting of headteachers will be efficiently implemented on a ‘back-to-back’ basis.”

(Ministry of Education Malaysia, 1998:5)

“The ninth focus is on comprehensive staff development. Staff development is very crucial because education programme need to be managed by skilful and professional staff. A comprehensive staff development is planned geared to produce 3 groups of staff: (i) managerial group who will operate institutions like schools, department and division, (ii) specialist group who will operate on programmes and activities like curriculum, assessment, planning, multi-media, etc, (iii) teachers as a group who are interested to become class teachers for a long service life period whose skills in pedagogy need continuous improvement. Motivational and enrichment courses shall be broaden so that teachers’ motivation will be maintained.”

(Ministry of Education Malaysia, 1998:14)

This is in line with the need for Human Resource Development contained in the seventh Malaysia Plan (1996-2000) which emphasises the need for higher levels of professional and skilled manpower as well as administrative and managerial expertise with upgrading of skills and knowledge of the labour force and promotion of managerial competence (7th Malaysia Plan (1996-2000) in Information Malaysia 1996:379-384).

It is hoped that a greater understanding of the significance of the identification of training and development needs and the effectiveness of training that this study has brought to light will be viewed as a positive contribution to the improvement of the provision of quality educational opportunities in Malaysia.

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APPENDICES

APPENDIX A

The National Standards for Headteachers (Source:HMSO, 1997) (Adapted from NPQH, 1997)

Knowledge and understanding of:

- what constitute quality in educational provision;
- the characteristics of effective schools;
- strategies for raising pupils' achievement and promoting their spiritual, moral social and cultural development and their good behavior;
- how to use information about pupils' prior attainment, set targets for improvement;
- effective teaching and assessment methods

Skills and attributes:

Leadership skills, attributes and professional competence: the ability to lead and manage people to work as individuals and as a team towards a common goal.

Headteachers should be able to:

- create and secure commitment to a clear vision for an effective institution;
- initiate and manage change and improvement in pursuit of strategic objectives;
- direct and co-ordinate the work of others;
- build and support a high-performing team;
- work as a team;
- motivate and inspire pupils, staff, parents, governors and the wider community;
- set standards and provide a role model for pupils and staff;
- seek advice and support when necessary;
- deal sensitively with people;
- use appropriate leadership styles in different situations.

Headteachers should possess and display the attributes of:

- resilience;
- adaptability to changing circumstances and new ideas;
- self-confidence;
- enthusiasm;
- intellectual ability;
- commitment.

Decision making skills: the ability to investigate, solve problems and make decisions

Headteachers should be able to:

- collect and weigh evidence, make judgements and take decisions;
- think creatively and imaginatively to resolve problems and identify opportunities;
- demonstrate good judgement.

Communication skills: the ability to make points clearly and understand the views of others

Headteachers should be able to:

- communicate effectively orally and in writing with a range of audiences;
- manage good communication systems;
- chair meetings effectively;
- develop, maintain and use an effective network of contacts.

Self-management: the ability to plan time effectively and to organise oneself well

Headteachers should be able to:

- prioritise and manage their own time effectively;
- work under pressure and to deadlines;
- be self-motivating;
- take responsibility for their own professional development.

Key Tasks of Headship

Strategic direction and development of the school

- lead by example, provide inspiration and motivation, and embody for the pupils, staff, school board and parents, the vision, purpose and leadership of the school;
- Create an ethos and provide educational vision and direction which secure effective teaching, successful learning;
- sustain improvement in pupils spiritual, moral, cultural, mental and physical development;

Teaching and learning

- create and maintain an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behavior and discipline;
- implement the curriculum and its assessment;
- create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

Leading and managing staff

- maximise the contribution of staff to improving the quality of education provided;
- ensure that constructive working relationships are formed between staff and pupils;
- implement and sustain effective systems for the management of staff performance;
- motivate and enable teachers, including subject leaders to develop expertise in their respective roles through high quality continuing professional development;

Efficient and effective deployment of staff and resources

- deploy all staff effectively in order to improve the quality of education provided;
- set appropriate priorities for expenditure, allocate funds and ensure effective administration and control;
- manage and organize physical resources efficiently and effectively;

APPENDIX B

QUESTIONNAIRE ON PERCEPTIONS OF TRAINING AND DEVELOPMENT NEEDS OF PRIMARY SCHOOL HEADTEACHERS IN SARAWAK

QUESTIONNAIRE - A FOR PRIMARY SCHOOL HEADTEACHERS

INTRODUCTION

The aim of this study is to examine the perceptions into the training and development needs for headteachers in Sarawak and to determine how their needs can be better identified, addressed to contribute to the meaningful and better administration and management of the primary schools by the headteachers.

The purpose of the questionnaire is to obtain your perceptions on various aspects of the training and development needs for headteachers in administering and managing primary schools. It is designed to allow you to express your personal opinion and feeling about the training and development needs for headteachers, their competencies necessary for managing and administering schools. It also gives you the opportunity to suggest improvement that may be taken to enhance the identification and fulfilment of the training and development needs for headteachers in terms of knowledge, skills, attributes and their tasks.

For the study to achieve its objectives, your kind assistance and support, frank, honest and thoughtful responses are important. Your responses will remain **anonymous**. They will be combined with those of other respondents from among headteachers, office personnel from throughout the state.

In the context of this study, training refers to those effort or activities initiated by the Ministry of Education Malaysia primarily to create and provide continuous opportunities for headteachers in particular, teachers and education staff in general to improve their professional knowledge and skills, their general competencies and potentials.

INSTRUCTION

This questionnaire has 5 sections. Please kindly complete all.

SECTION I

BACKGROUND INFORMATION - PRIMARY HEADTEACHERS

Write or tick (✓) in the appropriate box.

1	Year of birth		19
2	Gender	Male	
		Female	
3	Ethnicity	Malay/Melanau	
		Chinese	
		Dayak/Iban/Bidayuh/Orang Ulu	
		Others(Please state)	
4	Year of joining Education Service		19
5	Years of experience as headteacher	Less than 3 yrs	
		3 to 10 yrs	
		More than 10 yrs	
6	Present Grade	DG4	
		DG5	
7	Year you join your present school		19
8	School location	Urban	
		Rural	
9	School grade	Grade A	
		Grade B	
10	Boarding/Day	Boarding	
		Day	
11	School Size - Number of pupils	Less than 150	
		150 - 300	
		301 - 400	
		401 - 600	
		More than 600	
12	Please state the number of in-service courses related to primary school management that you have attended ever since you become a headteacher.		

SECTION II
PERCEPTIONS ON TRAINING

Below are statements about training. Please indicate the degree of your agreement or disagreement by placing a (✓) in the appropriate box where: SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD = Strongly Disagree,

1. A planned and systematic effort to modify or develop knowledge/skills/attitude.	SA	A	NS	D	SD
2. A process and a learning experience.	SA	A	NS	D	SD
3. A transfer of needed information to the learner in the most efficient way.	SA	A	NS	D	SD
4. To develop participant's competency and mastery of specific skills.	SA	A	NS	D	SD
5. Enhancement of knowledge and skills.	SA	A	NS	D	SD
6. To facilitate the change of attitudes of participants.	SA	A	NS	D	SD
7. Improvement of performance in the person's present job.	SA	A	NS	D	SD
8. Preparing people for future opportunities, responsibilities and tasks.	SA	A	NS	D	SD
9. Presentation of theory without practice usually lead to ineffective training.	SA	A	NS	D	SD
10. Demonstration of new approach through a variety of methods	SA	A	NS	D	SD
11. Headteachers are fully aware of the purpose of training and its expected outcome.	SA	A	NS	D	SD
12. On-site assistance with the transfer of skills and strategies.	SA	A	NS	D	SD
13. Participants feel pressured when training programme is too packed.	SA	A	NS	D	SD
14. Contents are often selected by people other than those for whom training is intended.	SA	A	NS	D	SD
15. Follow-up evaluation occur infrequently.	SA	A	NS	D	SD
16. Failure to understand and to take into account site-specific differences among headteachers and therefore their diverse needs.	SA	A	NS	D	SD
17. Training needs are identified.	SA	A	NS	D	SD
18. Facilitators need to build participants confidence.	SA	A	NS	D	SD
19. Headteachers whose needs are identified are the ones selected for training.	SA	A	NS	D	SD

SECTION III
IMPLEMENTATION OF TRAINING PROGRAM

The following statements indicate some ways how training needs are usually identified. According to your perception, please identify and rank **THREE (3)** ways that you think most appropriate by filling **any three numbers (1-6)** in the boxes below.

1. Self-review using a prepared checklist.
2. Headteacher's job analysis .
3. Informal discussion with the headteachers.
4. Observation of the headteachers at work.
5. Feedback from participants who have undergone a training programme.
6. A group discussion e.g. conference of headteachers through structured group discussion.

First Choice

Second choice

Third choice

The following statements indicate some ways how adults may learn best during training. Please indicate your degree of agreement or disagreement by placing a tick (✓) in the appropriate box where: **SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD = Strongly Disagree.**

1. When participants are free to explore without the constraints of a system.	SA	A	NS	D	SD
2. When a climate conducive for learning is established.	SA	A	NS	D	SD
3. When participants can integrate the skills learned into their work repertoire.	SA	A	NS	D	SD
4. Flexible delivery techniques.	SA	A	NS	D	SD
5. Delivery techniques determined by the participants.	SA	A	NS	D	SD
6. When participants have an opportunity for practice and repetition.	SA	A	NS	D	SD
7. Delivery techniques are varied to suit the requirements of different learners.	SA	A	NS	D	SD

Below are five ways how training is organised. **Please identify in the order of priority TWO (2) ways that in your views are most appropriate** for organising training. Write **any two numbers [1 - 5]** in the boxes below.

1. 'Off the job' i.e. training at a residential centre.
2. 'On-site' i.e. school based training.
3. 'Cascade' training programme.
4. 'On-the-job' i.e. reflecting on actual practice.
5. 'Close to the job' i.e. attachment at another school to study its management.

First Choice

Second choice

Please give your views on the following aspects of the existing provisions of management training by placing a tick (✓) in the appropriate box where: **MA = Most Appropriate; FA = Fairly Appropriate; A = Average; SA = Somewhat Appropriate; NA = Not At All Appropriate.**

1. Methods of identifying training need.	MA	FA	A	SA	NA
2. Your involvement in such a training programme.	MA	FA	A	SA	NA
3. The teaching and learning environment.	MA	FA	A	SA	NA
4. Delivery techniques used.	MA	FA	A	SA	NA
5. Overall content of the programme.	MA	FA	A	SA	NA

SECTION IV
COMPETENCY LEVEL

Based on your experience as a headteacher please indicate how well equipped you feel to do the following things. Indicate with a (✓) at the appropriate box where: 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped; 5 = Not Well Equipped At All .

1. Knowing what constitute quality in educational provision.	1	2	3	4	5
2. Knowing the characteristics of effective schools.	1	2	3	4	5
3. Knowing strategies for raising pupils' achievement.	1	2	3	4	5
4. Knowing strategies for promoting pupils' spiritual, moral, social and cultural development and good behaviour.	1	2	3	4	5
5. Knowing how to use information about pupils' prior attainment, set targets for improvement.	1	2	3	4	5
6. Knowing about effective teaching.	1	2	3	4	5
7. Knowing about effective assessment.	1	2	3	4	5
8. Knowing about school performance evaluation.	1	2	3	4	5
9. Create and secure commitment to a clear vision for an effective institution.	1	2	3	4	5
10. Initiate and manage change strategically.	1	2	3	4	5
11. Direct and co-ordinate the work of others.	1	2	3	4	5
12. Build and support a high performing team.	1	2	3	4	5
13. Work as a team.	1	2	3	4	5
14. Motivate and inspire the school community.	1	2	3	4	5
15. Set standards and provide a role model for pupils and staff.	1	2	3	4	5
16. Seek advice and support when necessary.	1	2	3	4	5
17. Deal sensitively with the public.	1	2	3	4	5
18. Use appropriate leadership styles in different situations.	1	2	3	4	5
19. Collect and weigh evidence, make judgement and take decisions.	1	2	3	4	5
20. Think creatively and imaginatively to solve problems .	1	2	3	4	5
21. Demonstrate good judgement.	1	2	3	4	5
22. Think inovatively to identify new opportunities.	1	2	3	4	5
23. Communicate effectively.	1	2	3	4	5
24. Manage good communication systems.	1	2	3	4	5
25. Chair meetings effectively.	1	2	3	4	5
26. Manage time effectively.	1	2	3	4	5
27. Work under pressure and to deadlines.	1	2	3	4	5
28. Be self-motivating.	1	2	3	4	5
29. Take responsibility for self-professional development.	1	2	3	4	5
30. Resilience.	1	2	3	4	5
31. Adaptability to changing circumstances and ideas.	1	2	3	4	5
32. Self-confidence.	1	2	3	4	5

2. What are your suggestions to improve the effectiveness of headteacher's training in Sarawak?

ADDITIONAL NOTES

Please write below any other views you have concerning training for headteachers in Sarawak.



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**Thank you for your valuable time and thoughts in completing this questionnaires.
Please return the completed questionnaires to me through your respective PPD/PPB.**

APPENDIX B [TRANSLATION]

SOALSELIDIK PERSEPSI KEPERLUAN LATIHAN GURU BESAR SEKOLAH RENDAH DI SARAWAK

SOALSELIDIK - A UNTUK GURU BESAR SEKOLAH RENDAH

Pengenalan

Tujuan kajian ini ialah untuk mengkaji persepsi mengenai latihan untuk Guru Besar di Sarawak dan mengkaji bagaimana keperluan latihan dikenalpasti dan disampaikan dengan baik, untuk meningkatkan mutu pengurusan dan pentadbiran sekolah rendah.

Soalselidik ini bertujuan untuk mendapat pandangan dan persepsi anda tentang pelbagai aspek latihan untuk guru besar dalam mengurus dan mentadbir sekolah rendah. Ianya digubal dengan tujuan untuk membolehkan anda memberi reaksi dan pandangan peribadi anda tentang keperluan latihan untuk Guru Besar, kompetensi yang mereka perlu untuk mengurus dan mentadbir sekolah. Ianya juga memberi anda peluang untuk mencadang pelbagai usaha bagi mempertingkatkan cara mengenalpasti dan memenuhi keperluan latihan untuk Guru Besar dari segi pengetahuan, kemahiran, sifat dan tugas mereka.

Untuk membolehkan kajian ini mencapai matlamatnya, respon yang jujur dan ikhlas dari anda adalah penting. Semua respon dianggap **sulit**, dan akan disatukan dengan maklumbalas dari responden lain yang telah dikenalpasti untuk dilibat sama dalam kajianselidik ini.

Dalam konteks kajian ini, latihan merujuk kepada usaha atau aktiviti yang dilakukan oleh Kementerian Pendidikan Malaysia terutamanya untuk mewujudkan dan memberi peluang berterusan kepada guru besar khususnya, guru dan staf pendidikan amnya bagi memepertingkatkan pengetahuan dan kemahiran profesional serta kompetensi dan potensi mereka.

ARAHAN

Soalselidik ini mengandungi 5 Bahagian. Sila lengkap isi dengan sempurna semuanya.

BAHAGIAN I**MAKLUMAT LATARBELAKANG-GURU BESAR SEKOLAH RENDAH**

Isi atau tik (✓) dalam ruang yang berkenaan.

1	Tahun lahir		19
2	Jantina	Lelaki	
		Perempuan	
3	Bangsa	Melayu/Melanau	
		Cina	
		Dayak/Iban/Bidayuh/Orang Ulu	
		Lain(Sila nyatakan)	
4	Tahun menyertai Perkhidmatan Pendidikan		19
5	Pengalaman bertugas dan menjalankan tugas sebagai Guru Besar	Kurang dari 3 Thn	
		3 ke 10 Thn	
		Lebih dari 10 Thn	
6	Gred anda sekarang	DG4	
		DG5	
7	Tarikh anda menyertai sekolah sekarang.		19
8	Lokasi sekolah anda	Bandar	
		Luar bandar	
9	Gred sekolah anda	Gred A	
		Gred B	
10	Asrama/ Harian	Asrama	
		Harian	
11	Saiz sekolah - bilangan murid	Kurang dari 150	
		150 - 300	
		301 - 400	
		401 - 600	
		Lebih dari 600	
12	Nyatakan bilangan kursus dalam perkhidmatan mengenai pengurusan pendidikan sekolah rendah yang telah anda hadiri di sepanjang tempoh anda menjadi dan menjalankan tugas Guru Besar.		

BAHAGIAN II
PANDANGAN MENGENAI LATIHAN

Diturunkan di bawah adalah beberapa pernyataan mengenai latihan. Sila nyatakan tahap persetujuan anda tentang pernyataan tersebut dengan menandakan tik (✓) pada kotak yang bersesuaian di mana: SB = Sangat Bersetuju; B = Bersetuju, AB = Agak Bersetuju; TB = Tidak Bersetuju; dan ST = Sangat Tidak Bersetuju.

1. Latihan ialah satu usaha yang dirancang yang sistematik untuk mencapai matlamat tertentu.	SB	B	AB	TB	ST
2. Latihan ialah satu proses dan pengalaman pembelajaran.	SB	B	AB	TB	ST
3. Latihan melibatkan pemindahan maklumat daripada pembimbing kepada peserta.	SB	B	AB	TB	ST
4. Latihan bertujuan meningkatkan kecekapan serta kemahiran.	SB	B	AB	TB	ST
5. Tujuan latihan ialah untuk menambah ilmu pengetahuan.	SB	B	AB	TB	ST
6. Latihan bermatlamat mengubah sikap seseorang peserta	SB	B	AB	TB	ST
7. Latihan ialah satu cara untuk menambahbaik prestasi kerja peserta.	SB	B	AB	TB	ST
8. Latihan memberi peluang pembelajaran untuk menyedia peserta bagi tanggungjawab akan datang.	SB	B	AB	TB	ST
9. Penyampaian teori tanpa latihan amali selalu mengakibatkan latihan itu tidak berkesan.	SB	B	AB	TB	ST
10. Latihan boleh menjadi lebih berkesan apabila pendekatan pengajaran dipelbagaikan.	SB	B	AB	TB	ST
11. Kesan positif latihan dapat ditingkatkan apabila peserta sedar sepenuhnya tentang tujuan dan jangkaan latihan.	SB	B	AB	TB	ST
12. Pengalaman yang diperolehi semasa latihan perlu disertai dengan latihan praktikal di tempat kerja.	SB	B	AB	TB	ST
13. Peserta yang merasa tertekan kerana program latihan terlalu padat boleh mengakibatkan latihan gagal.	SB	B	AB	TB	ST
14. Isi kandungan yang tidak sesuai dengan keperluan peserta boleh menyebabkan matlamat latihan tidak tercapai.	SB	B	AB	TB	ST
15. Latihan gagal mencapai matlamatnya sebab penilaian susulan jarang dilakukan.	SB	B	AB	TB	ST
16. Kegagalan mengambilkira perbezaan di kalangan Guru Besar dan kepelbagaian keperluan mereka sering menjadikan latihan tidak bermakna.	SB	B	AB	TB	ST
17. Keperluan latihan peserta perlu dikenalpasti sebelum latihan diadakan.	SB	B	AB	TB	ST
18. Untuk mencapai matlamat satu latihan pembimbing hendaklah mendapat kepercayaan daripada peserta.	SB	B	AB	TB	ST
19. Latihan akan menjadi lebih berkesan sekiranya peserta terdiri dari mereka yang benar-benar memerlukan latihan dikenalpasti.	SB	B	AB	TB	ST

BAHAGIAN III

PELAKSANAAN PROGRAM LATIHAN

Pernyataan berikut merupakan beberapa cara bagaimana keperluan latihan biasanya dikenalpasti. Mengikut pandangan peribadi anda, **sila kenalpasti mengikut keutamaan TIGA (3) cara** yang anda fikirkan **paling sesuai** untuk digunakan bagi mengenalpasti keperluan latihan bagi Guru Besar. Isikan **mana-mana tiga nombor [1 - 6]** dalam kotak yang ditetapkan di bawah.

1. Keperluan latihan dikenalpasti dengan menggunakan senarai semak yang disediakan.
2. Keperluan latihan dikenalpasti dengan merujuk pada senarai tugas Guru Besar.
3. Keperluan latihan dikenalpasti setelah mengadakan perbincangan yang tidak formal dengan Guru Besar.
4. Keperluan latihan dikenalpasti setelah melakukan pemerhatian Guru Besar ketika mereka bertugas.
5. Keperluan latihan dikenalpasti berpandukan maklumbalas dari peserta yang telah menghadiri program latihan.
6. Keperluan latihan dikenalpasti oleh para Guru Besar setelah mengadakan perbincangan sesama mereka.

Pilihan pertama

Pilihan kedua

Pilihan ketiga

Pernyataan berikut menunjukkan beberapa cara bagaimana orang dewasa boleh belajar dengan berkesan semasa menjalani latihan. Sila nyatakan aras persetujuan anda tentang pernyataan berkenaan dengan menanda (✓) pada kotak yang bersesuaian di mana:

SB = Sangat Bersetuju; B = Bersetuju; AB = Agak Bersetuju; TB = Tidak Bersetuju; dan ST = Sangat Tidak Bersetuju

1. Peserta bebas untuk berlatih dan mencuba tanpa sebarang halangan.	SB	B	AB	TB	ST
2. Wujudnya suasana pembelajaran yang memberangsangkan.	SB	B	AB	TB	ST
3. Peserta diberi kesempatan untuk mengamalkan kemahiran yang dipelajari di tempat kerja masing-masing.	SB	B	AB	TB	ST
4. Kaedah penyampaian walaupun fleksibel tetapi tetap memberi cabaran kepada peserta.	SB	B	AB	TB	ST
5. Kaedah penyampaian ditentukan sendiri oleh peserta.	SB	B	AB	TB	ST
6. Kaedah penyampaian mengutamakan percubaan dan penggunaan maklumbalas.	SB	B	AB	TB	ST
7. Kaedah penyampaian perlu dipelbagaikan supaya sesuai dengan keupayaan peserta yang berlainan.	SB	B	AB	TB	ST

Diturunkan di bawah 5 cara latihan dikelolakan. **Sila kenalpasti mengikut keutamaan mana-mana DUA (2) cara pengelolaan** yang mengikut pandangan anda **paling sesuai** digunakan dalam mengendalikan latihan. Tulis **mana-mana dua nombor [1 - 5]** bagi cara pengelolaan tersebut dalam kotak yang berkenaan.

1. Latihan dijalankan di sebuah pusat latihan yang khusus.
2. Latihan dijalankan di sekolah.
3. Latihan dijalankan di beberapa pusat secara berperingkat-peringkat.
4. Latihan dijalankan semasa kerja (On-the-job).
5. Latihan dijalankan secara sandaran di sekolah lain.

Pilihan pertama

Pilihan kedua

Berdasarkan latihan pengurusan yang pernah anda hadiri, sila nyatakan pandangan anda tentang kesesuaian aspek-aspek yang dinyatakan di bawah. Sila tanda tik (✓) pada kotak yang bersesuaian di mana: AS = Amat Sesuai; SS = Sesuai; SD = Sederhana; TS = Tidak Sesuai; AT= Amat Tidak Sesuai.

1. Cara mengenalpasti keperluan latihan.	AS	SS	SD	TS	AT
2. Penglibatan anda dalam latihan berkenaan.	AS	SS	SD	TS	AT
3. Persekitaran pengajaran-pembelajaran.	AS	SS	SD	TS	AT
4. Kaedah penyampaian yang digunakan.	AS	SS	SD	TS	AT
5. Isi kandungan kursus pada keseluruhannya	AS	SS	SD	TS	AT

BAHAGIAN-IV
ARAS KEPERLUAN LATIHAN

Berdasarkan pengalaman dan kecekapan peribadi anda selaku Guru Besar sila nyatakan aras keperluan latihan bagi diri anda sendiri dalam bidang-bidang yang disenaraikan di bawah. Tandakan tik (✓) pada kotak yang bersesuaian di mana: 1 = Sangat Tidak Diperlukan; 2 = Tidak Diperlukan; 3 = Kurang Diperlukan; 4 = Diperlukan; 5 = Sangat Diperlukan

1. Mengenai erti kualiti dalam pendidikan.	1	2	3	4	5
2. Mengenai ciri-ciri sekolah berkesan.	1	2	3	4	5
3. Mengenai strategi bagi memperbaiki pencapaian murid.	1	2	3	4	5
4. Mengenai strategi bagi menggalakkan perkembangan sahsiah murid.	1	2	3	4	5
5. Mengenai cara menggunakan maklumat pencapaian murid untuk menentukan sasaran kemajuan.	1	2	3	4	5
6. Mengenai pengajaran yang berkesan.	1	2	3	4	5
7. Mengenai pengukuran yang berkesan.	1	2	3	4	5
8. Mengenai penilaian prestasi sekolah.	1	2	3	4	5
9. Kemahiran mewujudkan dan menjamin komitmen terhadap visi bagi sebuah institusi.	1	2	3	4	5
10. Kemahiran mengurus perubahan secara strategik.	1	2	3	4	5
11. Kemahiran menyelaras kerja kakitangan.	1	2	3	4	5
12. Kemahiran membina dan mendokong pasukan staf yang berprestasi tinggi.	1	2	3	4	5
13. Kemahiran bekerja sebagai satu pasukan.	1	2	3	4	5
14. Kemahiran memotivasikan masyarakat sekolah.	1	2	3	4	5
15. Kemahiran menetapkan standard untuk dijadikan teladan kepada murid dan staf.	1	2	3	4	5
16. Kemahiran mendapat nasihat dan sokongan dari luar apabila perlu.	1	2	3	4	5
17. Kemahiran berhubung dengan orang awam.	1	2	3	4	5

1 = Sangat Tidak Diperlukan; 2 = Tidak Diperlukan; 3 = Kurang Diperlukan;
4 = Diperlukan; 5 = Sangat Diperlukan

18. Kemahiran mengguna gaya kepimpinan yang bersesuaian dalam keadaan yang berbeza.	1	2	3	4	5
19. Kemahiran mengumpul dan menggunakan maklumat dalam membuat keputusan.	1	2	3	4	5
20. Kemahiran berfikir secara kreatif dan imaginatif guna menyelesaikan masalah.	1	2	3	4	5
21. Kemahiran membuat tindakan secara bijaksana.	1	2	3	4	5
22. Berfikiran secara inovatif untuk mengenalpasti peluang-peluang baru.	1	2	3	4	5
23. Kemahiran berkomunikasi dengan berkesan.	1	2	3	4	5
24. Kemahiran mengurus sistem komunikasi.	1	2	3	4	5
25. Kemahiran mempengerusi mesyuarat secara berkesan.	1	2	3	4	5
26. Pengurusan masa secara berkesan.	1	2	3	4	5
27. Mengurus tekanan dan tuntutan beban kerja.	1	2	3	4	5
28. Memotivasi diri sendiri.	1	2	3	4	5
29. Mengurus pembangunan professional diri.	1	2	3	4	5
30. Membina ketahanan diri.	1	2	3	4	5
31. Kebolehan menyesuaikan diri dengan perubahan.	1	2	3	4	5
32. Membina dan mengukuh keyakinan diri.	1	2	3	4	5
33. Mengekalkan entusiasm.	1	2	3	4	5
34. Cara meningkatkan keupayaan intelektual.	1	2	3	4	5
35. Cara meningkatkan komitmen dan iltizam.	1	2	3	4	5
36. Cara memimpin melalui teladan.	1	2	3	4	5
37. Cara memupuk sahsiah terpuji di kalangan murid.	1	2	3	4	5
38. Kecekapan mewujudkan dan menyenggara persekitaran pengajaran dan pembelajaran yang kondusif.	1	2	3	4	5
39. Kecekapan mewujudkan dan menyenggara budaya sekolah yang mengutamakan prestasi cemerlang di kalangan murid.	1	2	3	4	5
40. Kecekapan melaksanakan kurikulum dan penilaian yang berkesan.	1	2	3	4	5
41. Kecekapan memaksimumkan sumbangan staf untuk memajukan kualiti pendidikan.	1	2	3	4	5
42. Kemahiran mewujudkan hubungan kerja yang baik di antara staf dan murid.	1	2	3	4	5
43. Kemahiran mengurus tenaga manusia.	1	2	3	4	5
44. Kecekapan melaksanakan sistem penilaian prestasi staf.	1	2	3	4	5
45. Kecakapan memotivasi dan membina kepakaran guru.	1	2	3	4	5
46. Kecekapan dalam pengurusan sumber kewangan.	1	2	3	4	5
47. Kecekapan dalam mengurus sumber fizikal.	1	2	3	4	5

BAHAGIAN-V

Sila tulis respon anda dalam ruang yang disediakan.

1. Pada pandangan anda, apakah faktor yang mempengaruhi keperluan latihan anda selaku Guru Besar?

2. Apakah cadangan anda untuk meningkatkan keberkesanan latihan untuk Guru Besar di Sarawak?

NOTA TAMBAHAN

Sekiranya ada perkara lain yang anda fikir perlu dikongsikan mengenai latihan Guru Besar di sarawak, sila tulis dalam ruang yang disediakan di bawah



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Terima kasih kerana sudi meluang masa dan fikiran melengkapinya.
Sila kembalikan borang soalselidik yang telah anda lengkapi kepada saya melalui PPD/PPB masing-masing.

APPENDIX C

QUESTIONNAIRE ON PERCEPTIONS OF TRAINING AND DEVELOPMENT NEEDS OF PRIMARY SCHOOL HEADTEACHERS IN SARAWAK

QUESTIONNAIRE - B FOR DIVISIONAL EDUCATION OFFICERS DISTRICT EDUCATION OFFICERS PRIMARY SCHOOL INSPECTORS SCHOOL SUPERVISORS TRAINERS

INTRODUCTION

The aim of this study is to examine the perceptions into the training and development needs for headteachers in Sarawak and to determine how their needs can be better identified, addressed to contribute to the meaningful and better administration and management of the primary schools by the headteachers.

The purpose of the questionnaire is to obtain your perceptions on various aspects of the training and development needs for headteachers in administering and managing primary schools. It is designed to allow you to express your personal opinion and feeling about the training and development needs for headteachers, their competencies necessary for managing and administering schools. It also gives you the opportunity to suggest improvement that may be taken to enhance the identification and fulfilment of the training and development needs for headteachers in terms of knowledge, skills, attributes and their tasks.

For the study to achieve its objectives, your kind assistance and support, frank, honest and thoughtful responses are important. Your responses will remain **anonymous**. They will be combined with those of other respondents from among headteachers, office personnel from throughout the state.

In the context of this study, training refers to those effort or activities initiated by the Ministry of Education Malaysia primarily to create and provide continuous opportunities for headteachers in particular, teachers and education staff in general to improve their professional knowledge and skills, their general competencies and potentials.

INSTRUCTION

This questionnaire has 5 sections. Please kindly complete all.

SECTION I
BACKGROUND INFORMATION
DIVISIONAL EDUCATION OFFICERS
DISTRICT EDUCATION OFFICERS
PRIMARY SCHOOL INSPECTORS
SCHOOL SUPERVISORS
TRAINERS

Write or tick (✓) in the appropriate box.

1	Year of birth	19
2	Gender	Male
		Female
3	Ethnicity	Malay/Melanau
		Chinese
		Dayak/Iban/Bidayuh/Orang Ulu
		Others(Please state)
4	Year of joining Education Service	19
5	Years of experience as Divisional Education Officer/District Education Officer/Primary School Inspector/School Supervisor/Trainer	Less than 3 yrs
		3 to 10 yrs
		More than 10 yrs
6	Present Grade	DG4
		DG5
7	Year you join your present office	19

SECTION II
PERCEPTIONS ON TRAINING

Below are statements about training. Please indicate the degree of your agreement or disagreement by placing a (✓) in the appropriate box where: SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD = Strongly Disagree,

1. A planned and systematic effort to modify or develop knowledge / skills / attitude.	SA	A	NS	D	SD
2. A process and a learning experience.	SA	A	NS	D	SD
3. A transfer of needed information to the learner in the most efficient way.	SA	A	NS	D	SD
4. To develop participant's competency and mastery of specific skills.	SA	A	NS	D	SD
5. Enhancement of knowledge and skills.	SA	A	NS	D	SD
6. To facilitate the change of attitude of participants.	SA	A	NS	D	SD
7. Improvement of performance in the person's present job.	SA	A	NS	D	SD
8. Preparing people for future opportunities, responsibilities and tasks.	SA	A	NS	D	SD
9. Presentation of theory without practice usually lead to ineffective training.	SA	A	NS	D	SD

SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD = Strongly Disagree.

10. Demonstration of new approach through a variety of methods	SA	A	NS	D	SD
11. Headteachers are fully aware of the purpose of training and its expected outcome.	SA	A	NS	D	SD
12. On-site assistance with the transfer of skills and strategies.	SA	A	NS	D	SD
13. Participants feel pressured when training programme is too packed.	SA	A	NS	D	SD
14. Contents are often selected by people other than those for whom training is intended.	SA	A	NS	D	SD
15. Follow-up evaluation occur infrequently.	SA	A	NS	D	SD
16. Failure to understand and to take into account site-specific differences among headteachers and therefore their diverse needs.	SA	A	NS	D	SD
17. Training needs are identified.	SA	A	NS	D	SD
18. Facilitators need to build participants confidence.	SA	A	NS	D	SD
19. Headteachers whose needs are identified are the ones selected for training.	SA	A	NS	D	SD

SECTION III
IMPLEMENTATION OF TRAINING PROGRAM

The following statements indicate some ways how training needs are usually identified. According to your perception, please identify and rank **THREE (3)** ways that you think most appropriate by filling **any three numbers (1-6)** in the boxes below.

1. Self-review using a prepared checklist.
2. Headteacher's job analysis .
3. Informal discussion with the headteachers.
4. Observation of the headteachers at work.
5. Feedback from participants who have undergone a training programme.
6. A group discussion e.g. conference of headteachers through structured group discussion.

First Choice

Second choice

Third choice

The following statements indicate some ways how adults may learn best during training. Please indicate your degree of agreement or disagreement by placing a tick (✓) in the appropriate box where: SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD = Strongly Disagree.

1. When participants are free to explore without the constraints of a system.	SA	A	NS	D	SD
2. When a climate conducive for learning is established.	SA	A	NS	D	SD
3. When participants can integrate the skills learned into their work repertoire.	SA	A	NS	D	SD
4. Flexible delivery techniques.	SA	A	NS	D	SD
5. Delivery techniques determined by the participants.	SA	A	NS	D	SD
6. When participants have an opportunity for practice and repetition.	SA	A	NS	D	SD
7. Delivery techniques are varied to suit the requirements of different learners.	SA	A	NS	D	SD

Below are five ways how training is organised. **Please identify in the order of priority TWO (2) ways that in your views are most appropriate for organising training. Write any two numbers [1 - 5] in the boxes below.**

1. 'Off the job' i.e. training at a residential centre.
2. 'On-site' i.e. school based training.
3. 'Cascade' training programme.
4. 'On-the-job' i.e. reflecting on actual practice.
5. 'Close to the job' i.e. attachment at another school to study its management.

First Choice

Second choice

Please give your views on the following aspects of the existing provisions of management training based on your experience, observation and working relationships with headteachers. Place a tick (✓) in the appropriate box where: MA = Most Appropriate; FA = Fairly Appropriate; A = Average; SA = Somewhat Appropriate; NA = Not At All Appropriate.

1. Methods of identifying training need.	MA	FA	A	SA	NA
2. Your involvement in such a training programme.	MA	FA	A	SA	NA
3. The teaching and learning environment.	MA	FA	A	SA	NA
4. Delivery techniques used.	MA	FA	A	SA	NA
5. Overall content of the programme.	MA	FA	A	SA	NA

SECTION IV COMPETENCY LEVEL

Based on your experience, observation and working relationships with headteachers of Primary Schools in Sarawak, please indicate how well equipped you feel the headteachers are to do the following things. Place a (✓) at the appropriate box where: 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped; 5 = Not Well Equipped At All.

1. Knowing what constitute quality in educational provision.	1	2	3	4	5
2. Knowing the characteristics of effective schools.	1	2	3	4	5
3. Knowing strategies for raising pupils' achievement.	1	2	3	4	5
4. Knowing strategies for promoting pupils' spiritual, moral, social and cultural development and good behaviour.	1	2	3	4	5
5. Knowing how to use information about pupils' prior attainment, set targets for improvement.	1	2	3	4	5
6. Knowing about effective teaching.	1	2	3	4	5
7. Knowing about effective assessment.	1	2	3	4	5
8. Knowing about school performance evaluation.	1	2	3	4	5
9. Create and secure commitment to a clear vision for an effective institution.	1	2	3	4	5
10. Initiate and manage change strategically.	1	2	3	4	5
11. Direct and co-ordinate the work of others.	1	2	3	4	5
12. Build and support a high performing team.	1	2	3	4	5

1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped;
5 = Not Well Equipped At All.

13. Work as a team.	1	2	3	4	5
14. Motivate and inspire the school community.	1	2	3	4	5
15. Set standards and provide a role model for pupils and staff.	1	2	3	4	5
16. Seek advice and support when necessary.	1	2	3	4	5
17. Deal sensitively with the public.	1	2	3	4	5
18. Use appropriate leadership styles in different situations.	1	2	3	4	5
19. Collect and weigh evidence, make judgement and take decisions.	1	2	3	4	5
20. Think creatively and imaginatively to solve problems .	1	2	3	4	5
21. Demonstrate good judgement.	1	2	3	4	5
22. Think inovatively to identify new opportunities.	1	2	3	4	5
23. Communicate effectively.	1	2	3	4	5
24. Manage good communication systems.	1	2	3	4	5
25. Chair meetings effectively.	1	2	3	4	5
26. Manage time effectively.	1	2	3	4	5
27. Work under pressure and to deadlines.	1	2	3	4	5
28. Be self-motivating.	1	2	3	4	5
29. Take responsibility for self-professional development.	1	2	3	4	5
30. Resilience.	1	2	3	4	5
31. Adaptability to changing circumstances and ideas.	1	2	3	4	5
32. Self-confidence.	1	2	3	4	5
33. Enthusiasm.	1	2	3	4	5
34. Intellectual ability.	1	2	3	4	5
35. Commitment.	1	2	3	4	5
36. Lead by example.	1	2	3	4	5
37. Sustain improvement in pupils spiritual, moral, cultural, mental and physical development.	1	2	3	4	5
38. Create and maintain an environment which promotes and secure conducive teaching and learning.	1	2	3	4	5
39. Create and maintain an environment that promotes high standards of achievement.	1	2	3	4	5
40. Implement the curriculum and assessment.	1	2	3	4	5
41. Maximise the contribution of staff to improving the quality of education.	1	2	3	4	5
42. Ensure that constructive working relationships are formed between staff and pupils.	1	2	3	4	5
43. Efficient and effective deployment of staff.	1	2	3	4	5
44. Sustain effective system for the management of staff performance.	1	2	3	4	5
45. Motivate and enable teachers to develop expertise through continuous professional development.	1	2	3	4	5
46. Efficient and effective management of financial resources.	1	2	3	4	5
47. Efficient and effective management of physical resources.	1	2	3	4	5

ADDITIONAL NOTES

Please write below any other views you have concerning training for headteachers in Sarawak.



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**Thank you for your valuable time and thoughts in completing this questionnaires.
Please return the completed questionnaires to me at the address below:**

**C/o EN. MOHAMAD ABDUL RAHMAN,
JEMAAH NAZIR SEKOLAH SARAWAK,
TKT. 2, LOT 112, SECTION 58,
KTLD, JLN. CENTRAL TIMUR,
93650 KUCHING.**

APPENDIX C [TRANSLATION]

SOALSELIDIK PERSEPSI KEPERLUAN LATIHAN GURU BESAR SEKOLAH RENDAH DI SARAWAK

SOALSELIDIK - B UNTUK PEGAWAI PENDIDIKAN BAHAGIAN PEGAWAI PENDIDIKAN DAERAH NAZIR SEKOLAH RENDAH PENYELIA SEKOLAH JURULATIH

PENGENALAN

Tujuan kajian ini ialah untuk mengkaji persepsi mengenai latihan untuk Guru Besar di Sarawak dan mengkaji bagaimana keperluan latihan dikenalpasti dan disampaikan dengan baik, untuk meningkatkan mutu pengurusan dan pentadbiran sekolah rendah.

Soalselidik ini bertujuan untuk mendapat pandangan dan persepsi anda tentang pelbagai aspek latihan untuk guru besar dalam mengurus dan mentadbir sekolah rendah. Ianya digubal dengan tujuan untuk membolehkan anda memberi reaksi dan pandangan peribadi anda tentang keperluan latihan untuk Guru Besar, kompetensi yang mereka perlu untuk mengurus dan mentadbir sekolah. Ianya juga memberi anda peluang untuk mencadang pelbagai usaha bagi mempertingkatkan cara mengenalpasti dan memenuhi keperluan latihan untuk Guru Besar dari segi pengetahuan, kemahiran, sifat dan tugas mereka.

Untuk membolehkan kajian ini mencapai matlamatnya, respon yang jujur dan ikhlas dari anda adalah penting. Semua respon dianggap **sulit**, dan akan disatukan dengan maklumbalas dari responden lain yang telah dikenalpasti untuk dilibat sama dalam kajianselidik ini.

Dalam konteks kajian ini, latihan merujuk kepada usaha atau aktiviti yang dilakukan oleh Kementerian Pendidikan Malaysia terutamanya untuk mewujudkan dan memberi peluang berterusan kepada guru besar khususnya, guru dan staf pendidikan amnya bagi memepertingkatkan pengetahuan dan kemahiran profesional serta kompetensi dan potensi mereka.

ARAHAN

Soalselidik ini mengandungi 5 Bahagian. Sila lengkap isi dengan sempurna semuanya.

BAHAGIAN I

**MAKLUMAT LATARBELAKANG
PEGAWAI PENDIDIKAN BAHAGIAN
PEGAWAI PENDIDIKAN DAERAH
NAZIR SEKOLAH RENDAH
PENYELIA SEKOLAH
JURULATIH**

Isi atau tik (✓) dalam ruang yang berkenaan.

1	Tahun lahir		19
2	Jantina	Lelaki	
		Perempuan	
3	Bangsa	Melayu/Melanau	
		Cina	
		Dayak/Iban/Bidayuh/Orang Ulu	
		Lain(Sila nyatakan)	
4	Tahun menyertai Perkhidmatan Pendidikan		19
5	Pengalaman bertugas sebagai Pegawai Pendidikan Bahagian/Pegawai Pendidikan Daerah/Nazir Sekolah Rendah/Penyelia Sekolah/Jurulatih	Kurang dari 3 Thn	
		3 ke 10 Thn	
		Lebih dari 10 Thn	
6	Gred anda sekarang	DG2	
		DG3	
		DG4	
		DG5	
		DG6	
7	Tarikh anda menyertai pejabat sekarang.		19

BAHAGIAN II**PANDANGAN MENGENAI LATIHAN**

Diturunkan di bawah adalah beberapa pernyataan mengenai latihan. Sila nyatakan tahap persetujuan anda tentang pernyataan tersebut dengan menandakan tik (✓) pada kotak yang bersesuaian di mana: SB = Sangat Bersetuju; B = Bersetuju; AB = Agak Bersetuju; TB = Tidak Bersetuju; dan ST = Sangat Tidak Bersetuju.

1. Latihan ialah satu usaha yang dirancang yang sistematik untuk mencapai matlamat tertentu.	SB	B	AB	TB	ST
2. Latihan ialah satu proses dan pengalaman pembelajaran.	SB	B	AB	TB	ST
3. Latihan melibatkan pemindahan maklumat daripada pembimbing kepada peserta.	SB	B	AB	TB	ST
4. Latihan bertujuan meningkatkan kecekapan serta kemahiran.	SB	B	AB	TB	ST
5. Tujuan latihan ialah untuk menambah ilmu pengetahuan.	SB	B	AB	TB	ST
6. Latihan bermatlamat mengubah sikap seseorang peserta.	SB	B	AB	TB	ST

SB = Sangat Bersetuju; B = Bersetuju; AB = Agak Bersetuju; TB = Tidak Bersetuju;

ST = Sangat Tidak Bersetuju

7. Latihan ialah satu cara untuk menambahbaik prestasi kerja peserta.	SB	B	AB	TB	ST
8. Latihan memberi peluang pembelajaran untuk menyedia peserta bagi tanggungjawab akan datang.	SB	B	AB	TB	ST
9. Penyampaian teori tanpa latihan amali selalu mengakibatkan latihan itu tidak berkesan.	SB	B	AB	TB	ST
10. Latihan boleh menjadi lebih berkesan apabila pendekatan pengajaran dipelbagaikan.	SB	B	AB	TB	ST
11. Kesan positif latihan dapat ditingkatkan apabila peserta sedar sepenuhnya tentang tujuan dan jangkaan latihan.	SB	B	AB	TB	ST
12. Pengalaman yang diperolehi semasa latihan perlu disertai dengan latihan praktikal di tempat kerja.	SB	B	AB	TB	ST
13. Peserta yang merasa tertekan kerana program latihan terlalu padat boleh mengakibatkan latihan gagal.	SB	B	AB	TB	ST
14. Isi kandungan yang tidak sesuai dengan keperluan peserta boleh menyebabkan matlamat latihan tidak tercapai.	SB	B	AB	TB	ST
15. Latihan gagal mencapai matlamatnya sebab penilaian susulan jarang dilakukan.	SB	B	AB	TB	ST
16. Kegagalan mengambilkira perbezaan di kalangan Guru Besar dan kepelbagaian keperluan mereka sering menjadikan latihan tidak bermakna.	SB	B	AB	TB	ST
17. Keperluan latihan peserta perlu dikenalpasti sebelum latihan diadakan.	SB	B	AB	TB	ST
18. Untuk mencapai matlamat satu latihan pembimbing hendaklah mendapat kepercayaan daripada peserta.	SB	B	AB	TB	ST
19. Latihan akan menjadi lebih berkesan sekiranya peserta terdiri dari mereka yang benar-benar memerlukan latihan dikenalpasti.	SB	B	AB	TB	ST

BAHAGIAN III

PELAKSANAAN PROGRAM LATIHAN

Pernyataan berikut merupakan beberapa cara bagaimana keperluan latihan biasanya dikenalpasti. Mengikut pandangan peribadi anda, **silalah kenalpasti mengikut keutamaan TIGA (3) cara** yang anda fikirkan **paling sesuai** untuk digunakan bagi mengenalpasti keperluan latihan bagi Guru Besar. Isikan **mana-mana tiga nombor [1 - 6]** dalam kotak yang ditetapkan di bawah.

1. Keperluan latihan dikenalpasti dengan menggunakan senarai semak yang disediakan.
2. Keperluan latihan dikenalpasti dengan merujuk pada senarai tugas Guru Besar.
3. Keperluan latihan dikenalpasti setelah mengadakan perbincangan yang tidak formal dengan Guru Besar.
4. Keperluan latihan dikenalpasti setelah melakukan pemerhatian Guru Besar ketika mereka bertugas.
5. Keperluan latihan dikenalpasti berpandukan maklumbalas dari peserta yang telah menghadiri program latihan.
6. Keperluan latihan dikenalpasti oleh para Guru Besar setelah mengadakan perbincangan sesama mereka.

Pilihan pertama

Pilihan kedua

Pilihan ketiga

Pernyataan berikut menunjukkan beberapa cara bagaimana orang dewasa boleh belajar dengan berkesan semasa menjalani latihan. Sila nyatakan aras persetujuan anda tentang pernyataan berkenaan dengan menanda (✓) pada kotak yang bersesuaian di mana: SB = Sangat Bersetuju; B = Bersetuju; AB= Agak Bersetuju; TB = Tidak Bersetuju; dan ST = Sangat Tidak Bersetuju.

1. Peserta bebas untuk berlatih dan mencuba tanpa sebarang halangan.	SB	B	AB	TB	ST
2. Wujudnya suasana pembelajaran yang memberangsangkan.	SB	B	AB	TB	ST
3. Peserta diberi kesempatan untuk mengamalkan kemahiran yang dipelajari di tempat kerja masing-masing.	SB	B	AB	TB	ST
4. Kaedah penyampaian walaupun fleksibel tetapi tetap memberi cabaran kepada peserta.	SB	B	AB	TB	ST
5. Kaedah penyampaian ditentukan sendiri oleh peserta.	SB	B	AB	TB	ST
6. Kaedah penyampaian mengutamakan percubaan dan penggunaan maklumbalas.	SB	B	AB	TB	ST
7. Kaedah penyampaian perlu dipelbagaikan supaya sesuai dengan keupayaan peserta yang berlainan.	SB	B	AB	TB	ST

Diturunkan di bawah 5 cara latihan dikelolakan. **Sila kenalpasti mengikut keutamaan mana-mana DUA (2) cara pengelolaan** yang mengikut pandangan anda **paling sesuai** digunakan dalam mengendalikan latihan. Tulis **mana-mana dua nombor [1 - 5]** bagi cara pengelolaan tersebut dalam kotak yang berkenaan.

1. Latihan dijalankan di sebuah pusat latihan yang khusus.
2. Latihan dijalankan di sekolah.
3. Latihan dijalankan di beberapa pusat secara berperingkat-peringkat.
4. Latihan dijalankan semasa kerja (On-the-job).
5. Latihan dijalankan secara sandaran di sekolah lain.

Pilihan pertama

Pilihan kedua

Berdasarkan pengalaman, pemerhatian serta hubungan anda dengan Guru Besar Sekolah Rendah, sila nyatakan pandangan anda tentang kesesuaian aspek-aspek yang dinyatakan di bawah dalam memenuhi keperluan latihan untuk Guru Besar di Sarawak. Sila tanda tik (✓) pada kotak yang bersesuaian di mana: AS = Amat Sesuai; SS = Sesuai; SD = Sederhana; TS = Tidak Sesuai; AT= Amat Tidak Sesuai.

1. Cara mengenalpasti keperluan latihan.	AS	SS	SD	TS	AT
2. Penglibatan Guru Besar dalam latihan berkenaan.	AS	SS	SD	TS	AT
3. Persekitaran pengajaran-pembelajaran.	AS	SS	SD	TS	AT
4. Kaedah penyampaian yang digunakan.	AS	SS	SD	TS	AT
5. Isi kandungan kursus pada keseluruhannya	AS	SS	SD	TS	AT

BAHAGIAN-IV
ARAS KEPERLUAN LATIHAN

Berdasarkan pengalaman, pemerhatian serta hubungan anda dengan Guru Besar Sekolah Rendah di Sarawak, sila nyatakan aras keperluan latihan begi mereka dalam bidang-bidang yang disenaraikan di bawah. Tandakan tik () pada kotak yang bersesuaian di mana: 1 = Sangat Tidak Diperlukan; 2 = Tidak Diperlukan; 3 = Kurang Diperlukan; 4 = Diperlukan; 5 = Sangat Diperlukan.

1. Mengenai erti kualiti dalam pendidikan.	1	2	3	4	5
2. Mengenai ciri-ciri sekolah berkesan.	1	2	3	4	5
3. Mengenai strategi bagi memperbaiki pencapaian murid.	1	2	3	4	5
4. Mengenai strategi bagi menggalakkan perkembangan sahsiah murid.	1	2	3	4	5
5. Mengenai cara menggunakan maklumat pencapaian murid untuk menentukan sasaran kemajuan.	1	2	3	4	5
6. Mengenai pengajaran yang berkesan.	1	2	3	4	5
7. Mengenai pengukuran yang berkesan.	1	2	3	4	5
8. Mengenai penilaian prestasi sekolah.	1	2	3	4	5
9. Kemahiran mewujudkan dan menjamin komitmen terhadap visi bagi sebuah institusi.	1	2	3	4	5
10. Kemahiran mengurus perubahan secara strategik.	1	2	3	4	5
11. Kemahiran menyelaras kerja kakitangan.	1	2	3	4	5
12. Kemahiran membina dan mendokong pasukan staf yang berprestasi tinggi.	1	2	3	4	5
13. Kemahiran bekerja sebagai satu pasukan.	1	2	3	4	5
14. Kemahiran memotivasikan masyarakat sekolah.	1	2	3	4	5
15. Kemahiran menetapkan standard untuk dijadikan teladan kepada murid dan staf.	1	2	3	4	5
16. Kemahiran mendapat nasihat dan sokongan dari luar apabila perlu.	1	2	3	4	5
17. Kemahiran berhubung dengan orang awam.	1	2	3	4	5
18. Kemahiran mengguna gaya kepimpinan yang bersesuaian dalam keadaan yang berbeza.	1	2	3	4	5
19. Kemahiran mengumpul dan menggunakan maklumat dalam membuat keputusan.	1	2	3	4	5
20. Kemahiran berfikir secara kreatif dan imaginatif guna menyelesaikan masalah.	1	2	3	4	5
21. Kemahiran membuat tindakan secara bijaksana.	1	2	3	4	5
22. Berfikiran secara inovatif untuk mengenalpasti peluang-peluang baru.	1	2	3	4	5
23. Kemahiran berkomunikasi dengan berkesan.	1	2	3	4	5
24. Kemahiran mengurus sistem komunikasi.	1	2	3	4	5
25. Kemahiran mempengerusi mesyuarat secara berkesan.	1	2	3	4	5
26. Pengurusan masa secara berkesan.	1	2	3	4	5

1 = Sangat Tidak Diperlukan; 2 = Tidak Diperlukan; 3 = Kurang Diperlukan; 4 = Diperlukan; 5 = Sangat Diperlukan.

27. Mengurus tekanan dan tuntutan beban kerja.	1	2	3	4	5
28. Memotivasi diri sendiri.	1	2	3	4	5
29. Mengurus pembangunan professional diri.	1	2	3	4	5
30. Membina ketahanan diri.	1	2	3	4	5
31. Kebolehan menyesuaikan diri dengan perubahan.	1	2	3	4	5
32. Membina dan mengukuh keyakinan diri.	1	2	3	4	5
33. Mengekalkan entusiasme.	1	2	3	4	5
34. Cara meningkatkan keupayaan intelektual.	1	2	3	4	5
35. Cara meningkatkan komitmen dan iltizam.	1	2	3	4	5
36. Cara memimpin melalui teladan.	1	2	3	4	5
37. Cara memupuk sahsiah terpuji di kalangan murid.	1	2	3	4	5
38. Kecekapan mewujudkan dan menyenggara persekitaran pengajaran dan pembelajaran yang kondusif.	1	2	3	4	5
39. Kecekapan mewujudkan dan menyenggara budaya sekolah yang mengutamakan prestasi cemerlang di kalangan murid.	1	2	3	4	5
40. Kecekapan melaksanakan kurikulum dan penilaian yang berkesan.	1	2	3	4	5
41. Kecekapan memaksimumkan sumbangan staf untuk memajukan kualiti pendidikan.	1	2	3	4	5
42. Kemahiran mewujudkan hubungan kerja yang baik di antara staf dan murid.	1	2	3	4	5
43. Kemahiran mengurus tenaga manusia.	1	2	3	4	5
44. Kecekapan melaksanakan sistem penilaian prestasi staf.	1	2	3	4	5
45. Kecekapan memotivasi dan membina kepakaran guru.	1	2	3	4	5
46. Kecekapan dalam pengurusan sumber kewangan.	1	2	3	4	5
47. Kecekapan dalam mengurus sumber fizikal.	1	2	3	4	5

BAHAGIAN-V

Sila tulis respon anda dalam ruang yang disediakan.

1. Pada pandangan anda, apakah faktor yang mempengaruhi keperluan latihan untuk Guru Besar?

2. Apakah cadangan anda untuk meningkatkan keberkesanan latihan untuk Guru Besar di Sarawak?

NOTA TAMBAHAN

Sekiranya ada perkara lain yang anda fikir perlu dikongsikan mengenai latihan Guru Besar di sarawak, sila tulis dalam ruang yang disediakan di bawah



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Terima kasih kerana sudi meluang masa dan fikiran melengkapinya soalselidik ini.
Sila kembalikan borang soalselidik yang telah anda lengkapi kepada saya melalui PPD/PPB/KNN/Ketua
Bahagian masing-masing.

APPENDIX D

HEADTEACHERS INTERVIEW SCHEDULE	JADUAL TEMUDUGA GURU BESAR [Translation]
1 Can you describe what it is like to work in this school ?	Boleh sdra/sdri perelaskan bagaimana rasanya bekerja di sekolah ini ?
2 What form of support do you receive from outside ? - management and administration - professional leadership - training for headship	Apakah bentuk sokongan yang sdra/sdri perolehi dari luar ? - pentadbiran dan pengurusan - kepimpinan profesional - latihan untuk Guru Besar
3 Describe what you expect from headship training ? - why do you think so ? - how do you describe your feelings/reactions to the outcome ? - are your needs being fulfilled ? why ? - are you happy about it ? why ?	Perelaskan apakah yang sdra/sdri jangka dari latihan untuk Guru Besar ? - mengapa sdra/sdri berpendirian demikian ? - bagaimana sdra/sdri memperelaskan perasaan atau reaksi terhadap hasil latihan ? - adakah keperluan sdra/sdri dipenuhi ? - adakah sdra/sdri berpuashati ? Kenapa ?
4 What difference does it make if you are consulted and asked about your needs for training ? - how do you describe your needs ? - how do you think your needs be best identified ? - in what ways do you think you, your staff and your school will benefit ?	Apakah kelainannya jika sdr/sdri dilibatkan dan ditanya mengenai keperluan sdra/sdri untuk latihan ? - bagaimana sdra/sdri perelaskan keperluan itu ? - bagaimana keperluan sdra/sdri itu boleh dikenalpasti sebaiknya ? - bagaimanakah staf dan sekolah sdra/sdri boleh mendapat faedah dari latihan itu ?
5 Can you describe to what extent do you personally rate the effectiveness of headship training ? - why do you think so ? - suggest how this can be further improved ?	Boleh sdra/sdri perelaskan sejauh manakah keberkesanan latihan untuk Guru Besar yang pernah sdra/sdri hadiri ? - bagaimanakah sdra/sdri mendapat faedah latihan itu secara peribadi ? - apakah kekuatan utama latihan berkenaan ?
6 Generally how do you describe the trainers attitude during a training session ? - why do you think so ? - are you happy with how the training is conducted ? - what about with the methods used ?	Secara amnya boleh sdra/sdri perelaskan bagaimana sikap jurulatih ketika sesuatu latihan dijalankan ? - mengapa sdra/sdri berpendirian sedemikian ? - adakah sdra/sdri berpuashati dengan cara latihan itu dijalankan ? - bagaimana dengan kaedah penyampaian yang digunakan ?
7 In your opinion what are the areas you need to be trained to carry out your tasks and responsibilities effectively ? - which ones are your priority areas ? - why do you give priority to these areas ?	Pada pendapat sdra/sdri apakah bidang yang sdra/sdri rasa perlu diberi latihan supaya sdra/sdri dapat melaksanakan tugas dan tanggungjawab selaku Guru Besar dengan berkesan ? - apakah bidang yang sdra/sdri utamakan ? - mengapakah sdra/sdri mengutamakan bidang tersebut ? - sila perelaskan.
8 In your assessment are there any areas that you identify that has not been covered by the training that you received ? - what are the areas ?	Dalam penilaian sdra/sdri apakah bidang yang sdra/sdri rasa kritikal untuk latihan Guru Besar yang tidak diliputi secara berkesan di dalam latihan yang sdra/sdri terima ? - apakah bidang-bidang itu ? - sila perelaskan.
9 Were there areas covered in the course that you feel unnecessary to cover ?	Apakah bidang yang diliputi semasa latihan untuk Guru Besar yang sdra/sdri rasa tidak begitu perlu ? - sila perelaskan
10 How would you visualise a competent headteacher to be like ? - what leadership qualities would you consider important for them to possess ? - how do you suggest this to be achieved ? - what support services do you consider crucial ?	Bagaimanakah gambaran sdra/sdri tentang seorang Guru Besar yang cekap ? - apakah ciri-ciri kepimpinan yang sdra/sdri anggap penting dimiliki oleh mereka ? - apakah cadangan sdra/sdri untuk mencapai matlamat ini ? - apakah sokongan yang sdra/sdri fikir sangat penting ?
11 Is there anything else you want to say about this topic, that I haven't asked you ?	Adakah apa-apa hal lain yang ingin sdra/sdri perkatakan mengenai tajuk ini ?

APPENDIX E

OFFICE PERSONNEL INTERVIEW SCHEDULE

JADUAL TEMUDUGA PEGAWAI PENDIDIKAN [Translation]

<p>1 Can you describe what it is like to work as a [District Education Officer, Divisional Education Officer, Primary School Inspector, School Supervisor, Trainer] ?</p> <ul style="list-style-type: none"> - what do you like best about the job ? - what tasks take much of your time ? 	<p>Boleh anda perelaskan bagaimana perasaan anda bertugas selaku [Pegawai Pendidikan Daerah, Pegawai Pendidikan Bahagian, Nazir Sekolah Rendah, Penyelia Sekolah dan Jurulatih]?</p> <ul style="list-style-type: none"> - apakah yang paling menyeronok dalam tugas anda? - apakah bidang kerja yang paling banyak mengambil masa anda?
<p>2 What would you consider your main responsibility with regards to the work of a primary school headteacher ?</p> <ul style="list-style-type: none"> - why do you think so ? - what important role do you see yourself playing ? 	<p>Apakah yang anda ambil kira sebagai tanggungjawab utama anda mengenai tugas seorang Guru Besar sekolah?</p> <ul style="list-style-type: none"> - kenapa anda fikir demikian? - apakah peranan penting yang anda sumbangkan?
<p>3 How important do you think it is that headteachers should be trained ?</p> <ul style="list-style-type: none"> - to the headteachers themselves ? - to the school ? - to the Education Department ? 	<p>Apakah anda fikir pentingnya Guru Besar diberi latihan?</p> <ul style="list-style-type: none"> - kepada Guru Besar itu sendiri? - kepada sekolah? - kepada Jabatan?
<p>4 How would you describe an effective training for headteachers ?</p> <ul style="list-style-type: none"> - how would you like the headteachers themselves to benefit ? - how would you like the staff to benefit ? - how would you like the school to benefit ? - how would you like the Department to benefit ? 	<p>Bagaimanakah anda memperihalkan latihan yang berkesan untuk Guru Besar?</p> <ul style="list-style-type: none"> - bagaimana anda tentukan Guru Besar itu sendiri mendapat menafaat latihan? - bagaimana anda tentukan kakitangan mendapat menafaat latihan Guru Besar? - bagaimana anda tentukan sekolah mendapat menafaat latihan Guru Besar? - bagaimana anda tentukan Jabatan mendapat menafaat latihan Guru Besar?
<p>5 How effective do you think the present arrangement are for training headteachers ?</p> <ul style="list-style-type: none"> - why do you say so ? 	<p>Sejauh manakah berkesannya latihan Guru Besar masa kini?</p> <ul style="list-style-type: none"> - mengapa anda mengatakan begitu?
<p>6 Would you say that headteachers training and development needs are fulfilled ?</p> <ul style="list-style-type: none"> - why ? 	<p>Adakah anda anggap keperluan latihan Guru Besar itu dipenuhi?</p> <ul style="list-style-type: none"> - mengapa?
<p>7 Which aspect of headship competency do you think requires special attention ?</p> <ul style="list-style-type: none"> - why do you say so ? 	<p>Apakah aspek kecekapan Guru Besar yang anda fikir memerlukan perhatian khusus?</p> <ul style="list-style-type: none"> - mengapa anda mengatakan begitu?
<p>8 What further actions do you think the Department should take to improve headship competency in Sarawak.</p>	<p>Apakah tindakan lanjut yang anda fikir Jabatan harus diambil untuk memperbaiki lagi kecekapan Guru Besar di Sarawak?</p>
<p>9 Is there anything else you want to say about this topic, that I haven't asked you ?</p>	<p>Adakah perkara lain mengenai tajuk ini yang ingin anda perkatakan?</p>

APPENDIX F

Course Content Provided by IAB (Training Organiser)

Foundation Level	Intermediate Level	Diploma Level(4 Phases)
<p>Core Component Education Act 1996</p> <ul style="list-style-type: none"> • Background to Education Act 1996 • Recommendations in Education Act 1996 <p>Foundation in Education</p> <ul style="list-style-type: none"> • History, psychology, philosophy and sociology of education • National Language in Management <p>Foundation Component Office and Financial management</p> <ul style="list-style-type: none"> • Professional and Public Service Improvement Circulars • Office management • Financial Management <p>Leadership and management</p> <ul style="list-style-type: none"> • Principles of School Management • Head teachers' Leadership • School Communication • Motivation and Work satisfaction • Supervision and Staff Evaluation <p>Curricular and Co-curricular Management</p> <ul style="list-style-type: none"> • Curriculum Concept • Head teachers as Curriculum Leader • Pedagogical Management • Teaching-Learning Supervision • Testing and Evaluation Management • Co-Curricular Management 	<p>Core Component</p> <p>Headteachers Visionary Leadership</p> <ul style="list-style-type: none"> • Leadership Concept • Concept of Vision • Development of Vision • Sharing and Executing Vision • Developing School Vision <p>Foundation Component</p> <p>Headteacher as a Manager</p> <p>Student Behaviour</p> <ul style="list-style-type: none"> • Student Disciplinary Policy and Implementation • Therapeutic Practice in Implementing Student Discipline Policy <p>School Finance and Budget</p> <ul style="list-style-type: none"> • Monitoring School Budget • School Audit Annual Report <p>Staff Supervision</p> <ul style="list-style-type: none"> • Formative and Summative Evaluation in Staff Supervision • Staff Supervision Techniques • Usage of Supervisory Information for Staff development <p>Policy and Regulation</p> <ul style="list-style-type: none"> • Co-operation in Management • Innovative Practice in Management <p>Time Management</p> <ul style="list-style-type: none"> • Time Management Strategy and Priority • Development of Time Management Planning 	<p>Phase 1: Foundation Level Course</p> <p>Phase 2: Intermediate Level Course</p> <p>Phase 3: Specialised School Management and Leadership</p> <p>Performance Management System</p> <ul style="list-style-type: none"> • Human Resource Management Concept • Performance Management System • Foundation to Performance Management • Setting of Objectives/Work Targets • Motivation • Guidance and Improvement of Performance • Performance Evaluation Management • Preparation of Performance Evaluation Report • Issues on Performance Evaluation • Management Case Study <p>Current Educational Issues</p> <ul style="list-style-type: none"> • Effective Schools • Total Quality Management • Early Thoughts on Application of Total Quality Management in Education Management • True Productivity - The Key to Profitability • Thinking Pupils

APPENDIX F (Cont.)

<p>Complementary Component</p> <ul style="list-style-type: none"> • Student Welfare management • Information Management • Structured Visit • Self Reading for Course Assignment Test and Evaluation 	<p>Headteacher as a Teacher/Programme Facilitator</p> <ul style="list-style-type: none"> • Headteacher as a Leader of Teaching and Learning process • Headteacher as a Trainer Enhancing Teaching and Learning Performance • Management of Quality Test and Evaluation • Management of Co-curriculum • Management of Experiential Curriculum <p>Headteacher as a Teacher/Community School Facilitator</p> <p>Establishing Aims of Community School Relationship</p> <ul style="list-style-type: none"> • Establishing School Relations Aims <p>Links With Miscellaneous Agencies</p> <ul style="list-style-type: none"> • Benefiting Miscellaneous Agencies Resource <p>Communication</p> <ul style="list-style-type: none"> • Communication for Information Sharing <p>Entrepreneurship Skills</p> <ul style="list-style-type: none"> • School Managers' Entrepreneurship Qualities <p>Headteacher as a Problem Solver</p> <p>Interpreting Problems</p> <ul style="list-style-type: none"> • Identifying Problems • Criteria for Classifying Source of Problems <p>Value and Objectives</p> <ul style="list-style-type: none"> • Developing Organisational Objectives • Role of Personal Value in Problem Solving <p>Decision-Making</p> <ul style="list-style-type: none"> • Understanding the Process of Problem Solving • Co-operative Approach in Decision-Making 	<p>Teaching of Learning and Thinking Skills</p> <ul style="list-style-type: none"> • Current Development in Quality Teaching and Learning • “Everyday Genius” Concept of Peter Kline • Skills on Managing Learning and Examinations • Whole Brain Learning • Preferred Learning Styles • Effective Listening • Note-taking Skills • Memory Skills <p>Management of Learning evaluation</p> <ul style="list-style-type: none"> • Question Analysis • Identifying Problematic Questions • Re-surveying Questions • Formulations of Question Bank for Learning Evaluation <p>Phase 4: Collegial Leadership Study Programme</p>
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Appendix 1 : Crosstabulations Definition of Training by Position Held, Location, School Size and Experience in the Post

Groups/Sub-Groups	Planned and systematic effort to modify or develop knowledge/ skills/attitude.				A process and a learning experience.				Transfer of needed information to the learner in the most efficient way.					
	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD		
Position Held														
Head	f	158	76	6	1	107	117	14	1	92	117	30	1	0
	%	40.7	19.6	1.5	0.3	27.9	30.5	3.7	0.3	23.8	30.2	7.8	0.3	0
Officers	f	104	40	3	0	78	56	7	3	66	58	21	1	1
	%	26.8	10.3	0.8	0	20.4	14.6	1.8	0.8	17.1	15.0	5.4	0.3	0.3
χ^2 Test		37.5% cells of freq < 5												
Location														
Urban	f	39	15	0	0	28	23	2	0	19	28	7	0	0
	%	16.2	6.2	0	0	11.7	9.6	0.8	0	7.9	11.7	2.9	0	0
Rural	f	119	61	6	1	79	94	12	1	73	89	23	1	0
	%	49.4	25.3	2.5	0.4	33.1	39.3	5.0	0.4	30.4	37.1	9.6	0.4	0
χ^2 Test		30.0% cells of freq < 5												
School Size														
Small	f	101	54	5	1	72	77	10	1	62	79	18	1	0
	%	41.9	22.4	2.1	0.4	30.1	32.2	4.2	0.4	25.8	32.9	7.5	0.4	0
Big	f	57	22	1	0	107	117	14	1	30	38	12	0	0
	%	23.7	9.1	0.4	0	44.8	49.0	5.9	0.4	12.5	15.8	5.0	0	0
χ^2 Test		37.5% cells of freq < 5												
Experience in the Post (in years)														
<3	f	61	30	0	0	46	37	9	1	37	46	8	0	0
	%	15.8	7.8	0	0	12.0	9.7	2.4	0.3	9.6	11.9	2.1	0	0
3-10	f	95	39	5	1	70	57	9	1	64	53	20	1	0
	%	24.5	10.1	1.3	0.3	18.3	14.9	2.4	0.3	16.6	13.7	5.2	0.3	0
>10	f	105	47	4	0	68	79	7	4	56	76	23	1	0
	%	27.1	12.1	1.1	0	17.8	20.7	1.8	1.0	14.5	19.7	6.0	0.3	0
χ^2 Test		25.0% cells of freq < 5												

f = frequency ; % = Percentage ; SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree.

Appendix 2 : Crosstabulations Degree of Agreement on Objectives of Training by Position Held, Location, School Size and Experience in Post

Groups/ Sub-Groups	To develop participant's competency and mastery of specific skills.				Enhancement of knowledge and skills.				To change attitude of participants				Improvement of performance in the person's present job.				Preparing people for future opportunities, responsibilities and tasks.									
	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD						
Position Held																										
Heads	f	153	77	9	2	0	119	100	18	2	1	71	97	52	20	1	115	97	26	2	1	91	118	31	1	0
	%	39.4	19.8	2.3	0.5	0	30.7	25.8	4.7	0.5	0.3	18.3	25.0	13.4	5.2	0.3	29.6	25.0	6.7	0.5	0.3	23.5	30.4	8.0	0.3	0
Officers	f	106	38	1	2	0	71	63	12	0	1	42	71	24	9	1	66	69	11	1	0	63	68	14	2	0
	%	27.3	9.8	0.3	0.5	0	18.3	16.3	3.1	0	0.3	10.8	18.3	6.2	2.3	0.3	17.0	17.8	2.8	0.3	0	16.2	17.5	3.6	0.5	0
χ^2 Test		37.5% cells of freq ≤ 5				40.0% cells of freq ≤ 5				$\chi^2 = 3.37$ p = 0.49941 (NS)				40.0% cells of freq ≤ 5				25.0% cells of freq ≤ 5								
Location																										
Urban	f	37	15	2	0	0	30	19	4	0	1	16	26	10	2	0	29	21	3	1	0	22	25	7	0	0
	%	15.4	6.2	0.8	0	0	12.5	7.9	1.7	0	0.4	6.6	10.8	4.1	0.8	0	12.0	8.7	1.2	0.4	0	9.1	10.4	2.9	0	0
Rural	f	116	62	7	2	0	89	81	14	2	0	55	71	42	18	1	86	76	23	1	1	69	93	24	1	0
	%	48.1	25.7	2.9	0.8	0	37.1	33.8	5.8	0.8	0	22.8	29.5	17.4	7.5	0.4	35.7	31.5	9.5	0.4	0.4	28.6	38.6	10.0	0.4	0
χ^2 Test		37.5% cells of freq ≤ 5				50.0% cells of freq ≤ 5				30.0% cells of freq ≤ 5				40.0% cells of freq ≤ 5				25.0% cells of freq ≤ 5								
School Size																										
Small	f	99	52	8	2	0	80	67	11	2	0	43	62	39	16	1	73	64	21	2	1	57	80	23	1	0
	%	41.1	21.6	3.3	0.8	0	33.3	27.9	4.6	0.8	0	17.8	25.7	16.2	6.6	0.4	30.3	26.6	8.7	0.8	0.4	23.7	33.2	9.5	0.4	0
Big	f	54	25	1	0	0	39	33	7	0	0	28	35	13	4	0	42	33	5	0	0	34	38	8	0	0
	%	22.4	10.4	0.4	0	0	16.3	13.8	2.9	0	0	11.6	14.5	5.4	1.7	0	17.4	13.7	2.1	0	0	14.1	15.8	3.3	0	0
χ^2 Test		37.5% cells of freq ≤ 5				40.0% cells of freq ≤ 5				$\chi^2 = 5.25$ p = 0.26222(NS)				40.0% cells of freq ≤ 5				25.0% cells of freq ≤ 5								
Experience in the Post (in years)																										
< 3	f	66	22	3	0	0	48	39	4	0	0	27	42	16	6	0	41	45	4	1	0	37	47	7	0	0
	%	17.1	5.7	0.8	0	0	12.4	10.1	1.0	0	0	7.0	10.9	4.1	1.6	0	10.6	11.6	1.0	0.3	0	9.6	12.1	1.8	0	0
3 - 10	f	91	43	3	3	0	70	51	16	1	1	54	52	27	6	1	68	55	15	1	1	58	65	16	1	0
	%	23.5	11.1	0.8	0.8	0	18.1	13.2	4.1	0.3	0.3	14.0	13.4	7.0	1.6	0.3	17.6	14.2	3.9	0.3	0.3	15.0	16.8	4.1	0.3	0
> 10	f	101	50	4	1	0	71	73	10	1	1	31	74	33	17	1	71	66	18	1	0	58	74	22	2	0
	%	26.1	12.9	1.0	0.3	0	18.4	18.9	2.6	0.3	0.3	8.0	19.1	8.5	4.4	0.3	18.3	17.1	4.7	0.3	0	15.0	19.1	5.7	0.5	0
χ^2 Test		50.0% cells of freq ≤ 5				40.0% cells of freq ≤ 5				$\chi^2 = 16.38$ p = 0.03717 (Sig.)				40.0% cells of freq ≤ 5				25.0% cells of freq ≤ 5								

f = frequency; % = percentage; SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; (NS) = Not Significant; (Sig.) = Significant.

Appendix 3 : Crosstabulations Elements contributing to positive effects on training Location, School Size and Experience in the Post (I)

Groups/Sub-Groups	Presentation of theory without practice usually lead to ineffective training.				Demonstration of new approach through a variety of methods.				Head teachers are fully aware of the purpose of training and its expected outcome.			
	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD
Position Held												
f	104	97	30	10	123	101	16	2	111	110	19	1
%	26.8	25.0	7.7	2.6	31.6	26.0	4.1	0.5	28.6	28.4	4.9	0.3
f	71	58	15	3	95	47	4	1	82	60	3	2
%	18.3	14.9	3.9	0.8	24.4	12.1	1.0	0.3	21.1	15.5	0.8	0.5
χ^2 Test	$\chi^2=2.15$ p = 0.54017 (NS)											
Location												
f	21	24	8	0	30	22	2	0	25	27	2	0
%	8.7	10.0	3.3	0	12.4	9.1	0.8	0	10.5	11.2	0.8	0
f	83	73	22	10	93	79	14	2	86	83	17	1
%	34.4	30.3	9.1	4.1	38.4	32.6	5.8	0.8	35.7	34.4	7.1	0.4
χ^2 Test	$\chi^2=3.82$ p = 0.28095 (NS)											
School Size												
f	74	57	21	10	79	70	11	2	70	76	14	1
%	30.7	23.7	8.7	4.1	32.6	28.9	4.5	0.8	29.0	31.5	5.8	0.4
f	30	40	9	0	44	31	5	0	41	34	5	0
%	12.4	16.6	3.7	0	18.2	12.8	2.1	0	17.0	14.1	2.1	0
χ^2 Test	$\chi^2=8.86$ p = 0.03120 (Sig.)											
Experience in the Post (in years)												
f	49	34	7	1	57	29	5	0	46	43	2	0
%	12.7	8.8	1.8	0.3	14.7	7.5	1.3	0	11.9	11.1	0.5	0
f	62	60	13	4	83	50	5	2	71	62	6	1
%	16.0	15.5	3.4	1.0	21.4	12.9	1.3	0.5	18.3	16.0	1.6	0.3
f	64	61	24	8	78	69	9	1	76	65	14	1
%	16.5	15.8	6.2	2.1	20.1	17.8	2.3	0.3	19.6	16.8	3.6	0.3
χ^2 Test	$\chi^2=9.34$ p = 0.15519 (NS)											

f = frequency; % = Percentage; SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; (NS) = Not Significant; (Sig) = Significant.

Appendix 3 : Crosstabulations Elements contributing to positive effects on training Location, School Size and Experience in the Post (II)

Groups/ Sub-Groups	On-site assistance with the transfer of skills and strategies.				Training needs are identified.				Facilitators need to build participants confidence.				Head teachers whose needs are identified are the ones selected for training.									
	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD						
Position Held																						
Heads	f	119	99	21	3	0	0	119	107	12	4	0	67	121	39	13	0	124	96	12	9	0
	%	30.6	25.4	5.4	0.8	0	0	30.6	27.5	3.1	1.0	0	17.4	31.3	10.1	3.4	0	32.0	24.7	3.1	2.3	0
Officers	f	92	48	6	1	0	0	88	51	7	1	0	59	60	19	7	1	96	39	9	3	0
	%	23.7	12.3	1.5	0.3	0	0	22.6	13.1	1.8	0.3	0	15.3	15.5	4.9	1.8	0.3	24.7	10.1	2.3	0.8	0
χ^2 Test		25.0% cells of freq. < 5				25.0% cells of freq. < 5				25.0% cells of freq. < 5				$\chi^2=8.36$ p = 0.07901(NS)				$\chi^2=8.80$ p = 0.03204(Sig)				
Location																						
Urban	f	26	25	3	0	0	0	24	28	2	0	0	14	28	10	2	0	30	21	3	0	0
	%	10.7	10.3	1.2	0	0	0	9.9	11.6	0.8	0	0	5.8	11.7	4.2	0.8	0	12.4	8.7	1.2	0	0
Rural	f	93	74	18	3	0	0	95	79	10	4	0	53	93	29	11	0	94	75	9	9	0
	%	38.4	30.6	7.4	1.2	0	0	39.3	32.6	4.1	1.7	0	22.1	38.8	12.1	4.6	0	39.0	31.1	3.7	3.7	0
χ^2 Test		37.5% cells of freq. < 5				37.5% cells of freq. < 5				37.5% cells of freq. < 5				$\chi^2=0.72$ p = 0.86719(NS)				25.0% cells of freq. < 5				
School Size																						
Small	f	81	63	15	3	0	0	77	73	8	4	0	43	85	25	7	0	77	71	7	7	0
	%	33.5	26.0	6.2	1.2	0	0	31.8	30.2	3.3	1.7	0	17.9	35.4	10.4	2.9	0	32.0	29.5	2.9	2.9	0
Big	f	38	36	6	0	0	0	42	34	4	0	0	24	36	14	6	0	47	25	5	2	0
	%	15.7	14.9	2.5	0	0	0	17.4	14.0	1.7	0	0	10.0	15.0	5.8	2.5	0	19.5	10.4	2.1	0.8	0
χ^2 Test		25.0% cells of freq. < 5				37.5% cells of freq. < 5				37.5% cells of freq. < 5				$\chi^2=1.96$ p = 0.58037(NS)				25.0% cells of freq. < 5				
Experience in the Post (in years)																						
< 3	f	63	25	3	0	0	0	47	41	2	1	0	29	42	14	5	0	56	29	5	1	0
	%	16.2	6.4	0.8	0	0	0	12.1	10.6	0.5	0.3	0	7.5	10.9	3.6	1.3	0	14.5	7.5	1.3	0.3	0
3 - 10	f	72	56	11	1	0	0	71	58	9	2	0	48	70	16	5	1	82	48	7	3	0
	%	18.6	14.4	2.8	0.3	0	0	18.3	14.9	2.3	0.5	0	12.4	18.1	4.1	1.3	0.3	21.2	12.4	1.8	0.8	0
> 10	f	75	66	13	3	0	0	88	59	8	2	0	49	69	28	10	0	82	58	9	7	0
	%	19.3	17.0	3.4	0.8	0	0	22.7	15.2	2.1	0.5	0	12.7	17.9	7.3	2.6	0	21.2	15.0	2.3	1.8	0
χ^2 Test		25.0% cells of freq. < 5				33.3% cells of freq. < 5				33.3% cells of freq. < 5				26.7% cells of freq. < 5				33.3% cells of freq. < 5				

f = frequency; % = Percentage; SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; (NS) = Not Significant; (Sig.) = Significant.

Appendix 4 : Crosstabulations Elements contributing to negative effects on training by Position Held, Location, School Size and Experience in the Post

Groups/ Sub-Groups	Participants feel pressured when training programme is too packed.				Contents are often selected by people other than those for whom training is intended.				Follow-up evaluation occur infrequently.				Failure to understand and account for site specific differences among head teachers and their diverse needs.							
	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD				
Position Held																				
f	71	102	54	14	1	118	90	31	2	1	54	107	58	20	1	59	108	61	11	2
%	18.3	26.2	13.9	3.6	0.3	30.3	23.1	8.0	0.5	0.3	14.0	27.7	15.0	5.2	0.3	15.2	27.9	15.8	2.8	0.5
f	51	65	24	6	1	72	63	9	1	2	54	54	29	8	1	47	67	21	11	0
%	13.1	16.7	6.2	1.5	0.3	18.5	16.2	2.3	0.3	0.5	14.0	14.0	7.5	2.1	0.3	12.1	17.3	5.4	2.8	0
χ^2 Test	$\chi^2 = 3.20$ p = 0.52406(NS)																			
Location																				
f	18	22	10	3	1	28	20	6	0	0	13	26	12	3	0	15	26	11	2	0
%	7.4	9.1	4.1	1.2	0.4	11.6	8.3	2.5	0	0	5.4	10.8	5.0	1.3	0	6.2	10.8	4.6	0.8	0
f	53	80	44	11	0	90	70	25	2	1	41	81	46	17	1	44	82	50	9	2
%	21.9	33.1	18.2	4.5	0	37.2	28.9	10.3	0.8	0.4	17.1	33.8	19.2	7.1	0.4	18.3	34.0	20.7	3.7	0.8
χ^2 Test	30.0% cells of freq < 5																			
School Size																				
f	42	73	38	9	0	73	68	18	2	1	37	73	37	12	1	39	75	37	9	1
%	17.4	30.2	15.7	3.7	0	30.2	28.1	7.4	0.8	0.4	15.4	30.4	15.4	5.0	0.4	16.2	31.1	15.4	3.7	0.4
f	29	29	16	5	1	45	22	13	0	0	17	34	21	8	0	20	33	24	2	1
%	12.0	12.0	6.6	2.1	0.4	18.6	9.1	5.4	0	0	7.1	14.2	8.8	3.3	0	8.3	13.7	10.0	0.8	0.4
χ^2 Test	30.0% cells of freq < 5																			
Experience in the Post (in years)																				
f	30	36	17	8	0	45	38	7	1	0	28	40	18	3	1	27	47	13	3	1
%	7.7	9.3	4.4	2.1	0	11.6	9.8	1.8	0.3	0	7.3	10.4	4.7	0.8	0.3	7.0	12.1	3.4	0.8	0.3
f	40	68	26	4	2	69	53	16	1	1	41	54	35	8	1	33	67	31	9	0
%	10.3	17.5	6.7	1.0	0.5	17.8	13.7	4.1	0.3	0.3	10.6	14.0	9.1	2.1	0.3	8.5	17.3	8.0	2.3	0
f	51	63	35	8	0	75	62	17	1	2	39	67	34	16	0	46	61	38	10	1
%	13.1	16.2	9.0	2.1	0	19.3	16.0	4.4	0.3	0.5	10.1	17.4	8.8	4.2	0	11.9	15.8	9.8	2.6	0.3
χ^2 Test	26.7% cells of freq < 5																			
$\chi^2 = 8.04$ p = 0.42869(NS)																				
$\chi^2 = 8.91$ p = 0.34965(NS)																				

f = frequency; % = Percentage; SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; (NS) = Not Significant; (Sig.) = Significant;

Appendix 5 : Crosstabulations Ways How Training Needs are Identified by Position Held, Location, School Size and Experience in Post

Groups/ Sub-Groups	Self-review Checklist			Head's job analysis			Informal discussion with heads			Observation of Heads at work			Feedback of former participants			Head's group discussion			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
Position Held																			
Heads	f	37	41	26	79	31	24	31	44	42	14	72	69	17	39	63	58	40	58
	%	22.6	25.0	15.9	37.6	14.8	11.4	16.3	23.2	22.1	25.8	37.9	36.3	9.2	21.1	33.5	24.1	16.6	24.1
Officers	f	19	17	24	36	19	21	18	28	27	31	37	11	8	27	32	36	18	31
	%	11.6	10.4	14.6	17.1	9.0	10.0	9.5	14.7	14.2	19.9	23.7	7.1	4.3	14.6	17.3	14.9	7.5	12.9
χ^2 Test	$\chi^2 = 4.30$ p = 0.11640(NS)			$\chi^2 = 3.39$ p = 0.18283(NS)			$\chi^2 = 0.08$ p = 0.96068(NS)			$\chi^2 = 10.75$ p = 0.00463(Sig.)			$\chi^2 = 1.01$ p = 0.60234(NS)			$\chi^2 = 0.84$ p = 0.65681(NS)			
Location																			
Urban	f	8	10	3	14	6	10	8	13	8	4	7	7	2	6	17	17	11	7
	%	7.7	9.6	2.9	10.4	4.5	7.5	6.8	11.1	6.8	5.2	9.1	9.1	1.7	5.1	14.4	10.9	7.1	4.5
Rural	f	29	31	23	65	25	14	23	31	34	10	33	16	15	33	45	41	29	51
	%	27.9	29.8	22.1	48.5	18.7	10.4	19.7	26.5	29.1	13.0	42.9	20.8	12.7	28.0	38.1	26.3	18.6	32.7
χ^2 Test	$\chi^2 = 1.70$ p = 0.42666(NS)			$\chi^2 = 6.28$ p = 0.04311(Sig.)			$\chi^2 = 1.29$ p = 0.52366(NS)			$\chi^2 = 1.62$ p = 0.44445(NS)			$\chi^2 = 3.13$ p = 0.20883(NS)			$\chi^2 = 5.74$ p = 0.05651(NS)			
School Size																			
Small	f	22	27	20	55	22	17	23	28	23	10	23	16	12	29	37	35	27	45
	%	21.2	26.0	19.2	41.0	16.4	12.7	19.7	23.9	19.7	13.0	29.9	20.8	10.2	24.6	31.4	22.4	17.3	28.8
Big	f	15	14	6	24	9	7	8	16	19	4	17	7	5	10	25	23	13	13
	%	14.4	13.5	5.8	17.9	6.7	5.2	6.8	13.7	16.2	5.2	22.1	9.1	4.2	8.5	21.2	14.7	8.3	8.3
χ^2 Test	$\chi^2 = 2.09$ p = 0.35115(NS)			$\chi^2 = 0.02$ p = 0.98716(NS)			$\chi^2 = 2.90$ p = 0.23436(NS)			$\chi^2 = 1.36$ p = 0.50469(NS)			$\chi^2 = 2.48$ p = 0.28918(NS)			$\chi^2 = 4.03$ p = 0.13325(NS)			
Experience in the Post (in years)																			
< 3	f	16	15	14	30	19	12	8	18	16	17	11	9	3	15	19	18	13	20
	%	9.8	9.1	8.5	14.4	9.1	5.7	4.2	9.5	8.4	10.9	7.1	5.8	1.6	8.2	10.3	7.5	5.4	8.3
3 - 10	f	16	20	18	38	14	19	19	24	25	17	31	10	11	26	36	39	23	31
	%	9.8	12.2	11.0	18.2	6.7	9.1	10.0	12.6	13.2	10.9	19.9	6.4	6.0	14.1	19.6	16.3	9.6	12.9
> 10	f	24	23	18	46	17	14	22	30	28	11	35	15	11	25	38	37	21	38
	%	14.6	14.0	11.0	22.0	8.1	6.7	11.6	15.8	14.7	7.1	22.4	9.6	6.0	13.6	20.7	15.4	8.8	15.8
χ^2 Test	$\chi^2 = 0.90$ p = 0.92362(NS)			$\chi^2 = 4.08$ p = 0.39496(NS)			$\chi^2 = 1.42$ p = 0.83911(NS)			$\chi^2 = 10.98$ p = 0.02672(Sig.)			$\chi^2 = 1.37$ p = 0.84826(NS)			$\chi^2 = 1.20$ p = 0.87666(NS)			

f = frequency; % = percentage; 1st = First Choice; 2nd = Second Choice; 3rd = Third Choice; (NS) = Not Significant; (Sig.) = Significant.

Appendix 6 : Crosstabulations How Adult Learn Best During Training by Position Held, Location, School Size and Experience in the Post (I)

Groups/Sub-Groups	When participants are free to explore without the constraints of a system.					When a climate conducive for learning is established.					When participants can integrate the skills learned into their work repertoire.					
	SA	A	PA	D	SD	SA	A	PA	D	SD	SA	A	PA	D	SD	
Position Held																
Head	f	56	94	58	27	3	133	92	14	0	0	131	98	12	1	0
	%	14.6	24.5	15.1	7.0	0.8	34.6	24.0	3.6	0	0	33.8	25.3	3.1	0.3	0
Officers	f	30	63	32	18	3	80	61	2	1	1	86	49	10	1	0
	%	7.8	16.4	8.3	4.7	0.8	20.8	15.9	0.5	0.3	0.3	22.2	12.6	2.6	0.3	0
χ^2 Test	$\chi^2 = 1.32$ p = 0.85676(NS)															
Location																
Urban	f	11	24	10	8	1	26	25	2	0	0	27	25	3	0	0
	%	4.6	10.1	4.2	3.4	0.4	10.9	10.5	0.8	0	0	11.2	10.3	1.2	0	0
Rural	f	45	70	48	19	2	107	67	12	0	0	104	73	9	1	0
	%	18.9	29.4	20.2	8.0	0.8	44.8	28.0	5.0	0	0	43.0	30.2	3.7	0.4	0
χ^2 Test	$\chi^2 = 2.64$ p = 0.061872(NS)															
School Size																
Small	f	41	64	38	14	2	90	59	11	0	0	88	66	7	1	0
	%	17.2	26.9	16.0	5.9	0.8	37.7	24.7	4.6	0	0	36.4	27.3	2.9	0.4	0
Big	f	15	30	20	13	1	43	33	3	0	0	43	32	5	0	0
	%	6.3	12.6	8.4	5.5	0.4	18.0	13.8	1.3	0	0	17.8	13.2	2.1	0	0
χ^2 Test	$\chi^2 = 3.87$ p = 0.42351(NS)															
Experience in the Post (in years)																
<3	f	21	37	21	9	1	50	40	0	0	0	49	36	6	0	0
	%	5.5	9.7	5.5	2.3	0.3	13.1	10.4	0	0	0	12.7	9.3	1.6	0	0
3-10	f	21	59	36	20	3	71	60	6	1	1	81	46	11	2	0
	%	5.5	15.4	9.4	5.2	0.8	18.5	15.7	1.6	0.3	0.3	20.9	11.9	2.8	0.5	0
>10	f	44	60	33	16	2	91	53	10	0	0	86	65	5	0	0
	%	11.5	15.7	8.6	4.2	0.5	23.8	13.8	2.6	0	0	22.2	16.8	1.3	0	0
χ^2 Test	$\chi^2 = 8.54$ p = 0.38170(NS)															
$\chi^2 = 46.7\%$ cells of freq. < 5																

f = frequency; % = Percentage; SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; (NS) = Not Significant; (Sig.) = Significant.

Appendix 6 : Crosstabulations How Adult Learn Best During Training by Position Held, Location, School Size and Experience in the Post (III)

Groups/ Sub-Groups	Flexible delivery techniques.				Delivery techniques ascertained by the participants.				When participants have an opportunity for practice and repetition.				Delivery techniques are varied to suit the requirements of different learners.								
	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD	SA	A	PA	SD					
Position Held																					
Heads	f	77	143	19	3	0	19	57	63	92	10	22	119	71	26	2	107	109	21	3	1
	%	19.9	37.0	4.9	0.8	0	4.9	14.8	16.3	23.8	2.6	5.7	30.9	18.4	6.8	0.5	27.6	28.2	5.4	0.8	0.3
Officers	f	64	74	4	1	2	12	27	44	56	6	24	74	40	6	1	88	51	6	0	1
	%	16.5	19.1	1.0	0.3	0.5	3.1	7.0	11.4	14.5	1.6	6.2	19.2	10.4	1.6	0.3	22.7	13.2	1.6	0	0.3
χ^2 Test	40.0% cells of freq. < 5				$\chi^2 = 1.65$ p = 0.79941(NS)				$\chi^2 = 9.18$ p = 0.05657(NS)				40.0% cells of freq. < 5								
Location																					
Urban	f	16	37	2	0	0	3	12	15	24	1	6	28	17	2	0	27	23	3	1	0
	%	6.6	15.3	0.8	0	0	1.2	5.0	6.2	10.0	0.4	2.5	11.7	7.1	0.8	0	11.2	9.5	1.2	0.4	0
Rural	f	61	106	17	3	0	16	45	48	68	9	16	91	54	24	2	80	86	18	2	1
	%	25.2	43.8	7.0	1.2	0	6.6	18.7	19.9	28.2	3.7	6.7	37.9	22.5	10.0	0.8	33.2	25.7	7.5	0.8	0.4
χ^2 Test	37.5% cells of freq. < 5				$\chi^2 = 2.15$ p = 0.70638(NS)				30.0% cells of freq. < 5				50.0% cells of freq. < 5								
School Size																					
Small	f	51	95	13	3	0	16	38	39	63	5	19	76	45	19	2	72	68	19	2	1
	%	21.1	39.3	5.4	1.2	0	6.6	15.8	16.2	26.1	2.1	7.9	31.7	18.8	7.9	0.8	29.9	28.2	7.9	0.8	0.4
Big	f	26	48	6	0	0	3	19	24	29	5	3	43	26	7	0	35	41	2	1	0
	%	10.7	19.8	2.5	0	0	1.2	7.9	10.0	12.0	2.1	1.3	17.9	10.8	2.9	0	14.5	17.0	0.8	0.4	0
χ^2 Test	25.0% cells of freq. < 5				$\chi^2 = 4.66$ p = 0.32309(NS)				$\chi^2 = 6.10$ p = 0.19131(NS)				40.0% cells of freq. < 5								
Experience in the Post (in years)																					
< 3	f	39	47	5	0	0	10	21	21	36	3	16	48	22	5	0	49	32	10	0	0
	%	10.1	12.1	1.3	0	0	2.6	5.4	5.4	9.3	0.8	4.2	12.5	5.7	1.3	0	12.7	8.3	2.6	0	0
3 - 10	f	53	79	5	1	2	12	23	42	55	8	20	74	36	8	1	75	53	9	1	1
	%	13.7	20.4	1.3	0.3	0.5	3.1	6.0	10.9	14.2	2.1	5.2	19.2	9.4	2.1	0.3	19.4	13.7	2.3	0.3	0.3
> 10	f	49	91	13	3	0	9	40	44	57	5	10	71	53	19	2	70	75	8	2	1
	%	12.7	23.5	3.4	0.8	0	2.3	10.4	11.4	14.8	1.3	2.6	18.4	13.8	4.9	0.5	18.1	19.4	2.1	0.5	0.3
χ^2 Test	40.0% cells of freq. < 5				$\chi^2 = 7.53$ p = 0.48039(NS)				$\chi^2 = 16.74$ p = 0.03287(Sig.)				40.0% cells of freq. < 5								

f = frequency; % = Percentage; SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; (NS) = Not Significant; (Sig.) = Significant.

Appendix 7 : Crosstabulations Ways How Training is organised by Position Held, Location, School Size and Experience in Post

Groups/ Sub-Groups	"Off the job"		"On-site"		"Cascade"		"On-the-job"		"Close to the job"											
	1st Choice	2nd Choice	1st Choice	2nd Choice	1st Choice	2nd Choice	1st Choice	2nd Choice	1st Choice	2nd Choice										
	f	%	f	%	f	%	f	%	f	%										
Position Held																				
Heads	157	58.6	28	10.4	21	20.2	42	40.4	26	15.7	83	50.0	29	18.2	58	36.5	6	8.8	29	42.6
Officers	61	22.8	22	8.2	13	12.5	28	26.9	24	14.5	33	19.9	36	22.6	36	22.6	8	11.8	25	36.8
χ^2 Test	$\chi^2 = 4.88$ p = 0.02715(Sig.)		$\chi^2 = 0.02$ p = 0.86285(NS)		$\chi^2 = 5.92$ p = 0.01494(Sig.)		$\chi^2 = 4.52$ p = 0.03334(Sig.)		$\chi^2 = 0.52$ p = 0.46929(NS)											
Location																				
Urban	39	21.1	5	2.7	6	9.5	13	20.6	4	3.7	15	13.8	5	5.7	11	12.6	0	0	10	28.6
Rural	118	63.8	23	12.4	15	23.8	29	46.0	22	20.2	68	62.4	24	27.6	47	54.0	6	17.1	19	54.3
χ^2 Test	$\chi^2 = 0.63$ p = 0.42396(NS)		$\chi^2 = 0.03$ p = 0.84609(NS)		$\chi^2 = 0.03$ p = 0.84609(NS)		$\chi^2 = 0.03$ p = 0.84486(NS)		25.0% cells of freq. < 5		25.0% cells of freq. < 5		$\chi^2 = 0.03$ p = 0.84486(NS)		50.0% cells of freq. < 5					
School Size																				
Small	100	54.1	22	11.9	15	23.8	28	44.4	18	16.5	57	52.3	21	24.1	39	44.8	5	14.3	14	40.0
Big	57	30.8	6	3.2	6	9.5	14	22.2	8	7.3	26	23.9	8	9.2	19	21.8	1	2.9	15	42.9
χ^2 Test	$\chi^2 = 2.34$ p = 0.12594(NS)		$\chi^2 = 0.14$ p = 0.70189(NS)		$\chi^2 = 0.00$ p = 0.95741(NS)		$\chi^2 = 0.24$ p = 0.62300(NS)		50.0% cells of freq. < 5											
Experience in the Post (in years)																				
< 3	45	16.8	13	4.9	7	6.7	14	13.5	14	8.4	29	17.5	19	11.9	26	16.4	5	7.4	10	14.7
3 - 10	78	29.1	19	7.1	9	8.7	26	25.0	18	10.8	39	23.5	26	16.4	28	17.6	7	10.3	27	39.7
> 10	95	35.4	18	6.7	18	17.3	30	28.8	18	10.8	48	28.9	20	12.6	40	25.2	2	2.9	17	25.0
χ^2 Test	$\chi^2 = 1.14$ p = 0.56304(NS)		$\chi^2 = 1.28$ p = 0.52660(NS)		$\chi^2 = 0.43$ p = 0.80521(NS)		$\chi^2 = 2.62$ p = 0.26878(NS)		33.3% cells of freq. < 5											

f = frequency; % = percentage; (NS) = Not Significant; (Sig.) = Significant

Appendix 8 : Crosstabulations Appropriateness of Training Provisions by Position Held, Location, School Size and Experience in Post

Groups/ Sub-Groups	Methods of identifying training needs.			Involvement in such a training programme.			Teaching and learning environment.			Delivery Techniques			Overall content of the programme.																	
	MA	FA	A	SA	NA	MA	FA	A	SA	NA	MA	FA	A	SA	NA															
Position Held																														
Heads	f	34	131	49	11	3	57	126	46	1	0	54	124	43	6	3	32	130	60	7	1	62	131	33	4	0				
	%	9.1	35.1	13.1	2.9	0.8	15.2	33.6	12.3	0.3	0	14.4	33.1	11.5	1.6	0.8	8.5	34.7	16.0	1.9	0.3	16.5	34.9	8.8	1.1	0				
Officers	f	50	58	23	11	3	39	66	31	6	3	32	79	25	9	0	48	65	27	5	0	44	79	21	0	1				
	%	13.4	15.5	6.2	2.9	0.8	10.4	17.6	8.3	1.6	0.8	8.5	21.1	6.7	2.4	0	12.8	17.3	7.2	1.3	0	11.7	21.1	5.6	0	0.3				
χ^2 Test	$\chi^2 = 23.31$ p = 0.00011(Sig.)															$\chi^2 = 4.95$ p = 0.29185(NS)														
Location																														
Urban	f	6	26	14	4	1	15	23	12	1	0	9	30	9	2	1	8	25	15	3	0	16	25	8	2	0				
	%	2.6	11.4	6.1	1.8	0.4	6.5	10.0	5.2	0.4	0	3.9	13.0	3.9	0.9	0.4	3.5	10.9	6.5	1.3	0	7.0	10.9	3.5	0.9	0				
Rural	f	28	105	35	7	2	42	103	34	0	0	45	94	34	4	2	24	105	45	4	1	46	106	25	2	0				
	%	12.3	46.1	15.4	3.1	0.9	18.3	44.8	14.8	0	0	19.6	40.9	14.8	1.7	0.9	10.4	45.7	19.6	1.7	0.4	20.0	46.1	10.9	0.9	0				
χ^2 Test	$\chi^2 = 30.0\%$ cells of freq. < 5															$\chi^2 = 40.0\%$ cells of freq. < 5														
School Size																														
Small	f	24	91	28	4	2	40	83	28	0	0	39	79	29	3	1	18	86	42	4	1	41	85	22	3	0				
	%	10.5	39.9	12.3	1.8	0.9	17.4	36.1	12.2	0	0	17.0	34.3	12.6	1.3	0	7.8	37.4	18.3	1.7	0.4	17.8	37.0	9.6	1.3	0				
Big	f	10	40	21	7	1	17	43	18	1	0	15	45	14	3	2	14	44	18	3	0	21	46	11	1	0				
	%	4.4	17.5	9.2	3.1	0.4	7.4	18.7	7.8	0.4	0	6.5	19.6	6.1	1.3	0.9	6.1	19.1	7.8	1.3	0	9.1	20.0	4.8	0.4	0				
χ^2 Test	$\chi^2 = 30.0\%$ cells of freq. < 5															$\chi^2 = 40.0\%$ cells of freq. < 5														
Experience in the Post (in years)																														
< 3	f	27	37	12	6	1	24	38	17	4	0	16	52	14	0	1	33	39	8	2	1	28	46	7	2	0				
	%	7.2	9.9	3.2	1.6	0.4	6.4	10.1	4.5	1.1	0	4.3	13.9	3.7	0	0.3	8.8	10.4	2.1	0.5	0.3	7.5	12.3	1.9	0.5	0				
3 - 10	f	25	69	33	7	3	29	71	33	2	2	32	72	22	10	1	23	70	41	3	0	40	76	19	1	1				
	%	6.7	18.5	8.8	1.9	0.8	7.7	18.9	8.8	0.5	0.5	8.5	19.2	5.9	2.7	0.3	6.1	18.7	10.9	0.8	0	10.7	20.3	5.1	0.3	0.3				
> 10	f	32	83	27	9	2	43	83	27	1	1	38	79	32	5	1	24	86	38	7	0	38	88	28	1	0				
	%	8.6	22.3	7.2	2.4	0.5	11.5	22.1	7.2	0.3	0.3	10.1	21.1	8.5	1.3	0.3	6.4	22.9	10.1	1.9	0	10.1	23.5	7.5	0.3	0				
χ^2 Test	$\chi^2 = 26.7\%$ cells of freq. < 5															$\chi^2 = 40.0\%$ cells of freq. < 5														

f = frequency; % = percentage; MA = Most Appropriate; FA = Fairly Appropriate; A = Average; SA = Somewhat Appropriate; NA = Not At All Appropriate; (NS) = Not Significant; (Sig.) = Significant.

Appendix 9 : Crosstabulations Knowledge About/To Perform Tasks by Position Held, Location, School Size and Experience in Post (I)

Groups/	Knowing what constitute quality in educational provision.					Knowing the characteristics of effective schools.					Knowing strategies for raising pupils' achievement.					Knowing strategies for promoting pupils' spiritual, moral, social and cultural development and good behaviour.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Sub-Groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																					
f	1	15	34	109	81	1	11	25	102	101	2	14	31	161	178	1	6	29	116	88	
%	0.3	3.9	8.8	28.2	21.0	0.3	2.8	6.5	26.4	26.2	0.5	3.6	8.0	41.7	46.1	0.3	1.6	7.5	30.1	22.8	
f	3	0	3	51	89	1	3	6	59	77	2	4	14	79	142	2	1	9	55	79	
%	0.8	0	0.8	13.2	23.1	0.3	0.8	1.6	15.3	19.9	0.5	1.0	3.6	20.4	36.7	0.5	0.3	2.3	14.2	20.5	
χ^2 Test	$\chi^2 = 43.03$ p = 0.0000(Sig.)					$\chi^2 = 8.55$ p = 0.07330(NS)					40.0% cells of freq. < 5					40.0% cells of freq. < 5					
Location																					
f	0	6	7	25	16	0	5	7	21	21	0	0	3	19	32	0	1	5	25	23	
%	0	2.5	2.9	10.4	6.7	0	2.1	2.9	8.8	8.8	0	0	1.2	7.9	13.3	0	0.4	2.1	10.4	9.6	
f	1	9	27	84	65	1	6	18	81	80	2	4	11	60	110	1	5	24	91	65	
%	0.4	3.8	11.3	35.0	27.1	0.4	2.5	7.5	33.8	33.3	0.8	1.7	4.6	24.9	45.6	0.4	2.1	10.0	37.9	27.1	
χ^2 Test	30.0% cells of freq. < 5					30.0% cells of freq. < 5					50.0% cells of freq. < 5					40.0% cells of freq. < 5					
School Size																					
f	0	9	23	72	57	1	6	15	72	67	2	3	9	50	98	1	5	24	74	57	
%	0	3.8	9.6	30.0	23.8	0.4	2.5	6.3	30.0	27.9	0.8	1.2	3.7	20.7	40.7	0.4	2.1	10.0	30.8	23.8	
f	1	6	11	37	24	0	5	10	30	34	0	1	5	29	44	0	1	5	42	31	
%	0.4	2.5	4.6	15.4	10.0	0	2.1	4.2	12.5	14.2	0	0.4	2.1	12.0	18.3	0	0.4	2.1	17.5	12.9	
χ^2 Test	30.0% cells of freq. < 5					30.0% cells of freq. < 5					50.0% cells of freq. < 5					40.0% cells of freq. < 5					
Experience in the Post (in years)																					
f	1	2	5	31	52	0	3	3	40	45	2	1	2	25	62	2	0	7	38	45	
%	0.3	0.5	1.3	8.0	13.5	0	0.8	0.8	10.4	11.7	0.5	0.3	0.5	6.5	16.0	0.5	0	1.8	9.8	11.7	
f	1	5	14	63	56	1	3	17	55	63	0	2	10	42	85	0	3	15	60	61	
%	0.3	1.3	3.6	16.3	14.5	0.3	0.8	4.4	14.2	16.3	0	0.5	2.6	10.9	22.0	0	0.8	3.9	15.5	15.8	
f	2	8	18	66	62	1	8	11	66	70	2	2	7	47	98	1	4	16	73	61	
%	0.5	2.1	4.7	17.1	16.1	0.3	2.1	2.8	17.1	18.1	0.5	0.5	1.8	12.1	25.3	0.3	1.0	4.1	18.9	15.8	
χ^2 Test	26.7% cells of freq. < 5					26.7% cells of freq. < 5					46.7% cells of freq. < 5					40.0% cells of freq. < 5					

f = frequency, % = percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 9 : Crosstabulations Knowledge About/To Perform Tasks by Position Held, Location, School Size and Experience in Post (II)

Groups/ Sub-Groups	Knowing how to use information about pupils' prior attainment, set targets for improvement.					Knowing about effective teaching.					Knowing about effective assessment.					Knowing about school performance evaluation.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																					
Heads	f	0	9	37	119	75	1	10	30	92	107	0	5	38	124	72	1	4	55	118	59
	%	0	2.3	9.6	30.8	19.4	0.3	2.6	7.8	23.8	27.2	0	1.3	9.9	32.2	18.7	0.3	1.0	14.4	30.8	15.4
Officers	f	1	2	7	61	75	3	0	11	49	83	3	0	11	67	65	2	1	11	76	56
	%	0.3	0.5	1.8	15.8	19.4	0.8	0	2.8	12.7	21.5	0.8	0	2.9	17.4	16.9	0.5	0.3	2.9	19.8	14.6
χ^2 Test		30.0% cells of freq. < 5					30.0% cells of freq. < 5					40.0% cells of freq. < 5					40.0% cells of freq. < 5				
Location																					
Urban	f	0	2	7	27	18	0	3	6	25	20	0	1	6	29	18	0	1	11	27	15
	%	0	0.8	2.9	11.3	7.5	0	1.3	2.5	10.4	8.3	0	0.4	4.2	12.5	7.5	0	0.4	4.6	11.4	6.3
Rural	f	0	7	30	92	57	1	7	24	67	87	0	4	32	95	54	1	3	44	91	44
	%	0	2.9	12.5	38.3	23.8	0.4	2.9	10.0	27.9	36.3	0	1.7	13.4	39.7	22.6	0.4	1.3	18.6	38.4	18.6
χ^2 Test		$\chi^2 = 0.37$ p = 0.94602(NS)					30.0% cells of freq. < 5					25.0% cells of freq. < 5					40.0% cells of freq. < 5				
School Size																					
Small	f	0	8	27	74	52	1	7	21	57	75	0	4	27	83	47	1	3	36	81	37
	%	0	3.3	11.3	30.8	21.7	0.4	2.9	8.8	23.8	31.3	0	1.7	11.3	34.7	19.7	0.4	1.3	15.2	34.2	15.6
Big	f	0	1	10	45	23	0	3	9	35	32	0	1	11	41	25	0	1	19	37	22
	%	0	0.4	4.2	18.8	9.6	0	1.3	3.8	14.6	13.3	0	0.4	4.6	17.2	10.5	0	0.4	8.0	15.6	9.3
χ^2 Test		$\chi^2 = 3.98$ p = 0.26317(NS)					30.0% cells of freq. < 5					25.0% cells of freq. < 5					40.0% cells of freq. < 5				
Experience in the Post (in years)																					
< 3	f	0	3	8	37	44	1	1	10	34	46	1	0	11	46	34	1	0	12	51	28
	%	0	0.8	2.1	9.6	11.4	0.3	0.3	2.6	8.8	11.9	0.3	0	2.9	11.9	8.8	0.3	0	3.1	13.3	7.3
3 - 10	f	1	1	19	64	54	1	3	15	50	69	1	1	18	65	54	0	2	25	67	45
	%	0.3	0.3	4.9	16.6	14.0	0.3	0.8	3.9	13.0	17.9	0.3	0.3	4.7	16.9	14.0	0	0.5	6.5	17.5	11.7
> 10	f	0	7	17	79	52	2	6	16	57	75	1	4	20	80	49	2	3	29	76	42
	%	0	1.8	4.4	20.5	13.5	0.5	1.6	4.1	14.8	19.4	0.3	1.0	5.2	20.8	12.7	0.5	0.8	7.6	19.8	11.0
χ^2 Test		40.0% cells of freq. < 5					40.0% cells of freq. < 5					40.0% cells of freq. < 5					40.0% cells of freq. < 5				

f = frequency; % = percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 10 : Crosstabulations Competency in Leadership Skills by Position Held, Location, School Size and Experience in Post (I)

Groups/ Sub-Groups	Create and secure commitment to a clear vision for an effective institution.					Initiate and manage change strategically.					Direct and co-ordinate the work of others.					Build and support a high performing team.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																					
Heads	f	0	6	32	132	69	1	4	25	121	89	1	12	40	102	86	1	9	20	99	110
	%	0	1.6	8.3	34.3	17.9	0.3	1.0	6.5	31.3	23.1	0.3	3.1	10.4	26.4	22.3	0.3	2.3	5.2	25.7	28.6
Officers	f	1	2	15	51	77	0	2	14	53	77	0	2	8	67	68	2	0	7	51	86
	%	0.3	0.5	3.9	13.2	20.0	0	0.5	3.6	13.7	19.9	0	0.5	2.1	17.4	17.6	0.5	0	1.8	13.2	22.3
χ^2 Test	40.0% cells of freq. < 5					40.0% cells of freq. < 5					$\chi^2 = 15.93$ p = 0.00310(Sig.)					30.0% cells of freq. < 5					
Location																					
Urban	f	0	0	8	31	15	0	1	6	23	24	0	2	10	21	21	0	2	2	22	28
	%	0	0	3.3	13.0	6.3	0	0.4	2.5	9.6	10.0	0	0.8	4.1	8.7	8.7	0	0.8	0.8	9.2	11.7
Rural	f	0	6	24	101	54	1	3	19	98	65	1	10	30	81	65	1	7	18	77	82
	%	0	2.5	10.0	42.3	22.6	0.4	1.3	7.9	40.8	27.1	0.4	4.1	12.4	33.6	27.0	0.4	2.9	7.5	32.2	24.3
χ^2 Test	25.0% cells of freq. < 5					40.0% cells of freq. < 5					30.0% cells of freq. < 5					40.0% cells of freq. < 5					
School Size																					
Small	f	0	6	21	85	48	1	4	17	86	53	1	11	27	67	56	1	9	13	70	67
	%	0	2.5	8.8	35.6	20.1	0.4	1.7	7.1	35.8	22.1	0.4	4.6	11.2	27.8	23.2	0.4	3.8	5.4	29.3	28.0
Big	f	0	0	11	47	21	0	0	8	35	36	0	1	13	35	30	0	0	7	29	43
	%	0	0	4.6	19.7	8.8	0	0	3.3	14.6	15.0	0	0.4	5.4	14.5	12.4	0	0	2.9	12.1	18.0
χ^2 Test	25.0% cells of freq. < 5					40.0% cells of freq. < 5					30.0% cells of freq. < 5					30.0% cells of freq. < 5					
Experience in the Post (in years)																					
< 3	f	1	2	9	37	43	0	2	5	35	50	0	3	10	33	45	1	3	5	27	56
	%	0.3	0.5	2.3	9.6	11.2	0	0.5	1.3	9.1	13.0	0	0.8	2.6	8.5	11.7	0.3	0.8	1.3	7.0	14.5
3 - 10	f	0	1	20	62	56	0	1	17	56	64	0	2	19	64	54	0	2	12	56	69
	%	0	0.3	5.2	16.1	14.5	0	0.3	4.4	14.5	16.6	0	0.5	4.9	16.6	14.0	0	0.5	3.1	14.5	17.9
> 10	f	0	5	18	84	47	1	3	17	83	52	1	9	19	72	55	2	4	10	67	71
	%	0	1.3	4.7	21.8	12.2	0.3	0.8	4.4	21.5	13.5	0.3	2.3	4.9	18.7	14.2	0.5	1.0	2.6	17.1	18.4
χ^2 Test	40.0% cells of freq. < 5					40.0% cells of freq. < 5					26.7% cells of freq. < 5					40.0% cells of freq. < 5					

f = frequency; % = percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 10 : Crosstabulations Competency in Leadership Skills by Position Held, Location, School Size and Experience in Post (III)

Groups/ Sub-Groups	Work as a team.					Motivate and inspire the school community.					Set standards and provide a role model for pupils and staff.					Seek advice and support when necessary.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																					
Heads	f	1	15	39	83	104	1	8	30	120	82	0	13	47	121	60	0	12	74	135	19
	%	0.3	3.9	10.1	21.4	26.8	0.3	2.1	7.8	31.0	21.2	0	3.4	12.1	31.3	15.5	0	3.1	19.2	35.1	4.9
Officers	f	3	1	6	40	96	2	0	6	57	81	0	3	17	62	64	0	5	30	82	28
	%	0.8	0.3	1.5	10.3	24.7	0.5	0	1.6	14.7	20.9	0	0.8	4.4	16.0	16.5	0	1.3	7.8	21.3	7.3
χ^2 Test		$\chi^2 = 30.94$ p = 0.00000(Sig.)																			
Location																					
Urban	f	0	5	5	22	23	1	1	4	35	14	0	3	10	30	12	0	2	13	39	1
	%	0	2.1	2.1	9.1	9.5	0.4	0.4	1.7	14.5	5.8	0	1.2	4.1	12.4	5.0	0	0.8	5.4	16.3	0.4
Rural	f	1	10	39	61	81	0	7	26	85	68	0	10	37	91	48	0	10	61	96	18
	%	0.4	4.1	14.0	25.2	33.5	0	2.9	10.8	35.3	28.2	0	4.1	15.4	37.8	19.9	0	4.2	25.4	40.0	7.5
χ^2 Test		$\chi^2 = 0.60$ p = 0.89586(NS)																			
School Size																					
Small	f	0	13	25	50	74	1	8	19	79	54	0	12	34	76	39	0	11	48	89	13
	%	0	5.4	10.3	20.7	30.6	0.4	3.3	7.9	32.8	22.4	0	5.0	14.1	31.5	16.2	0	4.6	20.0	37.1	5.4
Big	f	1	2	14	33	30	0	0	11	41	28	0	1	13	45	21	0	1	26	46	6
	%	0.4	0.8	5.8	13.6	12.4	0	0	4.6	17.0	11.6	0	0.4	5.4	18.7	8.7	0	0.4	10.8	19.2	2.5
χ^2 Test		$\chi^2 = 3.54$ p = 0.31479(NS)																			
Experience in the Post (in years)																					
< 3	f	1	5	7	26	53	1	3	7	35	46	0	5	14	36	37	0	7	25	44	16
	%	0.3	1.3	1.8	6.7	13.7	0.3	0.8	1.8	9.0	11.9	0	1.3	3.6	9.3	9.6	0	1.8	6.5	11.4	4.2
3 - 10	f	1	1	18	46	74	1	0	12	64	63	0	2	23	67	48	0	3	39	84	14
	%	0.3	0.3	4.6	11.9	19.1	0.3	0	3.1	16.5	16.3	0	0.5	5.9	17.3	12.4	0	0.8	10.1	21.8	3.6
> 10	f	2	10	20	51	73	1	5	17	78	54	0	9	27	80	39	0	7	40	89	17
	%	0.5	2.6	5.2	13.1	18.8	0.3	1.3	4.4	20.2	14.0	0	2.3	7.0	20.7	10.1	0	1.8	10.4	23.1	4.4
χ^2 Test		$\chi^2 = 10.42$ p = 0.10800(NS)																			
χ^2 Test		$\chi^2 = 8.19$ p = 0.22431(NS)																			

f = frequency; % = percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant. /Cont.

Appendix 10 : Crosstabulations Competency in Leadership Skills by Position Held, Location, School Size and Experience in Post (III)

Groups/ Sub-Groups	Deal sensitively with the public.					Use appropriate leadership styles in different situations.					Lead by example.					Sustain improvement in pupils spiritual, moral, cultural, mental and physical development.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																					
Heads	f	2	22	66	122	30	1	10	36	125	70	3	17	52	104	66	0	16	44	117	65
	%	0.5	5.7	17.0	31.4	7.7	0.3	2.6	9.3	32.2	18.0	0.8	4.4	13.4	26.8	17.0	0	4.1	11.3	30.2	16.8
Officers	f	2	3	18	85	38	4	0	12	57	73	3	0	9	55	79	1	2	18	66	59
	%	0.5	0.8	4.6	21.9	9.8	1.0	0	3.1	14.7	18.8	0.8	0	2.3	14.2	20.9	0.3	0.5	4.6	17.0	15.2
χ^2 Test	$\chi^2 = 27.34$ p = 0.00002(Sig.)					30.0% cells of freq. < 5					$\chi^2 = 42.42$ p = 0.00000(Sig.)					$\chi^2 = 14.42$ p = 0.00605(Sig.)					
Location																					
Urban	f	0	1	12	28	14	0	1	12	28	14	0	3	11	30	11	0	2	5	36	12
	%	0	0.4	5.0	11.6	5.8	0	0.4	5.0	11.6	5.8	0	1.2	4.5	12.4	4.5	0	0.8	2.1	14.9	5.0
Rural	f	1	9	24	97	56	1	9	24	97	56	3	14	41	74	55	0	14	39	81	53
	%	0.4	3.7	9.9	40.1	23.1	0.4	3.7	9.9	40.1	23.1	1.2	5.8	16.9	30.6	22.7	0	5.8	16.1	33.5	21.9
χ^2 Test	$\chi^2 = 2.25$ p = 0.68980(NS)					30.0% cells of freq. < 5					30.0% cells of freq. < 5					$\chi^2 = 9.17$ p = 0.02711(Sig)					
School Size																					
Small	f	1	19	41	80	21	1	10	20	88	43	3	15	30	64	50	0	14	29	73	46
	%	0.4	7.9	16.9	33.1	8.7	0.4	4.1	8.3	36.4	17.8	1.2	6.2	12.4	26.4	20.7	0	5.8	12.0	30.2	19.0
Big	f	1	3	25	42	9	0	0	16	37	27	0	2	22	40	16	0	2	15	44	19
	%	0.4	1.2	10.3	17.4	3.7	0	0	6.6	15.3	11.2	0	0.8	9.1	16.5	6.6	0	0.8	6.2	18.2	7.9
χ^2 Test	$\chi^2 = 4.93$ p = 0.29430(NS)					30.0% cells of freq. < 5					$\chi^2 = 10.66$ p = 0.03060(Sig.)					$\chi^2 = 4.60$ p = 0.20345(NS)					
Experience in the Post (in years)																					
< 3	f	1	7	15	50	19	1	5	9	36	41	2	3	9	35	43	1	3	13	38	37
	%	0.3	1.8	3.9	12.9	4.9	0.3	1.3	2.3	9.3	10.6	0.5	0.8	2.3	9.0	11.1	0.3	0.8	3.4	9.8	9.5
3 - 10	f	2	2	32	75	29	2	0	15	74	49	1	5	21	57	56	0	6	25	64	45
	%	0.5	0.5	8.2	19.3	7.5	0.5	0	3.9	19.1	12.6	0.3	1.3	5.4	14.7	14.4	0	1.5	6.4	16.5	11.6
> 10	f	1	16	37	82	20	2	5	24	72	53	3	9	31	67	46	0	9	24	81	42
	%	0.3	4.1	9.5	21.1	5.2	0.5	1.3	6.2	18.6	13.7	0.8	2.3	8.0	17.3	11.9	0	2.3	6.2	20.9	10.8
χ^2 Test	$\chi^2 = 14.57$ p = 0.06796(NS)					40.0% cells of freq. < 5					26.7% cells of freq. < 5					26.7% cells of freq. < 5					

f = frequency; % = percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 11 : Crosstabulations Decision-Making by Position Held, Location, School Size and Experience in Post

Groups/ Sub-Groups	Collect and weigh evidence, make judgement and take decisions.					Think creatively and imaginatively to solve problems.					Demonstrate good judgement.					Think innovatively to identify new opportunities.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																					
Heads	f	0	13	34	130	63	1	9	21	100	110	1	11	27	117	86	1	8	31	131	70
	%	0	3.4	8.8	33.7	16.3	0.3	2.3	5.4	25.9	28.5	0.3	2.8	7.0	30.2	22.2	0.3	2.1	8.0	33.9	18.1
Officers	f	1	2	16	55	72	3	0	7	50	85	2	0	6	59	79	3	2	14	63	64
	%	0.3	0.5	4.1	14.2	18.2	0.8	0	1.8	13.0	22.0	0.5	0	1.5	15.2	20.4	0.8	0.5	3.6	16.3	16.5
χ^2 Test	$\chi^2 = 25.15$ p = 0.00005(Sig.)																				
Location																					
Urban	f	0	2	5	36	12	0	1	5	23	26	0	2	6	24	23	0	1	6	29	19
	%	0	0.8	2.1	15.0	5.0	0	0.4	2.1	9.5	10.8	0	0.8	2.5	9.9	9.5	0	0.4	2.5	12.0	7.9
Rural	f	0	11	29	94	51	1	8	16	77	84	1	9	21	93	63	1	7	25	102	51
	%	0	4.6	12.1	39.2	21.3	0.4	3.3	6.6	32.0	24.9	0.4	3.7	8.7	38.4	26.0	0.4	2.9	10.4	42.3	21.2
χ^2 Test	$\chi^2 = 3.92$ p = 0.26942(NS)																				
School Size																					
Small	f	0	13	22	83	42	1	9	13	70	68	1	11	13	82	55	1	7	22	87	44
	%	0	5.4	9.2	34.6	17.5	0.4	3.7	5.4	29.0	28.2	0.4	4.5	5.4	33.9	22.7	0.4	2.9	9.1	36.1	18.3
Big	f	0	0	12	47	21	0	0	8	30	42	0	0	14	35	31	0	1	9	44	26
	%	0	0	5.0	19.6	8.8	0	0	3.3	12.4	17.4	0	0	5.8	14.5	12.8	0	0.4	3.7	18.3	10.8
χ^2 Test	$\chi^2 = 7.02$ p = 0.07113(NS)																				
Experience in the Post (in years)																					
<3	f	0	6	8	37	41	1	5	7	37	41	1	5	7	34	45	1	3	12	39	37
	%	0	1.6	2.1	9.6	10.6	0.3	1.3	1.8	9.6	10.6	0.3	1.3	1.8	8.8	11.6	0.3	0.8	3.1	10.1	9.6
3 - 10	f	1	2	18	67	52	1	0	12	55	72	0	1	11	64	64	1	2	17	66	54
	%	0.3	0.5	4.7	17.4	13.5	0.3	0	3.1	14.2	18.7	0	0.3	2.8	16.5	16.5	0.3	0.5	4.4	17.1	14.0
>10	f	0	7	24	81	42	2	4	9	58	82	2	5	15	78	56	2	5	16	89	43
	%	0	1.8	6.2	21.0	10.9	0.5	1.0	2.3	15.0	21.2	0.5	1.3	3.9	20.1	14.4	0.5	1.3	4.1	23.0	11.1
χ^2 Test	$\chi^2 = 26.7\%$ cells of freq. < 5																				

f = frequency; % = percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 12 : Crosstabulations Competency in Communication Skills by Position Held, Location, School Size and Experience in the Post

Groups/ Sub-Groups	Communicate effectively.					Manage good communication systems.					Chair meetings effectively.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																
Head	f	2	18	41	105	76	0	13	48	129	51	3	16	40	114	69
	%	0.5	4.6	10.6	27.1	19.6	0	3.4	12.4	33.3	13.2	0.8	4.1	10.3	29.4	17.8
Officers	f	3	3	12	64	64	0	3	24	76	43	1	3	17	73	52
	%	0.8	0.8	3.1	16.5	16.5	0	0.8	6.2	19.6	11.1	0.3	0.8	4.4	18.8	13.4
χ^2 Test		$\chi^2 = 14.91$ p = 0.00487(Sig.)														
χ^2 Test		$\chi^2 = 5.65$ p = 0.12974(NS)														
χ^2 Test		$\chi^2 = 7.24$ p = 0.12354(NS)														
Location																
Urban	f	1	1	8	26	19	0	3	7	34	11	1	1	11	29	13
	%	0.4	0.4	3.3	10.7	7.9	0	1.2	2.9	14.1	4.6	0.4	0.4	4.5	12.0	5.4
Rural	f	1	17	33	79	57	0	10	41	95	40	2	15	29	85	56
	%	0.4	7.0	13.6	32.6	23.6	0	4.1	17.0	39.4	16.6	0.8	6.2	12.0	35.1	23.1
χ^2 Test		$\chi^2 = 2.81$ p = 0.42174(NS)														
School Size																
Small	f	1	17	25	70	49	0	12	35	80	35	2	14	22	75	49
	%	0.4	7.0	10.3	28.9	20.2	0	5.0	14.5	33.2	14.5	0.8	5.8	9.1	31.0	20.2
Big	f	1	1	16	35	27	0	1	13	49	16	1	2	18	39	20
	%	0.4	0.4	6.6	14.5	11.2	0	0.4	5.4	20.3	6.6	0.4	0.8	7.4	16.1	8.3
χ^2 Test		$\chi^2 = 7.28$ p = 0.12161(NS)														
χ^2 Test		$\chi^2 = 6.05$ p = 0.10912(NS)														
χ^2 Test		$\chi^2 = 6.21$ p = 0.18337(NS)														
Experience in the Post (in years)																
<3	f	2	5	12	42	31	0	4	21	44	23	1	3	11	46	31
	%	0.5	1.3	3.1	10.8	8.0	0	1.0	5.4	11.4	5.9	0.3	0.8	2.8	11.9	8.0
3-10	f	1	4	19	60	56	0	3	22	79	36	1	6	22	67	44
	%	0.3	1.0	4.9	15.5	14.4	0	0.8	5.7	20.4	9.3	0.3	1.5	5.7	17.3	11.3
>10	f	2	12	22	67	53	0	9	29	82	35	2	10	24	74	46
	%	0.5	3.1	5.7	17.3	13.7	0	2.3	7.5	21.2	9.0	0.5	2.6	6.2	19.1	11.9
χ^2 Test		$\chi^2 = 5.01$ p = 0.54247(NS)														
χ^2 Test		26.7% cells of freq. < 5														
χ^2 Test		30.0% cells of freq. < 5														
χ^2 Test		30.0% cells of freq. < 5														

f = frequency; % = Percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 13 : Crosstabulations Self-managing Skills by Position Held, Location, School Size and Experience in Post

Groups/ Sub-Groups	Manage time effectively.					Work under pressure and to deadlines.					Be self-motivating.					Take responsibility for self-professional development.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																					
Heads	f	2	17	43	101	78	0	14	52	117	58	4	11	49	98	79	1	8	36	118	78
	%	0.5	4.4	11.1	26.2	20.2	0	3.6	13.5	30.3	15.0	1.0	2.8	12.7	25.4	20.5	0.3	2.1	9.3	30.5	20.2
Officers	f	1	2	14	59	69	0	4	11	81	49	3	0	14	58	70	3	1	8	66	68
	%	0.3	0.5	3.6	15.3	17.9	0	1.0	2.8	21.0	12.0	0.8	0	3.6	15.0	18.1	0.8	0.3	2.1	17.1	17.6
χ^2 Test	$\chi^2 = 15.59$ p = 0.00361(Sig.)					$\chi^2 = 16.69$ p = 0.00082(Sig.)					$\chi^2 = 30.0\%$ cells of freq. < 5					$\chi^2 = 30.0\%$ cells of freq. < 5					
Location																					
Urban	f	0	3	8	29	15	0	2	12	30	11	0	2	11	21	21	0	1	7	32	15
	%	0	1.2	3.3	12.0	6.2	0	0.8	5.0	12.4	4.6	0	0.8	4.6	8.7	8.7	0	0.4	2.9	13.2	6.2
Rural	f	2	14	35	72	63	0	12	40	87	47	4	9	38	77	58	1	7	29	86	63
	%	0.8	5.8	14.5	29.9	26.1	0	5.0	16.6	36.1	19.5	1.7	3.7	15.8	32.0	24.1	0.4	2.9	12.0	35.7	26.1
χ^2 Test	$\chi^2 = 30.0\%$ cells of freq. < 5					$\chi^2 = 1.59$ p = 0.65967(NS)					$\chi^2 = 30.0\%$ cells of freq. < 5					$\chi^2 = 30.0\%$ cells of freq. < 5					
School Size																					
Small	f	1	14	27	65	54	0	14	31	80	36	4	10	28	68	51	1	7	24	82	47
	%	0.4	5.8	11.2	27.0	22.4	0	5.8	12.9	33.2	14.9	1.7	4.1	11.6	28.2	21.2	0.4	2.9	10.0	34.0	19.5
Big	f	1	3	16	36	24	0	0	21	37	22	0	1	21	30	28	0	1	12	36	31
	%	0.4	1.2	6.6	14.9	10.0	0	0	8.7	15.4	9.1	0	0.4	8.7	12.4	11.6	0	0.4	5.0	14.9	12.9
χ^2 Test	$\chi^2 = 2.90$ p = 0.57464(NS)					$\chi^2 = 8.88$ p = 0.03085(Sig.)					$\chi^2 = 30.0\%$ cells of freq. < 5					$\chi^2 = 30.0\%$ cells of freq. < 5					
Experience in the Post (in years)																					
<3	f	1	4	13	42	32	0	5	10	50	27	3	2	9	37	40	1	4	5	47	34
	%	0.3	1.0	3.4	10.9	8.3	0	1.3	2.6	13.0	7.0	0.8	0.5	2.3	9.6	10.4	0.3	1.0	1.3	12.1	8.8
3-10	f	1	7	16	62	54	0	3	23	72	42	1	3	24	48	64	1	2	20	60	57
	%	0.3	1.8	4.1	16.1	14.0	0	0.8	6.0	18.7	10.9	0.3	0.8	6.2	12.4	16.6	0.3	0.5	5.2	15.5	14.7
>10	f	1	8	28	56	61	0	10	30	76	38	3	6	30	71	45	2	3	19	77	55
	%	0.3	2.1	7.3	14.5	15.8	0	2.6	7.8	19.7	9.8	0.8	1.6	7.8	18.4	11.7	0.5	0.8	4.9	19.9	14.2
χ^2 Test	$\chi^2 = 26.7\%$ cells of freq. < 5					$\chi^2 = 6.89$ p = 0.33062(NS)					$\chi^2 = 40.0\%$ cells of freq. < 5					$\chi^2 = 40.0\%$ cells of freq. < 5					

f = frequency; % = percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 14 : Crosstabulations Personal Attributes by Position Held, Location, School Size and Experience in the Post (I)

Groups/ Sub-Groups	Resilience.					Adaptability to changing circumstances and ideas.					Self-confidence.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																
Head	f	4	18	60	110	49	5	20	49	111	57	5	15	55	106	59
	%	1.0	4.7	15.5	28.5	12.7	1.3	5.2	12.6	28.6	14.7	1.3	3.9	14.2	27.5	15.3
Officers	f	1	2	27	74	41	0	3	15	62	66	0	4	16	76	50
	%	0.3	0.5	7.0	19.2	10.6	0	0.8	3.9	16.0	17.0	0	1.0	4.1	19.7	13.0
χ^2 Test	$\chi^2 = 11.72$ p = 0.01955(Sig.)					$\chi^2 = 28.13$ p = 0.00001(Sig.)					$\chi^2 = 16.57$ p = 0.00234(Sig.)					
Location																
Urban	f	0	3	15	28	9	0	3	11	30	11	1	2	12	26	14
	%	0	1.2	6.2	11.6	3.7	0	1.2	4.5	12.4	4.5	0.4	0.8	5.0	10.8	5.8
Rural	f	4	15	45	82	40	5	17	38	81	46	4	13	43	80	45
	%	1.7	6.2	18.7	34.0	16.6	2.1	7.0	15.7	33.5	19.0	1.7	5.4	17.9	33.3	18.8
χ^2 Test	30.0% cells of freq. < 5					30.0% cells of freq. < 5					30.0% cells of freq. < 5					
School Size																
Small	f	4	15	36	73	33	5	16	30	69	42	4	13	33	72	38
	%	1.7	6.2	14.9	30.3	13.7	2.1	6.6	12.4	28.5	17.4	1.7	5.4	13.8	30.0	15.8
Big	f	0	3	24	37	16	0	4	19	42	15	1	2	22	34	21
	%	0	1.2	10.0	15.4	6.6	0	1.7	7.9	17.4	6.2	0.4	0.8	9.2	14.2	8.8
χ^2 Test	$\chi^2 = 5.47$ p = 0.24202(NS)					$\chi^2 = 7.05$ p = 0.13323(NS)					$\chi^2 = 4.41$ p = 0.35322(NS)					
Experience in the Post (in years)																
<3	f	3	5	19	40	24	3	6	15	32	36	2	6	16	43	25
	%	0.8	1.3	4.9	10.4	6.2	0.8	1.5	3.9	8.2	9.3	0.5	1.6	4.1	11.1	6.5
3-10	f	1	4	33	69	33	0	3	26	67	44	0	3	29	64	44
	%	0.3	1.0	8.5	17.9	8.5	0	0.8	6.7	17.3	11.3	0	0.8	7.5	16.6	11.4
>10	f	1	11	35	75	33	2	14	23	74	43	3	10	26	75	40
	%	0.3	2.8	9.1	19.4	8.5	0.5	3.6	5.9	19.1	11.1	0.8	2.6	6.7	19.4	10.4
χ^2 Test	26.7% cells of freq. < 5					26.7% cells of freq. < 5					26.7% cells of freq. < 5					

f = frequency; % = Percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant /Cont.

Appendix 14 : Crosstabulations Personal Attributes by Position Held, Location, School Size and Experience in the Post (III)

Groups/ Sub-Groups	Enthusiasm					Intellectual ability					Commitment					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																
Head	f	3	17	50	127	41	0	5	36	149	52	1	14	40	114	72
	%	0.8	4.4	13.0	33.1	10.7	0	1.3	9.3	38.4	13.4	0.3	3.6	10.3	29.5	18.6
Officers	f	1	1	21	75	48	2	1	15	71	57	2	0	9	68	67
	%	0.3	0.3	5.5	19.5	12.5	0.5	0.3	3.9	18.3	14.7	0.5	0	2.3	17.6	17.3
χ^2 Test		$\chi^2 = 20.11$ p = 0.00047(Sig.)														
Location																
Urban	f	1	3	8	33	10	0	1	9	34	11	0	1	8	25	21
	%	0.4	1.3	3.4	13.9	4.2	0	0.4	3.7	14.0	4.5	0	0.4	3.3	10.4	8.7
Rural	f	2	14	42	94	31	0	4	27	115	41	1	13	32	89	51
	%	0.8	5.9	17.6	39.5	13.0	0	1.7	11.2	47.5	16.9	0.4	5.4	13.3	36.9	21.2
χ^2 Test		$\chi^2 = 23.86$ p = 0.00008(Sig.)														
School Size																
Small	f	2	15	31	86	25	0	5	23	97	37	1	13	24	73	50
	%	0.8	6.3	13.0	36.1	10.5	0	2.1	9.5	40.1	15.3	0.4	5.4	10.0	30.3	20.7
Big	f	1	2	19	41	16	0	0	13	52	15	0	1	16	41	22
	%	0.4	0.8	8.0	17.2	6.7	0	0	5.4	21.5	6.2	0	0.4	6.6	17.0	9.1
χ^2 Test		$\chi^2 = 4.71$ p = 0.31756(NS)														
Experience in the Post (in years)																
<3	f	1	6	16	43	24	1	1	12	48	30	2	3	11	40	36
	%	0.3	1.6	4.2	11.2	6.3	0.3	0.3	3.1	12.4	7.7	0.5	0.8	2.8	10.3	9.3
3-10	f	0	1	28	75	35	0	2	20	74	44	0	2	22	61	55
	%	0	0.3	7.3	19.5	9.1	0	0.5	5.2	19.1	11.3	0	0.5	5.7	15.8	14.2
>10	f	3	11	27	84	30	1	3	19	98	35	1	9	16	81	48
	%	0.8	2.9	7.0	21.9	7.8	0.3	0.8	4.9	25.3	9.0	0.3	2.3	4.1	20.9	12.4
χ^2 Test		$\chi^2 = 26.7\%$ cells of freq. < 5														

f = frequency; % = Percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 15 : Crosstabulations Managerial Skills in Teaching and Learning by Position Held, Location, School Size and Experience in the Post

Groups/ Sub-Groups	Create and maintain an environment that promotes and secure conducive teaching and learning.					Create and maintain an environment that promotes high standards of achievement.					Implement curriculum and assessment.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																
Head	f	0	12	24	128	78	0	12	18	101	111	2	7	22	104	106
	%	0	3.1	6.2	33.0	20.1	0	3.1	4.6	26.0	28.6	0.5	1.8	5.7	26.9	27.4
Officers	f	0	4	11	58	73	1	3	5	55	82	2	2	4	57	81
	%	0	1.0	2.8	14.9	18.8	0.3	0.8	1.3	14.2	21.1	0.5	0.5	1.0	14.7	20.9
χ^2 Test	$\chi^2 = 12.34$ p = 0.00630(Sig.)															
Location																
Urban	f	0	1	5	31	18	0	1	3	22	29	0	2	3	22	28
	%	0	0.4	2.1	12.8	7.4	0	0.4	1.2	9.1	12.0	0	0.8	1.2	9.1	11.6
Rural	f	0	11	19	97	60	0	11	15	79	82	2	5	19	82	78
	%	0	4.5	7.9	40.1	24.8	0	4.5	6.2	32.6	33.9	0.8	2.1	7.9	34.0	32.4
χ^2 Test	$\chi^2 = 1.63$ p = 0.65210(NS)															
School Size																
Small	f	0	11	15	87	49	0	11	13	72	66	2	5	14	74	66
	%	0	4.5	6.2	36.0	20.2	0	4.5	5.4	29.8	27.3	0.8	2.1	5.8	30.7	27.4
Big	f	0	1	9	41	29	0	1	5	29	45	0	2	8	30	40
	%	0	0.4	3.7	16.9	12.0	0	0.4	2.1	12.0	18.6	0	0.8	3.3	12.4	16.6
χ^2 Test	$\chi^2 = 4.18$ p = 0.24181(NS)															
Experience in the Post (in years)																
<3	f	0	5	6	38	42	0	4	6	32	50	2	1	5	40	44
	%	0	1.3	1.5	9.8	11.1	0	1.0	1.5	8.2	12.9	0.5	0.3	1.3	10.3	11.4
3-10	f	0	4	14	63	59	0	4	7	52	77	0	5	7	54	73
	%	0	1.0	3.6	16.2	15.2	0	1.0	1.8	13.4	19.8	0	1.3	1.8	14.0	18.9
>10	f	0	7	15	85	49	1	7	10	72	66	2	3	14	67	70
	%	0	1.8	3.9	21.9	12.6	0.3	1.8	2.6	18.6	17.0	0.5	0.8	3.6	17.3	18.1
χ^2 Test	$\chi^2 = 8.39$ p = 0.21044(NS)															
$\chi^2 = 7.21$ p = 0.06545(NS)																
30.0% cells of freq. < 5																
40.0% cells of freq. < 5																
25.0% cells of freq. < 5																
26.7% cells of freq. < 5																

f = frequency; % = Percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 16 : Crosstabulations Skills in Leading and Managing Staff by Position Held, Location, School Size and Experience in Post

Groups/ Sub-Groups	Maximise staff contribution to improve quality of education.					Ensure constructive staff-pupils working relationship.					Sustain effective system for management of staff performance.					Motivate and enable teachers through continuous professional development.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																					
Heads	f	1	8	25	114	93	4	10	41	103	84	1	7	42	126	66	0	8	25	122	85
	%	0.3	2.1	6.5	29.5	24.0	1.0	2.6	10.6	26.5	21.6	0.3	1.8	10.8	32.5	17.0	0	2.1	6.5	31.6	22.0
Officers	f	2	1	6	55	82	2	1	14	58	71	2	1	17	66	60	2	4	13	54	73
	%	0.5	0.3	1.6	14.2	21.2	0.5	0.3	3.6	14.9	18.3	0.5	0.3	4.4	17.0	15.5	0.5	1.0	3.4	14.0	18.9
χ^2 Test	30.0% cells of freq. < 5					30.0% cells of freq. < 5					40.0% cells of freq. < 5					30.0% cells of freq. < 5					
Location																					
Urban	f	0	2	6	25	22	1	1	9	27	17	0	1	9	29	16	0	2	7	20	25
	%	0	0.8	2.5	10.4	9.1	0.4	0.4	3.7	11.2	7.0	0	0.4	3.7	12.0	6.6	0	0.8	2.9	8.3	10.4
Rural	f	1	6	19	89	71	3	9	32	76	67	1	6	33	97	50	0	6	18	102	60
	%	0.4	2.5	7.9	36.9	29.5	1.2	3.7	13.2	31.4	27.7	0.4	2.5	13.6	40.1	20.7	0	2.5	7.5	42.5	25.0
χ^2 Test	30.0% cells of freq. < 5					30.0% cells of freq. < 5					30.0% cells of freq. < 5					$\chi^2 = 5.40$ p = 0.14474(NS)					
School Size																					
Small	f	1	5	19	78	59	2	9	30	62	59	1	7	28	84	42	0	7	15	91	48
	%	0.4	2.1	7.9	32.4	24.5	0.8	3.7	12.4	25.6	24.4	0.4	2.9	11.6	34.7	17.4	0	2.9	6.3	37.9	20.0
Big	f	0	3	6	36	34	2	1	11	41	25	0	0	14	42	24	0	1	42	31	37
	%	0	1.2	2.5	14.9	14.1	0.8	0.4	4.5	16.9	10.3	0	0	5.8	17.4	9.9	0	0.4	4.2	12.9	15.4
χ^2 Test	30.0% cells of freq. < 5					30.0% cells of freq. < 5					40.0% cells of freq. < 5					$\chi^2 = 9.52$ p = 0.02304(Sig.)					
Experience in the Post (in years)																					
< 3	f	1	3	6	37	45	2	2	15	26	47	2	1	12	46	31	1	4	7	38	42
	%	0.3	0.8	1.6	9.6	11.6	0.5	0.5	3.9	6.7	12.1	0.5	0.3	3.1	11.9	8.0	0.3	1.0	1.8	9.8	10.9
3 - 10	f	0	3	13	57	67	0	4	22	60	54	0	2	24	60	54	0	4	14	64	57
	%	0	0.8	3.4	14.7	17.3	0	1.0	5.7	15.5	13.9	0	0.5	6.2	15.5	13.9	0	1.0	3.6	16.6	14.8
> 10	f	2	3	12	75	63	4	5	18	75	54	1	5	23	86	41	1	4	17	74	59
	%	0.5	0.8	3.1	19.4	16.3	1.0	1.3	4.6	19.3	13.9	0.3	1.3	5.9	22.2	10.6	0.3	1.0	4.4	19.2	15.3
χ^2 Test	40.0% cells of freq. < 5					40.0% cells of freq. < 5					40.0% cells of freq. < 5					40.0% cells of freq. < 5					

f = frequency; % = percentage; 1 = Very Well Equipped, 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 17 : Crosstabulations Skills in Managing Resources by Position Held, Location, School Size and Experience in the Post

Groups/ Sub-Groups	Efficient and effective deployment of staff.					Efficient and effective management of financial resources.					Efficient and effective management of physical resources.					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Position Held																
Head	f	1	10	33	116	81	2	12	48	114	66	3	11	54	118	56
	%	0.3	2.6	8.5	30.0	20.9	0.5	3.1	12.4	29.4	17.0	0.8	2.8	13.9	30.4	14.4
Officers	f	2	1	14	61	68	2	3	15	70	56	2	2	18	75	49
	%	0.5	0.3	3.6	15.8	17.6	0.5	0.8	3.9	18.0	14.4	0.5	0.5	4.6	19.3	12.6
χ^2 Test		$\chi^2 = 10.94$ p = 0.02719(Sig.)														
Location																
Urban	f	0	2	6	29	18	1	5	10	26	13	1	3	12	27	12
	%	0	0.8	2.5	12.0	7.5	0.4	2.1	4.1	10.7	5.4	0.4	1.2	5.0	11.2	5.0
Rural	f	1	8	27	87	63	1	7	38	88	53	2	8	42	91	44
	%	0.4	3.3	11.2	36.1	26.1	0.4	2.9	15.7	36.4	21.9	0.8	3.3	17.4	37.6	18.2
χ^2 Test		30.0% cells of freq. < 5														
School Size																
Small	f	0	9	21	80	51	1	10	30	79	42	2	10	33	79	38
	%	0	3.7	8.7	33.2	21.2	0.4	4.1	12.4	32.6	17.4	0.8	4.1	13.6	32.6	15.7
Big	f	1	1	12	36	30	1	2	18	35	24	1	1	21	39	18
	%	0.4	0.4	5.0	14.9	12.4	0.4	0.8	7.4	14.5	9.9	0.4	0.4	8.7	16.1	7.4
χ^2 Test		30.0% cells of freq. < 5														
Experience in the Post (in years)																
<3	f	1	4	13	35	39	1	3	9	48	31	2	3	11	53	23
	%	0.3	1.0	3.4	9.0	10.1	0.3	0.8	2.3	12.4	8.0	0.5	0.8	2.8	13.7	5.9
3-10	f	0	2	15	65	58	0	6	26	58	50	0	4	29	60	47
	%	0	0.5	3.9	16.8	15.0	0	1.5	6.7	14.9	12.9	0	1.0	7.5	15.5	12.1
>10	f	2	5	19	77	52	3	6	28	78	41	3	6	32	80	35
	%	0.5	1.3	4.9	19.9	13.4	0.8	1.5	7.2	20.1	10.6	0.8	1.5	8.2	20.6	9.0
χ^2 Test		40.0% cells of freq. < 5														
		26.7% cells of freq. < 5														

f = frequency; % = Percentage; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = Poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant; (Sig.) = Significant.

Appendix 18 (I): Crosstabulations Frequency/Types of INSET Attended by Headteachers

Frequency/ Types of INSET		Crosstabulations: Definition of Training by Frequency/Types of INSET attended by Headteachers															
		Planned and systematic effort to modify or develop knowledge/ skills/attitude.				A process and a learning experience.				Transfer of needed information to the learner in the most efficient way.							
		SA	A	PA	D	SD	SA	A	PA	D	SD	SA	A	PA	D	SD	
<3 times	f	53	22	0	1	0	39	31	5	0	0	31	36	8	0	0	
3-10 times	f	62	27	2	0	0	39	45	8	0	0	29	46	16	0	0	
>10 times	f	14	7	3	0	0	7	16	1	0	0	11	11	2	0	0	
χ^2 Test		50.0% cells of freq. < 5															
f = frequency ;		SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; NS = Not Significant				SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; NS = Not Significant				$\chi^2 = 5.35$ p = 0.25253(NS)				$\chi^2 = 3.63$ p = 0.45791(NS)			

Frequency/ Types of INSET		Crosstabulations: Degree of Agreement on Objectives of Training by Frequency/Types of INSET attended by Headteachers																								
		To develop participant's competency and mastery of specific skills.			Enhancement of knowledge and skills.			To change attitude of participants			Improvement of performance in the person's present job.			Preparing people for future opportunities, responsibilities and tasks.												
		SA	A	PA	D	SD	SA	A	PA	D	SD	SA	A	PA	D	SD	SA	A	PA	D	SD					
<3 times	f	51	20	4	1	0	40	24	10	0	1	26	30	16	4	0	41	29	3	2	0	32	38	6	0	0
3-10 times	f	58	31	2	1	0	40	45	5	1	0	28	37	19	8	0	42	35	15	0	0	30	44	18	0	0
>10 times	f	16	6	2	0	0	14	7	2	1	0	5	8	7	4	0	10	7	6	0	1	10	9	4	1	0
χ^2 Test		50.0% cells of freq. < 5																								
f = frequency ;		SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; NS = Not Significant			SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; NS = Not Significant			$\chi^2 = 4.84$ p = 0.56353 (NS)			46.7% cells of freq. < 5			33.3% cells of freq. < 5												

Frequency/ Types of INSET		Crosstabulations: Elements contributing to positive effects on training by Frequency/Types of INSET attended by Headteachers														
		Presentation of theory without practice usually lead to ineffective training.				Demonstration of new approach through a variety of methods.				Head teachers are fully aware of the purpose of training and its expected outcome.						
		SA	A	PA	D	SD	SA	A	PA	D	SD	SA	A	PA	D	SD
<3 times	f	34	35	6	1	0	41	31	4	0	0	35	38	3	0	0
>10 times	f	38	38	12	3	0	46	38	7	1	0	46	39	7	0	0
>10 times	f	10	7	4	3	0	12	10	2	0	0	13	9	2	0	0
χ^2 Test		33.3% cells of freq. < 5														
f = frequency ;		SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; NS = Not Significant				SA = Strongly Agree; A = Agree; PA = Partially Agree; D = Disagree; SD = Strongly Disagree; NS = Not Significant				22.2% cells of freq. < 5						

Appendix 18 (III): Crosstabulations Frequency/Types of INSET Attended by Headteachers

Frequency/ Types of INSET		Crosstabulations: Knowledge About/To Perform Tasks by Frequency/Types of INSET Attended by Headteachers																			
		Knowing what constitute quality in educational provision.			Knowing the characteristics of effective schools.			Knowing strategies for raising pupils' achievement.			Knowing strategies for promoting pupils' spiritual, moral, social and cultural development and good behaviour.										
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
<3 times	f	0	4	12	35	24	0	3	8	31	33	1	1	2	19	52	1	1	6	35	32
3-10 times	f	1	7	13	39	31	1	6	10	38	36	1	2	10	29	49	0	5	13	47	26
>10 times	f	0	2	4	8	10	0	1	3	10	10	0	0	1	10	13	0	0	4	11	9
χ^2 Test		33.3% cells of freq. < 5																			
f = frequency; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant																					

Frequency/ Types of INSET		Crosstabulations: Competency in Leadership Skills by Frequency/Types of INSET Attended by Headteachers																			
		Create and secure commitment to a clear vision for an effective institution.			Initiate and manage change strategically.			Direct and co-ordinate the work of others.			Build and support a high performing team.										
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
<3 times	f	0	1	9	38	27	0	2	8	33	31	0	4	14	28	29	0	2	5	30	38
3-10 times	f	0	2	18	50	20	1	1	15	50	24	1	5	16	43	26	1	6	8	36	39
>10 times	f	0	1	3	15	5	0	0	1	14	9	0	1	4	12	7	0	0	4	13	7
χ^2 Test		33.3% cells of freq. < 5																			
f = frequency; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant																					

Frequency/ Types of INSET		Crosstabulations: Competency in Decision-Making Skills by Frequency/Types of INSET Attended by Headteachers																			
		Collect and weigh evidence, make judgement and take decisions.			Think creatively and imaginatively to solve problems.			Demonstrate good judgement.			Think innovatively to identify new opportunities.										
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
<3 times	f	0	2	7	47	20	0	2	6	35	33	0	2	11	33	30	0	1	10	40	25
3-10 times	f	0	7	14	49	21	1	3	9	36	42	1	5	4	53	28	1	4	11	55	20
>10 times	f	0	0	6	14	4	0	1	3	7	13	0	1	5	10	8	0	1	5	11	7
χ^2 Test		33.3% cells of freq. < 5																			
f = frequency; 1 = Very Well Equipped; 2 = Fairly Well Equipped; 3 = Average; 4 = poorly Equipped; 5 = Not Well Equipped At All; (NS) = Not Significant																					

