

**SCHOOL MANAGEMENT TRAINING IN ZIMBABWE:  
NEEDS AND OPPORTUNITIES**

by

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## **SUMMARY**

The purpose of the study was to investigate the relevance of School Management Training (SMT) to school practice; present an overview of SMT in Zimbabwe; and identify and analyse relevant SMT models to school headship.

The research methods involved a literature study of primary and secondary sources, as well as an empirical situation analysis of SMT in Zimbabwe. The secondary sources comprised books, journals, research dissertations and theses. The primary sources comprised official circulars, course outlines of the B.Ed (EAPPS) degree programme and the Heads Training Support Programme (HTSP) modules. The knowledge drawn from these sources was the basis for developing appropriate models for SMT. The empirical situation analysis comprised the use of questionnaires and interviews to examine the content, typology, the modes of SMT in Zimbabwe, as provided by a sample of 218 randomly selected school heads in Bulawayo, Matabeleland North and South regions. Personal and group interviews were conducted with selected school heads.

The findings revealed the following strengths of SMT in Zimbabwe:

- Induction SMT is offered to newly-appointed school heads in order to inspire their confidence in leadership.
- Various forms of continuing on-site SMT on-the-job training opportunities to school heads.
- Whilst off-site SMT workshops inculcate skills from school headship experience, SMT conferences and seminars run by heads' professional associations cater for SMT needs of school heads.

Weaknesses of SMT in Zimbabwe exposed by the study involve:

- Lack of SMT newsletters to encourage self-induction
- Lack of institutional provision for the smooth co-ordination of SMT
- Little involvement of university experts in non-formal SMT

(iii)

A tripartite collaborative SMT model which integrates self-development, university tuition and HTSP tuition is recommended. For the smooth operation of the model a dedicated institute for SMT is recommended. Any further research study, local or in the Southern African Development Community (SADC) region, should investigate the feasibility of a tripartite collaborative model and the dedicated institute in SMT.

**Key Terms**

School management training; training for school heads; school management training needs; opportunities for school management training; models for school management training; developing school leaders; professional development for school heads; training school leaders; educational development for school heads. The training of school principals; continuing development of school principals; contents and methods of training school heads.

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**ABBREVIATIONS**

|               |  |
|---------------|--|
| B.Ed (EAPPS): | Bachelor of Education in Educational Administration, Planning and Policy Studies |
| CDE:          | Centre for Distance Education  |
| CEO:          | Chief Education Officer  |
| EFEM:         | European Forum for Education Management  |
| HTSP:         | Heads' Training Support Programme  |
| INSET:        | In-service Education and Training  |
| LEA:          | Local Education Authority  |
| MOE:          | Ministry of Education  |
| NAHT:         | National Association of Head Teachers  |
| NAPH:         | National Association for Primary School Heads                                    |
| NASH:         | National Association for Secondary School Heads                                  |
| NDC:          | National Development Centre  |
| NSG:          | National Steering Group  |
| PTC:          | Post and Telecommunication Corporation   |
| SAS:          | Systems Analysis Statistics  |
| SCU:          | Standards Control Unit   |

# CHAPTER 1

## ORIENTATION

### 1.1 BACKGROUND TO THE STUDY

#### 1.1.1 Provision of school management training in Zimbabwe

Limited opportunities for school management training (SMT) in Zimbabwe are offered in colleges of education as part of initial teacher training. Chivore (1990) and Zvobgo (2000) indicate that school management training (SMT) in Zimbabwean colleges can only be imparted through some professional courses. Kydd, Grawford and Riches (1997:58) recommend that:

*All teachers should have the benefit of educational management training and there may be a case for including aspects of it in initial teacher training courses.*

Similarly, Bedassi (1994:127) says there is a need for the colleges of education to “broaden their services by providing in-service educational management courses for senior school managers”. Formal training in educational management was first offered by the University of Zimbabwe in the 1980s both at bachelor’s and master’s degree levels. The Ministry of Education, Sports and Culture also offers various in-service training programmes for heads of schools (principals). These courses are run by Education Officers of the Standards Control Unit, and organized at national, regional and district level (Ota 1995:89).

According to a study conducted by Ota (1995) the SMT programmes are of two major types: induction and professional upgrading. Induction SMT is conducted for one day or for a week for heads who have been newly appointed. Upgrading courses are conducted for a week or for longer periods and take the form of workshops and seminars on job-related management courses. The Ministry of Education, Sport and Culture also played a major role in getting the Bachelor of Education degree in Educational Administration, Planning and Policy Studies (B.Ed: EAPPS) mounted in 1993 at the University of

Zimbabwe through the Centre for Distance Education in order to improve the competence of school heads in the country. In 1996 the University of Zimbabwe's Centre for Distance Education became a College for Distance Education and in March 1999 the College for Distance Education attained university status as the Zimbabwe Open University and it is now enrolling students in other faculties as well. The University of Zimbabwe continues to offer the B.Ed (EAPPS) degree programme, running parallel with that of the Zimbabwe Open University.

### **1.1.2 Relevance of the training offered to school management practitioners**

According to Bush (1994:2)

*certain practitioners often stress the relevance of practical experience and remoteness of theory... ..and concepts because they are thought to be remote from the realities of schools and classrooms.*

Yet Landers and Myers, in Bush (1994), dispute this claim and hold the view that good theory is practical as it provides a rationale for decision-making. These views are also expressed by De Jager, Coetzee and Bischoff (1983:70) who assert that "for a principal to improve his competence in his managerial function he should ... improve his managerial knowledge and technique".

However, despite the provision for training in managerial knowledge and techniques in the country there are, for example, disturbing reports of financial mismanagement by heads of schools. According to an article in the *Chronicle* of 09 April 1993 a certain school could not account for \$20 000. This situation has not improved. The *Chronicle* of 10 February 2000 quotes the Secretary of Education and Culture who complained of "witnessing an upsurge in cases of the thefts of school funds and flouting tender procedures". The Secretary was addressing internal auditors from the nine regions in the country.

Mahere (1996:10) attributed current problems associated with the quality of education to..."lack of training in management skills". He also found that teachers required supervision in the classroom teaching and that the need was greater in rural areas. Such indicators show that despite provision for training in educational management there are

still problems faced by school heads. This state of affairs leads to the question: Are the knowledge and techniques obtained from SMT programmes relevant to the practice of school management? Hegarty (1982:15) suggests that “we need to study what heads actually do rather than think what they do”. In other words, in order to identify the key skills which heads need and those that are relevant to their jobs, it is necessary to investigate the views of practising heads on the issue.

## **1.2 STATEMENT OF THE PROBLEM**

The concern for improved competence of school heads in their managerial functions has led to the provision of varied in-service education and training (INSET) programmes for school management in Zimbabwe. Yet there is a need to identify models of INSET that are optimally job-related to managerial functions of school heads. Thus the study sought to investigate the views of school heads on whether they perceive the theory of management imparted in SMT programmes to be relevant to the practice of school management and to identify and describe the models of INSET that would be optimally relevant to the practice of school management.

## **1.3 SPECIFIC RESEARCH QUESTIONS**

Based on the above problem the following specific research questions apply:

- 1.3.1 To what extent have school heads followed school management courses during their initial teacher training and to what extent do school heads view college-based courses as valuable for SMT?
- 1.3.2 What do school heads perceive to be the strengths and weaknesses of the B.Ed (EAPPS) degree programme in terms of the relevance to the practice of school management?
- 1.3.3 Do school heads perceive the induction sessions offered for newly promoted heads to be adequate as preparation for the practice of school management?
- 1.3.4 Do school heads perceive programmes offered in continuing SMT to be relevant to the practice of school management ?
- 1.3.5 What should be done, according to the views of school heads, to make management theory more relevant to the practice of school management?

## **1.4 HYPOTHESES**

- 1.4.1 School heads perceive colleges of education as offering limited SMT opportunities and many heads missed the opportunities to follow school management courses.
- 1.4.2 Heads perceive courses offered for the B.Ed (EAPPS) degree programme as emphasizing knowledge rather than techniques of school management.
- 1.4.3 Heads perceive the induction sessions offered by Education Officers in school management training as job-related but not long enough to cover required skills.
- 1.4.4 Heads perceive workshops run by Education Officers as emphasizing techniques of running schools and lacking in-depth knowledge of school management.
- 1.4.5 Heads perceive a need for job related models in all forms of SMT.

## **1.5 AIM AND OBJECTIVES OF THE STUDY**

In the light of the general aim of the study stated in the statement of the problem, the main objectives of the research are threefold:

- 1.5.1 To investigate the scope and relevance of management theory, as offered in INSET programmes, to the practice of school management in Zimbabwe;
- 1.5.2 To present an overview of the present provision of SMT in Zimbabwe; and
- 1.5.3 To identify a model of INSET for school management that is relevant to the needs of Zimbabwean schools.

## **1.6 MOTIVATION FOR THE RESEARCH**

Cognisance of the views of school heads on the relevance of management theory to the practice of school management in Zimbabwe should provide useful feedback to all stakeholders in education, such as the Ministry of Education, Sports and Culture; the Ministry of Higher Education and Technology; donor agencies; the University of Zimbabwe; the Zimbabwe Open University; and colleges of education. The result of the study could guide decision-makers on the most effective design of INSET programmes for school heads in universities, colleges and seminars or workshops conducted by Education Officers.

## 1.7 DEMARCATION OF THE STUDY

The study focuses on the relevance of the school management theory (offered in seminars, workshops run by Education Officers, colleges and universities) to the practice of school management. Management theory offered in masters and doctoral degree programmes is excluded. The study focuses on the B.Ed (EAPPS) degree programme.

## 1.8 DEFINITION OF TERMS

In order to achieve a common understanding between the reader and the researcher, the following terms are defined as used in this study.

- **Appraisal** refers to the process of valuing the school head's execution of managerial functions, with a view to improving the head's performance.
- **Contingency model** refers to an educational management approach which views a school management style as determined by circumstances rather than by prescription.
- **INSET for school management** refers to professional development activities engaged in by heads of schools in order to improve their competence in their managerial functions. This includes programmes offered by colleges and universities, as well as those presented in official and non-formal seminars.
- **INSET model** refers to an ideal approach to the professional development of school headship.
- **Quality of education** refers to the value of an education system in terms of meeting official and client criteria against key areas of performance, such as examination results.
- **Role-play** refers to the acting out of school management practices individually.
- **School management** refers to a process by which a school head commits teachers and pupils (through planning, organizing, leading and controlling) to achieve educational goals.
- **Simulations** refers to the acting out of school management practices in teams.
- **Standards Control Unit** refers to a section of the school inspectorate responsible for the education standards in schools within the Ministry of Education, Sports and Culture.

- **Teacher Training Agency** refers to an institute in Britain which is responsible for the development of national educational standards for teachers and head teachers, targeted on improving the quality of teaching and school leadership.
- **Training** refers to the professional development of school heads to make them more effective in their jobs.

## **1.9 RESEARCH DESIGN AND METHODOLOGY**

### **1.9.1 Research design**

The design of the study involved a situation analysis. A situation analysis was done through a questionnaire survey to determine the need for appropriate INSET models that will render school management training more job-related to the managerial functions of school heads in Zimbabwe. Interviews were used to investigate the strengths and weaknesses of the B.Ed (EAPPS) degree programme and other SMT needs.

### **1.9.2 Population**

The target population for the study consisted of 728 school heads from three regions as representing government, mission and private schools, as well as urban and rural areas. The study covered three regions which possess elements of the ten regions in the country and respondents included heads of primary and secondary schools. Because of financial and time constraints, it was not possible to include the entire population of all ten regions.

### **1.9.3 Sampling**

Sampling was stratified as follows: A 30 percent convenience sample was used in the first stratum to select three regions from ten regions in the country. A 30 percent random sample was used in the second level stratum to select the schools, and by implication the heads of these schools as respondents. This selection was done by means of the fish bowl technique, using staff lists from Education Officers as the sampling frame. From a target population of 728 schools, questionnaires were sent to 218 sampled schools and 209 questionnaires were returned.



#### **1.9.4 Methods of data collection**

Postal questionnaires and personal interviews were used to collect data from respondents. Items on the questionnaire were closed questions based on a Likert rating scale in order to facilitate responses from respondents. There were limited open-ended questions on issues that needed elaboration.

The advantage of using a questionnaire survey in this study was that it covered the schools as scattered all over the regions. Another advantage was that the responses to standardised questions were quantifiable.

The questionnaire was augmented by personal interviews which offered the researcher the opportunity to clarify what could not otherwise be evident from a postal questionnaire. Individual and group interviews on the strengths and weaknesses of the B.Ed (EAPPS) degree programme and other SMT needs were used.

#### **1.9.5 Methods of data analysis**

Frequency and percentage tables and graphs were used for each category of data collected from closed questions. Data obtained through open-ended questions and interviews were analysed qualitatively.

### **1.10 CHAPTER DIVISION**

The study comprises six chapters as shown below.

Chapter 1 presents an orientation by stating the background, the problem statement, hypotheses, the aim and objectives, and the research design of the study. The focus on school management in Zimbabwe is motivated.

Chapter 2 reviews related literature on the theory and practice in educational management, as well as managerial training needs of school heads. It deals with the contents of SMT, typology of in-service SMT programmes; modes of SMT; trainers of SMT; and the parameters for evaluation of SMT.

Chapter 3 reviews literature on the current SMT opportunities in Zimbabwe. It focuses on the contents of SMT in Zimbabwe; typology of in-service SMT in Zimbabwe; modes of SMT in Zimbabwe; trainers of SMT in Zimbabwe; and summative remarks on the contents, typology, modes and trainers of SMT in Zimbabwe.

In chapter 4, the empirical research design is described. This includes the use of a situation analysis survey to determine the need for appropriate INSET models for SMT; the use of interviews to investigate the strengths and weaknesses of the B.Ed (EAPPS) degree programme; as well as the sampling, data collection procedures and data analysis procedures.

In chapter 5 empirical research data are presented and discussed. Results of the findings are presented in terms of the following: the background information; the contents and modes of the preparatory phase of SMT; the contents, strengths and weaknesses of the B.Ed (EAPPS) degree programme; the contents and modes of the induction phase of SMT; the contents and modes of the continuing phase of SMT; views of school heads on improving SMT; and the implications of the empirical findings.

Chapter 6 presents a summary of findings based on the literature review and empirical investigation; conclusions and recommendations of the study.

## CHAPTER 2

### CONTENTS, TYPOLOGY AND MODES OF SCHOOL MANAGEMENT TRAINING AND THEIR RELEVANCE TO MANAGEMENT TRAINING NEEDS OF SCHOOL HEADS

#### 2.1 INTRODUCTION

In recent years writers and researchers have been concerned about whether training in school management theory can be expected to solve practical problems in schools. In addressing these concerns an attempt is made to examine the content, types and modes of SMT programmes and their relevance to management needs of school heads. Goldstein (1986:20) states that:

*Many programmes are doomed to failure because trainers are more interested in conducting the training programme than in assessing the needs of their organisation.*

Attwood and Dimmock (1996:98) define a training need as "the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current job holder", while Jinks, in Kydd et al (1997:185) defines a training need 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". The knowledge, skills and attitudes which heads of schools actually possess in their job as compared to what the job of school management requires, is the focus of this study.

This study attempts to compare what is required to perform the job of managing schools and the extent to which heads of schools in Zimbabwe possess those characteristics.

The study also investigates the types of INSET for school heads as provided through induction sessions for newly appointed school heads and continuous training for experienced heads. Formal and non-formal modes of school management training are also addressed. Finally, parameters for the evaluation of SMT are presented as a basis on which current SMT needs and opportunities in Zimbabwe are reviewed in chapter three.

## 2.2 CONTENTS OF SCHOOL MANAGEMENT TRAINING

### 2.2.1 Theory and practice in educational management

Bush, in Bush and West-Burnham (1994:33) states that "if practitioners shun theory, then they must rely on experience as a guide to action," but not on common sense alone. Bush (ibid) observes that those who claim to depend on common sense for decisions, in fact base those decisions "on implicit theories, unacknowledged but none-the-less influential."

Bush and Hughes, in Bush and West-Burnham (1994:34) present the following arguments in support of acquiring systematic theory in educational management:

- Reliance on facts as the sole guide to action is unsatisfactory because all evidence requires interpretation ... frames of reference are needed to provide insights for decision-making.
- Depending on experience alone in interpreting facts is narrow because it discards the accumulated experience and ideas of others.
- Disastrous errors of judgement can occur while experience is being gained.
- Experience in one situation is not necessarily applicable in another... To interpret behaviour and events in the fresh situation a broader awareness of possible approaches is necessary.

Bush, in Bush and West-Burnham (1994:47) presents five management theories which provide heads of schools with "insights into school... but they are partial and selective," yet when they are considered together they provide a means of analysing and understanding issues in education. These theories deal with bureaucracy, collegial approach, political theories, subjective perspective, and ambiguity perspectives. *Bureaucracy* is seen as an inevitable consequence of the increasing size and complexity of schools as organisations. Wallace, in Bush and West-Burnham (ibid) refers to *collegiality* as the official model of good school management practice. The practice has been promoted by the inspectorate in Britain since 1978 (Bush & West-Burnham 1994). *Political theories* are seen as promoting

the bargaining process in a school situation. *Subjective theories* are regarded as illuminating relationships between individuals within a school organisation; while *ambiguity theories* emphasise the instability and unpredictability of school life.

Despite minor differences, the writers' views seem to converge on the relationships between theory and practice in school management. The point made is that although management theory is varied it is useful in guiding school managers in their task of running schools. Hence there is a need for school heads to be trained in management theory.

### **2.2.2 SMT assumptions and objectives**

According to the World Bank, in Ota (1995:81) "in-service education that aims at school improvement should focus on the head teacher." This statement assumes that by training school heads in school management their schools should benefit. Similarly, Naidoo (1992) assumes that the quality of education in schools could be enhanced if school heads received formal training in school management. He argues that school leadership cannot be exercised solely on the basis of experience and personal aptitude. More specifically, Hegarty (1982:3) assumes that formal SMT should focus on "the skills of ... leaders and various pressures on heads arising from demands for consultation and accountability." Hegarty (ibid) also assumes that heads should be given more autonomy to determine their own training needs according to circumstances. He found that in Sweden where devolution of SMT is effected, this kind of autonomy is possible, in contrast to France which adopts a centralised system.

Attwood and Dimmock (1996:97) summarise general training objectives of any training process as follows:

- To assist workers to perform at the optimum level in current jobs.
- To develop employees for future jobs.

As alluded to above, the task of school heads is to improve their schools through effective management. In his comparative study of SMT in Europe, Hegarty (1982) found varying emphases in this regard. His study revealed that the French programme for SMT placed stronger emphasis on the need for the system to provide detailed rules for heads. The Danish programme in SMT also concentrated on rules for heads, as heads in Denmark were to cope with many regulations. In contrast, Hegarty (1982:5) mentioned that "...the

training of the head is an integral part of an organisational development programme for the schools" in Norway. The Swedish programme emphasises the work of the head in developing the school, while in the Netherlands non-residential sessions to discuss school problems are emphasised.

On the basis of the assumptions and objectives stated above, it is acknowledged that school heads acquire management skills through practice. However, it is assumed that these skills can be improved by acquiring knowledge of management theory. This implies that schools are likely to benefit if heads of those schools undergo SMT. The main objective of training school heads is to assist them to perform at optimum levels in managing schools in order to benefit their schools. Yet it is difficult to identify managerial training needs of school heads unless there is agreement on what constitutes managerial practice in a school set up. Thus the key elements of school headship and their implications for SMT are dealt with in the next section.

### **2.2.3 The key elements of school headship**

#### **2.2.3.1 Skills and attributes of school headship**

The *Teacher Training Agency* (1998:7) states that:

*The skills and attributes...are essential, but are not all exclusive, to the headteacher's role. The headteacher is expected to apply them, singly and in combination in relation to each of the key areas of headship.*

The skills under review are leadership skills; decision-making skills; communication skills; and self-management. With regard to leadership skills, the *Teacher Training Agency* (ibid) says "head teachers should be able to use appropriate leadership styles in different situations." At the same time they should have professional competence and expertise to lead.

The *Teacher Training Agency* (1998:7) explains *decision-making* as "the ability to investigate, solve problems and make decisions". In this regard school heads should be able to make informed decisions based on analysis, interpretation and understanding of relevant information. This implies that school heads who were trained in school management should

be able to make informed decisions. The *Teacher Training Agency* (1998:7) describes *communication skills* as "the ability to make points clearly and understand the views of others". Thus the SMT in communication skills should enable head teachers to communicate effectively both orally and in writing; to negotiate and consult effectively, as well as chair meetings effectively. The agency (ibid) describes *self-management* as "the ability to plan time effectively and to organise oneself well." This means that head teachers who are trained in self-management would be able to prioritise and manage their time effectively; work under pressure and to deadlines; and achieve challenging professional goals.

Concerning attributes, the *Teacher Training Agency* (1998:8) states that:

*Head teachers draw upon attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles.*

However, the agency does not specify these management roles, but many writers on management do. Kydd, et al (1997:65) present the following management roles of the school head as analysed by Mintzberg (1990):

- Interpersonal roles:

- Figurehead

- Leader

- Liaison

- Information roles:

- Monitor

- Disseminator

- Spokesperson

- Decision roles:

- Entrepreneur

- Disturbance handler

- Resource allocator

- Negotiator

Kydd et al (1997) explain that the role of figurehead is a position role and that it is closely linked with the leader role. The figurehead role involves ceremonial tasks which are carried out for public relations purposes, while the leadership role is concerned with influencing others. The liaison role involves contacts which school heads have with colleagues outside their schools.

Kydd et al (1997:65) mention Mintzberg's (1990) view that "information places managers at the centre of their organisational units, typically more knowledgeable than their subordinates". The informational role thus means that school heads are spokespersons for their schools and disseminators of information in their schools. Kydd et al (ibid) state that, "the interpersonal and informational roles are major sources of the means to carry out the four decisional roles Mintzberg identified".

As entrepreneurs, school heads act to initiate change and generate additional resources and activities to benefit their schools. As disturbance handlers they respond to problems which arise in their schools. As resource allocators, school heads distribute financial and material resources, as well as tasks and responsibilities, while as negotiators they settle minor disagreements and even negotiate contracts with suppliers and other stakeholders.

### **2.2.3.2 Key outcomes of school headship**

According to Botha and Hite (2000:129):

*The concept of outcomes – based education began with a common sense idea, i.e. the quality of education should be judged by focusing on learner outcomes or results.*

This implies that the content of SMT should focus on those management skills that will result in pupils' improved attainment, attitudes, behaviour and personal development and attendance (Bolam 1997:270). The Teacher Training Agency (TTA) (1998:4) concurs that the school head's work is to provide "professional leadership for a school which secures its success and improvement, ensuring high quality education for all its pupils." In this respect the TTA (ibid) presents effective key outcomes of headship in the following four areas:

- Schools characterised by a positive ethos which reflects the school's commitment to high achievement; effective teaching and learning; and good relationships with staff,



governors and parents. In addition such schools make efficient and effective use of financial, material and human resources.

- Pupils who make progress in terms of literacy, numeracy, information technology skills, tests and examinations. These pupils are motivated to learn and display positive attitudes and good behaviour.
- Teachers who are masters of their subject areas. These teachers set high standards of learning for pupils. They prepare their lessons adequately and address the learning needs of their pupils.
- Parents who enjoy working cooperatively with the school authorities. As such they are in a position to contribute to their children's learning by supporting the work of the school. Mavhira (1995) asserts that parents should be treated as collaborators in the education process.

The key areas explained above cover curriculum issues, public relations and a healthy school climate.

### **2.2.3.3 Areas of concern as expressed by practising school heads**

Attwood and Dimmock (1996:101) advise that "before training programmes can be organised for individual employees, it is necessary to analyse their job." In the same way before training programmes for school heads can be determined it is appropriate to first review the job of school management. This is supported by Kydd et al (1997) who argue that since the purpose of studying school management is to improve their performance, it is necessary to analyse the abilities that they need to make them effective. In this regard it is meaningful to take note of the opinions of school heads in Britain on areas of concern regarding school management (Frith 1988).

Based on his experience, Knight, in Frith (1988:11) states that:

*Skills in managing finance are essential for any head teacher. This has always been apparent in independent schools. In maintained schools it has been much less so. But times*

*change, and within the next few years head teachers of all secondary and many primary schools will, with their governors control most of their schools' budget.*

This is relevant for the Zimbabwean situation. The *Chronicle* of 12 December 1998 reported that "the Regional Director of Education for Matabeleland South province ... yesterday warned headmasters against misappropriation of funds" because of the new system whereby the Zimbabwean government had allowed schools to retain fees with effect from 1999. Knight's concern is that although financial management skills are not complex "there are a few INSET courses available" in training such skills (Frith 1988:11). In Zimbabwe, the government promised to remedy this deficiency as the *Chronicle* of 11 January 1999 reported: "the government will ensure that headmasters are sufficiently trained to administer schools under the new system where schools now retain their tuition fees."

Other areas of concern for heads are discussed in Frith (1988). They cover the school head's responsibility in supervising teachers in helping pupils to learn. The emphasis is on the pupils' educational development in the school. The concern for planned curriculum change in a school is also expressed by contributors in Frith (1988). This concern is shared by Bedassi (1994:44) in his study of in-service education and training programmes for school management. He states that "curriculum change may become an increasing concern of the head." In Frith (1988) the importance of the management of parental and community relations is acknowledged. On a different note, Mlambo (1995) emphasises the need for heads to be trained in conflict management. Niemann (1997), in a study of the influence of management training programmes on the behaviour dimensions of educational leaders, indicates the need for school heads to be trained in task structuring, planning and organising. In a study of management training for school principals, Girvin (1995) found that school heads expressed a training need in resource management, personnel management, current educational development and the knowledge of the law.

According to Frith (1988), school heads' concerns regarding legal issues cover education acts; matters arising from education acts; admissions and exclusions of pupils; LEA regulations; corporal punishment; leave of absence; general legislation; health and safety; industrial relations; race relations, and sex discrimination. In the South African context,

Lemmer and Badenhorst (1997) cite the following legal issues as relevant to the school: freedom of expression, student records, law of negligence; matters of suspension and exclusion of students, discipline, corporal punishment and school and classroom rules.

Adams (1987:69) is convinced that "schools like other institutions must work within the law." He relates the following aspects of the law to school situations more specifically than in Frith (1988) and Lemmer and Badenhorst (1997). Adams (1987:69) outlines these issues and relates them specifically to the school set up as follows :

- Acts of parliament place constraints and obligations upon school management.
- Case law is related to judicial precedent which deals with management matters such as the teacher's legal position in *loco parentis*, the supervision of pupils, school attendance, and the head's power to make rules and enforce them.
- Employment law focuses on the law of contract as it relates to teachers' conditions of service.
- Criminal law is associated with cases of assault. Adams (ibid) explains that assault is an action that causes another to fear the infliction of physical force, thus a teacher who strikes a child is committing assault.
- The law of Tort, also known as the law of delict in Zimbabwe, is a civil wrong such as a trespass, negligence or defamation. This law applies to the duty owed to parents by the school and teachers to care for pupils.

Adams (ibid) also shows that the laws of copyright and licensing are among the legal issues that are often overlooked by schools. The amount of copying that goes on in schools has been triggered by the introduction of sophisticated copying machines. In presenting plays or concerts schools may be required to be licensed by meeting standards regarding seating, exits, auxiliary lighting and fire fighting arrangements.

Training in legal issues is emphasised by Joubert (1998) in a study of multicultural perspectives on educational legal training for educational managers. Joubert (ibid) stresses

that a professional educator can be an effective education manager if he/ she possesses a sound knowledge of the legal aspects of his/ her profession. He found that training in educational law did not form part of the curricula for SMT in colleges of education, when in fact, according to his findings, both students and lecturers regarded training in education law as essential. Ignorance of school law can indeed lead a head into trouble. According to the *Daily News* of 2 August 2000 a deputy head of a secondary school in Harare could "pay \$43 000 in legal costs after caning a 13 year old student for not wearing a school hat." In a case held at the High Court in April 2000, a High Court judge found the Ministry of Education and Culture and the Deputy Head concerned, as the first and second respondents respectively, liable in the case, as reported by the *Daily News* of 02 August 2000.

It is clear from the discussion in this section that school heads are likely to benefit from SMT which imparts themes emanating from their work experience concerns. From the newspaper reports, financial management and school law seem to be among urgent SMT needs in developing countries like Zimbabwe. School heads handle public funds, therefore, they need a knowledge of financial management. Because of the ignorance of school law, school heads often find themselves on the wrong side of the law. Furthermore, when confronted with legal cases arising from school business, school heads should be in a position to defend themselves and their schools.

#### **2.2.3.4 Managerial tasks as seen by the European Forum on Educational Management.**

According to Hegarty (1982) a report by the European Forum on Educational Management (EFEM) agreed on the following list of school managerial tasks.

- Personnel Management
  - planning
  - recruitment
  - development
  - appraisal

- Interpersonal skills
  - communicating
  - motivating
  - counselling
  - handling conflict
  - chairing committees
  
- Self-management
  - managing stress
  - managing one's time
  - self-awareness
  - self-development
  
- Institutional planning
  - assessing information from within and outside the school
  - forecasting trends and needs
  - determining policies and priorities
  - organising, reporting results, discussing results
  - determining policies, goals and values
  
- Resource management
  - estimating resources
  - budgetary control
  - financial management
  
- Curriculum skills
  - development of curriculum
  - management of curriculum
  
- Management of innovation
  - creating innovations
  - reacting to innovation

- responding to innovation
- implementing innovation
  
- Organisational skills
  - devising internal management strategies
  - devising academic structures and record systems
  - allocating duties and tasks
  - understanding the school as an organisation
  
- Relating to government systems
  - reporting to regulatory system
  - reporting to regional, state, national systems
  - negotiating with regulatory systems, with other authorities
  
- Relating to the local environment
  - community relations
  - public relations
  - relation to professional groups
  - parents
  - church
  - local industry
  - culture
  - press
  - politicians
  
- Knowledge of laws
  - law in relation to school
  - personal rights
  - youth and social laws
  
- Education leadership
  - supervision

- advising
- methodology
- discipline
- school events
  
- Relating to pupils/ students
  - dealing with individuals and groups
  - dealing with the seriously disruptive
  - dealing with the seriously disturbed
  
- School as a system in relation to other environmental systems
  - systems analysis
  
- Developing a philosophy of headship
  - role of the head
  - style of leadership
  - awareness of values in relation to managing
  - approaches to managing

#### **2.2.3.5 Synopsis of the key elements of school headship**

In order to illustrate the emphasis on various key elements of school headship Tables 2.1 and 2.2 are presented below. In Table 2.1 the list of managerial tasks presented by the EFEM, in Hegarty (1982), is compared with Frith's (1988) crucial areas in school management. In Table 2.2 the list of managerial tasks presented by EFEM is compared with the key outcomes and skills of school headship as presented by the *Teacher Training Agency* (1998).

Table 2.1 shows that to a great extent the crucial areas of school management cited by practising school heads correspond with the list of managerial tasks from the EFEM. School plant management is part of institutional planning. Staff management corresponds with personnel management. Pupil educational development has to do with pupil relations.

Table 2.1: Comparative chart of managerial tasks and crucial areas in management.

| Frith (1988): Crucial areas<br>in school management | List of managerial tasks from EFEM (Hegarty 1982) |                      |                 |                          |                     |                   |                          |                       |                                  |                                |                   |                        |                               |  |                                     |
|---|---|----------------------|-----------------|--------------------------|---------------------|-------------------|--------------------------|-----------------------|----------------------------------|--------------------------------|-------------------|------------------------|-------------------------------|--|-------------------------------------|
| TOPICS BY CONTRIBUTORS                              | Personnel management                              | Interpersonal skills | Self management | Institutional management | Resource management | Curriculum skills | Management of innovation | Organisational skills | Relating to governmental systems | Relating to local environments | Knowledge of laws | Educational leadership | Relating to pupils / students | School system in relation to other environmental systems | Developing a philosophy of headship |
| Financial management                                |   |                      |                 |                          |                     |                   |                          |                       |                                  |                                |                   |                        |                               |  |                                     |
| School plant management                             |   |                      |                 | ✓                        |                     |                   |                          |                       |                                  |                                |                   |                        |                               |  |                                     |
| Staff management                                    | ✓   |                      |                 |                          |                     |                   |                          |                       |                                  |                                |                   |                        |                               |  |                                     |
| Pupil educational development                       |   |                      |                 |                          |                     |                   |                          |                       |                                  |                                |                   |                        | ✓                             |  |                                     |
| Legal issues  |   |                      |                 |                          |                     |                   |                          |                       |                                  |                                | ✓                 |                        |                               |  |                                     |
| Curriculum change                                   |   |                      |                 |                          |                     | ✓                 |                          |                       |                                  |                                |                   |                        |                               |  |                                     |
| Parental concerns                                   |   |                      |                 |                          |                     |                   |                          |                       |                                  | ✓                              |                   |                        |                               |  |                                     |
| Community relation                                  |   |                      |                 |                          |                     |                   |                          |                       | ✓                                |                                |                   |                        |                               |  |                                     |



Table 2.2: Comparative chart of managerial tasks and key outcomes of headship.

| Teacher Training Agency: (1998)<br>Key outcomes of headship and skills | List of managerial tasks from EFEM<br>(Hegarty 1982) |                      |                 |                          |                     |                   |                          |                       |                               |                                |                   |                        |                               |  |                                     |
|--|--|----------------------|-----------------|--------------------------|---------------------|-------------------|--------------------------|-----------------------|-------------------------------|--------------------------------|-------------------|------------------------|-------------------------------|--|-------------------------------------|
| Key outcome of headship and skills                                     | Personnel management                                 | Interpersonal skills | Self management | Institutional management | Resource management | Curriculum skills | Management of innovation | Organisational skills | Relating governmental systems | Relating to local environments | Knowledge of laws | Educational leadership | Relating to pupils / students | School system in relation to other environmental systems | Developing a philosophy of headship |
| School ethos   |  |                      |                 | ✓                        |                     |                   |                          |                       |                               |                                |                   |                        |                               |  |                                     |
| Pupils progress  |  |                      |                 |                          |                     |                   |                          |                       |                               |                                |                   |                        | ✓                             |  |                                     |
| Knowledgeable teachers   |  |                      |                 |                          |                     | ✓                 |                          |                       |                               |                                |                   |                        |                               |  |                                     |
| Cooperation with parents   |  |                      |                 |                          |                     |                   |                          |                       |                               | ✓                              |                   |                        |                               |  |                                     |
| Support of governors   |  |                      |                 |                          |                     |                   |                          |                       | ✓                             |                                |                   |                        |                               |  |                                     |
| Leadership skills  |  |                      |                 |                          |                     |                   |                          |                       |                               |                                |                   | ✓                      |                               |  |                                     |
| Decision-making skills   | ✓  | ✓                    | ✓               | ✓                        | ✓                   | ✓                 | ✓                        | ✓                     | ✓                             | ✓                              | ✓                 | ✓                      | ✓                             | ✓  | ✓                                   |
| Communication skills   |  | ✓                    |                 |                          |                     |                   |                          |                       |                               |                                |                   |                        |                               |  |                                     |
| Self-management  |  |                      | ✓               |                          |                     |                   |                          |                       |                               |                                |                   |                        |                               |  |                                     |

Legal issues relate to knowledge of law. Curriculum change is covered under curriculum skills. Parental concerns are part of relation to the local environment. Financial management, a theme which features prominently in Frith (1988) is included on the list of managerial tasks from the EFEM. The financial management issue is not only highlighted by Knight in Frith (1988) but it is also a felt SMT need in Zimbabwe as expressed by articles in the *Chronicle* of 12 December 1998 and 11 January 1999.

Table 2.2 compares what the *Teacher Training Agency (1998)* views as key outcomes of headship and skills with the list of tasks from the EFEM (Hegarty 1982). Again, as in Table 2.1, most of the key outcomes and skills shown in table 2.2 correspond with those which the EFEM presented. School ethos is linked to institutional planning because institutional planning should take into account the organisational climate of a school. Relation to pupils includes pupils' progress. Knowledgeable teachers ought to show curriculum skills. Although not directly linked, cooperation with parents is part of relation to local environment. Support of governors is part of relation to government systems. Interpersonal skills relate to communication skills. Self-management is mentioned on both lists. Decision-making skills are inherent in all of the managerial skills.

This section has illustrated specific functions, performed by school heads, which should be included in SMT programmes. It is obvious that functions of school leadership have been classified into skills, outcomes and tasks for the purposes of analysis. As can be deduced from the concerns by practicing school heads the functions overlap because they all constitute the managerial duties and responsibilities of school heads.

#### **2.2.4 Summary**

Table 2.3 provides a summary of the previous sections, with due emphasis on the contents of school management training.

**Table 2.3 Contents of school management training**

| Reference  | Areas to be covered in school management training  |
|--|--|
| Section 2.2.3.1<br>Skills and attributes of school headship  | <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Decision making</li> <li>• Communication skills</li> <li>• Self-management</li> </ul>   |
| Section 2.2.3.2<br>Outcomes of school headship               | <ul style="list-style-type: none"> <li>• School ethos</li> <li>• Pupils' progress</li> <li>• Knowledgeable teachers</li> <li>• Co-operation with parents</li> </ul>  |
| Section 2.2.3.3<br>Areas of concern: practising school heads | <ul style="list-style-type: none"> <li>• Financial management</li> <li>• School law</li> <li>• Conflict management</li> <li>• Curriculum issues</li> <li>• Interpersonal skills</li> <li>• Instructional supervision</li> <li>• Community relations</li> <li>• Resource management</li> <li>• Personnel management</li> <li>• Current educational development</li> </ul> |
| Section 2.2.3.4<br>Managerial tasks: EFEM                    | <ul style="list-style-type: none"> <li>• Human resources management</li> <li>• Systems analysis</li> <li>• Developing a philosophy of headship</li> <li>• Institutional planning</li> <li>• Management of innovation</li> <li>• Organisational skills</li> <li>• Relating to government systems</li> </ul>   |

## **2.3 TYPOLOGY OF IN-SERVICE SCHOOL MANAGEMENT TRAINING PROGRAMMES**

### **2.3.1 The nature of in-service education and training (INSET)**

According to Bush and West-Burnham (1994:285) INSET in the school context has been defined as "professional development activities engaged in by teachers to enhance their knowledge, skills and attitudes in order to educate children more effectively". This implies that, applied to school heads, INSET is concerned with the development of school heads'

knowledge, attitudes and managerial skills to enhance their ability to manage schools in a way that will benefit the learner. Sergiovanni and Starratt (1993:266) mention that in conducting INSET "the emphasis is on the development of job related skills through the provision of training and practice experiences."

Bush and West-Burnham (1994) and Bedassi (1994) agree that INSET for the school head is a continuous process which provides knowledge and skills required through a series of study experiences and activities. Bush and West-Burnham (1994:286) emphasise that knowledge acquisition and skill development should be more directly related to the substantive problems faced by school heads.

According to Buckley (1990:11), the National Association of Head Teachers (NAHT) in Britain observed that "experience acquired along the career path is only helpful as a starting point for specific preparatory training" and it suggests the following five phases of the school manager's career that require specific training:

- The preparatory phase
- The induction phase
- The development phase
- The regeneration phase
- The retirement phase

The preparatory phase (initial training) which is discussed in Section 2.4.1.1. is not the subject of this section. In this section two distinct types of INSET are discussed, namely induction and continuing school management training. The development phase and regeneration phase are treated as continuing school management training which occurs before the retirement phase. The sub-sections that follow present: INSET models for SMT; induction for newly appointed school heads; continuing SMT; and INSET in selected countries.

### 2.3.2 INSET models for school management

Goldstein (1986:228) states that "almost all trainees are exposed to some form of on-the-job training" which should be followed by carefully designed off-the-job instructional programmes. According to Kydd et al (1997) the School Management Task Force in England and Wales came up with a policy in favour of on-the-job or close-to-the-job training. It was stated that university courses and qualifications could only support the work of training rather than lead it. This policy seems to suggest the superiority of practice over theory. However, Kydd et al (1997:60) dismiss such a view as "at best naive, at worst dangerous." They argue that good practice should be based on the understanding of what the job entails, so that people can compare the requirements of the job with what is actually done in that job. This helps practitioners to assess their actions so that they can perform better, because the theory of the job should lead to informed judgement about the quality of management practice. Kydd et al (ibid) assert that comparing theory and practice is an advantage because theory derives from varied sources such as: knowledge taught by colleagues; the practitioner's own experiences; and observations of others doing similar work.

From the foregoing discussion it can be argued that on-the-job training is important since it links theory with practice, but the theory has to be relevant to that practice. Hence the discussion that follows presents INSET models for SMT based on-the-job training. Many of these models are applicable to both induction and continuing SMT.

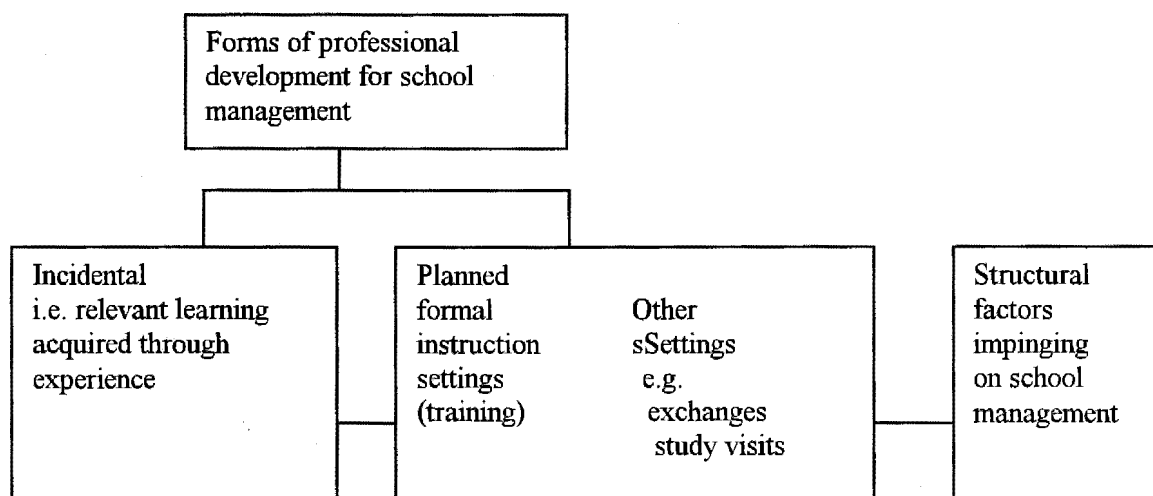
In search for relevant INSET models for SMT, Schon, in Bush and West-Burnham (1994:301) suggests *process-based* approaches where learners generate training priorities. He states that

*process-based approaches include those models of professional development which emphasise reflection, analyses and self-generated review.*

These approaches are intended to enhance practice through a circle of learning leading to the testing of potential solutions to problems in management practice. Related to this, Hegarty

(1982:104) gives a model which indicates the interactive relationship between acquired experience and planned training activities.

**Fig 2.1 Relationship between experience, training and context in school management development**



Source: Hegarty (1982:104)

This model shows that previous relevant learning and structural factors provide contextual variables which are likely to have an important influence on the effectiveness of planned programmes (Hegarty 1982:104). In this respect Owens (1981) presents *contingency-based* models of SMT. Contingency-based models also apply to on-the-job training in the sense that they match contingency theory with practical requirements of the circumstances of the school situation.

Similar to contingency-based models is a situation where specific models match performance problems of the work place. To illustrate these models table 2.4 is presented below. This table is adapted from Jacobs and Jones' (1995) models of SMT in Boud and Garrick (1999:202)

**Table 2.4 Jacobs and Jones' (1995) models applied to school management training**

| <b>Model</b>                     | <b>Description</b>  |
|----------------------------------|---|
| Instructional systems design     | Performance needs of school heads are identified against clearly specified objectives for SMT (section 2.2.2)   |
| Self-directed learning           | School heads identify their own training in order to maximise their abilities. This is self-management which Rae (1995:46) terms "self-development as a generally individual effort as opposed to learning in a group." |
| Informal and incidental learning | School heads continually learn from their experience through reflection on action. They acquire relevant learning through experience (Fig 2.1).   |
| Action technologies              | Peers of school heads from different schools join together to use real life problems as laboratories. This model is similar to the process-based model (section 2.3.2)  |

As indicated in table 2.4 Jacobs and Jones' models relate to specified situations in the professional development of a school head. The instructional systems design refers to a situation where performance needs of school heads are identified and then matched with clear objectives for SMT. In a study on training school principals in managerial competences, Mataboge (1998) indicates that specific performance needs of school heads should determine the type of SMT programmes offered.

Self-directed learning refers to a situation where school heads are responsible for not only identifying their training needs, but also developing their learning.

*Self-development is personal development, with the person taking primary responsibility for her or his own learning and for choosing the means to achieve this (Pedler, Burgoyne & Boydell 1998:5)*

Anderson, Baker and Critten (1996:3) describe self-development as self-help which is "a progression away from the classroom and away from learning systems and processes". Anderson et al (1996:16) see self-development as an advantage in that it is learner-oriented,

based on real individual needs. Because of this it can cause behavioural change at the level of the individual. However, the same authors observe the following disadvantage of self-development. Individual needs may not be organizational needs. In order to minimize the disadvantages and maximize the advantages of self-directed learning, it has to be used with other SMT models.

Informal and incidental learning is also another SMT model which is best used concurrently with other SMT models. Anderson et al (1996:11) assert that any manager could benefit from reflection of their own experience. Commenting on self-directed learning and reflection, Pedler et al (1998:3) claim that any system for management development must increase the managers' (by implication the school heads') capacity to take responsibility for themselves and their learning.

The action technologies, unlike self-development and reflection on action, involves peers from other schools taking part together in a SMT programme. Day (1999:148) claims that research findings prove that peer coaching from colleagues was one of the ingredients for successful INSET.

All the different INSET models for SMT discussed above have one common element, namely on-the-job training. While Hegarty's (1982) model and contingency-based models match management theory with practice, process-based approaches and Jacob & Jones' (1995) model relate SMT to solving performance problems in schools.

### **2.3.3 Induction for newly appointed school heads**

#### **2.3.3.1 The nature of induction**

One of the activities conducted in school management training, like in any other training of employees, is induction. This is necessary because appointees, as Attwood and Dimmock (1996) indicate, may experience feelings of lack of belonging and disorientation on joining a new organisation or, for that matter, taking up a senior position. In this connection, Bucker and Jones (1990:20) observe that "principals are often ill-prepared to assume the increasingly complex responsibilities of the principalship." Therefore all principals new-to-post would benefit from an induction programme.



Applied to school headship, Bebb (1996:4) defines induction as the planned and guided adjustment of newly appointed heads to their schools and to their jobs. Skeats (1991:16) mentions that

*the induction process covers any or all arrangements made to familiarise the new employee with the organisation, safety rules, general conditions of employment and work of the section or department in which they are employed.*

This indicates that induction involves more than just job training for new staff, but should also include environmental safety and other relevant conditions of service.

Attwood and Dimmock (1996:52) see induction as the process of easing the entry of the individual into the organisation. In the case of newly appointed heads, it means orienting them to new responsibilities and challenges of the school headship. Attwood and Dimmock (1996) present three aims of the induction process which are hereby interpreted as follows in relation to school heads:

- to make the newly appointed heads as efficient as possible;
- to make the new heads committed to the school and thus less likely to relinquish their responsibilities; and
- to familiarise the newly appointed heads with school management so that they feel comfortable.

Bebb (1996:4) adds that the aim of induction is to ensure that the new inductee "acquires the knowledge and attitudes necessary for a satisfactory and rapid adaption to the new job."

Related to these aims, similarly interpreted, Skeats (1991:16) states the benefits of induction as to: help define performance expectation for school management; speed up the response to SMT; foster good working habits; reduce performance problems; reduce the error rate; improve the newly appointed head's morale, and enhance positive attitudes towards school management.

### **2.3.3.2 Concerns of educational managers new-to-post**

In a study of educational managers at different stages in their careers, Kydd et al (1997:55) report as follows:

- The new-to-management group tended to be less relaxed about decision-making than their more experienced colleagues.
- In contrast to the established-in-post managers, many in the new-to-post groups felt the avoidance of conflict was important.
- The issue of establishing sound interpersonal relations by whatever means is significant for the new-to-post managers.
- The new-to-post school managers have a task to complete, but in unfamiliar context.
- In some instances, those new-to-post feared they might experience expressions of obstructive jealousy from their colleagues.
- Several of those interviewed in the new-to-post group admitted that they found delegation difficult.

These concerns of school educational managers have implications for educational management training in induction programmes for school heads. Bebb (1996:9) advises that an induction programme should contribute to raising self-confidence of new appointees and reduce their fears and anxieties. This implies that an induction programme for new heads should enable new heads to be more relaxed about decision-making in their schools. The tendency of conflict avoidance by the new-to-post school managers suggests that new heads should be inducted in conflict management as emphasised by Mlambo (1995) (section 2.2.3.3). The importance of interpersonal skills is evident in table 2.2 above. These skills could be inculcated in induction programmes so that new-to-post heads would improve their interpersonal relations.

The issue of unfamiliar context in the job and fear of obstructive jealousy from colleagues can be remedied by inspiring confidence to new heads in an induction course as is the case with the issue of less relaxed decision-making. However, the issue of new heads' failure to delegate could require a different remedy. Kydd et al (1997:55) state that the reasons why the new-to-post educational managers find it difficult to delegate is rooted in an aspiration for status and influence and the desire to be seen to be leading from the front. According to Kydd et al (1997:56), some new-to-post educational managers admitted they did not wish to

add to the workloads of colleagues. Therefore induction courses could include the rationale for delegation in a school situation to demonstrate that delegation is a strength rather than a weakness.

### **2.3.3.3 Self-induction programmes**

According to Nathan (1991:9-13), school heads are advised to create their own induction programmes as they are likely to have some spare time before they start the new job which they could use as a period of preparation and induction. During this period they could gather as much information as possible about their new school such as working out what the duties of the new post are. In this case they would be applying self-directed learning to their own induction as indicated by Boud and Garrick (1999), and Rae (1995) (section 2.3.2 and table 2.4).

In gathering information they could collect together all available documents and brochures that the school issues. According to Nathan (1991:9) if read carefully, the documents could serve the following purposes:

- They will provide a lot of information about how a school operates.
- The brochures will give an indication of the school's working philosophy.

Nathan (1991:11) states that a meeting with individual members of the senior staff could be very valuable. The advantages of such a meeting are that the new head and senior staff would get to know each other and the head would be able to identify what senior staff perceive as priorities in the school.

According to Nathan (*ibid*) it is also important for the new head to meet the office staff in order to understand the procedures followed in the school. The office staff would include the bursar or finance officer who would brief the new head about the financial position of the school.

On improving one's skills, Nathan (1991:13) advises that the new head could learn specific aspects of management from books. Skeats (1991) believes that the contents of formal induction sessions should be recorded in an induction manual so that expertise gained by the

training is not lost. Surely, induction manuals could be added to the list of books which a head new-to-post can use for self-induction. However, Nathan (1991:13) advises that while learning on the job is valuable experience the new head might want to avoid making too many mistakes as this will not inspire colleagues with confidence in the new head as their manager.

#### **2.3.3.4 The components of induction programmes**

As alluded to above, induction is an important process in an organisation such as a school and therefore an effort should be made to provide a successful induction programme for school heads. Paying attention to the following issues, as suggested by Davis (1994), with their implications for SMT could ensure a successful induction programme:

- the responsibility for induction;
- the structure of the induction process;
- methods of induction training; and
- suggested topics for an induction manual.

#### ***Responsibility***

According to Davis (1994:13) "induction is the responsibility of the immediate manager of the new employee". In a school situation the professional immediate supervisor of the newly appointed school head is a senior education officer who is responsible for the district where a school head is employed. However, Davis (ibid) states that this responsibility for induction should be shared among the interested parties as follows: the immediate manager of the inductee (senior education officer); the inductee (the new head); the training team (consultants in school management); union representatives (school heads' associations); and tutors used in-group induction events (these could be senior school heads and education officers).

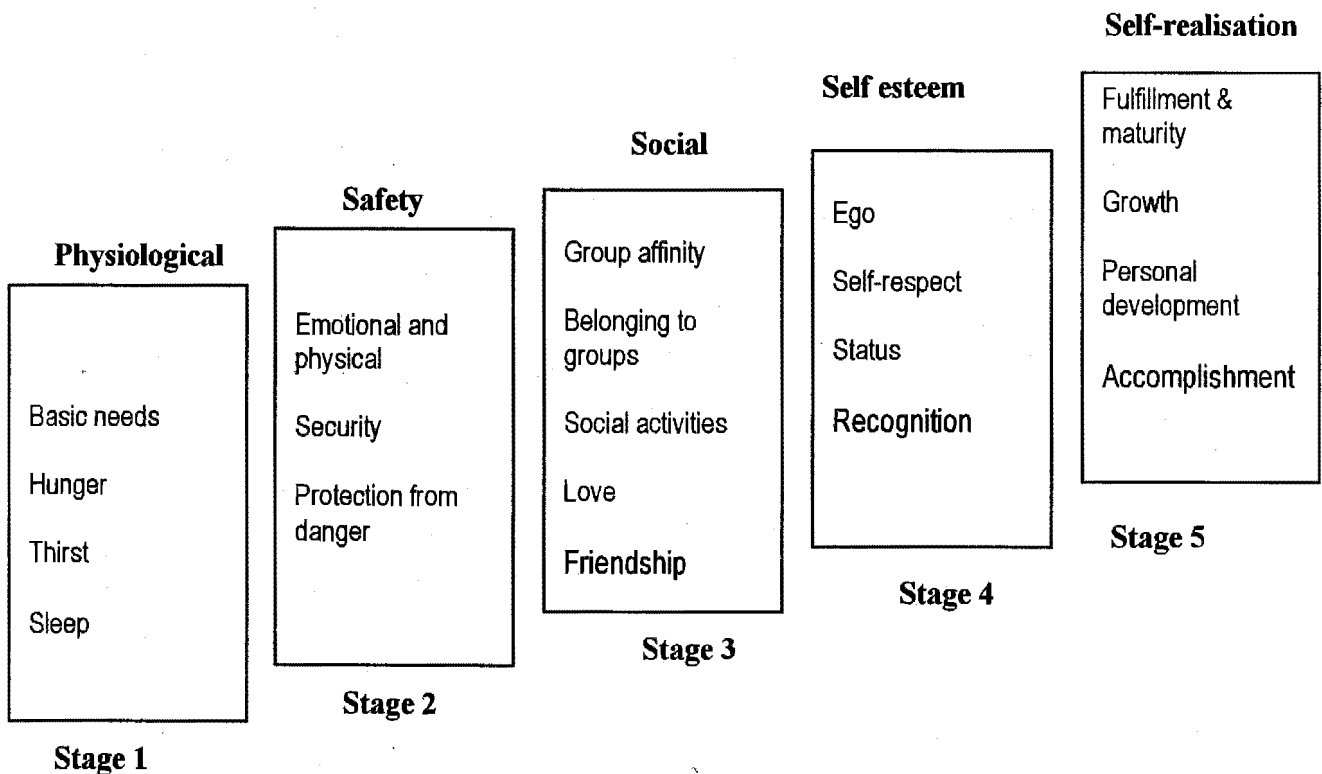
Davis' (1994:14 - 24) ideas about specific responsibilities of the interested parties in the induction process are applied to newly appointed school heads. The immediate manager of the new head who is also accountable for the induction, is in a better position to identify induction-training needs of school heads since he or she knows their job description. The training team could be experts or consultants from universities who could provide resources

and evaluate the induction-training programme. Representatives of school heads' associations could provide financial and moral support for their members. Senior heads and education officers as tutors could share their educational management experience with inductees. It is vital that, where a number of specialist tutors are involved in-group training of inductees, they present a uniform and coordinated message (Davis 1994:22). The newly appointed school heads as inductees should take the responsibility of their learning by using the opportunities offered.

**Structure**

Davis (1994:25) states that since effective induction is concerned with motivating people to become productive in the shortest time and to stay with (the) organisation, the induction programme could be designed on the basis of Maslow's model of the hierarchy of needs as shown in figure 2.2 below. The researcher has inserted numbered stages on Davis's (1994:26) figure for ease of reference.

**Fig 2.2 Maslow's hierarchy of needs**



Source: Davis (1994:26)

The implication of Figure 2.2 for SMT is as follows: Assuming that all the inductee school heads are satisfied at stage 1, the starting point at induction could be stage 2. Initially, the new heads would want to know about their security needs. In the case of school heads security needs cover conditions of service for school heads. Stage 3 is about social belonging to the headship position and the new school heads would want to know the tasks and responsibilities expected of them. Stage 4 is about self-esteem and at this stage the inductees would want to be assured of what contribution they could make to the education system as school heads. Finally, stage 5 is about self-realisation and this means that as school heads inductees would want to be assured of growth opportunities beyond headship.

This model suggests one of the approaches in which the induction process could be structured in order to satisfy new school heads' promotional aspirations. The stages referred to above could coincide with the different aspirations of heads provided in the induction sessions. The concerns of the various phases could be addressed concurrently with other aspects of the induction content for school management.

### ***Methods***

Davis (1994:46) classifies induction methods into three groups, namely individual study, groupwork, and experience-based methods. In a school situation materials on school management could be made available in an open learning centre and inductees could study the materials individually at an appropriate centre. According to Bebb (1996:31) such literature could cover induction manuals based on previous induction sessions for school heads and special induction booklets, inter alia, on conditions of service, and benefits plans for school heads. In using these materials, learning can be at a time and a pace suited to the employee (Davis 1994:46). However, the drawbacks are that this type of training can be ineffective if not monitored and supported by managers (*ibid*).

Bebb (1996:31) recommends group meetings in the form of lectures, conferences and group discussions. Davis (1994:49) also mentions lectures, discussions and case studies appropriate to school management. Davis (*ibid*) suggests that such formal induction sessions could cover two hours, over a six to eight week-period instead of a crammed one or two-day course. According to Davis (*ibid*) the benefits of group induction meetings are

that information can be conveyed uniformly to a number of people; inductees are exposed to a variety of learning opportunities; feedback is possible to both tutors and inductees; and the method is effective in helping attitude development of people in new roles. Group methods in the form of conferences, seminars, and workshops are also used in continuous training programmes for school heads (section 2.4.2).

Davis' (ibid) ideas are interpreted to indicate that the induction of newly appointed school heads usually takes place away from the inductees' school environment. Another drawback is that a lecture method, which is commonly used in-group meetings, is characterised by one-way communication and little participation (Cole 1993:320).

Davis (1994:53) states that experience-based methods cover simulations and role-plays which

*provide resources so that inductees can learn through acting out scenarios in teams (simulations) or individually (role plays). Simulations involve responding to written scenarios and timed inputs by a trainer, where your inductees work as part of a team. In role-plays, individual inductees try out their responses to given situations in a safe environment.*

Contingency-based models also use simulations in SMT. Vroom, in Owens (1981) developed a training design that presents a number of simulation activities to inductees. The benefit of simulation and role-plays is that materials can be specifically designed for the work amongst inductees (Davis 1994:53-54). The drawback of the simulations and role-plays is that they require careful organising, and giving tactful feedback is not easy (Cole 1993:320).

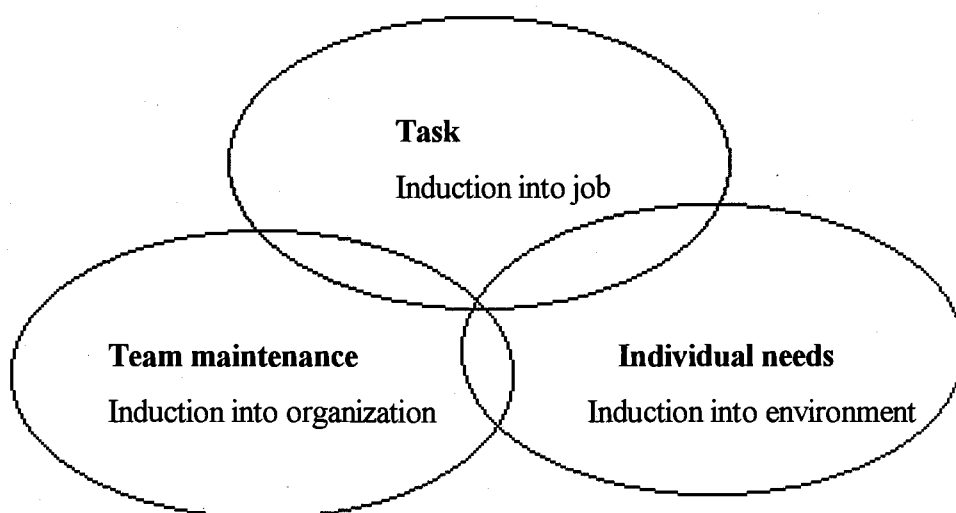
All in all, Bebb (1996:31) advises that the best solution is usually not one method but a mixture of the strengths of different methods. Davis (1994:55) concurs that the use of a range of induction training methods would ensure effective induction for inductees.

### ***Suggested topics***

The content of an induction programme could be determined on the basis of the action centred leadership model in Davis (1994:15), as shown below in figure 2.3.

The foci as indicated in figure 2.3 would ensure a balanced approach that meets the needs of newly appointed heads and their schools. The circle showing *task* suggests that the topics offered should ensure induction of new school heads into the job of school headship. In this category the topics to be covered, are inter alia, the following concerns of the new-to-post school heads: decision-making and developing confidence of inductees; conflict management; interpersonal skills and public relations; establishing trust for the staff; and delegation (section 2.3.3.2). Financial management should be included among the topics for induction programmes for new school heads, in order to avoid misappropriation of school funds by new heads (Section 2.2.3.3). It should be noted that the aspects presented in table 2.3 apply to induction as well as continuing SMT.

**Figure 2.3 Action for school heads during induction**



**Adapted from Davis (1994:15)**

The *team maintenance* category suggests that the newly appointed school heads should be inducted into the organisation. This means that their contributions to the education system should be assured. The appropriate topics for this category could be covered by those suggested in stage 3 of Maslow's model (Figure 2.2).

The *individual needs* category suggests that new school heads aspire for senior status even individual needs like recognition, acceptance and support. Therefore topics for the induction



programmes could cover promotional prospects beyond headship. Maslow's model of the hierarchy of needs stages 4 and 5 (Section 2.2) represent individual social and self-esteem needs.

The foregoing discussion indicates that induction for school heads new-to-post should address their professional as well as social needs if they are to be motivated to stay longer with the school. Professionally, the knowledge, skills, and attitudes to be covered in induction SMT should address the concerns of newly appointed school heads (section 2.3.3.2). Socially, the induction programmes for SMT should take into account Maslow's hierarchy of needs (Section 2.3.3.4).

### **2.3.4 Continuing SMT (Professional development)**

#### **2.3.4.1 The nature of continuing SMT**

School management training does not end with successful induction, but has to be continuous. Kydd et al (1997:58) assert that SMT should be continuous and on-going. Whereas the induction process is concerned with developing the newly appointed school heads in their new job in the shortest time possible, continuing SMT is concerned with on-going professional growth for school heads. In this respect, Le Roux & Loubser (2000:99) advise that "INSET should not be regarded as being a tool to effect crisis management but as an opportunity for continuing professional development." In the same way Buckley (1990:11) construes continuing SMT as the development phase of SMT which comes after the induction phase.

According to Hattersley (1992:64) the purpose of SMT is to improve the total management performance of the school. In support of this view, Bedassi (1994:52) is of the opinion that in-service training of school managers on an on-going basis is indispensable because school heads have to set academic, moral and cultural standards in the schools.

Continuing SMT takes different forms. It may take the form of heads appraisal, and it may be on-site or off-site.

#### **2.3.4.2 Heads appraisal**

According to Dunham (1995:94) and Hattersley (1992:38) the term appraisal is used in two different ways: in discovering the staff training needs of developing individual and staff groups; and in checking on individuals and groups for the purposes such as demotion, deployment, or promotion. The use of the term appraisal in this study focuses on the former meaning. Therefore in this study heads appraisal is construed as a continuous and systematic process intended to help ensure that the in-service training and development of heads match complementary needs of individuals and the schools (Hattersley 1992:2).

The issue of who should appraise the heads sounds like the question: who is to guard the guards (Hattersley 1992:35)? This question is asked because in a school situation, the head is construed as an appraiser rather than an appraisee, yet the head also needs appraisal for professional development.

Hattersley (1992:49) states that research evidence suggests that school heads should be supervised by someone with experience of the job presumably a professional officer of the Local Education Authority (LEA). However, Hattersley (1992) indicates that self-appraisal and fellow heads can also be used for the professional development of school heads.

- **Self appraisal**

In terms of the self-directed learning INSET model (table 2.4) school heads would identify their own training needs in order to improve their performance as heads. This means that the school heads would be responsible for their self-development individually. Hattersley (1992:45) states that a number of experts see self-appraisal as a useful, if not essential element of heads appraisal. The experts, according to Hattersley (ibid) argue that it is "impossible to prevent self-appraisal because anyone being appraised will have personal views on his or her own performance." This argument is based on the fact that appraisees are compelled to think systematically about their own performance.

However, Hattersley (1992:44-45) raises the credibility problem of heads self-appraisal: self-appraisal lacks accountability. Heads are unlikely to write a detailed and honest critique of their own managerial performance if they know that the report could be used as evidence against them, particularly if the reports are likely to be read by others and evaluated. Since

this study does not focus on appraisal for demotion or promotion, the type of self-appraisal concerned is to be used for self-development and not for consumption by others. Self-appraisal for SMT is for self-consumption so that appraisees can capitalise on their strengths and improve in those areas where they perceive themselves to be relatively less effective (Hattersley 1992:45).

- **Inspectors as appraisers for heads development**

According to the report of the U.K. National Steering Group (NSG) for appraisal of school teachers in Hattersley (1992:39):

*The appraisal of headteachers will be the responsibility of the CEO who shall appoint an appropriate person with relevant experience as a headteacher, who will be required to consult with the designated inspector responsible for the school, and the designated Education Officer.*

Hattersley (1992:40) maintains that these provisions emphasise the need for heads to be appraised and developed by a professional (drawn from the inspectorate) who understands the nature and complexity of a school head's job.

However, Hattersley (ibid) observes that this arrangement poses some problems of implementation because there are "not enough men and women serving in some of the local inspectorate to tackle the job of appraising the headteachers." Hattersley (1992:40) maintains that in some areas of the U.K. the heads complained of far less frequent contact with their relatively understaffed inspectorate than in other areas. Hattersley (ibid) asserts that in industry and commerce, this problem does not arise because a manager is appraised by his/her immediate boss. Since this is not practicable in schools, Hattersley (1992:40) suggests that the inspectorate might play the role of second-line moderators and the first-line appraisals might be conducted by other heads.

According to the research reported in Hattersley (1992:46) many of the heads interviewed

*felt that it was only a fellow headteacher with successful experience of working in a school similar to their own who could be in a position to understand the complexities of the job and therefore appraise effectively.*

This feeling might have prompted some of the heads associations to have advocated the recruitment of a special cadre of serving or newly retired heads to serve as an appraisal unit for heads (Hattersley 1992:46).

Even though the case of appraisal by a fellow head appears to be one most favoured by heads, there are reservations expressed by some of them (Hattersley 1992:47). Some heads are more critical about the term *similar school* and would want to differentiate schools in terms of size, single or mixed sex, inner city or outer city. Some heads construe peer heads appraisers as competitors. Some critics demand accountability if reciprocal appraisal between heads is practised.

#### **2.3.4.3 On-site and off-site SMT**

It should be noted from what is said above about heads appraisal that heads self-appraisal, heads peer appraisal, and inspectorate heads appraisal can take place on-site in a school. Dunham (1995:142) suggests that learning opportunities such as these should be provided by school heads' day to day experiences in school since the main source of learning the essential management skills is within the everyday life of the school.

Dunham (1995:145) presents the following advantages of on-site SMT:

- on-site SMT is less costly for school heads in terms of their time and energy and in terms of their experience.
- on-site SMT programmes, such as all forms of heads appraisal discussed above, can be tailor-made to relate directly to identified needs of heads.
- on-site SMT increases the general level of head awareness of good management in such skills as time management, delegation, or the management of meetings.

Off-site SMT means that school heads would be learning as a group away from their schools. The off-site model of attending school management courses covers college or university courses, conferences, seminars and workshops (Section 2.4).

Dunham (1995:145) states the value of attending courses away from school as follows:

- School heads get the opportunity to meet fellow heads from a variety of schools and also to meet professionals from a variety of educational backgrounds, and share ideas.
- Off-site SMT offers heads the opportunity to have a taste of the academic life, stretching their minds, and learning new concepts in SMT.
- Off-site SMT gives heads the opportunity and time to reflect on their performance.
- Off-site SMT offers heads the opportunity to consider in-depth the issues raised in order to perform better and become aware of a wider range of management styles.

Both on-site and off-site SMT have considerable advantages. This suggests that heads can benefit from SMT programmes which combine elements of on-site and off-site SMT.

### **2.3.5 INSET for school management in selected countries**

It is beyond the scope of this study to discuss an overview of SMT in all the countries of the world. The study focuses on the main features of SMT in selected developing and developed countries in order to give a representative global picture of SMT.

#### **2.3.5.1 SMT in developing countries**

Lockheed and Verspoor (1991:125) name the following countries in the developing world which have addressed the need to improve SMT: China, Ethiopia, Kenya, Malaysia, Papua New Guinea, The Philippines, and Thailand. The countries have been mentioned because of their efforts in establishing institutions to train school principals. However, Lockheed and Verspoor (ibid) state the following problems faced by some of these countries in training school managers.

- the institutions for SMT in these countries cannot meet the demand of principals who need to improve in running their schools.

- No consensus has been reached on the content and the ideal trainers of SMT programmes.
- The national policies for training school managers in these countries are not coherent and this may hinder the effectiveness of SMT institutions.

Among these countries, Lockheed and Verspoor (1991:125) identify Malaysia and Thailand as the countries that lead the way in developing policies on SMT. Bush (1998:324) mentions that among the established SMT programmes in South-East-Asia “Singapore is widely admired for its ...educational achievements”, among other things. Bush (ibid) attributes Singapore’s successful education system to its SMT programme. Prospective school heads are given the opportunity to take the Diploma in Educational Administration (DEA). The course is mounted jointly by the Ministry of Education and the National Institute of Education (NIE). The programme is one year full-time and it is offered to selected vice-principals who receive full pay during their training. Bush (1998:324) comments that the fact that the Singapore government is prepared to offer an expensive model of SMT indicates its commitment to develop its school heads.

According to Bush (1998:324) the content of the Singapore SMT Diploma includes the following:

- Teaching and coursework on school management
- Leadership and curriculum management
- Two-Four week attachments to a school as an associate principal. This supports Harrison’s (2000:6) assertion that “formal education and training are important vehicles for learning, as too is everyday experience in the work place.” The schools where student principals are deployed are selected for their exemplary leadership. The principals of these schools mentor the trainees and participate in the training process.

Lockheed and Verspoor (1991) and Bedassi (1994) mention that the government of Malaysia has established the National Institute of Educational Management. The institute is charged with the responsibility of training school principals in order to improve educational

management practice in the country. Bedassi (1994:9) indicates that in Malaysia full-time trainers are employed to train school principals in school management. Lockheed and Verspoor (1991:135) claim that the establishment of a local school management training institute saved the government the cost of sending students abroad for SMT.

Lockheed and Verspoor (1991:137) view the Thai school management programme as "particularly successful in changing the behaviour of principals." They give an example of the SMT programme which was conducted from 1985 to 1988 in three phases as follows:

- The first phase included a one day orientation during which all participants were tested on their knowledge of the contents of SMT (similar to those discussed in section 2.2.3). Participants worked on the exercises which they completed during an intensive study period.
- The second phase began two weeks later and consisted of five days of group activity, including simulations of typical management problems that principals face. Another test was administered at the end of the phase. Candidates who scored below 50 percent were asked to retake the test a month later.
- The third phase consisted of a year of follow-up supervision by district and provincial supervisors. Principals who passed the follow-up evaluations were awarded certificates.

In Africa, ministries of education have responded to a need to train school heads. According to the Ministry of Education and Culture in Zimbabwe (1993:i-v), in 1991 the Commonwealth Education Programme initiated the Heads' Training and Support Programme (HTSP) for school heads in Africa, following a plea from the inspectorate in Uganda to find ways of assisting school heads to do their job better. In 1992 writing teams from seven ministries of education in Africa (Botswana, Ghana, Kenya, Namibia, Nigeria, Uganda, and Zimbabwe), assisted by a further four (Ethiopia, Sierra Leone, Tanzania, and Zambia) produced seven training modules for school heads.

The modules were launched at a Commonwealth Africa workshop hosted by Botswana's Ministry of Education in 1993. The modules are as follows (Ministry of Education, and Culture in Zimbabwe 1993: i – v):

|          |   |
|----------|---|
| Module 1 | Self-development for educational managers |
| Module 2 | Principles of educational management      |
| Module 3 | Personnel management                      |
| Module 4 | Managing the curriculum and resources     |
| Module 5 | Financial management                      |
| Module 6 | Monitoring school effectiveness           |
| Module 7 | The governance of schools                 |

According to Lockheed and Verspoor (1991:136) SMT in Malawi is offered to principals and district inspectors. The courses cover general theory of education and school management courses. The duration of the training programme which focuses on instructional supervision is three years. It is appropriate that school heads should be trained in supervision for several reasons which are implied by Chisholm, Dumba-Safuli, Makwati and Marope (1998:85):

- The quality of education is hampered by the use of largely unqualified teachers.
- The education system is constrained by lack of organizational and managerial skills, among other factors.
- Poor teacher training programmes which implies that school heads have to continue training teachers on the job.

As expected, the same authors found that school authority is invested in the school head. It is therefore, important that school heads should be well trained in management and supervision.

In Namibia there is also a felt need to develop supervisory skills of senior educational managers. A school management guidance team is charged with the responsibility of giving assistance and management training to senior staff at schools (Bedassi 1994:10). In a study of the professional development of the teacher in Namibia as a management task of senior educational managers, Majiedt (1992) indicates that SMT could be more systematically



planned in terms of management needs of trainees. This situation refers to the period before Namibia's independence. However, some of the problems such as the high failure rate in the education system (Majiedt 1992) are still evident, particularly in the rural areas. Among other factors, the rural areas are affected by the deployment of few trained teachers (Chisolm et al 1998:116). Therefore any new developments in SMT in Namibia should take into account supervision needs of untrained teachers.

Botha (1994) indicates the scope of voluntary SMT offered in South Africa. In their studies Heystek (1994) and Girvin (1995) found that various forms of non-formal SMT programmes exist under the guidance of Education Officers. However, the focus is now on adapting SMT programmes to the needs of school heads in the new political environment. Referring to the changes since 1994, Sassman (1996) observes that developments in the political and education policy environment in South Africa have produced many of the beginner principals. This implies cognizance of the training needs of beginner principals. In a study on SMT for the induction of beginner school principals, Habelgam (1997) suggests the use of experienced principals as monitors in participating in the professional development of beginner school principals.

With the great number of universities in South Africa, there are many optional opportunities for formal SMT. South African universities offer, certificates, diplomas and degrees in educational management. The University of South Africa (UNISA) is used in this study as an example of a university which offers courses in educational management. UNISA is used as an example, because of its ability as a distance learning institution to offer courses to a wider population of students.

UNISA (2002:160) indicates that the degree of Honours Bachelor of Education is offered with specialization in Education Management. Other courses offered in Educational Management are as follows:-

- Advanced certificate in Educational Leadership (UNISA 2002:194-195) for educators in leadership positions and educators aspiring to such positions (Faculty of Education undated:28)

- Post graduate diploma in Educational Management (UNISA 2002:178) for prospective and current educational managers (Faculty of Education undated: 37).
- Master's degree in Educational Management (UNISA 2002:179) recommended for current and prospective educators (Faculty of Education undated:45).

Since UNISA is an open and distance learning institution, it provides ample on-the-job SMT opportunities to current and aspiring school heads. The aims of these courses are to develop leadership and management skills to ensure effective functioning of schools; to develop self-knowledge about personal values, attitudes and abilities related to school management practice (Faculty of Education undated: 28); to teach students how to manage and lead teachers, pupils and parents and to give student the opportunity to apply their acquired skills in Educational Management research and practice (Faculty of Education undated: 45).

#### **2.3.5.2 SMT in developed countries**

The discussion of SMT in developed countries covers some European countries and examples from the following countries are regarded as meaningful for this study: Britain, Denmark, France, Netherlands and Sweden. These countries offer well developed SMT programmes. Developed countries have clear national policies for training school heads. This is indicated by Tomlison, in Frith (1988:iv) who states that “training for headship is now national policy in Britain.” Bedassi (1994:9) asserts that the aim of training school heads in Britain is to ensure the improvement of the quality of education. This is based on the recognition that good teachers do not necessarily make effective managers and that school leadership cannot be guaranteed on the basis of experience and ability alone (Bush 1998:32).

In order to implement the SMT and teacher development policy in Britain, Bolam (1997) and Bush (1998) state that the Teacher Training Agency (TTA) was established by an act of parliament in 1994. The agency is responsible for developing national professional standards for the following three national headship training programmes:

- The National Training Programme for new heads
- The National Professional Qualification for Headship
- INSET for headteachers (TTA 1998)

The National Training Programme for new heads was introduced because school heads frequently experience problems as they settle into their new headship roles (Bolam 1997:269) as also observed by Kydd et al (1997) (section 2.3.3.2). The National Professional Qualification for Headship (NPQH) is an important initiative mandatory qualification for school headship (Bush 1998:321). This qualification is awarded to candidates, normally deputy heads who aspire for headship (Bolam 1997:265). The INSET for school heads is also set by the TTA for serving school heads (Bush 1998:325). Bolam observes that the NPQH poses both opportunities and dilemmas for providers of SMT. Bolam (1997) and Bush (1998) argue that although the NPQH should be welcomed for providing a national development programme for the next generation of school leaders, the following need consideration.

- The distinction between leadership and management: The TTA gives the main emphasis to leadership. In a study of SMT, Ali (2000) found that leadership is a crucial attribute and respondents expressed a high need for SMT to develop school heads' leadership potential. Millet (1996), in Bush (1998) supports the view that SMT should focus on leadership, particularly on identifying the qualities of leadership and how they can be fostered. However, Glatter (1997) and Bolman & Deal (1991) in Bush (1998) advise against the stress on leadership at the expense of management. They argue that school heads need both these dimensions to be successful. Nathan (2001:6) concurs that leadership is essential to good management.
- The emphasis on best practice outside education: Glatter (1997) in Bush (1998) is concerned about the TTA's emphasis on the need to take account of best practice outside education. This author advocates a balanced situation where school heads draw on sources outside education as well as from their school management practice.
- Links between NPQH and conventional qualifications: The fact that NPQH is independent of advanced awards (certificates, diplomas and masters degrees) poses challenges to school governors' preferences as they appoint new school heads (Bolam 1997:278). There is also a challenge for universities to ensure a system of devising procedures to accredit NPQH (Bolam *ibid*).

In a critical review of the National Standards for SMT in Britain, Orchard (2002:159) acknowledges that the NPQH represents an element in the drive to improve school leadership by improving the criteria for training programmes. He charges that although the skills needed by school heads are clearly identified, some personal qualities required in school leadership such as the discernment to apply knowledge are neglected. Orchard (ibid) also advises that the NPQH standards need revision to address the personal attributes expected of school heads. Nevertheless, Bush (1998:321) is confident that the national standards for SMT in Britain are likely to make an important contribution to the preparation of the next generation of school heads.

SMT in other European countries is well-established as evidenced by SMT schemes of the Scandinavian countries, the Netherlands and France (Bush 1998:324). Bedassi (1994:9) states that SMT in France is compulsory. Bedassi (1994) and Bush (1998) mention that France provides a three-month residential course for teachers appointed to headship or deputy headship. This programme is conducted during April – June for teachers who will take up their first management appointment as heads or deputies the following September. Bedassi (ibid) states that residential sessions provide good grounding for prospective school heads with little experience of school management. The course for serving heads is made up of residential sessions, over 20 days. Short ten-day courses are provided for those with previous management experience. A national training team is responsible for conducting SMT in France.

Whereas attendance of the French SMT course is compulsory, Bedassi (1994) observes that in the Netherlands attendance of SMT is voluntary. Bedassi (1994:9) mentions that in the Netherlands between 1984 and 1985 four management programmes were being presented, and 4000 people took part in the programme. Bedassi (ibid) mentions that since 1994, a network of 15 management consultants have been appointed. He also mentions that 18 staff members have been involved with the management development programme.

Drawing from Day (1999:169) it is implied that consultants take the role of teacher in SMT programmes. They lead in seminars in which issues raised by school heads and data

collected from their workplace are discussed. Their role also includes providing appropriate reading to stimulate discussion among school heads. Day (1999:155) indicates that although there are costs involved in using consultants and other experts, the benefits far outweigh the costs.

Bedassi (1994) points out that in Sweden SMT for heads, including deputies, is compulsory. Ekholm (1992) conducted a five-year study of the impact of the Swedish School Leader Education Programme (SLEP) for school heads and deputies. The results of his study suggested a positive impact of the SLEP. Johansson (2001:185-202) claims that the aim of the Swedish SMT programme “is to create school leaders who are democratic, communicative and ongoing learners. In this connection Johansson (ibid) describes the Swedish SMT programme as designed to ensure that school leaders have the competence to lead the development of educational activities. According to Bush (1998:324) the Swedish SMT programme provides more than 20 days of residential training.

As is the case with European countries, SMT in the United States of America (USA) is well established. In 25 states in the United States of America it is a requirement that school principals attend a management development programme (Bedassi 1994:9). According to Peterson and Kelley (2001:8) the USA has a significant challenge of training a new group of leaders as “more than half of all principals are expected to retire in the next five years”. To accomplish this task, it means that the SMT programmes that are currently in place will have to continue expanding. It is not possible to present all the SMT programmes in place, but the following examples give a representative picture.

Currently SMT practices provide opportunities for California Districts (Peterson and Kelley 2001:8). Webster (1991:27-28) mentions that in California school district provide on-the-job SMT. Webster (ibid) observes that trainees develop relevant management competencies

*through hands-on experience and exposure to four activities:  
Working with mentors; district seminars; training sessions;  
and cooperative learning sessions.*

Schmeltzer and Poftak (2001:22) state that the California School Leadership Academy provides staff development programmes for California school leaders and teachers in

leadership positions. The focus of the programmes is on practices that guide and direct student improvement.

In Florida the Pasco County School District developed a collaborative school management training model jointly with the University of South Florida. According to Piersall (1988:37-42)

*the model is based on the theory that school development requires collaborative decision-making about goals and plans, staff and programme development, and assessment activity.*

According to Fullan (1997:94) collaboration is the process of shared creation. This means that in a collaborative SMT the university and the school district have to share common goals and common training standards. However, the parties working together cannot ignore difficulties in establishing collaborative relationships between universities and school systems (Fullan 1997:119). For collaboration of this kind, to work both parties must give up at least a measure of their independence (Day 1999:80).

Snyder (1992:76-80) commends the SMT programmes in Florida for borrowing from successful business practices to train for productive schools. The school management institute in Florida has implemented a 25-day managing productive SMT programme. Snyder (ibid) mentions that the programme is based on cultural conditions, organizational planning, and personnel development practices characterizing productive work cultures. According to Ellis and Macrina (1994:10-14), there is also the Executive SMT programme and its Educational Appraisal Seminar which helps aspiring and practicing school heads in Florida to develop reflection, self-analysis and growth. These programmes are based on the same principles as the process-based models (section 2.3.2.).

Evidence in literature indicates that Texas is one of the states that have contributed significantly to SMT in America. According to the American Association of School Administrators (AASA) (1990:4) the Meadows Principal Movement in East Texas State University was one the recipients of the 1990 AASA Recognition Awards for Outstanding Achievement in Leadership Preparation by colleges and universities. The Texas SMT

programme also benefits from the American association of School Administrators which was instrumental in developing a National Executive Development Centre (Harris 1992:58-64). Moreover, Zeller and Erlandson (1997:45-50) indicate that Texas uses a similar collaborative model of SMT conducted jointly by the Texas University College of Education's Centre for Professional Development and Technology and the university's Principal's Centre "to focus on principals' development in schools reconceived as leadership laboratories."

SMT examples in the USA can also be grouped according to urban districts, mid-sized districts and rural districts (Peterson & Kelley 2001:10-11). The following are examples of larger urban districts which have developed useful models for providing SMT:

- The Chicago Principals and Administrators Association have developed some comprehensive sequential programmes for principals with the cooperation of the Chicago Public Schools. The association with the funding from the district and the Bill and foundations designed SMT for aspiring principals, experienced principals and the Chicago academy for school leaders.
- The Mayerson Academy in Cincinnati addresses the district needs for SMT for the programmes developed by the academy staff. Local foundations and business leaders provide the funding for the programmes.
- The St. Paul District established an aspiring principals academy that offers three weeks of training. This is a vigorous summer SMT programme which is conducted in a beautiful offsite location combined with additional work during the year.

As alluded to above, many urban districts face the challenge of massive retirements and their SMT programmes should be geared for training newly appointed school heads.

As can be expected, mid-sized districts face different challenges from those of urban districts. Mid-sized districts do not often have the available resources (Peterson & Kelley 2001:10). Despite some limitations, these districts are seeking ways to improve leadership development (Peterson & Kelley *ibid*).

- The Madison District has designed a collaborative SMT programme with the University of Wisconsin – Madison. The programme is named the *Grow Our Own*

*Principals Programme.* The programme benefits from a collaboration of facilitators: experienced retired principals who mentor the participants; a full-year internship in two schools; some university coursework; and a lot of discussion and interaction with practitioners.

- The university of Louisville in Kentucky works with a consortium of districts around the Louisville area. The programme offers a focused cohort-based principal preparation which provides leadership training with emphasis on leading schools with accountability in the state.

According to Peterson and Kelley (2001:11) the unique challenges which face rural districts include: distance from population centres and fewer resources. This means that they must be creative in the ways they design SMT programmes, bearing in mind challenges peculiar to the rural setting. Peterson and Kelley (2001:11), accordingly suggest the following ways that rural districts are taking to serve aspiring and newly appointed school heads:

- Combining mentoring and other forms of SMT with attendance at national training programmes such as the Harvard summer institutes or regional summer programmes offered by state or federal organizations.
- Using satellite programmes provided by professional development companies. This could be done with district meetings and programmes.
- Involving aspiring principals in university or administrator association academies. This could be backed up by follow-up sessions in the districts to apply what is learned to the particular context.
- Collaborating with other rural districts in designing cooperative SMT.

Some forms of SMT programmes have emerged from the literature review. Firstly, there are institutional programmes. The advantage for institutional provision is that it ensures smooth co-ordination of programmes. The staff of SMT institutions are likely to be more committed to their job than part-time tutors who have divided interest between their full-time and part-time jobs. The disadvantage of institutional provision is that some institutions, particularly in developing countries, may fail to meet the demands of aspiring trainees because of financial constraints.



Secondly, there are countries which provide formal SMT programmes in the form of certificates, diplomas or degrees. These countries can be divided into two groups, namely those which offer optional SMT and those which offer mandatory SMT. The advantage of optional SMT programmes is that the trainees provide their own sources of funds, although the state may subsidize the students fees only heads who volunteer to train may benefit. The mandatory SMT programmes provide opportunities for all aspiring school heads who need training.

Thirdly, there are countries which offer short SMT courses, usually in the form of occasional workshops. These countries can also be divided into two groups, namely those which offer residential courses and those which offer non-residential courses. The advantage of offering residential courses is that trainees can concentrate on SMT away from their everyday duties. However, they are expensive and developing countries may find it difficult to sustain them.

### **2.3.5.3 Focus on Women SMT**

In recent years there has been an on going debate on gender issues. This has centered on equal rights between men and women, particularly with regards to remuneration and promotion to managerial jobs. This has also been the case in schools. Since SMT is expected to enhance promotional prospects of school heads, it is appropriate to address women interests in SMT.

Coleman (1997:1-5) observed that despite equal opportunities legislation in Britain, women teachers are still under represented in school headship positions. Coleman, Haiyan and Yanping (1998:141) claim that “in most European countries and in the USA, the majority of teachers are women.” The same authors argue that inspite of the fact that the teaching profession is female dominated numerically, formal decision making is dominated by men.

In an interview with female school heads, Coleman (1997:1-5) found that there are few women at SMT courses and meetings. This situation is likely to cause more difficulties for women aspiring to school headship positions. There are, therefore, implications for the preparation and training of women school heads.

Lyman (1995:204-19) describes an American innovative graduate seminar on *Women and Leadership*. The programme was designed to encourage the development of women school leaders. The same researcher conducted semi structured interviews with nine women school heads in Britain's independent secondary schools. The respondents gave the impression that although they benefited from SMT programmes they stressed that leadership roles were learnt at their schools and not in training.

There seems to be positive developments towards increasing women participants in SMT programmes. Hopefully, this trend could increase participation of women in school headship positions not only in developed countries but also in developing countries. The idea is to give equal SMT opportunities to all irrespective of gender.

To summarise the main findings concerning SMT in selected countries, table 2.5 is presented below. Considerable overlap is evident, but the table highlights the main features of SMT provision.

**Table 2.5 Comparative chart of SMT provision in selected countries**

| Countries |  | Main findings from literature   |
|-----------|--|---|
| Africa    | Ethiopia<br>Kenya<br>Malawi<br>Namibia<br>South Africa | Established SMT institutions<br>Established SMT institutions<br>SMT for school heads includes district inspectors<br>A SMT guidance team is charged with the training responsibility<br>Significant opportunities in university-based SMT are offered   |
| Asia      | Malaysia<br>Papua-New Guinea<br>Thailand<br>Singapore  | Established SMT institutions. Full time trainers are employed in SMT.<br>Established SMT institutions<br>Established SMT institutions. Certificates awarded for SMT attendance<br>Offers a full-time diploma in SMT   |
| Europe    | Britain<br>France<br>Netherlands<br>Sweden             | SMT standards are developed by the TTA agency<br>SMT residential sessions are offered. Special SMT is offered for incoming heads<br>Full-time SMT trainers are employed. SMT residential sessions are offered. Consultants are used in SMT.<br>SMT residential sessions are offered. SMT includes heads and deputy heads. |
| USA       | California<br>Florida<br>Texas                         | SMT is obligatory. On the job SMT is offered<br>A collaborative model of SMT is offered<br>A collaborative model of SMT is offered  |

#### 2.3.5.4 Lessons learned from SMT programmes in other countries

It is obvious from the discussion above that a number of lessons can be learnt from the SMT experience of other countries.

Despite the problems faced by developing countries in SMT (Lockheed & Verspoor 1991:125) (section 2.3.5.1), some of them have beneficial SMT programmes. The following lessons can be learnt from these countries:

- The creation of SMT institutes has saved the government of the countries concerned the cost of sending SMT students abroad.
- There is correlation between students achievement and the provision of a full-time SMT diploma for all prospective school heads (Bush 1998) (Section 2.3.3.1.) as reflected by countries which offer formal SMT diplomas.

From the developed countries the following lessons can be learnt.

- The strong financial base of developed countries is conducive to the establishment of reliable SMT programmes.
- Because of their financial backgrounds the developed countries can afford the services of consultants in SMT programmes.
- The establishment of an autonomous SMT body standardize SMT programmes in a country. Such a body functions effectively if sanctioned by legislation.

In both developing and developed countries there is need for a clear SMT policy in order to guide providers of SMT. Without a clear policy there cannot be any meaningful SMT programmes. A SMT policy should include a system of follow-up. Barba & Young (1998:554) indicate that a follow-up of the performance of trainee school heads after completion of a SMT programme is necessary. *Better schools* (1998:44) state the aims of follow up activities after a training programme:

- To monitor and evaluate effectiveness of a training programme
- To motivate the trainees to practise acquired knowledge and skills
- To assist in developing related future training programmes

- To monitor performance of the trained personnel

### **2.3.6 Summary**

The typology of SMT is determined by the professional training needs of school heads at the various stages of their professional development. In this connection Buckley (1990) (Section 2.3.1) presents five phases of SMT. Lockheed and Verspoor (1991) indicate that the Thailand SMT programme offers three phases of SMT, while the TTA (1998) indicates that three national headship training programmes in Britain reveal a structure of three phases of SMT (Section 2.3.4.4). However, this study summarises the typology of SMT into two major groups, namely induction and continuing professional development.

Induction and continuing professional development are related to the needs of post-appointment serving school heads. In this respect the INSET models of SMT applying both induction and continuing professional developments of school heads are job-related. Self-development is emphasised for both the induction and continuing SMT. Similarly, the contents of SMT and methods of delivery overlap in both induction and continuing SMT.

## **2.4 MODES OF SCHOOL MANAGEMENT TRAINING**

### **2.4.1 Formal school management training programmes**

#### **2.4.1.1 College-based school management training**

According to Buckley, in Bedassi (1994:44) "a head needs certain basic knowledge and skills, preferably before taking up the appointment." This suggests that there may be a case for including SMT in the curricula of teacher education colleges. This idea is supported by Leurs (1991) who maintains that colleges of education should at least make students of education aware of the role of school management.

Bedassi (1994:127) states that "all colleges of education have the potential of moulding pre-service and in-service management training into a continuum of professional education." This implies that a course on school management should be presented to student teachers in teacher training colleges to ensure that whenever they are later appointed to management positions they would already be equipped with the necessary knowledge and skills and would benefit from returning to colleges for in-service training to keep abreast with managerial skills. In his study of SMT, Hegarty (1982) found that in Norway the

Kristiansand Training College offers management courses for headship to teachers prior to their appointment as heads. However, Hegarty (1982:9) says the practice was "contrary to a long tradition backed by parliamentary decision that emphasises the need to gain practical teaching experience and improve professionally by self-training."

Bedassi (1994) observed that because of their geographical distribution in a country, colleges are better placed to service a wide spectrum of school heads. They also have the facilities and resources to support in-service education and training programmes.

#### **2.4.1.2 University-based school management training**

Hammond, in Roth (1999:13) states that departments of education in American universities have been variously criticised as ineffective in preparing teachers for their work, and unresponsive to new demands and remote from practice. Hammond in Roth (ibid) points out that as a result of this, proposals were made to replace university-based preparation of teachers by on-the-job training that focused on the pragmatics of teaching.

However, Hammond in Roth (1999:13-14) argues that while the debate on the role of the university in preparing teachers and school heads for their job has been largely ideological, empirical evidence suggests that most alternative routes sponsored by school districts and states have been found to be less effective in preparing teachers than university-based teacher education programmes.

In favour of university-based education for teachers and school heads, Hammond in Roth (1999:25) states that "training in enquiry also helps teachers learn how to look at the world from multiple perspectives." Although Hammond in Roth (ibid) focuses on the role of the university in training teachers there is no reason why the same cannot apply to training school heads. The argument stated by Hammond in Roth presents a strong case of universities offering SMT.

Referring to the American education system, Owens (1981:24) observed that traditionally educational management had been taught by former school superintendents whose

knowledge came largely from years of hard-earned experience in front lines. Owens (ibid) states that courses in management tended to focus on practical, how-to-do-it problems, drawing on the past experience of practising school heads. By the mid 19<sup>th</sup> century educational management became a field of study in American universities (Owens 1981:24-26).

Fenwick, in Alexander et al (1984:54) states that training for effective institutional management was a growing theme in British universities. This was triggered by organisational problems of comprehensive schools. Bedassi (1994:114) shows that in Britain by the 1980s, the National Development Centre (NDC) was established as a partnership between the University of Bristol and British polytechnics to improve the effectiveness of educational management by school principals.

As alluded to in section 2.3.5.1 in South Africa Educational Management is presented at almost all universities. For example, the University of South Africa provides the following management courses in the B.Ed (Hons) programme in Educational Management: (UNISA 2002)

- Foundation and points of departure of educational management
- Human resources management
- School management
- Educational management and the law
- Comparative and international education

Universities indeed have an important role in providing SMT. Thus the role of the university in education should not be limited to the training of teachers only. Universities can be involved directly in the training of school managers by offering courses in school management, and playing an active part in SMT in collaboration with schools and ministries of education.

## **2.4.2 Non-formal school management training formats**

### **2.4.2.1 Conferences and seminars**

Rae (1995:24) defines a conference as a gathering "consisting of people of the same or similar professions or with similar interests." In his study of European countries, Hegarty (1982) identified professional bodies of school heads, such as the Danish Headteachers' Union; and the Headteachers' Association in the Netherlands. Apart from holding conferences where they deliberate on professional school management matters, these associations also support national efforts in SMT programmes in their respective countries.

Rae (1995:24) defines seminars as conferences on a smaller scale, utilizing a greater degree of involvement of the participants. He explains that whereas a seminar focuses on a single topic, a conference concentrates on a wide range of topics. In a seminar a series of lectures is given by experts, usually followed by group activities, and a plenary session where results of the group discussions are reported. Seekings and Farrer (1999:10) state that seminars are normally one or two-day events designed to educate or inform participants. Sirotnik and Goodlad (1988:151) observe that a seminar for educational leadership could provide the professional challenge that most conferences stopped short of offering, because the seminar allows for discussion of challenging ideas among participants. Sirotnik and Goodlad (1988:163) state that outstanding scholars and school leaders could be invited to take part in discussions of crucial themes in education. This can be achieved by establishing school-university partnerships in developing the management capabilities of school heads.

### **2.4.2.2 Workshops**

Sergiovanni & Starratt (1993:266) state that the workshop featuring a tell, sell, and practice format is often the vehicle for delivering in-service education and training. According to Rae (1995:15) workshops are "training events and normally involve a considerable amount of practical participation by members." A workshop can deal with a single topic or even a number of related topics. Usually in a workshop, unlike in a seminar, inputs to the discussion are given by the facilitator and not necessarily by an expert speaker. Rae (1995) observed that the ideal situation is that the members of the workshop decide on the outcomes and objectives and how the workshop will be run.

Leatherman (1990:29) argues that participants in a workshop should be helped to "change their attitudes about what needs to be done." He sees this as possible if the workshops cover gaps in knowledge and skills identified by needs assessments. Rae (1995:25) states that workshop outcomes for managers should be such that "managers may go home with actual problems solved or at least possible solutions, or new methods of approaching their problems".

In other words, workshop outcomes should result in the development of school heads so that they can improve their schools. Seekings and Farrer (1999:10-11) concur that the purpose of a workshop is to discuss specific topics, to exchange ideas or to solve particular problems concerning management development. Management development workshops for school heads in Zimbabwe are discussed in Chapter 3.

### **2.4.3 Summary**

Both formal and non-formal modes of SMT are used in the professional development of school heads. They have their benefits and drawbacks. The main benefits of college and university-based school management training are the following: Colleges of education have the necessary infrastructure to offer training for school heads and have the advantage of geographical spread throughout a country. University-based SMT has the potential to expose school heads to multiple-perspectives and the capacity to develop their critical reflection. However, the main drawback is that formal modes of training may include courses which are less relevant to the needs of school heads.

The main benefit of non-formal modes of SMT, in the form of seminars and workshops, is that they emphasise linking theory of school management to the job of school heads. The main drawback is that school management theory in non-formal modes of training tends to be derived from theory without a sound academic base, particularly where university experts and other consultants are not invited to participate in the training programme.

## **2.5 INSET TRAINERS OF SCHOOL MANAGEMENT**

### **2.5.1 The role of trainers**

Ota (1995:57) presents two perspectives of the trainer role in school management. Firstly he states that the traditional role involves a training needs analysis at the job and individual



level, then the development and running of courses. Secondly, the role of the trainer is that of the coordinator who acts as a facilitator of management workshops and problem solving groups. Whatever perspective is held, it is important to define a trainer in terms of the responsibilities for the development of knowledge and skills required by school heads.

According to Jackson (1989:3):

*A trainer is someone who has responsibility ... for the use of a set of tools and techniques aimed at developing skills and knowledge to improve the performance of individuals.*

The implication of this for SMT is that the role of trainers in SMT is to improve the performance of school heads according to the objectives of SMT (section 2.2.2). School management trainers in various countries play a coordinating role using part-time trainers as assistants in developing the skills and knowledge of school heads (section 2.3).

As noted in section 2.3.5.2 some countries such as the Netherlands use consultants in training. Wills (1993) advises that it is an advantage to use consultants in training programmes because as specialists they provide expertise in their field. He warns that if specialist consultants are fully occupied, they can only apply their knowledge thinly. He advises the engagement of a core of consultants rather than selecting consultants randomly if the organisation is to ensure consistency and quality.

### **2.5.2 Full-time or part-time trainers**

In section 2.3.3.4 the role of trainers is presented as a shared responsibility among senior education officers, new head inductees, consultants from universities, representatives of school heads' associations, and experienced school heads and other education officers as tutors. This position pertains to induction as well as to programmes for continuous post-appointment training of school heads. Section 2.4.2.1 indicates that school leadership seminars could involve partnership between universities and the school leadership. These arrangements suggest that both part-time and full-time trainers can be used in SMT and that the majority of trainers are likely to be part-time trainers.

The literature reviewed shows that school management trainers are either full-time or part-time employees. Wills (1993:89) mentions that "whether you use full time trainers or

external consultants depends on the criteria (such as cost and flexibility) you use for your decision." When using selection on cost it should be noted that it is more expensive to engage external consultants than employ full-time trainers if the same consultants are employed for more than 50 percent of their time (Wills *ibid*).

It would appear that the approach where both full-time and part-time trainers are used is cost-effective. It is for this reason, as noted in section 2.3.5.2, that most European countries engage a limited number of full-time trainers supported by several part-time trainers.

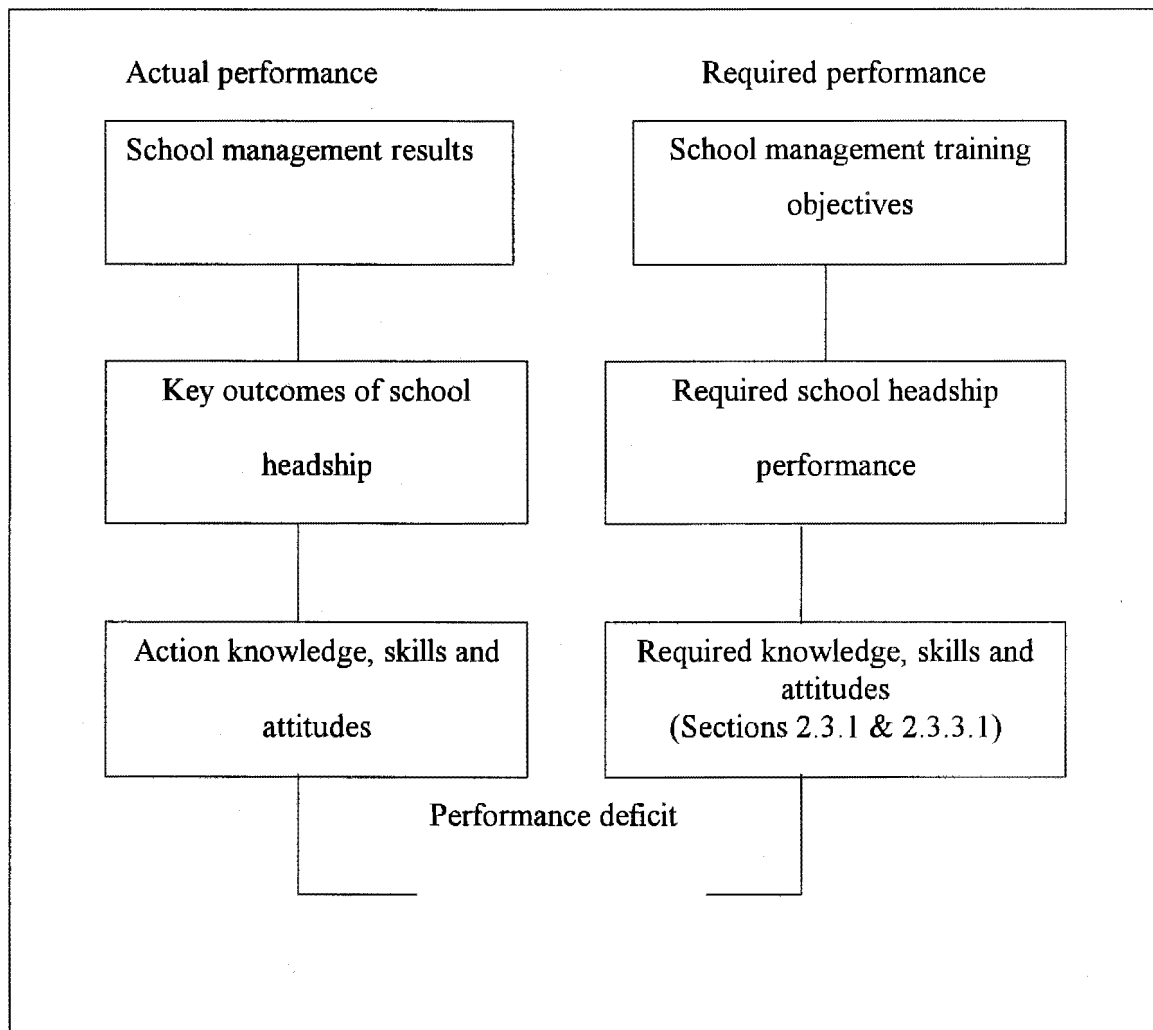
### **2.5.3 Summary**

In SMT, the role of the trainer is to inculcate knowledge, skills and attitudes which are relevant to the needs of school heads. Therefore the responsibility of training school heads in both induction and continuous INSET should be shared among different trainers. These could include lecturers or consultants from universities to teach the knowledge of school management and experienced heads and education officers to inculcate skills and attitudes relevant to a school situation. It is important that at least a training coordinator be engaged on full-time basis if the INSET in school management is to be taken seriously.

## **2.6 PARAMETERS FOR EVALUATION OF SCHOOL MANAGEMENT TRAINING**

The performance gap model, adapted from Jackson (1989:7), and presented as fig 2.4, serves as point of departure for the exposition of parameters for evaluation of SMT.

**Fig 2.4 The performance gap model for school management training**



Adapted from: Jackson (1989:7)

Figure 2.4 above shows that required performance of school heads is governed by: school management training objectives; required key areas of school headship as indicated in section 2.2.3; and required skills and knowledge for school headship which should be offered in colleges, universities, and INSET workshops. Thus the actual content, typology and training modes of SMT in Zimbabwe are according to the parameters for evaluating SMT in table 2.6.

**Table 2.6 Parameters for the evaluation of SMT**

| Typology of SMT             | Contents of SMT  | Modes of SMT                            | Trainers of SMT  |
|-----------------------------|--|---|--|
| The Preparatory Phase       | School Management Theory   | College-based                           | College lecturers  |
| The Induction Phase         | SMT Newsletters  | Self-induction                          | Self   |
|                             | Decision-making<br>Conflict management<br>Interpersonal skills<br>School leadership roles<br>(section 2.3.3.2)   | Induction programme                     | Education officers and university lecturers                        |
| The continuing phase of SMT | As for induction<br>School ethos<br>Financial management<br>Curriculum issues<br>Interpersonal skills<br>Instructional supervision<br>Community relations<br>Resource management<br>Current educational development<br>Systems analysis<br>Developing a philosophy of headship<br>Institutional planning<br>Management of innovations<br>Organisational skills relating to govt. systems | University-based<br><br>And<br><br>HTSP | University lecturers<br><br><br>Education officers                 |
| On-site SMT                 | Practical managerial skills  | Heads' appraisal                        | Peer heads   |
| Off-site SMT                | As for on-site SMT   | Workshops, seminars and conferences     | Education officers<br>University lecturers<br>And<br>NAPH and NASH |

## 2.7 CONCLUSION

The importance of relating SMT to practical problems in schools cannot be overemphasised. Literature on SMT indicates that to achieve this goal, school management training

objectives; the content of SMT programmes; the INSET models for SMT; and the modes for SMT should be relevant to the managerial training needs of school heads.

Corresponding to the above, the following main issues have emerged from literature. Although school heads acquire managerial skills through practice, these skills can be improved by undertaking training in school management theory. The main objective of training school heads is to enhance their managerial skills and knowledge so that they can perform at optimum levels in managing their schools for the benefit of the learners. In order to meet this main objective the content of SMT in induction and continuous training programmes should be relevant to the practical needs of school heads. The aim of SMT programmes should be taken into account when choosing appropriate modes for INSET in SMT, for example, the contingency-based models and on-the-job training models emphasise matching school management theory to the key areas of management as practised in schools. In fact, some current formal and informal SMT programmes may not contain all the key areas. The question asked is whether what is included in SMT programmes meets managerial needs of school heads. It is the concern of this study to seek the views of practising heads as to what they regard to be their managerial training needs and what they see as appropriate INSET models to meet their needs.

In chapter three the needs and current opportunities in SMT in Zimbabwe are reviewed. The parameters for evaluating management training (section 2.6) are used to evaluate SMT in Zimbabwe.

## **CHAPTER 3**

### **CONTENTS, TYPOLOGY AND MODES OF SCHOOL MANAGEMENT TRAINING IN ZIMBABWE**

#### **3.1 INTRODUCTION**

This chapter focuses on the current SMT opportunities and needs in Zimbabwe. In this connection the contents of formal and non-formal SMT programmes in Zimbabwe are compared with key elements of school management as discussed in chapter two (table 2.3). The typology of SMT, namely induction and continuing school management training, is also presented against the background discussed in chapter two (section 2.3 and figure 2.4).

The discussion of modes of SMT in Zimbabwe focuses on the role of the Bachelor of Education in Educational Administration, Planning and Policy Studies (B.Ed EAPPS) degree programme, conferences, seminars and workshops for school heads. These are evaluated according to section 2.4. Finally, the role of trainers in Zimbabwe is reviewed with special reference to the role played by Education Officers and the national associations of school heads and this is evaluated according to section 2.5. The parameters for the evaluation of SMT (section 2.6) are used as an evaluation instrument for SMT in Zimbabwe in this chapter.

#### **3.2 CONTENTS OF SMT IN ZIMBABWE**

##### **3.2.1 SMT assumptions and objectives**

Consistent with the performance gap model for SMT (fig 2.4), actual SMT assumptions and objectives in Zimbabwe should be compared with required assumptions and objectives determined by management needs of school heads.

Ota (1995:81) merely states that INSET for school heads in Zimbabwe is based on the assumption that it should result in school improvements, without specifying the performance gap in school improvement where training is required. In this respect, Benza (1999:22) remarks that "little was often given to identify and establish the genuine

management training needs of head teachers” in planning for workshops in SMT in Zimbabwe.

Ota (1995:85) based the objectives of SMT on the workshops for heads, which he included in his research study conducted between 1991 to 1993. They are stated as follows:

- Management of schools
- Supervision of professional aspects, and
- Development and maintenance of physical infrastructure and assets.

Section 2.3.1 and figure 2.4 indicate that SMT should cover knowledge, skills and attitudes to be inculcated in the professional. Ota’s (ibid) objectives as stated above do not seem to reflect the three attributes required by the trainee: In terms of figure 2.4 it is important that successful SMT should address the performance deficit in knowledge, skills and attitudes. Therefore, the SMT objectives should identify the performance deficit and indicate how it could be filled.

### **3.2.2 Areas covered in SMT in Zimbabwe**

In this section, the areas covered in SMT in Zimbabwe refer to the contents of the B. Ed (EAPPS) degree programme (section 3.2.2.1) and the contents of the Heads’ Training Support Programme (HTSP) modules (3.2.2.2). The contents of the HTSP modules are discussed in terms of the induction and non-formal continuing SMT programme, because in these programmes Education Officers use the themes of HTSP modules in training school heads.

#### **3.2.2.1 Contents of the B.Ed (EAPPS) degree programme**

The B.Ed (EAPPS) course outlines (1993:126) indicate the contents of the B.Ed (EAPPS) degree course. The following outlines represent general management courses:

- **Managing schools**
  - The school as an organization
  - An overview of school management
  - Managing change in schools

- The school head as a leader
  - Decision-making
  - Managing school resources
  - Communication in educational management
  - Managing the internal and external environment of the school
  - Evaluation in managing schools
- **Educational leadership and supervision**
    - Leadership theories
    - Leadership styles
    - Leadership tasks and roles
    - Theories of motivation
    - Basic concepts in supervision
    - Models of supervision
    - Organizational climate and supervision
    - Supervision and change
    - The supervisory instruments
- **Classroom management**
    - Principles of management
    - Effective classroom management
    - Problems in classroom management
    - Curriculum management
    - Discipline and routine issues
- **Staff development in education**
    - Staff development: needs identification and analysis
    - Models of staff development and delivery techniques
    - Staff development: policy, plan and programme
    - Support systems for staff development programmes
    - Assessing and evaluating staff development programmes
- **Educational business administration**
    - The legal framework for business administration in Zimbabwe's schools
    - Preparing the school budget
    - Educational business accounting
    - Classification of school costs
    - School administration and labour cost control
    - Educational business and economic forecasting
    - Administration of school finance
    - Administration of accounts and inventories
    - Administration of school business communication
- **Leadership and organizational effectiveness**
    - Concepts in organizational theory
    - The historical development of organizational theory
    - The structure of organizations
    - Models of organizational effectiveness



- The leader and organizational effectiveness
- **The role of the instructional leader**
  - Perspectives on the role of the instructional leader
  - The instructional leader in the school context
  - The instructional supervisory roles
  - Innovation and change and the instructional leader
  - Teacher education courses on instructional leadership.
- **Curriculum implementation, change and innovation**
  - Perspectives on curriculum
  - Curriculum implementation
  - Barriers to curriculum implementation
  - Curriculum change and innovation: concepts, processes, strategies and models
  - Diffusion and dissemination: concepts, processes, models and strategies

The B. Ed (EAPPS) course outlines (ibid) also cover the following courses on planning and policy studies:

- **Educational planning and development**
  - Theories of educational planning
  - Current issues in educational planning
  - Financing of education
  - Management information systems
  - Basic planning techniques and routines
  - Project planning and preparation
  - Evolution of educational planning and educational reforms in Zimbabwe
- **Introduction to policy studies**
  - Policy studies in education
  - Theories and models in educational policy
  - The socio-economic context of educational policy
  - Policy on curriculum development in Zimbabwe
  - The process of policy formulation
  - Policy implementation
  - Policy evaluation
  - Educational policy and the community
  - Educational policy and staff development
- **Educational statistics**
  - The need for data
  - Methods of data collection
  - Education indicators
  - Data organization
  - Data presentation
  - Measurement scales
  - Measures of central tendency

- Measures of variability
- Measures of association
- **Educational policy making process**
  - The conceptual framework
  - Policy problem identification
  - Formulation of policy proposals
  - The policy adoption process
  - The policy implementation process
  - The policy evaluation process
  - Key factors in the policy making in Zimbabwe
  -
- **Introduction to economics of education**
  - Theoretical perspectives in economics of education
  - The education production function
  - Costs and benefits of education
  - Education and employment
  - Education and development
  - Financing of education
- **The post—colonial state and educational policy**
  - The concept of the post-colonial state
  - Models of policy making
  - The colonial and post colonial education systems and policies
  - The role of education in national development
  - Theories of development
  - Issues and problems of the post-colonial state
- **Change processes in education**
  - The concept of change
  - Theoretical perspective of social change
  - The concept of organizational development
  - Change strategies
  - The impact of change in educational organization
- **Measurement and evaluation**
  - The nature of measurement and evaluation in education
  - The role and functions of measurements and evaluation in education
  - Measurement and evaluation assessment tools and procedures
  - Merits and weaknesses of assessment tools and procedures
  - Current evaluation and assessment tools and procedures in developed and developing countries
- **Collective bargaining in education**
  - Concepts in collective bargaining in education
  - Negotiation conventions
  - Types and levels of collective bargaining
  - Stages in collective bargaining

- Bargaining units and agents
- Collective bargaining and the law
- Collective bargaining process
- Strike resolution procedures
- Impasse resolution: problems and issues
- Unionism in collective bargaining

From the B. Ed (EAPPS) course outlines (ibid) it is observed that the B. Ed (EAPPS) degree programme consists of two areas of study: management courses, and planning and policy studies. An analysis of the management courses reveals that these courses focus on management, leadership and curriculum issues. According to the course outlines, *Managing Schools* covers the conceptual framework on managing schools and the development of a positive attitude by inculcating in students an appreciation of the roles of school managers as facilitators of quality education. The course *Classroom Management* covers an appreciation of the role of effective classroom management in facilitating teaching and learning, with due emphasis on the teacher's role in managing a classroom situation. Issues in classroom management also involve methods of dealing with discipline and routine problems. It should be noted that although this course is valuable for those B.Ed (EAPPS) degree students who are not school heads, prospective heads also benefit because heads should know the role of the classroom teacher in order to facilitate supervision of teachers.

Three courses focus on leadership. These courses are *Educational leadership and Supervision; Leadership and Educational Effectiveness*; and *The Role of the Instructional Leader*. The course *Educational Leadership and Supervision* is an introduction to the concepts of *Educational Leadership and Supervision* as they relate to the practice of educational management. The course covers three main areas: leadership theories, tasks and roles; motivation; and supervision models and practices. The course *Leadership and Organisational Effectiveness* examines the concept of effectiveness in terms of school leadership. The course also examines different perspectives of organisations and models of organizational effectiveness. The course *The Role of the Instructional Leader* covers: perspectives of the *role of the instructional leader*; *supervisory roles of the instructional leader*; *the relationship of the instructional leader with the community*; and *the role of colleges of education in developing effective instructional leadership*. Although these three courses all relate to leadership, they focus

on different aspects of school leadership. The course: *Educational Leadership and Supervision* focuses on concepts and models of leadership and supervision. The course *Leadership and Organisational Effectiveness* focuses on the models of the effectiveness in leadership of the school as an organization, while *The Role of the Instructional Leader* focuses on the instructional supervisory roles of the educational leader.

Other school management courses, which implicitly relate to leadership are *Staff Development in Education* and *Curriculum Implementation, Change and Innovation*. The course *Staff Development in Education* covers: the concepts, role and functions of staff development with due emphasis on the capacity of staff development in enhancing professional growth.

The course: *Curriculum Implementation, Change and Innovation* seeks to inculcate in the student conflicting or complementary views on a variety of curricular issues in education. The course explores the evolving concepts *in curriculum* and the factors influencing *curriculum design and implementation*. The concepts of curriculum change and innovation are discussed as well. The dynamic nature of the curriculum is emphasized.

The course: *Educational Business Administration*, is a management course concerned with financial aspects and public relations of the school. The assumption of the course is that although the school is not a profit-making organization, it provides goods and services at a cost. The course covers three main areas: *the legal framework for school business in Zimbabwean schools; financial and management accounting; and management of school business communication*.

The second group of the degree course comprises *planning and policy studies*. Planning issues are covered in the following courses: *Educational Planning and Development; Educational Statistics; Introduction to Economics of Education, Change Processes in Education; Measurement and Evaluation; and Collective Bargaining in Education*. The rest of the courses in the second category deal with policy issues. These are:

*Introduction to Policy Studies; Educational Policy-Making Process; and The Post-Colonial State and Educational Policy.*

The course: *Educational Planning and Development* covers an introduction to concepts, theories and practices of *educational planning and development in education*. The course explores the shifting paradigms from a concern with quantitative educational expansion to emphasis on developing education information systems in educational planning. The course aims at equipping the student with basic planning techniques that would be useful in the planning and development of education in Zimbabwe.

The courses, *Educational Statistics* and *Introduction to Economics of Education*, provide useful foundations for educational planning and development. The statistics course focuses on descriptive statistics with emphasis on the interpretation and application of concepts rather than on the mechanical application of formulae. Emphasising the importance of the knowledge of the economics of education for educational planning and development, the B.Ed (EAPPS) course outlines (1993:87) state that the *Economics of Education* course guides educational managers and planners who apply economic concepts to *educational planning and development*. *The Introduction to Economics of Education* course is based on the assumption that “the education system is a central factor in the production of an important non-material output, referred to as human capital” (The B.Ed (EAPPS) degree course outlines 1993:570).

The knowledge and skills provided by the courses: *Change Processes in Education; Measurement and Evaluation; and Collective Bargaining in Education*, are also essential in educational planning and development. The B.Ed (EAPPS) degree course outlines (1993:64) state that the course: *Change Processes in Education* “seeks to highlight and develop theoretical and conceptual principles that can be applied in planning change” in the education system. *Measurement and evaluation assessment tools and procedures* are useful planning techniques in achieving educational goals. The B.Ed (EAPPS) course outlines (1993:98) reveal that the course *Measurement and Evaluation* is intended to enable the student to appreciate the role and functions of measurement in education. Undoubtedly, negotiation skills are required in educational

planning and development. According to the B.Ed (EAPPS) degree course outlines (1993:120), the course, *Collective Bargaining in Education*, highlights skills of effective negotiation. This is evident in the contents of the course.

The course titles and contents reflect a specific focus on policy issues. The course: *Introduction to Policy Studies* covers policy formulation and change. The B.Ed (EAPPS) degree course outlines (1993:54) indicate that the course emphasizes exploring the interaction between policy formulation and the environment. According to the B.Ed (EAPPS) degree course outlines (1993:90), the course, *Educational Policy-making Process*, is intended to give educational managers “ a perspective of the policy-making process which they can use to make a contribution to educational policy-making” and also to play an effective role in policy implementation and evaluation. The B.Ed (EAPPS) degree course outlines (1993:71) state the aim of the course, *The Post-Colonial State and Educational Policy*, as “to introduce students to the analysis of educational policy within the context of the post-colonial state”. Students are introduced to concepts and models on policy-making situations whereby educational policies in post colonial states are seen to be influenced by neo-colonial ties but at the same time used to bring about resolution to African problems.

The foregoing exposition reveals that the B.Ed (EAPPS) degree programme provides school management training in four key areas, namely *educational leadership*, *educational management*, *educational planning*, and *policy studies*. The crucial question is whether the contents of these themes meet the needs of practising school heads in Zimbabwe. Hammond in Roth (1999) (section 2.4.1.2) expressed the concern that departments of education in American universities have been criticized for being unresponsive to the needs of practitioners by offering courses remote from practice. This has stimulated proposals to replace university-based courses with on-the-job training courses. According to Ota (1995)(section 3.2.2.2), contents of non-formal SMT programmes focus on job-related themes such as time-tabling. Hammond’s in Roth (1999) and Ota’s (1995) observations have implications for the contents of the B.Ed (EAPPS) degree programme.

As themes, the four key areas mentioned above are relevant to school management because school heads are involved in educational leadership, management, planning and policy. However, a close examination of the contents of these themes indicates that the contents of *educational leadership* and *educational management* are more relevant to the needs of school management than *educational planning* and *policy issues*. The contents of *educational leadership* and *education management* provide essential knowledge for school managers. They need to cover job-related skills such as *time-tabling* and *report writing*. Job-related themes such as these reflect the immediate needs of school heads.

It is clear from the above discussion that *educational leadership* and *management courses* might appeal more to school heads in terms of required knowledge. However, as an academic degree course, the B.Ed (EAPPS) degree programme is found to provide the academic rigor in terms of the content of not only *leadership* and *management courses*, but also *planning* and *policy studies*. As alluded to in the course outlines school heads are likely to acquire analytical skills from planning and policy studies. Although the degree programme has a strong knowledge base of school management, the students can link their studies with practice. As a distance learning programme, school heads can immediately apply what they learn through on-the-job training at their schools.

### **3.2.2.2 Contents of induction and non-formal continuing SMT programmes**

Gatawa (1998:109) states that the induction of newly-appointed school heads covers the professional, management, financial and pastoral work of a head. Ota (1995:83) identifies the contents of induction programmes for school heads in more specific terms than does Gatawa (1998). These cover the following job-related managerial functions:

- The role of school heads in managing schools
- Financial management
- Curriculum and syllabi interpretation
- Time-tabling
- Staff and pupil relations

- the role of the head
- supervision strategies
- the relationship between the head and the school's responsible authority
- the role of school development committees
- the effective school
- gender issues
- public relations
- performance criteria
- supervision of schemes and lesson plans
- supervision of teaching and pupils' exercise books
- communication
- correspondence and filing
- report writing
- buildings and school grounds
- school finances
- acts of misconduct
- effective delegation
- managing team work
- managing conflict
- staff development

Although Ota's (1995) list of themes in SMT workshops for school heads provides a valuable perspective, a more comprehensive picture emerges with reference to the HTSP for schools in Africa (section 2.3.5). Education Officers use HTSP modules in training school heads in workshops in Zimbabwe. The content outlines of the seven modules as presented by the Ministry of Education and Culture in Zimbabwe (1993:xi-xii) are as follows:

**Module 1: Self-development for educational managers**

- Unit 1: School mission, values and objectives
- Unit 2: Styles of management
- Unit 3: Needs identification



- Unit 4: Job analysis
- Unit 5: Time management

**Module 2: Principles of educational management**

- Unit 1: Introduction to educational management
- Unit 2: Government organization and function
- Unit 3: The functions of school management
- Unit 4: Human and public relations
- Unit 5: Delegation in a school
- Unit 6: Communication and negotiation
- Unit 7: Decision-making and problem-solving
- Unit 8: The management of change

**Module 3: Personnel management**

- Unit 1: Staff selection
- Unit 2: Staff development
- Unit 3: Staff motivation
- Unit 4: Staff appraisal
- Unit 5: Staff supervision and discipline
- Unit 6: Keeping staff records
- Unit 7: Managing meetings
- Unit 8: Managing conflict

**Module 4: Managing the curriculum and resources**

- Unit 1: Establishing the curriculum
- Unit 2: Time-tabling
- Unit 3: Organising resources to support the curriculum
- Unit 4: Selecting and managing text books
- Unit 5: Libraries, media and low cost teaching aids
- Unit 6: Examinations, testing and record keeping
- Unit 7: Resource maintenance
- Unit 8: Finding financial resources

**Module 5: Financial management**

- Unit 1: Sources of school funds
- Unit 2: School budgeting
- Unit 3: Mobilising financial resources
- Unit 4: Basic framework and mechanism of financial management
- Unit 5: Expending and accounting for school-fees
- Unit 6: Auditing school account books

**Module 6: Monitoring school effectiveness**

- Unit 1: Indicators and characteristics of school effectiveness
- Unit 2: The rationale for evaluation
- Unit 3: Evaluation techniques
- Unit 4: Planning a programme for evaluation
- Unit 5: Using evaluation findings

**Module 7: The governance of schools**

- Unit 1: Defining the parameters of school governance
- Unit 2: Legal basis for school governance
- Unit 3: School managers and governing bodies
- Unit 4: Relationships between schools and other agencies
- Unit 5: Partners in school management

A close examination of the contents of the HTSP modules reveals more job-related themes than do the contents of the B.Ed (EAPPS) degree programme. Themes such as *time management* in module one; *keeping staff records* in module three; *time tabling* in module four; *school budgeting* in module five; and *relationships between schools and other agencies* in module seven relate to day-to-day problems faced by school heads. Whereas these few themes attempt to address the practical needs of school heads, even more could be done to make the HTSP modules address the needs of practising school heads.

Dadey and Harber, in Benza (1999:22) are critical of the way continuing SMT in Zimbabwe is handled and their concerns are based on the typical contents of SMT programmes.

- SMT programmes in Zimbabwe are organised to introduce head teachers to curricular innovation and educational reforms without relating these issues to broader management problems in schools.
- SMT programmes in Zimbabwe tend to emphasise academic grading instead of upgrading management knowledge, skills and practice. However, Ota (1995:98) found that school heads who participated in his study expressed a desire for in-depth knowledge and skills in SMT. This indicates that there is need to balance in depth school management knowledge with practice and managerial skills.

Dadey and Harber in Benza (1999:22) suggest that optimal relevance of the contents of continuing SMT in Zimbabwe could be achieved by conducting an analysis of the school heads' training needs before any training programme is mounted. Dadey and Harber in Benza (ibid) argue that school heads could be invited to indicate, through questionnaires, their problem areas in school management. Buckley, in Benza (1999:22) concurs with Dadey and Harber in Benza (1999) that school heads should be consulted on the contents of SMT programmes.

What emerges from the discussion in this section is that although some HTSP themes reflect practical job-related contents, much more can be done to focus the HTSP modules on the practical needs of school heads. At the same time, the course outlines of the B.Ed (EAPPS) degree programme reflect the importance of an academic knowledge of *school management*, including *planning* and *policy issues*. The difference in focus between the B. Ed (EAPPS) course as an academic degree programme and the HTSP as a professional in-service programme is to be expected.

### 3.2.3 Summary

In section 3.2.2 the contents of the B.Ed (EAPPS) degree programme, induction for newly appointed school heads and non-formal continuing SMT programmes have been discussed. The contents of the B.Ed (EAPPS) degree programme (section 3.2.2.1) consist of *management courses*, *planning* and *policy studies*. Whereas *management courses* have a direct bearing on the practice of school management, *the planning and policy studies* give school heads an insight into planning and policy relating to the education system in Zimbabwe.

The current practice in Zimbabwe is that the contents of the induction programme, as well as those of continuing SMT programmes are derived from the HTSP modules (section 2.3.5.). The organizers of these programmes use their discretion in deciding which themes are more appropriate for induction or continuing SMT. This does not seem to be satisfactory. There is need for appropriate resource materials: those designed for induction training and those for continuing SMT. The contents of continuing SMT in Zimbabwe are viewed critically by Dadey and Harber in Benza (1999:22) who charge that the themes in continuing SMT should be related to problems in schools. This means that it is not enough for HTSP modules to address just a few practical issues in SMT, but all the themes should be based on practice without ignoring the in-depth knowledge required in school management.

From this discussion it can be concluded that the contents of both the B.Ed (EAPPS) degree programme modules and the HTSP modules attempt to address school management themes. As already indicated the B.Ed (EAPPS) degree programme courses include planning and policy issues among school management courses, whilst the HTSP modules focus on professional school management. The strength of the B.Ed (EAPPS) degree programme modules is that they provide academic background to the knowledge of school management. The HTSP modules attempt to address practical concerns of school heads, although Dadey and Harber (section 3.2.2.2) suggest that more could be done to make the contents of non-formal SMT programmes more practice-oriented. This suggests a need to use themes in the B.Ed (EAPPS) degree programme and the HTSP that

link theory with practice, although the scope and the presentation of the materials will differ.

Thus there is need for the contents of both the B.Ed (EAPPS) degree programme modules and the HTPS modules to link theory and practice irrespective of whether a programme is academic or professional-oriented. It is only by understanding that the two sets of modules complement each other, that the providers of SMT in Zimbabwe can satisfy the needs of school heads in terms of in-depth knowledge and practical skills of running their schools.

### **3.3. TYPOLOGY OF IN-SERVICE SCHOOL MANAGEMENT TRAINING PROGRAMMES IN ZIMBABWE**

The typology for SMT discussed in this section refers to non-formal programmes: induction and continuing SMT. For newly appointed school heads self-induction and official induction are discussed, while for serving school heads, off-site and on-site continuing SMT are discussed.

#### **3.3.1 The nature of in-service SMT in Zimbabwe**

In section 2.3 the two major phases of school management training discussed are induction and continuing professional development of school heads. Similarly, Ota (1995:88) states that in Zimbabwe official in-service training programmes for school heads are of two major types: induction and on going professional development for school heads. In support of this view Benza (1999:23) advises that SMT programmes should not be intermittent and irregular.

Ota (1995) found that the on-going official professional development of school heads in Zimbabwe was targeted mainly at primary school heads. This study presents the case for school management training for both primary and secondary school heads. The contents of school management training, as discussed in sections 2.2.3 and 3.2.2, are applicable to both primary and secondary school heads. Induction (section 2.3.3) and continuing school management (section 2.3.4) as presented in chapter two also apply to both primary

and secondary school heads. Even the B.Ed (EAPPS) degree programme in Zimbabwe (section 3.4.1.2) admits primary and secondary school heads as students.

Thus section 3.3.2 focuses on the induction programmes as applicable to primary and secondary school heads. Similarly, section 3.3.3 focuses on continuing SMT as applicable to both primary and secondary school heads.

### **3.3.2 Induction for newly appointed school heads**

#### **3.3.2.1 Self-induction**

Ota (1995:88) indicates that in the absence of systematic self-induction, many school heads in Zimbabwe learnt their work “on-the-job through trial and error”. Yet according to Nathan (1991), (section 2.3.3.3) trial and error could be minimized if newly appointed school heads adopted systematic self-induction in the following ways:

- Reading available documents and brochures that contain valuable information about their respective schools.
- Meeting individual members of the senior staff, academic and clerical, to familiarize themselves with academic and financial procedures in their schools.
- Reading management books, including induction manuals for SMT.

Newly appointed school heads in Zimbabwe can also use newsletters on school management for self-induction purposes. Benza (1999:23) complains that items such as video tapes and newsletters have been rarely used in school management training programmes in Zimbabwe. Benza (ibid) indicates that although these resources have not been in adequate supply, they have certainly been available for use in SMT programmes.

#### **3.3.2.2 Induction programmes in Zimbabwe**

Gatawa (1998:109) states that until 1982 the then Ministry of Education and Culture provided courses for newly appointed school heads to induct them into their new roles. He acknowledged that the induction was “an extremely useful head start for heads”. Gatawa (ibid) indicates that after 1982 the induction for newly appointed school heads was decentralized. Unfortunately the decentralization weakened the induction

programmes because the regions were not allocated specific funds for the induction programmes (Gatawa 1998:109). According to Gatawa (*ibid*), this situation caused concern because some newly appointed heads with as little as two years' teaching experience went without induction.

Added to the weakened position of the induction programmes, Ota (1995:88) found that official induction programmes for newly appointed heads in Zimbabwe ranged from one day to one week duration. Davis (1994:49) argues that official induction programmes ought to consist of daily two-hour sessions over six to eight week periods. The list of concerns of educational managers new-to-post (section 2.3.3.2) can be covered adequately only if longer periods are utilized in induction programmes.

While Gatawa (1998) indicated that the induction for newly appointed school heads was decentralized to regions, Ota (1995) observed that the conduct of these induction programmes was further decentralized to districts. According to Davis (1994) (section 2.3.3.4), induction of newly appointed employees is the responsibility of the immediate manager. Accordingly, in Zimbabwe, regional and district induction programmes for newly-appointed school heads are the responsibility of immediate managers at that level. At regional level the responsibility for induction of new school heads falls under a senior Regional Education Officer, while at district level the District Education Officer is responsible for inducting newly appointed heads. Davis (*ibid*) indicates that the responsibility of induction should be shared among inductees, tutors and the immediate manager. In the Zimbabwean situation, this means that the responsibility for induction should be shared among the school heads themselves and the Education Officers who train them.

Ota (1995:88) is concerned that the induction of newly appointed heads at regional and district level takes place "usually well after the date of promotion and appointment". This practice is contrary to Davis's (1994) (section 2.3.3.4) assertion that effective induction for new appointees should take place in the shortest possible time after appointment. This makes sense if the induction of the new appointee is to minimise the rate of error resulting from uninformed school management. As indicated in section

2.3.3.1, Skeats (1991) states that the reduction of the error rate and the reduction of performance problems are some of the benefits of the induction process. Therefore, it is important that the induction process follows shortly after appointment if these benefits are to be realized.

### **3.3.3 Continuing SMT (professional development)**

As alluded to in section 2.3.4.1, SMT may be on-site or off-site. This section first discusses off-site SMT and then discusses on-site SMT with special reference to the HTSP.

#### **3.3.3.1 Off-site SMT**

Off-site school management training in Zimbabwe involves attending school management courses in colleges, universities, conferences, seminars or workshops (section 2.4) away from the school site. Benza (1999:22) observes that the location of SMT in Zimbabwe has often been off-the-job. Benza (ibid) maintains that off-site school management training affords participants to escape from everyday pressures on the school site. The advantage of off-site SMT is also mentioned by Dunham (1995) (section 2.3.4.3) who asserts that off-site SMT offers school heads the opportunity to meet their fellow headteachers from a variety of schools and share ideas. In Zimbabwe the HTSP cluster meetings also offer school heads some off-site exposure because heads meet in a neighbouring school. However, the complete off-site scenario offers more opportunities because school heads meet other heads at regional or national level rather than just at the cluster level. The cluster meetings are discussed in section 3.3.3.2 as some form of on-site SMT because the meetings are organized by heads in their groups of schools.

Benza (1999:22) is concerned that the off-site SMT model has the following disadvantages:

- Courses conducted off-site can fail to solve the day-to-day problems of school heads. This concern is shared by Dadey and Harber, in Benza (1999) (section 3.2.2.2) who complain that SMT programmes in Zimbabwe fail to relate theory to problems in schools.



- Off-site SMT fails to develop specific skills related to on-site situations of the school. This issue is related to the previous one.
- Training which is remote from the daily life of school tends to be oriented more towards theory rather than towards practice, or engages in academic jargon instead of direct communication on school management.

These disadvantages can be minimized if on-site SMT is also held to augment off-site SMT. The section that follows discusses the on-site SMT.

### **3.3.3.2 On-site SMT: Heads' Training Support Programme (HTSP)**

The B.Ed (EAPPS) degree programme is a form of on-site SMT because it is offered through distance learning. The degree programme is discussed in detail in section 3.2.2.1 and 3.4.1.2. In this section the focus is on the cluster meetings of the HTSP.

On-site continuing SMT in Zimbabwe takes place in a school or within a cluster of schools. Ota (1995) and Benza (1999) see HTSP cluster meetings as a major development in school-based INSET for heads in Zimbabwe.

They see the programme as one of the most well structured and widespread approaches to INSET. The programme is sponsored by the Commonwealth Secretariat. The implementation of the programme is the responsibility of the Standards Control Unit (SCU) (a section of the school inspectorate responsible for the education standards in schools) within the Ministry of Education, Sports and Culture. According to Ota (1995:95), Regional and District Education Officers, with the help of the professional associations, are involved in concerted efforts to coordinate and implement the HTSP. Benza (1999:24) sees the HTSP as a more practice-based school management training programme in Zimbabwe.

In a sample survey of headteachers from six of the ten regions, Ota (1995) found that in the HTSP the schools are organized into groups or clusters on the basis of proximity. The rationale behind this arrangement is that heads can develop their knowledge and

skills through peer support. The setting up of these clusters was specified by the Chief Education Officer Circular Minute No. 9 of 1994.

Following the provision of the circular, clusters were formed in all the districts in the country. Ota (1995) mentions that on average there are three to five schools per cluster. The meetings take place once a term among neighbouring heads but Ministry of Education (MOE) and United Nations Children's Fund (UNICEF) (1996:2) claim that the prescribed time for cluster meetings is once a month. The MOE and UNICEF study refers to a survey conducted by the Ministry of Education and UNICEF in 1995 (MOE & UNICEF 1996:1). The aim of the survey was to collect information on the heads' managerial skills in order to assess the impact of future training efforts in the area. MOE and UNICEF (ibid) were unhappy to find that half of the school heads who participated in their study attended cluster meetings less often than prescribed. The size of the cluster depends on the number of schools in the area, as well as the distance between the schools. The majority of clusters are made up of primary schools only because of the large number of primary schools in the country. However, some clusters include both primary and secondary schools. According to Ota (1995:96) the cluster activities are as follows:

- Contributing individually and collectively to the enrichment of the cluster groups;
- Undertaking practical exchanges, such as mutual visits for the purpose of sharing and exchanging knowledge, skills and perceptions of real work situations; and
- Undertaking staff development and appraisal activities for the benefit of fellow heads.

The heads who were interviewed by Ota (1995) reported having acquired some of the following skills through the cluster activities: delegation, financial management (covered superficially) and budgeting, office organization, and how to approach responsible authorities so that they can provide resources for the school.

Ota (1995:98) identified skills that were not adequately covered in the INSET of head teachers, such as financial management, conditions of services and what he termed in broad terms management skills, and more specifically interpretation of the curriculum.

Although the list lacks specificity, Ota (ibid) indicated that while some heads felt that they could benefit from on-the-job training, some expressed a need for in-depth knowledge and skills. MOE and UNICEF (1996:2) found that although the cluster meetings of the HTSP were valuable they cannot be considered to be a major vehicle for managerial skills training.

Although the cluster system of SMT appears to be more comprehensive than the regional workshops, it does not reflect any involvement of heads in the planning of the curriculum for their training. In a study of the characteristics of effective INSET programmes, Tulder and Veenman (1991) recommend that INSET participants should be involved in the planning thereof. Hence there is a need for an INSET model that takes into account the head's expressed training needs in providing management themes that are relevant to these needs.

It is common practice at cluster meetings that school heads discuss the contents of the HTSP modules which were prescribed for them. If the cluster meetings are to be valuable, there is need for involving school heads in designing the modules for cluster meetings.

### **3.3.4 School Management Training in Zimbabwe compared with School Management Training in selected countries**

In this section the main features of SMT in Zimbabwe are compared with the main features of SMT in selected countries as indicated in table 2.5. Table 2.5 (section 2.3.5) reflects the countries where institutions are provided for training principals. In Zimbabwe SMT for school heads is conducted in schools or colleges of education in the form of seminars and workshops. There are no established institutions for training school heads. Distance learning management courses provided by the Zimbabwe Open University (ZOU) are taken by interested heads individually at their respective places of work. Weekend school sessions for the B.Ed (EAPPS) degree of the ZOU are held in colleges of education. Unlike in a situation where there are special institutions for SMT (section 2.3.4.4), the arrangements made by ZOU for attending lessons present problems. Some of the problems include:

- Booking classrooms for lessons. ZOU has to book classrooms for lessons for every weekend school.
- Colleges often lack examination halls to accommodate large numbers of ZOU students.

Unlike in Malawi where SMT is jointly offered to school heads and district inspectors (section 2.3.5.1), formal and non-formal SMT in Zimbabwe is exclusively focused on primary and secondary school heads. Education Officers attend their own professional development programmes separately from heads. This arrangement where heads attend SMT courses on their own allows them to concentrate on problems that affect them as heads in running their schools.

Section 2.3.5.1 indicates that in Zimbabwe, unlike in Thailand for example, school heads are not given tests in continuing SMT courses, and they are not awarded certificates, even for attendance. Benza (1999:22) critiques the prevailing situation where school management training in Zimbabwe does not provide continuous assessment. He maintains that assessment and awarding of certificates tend to motivate school heads in attending SMT programmes.

While in Britain SMT standards are set by the Teacher Training Agency (TTA) (section 2.3.5.2) in Zimbabwe, a parallel body for setting SMT standards is the Standards Control Unit. (SCU) However, the SCU is not an autonomous body such as the TTA. There is need for an autonomous body to set SMT standards because a body which depends on the Ministry of Education cannot be critical of its own standards.

In Malawi and the Netherlands, full-time trainers are employed for SMT. In Zimbabwe all trainers in SMT are part-time since the SMT courses are not held regularly. The trainers are coordinated by Education Officers. Dadey and Harber in Benza (1999:22) observe that the ministry responsible for school management training in Zimbabwe “does not itself have a training officer responsible for up-grading ministry staff”. This is because the few SMT meetings held do not justify the services of full-time trainers.

In the Netherlands, expert consultants in SMT are used. In Zimbabwe expert consultants are not usually employed in SMT. As already noted some school heads expressed a need for in-depth (more theoretical) knowledge during SMT workshops and seminars (section 3.2.2.2) and such knowledge could be offered by experts such as consultants.

As mentioned in section 2.3.5, SMT is compulsory in France. In Zimbabwe formal SMT such as the B.Ed (EAPPS) degree is optional, but attendance of SMT workshops and seminars is obligatory. Heads who fail to attend are likely to face demotion, because attendance of workshops is part of their professional duties.

In European countries, non-formal SMT provides residential sessions. Non-formal SMT in Zimbabwe is non-residential. The courses are usually short, about a week's duration at most. The short duration of SMT courses is further exacerbated by the absence of SMT programmes on a regular basis in Zimbabwe (section 3.4.2.2). This set-up aligns more with refresher courses than continuous professional development.

In France, incoming heads are offered managerial skills. In Zimbabwe incoming heads are offered induction training of short duration (section 3.3.2.2). It is important to offer regular and reasonably long induction sessions if incoming heads are to acquire required skills. According to Gatawa (1998:83), rural schools in Zimbabwe have inexperienced and unqualified teachers who act as school heads. Therefore, a heads' course which heads must attend before assuming duties is needed. In this situation a mere induction is not sufficient. A course similar to the French scenario is necessary.

According to table 2.5, SMT in Sweden includes heads and deputy heads. In Zimbabwe SMT training focuses on the school heads. However, occasionally school management courses for deputy heads are offered by Education Officers separate from those of heads, because the roles of deputy heads are not quite the same as those of heads.

The use of a collaborative model of SMT, where education authorities train heads jointly with university lecturers, is evident in the U.S.A. In Zimbabwe training cooperation is limited to the use of college facilities by ZOU students. The collaborative model where universities work in active partnership with the school as in the USA, is non-existent. A

collaborative model of SMT could ensure a balance between theory (offered by university lecturers) and practice (offered by Ministry of Education, Sports and Culture and experienced school heads).

From this discussion it can be concluded that SMT in Zimbabwe is only partly comparable with that of other countries. It is similar to SMT in other countries in that SMT is recognized as official professional development of school heads. As in other countries, personnel with school management experience are recognized in the training of school heads.

However, there are notable differences between SMT in Zimbabwe and SMT in other developing as well as developed countries. Developing countries such as Kenya, Malaysia, Philippines and Thailand, inter alia, have special institutions for training school heads. In Zimbabwe there are no such training centers for school heads. These centres are valuable because specialized training facilities and equipment could be installed there. Training centres could also be used as venues for open learning degree programmes such as the B.Ed (EAPPS) degree.

In a country like Thailand, participants in the non-formal SMT programmes are awarded certificates (section 2.3.5.1). This could be done in Zimbabwe as the awarding of certificates motivates participants in non-formal training programmes.

The differences between SMT in Zimbabwe and SMT in the developed countries are to be expected as the latter can afford training facilities which the former cannot. In most developed countries SMT is residential, but in Zimbabwe and other developing countries SMT is non-residential. Residential sessions are valuable because they enable the trainees to concentrate on what they learn during the course of their training. However, there are many features of SMT in the developed countries which developing countries like Zimbabwe can afford. These include the use of full-time trainers in SMT programmes and the use of a collaborative model of SMT.

### **3.3.5 Summary**

SMT in Zimbabwe should cover self-induction and official induction for newly appointed school heads, as well as off-site SMT for serving school heads which should be augmented by on-site SMT. The discussion in section 3.3.2.1 reveals that many school heads are not aware of the activities, which could help them in self-induction. Many self-induction activities suggested in that section could be introduced by a SMT newsletter, if there was one. Newly-appointed school heads could use copies of such newsletters with very good effect in their schools.

Although Gatawa (1998) (section 3.3.2.2) claims that the decentralization of induction training weakened the induction process, the decentralization process was necessary. What actually weakened the induction process was the failure by Regional Education Officers to hold regular induction sessions that are long enough to cover required skills for school heads new-to-post (Researcher's own experience).

SMT programmes in Zimbabwe have been criticized for failing to relate theory to practice (3.3.3.1) not because the theory covered is not relevant to school practice. This is caused by failure to use methods that would best relate school management theory to practice. Methods such as video tapes and films would help to link school management practice with theory (section 3.4.2). In fact, if properly used, the use of off-site and on-site SMT should help to link theory with practice. For example, the theory that school heads acquire from off-site SMT could be discussed in the HTSP cluster meetings and be applied to practical problems which school heads encounter in their schools.

## **3.4 MODES OF SCHOOL MANAGEMENT TRAINING PROGRAMMES IN ZIMBABWE**

### **3.4.1 Formal SMT programmes**

#### **3.4.1.1 College-based SMT**

In Zimbabwean colleges of education, school management is not a distinct subject in the curriculum although colleges are free to teach it as part of the curriculum for professional theory. Chivore (1990:19) mentions that courses offered at Gweru Teacher's College are divided into two main categories: theory and practice, without specifying the course offered in theory. Zvobgo (2000:89-102) specifies courses offered in the primary teacher

education and secondary teacher education colleges more clearly than does Chivore (1990). Courses offered at the primary teacher education colleges include:

- Professional foundations: philosophy, psychology, sociology, economics of education, and methodology.
- Applied education: students are introduced to the teaching of curriculum subjects offered in the primary schools.
- Teaching practice
- Development studies, namely agriculture and home economics.
- Main subject studies in depth.

Courses offered at the secondary teacher education colleges include:

- Theory for education: philosophy, psychology, sociology
- Professional studies such as methods of teaching
- Curriculum studies: two major subjects selected from the secondary school curriculum.

An examination of both the primary teacher education curriculum and the secondary teacher education curriculum reveals that school management is not offered as one of the core courses in colleges of education in Zimbabwe. School management can only be taught through some of the professional foundation courses or professional studies.

As already mentioned in chapter two (section 2.4.1.1), Leurs (1991) conducted a research study which indicated that colleges of education should at least make students of education aware of the role of school management. Buckley in Bedassi (1994)(section 2.4.1) states that school heads need basic knowledge and skills in school management before they are appointed into headship. Bedassi (1994) also maintains that colleges have the infra-structure suited for SMT.

Against this background, it should be noted that in Zimbabwe, the colleges of education need to play a major role in the training of school heads. It can be expected of the colleges of education to offer school management courses so that every prospective teacher is equipped with basic school management knowledge and appropriate skills. As



Bedassi (1994) (section 2.4.1.1) observes, colleges have the advantage of geographical spread in the country to offer school management training by hosting conferences, seminars and workshops, as well as residential INSET courses for school heads. This means that colleges of education can also be used as venues for non-formal continuing SMT programmes for serving school heads.

### **3.4.1.2 University-based SMT in Zimbabwe with reference to the B.Ed (EAPPS) degree programme**

Hattersley (1992:64) points to the disruptive effects of INSET courses which take people away from their normal duties. In this connection, he suggests that school management training for school heads should be a self-directed study, using distance learning materials. To meet this criterion, the University of Zimbabwe, with the support of the Ministry of Higher Education introduced the Bachelor of Education degree in Educational Administration, Planning and Policy Studies B.Ed. (EAPPS) through distance learning in order to provide opportunities for school heads to enhance their management knowledge and skills with minimum disruption from their professional work.

According to Nhundu (1997:27):

*The Williams Commission Report (1989), Senate Minute 114 of 1991, and the Government Second Five-Year National Development Plan (1991 – 1995) provided the policy framework for development and institutionalization of distance education at the University of Zimbabwe*

The University of Zimbabwe Act of 1982 makes provision for distance education. In order to offer the B.Ed (EAPPS) degree programme through distance education, the University of Zimbabwe created the Centre for Distance Education and the B.Ed (EAPPS) degree programme was launched in August 1993 through the Centre for Distance Education.

Although the Centre for Distance Education (CDE) was to be a multi-disciplinary and inter-faculty entity, it started by offering only one programme, the B.Ed (EAPPS) degree, in order to improve the academic and professional competence of school heads in

Zimbabwe. The operations of the CDE were decentralized to ten regions: Bulawayo, Harare, Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo, Matabeleland North, Matabeleland South and Midlands. In this case, Bulawayo is classified as a region. The regions are responsible for registering students, receiving students' tutorial materials, conducting weekend schools and invigilating examinations.

In 1996, the Centre for Distance Education became the College for Distance Education and in March 1999, the College attained the status of a fully-fledged university as the Zimbabwe Open University (ZOU). ZOU continues to offer the B.Ed (EAPPS) degree programme and has since introduced other programmes offered by different faculties. ZOU has retained decentralized provisions in the ten regions and now runs several programmes in different faculties. In fact, ZOU has taken over all the operations of the former CDE.

According to Izuagie (2001:36), the admission requirements for the B. Ed (EAPPS) degree programme are:

- At least five 'O' level passes including English language
- A professional teacher's training course approved by ZOU; and
- Satisfactory field experience in educational administration work approved by ZOU.

In addition applicants may be required to take a special university entrance examination.

The content of the B.Ed (EAPPS) degree programme is indicated in section 3.2.2.1. In addition to the courses indicated in that section, students are also required to do a research project of about 5 000 words in the field of education management.

The B. Ed (EAPPS) degree programme has distinct benefits for the education system in Zimbabwe. The benefits concern the following:

- The degree programme has enabled non-graduate headteachers and District Education Officers to acquire graduate status.

- Distance education as a mode of tuition has enabled heads and other educational managers to obtain higher qualifications without having to interrupt their work to attend residential universities.
- University education has exposed participants of the programme to look at school management issues from multiple perspectives (section 2.4.1.2).

However, the degree programme has the following drawbacks:

- The degree programme places insufficient emphasis on the actual practice of school management as it covers mainly general administration and policy issues.
- Of late, the degree programme has admitted people with no headship positions or school leadership positions. This tends to create expectations and to frustrate the degree participants if they do not get promoted to headship positions after completion of their degree course.

### **3.4.2 Non-formal SMT formats**

#### **3.4.2.1 Conferences and seminars**

As noted by Rae (1995) (section 2.4.2.1), conferences are gatherings of people of the same profession with similar interests. In Zimbabwe, school heads also hold conferences as part of the activities of their heads' associations. There are two professional associations for heads, namely the National Association for Primary School Heads (NAPH) and the National Association for Secondary School Heads (NASH). These associations include school management training themes in their conferences.

As indicated in the preceding chapter (chapter 2.4.2.1), Rae (1995) distinguishes between a conference and a seminar. Nonetheless, the heads' associations in Zimbabwe have held seminars at their annual conferences. Ota (1995:93) found that:

*At annual national conferences, NAPH has tried to encourage INSET through discussion groups, papers presented by facilitators and study tours of short duration.*

Benza (1999:23) expresses concern about the mode of delivery in school management seminars in Zimbabwe. He observes that outside speakers present school management theory in lecture form, followed by discussions in plenary sessions. Benza (ibid) maintains that the lecture method should be complemented by use of video tapes, films, overhead projectors and newsletters if the method of training is to change head teachers' ideas and behaviour, as already indicated in section 3.3.2.

### 3.4.2.2 Workshops

As the name implies, Rae (1995) (section 2.4.2.2) observes that the emphasis in workshops is on doing. Benza (1999:22) refers to workshops as the input approach. This means that at the end of the workshops, school managers should go home with actual problems solved because participants would have taken part in group activities relating to practical managerial problems. According to Benza (ibid), in SMT workshops in Zimbabwe goals like timetable-making are set. The duration of the workshops varied from region to region. This is illustrated in table 3.1.

**Table 3.1: Length of workshops in days**

| <b>Region</b> | <b>1991 to 1993<br/>Number of workshop days</b> |
|---------------|---|
| 1             | 4   |
| 2             | 5   |
| 3             | 3   |
| 4             | 9   |
| 5             | 2   |
| 6             | 15  |
| 7             | 8   |
| 8             | 4   |
| 9             | 5   |

**Source: Ota (1995:87)**

Table 3.1 reflects the number of days spent during workshops in each of the nine regions studied. In this case Bulawayo region was included in Matabeleland North Region. Table 3.1 reflects that there was disparity in the duration of workshops, ranging from two

days in region five to 15 days in region six. This scenario corresponds with what Benza (1999:21) says about the duration of workshops for school heads in Zimbabwe. Benza (1999:21) mentions that workshops for school heads lasted for “a day or two, or one or more weeks”, as reflected in table 3.1. The workshops were usually held at central venues like a school (Benza 1999:21). This means that the workshops are mostly non-residential. School heads travel to workshop venues from their homes and they return daily to their homes after the workshops hours.

Despite the occurrence of these SMT workshops and the availability of the HTSP modules (section 3.2.2.2), MOE and UNICEF (1996:2) found that “the majority of heads had not received training on several, often a large number of management tasks”. Benza (1999:22) suggests possible reasons for this situation.

- SMT programmes in Zimbabwe lack a national or regional development or conceptualization plan.
- The Ministry of Education, Sports and Culture does not have a training officer responsible for SMT.
- Part-time trainers are in hurry to mount workshops without paying attention to school management needs of heads.
- Meetings are hurriedly planned by Ministry officials to explain some government policies on education instead of focusing on school management issues.

Benza (ibid) refers to SMT workshops as “occasional workshops”, because they do not take place as often as they should. This explains why MOE and UNICEF (1996) found that many heads did not gain any knowledge or skills pertaining to essential management tasks. One of the reasons why the SMT workshops are not held regularly is the limited financial resources available for workshops.

### **3.4.3 Summary**

Both formal and non-formal modes of SMT are used in Zimbabwe. Of the formal modes of SMT only the university-based are systematic. Colleges of education do not offer

SMT as a subject. School management could be covered as part of the theory of education.

The situation could be improved by offering school management as one of the core courses in the college curriculum. The B.Ed (EAPPS) degree programme has filled the gap in offering university-based SMT. However, participation in the B.Ed (EAPPS) degree programme is optional. This means that not all school heads have the opportunity to attend the degree course.

The provision of non-formal SMT in Zimbabwe is one-sided in the sense that the workshop overshadows the seminar and the conference. MOE and UNICEF (1996) as well as Benza (1999) found that the workshops are affected by irregular meetings and short duration of the courses. The seminars and conferences on SMT are the responsibilities of the school heads' staff associations. Yet the heads' conferences tend to pay attention to general administrative issues instead of school management issues. Because of these problems Benza (1999:23) claims that headteachers in Zimbabwe have not been able to "see management training as an on-going and continuous process".

The cluster meetings of the HTSP seem to provide a platform where school heads in neighbouring schools meet to discuss school management problems and share ideas. However, they also could be improved if school heads met more regularly and a programme coordinator was appointed.

### **3.5 INSET TRAINERS OF SCHOOL MANAGEMENT IN ZIMBABWE**

In this section the role of Education Officers (section 3.5.1) as trainers is discussed as well as the role of heads' professional associations in SMT training (section 3.5.2). The discussion of the role of the heads' professional associations distinguishes between that of NAPH and NASH.

#### **3.5.1 The role of trainers**

As indicated in section 3.4.2.2 there is no full-time trainer for SMT. Ota (1995) indicates that in Zimbabwe, Education Officers at regional and district level are

responsible for organizing workshops for heads in management training on a part-time basis. The Regional Directors of Education and Deputy Regional Directors usually address school heads in the official opening and closing of the workshops. According to Ota (1995:89) in one workshop the training was conducted by one Regional Director, one Education Officer and representatives of UNICEF. He described this team as good, but regretted that:

*The problem with this arrangement is that the team was for the purpose of the workshop. If the Ministry would like to use itinerant teams, it is important to constitute these on a more permanent basis. Teams would cover different areas of expertise. The team would build up a set of training resource material. These teams would also have a responsibility for follow-up.*

This indicates that the trainers in workshops for school heads are drawn from officials of the Ministry of Education, Sports and Culture. Lecturers from colleges of education or universities are normally not involved in the training of school heads.

A review of the trainers in SMT (section 2.5 and 3.5) indicates that both in Zimbabwe and in Europe training is supervised by people with school management experience. In both cases, head teachers' associations also act as catalysts of their own training as heads. However, it would seem that, whereas in Zimbabwe the Ministry of Education, Sports and Culture takes the initiative for the training of heads, in Europe independent training teams take a more active part in the training of school heads. It would be beneficial if the Education Officers teamed up with experts from universities and colleges in training heads in regional and district workshops. In this way it would be possible to link theory with practice.

### **3.5.2 The role of national associations for school heads**

While both the NASH and NAPH in Zimbabwe aim at providing professional assistance for their members and policy-makers, Ota (1995:93) observes that NASH has no stated goals, objectives or programmes specifically related to INSET, except for its indirect involvement with school management training through the HTSP which is organized by heads themselves to discuss school management concerns. Ota (1995:93) noted the

following constraints that confront school heads in setting up INSET programmes. These were mentioned by respondents in his study as follows:

- The lack of disseminated national training policy by both the Ministry of Education, Sports and Culture and NASH. This confirms Lockheed and Verspoor's (1991) (section 2.3.5.1) concern that national policies for SMT in developing countries are not coherent.
- Limited financial, human and material resources. Concurring Ota's (ibid) observation, Benza (1999:23) maintains that lack of resources has undermined management training programmes in Zimbabwe and claims that resources have "been largely limited to lecture notes prepared by the trainers".
- Non-certification of INSET programmes.
- Staff development which is not linked to the motivational effect of financial remuneration.

According to Ota (1995:93), another constraint is that some heads are not trained in adult education methods, and do not succeed in passing on information to their colleagues effectively. Respondents also complained that the Ministry of Education, Sports and Culture sponsored courses of long duration for Education Officers, while they organized shorter courses for heads which did not fully cater for their needs.

Ota (ibid) indicates that, like its counterpart NASH/NAPH has tried to encourage INSET through discussion groups, papers presented by facilitators and study tours of short duration. Unfortunately, NAPH claims these efforts are hampered by inadequate resources for running effective INSET programmes and inadequate conference time for effective coverage of themes. In order to complement the annual conference themes, NAPH uses the HTSP infrastructure to conduct meetings at cluster, district and regional level for INSET on an ad hoc basis (section 3.3.3.2).

The review of literature reveals that although the professional associations for heads in Zimbabwe, NASH and NAPH, have made attempts at INSET programmes, their efforts have been frustrated by inadequate resources and a lack of clear policy by the Ministry of Education, Sports and Culture. In a study of management development, Creese, in Kydd, et al (1997) recommends that education authorities should have a policy for management



development. Like in Europe, there is need for school heads in Zimbabwe to have a more significant role in running their own INSET programmes in terms of their training needs (section 2.3.5.2).

Although it is recommended that the Ministry of Education, Sports and Culture should have a clear SMT policy, the school heads' staff associations could facilitate the heads' training if they too could have a clear policy for the development of their members. A clear SMT policy by NAPH and NASH could enable seminars and conferences which could be clearly focused on SMT rather than on general administrative issues.

### 3.6 SUMMATIVE REMARKS

#### 3.6.1 Contents of SMT

According to MOE and UNICEF (1996:1) a list of ten management tasks formed the basis for their investigation (section 3.3.3.2). These tasks were *personnel management; financial management; management of school property; time management; public relations within the school; public relations with outsiders; record keeping; curriculum supervision; planning; and overall leadership*. The importance of these themes is reflected by their recurrence in the contents of SMT as discussed in section 2.2.3.5 (table 2.3); section 3.2.2.1; and section 3.2.2.2. In order to illustrate this relationship, table 3.2 is presented below. Table 3.2 reflects the ten managerial tasks as mentioned, with corresponding themes from section 2.2.3.5; section 3.2.2.1 and section 3.2.2.2.

**Table 3.2 Related themes of SMT in Zimbabwe**

| <b>Management tasks<br/>MOE &amp; UNICEF<br/>(1996:1)</b> | <b>SMT themes:<br/>table 2.3 (section<br/>2.2.3.5)</b> | <b>B.Ed (EAPPS)<br/>themes (section<br/>3.2.2.1)</b> | <b>Non-formal SMT<br/>themes (section<br/>3.2.2..2)</b> |
|---|--|--|---|
| Personnel management                                      | Personnel management                                   | Supervision  | Personnel management                                    |
| Financial management                                      | Financial management                                   | Educational business administration                  | Financial management                                    |
| Management of school property                             | Resource management                                    | Managing school resources                            | Resource maintenance                                    |
| Time management   | Self-management  | Evaluation in managing schools                       | Self-development  |
| Public relations within the school                        | Relating to local environment                          | Managing internal environments                       | Human and public relations                              |

|                                 |                        |  |                                       |
|---------------------------------|------------------------|--|---------------------------------------|
| Public relations with outsiders | -                      | Managing external environments                   | As above                              |
| Record keeping                  | Organisational skills  | Administration of accounts & inventory           | Keeping staff records                 |
| Curriculum supervision          | Curriculum issues      | Curriculum implementation, change and innovation | Managing the curriculum and resources |
| Planning                        | Institutional planning | Educational planning and development             | Planning a programme for evaluation   |
| Overall leadership              | Leadership             | Leadership                                       | The governance of schools             |

There are many more related themes derived from the three sections indicated above which are similar to the management tasks mentioned in this section. The reader can deduce other related themes from sections 3.2.2.1 and 3.2.2.2. Table 3.2 merely highlights the most prominent themes. It is clear from table 3.2 that the themes derived from table 2.3 (section 2.2.3.5) are related to the ten management tasks (section 3.2). For themes derived from the B.Ed (EAPPS) degree courses, broad terms which include themes which relate to the management tasks (section 3.2.3) have been used. For example, the B.Ed (EAPPS) course *Leadership and Supervision* contains main aspects of supervision which can be classified under personnel management, hence supervision is linked to personnel management. The course, *Educational Business Administration*, has many themes which can be classified under financial management (section 3.2.2.1). This course can therefore be linked to financial management. On the B. Ed (EAPPS) list (table 3.2) there are many courses with an element of leadership, and thus leadership is linked to the overall management leadership task. As can be seen from table 3.2, there are non-formal SMT themes which correspond to the ten management tasks (section 3.2.3). The theme *Governance of Schools* is linked to other leadership themes because school governance implies school leadership. All in all, the relationship of the rest of the themes can be inferred by close examination of the course outlines as discussed in sections 3.2.2.1 and 3.2.2.2.

The contents of non-formal SMT programmes in Zimbabwe (section 3.2.2) reflect that important themes are being covered, yet MOE and UNICEF (1996:2) indicate that in

their study the performance of heads showed deficiency in all ten management tasks and performance was found to be the poorest in the related areas of personnel management, public relations within the school, and curriculum supervision, as well as in financial management and record keeping.

### **3.6.2 Typology of SMT**

The typology of SMT in Zimbabwe comprises induction, on-site continuing and off-site continuing SMT. This means that SMT in Zimbabwe starts with induction instead of starting with a pre-appointment phase. The pre-appointment phase does not exist in Zimbabwe. As indicated in section 3.2.2.2, Education Officers select teaching materials for induction sessions from the HTSP modules which are also used for continuing SMT programmes. Although some of the contents of the HTSP modules are suitable for the needs of newly appointed school heads, there should be a needs assessment amongst practising school heads on what could be covered in induction for newly appointed school heads. The effectiveness of the induction programmes in Zimbabwe is affected, *inter alia*, by two factors:

- A study by MOE and UNICEF (1996) reveals that only about a third of school heads had received induction training.
- Ota (1995), MOE and UNICEF (1996) agree that the duration of the induction programmes is short.

The literature on SMT in Zimbabwe is silent on self-induction activities for newly appointed school heads. This means that the concept of self-development should be inculcated among newly appointed school heads. If this was done school heads would take the initiative to self-induct themselves in a way that is discussed in section 3.3.2.1.

The B.Ed (EAPPS) degree is a more systematic form of on-site SMT, although it is limited to participants in the degree programme. The HTSP is another valuable form of on-site SMT. Unfortunately as in the induction programmes, the HTSP cluster meetings are not regularly held. The off-site SMT programmes give school heads the opportunity to concentrate on what they learn away from the on-site pressures of their schools. Unfortunately all forms of off-site SMT programmes in the form of workshops and

seminars are not held as regularly as expected. This state of affairs deprives the school heads of the benefits of on-going and continuous SMT programmes.

### **3.6.3 Modes of SMT**

School heads in Zimbabwe can benefit from either formal or non-formal modes of SMT or from both. Prospective heads cannot benefit from a pre-appointment formal mode of SMT as it does not exist, despite the fact that the colleges of education have the infrastructure to offer it. Not all serving heads benefit from the formal B.Ed (EAPPS) degree programme because participation in the degree programme is optional. According to The Fees Ordinance (2002) the total fees for the B.Ed (EAPPS) degree course are \$47 500 (Zimbabwean Dollars) per year. The cost for this degree has tended to lower enrolments for the programme as the fees are not subsidised by the state.

The non-formal modes of SMT are obligatory. Unfortunately because training sessions are not regularly held, some school heads miss SMT opportunities. This could mean that some newly appointed school heads go without induction. Similarly some serving school heads go without further SMT. If SMT formats are regularized and effectively coordinated school heads in Zimbabwe can optimally benefit from SMT opportunities offered in Zimbabwe.

### **3.6.4 SMT trainers**

The role of Education Officers as trainers in SMT in Zimbabwe is that of coordinating and facilitating learning. In European countries both part-time and full-time trainers (section 2.3.5.2) are used. This is not the case in the developing countries like Zimbabwe, where only part-time trainers are used in SMT. It would be advisable to assign some full-time Education Officers to training in SMT. At least one full-time Education Officer in each region could effectively coordinate part-time trainers if SMT programmes are to be held regularly in Zimbabwe.

Heads' associations (NAPH and NASH) also play a role in facilitating SMT in Zimbabwe, but these associations' meetings are not held regularly. Furthermore, lack of coordinated SMT national policy, as well as heads associations', limited financial

material, and human resources, *inter alia*, are the constraints which frustrate the heads' associations efforts in promoting SMT in Zimbabwe (section 3.5.2).

### 3.7 CONCLUSION

From the literature on SMT in Zimbabwe several SMT opportunities and practices emerged. Opportunities to offer SMT start with colleges of education which have the infra-structure to offer school management as a subject. The opportunity to offer pre-appointment SMT to prospective school heads has been missed by many heads. This is because the provision for aspects of SMT in colleges of education depends on the extent to which college lecturers include school management themes in their professional foundations or theory of education lessons.

The induction phase of SMT is confined to official induction. There is little or no self-induction of newly appointed school heads because school heads are generally not aware of helpful activities in self-induction. Useful HTSP modules are used by Education Officers to induct newly-appointed heads. However, official induction should include themes that are relevant to the needs of newly-appointed school heads.

The continuing phase of SMT has been improved by the introduction of the B.Ed (EAPPS) degree programme through distance education. This is an on-site professional development programme which offers participants in the degree programme an opportunity to link school management theory with their work experience. Another form of on-site SMT programme is that of the HTSP cluster meetings. It can be concluded that the school heads in Zimbabwe can optimally benefit from on-site SMT programmes if these forms of SMT programmes are integrated. At present, the programmes are offered by different authorities. The B.Ed (EAPPS) degree is offered by ZOU while the HTSP is conducted by the Ministry of Education, Sports and Culture. It appears that different providers are unaware of each other's efforts. It seems reasonable to suggest that non-formal SMT trainers participate jointly in the training of school heads. This would involve trainers from a distance learning university such as UNISA and from the Ministry of Education, Sports and Culture.

From these findings it can be concluded that reasonable efforts have been made in recent years to offer SMT in Zimbabwe. However, sharing Benza's (1999) (section 3.2.1) concerns, it remains to be established to what extent the SMT programmes meet the training needs of school heads. Therefore, a further aim of this study was to conduct an empirical investigation into the training needs of school heads in Zimbabwe.

# CHAPTER FOUR

## RESEARCH DESIGN AND METHODOLOGY

### 4.1 INTRODUCTION

The empirical study was conducted to investigate the SMT opportunities in Zimbabwe and to identify areas which need attention. Chapter two (section 2.6) set the parameters for the empirical investigation in terms of the contents of induction and continuing SMT and the training modes for these phases of SMT. What emerged from the literature in chapter two is that:

- the content of SMT should be introduced in the initial teacher training phase in colleges of education (section 2.4.1.1);
- the content of SMT courses offered by universities should be relevant to the management needs of school heads (2.4.1.2);
- the content of the induction phase of SMT should inspire leadership confidence in newly appointed school heads (section 2.3.3.2);
- continuing professional development of heads should start with on-site activities through self-development and headteacher appraisal (section 2.3.4.2);
- the content of non-formal off-site SMT should balance theory with practice (section 2.3.4.3); and
- education officers and senior school heads - people with experience in school headship - should be involved in training headteachers (section 2.5.2).

Chapter three indicates that opportunities for SMT are offered through formal SMT (the B.Ed (EAPPS) degree programme) and compulsory non-formal SMT (conferences, seminars and workshops) in Zimbabwe. The chapter revealed the following features of SMT in Zimbabwe:

- School management is not offered as one of the core subjects (in colleges of education in Zimbabwe), but can only be taught through professional studies (section 3.4.1.1).
- The B.Ed (EAPPS) degree programme which is offered through distance learning offers heads the opportunity to integrate theory with practice (section 3.4.1.2).

- The cluster meetings of the HTSP are a welcome development in peer discussion of school management issues. However, the meetings should be more frequent (section 3.4.3).
- The HTSP modules are used in SMT induction as well as in continuing SMT workshops (section 3.2.2).
- The regional directors of education and Education Officers are the main trainers of SMT. Training is provided on a part-time basis (section 3.5.1).

Although significant efforts have been made to provide SMT opportunities in Zimbabwe, the survey conducted by the Ministry of Education (MOE) and UNICEF (1996) (section 3.4.2.2) revealed that more could be done to improve SMT in Zimbabwe. The empirical study, *inter alia*, investigated the extent to which SMT could be improved to meet the needs of school heads in Zimbabwe. One of the aims of this study was to investigate ways of developing INSET models of SMT that are relevant to the needs of school heads in Zimbabwe.

More specifically the empirical study was guided by the following questions:

- To what extent have school heads followed school management courses during their initial teacher training in colleges of education, and to what extent do they regard college-based courses as a valuable preparatory phase of SMT?
- What do school heads perceive to be the strengths and weaknesses of the B.Ed (EAPPS) degree programme in terms of its relevance to the practice of school management?
- Do school heads perceive the induction sessions offered for newly appointed heads to be adequate preparation for the practice of school management?
- Do school heads perceive the programmes offered in continuing SMT and run by education officers to be relevant managerial training?
- What should be done, according to school heads, to make management theory more relevant to the management needs of school heads in Zimbabwe?

To probe these questions, this study involved a situation analysis to investigate the needs and opportunities for SMT in Zimbabwe. Questionnaires were used as the main tool to investigate various questions relating to SMT in Zimbabwe. Interviews were used to probe the strengths and weaknesses of the B.Ed (EAPPS) degree programme and other aspects of SMT. The data were quantitatively and qualitatively analysed.



## **4.2 EMPIRICAL RESEARCH DESIGN**

The empirical research design provided for a situation analysis. This involved using a questionnaire survey to collect information about SMT in Zimbabwe with a view to recommending appropriate INSET models that are relevant to the professional requirements of school headship. The situation analysis was chosen so as to enable providers of SMT programmes in Zimbabwe to anticipate, *inter alia*, what school management theory may be useful in future SMT programmes. Provision was specifically made to gather views of school heads on the contributions and weaknesses of the B.Ed (EAPPS) degree programme in terms of the practice of school management in Zimbabwe. The B.Ed (EAPPS) degree programme was chosen, because it is the only form of systematic and formal SMT in Zimbabwe. It was, therefore, important to find out from the beneficiaries of the programme how university education can be best used to develop school management to improve school performance. To improve reliability, triangulation was used to cross check information from interviews with documents about the B Ed (EAPPS) degree programme.

## **4.3 POPULATION**

Heads of schools in Zimbabwe as people involved in school headship constituted the target population for this study. The population included heads of primary and secondary schools. Although primary school heads and secondary school heads have different academic backgrounds, both groups are likely to benefit to a similar extent from school management training.

In Zimbabwe, heads of primary schools have varied professional backgrounds. These range from the post-primary certificate in education or the post-junior secondary certificate in education which qualified them as teachers, to the three-year post general certificate of education at ordinary level in professional training. Recently, there are primary school heads who hold the B.Ed (EAPPS) degree. The secondary school heads possess either the post-ordinary level certificate in education or post-graduate certificate in education, and some of them have also obtained the B.Ed (EAPPS) degree qualifications. The population targeted for the study were school heads in three geographical regions in the country.

## **4.4 SAMPLING**

Stratified random sampling was used in the study. Three strata were identified, namely the regions, districts and the schools. A 30 percent convenience sample was used in the first stratum to select three regions from the 10 regions in the country. The regions were sampled

as it was not possible to cover the entire population because of time and costs. From the sampled regions a representative sample of government, mission, and private schools was used both in rural and urban schools to ensure that the survey covered a broad spectrum of school heads. The chosen regions covered urban and rural areas accessible to the researcher.

As already discussed in Chapter Three (section 3.4.2.2) the Ministry of Education, Sports and Culture uses nine regions which include Bulawayo as part of Matabeleland North region. Zimbabwe Open University uses 10 regions with Bulawayo as a separate region. The three regions selected for this study were Bulawayo, Matabeleland North, and Matabeleland South. This arrangement is pertinent for this study because Bulawayo is prominent as an urban centre in contrast to Matabeleland North and South regions which are predominantly rural areas. Schools in the urban area of Bulawayo are generally larger than those in rural areas in terms of their enrolments. The majority of these schools are run by grade one heads because of their size. In Zimbabwe, the grade of a school is determined by the size of the managed school and promotion to that grade is based on seniority (researcher's experience).

The second stratum in the sample involved the districts. A convenience sample was used to select districts from two regions of Matabeleland North and Matabeleland South. Based on a convenience sample four districts were selected from each of the two regions. In the case of Bulawayo, the two circuits were referred to as districts for the purpose of this study.

A 30 percent random sample was used in the third stratum to select the schools, and by implication the heads of these schools as respondents. From the sampling frame as provided by senior education officers from the selected regions schools were selected using the fish bowl technique. Each primary or secondary school was given a number which was written on a piece of paper. The papers were put in a container and they were thoroughly shuffled before being randomly drawn one by one until the required number of schools was selected. This method was used resulting in a 28 percent random sample. The method was also used to select secondary schools, resulting in a 37 percent random sample. Table 4.1 indicates the sampled districts and the number of sampled schools to which questionnaires were posted.

**Table 4.1 Scope of survey by regions, districts and schools**

| Region             | District           | Number of schools |     |           |     | Total | 30%    |
|--------------------|--------------------|-------------------|-----|-----------|-----|-------|--------|
|                    |                    | Primary           | 28% | Secondary | 37% |       | Sample |
| Bulawayo           | Central-west       | 54                | 15  | 18        | 7   | 72    | 22     |
|                    | South-East-North   | 54                | 15  | 20        | 7   | 74    | 22     |
|                    | <b>TOTAL</b>       | 108               | 30  | 38        | 14  | 146   | 44     |
| Matabeleland North | Binga              | 56                | 16  | 10        | 4   | 66    | 20     |
|                    | Bubi               | 26                | 7   | 7         | 3   | 33    | 10     |
|                    | Lupane             | 95                | 27  | 18        | 7   | 113   | 34     |
|                    | Umguza             | 53                | 15  | 11        | 4   | 64    | 19     |
|                    | <b>TOTAL</b>       | 230               | 65  | 45        | 18  | 276   | 83     |
| Matabeleland South | Beitbridge         | 54                | 15  | 11        | 4   | 65    | 19     |
|                    | Insiza             | 79                | 22  | 18        | 7   | 97    | 29     |
|                    | Matobo             | 72                | 20  | 20        | 7   | 92    | 27     |
|                    | Umzingwane         | 38                | 11  | 14        | 5   | 52    | 16     |
|                    | <b>TOTAL</b>       | 243               | 68  | 63        | 23  | 306   | 91     |
|                    | <b>GRAND TOTAL</b> | 581               | 163 | 147       | 55  | 728   | 218    |

As indicated in table 4.1, questionnaires were sent to a sample of 218 schools - 163 primary and 55 secondary schools.

Taking logistical considerations into account, the sample of the interviewees was relatively small. A convenient sample was used for individual, as well as for focus groups interviews. Five primary school heads were chosen across the three regions and five secondary school heads were also chosen across the three regions. One group interview of 12 primary schools heads was arranged.

The researcher decided to hold two group interviews with seven participants each in the case of secondary schools. The reason for this was that one of the groups represented non-participants in the B.Ed (EAPPS) degree programme, whereas members of the other group had participated in the B.Ed (EAPPS) degree programme.

All in all, ten individual interviews and three focus group interviews were conducted, involving a total of  $10 + 12 + 7 + 7 = 36$  participants.

## **4.5 METHODS OF DATA COLLECTION**

### **4.5.1 The format of questionnaires and interviews**

Postal questionnaires and oral interviews, the contents of which emanated from key issues as identified in chapters two and three, were used to collect data from the selected school heads. Most questionnaire items were closed questions based on a five-point Likert rating scale in order to facilitate responses from respondents. The closed questions were sometimes supplemented by open-ended questions for those respondents who wished to elaborate on certain issues.

The advantage of using the questionnaire in this study was that it covered various types of schools dispersed in rural and urban areas at lower cost than would be the case if the researcher travelled to these schools. Another advantage was that standardised questions were quantifiable. However, Johnson (1994:43) states that "questionnaires are not usually the sole research tool." Thus to, compensate for non-response, *inter alia*, interviews were used to augment questionnaires. The advantage of the interview is that "people are more easily engaged in an interview than in completing a questionnaire" (Anderson 1990:222).

In the study, the interview schedule contained open-ended questions. The researcher was aware of problems envisaged in conducting the interviews owing to telephone interruptions and pressure of time, particularly with busy managers like school heads. To minimise such disruptions, focus group interviews with school heads, were conducted away from their offices, although in unavoidable cases some interviews were held in school heads' offices.

### **4.5.2 The structure of the questionnaires and interviews**

The questionnaire (see appendix A) was divided into six sections. The first section requested demographic information pertaining to gender; age; academic and professional qualifications; grade of headship; school segment (primary or secondary); type of school (day, boarding, government, mission, private, rural or urban); participation in the B.Ed (EAPPS) degree programme; and length of experience as head. These details were important to the researcher since they revealed the varied circumstances and situations in which school heads serve. In Zimbabwe, primary school heads have different academic backgrounds, as such, their training needs may not necessarily be identical to those of secondary school heads. Private school heads may have different financial responsibilities from those of government school heads. The demographic characteristics of school heads could reflect peculiar circumstances of the situation in different schools.

The second section sought to find information on whether SMT should be included in colleges of education as part of initial teacher training. The third section required views of respondents on the B.Ed (EAPPS) degree programme. This section included closed and open-ended questions requiring respondents to rank the contents of the B.Ed (EAPPS) degree programme in order of importance, but an open-ended question was set to identify possible weaknesses of the degree programme.

The fourth section focused on the contents of SMT with regard to the induction of newly appointed school heads, including the modes, as well as the trainers or providers of the induction programmes. The fifth section focused on the contents of on-site continuing SMT, the modes of training, as well as on the trainers or providers of such training. Some of the questions required views on the HTSP (section 3.3.3.2). The sixth section focused on the contents of SMT as they apply to off-site continuing SMT and modes of training as well as trainers and institutions used.

The interview schedule (see appendix B) included open-ended questions about the strengths and weaknesses of the B.Ed (EAPPS) degree programme and other aspects of SMT. The views of school heads were recorded in their own words wherever possible.

## **4.6 THE ADMINISTRATION OF QUESTIONNAIRES AND INTERVIEWS**

### **4.6.1 Despatch and return of questionnaires**

Before the questionnaires were sent to the schools and before the interviews were conducted with the school heads, permission was sought from the regional directors of education in the three regions selected. The letter of permission was sent together with questionnaires, whereas interviews with school heads were arranged by telephone.

Before the questionnaires were finalised and sent to the selected schools in the three regions, a pilot study was conducted to ensure that respondents understood what they were required to do. According to Leedy (1997) all questionnaires should be pre-tested on a small population. This is supported by Anderson (1990:216) who observes that:

*It is always difficult to criticise your own written work and in developing questionnaires it is essential to obtain comments from at least a small group of the intended respondents.*

Johnson (1994:39) also confirms that "questionnaires are a research tool which perhaps more than any other need a pilot run." This is because a researcher cannot be sure if the

research needs are going to be met by the information asked until some completed questionnaires are available for analysis.

The researcher used the pilot study to identify possible ambiguities in the instructions; to refine the wording of the question; and identify possible omissions; or some vital areas which should be included in the questionnaire. The heads of four schools - two primary and two secondary from the Bulawayo region were chosen for the purpose of the pilot study and the four questionnaires were all returned.

Following the pilot run the questions were edited and structural and stylistic adjustments were made. The postal questionnaires, together with a covering letter were sent to the various schools. To encourage the response rate, pre-addressed and stamped envelopes were included with the questionnaires. In order to check the return of the completed questionnaires from the schools, a register was maintained. Schools which had not returned the questionnaires by the due date were requested by telephone to return the completed questionnaires as soon as possible.

#### **4.6.2 Conducting the interviews**

Two complementary forms of the interview were used in this study. These were the individual face-to-face interview and the focus group interview. The interview was used to supplement the questionnaire data and to obtain more insight into the *attitude* of respondents about non-formal SMT programmes and the B.Ed (EAPPS) degree programme.

The interviews took place in school offices, with chairs arranged to create a relaxed atmosphere. The researcher assured each interviewee that confidentiality would be respected. Group interviews were arranged through the leadership of the professional associations of primary and secondary schools (NAPH and NASH). These were held in venues for the heads' meetings. It was not possible to use an audio recorder because the researcher wanted to avoid the intimidating effect of an audio recorder. In each group interview, participants were free to express their ideas at random. The researcher took brief notes which were reconstructed immediately after the interview. To minimise bias, answers were recorded in the words of respondents where possible.

#### **4.7 METHODS OF DATA ANALYSIS**

After the questionnaires were collected, the data were fed into a computer. Information supplied by the various respondents was analysed by using the SAS (systems analysis statistics) programme. Frequency distributions were obtained for each section of the

questionnaire and where appropriate statistical figures were provided for each category of data.

Data obtained through open-ended questions and interviews were subjected to content analysis. Information obtained through the open-ended questions and from the interviews was analysed qualitatively and interpreted. Data analyses and interpretation are given in the next chapter.

#### **4.8 SUMMARY**

In this chapter, the empirical research design and instruments used to conduct the research were discussed. The situation analysis of SMT in Zimbabwe was conducted through the use of postal questionnaires and the interviews. The situation analysis of SMT in Zimbabwe via the questionnaire survey and interviews was useful in probing the views of school heads on key issues raised in chapters two and three. This design enabled the researcher to verify the SMT opportunities and needs of heads as identified in literature and also revealed SMT needs and opportunities which were not highlighted in the literature review.

The main constraint of the empirical investigation was in the delivery of the questionnaire owing to temporary problems with the Post and Telecommunications (P.T.C) operations in Zimbabwe. However, this delay was compensated by a high response rate. The next chapter contains an analysis and interpretation of the empirical data.

## **CHAPTER FIVE**

### **DATA PRESENTATION AND DISCUSSION**

#### **5.1 INTRODUCTION**

The empirical questions investigated were stipulated in the previous chapter (section 4.1). This chapter presents and discusses the findings of the questionnaire survey and the interviews. From a sample of 218 questionnaires dispatched (table 4.1) 209 were returned, a 96 percent return rate. From primary schools 159 out of 163 questionnaires were returned, a 98 percent return rate. From the secondary schools, 50 out of 55 questionnaires were returned, a 91 percent return rate.

In an attempt to analyse and interpret the needs and opportunities pertaining to SMT in Zimbabwe, the following themes as raised in section 4.1 are used to present systematically the findings that emerged according to the parameters for evaluating SMT (section 2.6):

- Background information
- Contents and modes of the preparatory phase of SMT
- Contents, strengths and weaknesses of the B.Ed (EAPPS) degree programme
- Contents and modes of the induction phase of SMT
- Contents and modes of the continuing phase of SMT
- Views of heads on improving SMT

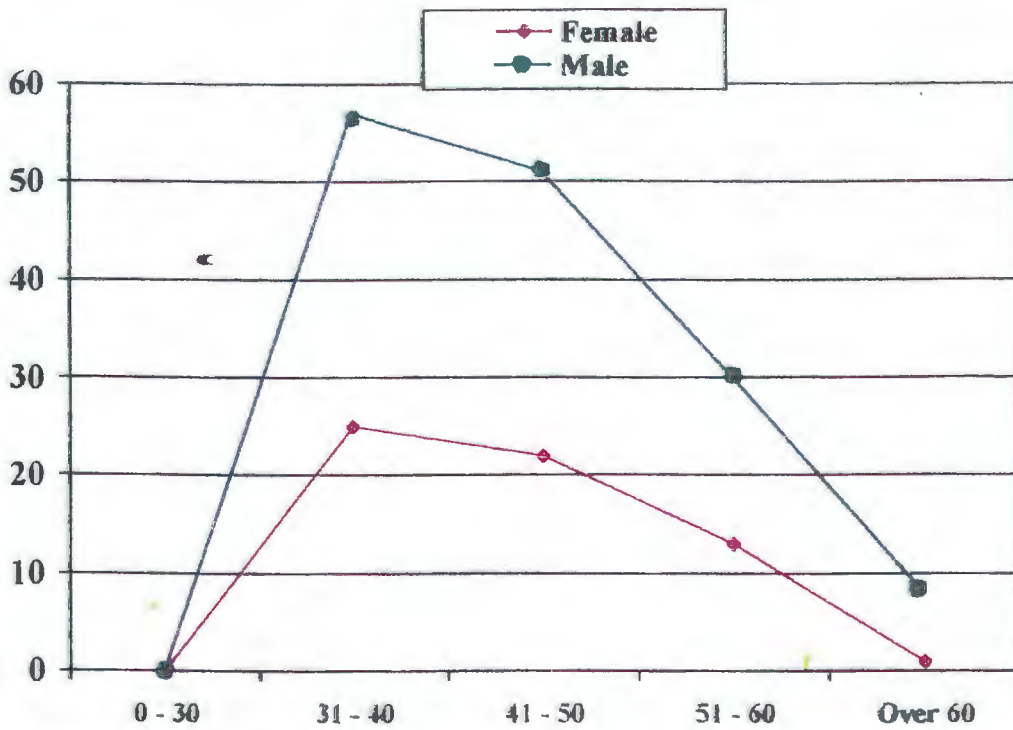
The chapter concludes by indicating the success of the empirical survey in terms of the scope of the study and the findings.

#### **5.2 BACKGROUND INFORMATION**

Personal particulars of respondents were derived from the background information requested in the questionnaire (table 5.1). Table 5.1 reveals that the headship of schools in the sample of the schools studied was dominated by males (69%). This situation is illustrated graphically in fig 5.1.



Fig 5.1 Gender and age of respondents



Information in fig 5.1 reveals that school heads in the sample were mostly middle-aged. There were no heads below 30 years of age, and there were only eight heads above 60 years of age. The reason for this age distribution is self-evident in that most school heads are appointed to headship after gaining teaching experience at the age of 30 years and above and most of them end their career at the age of 60 years. Fig 5.1 shows that the majority of school heads were in the 31 to 40 age group, descending sharply towards the age of 60.

**Table 5.1: Personal particulars of respondents**

| Category   | Item   | Males<br>Frequency               | Females<br>Frequency           | Total<br>Frequency               | Percentage %                    |
|--|--|----------------------------------|--------------------------------|----------------------------------|---------------------------------|
| Gender   | Male/Female  | 145                              | 64                             | 209                              | 69 +<br>31<br>100               |
| Age  | Below 30<br>31 - 40 years<br>41 - 50 years<br>51 - 60 years<br>Over 60 years     | 0<br>57<br>51<br>30<br>7<br>145  | 0<br>26<br>23<br>14<br>1<br>64 | 0<br>83<br>74<br>44<br>8<br>209  | 0<br>40<br>35<br>21<br>4<br>100 |
| Qualification                                      | Certificate/diploma<br>University graduate<br>Graduate/certificate<br>Other      | 70<br>16<br>54<br>5<br>145       | 25<br>6<br>30<br>3<br>64       | 95<br>22<br>84<br>8<br>209       | 45<br>11<br>40<br>4<br>100      |
| Grade  | Grade one<br>Grade two<br>Grade three<br>Acting Head                             | 37<br>49<br>46<br>13<br>145      | 13<br>23<br>17<br>11<br>64     | 50<br>72<br>63<br>24<br>209      | 24<br>34<br>30<br>12<br>100     |
| School segment                                     | Primary<br>Secondary   | 112<br>33<br>145                 | 47<br>17<br>64                 | 159<br>50<br>209                 | 76<br>24<br>100                 |
| Type of school                                     | Day  | 127                              | 56                             | 183                              | 88                              |
|  | Boarding   | 18                               | 8                              | 26                               | 12                              |
|  |  | 145                              | 64                             | 209                              | 100                             |
|  | Government / council<br>Mission<br>Private                                       | 118<br>14<br>13<br>145           | 53<br>8<br>3<br>64             | 171<br>22<br>16<br>209           | 82<br>10<br>8<br>100            |
|  | Rural  | 116                              | 46                             | 162                              | 78                              |
|  | Urban  | 29                               | 18                             | 47                               | 22                              |
|  |  | 145                              | 64                             | 209                              | 100                             |
| Participation in the B.Ed (EAPPS) degree programme | Yes<br>No  | 100<br>45<br>145                 | 44<br>20<br>64                 | 144<br>65<br>209                 | 69<br>31<br>100                 |
| Length of service                                  | Up to 5 years<br>6 - 10 years<br>11 - 20 years<br>21 - 30 years<br>Over 30 years | 34<br>58<br>35<br>10<br>8<br>145 | 19<br>35<br>9<br>0<br>1<br>64  | 53<br>93<br>44<br>10<br>9<br>209 | 25<br>45<br>21<br>5<br>4<br>100 |

Table 5.1 indicates that a considerable percentage of respondents (45%) were certificate or diploma holders in education without university degrees. Eleven percent were holders of university degrees without certificates in education, 40 percent were holders of certificated university degrees, while only four percent of respondents held other lower qualifications. Overall table 5.1 indicates that many of the heads were qualified professionally and in terms of work experience. The majority of the heads in the sample were permanently appointed: 24 percent grade one, 34 percent grade two; and 30 percent grade three, while only 12 percent were acting heads. As indicated in section 4.4 (table 4.1), table 5.1 confirms that more primary school heads (76%) than secondary school heads (24%) were involved in the survey. The responses reflect a composition of 88 percent day schools compared to only 12 percent boarding schools. Of the schools in the sample, 82 percent were run by government or urban or rural councils; 10 percent were run by church authorities and only eight percent were private schools. The majority of the schools (78%) were rural as is the case in most developing countries the majority of schools are found in the rural areas.

As indicated in section 5.1, 209 questionnaires were returned from a sample of 218 (table 4.1). Table 5.1 reflects a high level of experience of the school heads in the sample of this study. Of the 209 respondents, table 5.1 reveals that as many as 156 (75%) of school heads had served as heads for more than five years. Therefore their views were authoritative.

What can be observed from this background information is that the majority of respondents were comparatively senior by virtue of their age and their number of years of experience in their profession. The majority were qualified professionals and many of them (69%) had been exposed to school management theory through the B.Ed (EAPPS) degree programme. However, this is not to suggest that they would not benefit further from an on-going SMT programme.

Although the sample of the study was 30 percent it revealed a representative profile of the target population. Table 5.1 reveals that all the various categories of importance (gender, age, qualification, grade of school head, school segment, type of school, participation in the B.Ed (EAPPS) degree programme and length of service) were represented in the sample.

### 5.3 CONTENTS AND MODES OF THE PREPARATORY PHASE OF SCHOOL MANAGEMENT TRAINING

The first sub-problem (section 4.1) addressed the extent to which school heads followed school management courses in colleges of education during their initial teacher training. The extent to which respondents regarded school management courses as essential for student teachers was also investigated.

Table 5.2 indicates the responses on the extent to which school heads followed school management courses as part of their initial teacher education course in colleges of education. The majority of the respondents (62%) indicated that they did not study school management in colleges of education. Most respondents (91%) indicated that there is a need to offer SMT as part of initial teacher training in colleges of education. This need is supported by Leurs (1991) and Bedassi (1994) (section 2.4.1.1).

**Table 5.2: SMT in colleges of education**

| SMT opportunities   |           |            | SMT needs   |           |            |
|---|-----------|------------|---|-----------|------------|
| School heads  | Frequency | Percentage | School heads  | Frequency | Percentage |
| Who studied school management as part of their teacher education course       | 80        | 38%        | Who expressed the need to offer SMT as part of the teacher education course   | 190       | 91%        |
| Who did not study school management as part of their teacher education course | 129       | 62%        | Who did not see the need to offer SMT as part of the teacher education course | 19        | 9%         |
| Total   | 209       | 100%       | Total   | 209       | 100%       |

Respondents, through an open question, provided reasons for their assertion about the need to offer school management courses in colleges of education. Essentially four reasons to offer SMT in colleges of education emerged:

- Teachers in rural areas sometimes assume headship positions soon after graduating from colleges of education.
- Teachers sometimes have to act as heads without acquiring the relevant experience.

- All trained teachers face an equal opportunity of promotion to school headship.
- After leaving college, teachers are usually not exposed to SMT prior to appointment as school heads.

Gatawa (1998) (section 3.3.2.2) observes that some newly appointed school heads are appointed to acting positions as heads with as little as two years teaching experience. Evidently the argument in these cases is that exposing all teachers to school management courses in colleges of education would avoid management by crisis in schools through trial and error.

Those who did not see the need for offering SMT courses in colleges of education argued that many of the teachers who go through colleges of education do not get promoted to school headship positions. They see no need in exposing every student teacher to school management positions, but only those who become heads should attend SMT programmes.

Table 5.3 reflects the opinions of respondents on the extent to which colleges of education are suited to offer SMT. It is evident that many school heads see SMT as useful preparation for headship with (97%) of respondents acknowledging that school heads should be exposed to basic management knowledge and skills before taking up the school headship appointment. This position is verified by 86 percent of respondents who believe that SMT should be included in the college of education curriculum as part of initial teacher training. Sixty-four percent of heads indicated that colleges of education have the infrastructure to offer SMT, as did Bedassi (1994) (section 2.4.1.1). There is nonetheless a considerable percentage (36%) who expressed doubt about that. This could be attributed to the fact that some colleges of education may not necessarily possess ideal facilities for training in all forms of SMT. The view of 73 percent of respondents that colleges of education should be used as centres of SMT for initial teacher training and continuing SMT indicates that even those who expressed doubt about SMT facilities offered by colleges do in fact appreciate the role of training colleges as SMT centres.

**Table 5.3 Opinions of respondents on the extent to which colleges of education are suited to offer SMT**

| Statement  | Strongly disagree | Disagree | No opinion | Agree | Strongly agree | Total | A + SA | Percentage |
|--|-------------------|----------|------------|-------|----------------|-------|--------|------------|
| A school head needs basic management knowledge and skills before taking up the headship appointment. | 3                 | 2        | 2          | 51    | 151            | 209   | 202    | 97         |
| There is a case for including school management in the curriculum of teacher education courses.      | 10                | 15       | 4          | 90    | 90             | 209   | 180    | 86         |
| Colleges of education have the infrastructure to support in-service education for practising heads.  | 15                | 45       | 15         | 84    | 50             | 209   | 134    | 64         |
| School management should be one of the core subjects in the colleges of education.                   | 10                | 25       | 4          | 90    | 80             | 209   | 170    | 81         |
| Colleges of education should be used as centres for training heads in school management.             | 15                | 38       | 4          | 80    | 72             | 209   | 152    | 73         |

What has emerged in this section is that the preparatory phase of SMT does not imply that it is a phase of preparing school heads as such for headship. Rather it implies that it is a phase that prepares teachers in training for school headship. This means that if colleges of education included SMT as part of their curricula, student teachers would be prepared for the possibility of taking posts of school heads if appointed. The infrastructure of colleges should be suited for a dual role. The college facilities should be suitable for use by teachers in training as well as by school heads participating in continuing SMT.

Table 5.4 reflects the responses of subgroups on whether or not they received initial SMT in colleges of education. Only the school segment and age subgroups are indicated.

**Table 5.4 Initial SMT in colleges of education.**

| Subgroups              | Received initial college training in school management |    |    |    |       |     |
|------------------------|--|----|----|----|-------|-----|
|                        | Yes  | %  | No | %  | Total | %   |
| Secondary school Heads | 17   | 34 | 33 | 66 | 50    | 100 |
| Primary school heads   | 63   | 40 | 96 | 60 | 159   | 100 |
| 31-40 age group        | 24   | 29 | 59 | 71 | 83    | 100 |
| 41-60 age group        | 50   | 42 | 68 | 58 | 118   | 100 |
| Above 60 years         | 6  | 75 | 2  | 25 | 8     | 100 |

Table 5.1 indicates a sample of 159 primary school heads and 50 secondary school heads. Table 5.4 indicates that only 17 (34%) of secondary school heads indicated that they had some tuition in school management at college, while 63 (40%) primary school heads received the same training at colleges. This relatively small margin indicates that no comprehensive instruction is given in school management in both primary and secondary teacher education colleges. Although primary school heads expressed similar views to those of secondary schools heads, primary school heads tended to reflect the view that SMT was not valuable to prospective heads only, but also to classroom teachers. In responses to open ended questions, seventeen respondents indicated that teachers should be exposed to school management in their initial training as they could assist their school heads in running the school after assuming duty as teachers. They claimed that this could improve relations between teachers and school heads. Two respondents argued that those teachers involved in duties such as sports masters and house masters also need management skills. However, one primary school head held the view that it is not necessary for teachers to possess knowledge of school management instead they need knowledge of teaching young primary school children.

A consistent pattern which indicates that the majority of respondents did not study school management in their initial training is reflected in an analysis of the age groups. Twenty four (29%) of the 83 respondents in the age group 31 – 40 years had studied school management. Minority response is also reflected in the age group of 41 – 60 in which 50 (42%) out of 118 respondents studied school management. The negative trend seems to be reversed in the above 60 years age group, where six (75%) out of eight respondents

indicated that they had studied school management at college. The reason is that the older school heads followed older courses in teacher education where school organization was part of the curriculum (researcher's experience).

#### **5.4 THE CONTENTS, STRENGTHS AND WEAKNESSES OF THE B.Ed (EAPPS) DEGREE PROGRAMME**

The second question for the empirical study was to determine what school heads perceived to be the strengths and weaknesses of the B.Ed (EAPPS) degree programme in terms of its relevance to the practice of school management. As already mentioned in section 5.2, 69 percent of respondents participated in the degree programme.

Respondents who participated in the B.Ed (EAPPS) degree programme were asked to rank the 16 courses in the programme in terms of their relevance to school headship. Since respondents were asked to place a one next to the theme which reflected the most relevant course, the smallest total reflected the highest priority. The totals were averaged and given a weighting as shown in table 5.5. To calculate the percentage scores, the weightings were taken to be deviations from 100%. The rank order was obtained from the percentage figures.

Table 5.5 and figure 5.2 indicate the courses offered in the B.Ed (EAPPS) degree programme and the priority ranking order by the respondents. The table of contents of B.Ed (EAPPS) (as illustrated by figure 5.2) reveals that those courses with a clear focus on school leadership and management were given higher priority over those courses which focus on general planning and policy issues in the education system. The subject, *Educational Leadership and Supervision*, was ranked first by the majority of respondents followed by the subject, *Managing Schools*. These courses were followed by *Educational Planning and Development*, *Leadership and Organisational Effectiveness* and *Staff Development Programmes in Education* taking the third, fourth and fifth place respectively. *Introduction to Policy Studies* took the sixth position in the priority list. At the bottom of the priority list were the subjects: *Post Colonial State and Educational Policies*, *Introduction to Economics of Education* and *Educational Policy-Making Process*, taking the 16<sup>th</sup>, 15<sup>th</sup> and 14<sup>th</sup> positions in a priority list of 16 themes of the B.Ed (EAPPS) degree programme. An explanation of the contents of these themes is given in section 3.2.2.1.

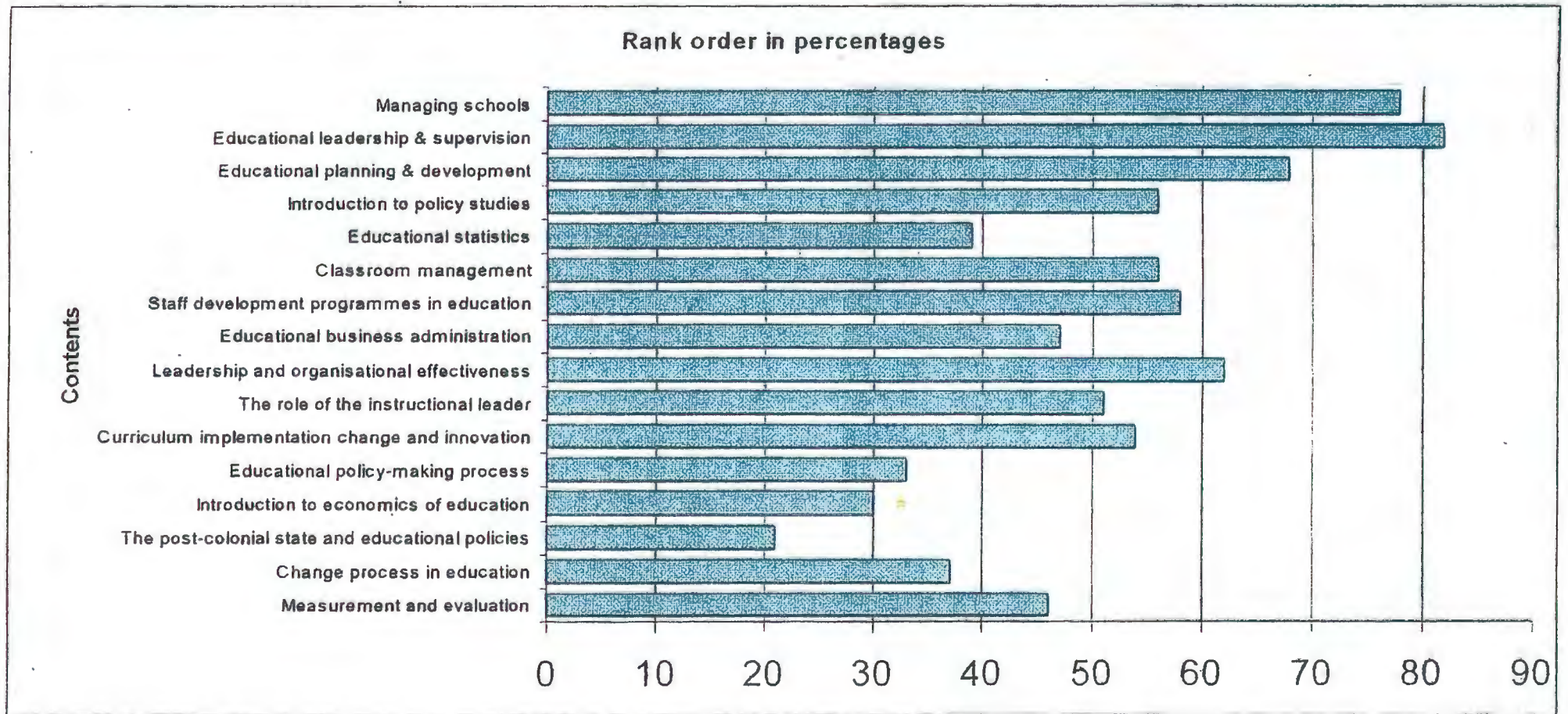


**Table 5.5: B.Ed (EAPPS) themes ranked in order of relevance to school management practice**

| <b>Contents</b>                                  | <b>Total</b> | <b>Average</b> | <b>Weighting<br/>(1 unit = 10<br/>scores)</b> | <b>100 – X<br/>scores</b> | <b>Rank<br/>order</b> |
|--|--------------|----------------|---|---------------------------|-----------------------|
| Managing schools                                 | 319          | 2.202          | 22  | 78                        | 2                     |
| Educational leadership & supervision             | 277          | 1.75           | 18  | 82                        | 1                     |
| Educational planning & development               | 501          | 3.17           | 32  | 68                        | 3                     |
| Introduction to policy studies                   | 698          | 4.42           | 44  | 56                        | 6                     |
| Educational statistics                           | 959          | 6.07           | 61  | 39                        | 12                    |
| Classroom management                             | 699          | 4.42           | 44  | 56                        | 7                     |
| Staff development programmes in education        | 665          | 4.21           | 42  | 58                        | 5                     |
| Educational business administration              | 834          | 5.28           | 53  | 47                        | 10                    |
| Leadership & organisational effectiveness        | 601          | 3.80           | 38  | 62                        | 4                     |
| The role of the instructional leader             | 782          | 4.95           | 49  | 51                        | 9                     |
| Curriculum implementation change and innovation  | 728          | 4.61           | 46  | 54                        | 8                     |
| Educational policy-making process                | 1052         | 6.66           | 67  | 33                        | 14                    |
| Introduction to economics of education           | 1101         | 6.97           | 70  | 30                        | 15                    |
| The post-colonial state and educational policies | 1251         | 7.92           | 79  | 21                        | 16                    |
| Change process in education                      | 991          | 6.27           | 63  | 37                        | 13                    |
| Measurement and evaluation                       | 861          | 5.45           | 54  | 46                        | 11                    |

Respondents were asked by means of an open-ended question to suggest weaknesses of the B.Ed (EAPPS) degree programme. The following emerged:

Fig 5.2. Themes of the B.Ed[APPS] degree programme in rank order expressed in percentage



- Some courses are a repetition of other courses. The contents of the course *Post-colonial State and Educational Policies* overlaps with those of the courses; *Introduction to Policy Studies* and *Educational Policy-Making Process (50 responses)*, the contents of the course *Curriculum Implementation, Change and Innovation* overlaps with those of the course *Change Process in Education*. In the same way the contents of the course *Leadership and Organisational Effectiveness* overlaps with those of the courses: *The Role of the Instructional Leader* and *Educational Leadership and Supervision*. It should be noted that although the contents of these courses overlap, each focuses on different aspects of the same subject (section 3.2.2.1). For example, *Educational Leadership and Supervision* focuses on concepts and models of leadership and supervision, whereas the course *Leadership and Organisational Effectiveness* focuses on the concepts and models of the effectiveness of the leadership of the school as an organisation.
- Respondents expressed concern about the issues covered in the course *Educational Business Administration*. This concern is reflected in the following quotations:

*Financial management as contained in Educational Business Administration is too abstract and does not relate to the practical day-to-day situation of the rural school.*

*Educational Business Administration should go beyond budgeting and focus on actual school accounting procedures done by bursars.*

*Educational Business Administration does not cover cash analyses which is a must for rural school heads (44 responses).*

- The B.Ed (EAPPS) degree holders who remain classroom teachers long after completion of their studies get frustrated. Respondents also claimed that offering management courses to classroom teachers could lead to conflict because of the possibility of teachers challenging the management styles of school heads (22 responses).
- The degree programme is too loaded.  
Concerning what respondents regarded as a too loaded programme, it was found that the B.Ed (EAPPS) degree programme tends to be a crash course because it offers several courses in less than one semester of six months (28 responses).
- Concerning the issue of some lecturers of B.Ed (EAPPS) degree programme not having school headship experience, responses to the open-ended questions indicated

that such experience is necessary for lecturers, because it could provide input from practitioners into school management theory (16 responses).

- There is a need to improve on or include certain courses in the B.Ed (EAPPS) degree programme. Some respondents expressed concern that conflict management was partially addressed in the B.Ed (EAPPS) courses, yet conflict situations are rife in school management. Some respondents expressed concern about the B.Ed (EAPPS) degree courses which focus on historical aspects of school management rather than on the practical skills, e.g. the course, *Introduction to Policy Studies*. Respondents also expressed the need to include *Educational Law* in the B.Ed (EAPPS) degree curriculum (30 responses).

The analysis of interview data on the strengths and weaknesses of the B.Ed (EAPPS) degree programme was based on individual and group interviews (section 4.4) with:

- Five individual primary school heads
- Five individual secondary school heads
- A group of 12 primary school heads
- A group of seven secondary school heads who participated in the B.Ed (EAPPS) degree programme.

What emerged from the interviews with individual primary school heads is that the strength of the B.Ed (EAPPS) degree programme is that it indeed offered educational management skills to school heads.

Individual primary school heads expressed concern about the following weaknesses of the B.Ed (EAPPS) degree course:

- There is little emphasis on public relation skills.
- There is little provision for practical skills pertaining to school situations.
- The curriculum lacks educational law.
- The course Educational Business Administration should offer more job-related financial management skills.
- Some courses are a repetition of other courses.
- The modules could be more detailed.

From the interview responses of the individual secondary school heads the following strengths of the B.Ed (EAPPS) degree programme emerged:

- The degree programme offers educational management skills to school heads.
- The degree courses cover a wide spectrum of ideas.
- The degree programme offers on-the-job training to school heads.

The following weaknesses of the B.Ed (EAPPS) degree programme were revealed by the individual secondary school heads:

- The communication between the ZOU management and students is ineffective.
- The course content is too loaded.
- Some modules are not fully informative.
- The degree curriculum does not include *Educational Law*
- The course content is too academic.

The responses of the group interview of primary school heads indicated an appreciation of the fact that the B.Ed (EAPPS) degree programme offers on-the-job training to school heads. The responses of this group identified the following weaknesses of the degree programme:

- Personnel management is not included in the degree programme.
- Some lecturers lack school headship experience.

Responses based from group interviews with secondary school heads who participated in the B.Ed (EAPPS) degree programme identified the following strengths of the degree programme:

- The degree courses provide a theoretical foundation to school management.
- The degree programme offers broader perspectives in school management.

The responses of this group identified the following weaknesses of the degree programme:

- The degree courses do not offer staffing techniques.
- The degree programme does not include *Education Law*
- The degree course offers limited practical skills.

Views expressed in the foregoing interview responses on the strengths and weaknesses of the B.Ed (EAPPS) degree programme can be grouped according to the content and mode of operations of the degree programme.

## Strengths

- **Content**

The degree programme offers broader perspectives in school management. In this way the degree programme provides a sound theoretical foundation to school management. This view is supported by Hammond in Roth (1999) (section 2.4.1.2) who observes that university education is training in enquiry which helps students to "learn how to look at the world from multiple perspectives."

- **Mode**

The degree programme offers on-the-job training opportunities to school heads as it is offered through distance learning. On-the-job training helps to link theory with practice (section 2.3.2).

## Weaknesses

- **Content**

- Some courses are a repetition of other courses (See previous comments).
- The course *Educational Business Administration* covers limited financial skills (see previous comment on the subject).
- The course, *The Post-colonial State and Educational Policies* was construed as remotely related to a school situation because it related more to general policy issues than to school policy. However section 3.2.2.1 indicates that school heads also benefit from the knowledge of educational policies of their education system.
- The degree courses are too academic and have little scope for practical school management. However, as an academic course, the degree has to focus on academic issues. That is why responses of the individual secondary school heads appreciate that the academic studies provide the theoretical foundation for the practice of educational administration (see also sections 3.2.2.1 and 3.2.2).

- **Mode**

- The degree course is too loaded. There are too many subjects offered in a semester.

- Ineffective communication between ZOU management and students. This also applies to correspondence in matters relating to tuition, assignments and examination.

On the question of what knowledge and skills were overlooked by the B.Ed (EAPPS) degree programme (item 3 of the interview schedule), the following themes emerged:

- **Education Law** - Respondents wanted this subject included in the B.Ed (EAPPS) degree programme to make school heads knowledgeable about legal matters affecting their schools. Girvin (1995) (section 2.2.3.3) found that, *inter alia*, school heads expressed a training need in the knowledge of school law.
- **Personnel Management and Staffing Techniques** - The expressed need to include these courses in the B.Ed (EAPPS) degree programme was based on the argument that staffing, recruitment, and other personnel tasks were now the responsibility of school heads following the Ministry of Education, Sports and Culture's decentralisation policy.
- **Practical Supervision Skills** – A course on the supervision of academic subjects taught in schools should be offered. A focus on supervision of instruction in general is not sufficient.
- **Public Relations** should be offered as a distinct subject in the B.Ed (EAPPS) degree curriculum.

A comparison of the questionnaire and interview responses reveals similarity in outlook on school management issues, indicating the trustworthiness of the data.

However, the interview responses revealed some unexpected views. For example, respondents expected the B.Ed (EAPPS) degree programme to offer practical skills in the supervision of academic subjects taught in schools. This seems to be impractical. If this suggestion were to be implemented there would be logistical problems. In the secondary school there are subject specialists. Therefore no school head can be expected to be versed in specific methods of teaching these subjects. There are heads of departments who supervise the teaching of various subjects.

Table 5.6 reflects attendance of the B.Ed (EAPPS) degree programme as reflected by various subgroups of respondents.

**Table 5.6 Responses of subgroups on the attendance of the B.Ed (EAPPS) degree programme**

| Subgroup                       | Attendance of the B.Ed (EAPPS) degree programme |    |    |    |       |     |
|--------------------------------|---|----|----|----|-------|-----|
|                                | Yes   | %  | No | %  | Total | %   |
| Female                         | 44  | 69 | 20 | 31 | 64    | 100 |
| Male                           | 100   | 70 | 45 | 30 | 145   | 100 |
| Primary school heads           | 82  | 52 | 77 | 48 | 159   | 100 |
| Secondary school heads: Female | 12  | 71 | 5  | 29 | 17    | 100 |
| Male                           | 13  | 39 | 20 | 61 | 33    | 100 |
| 31-40 age group                | 46  | 55 | 37 | 45 | 83    | 100 |
| 41-60 age group                | 64  | 54 | 54 | 46 | 118   | 100 |
| Over 60 years                  | 3   | 38 | 5  | 62 | 8     | 100 |
| Rural respondents              | 87  | 54 | 75 | 46 | 162   | 100 |
| Urban respondents              | 31  | 66 | 16 | 34 | 47    | 100 |
| 1-10 years of service          | 78  | 53 | 68 | 47 | 146   | 100 |
| 11-30 years of service         | 39  | 72 | 15 | 28 | 54    | 100 |
| Longer than 30 years           | 6   | 66 | 3  | 34 | 9     | 100 |

An analysis of the primary versus secondary school heads, indicates that more heads, 82 out of 159, in the primary school indicated that they had attended the B.Ed (EAPPS) degree programme. As already discussed, Coleman (1997) (section 2.3.5.2) expresses concern that there were few women at SMT courses and meetings. The B.Ed (EAPPS) degree programme in Zimbabwe has offered equal opportunity for men and women. In the secondary school more women heads, 12 (71%) out of 17 had attended the degree programme, whereas only 13 (39%) out of 33 male secondary school heads had attended the B.Ed (EAPPS) degree programme. The point made is that these women seized the opportunity to improve themselves.



Of the 31-40 years age group, 46 (55%) out of 83 respondents indicated that they had attended the B.Ed (EAPPS) degree programme. Sixty four (77%) out of the 41-60 age groups indicated that they had attended the degree programme. Whereas these two age groups indicated high attendance of the B.Ed (EAPPS) degree programme, only three (36%) out of eight of those over 60 years indicated that they had attended the B.Ed (EAPPS) degree programme. It is obvious that at an age above 60 years many people are not motivated to pursue their studies, particularly at first degree level.

Eighty seven (54%) of the 162 rural respondents indicated that they attended the B.Ed (EAPPS) degree programme. Thirty one (66%) of the 47 urban respondents indicated that they had attended the B.Ed (EAPPS) degree programme. The ZOU regional centres are more accessible to urban students than rural students. Even in developed countries such as the U.S.A., rural school heads aspiring for SMT face different challenges from those of urban areas (Peterson & Kelly 2001) (section 2.3.5.2). Similarly, in the case of Zimbabwe prospective rural students of the B.Ed (EAPPS) programme would face problems such as access to library facilities and distance to the weekend school venues.

Seventy-eight (53%) of the 146 respondents who had served for one to ten years indicated that they had attended the B.Ed (EAPPS) degree programme. Thirty-nine (72%) of the 54 respondents who had served as heads for 11-30 years indicated that they had attended the B.Ed (EAPPS) degree programme. This implies that school heads were inclined to avail themselves of the opportunity to improve their SMT knowledge and skills through the B.Ed (EAPPS) programme during the prime time of their school management experience. Even the majority of heads who were nearing retirement also indicated that they had attended the B.Ed (EAPPS) degree programme. This is evident from the fact that six (67%) of the nine respondents who had served for more than thirty years had attended the degree programme.

In table 5.1 it is indicated that the majority of respondents in the sample had attended the B.Ed (EAPPS) degree programme. Table 5.6 reveals that this is the case with the subgroups, except the over 60 years age group and male school heads (secondary schools). This state of affairs indicates that the B.Ed (EAPPS) degree programme is reasonably supported. Although some students of the degree programme are not holding leadership

positions, they nevertheless provide a valuable pool of candidates for promotion to leadership positions.

### 5.5 THE CONTENTS AND MODES OF THE INDUCTION PHASE OF SMT

The aim with the third empirical research question was to investigate whether heads of schools perceived the induction sessions offered for newly appointed school heads to be adequate preparation for the practice of school management.

Table 5.7 indicates the views of respondents on the degree of importance in offering induction to newly appointed school heads and also whether respondents attended an induction programme after their appointment as school heads. The majority (78%) of the respondents indicated that an induction programme for school heads was essential. A further 19 percent of the respondents viewed induction as important. Table 5.7 indicates that the respondents were almost unanimous in expressing a need for induction for the newly appointed school heads, thus supporting the assertion by Attwood and Dimmock (1996) and Bucker and Jones (1990) (section 2.3.3.1) that all principals new-to-post are likely to benefit from an induction programme. As indicated in table 5.7 a considerable number of respondents (77%) acknowledged that they had attended an induction programme for school heads.

**Table 5.7: Induction SMT**

| <b>Attendance</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Yes               | 160              | 77                |
| No                | 49               | 23                |
| Total             | 209              | 100               |
| <b>Importance</b> | <b>Frequency</b> | <b>Percentage</b> |
| Essential         | 163              | 78                |
| Important         | 40               | 19                |
| Unimportant       | 4                | 2                 |
| Has no place      | 2                | 1                 |
| Total             | 209              | 100               |

Respondents had the opportunity to provide reasons for their responses. Essentially, two reasons why induction for newly appointed school heads is important emerged:

- Lack of prior training - School heads are not trained in school management prior to their appointment, hence the need to induct them into school headship.
- Lack of prior experience - Some school heads, particularly in the rural schools, lack headship experience. This is confirmed by the following view as expressed by a respondent: "Induction was important as I had never been given a chance to act or help in the head's office."

Responses to an open-ended question indicate themes which school heads view as important in an induction programme for newly appointed school heads. These are listed below :

- History of the school (8 responses)
- The school infra-structure (12 responses)
- Communication channels (17 responses)
- Managing co-curricular activities (7 responses)
- School culture (6 responses)
- Discipline (7 responses)
- Supervision of marking pupils' work (9 responses)
- Ministry of Education policy (10 responses)
- Financial management (20 responses)
- Public relations (21 responses)
- Record keeping (12 responses)
- Dealing with the community (18 responses)
- The role of the head (18 responses)
- Decision-making (20 responses)
- Time management (13 responses)

Knowledge of themes like *history of the school* and *infrastructure of the school* could be acquired through self-induction. As noted in chapter two (section 2.3.3.3), Nathan (1991) advises newly appointed school heads to create their own induction programmes. For example, they can learn about the history, structure and culture of the school from a collection of brochures about the school, as well as by holding consultative meetings with senior staff in their new schools.

Table 5.8 compares the themes which were raised by respondents with the list of concerns of the school managers new-to post as reported by Kydd et al (1997) (section 2.3.3.2). The items, *the history of the school* and *the structure of the school*, are linked to the item

Table 5.8 Comparative chart of induction themes raised by respondents with the list of concerns of school managers new-to-post (section 2.3.3.2).

|  | The concerns of school managers new-to-post (section 2.3.3.2) |                       |                     |                      |                  |                    |            |                      |                |                       |                |                      |
|--|---|-----------------------|---------------------|----------------------|------------------|--------------------|------------|----------------------|----------------|-----------------------|----------------|----------------------|
| Themes raised by respondents                 | Decision making   | Developing confidence | Conflict management | Interpersonal skills | Public relations | Establishing trust | Delegation | Financial Management | Security needs | Conditions of service | Responsibility | Career opportunities |
| History of the school                        |   | -                     |                     |                      |                  |                    |            |                      |                |                       |                |                      |
| The school infrastructure                    |   | -                     |                     |                      |                  |                    |            |                      |                |                       |                |                      |
| Communication skills                         |   |                       |                     | -                    |                  |                    |            |                      |                |                       |                |                      |
| Managing co-curricular activities            |   |                       |                     |                      |                  |                    |            |                      |                |                       |                |                      |
| Discipline                                   |   |                       |                     |                      |                  |                    |            |                      |                |                       |                |                      |
| Supervision & marking pupils' exercise books |   |                       |                     |                      |                  |                    |            |                      |                |                       |                |                      |
| Ministry of education policy                 |   |                       |                     |                      |                  |                    |            |                      |                | -                     |                | -                    |
| Public relations                             |   |                       |                     |                      | -                |                    |            |                      |                |                       |                |                      |
| Accountability                               |   |                       |                     |                      |                  |                    |            |                      |                |                       | -              |                      |
| Financial management                         |   |                       |                     |                      |                  |                    |            | -                    |                |                       |                |                      |
| Regulations                                  |   |                       |                     |                      |                  |                    |            |                      | -              | -                     |                |                      |
| The role of the head                         |   | -                     |                     |                      |                  |                    |            |                      |                |                       |                |                      |
| Decision-making                              | -   |                       |                     |                      |                  |                    |            |                      |                |                       |                |                      |
| Time Management                              |   |                       |                     |                      |                  |                    |            |                      |                |                       |                |                      |

*developing confidence* because as part of developing confidence in running a school, a head would want to know the background of the school. In developing confidence the new school head would also want to know the role of school headship and thus the item *the role of the head* is also linked to *developing confidence*. *Communication skills* is linked to the *interpersonal skills* and this is an acknowledgement of the importance of communication to new heads in running a school. The item *Ministry of Education policy* is linked to *conditions of service* as well as *career opportunities* because regulations specify conditions of service and career opportunities for school heads. As new appointees school heads would want to know the regulations relating to their conditions of service and career opportunities. The regulations would also safeguard the security of the positions of school heads and hence the items *security needs* and *establishing trust* are linked to the item *regulations*.

Table 5.8 indicates that respondents in both studies acknowledged the importance of *public relations* if they are to succeed in their new career. *Responsibility* entails *accountability* and the two items are linked in table 5.8. Both groups of respondents recognised the need to gain skills in *financial management*. Table 5.8 indicates a direct link in this respect. Similarly, there is a direct link concerning the item *decision-making*.

The importance to school management of those items which are not directly linked together in table 5.8 is reflected elsewhere in this study. *Conflict management* was not mentioned by respondents as a theme to be covered in a SMT induction for new-to-post school heads. However, through a closed question respondents indicated that the theme *conflict management* was imparted to newly appointed heads in an SMT induction (table 5.19). It should be noted that there are areas of concern for the new-to-post school heads which were mentioned by respondents in this study, such as *managing co-curricular activities*, *supervising of marking of pupils' exercise books*, and *time management* which do not appear in the Kydd et al (1997) study. This is to be expected, because the background of the respondents was different. In this study these concerns were raised by respondents who were reasonably well established in the job and they mentioned those areas which, according to their experience, they viewed as important for newly appointed heads. The Kydd et al (1997) study focused on new-to-post school heads. Another difference is that the Kydd et al (1997) study was conducted in a developed country whereas this study was conducted in a developing country. Against this background, respondents in this study also mentioned the above areas as important in the SMT induction.

Table 5.9 reveals school heads' views about the ideal duration of an induction session for school heads. The table indicates that only five percent of school heads hold the view that one day is enough for an induction session, their reason being that long periods were costly. The majority of respondents, namely 66 percent were of the opinion that at least a week would provide adequate training for inductees. Twenty-nine percent of the respondents held the view that more than a week would be required for the induction of newly appointed school heads. Eight percent of the school heads even suggested a period as long as eight weeks.

The respondents gave reasons for their answers. Some respondents suggested that one week's duration was necessary "to cover the basic expectations of a head, not one day as is the current trend." Those who recommended eight weeks argued that induction of such duration should be given to cover practical aspects of school headship which could include simulation exercises and case studies. In fact, respondents who suggested longer periods cited the need to cover a wide spectrum of skills required in school headship. Some were convinced that this would allow for a thorough discussion of issues rather than just superficial coverage. There were those who maintained that while one day was too short, six to eight weeks was too long as prospective school heads are to be viewed and treated as enlightened people.

**Table 5.9 Duration of induction SMT**

| <b>Time spent</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| One day           | 11               | 5                 |
| One week          | 139              | 66                |
| Five weeks        | 31               | 15                |
| Six weeks         | 12               | 6                 |
| Eight weeks       | 16               | 8                 |
| Total             | 209              | 100               |

Davis (1994) (section 2.3.3.4) recommends an induction programme of six to eight weeks sessions instead of a crammed one or two-day course. As already seen from the views of

respondents this period would be too long. Perhaps one week is an ideal period for induction SMT as indicated by the majority of respondents (table 5.9).

Table 5.10 indicates the preferences of respondents regarding preferred trainers of SMT induction programmes. A close examination of the table reveals that school heads are familiar with a situation whereby officials of the Ministry of Education, Sports and Culture such as Education Officers, Regional Directors of Education and their deputies conduct induction SMT. Perhaps respondents' higher preference for Education Officers as trainers is for no other reason than that the "induction is the responsibility of the immediate manager of the new employee" (Davis 1994) (section 2.3.3.4).

The responses in table 5.10 indicate a reasonably high preference for the role of consultants in induction SMT. This demonstrates the recognition which school heads have for experts in school management. Bedassi (1994) (section 2.3.5) acknowledges the successful role of consultants in SMT in the Netherlands. What is puzzling is that although university lecturers are also experts, they were accorded a lower ranking. This is because in Zimbabwe, university lecturers are rarely used in SMT. For a long time the University of Zimbabwe was the only university in the country and is located in the capital city. It was not feasible for Education Officers in different regions of the country to invite university lecturers from Harare to participate in the SMT workshops in distant parts of the country. Now that new universities (including ZOU) have been established, it is hoped that these new universities, especially ZOU, will extend their influence to the school system. However, the important role of consultants was acknowledged by respondents. This assertion is supported by the fact that interview responses indicated that school heads were not impressed by SMT tutors who merely read HTSP modules (section 5.7.2). In fact, by means of the open-ended questions, respondents expressed a need for consultants and experts such as university lecturers to be involved as trainers in SMT (section 5.6.1 and 5.7.1).

**Table 5.10: Preferred trainers of induction for school heads**

| <b>Statement</b>   |   | <b>SD</b> | <b>D</b> | <b>Neutral</b> | <b>A</b> | <b>SA</b> | <b>Total</b> | <b>A + SA</b> | <b>Order of preference</b> |
|--|---|-----------|----------|----------------|----------|-----------|--------------|---------------|----------------------------|
| <b>SD = Strongly disagree</b>  |   |           |          |                |          |           |              |               |                            |
| <b>D = Disagree</b>  |   |           |          |                |          |           |              |               |                            |
| <b>A = Agree</b>   |   |           |          |                |          |           |              |               |                            |
| <b>SA = Strongly agree</b>   |   |           |          |                |          |           |              |               |                            |
| Induction training for school heads should be conducted by the Regional Director of Education. | N | 36        | 31       | 31             | 76       | 35        | 209          | 111           | 4                          |
|  | % | 17        | 15       | 15             | 36       | 17        | 100          | 53            |                            |
| Induction training for school heads should be conducted by the Deputy Regional Director        | N | 31        | 49       | 49             | 53       | 27        | 209          | 80            | 5                          |
|  | % | 15        | 23.5     | 23.5           | 25       | 13        | 100          | 38            |                            |
| Induction training for school heads should be conducted by Education Officers.                 | N | 31        | 9        | 31             | 76       | 62        | 209          | 138           | 1                          |
|  | % | 15        | 4        | 15             | 36       | 30        | 100          | 66            |                            |
| Induction training for school heads should be conducted by experienced school heads            | N | 18        | 40       | 27             | 62       | 62        | 209          | 124           | 3                          |
|  | % | 8         | 19       | 13             | 30       | 30        | 100          | 59            |                            |
| Induction training for school heads should be conducted by university lecturers.               | N | 98        | 44       | 36             | 27       | 4         | 209          | 31            | 6                          |
|  | % | 47        | 21       | 17             | 13       | 2         | 100          | 15            |                            |
| Induction training for school heads should be conducted by consultants in school management    | N | 13        | 23       | 40             | 62       | 71        | 209          | 133           | 2                          |
|  | % | 6         | 11       | 19             | 30       | 34        | 100          | 64            |                            |



Although table 5.7 reflects that the majority of respondents indicated that they had attended induction it is necessary to analyse how the various subgroups responded. The way the subgroups responded is indicated in table 5.11.

**Table 5.11 Responses of subgroups on induction SMT**

| Subgroup               | Attendance of induction programme |    |    |    |       |     |
|------------------------|-----------------------------------|----|----|----|-------|-----|
|                        | Yes                               | %  | No | %  | Total | %   |
| Female heads           | 40                                | 63 | 24 | 37 | 64    | 100 |
| Male heads             | 120                               | 83 | 25 | 17 | 145   | 100 |
| Primary school heads   | 140                               | 88 | 19 | 12 | 159   | 100 |
| Secondary school heads | 20                                | 40 | 30 | 60 | 50    | 100 |
| 31-40 age groups       | 59                                | 71 | 24 | 29 | 83    | 100 |
| 41-60 age group        | 95                                | 81 | 23 | 19 | 118   | 100 |
| Above 60 years         | 6                                 | 75 | 2  | 25 | 8     | 100 |
| Rural respondents      | 124                               | 77 | 38 | 23 | 162   | 100 |
| Urban respondents      | 36                                | 77 | 11 | 23 | 47    | 100 |
| 1-5 years of service   | 21                                | 40 | 32 | 60 | 53    | 100 |

Forty (63%) of the 64 female respondents indicated that they had attended the induction sessions, while 120 (83%) of the 145 male respondents indicated that they had done the same. This difference could be that female heads only attend to a lesser degree due to other commitments, e.g. at home. This situation necessitates further investigation.

Whereas 140 (88%) of the 159 primary school heads indicated that they had attended some induction programmes, a lower response of 20 (40%) of the 50 secondary school heads indicated that they had done the same. This position supports Ota's (1995) (section 3.3.1) assertion that official professional development for school heads in Zimbabwe was targeted mainly at primary school heads, yet secondary school heads also need as much SMT.

Fifty-nine (71%) of the 83 respondents in the 31-40 age group indicated that they had attended induction programmes, while 95 (81%) of the 118 respondents in the 41-60 age group indicated that they had done the same. The narrow difference in attendance between the two groups indicates that attendance of induction programmes does not depend on age, but depends on providers of the induction programmes. Even the majority of the above 60-age group indicated that they had attended induction programmes.

One hundred and twenty four (77%) of the 162 rural respondents indicated that they had attended induction programmes, while 36 (77%) of the 47 urban respondents indicated that they had done the same, despite problems faced by rural school heads. This supports the assertion made above, namely that attendance to induction programmes depends on the providers of SMT programmes. Unlike in the optional B.Ed (EAPPS) degree programmes, attendance of official induction programmes is expected by the provider, namely Education Officers.

In contrast to the position stated above, only 21 (40%) of the 53 respondents who had served for one to five years indicated that they had attended induction workshops. What is even more disturbing is that this is the subgroup which urgently needs induction and includes some acting heads who would benefit specifically from induction. This position is supported by MOE & UNICEF (1996) (section 3.6.2) study which revealed that only about a third of school heads had received induction training. This finding is disturbing in that it indicates a *decline* in the provision and / or attendance of *induction* sessions.

## **5.6 THE CONTENTS AND MODES OF CONTINUING SCHOOL MANAGEMENT TRAINING**

Another aim of the empirical study was to determine whether school heads perceive the programmes offered in continuing SMT as relevant to school management practice. Data on both on-site and off-site continuing SMT were collected.

### **5.6.1 On-site continuing SMT**

SMT programmes that were analysed were heads appraisal and cluster meetings of the HTSP. The majority of respondents (80%) held the view that it is necessary for the school heads to be appraised (table 5.12). This view is supported by Hattersley's (1992) assertion (section 2.3.4.2) that heads appraisal is necessary to ensure that the professional development of the headteacher matches the complementary needs of individuals and the schools.

**Table 5.12: Appraisal of school heads**

| Statement                              |   | SD | D   | Neutral | A  | SA | Total |
|--|---|----|-----|---------|----|----|-------|
| School heads should also be appraised. | N | 15 | 14  | 14      | 91 | 75 | 209   |
|  | % | 7  | 6.5 | 6.5     | 44 | 36 | 100   |

Concerning the question of who should appraise the school head, table 5.13 reveals that the majority of school heads held the view that they should be appraised by the Education Officers, perhaps for the same reason that is given in section 5.5. The ranking order in table 5.13 indicates that the school heads do not expect regional directors to appraise them directly as they are not their immediate supervisors. It is not surprising that the appraisal by peer heads is given the third position, because some school heads construe headteacher appraisers as competitors (section 2.3.4.2).

**Table 5.13: Preferred appraiser of school head**

| Statement   |   | SD | D  | Neutral | A  | SA | Total | A + SA | Order of preference |
|---|---|----|----|---------|----|----|-------|--------|---------------------|
| The Regional Director of Education should appraise the school head. | N | 43 | 60 | 39      | 46 | 21 | 209   | 67     | 4                   |
|   | % | 20 | 29 | 19      | 22 | 10 | 100   | 32     |                     |
| The Deputy Regional Director should appraise the school head        | N | 35 | 56 | 42      | 54 | 22 | 209   | 76     | 2                   |
|   | % | 17 | 27 | 20      | 26 | 10 | 100   | 36     |                     |
| The Education Officers should appraise the school head              | N | 16 | 21 | 26      | 76 | 70 | 209   | 146    | 1                   |
|   | % | 8  | 10 | 12      | 36 | 34 | 100   | 70     |                     |
| Peer school heads should appraise one another.                      | N | 56 | 46 | 34      | 39 | 34 | 209   | 73     | 3                   |
|   | % | 27 | 22 | 16      | 19 | 16 | 100   | 35     |                     |

On whether respondents took part in the HTSP, table 5.14 reveals that a marginal majority (53%) did. This is puzzling because table 5.1 indicates that the majority of respondents were experienced school heads who had served for more than five years. Most of them could be expected to have taken part, because participation in the HTSP is a statutory requirement by the Chief Education Officer (section 3.3.3.2). Yet there were 47% respondents who indicated non-participation in the HTSP. This concern was expressed by MOE and UNICEF (1996) who found that in their study only 50% of respondents had participated in the HTSP. Therefore this is an urgent concern which needs to be addressed because since 1996 there seems little done to encourage school heads' participation in the HTSP.

**Table 5.14 School cluster meetings**

| <b>Cluster attendance</b>                     | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Attendance                                    | 110              | 53                |
| Non attendance                                | 99               | 47                |
| <b>Total</b>                                  | <b>209</b>       | <b>100</b>        |
| <b>Cluster composition</b>                    | <b>Frequency</b> | <b>Percentage</b> |
| Single segment (primary or secondary only)    | 41               | 20                |
| Combined segment (both primary and secondary) | 168              | 80                |
| <b>Total</b>                                  | <b>209</b>       | <b>100</b>        |

Concerning the composition of school clusters, table 5.14 reveals that the majority of respondents (80%) indicated that the clusters were composed of both primary and secondary schools. This position was observed by Ota (1995) (section 3.3.3.2), but some heads in this study preferred separate cluster meetings of primary and secondary school heads as revealed later in this section.

Concerning the number of schools in a cluster, Ota (1995) (section 3.3.3.2) observed that the size of the cluster depends on the number of schools in the area as well as the distance between them. In this study, table 5.15 reveals that the majority of respondents indicated that there were five schools in a cluster. The urban areas are likely to have more schools in a cluster than rural schools because of the shorter distances between the schools and the greater number of schools in one area.

**Table 5.15: The number of schools in a cluster**

| <b>Category</b>                    | <b>Frequency</b> | <b>Percentage</b> |
|------------------------------------|------------------|-------------------|
| 2 schools per cluster              | 4                | 2                 |
| 3 schools per cluster              | 9                | 4                 |
| 4 schools per cluster              | 34               | 16                |
| 5 schools per cluster              | 41               | 20                |
| More than five schools per cluster | 39               | 19                |
| Not applicable                     | 82               | 39                |
| <b>Total</b>                       | <b>209</b>       | <b>100</b>        |

Through the responses to an open-ended question, it is clear that respondents acknowledged the knowledge and skills which they gained through attendance of cluster meetings of the HTSP. The following were mentioned:

- Performance appraisal and teacher supervision (18 responses)
- Decision-making (20 responses)
- Managing school funds and fund raising (17 responses)
- Community involvement (20 responses)
- Communication skills (23 responses)
- Curriculum issues (10 responses)
- Time management (8 responses)
- Setting end of term tests (17 responses)
- Managing school resources (12 responses)

Respondents made the following suggestions on how to improve the cluster meetings. It was felt that cluster meetings should:

- be held regularly and preferably during the school holidays to ensure thorough coverage of courses;
- be facilitated by consultants who have both expertise and experience in school management as resource persons (Education Officers and senior heads) in cluster meetings tended to read HTSP modules instead of explaining them;
- be visited by Education Officers to discuss educational issues with school heads;

- cover skills on developing school grounds;
- cover peer supervision;
- be recognised by the Ministry of Education, Sports and Culture for the award of attendance certificates;
- be provided with adequate teaching material; and
- consist of separate meetings of secondary school heads and primary school heads.

Although respondents indicated that the cluster meetings covered financial management, they felt that specific skills in financial management should be imparted. These include: making entries into a petty cash book and balancing an analysis book. School heads in some rural schools do not enjoy the services of a bursar.

Table 5.12 indicates that 80% of respondents believe that school heads should be appraised and this position is supported by the different subgroups in the sample, as indicated in table 5.16.

**Table 5.16 Responses of subgroups on the appraisal of school heads.**

| Subgroup               | Heads should be appraised |    |    |    |       |     |
|------------------------|---------------------------|----|----|----|-------|-----|
|                        | Yes                       | %  | No | %  | Total | %   |
| Female heads           | 50                        | 78 | 14 | 22 | 64    | 100 |
| Male heads             | 119                       | 82 | 26 | 18 | 145   | 100 |
| Primary school heads   | 124                       | 78 | 35 | 22 | 159   | 100 |
| Secondary school heads | 40                        | 80 | 10 | 20 | 50    | 100 |
| 31-40 age groups       | 67                        | 87 | 16 | 13 | 83    | 100 |
| 41-60 age group        | 97                        | 82 | 21 | 18 | 118   | 100 |
| Above 60 years         | 6                         | 75 | 2  | 25 | 8     | 100 |
| Rural school heads     | 136                       | 84 | 26 | 16 | 162   | 100 |
| Urban school heads     | 36                        | 77 | 11 | 23 | 47    | 100 |
| 1-0 years of service   | 124                       | 85 | 22 | 15 | 146   | 100 |
| 1-30 years service     | 45                        | 83 | 9  | 17 | 54    | 100 |
| Over 30 years service  | 7                         | 78 | 2  | 22 | 9     | 100 |

It is encouraging to note that school heads are prepared to be developed professionally through appraisal. Every school head is assured of appraisal by Education Officers (Researcher's experience). Although there are various forms of school heads appraisal as

discussed in section 2.3.4.2 school heads are likely to benefit optimally if they were exposed to all forms of appraisal.

While table 5.14 presents an overall view of responses on the attendance of cluster meetings, table 5.17 reflects the responses of subgroups on the attendance of cluster meetings.

**Table 5.17 Responses of subgroups on the attendance of cluster meetings.**

| Subgroup               | Attendance of induction programme |    |    |    |       |     |
|------------------------|-----------------------------------|----|----|----|-------|-----|
|                        | Yes                               | %  | No | %  | Total | %   |
| Female heads           | 33                                | 52 | 31 | 48 | 64    | 100 |
| Male heads             | 77                                | 53 | 68 | 47 | 145   | 100 |
| Primary school heads   | 85                                | 53 | 74 | 47 | 159   | 100 |
| Secondary school heads | 26                                | 52 | 24 | 48 | 50    | 100 |
| 31-40 age groups       | 45                                | 54 | 38 | 46 | 83    | 100 |
| 41-60 age group        | 63                                | 53 | 55 | 47 | 118   | 100 |
| Above 60 years         | 4                                 | 50 | 4  | 50 | 8     | 100 |
| Rural school heads     | 83                                | 51 | 79 | 49 | 162   | 100 |
| Urban school heads     | 27                                | 57 | 20 | 43 | 47    | 100 |
| 1-0 years of service   | 74                                | 51 | 72 | 49 | 146   | 100 |
| 11-3 years service     | 30                                | 56 | 24 | 44 | 54    | 100 |
| Over 30 years service  | 6                                 | 67 | 3  | 33 | 9     | 100 |

Although by narrow margin, the urban heads group reflects a higher percentage of attendance compared to their rural counterparts. The reason for this is that urban cluster schools are more accessible than rural schools (section 5.6.1). Attendance of cluster meetings by primary school heads is marginally higher than the attendance by secondary school heads. One could have expected a wider margin between the attendances of the two groups because the majority of clusters are made up of primary schools (Ota 1995) (section 3.3.3.2). The narrow margins between those who attended HTSP cluster meetings and those who did not by the various subgroups underlines the concerns expressed in section 5.6.1, indicating apathy in attending cluster meetings. In sum: a high level of consistency is noticeable in the percentages for "Yes".

### 5.6.2 Off-site continuing SMT

Table 5.18 shows that the majority of school heads (78%) had attended SMT workshops organised by the Ministry of Education, Sports and Culture. The table also indicates that the majority of school heads were members of their respective professional associations. One hundred and six (67%) of primary school heads were members of NAPH. Only 22% percent of the respondents indicated that NAPH held conferences on SMT. However, it is possible that many primary school heads had attended conferences initiated by NAPH on issues other than SMT. Sixty four percent of the respondents indicated that they were members of NASH. Only 30% of respondents acknowledged that NASH held conferences on SMT.

Table 5.18 indicates that only a small percentage of heads acknowledged involvement in SMT by NAPH and NASH. The reason for the low response could be attributed to the fact that attendance of staff association meetings is optional. Thus, although a small number of respondents acknowledge involvement of the school heads' associations in SMT, these associations do hold conferences on SMT. This assertion is supported by responses presented through the open-ended question as indicated later in this section.

Respondents were asked to name any seminar or conference on SMT that they had attended. As alluded to in section 2.4.2.1, seminars are defined as conferences on a small-scale. Because of the nature of the responses, no distinction was made between seminars and conferences in the collection and analysis of data in this study. Some respondents named the workshops instead of seminars or conferences. The information that emerged from the responses resulted in varied answers, naming various SMT programmes. The responses revealed that school heads had attended the following SMT programmes:

- NAPH - organised conferences, for example at Beitbridge in the year 2000.
- NASH - organised conferences at regional and national level (in Harare)
- Workshops organised by Matabeleland North Education Officers, for example in 1987, 1989, and 1990.
- NASH - organised SMT workshops, for example in Matabeleland South in 1997 and 2000.
- SMT workshops for school heads of Independent Trust Schools.



**Table 5.18: Attendance of SMT workshops and memberships of professional associations**

|                                    |     | Frequency | Percentage |
|------------------------------------|-----|-----------|------------|
| <b>Attendance of SMT workshops</b> |     |           |            |
| Attendance                         |     | 163       | 78         |
| Nonattendance                      |     | 38        | 18         |
| Nonresponse                        |     | 8         | 4          |
| Total                              |     | 209       | 100        |
| <b>Membership: NAPH</b>            |     |           |            |
| Membership                         |     | 106       | 67         |
| Nonmembership                      |     | 36        | 23         |
| Nonresponse                        |     | 17        | 10         |
| Total                              |     | 159       | 100        |
| <b>NAPH held conferences</b>       | Yes | 35        | 22         |
|                                    | No  | 97        | 61         |
| Nonresponse                        |     | 27        | 17         |
| Total                              |     | 159       | 100        |
| <b>Membership: NASH</b>            |     |           |            |
| Membership                         |     | 32        | 64         |
| Nonmembership                      |     | 13        | 26         |
| Nonresponse                        |     | 5         | 10         |
| Total                              |     | 50        | 100        |
| <b>NASH held conferences</b>       | Yes | 15        | 30         |
|                                    | No  | 30        | 60         |
| Nonresponse                        |     | 5         | 10         |
| Total                              |     | 50        | 100        |

Respondents were asked to respond to a closed question, indicating which themes were covered in an induction SMT programme or continuing SMT workshop which they had attended. In response, table 5.19 reveals that themes indicated in table 2.3 (section 2.2.4) were used in both induction and continuing SMT workshops.

It is clear from table 5.19 that similar themes appear in induction sessions and continuing SMT programmes. This is understandable because themes for both induction and continuing SMT workshops are derived from the same source, namely the HTSP modules (section 3.2.3).

Table 5.19 and fig 5.3 indicate which themes are frequently used in induction sessions or in continuing SMT workshops. It is clearly seen from table 5.19 and fig 5.3 that the themes *Leadership* (34%), *Decision-making* (29%), *Self-management* (29%), *Pupils' Progress* (42%), and *Cooperation with parents* (33%) were more frequently mentioned in induction sessions than in workshop sessions. On the other hand, table 5.19 and fig 5.3 indicate that the themes: *Communication skills* (60%), *School ethos* (41%), *Knowledgeable teachers* (44%), *Instructional supervision* (19%), *Resource management* (19%) and *Relating to government systems* (22%) were more frequently mentioned in workshops than in induction sessions. These findings indicate that the themes that contribute to raising self-confidence of newly appointed school heads were more frequently mentioned in induction SMT than others. In this connection Bebb (1996) (section 2.3.3.2) advises that an induction programme for new heads should enable the inductee to be more confident in making decisions, hence, the importance of imparting decision-making skills in induction SMT programmes.

To a lesser degree the following themes also reflect differences in frequencies raised by respondents. The theme *Financial management* (15%) was raised more frequently for induction sessions than for workshops sessions. This is also consisted with the concerns of the school heads new-to-post (section 2.3.3.1 and table 5.8). *School law* was raised more frequently for induction (13%) sessions than for workshop sessions (8%). *School law* should be imparted in SMT, so that newly appointed school heads should not find themselves on the wrong side of the law from the outset.

**Table 5.19: Analysis of the induction and workshop themes**

| Category  | Item                              | Induction |     | Workshop  |     |
|---|-----------------------------------|-----------|-----|-----------|-----|
|   |                                   | Frequency | %   | Frequency | %   |
| Skills and attitudes of school headship (section 2.2.3.1) | Leadership                        | 71        | 34  | 12        | 6   |
|   | Decision making                   | 60        | 29  | 36        | 17  |
|   | Communication skills              | 18        | 8   | 125       | 60  |
|   | Self-management                   | 60        | 29  | 36        | 17  |
|   | Total                             | 209       | 100 | 209       | 100 |
| Outcomes of school headship (section 2.2.3.2)             | School ethos                      | 29        | 14  | 85        | 41  |
|   | Pupils' progress                  | 87        | 42  | 15        | 7   |
|   | Knowledgeable teachers            | 24        | 11  | 93        | 44  |
|   | Cooperation with parents          | 69        | 33  | 16        | 8   |
|   | Total                             | 209       | 100 | 209       | 100 |
| Areas of concern by practicing heads (section 2.2.3.3)    | Financial management              | 31        | 15  | 14        | 7   |
|   | School law                        | 28        | 13  | 18        | 8   |
|   | Conflict management               | 20        | 10  | 20        | 10  |
|   | Curriculum issues                 | 24        | 12  | 22        | 11  |
|   | Interpersonal skills              | 5         | 3   | 12        | 6   |
|   | Instructional supervision         | 4         | 2   | 40        | 19  |
|   | Community relations               | 30        | 14  | 13        | 6   |
|   | Resource management               | 9         | 4   | 40        | 19  |
|   | Personnel management              | 28        | 13  | 18        | 8   |
|   | Current educational development   | 30        | 14  | 12        | 6   |
| Total   | 209                               | 100       | 209 | 100       |     |
| Managerial tasks (section 2.2.3.4)                        | Human resources management        | 36        | 17  | 22        | 11  |
|   | Systems analysis                  | 32        | 15  | 27        | 13  |
|   | Developing philosophy of headship | 31        | 15  | 28        | 13  |
|   | Institutional planning            | 30        | 14  | 30        | 14  |
|   | Management of innovations         | 28        | 14  | 32        | 15  |
|   | Organisational skill              | 34        | 16  | 24        | 12  |
|   | Relating to government systems    | 18        | 9   | 46        | 22  |
|   | Total                             | 209       | 100 | 209       | 100 |

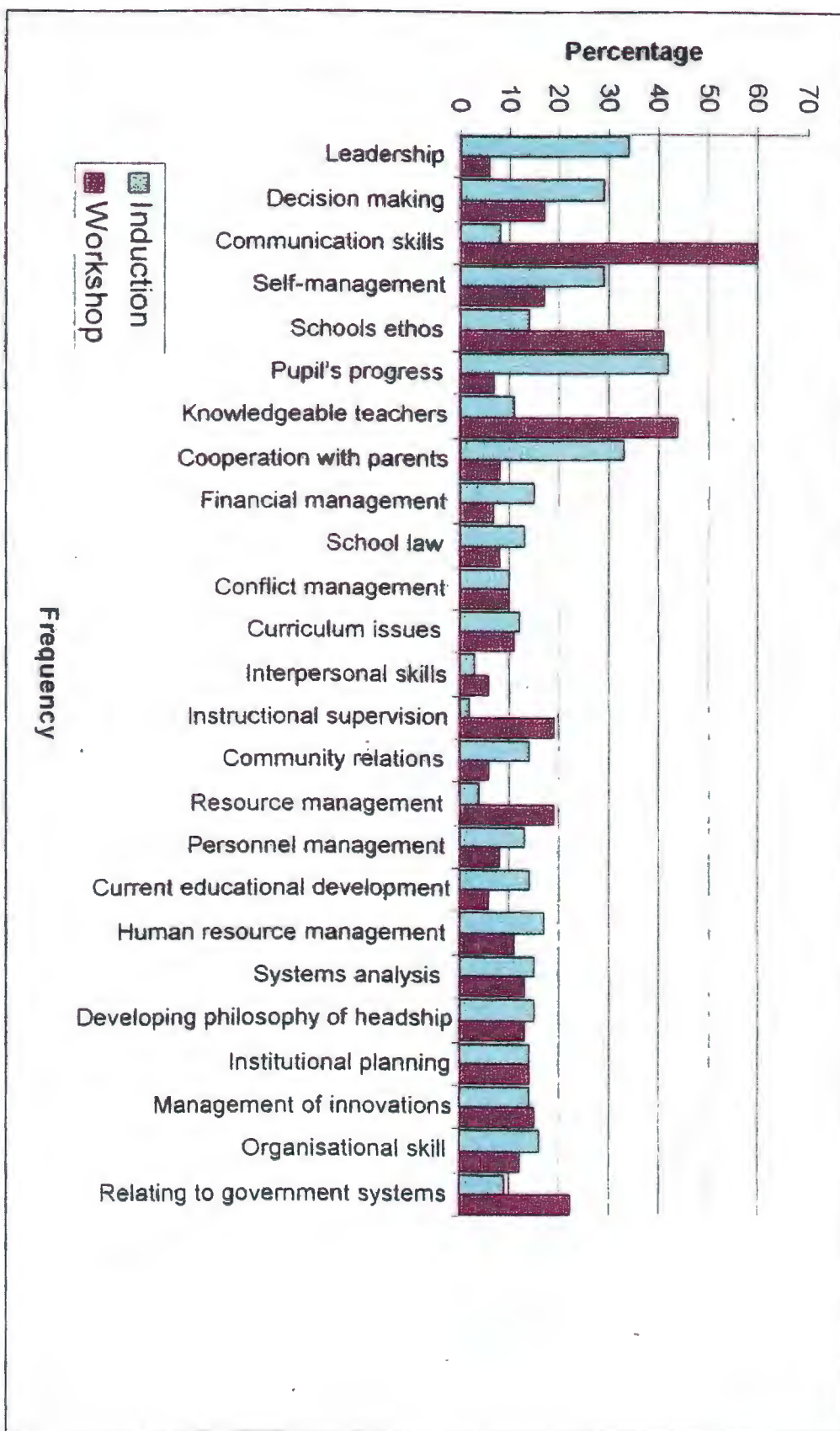


Fig 5.3 Frequency of the induction and workshop themes

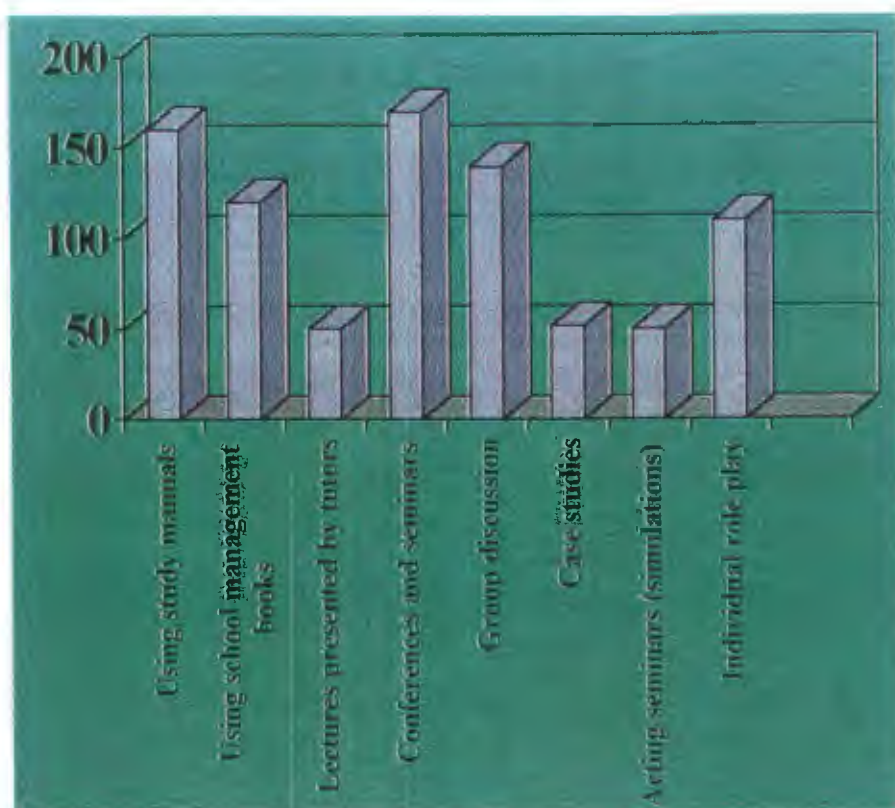
There are also possible explanations for the low frequencies. Themes such as *Pupils' progress, Community relations, Current educational development* in continuing SMT workshops are usually imparted implicitly as part of major themes. *Financial management* is also reflected by a low frequency. This explains why respondents have expressed a need for *Financial management* to be imparted more thoroughly (section 5.5 and section 5.6.1). The low frequency in themes such as *instructional supervision* and *Resource management* implies that the tutors in induction are more concerned with imparting those themes that inspire self-confidence to newly appointed school heads.

Table 5.20 and fig 5.4 indicate the frequency of training methods which were used in SMT workshops. Eighty-one percent of respondents indicated that group methods in the form of seminars and conferences were used in SMT workshops. Davis (1994) (section 2.3.3.4) recommends these group methods because information can be conveyed uniformly to a number of people. Group methods are particularly useful in induction workshops as they help in developing attitudes of heads in new roles of leadership. It is not surprising that many respondents (77%) indicated that they used study manuals in SMT workshops. These study manuals are in the form of HTSP modules which are used in both induction and continuing SMT. As the school heads keep the modules at home they can use them there. This means studying can take place at a time and place suited to the school head (Davis 1994) (section 2.3.3.4). The discussion method was also used often in the SMT workshops with (67%) respondents mentioning it.

**Table 5.20: Frequency of training methods used in SMT workshops**

| Method                        | Frequency | Total No. of Respondents | Percentage |
|-------------------------------|-----------|--------------------------|------------|
| Using study manuals           | 160       | 209                      | 77%        |
| Using school management books | 120       | 209                      | 57%        |
| Lectures presented by tutors  | 50        | 209                      | 24%        |
| Conferences and seminars      | 170       | 209                      | 81%        |
| Group discussion              | 140       | 209                      | 67%        |
| Case studies                  | 52        | 209                      | 25%        |
| Acting seminars (simulations) | 50        | 209                      | 24%        |
| Individual role play          | 110       | 209                      | 53%        |

Fig 5.4: Frequency of training methods used in SMT workshops



Davis (1994) (section 2.3.3.4) distinguishes between simulations and role-play. Both are acting scenarios, but simulations involve teams whereas role-play involves individual action. In table 5.20 and fig 5.4 the use of these methods are indicated by low frequencies. This shows that SMT trainers in Zimbabwe have not adopted the use of these methods, yet simulation and role-play are useful methods that relate school management theory to practice. Benza (1999) is concerned about the mode of delivery in SMT sessions in Zimbabwe (section 3.4.2.1) which underplays simulation and role-play method. These methods were indicated by low frequencies in this study. There is need for SMT trainers to use simulation and role-play methods because these methods link theory with practice.

During interviews respondents were specifically asked to mention forms of off-site SMT programmes they had participated in. The responses were as follows:

- During interviews with individual primary school heads:
  - SMT workshops organised by education officers
  - Cluster meetings of the HTSP

- During interviews with individual secondary school heads:
  - Cluster meetings of the HTSP
  - Workshop of the Institute of Personnel Management of Zimbabwe (IPMZ) on *Personnel Management*. Although the IPMZ offers business studies, some school heads attended these courses for their self-development. Many principles of *Personnel Management* are applicable in the school situation.
  - NASH conference on SMT.
- During group interviews with primary school heads:
  - SMT workshops organised by Education Officers
  - Cluster meetings of the HTSP
- During group interviews with secondary school heads who participated in the B.Ed (EAPPS) degree programme:
  - SMT workshops organised by Education Officers.
  - Cluster meetings of the HTSP
- During group interviews with secondary school heads who did not participate in the B.Ed (EAPPS) degree programme:
  - SMT workshops organised by Education Officers
  - NASH conference on SMT

It is clear from the interviews that most interviewees acknowledged attending the SMT workshops organised by Education Officers and cluster meetings of the HTSP. Secondary school respondents also acknowledged that NASH organised SMT conferences. Of interest is that some secondary school heads were engaged in self-development by attending *Personnel Management* courses of the IPMZ.

It is observed that the secondary school group that participated in the B.Ed (EAPPS) degree programme did not mention NASH conferences on SMT. This could imply that this particular group could not find time to attend NASH organised conferences as the members of the group might have been busy with their B.Ed (EAPPS) degree studies. Both the interview responses and the questionnaire responses indicate that the main forms of SMT held for school heads are workshops organised by Education Officers and cluster meetings of the HTSP.

From the empirical evidence it is clear that the majority of respondents expect school heads to be appraised. This is encouraging because heads' appraisal as on-site SMT provides the main source of learning management skills which emanate from the heads' day-to-day experiences in a school (Dunham 1995) (section 2.3.4.3). Another valuable form of on-site

SMT in Zimbabwe is the HTSP (Ota 1995 and Benza 1999) (section 3.3.2.2). Unfortunately a marginal majority of school heads indicated that they had taken part in the HTSP, although table 5.1 indicates that the majority of the respondents in the sample were experienced heads who ought to have participated in the HTSP.

It is encouraging that the majority of respondents indicated that they attended off-site SMT workshops conducted by Education Officers, although these were held intermittently (section 3.3.1). Although the workshop is the dominant mode of off-site SMT in Zimbabwe, respondents indicated that the school heads' associations, namely NAPH and NASH, organised SMT seminars and conferences for school heads and this is also encouraging. Thus the empirical evidence has established that on-site and off-site SMT in Zimbabwe complement each other, but the limitations of each form should be addressed so that school heads could benefit optimally from SMT opportunities.

In presenting the responses of subgroups the attendance patterns are classified into attendance at the Education Officers' workshops and attendance at the NAPH/NASH conference. Table 5.21 presents responses of subgroups on the attendance at the Education Officers' workshops, while table 5.22 presents the attendance at the NAPH/NASH workshops.

**Table 5.21 Responses of subgroups on the attendance of Education Officers' workshops**

| Subgroup               | Attendance |     | Education |    | Officers' |     |
|------------------------|------------|-----|-----------|----|-----------|-----|
|                        | Yes        | %   | No        | %  | Total     | %   |
| Female heads           | 43         | 67  | 21        | 33 | 64        | 100 |
| Male heads             | 120        | 83  | 25        | 17 | 145       | 100 |
| Primary school heads   | 130        | 82  | 29        | 18 | 159       | 100 |
| Secondary school heads | 33         | 66  | 17        | 34 | 50        | 100 |
| 31-40 age groups       | 63         | 76  | 20        | 24 | 83        | 100 |
| 41-60 age group        | 92         | 78  | 26        | 22 | 118       | 100 |
| Above 60 years         | 8          | 100 | 0         | 0  | 8         | 100 |
| Rural school heads     | 123        | 76  | 39        | 24 | 162       | 100 |
| Urban school heads     | 40         | 85  | 7         | 15 | 47        | 100 |
| 1-0 years of service   | 110        | 75  | 36        | 25 | 146       | 100 |
| 11-3 years service     | 46         | 85  | 8         | 15 | 54        | 100 |
| Over 30 years service  | 7          | 78  | 2         | 22 | 9         | 100 |



**Table 5.22 Responses of subgroups on the attendance of NAPH/NASH conferences**

| Subgroup                      | Attendance |    |     |    | NAPH/NASH |     |
|-------------------------------|------------|----|-----|----|-----------|-----|
|                               | Yes        | %  | No  | %  | Total     | %   |
| Female primary school heads   | 11         | 23 | 36  | 77 | 47        | 100 |
| Male primary school heads     | 24         | 21 | 88  | 79 | 112       | 100 |
| Female secondary school heads | 3          | 18 | 14  | 82 | 17        | 100 |
| Male secondary school heads   | 12         | 36 | 21  | 64 | 33        | 100 |
| Rural school heads            | 30         | 19 | 132 | 81 | 162       | 100 |
| Urban school heads            | 20         | 43 | 27  | 57 | 47        | 100 |

From tables 5.21 and 5.22 it is clear that the workshops were better attended than the conferences that were organized by the school heads' professional associations – **NAPH** and **NASH**. Since the SMT workshops are organized by Education Officers, school heads are expected to attend. The NAPH/NASH organized conferences are optional. There is, therefore, a need for school heads in Zimbabwe to show greater commitment to their professional development. In developed countries school heads' associations are involved fully in the professional development of their members (section 2.3.5.2).

Primary school heads' responses indicate higher attendance at the SMT workshops than secondary school heads responses. It could be that they feel the need for SMT more than their secondary school counter parts since many of them hold lower qualifications (section 4.3). The rural school heads' responses indicate lower attendance than urban school heads' responses. The challenges faced by rural school heads in attending SMT workshops have already been discussed. It is interesting to note that despite approaching the retirement age, those above 60 years of age indicated 100 percent attendance at SMT workshops. Differences are also reflected in rural and urban school heads' attendance of conferences. As already indicated, because of problems faced by rural school heads their attendance is lower than that of urban school heads.

## 5.7 VIEWS OF SCHOOL HEADS ON IMPROVING SCHOOL MANAGEMENT TRAINING IN ZIMBABWE

### 5.7.1 Views of respondents as expressed in the questionnaire

The fifth aim of the empirical investigation was to seek the views of school heads on what should be done to make SMT more relevant to the management needs of school headship. These views were gathered through the last open-ended question in the questionnaire. The views expressed by respondents were summarised under the following comments:

- SMT should be held more *regularly* (40 responses) Respondents argued that SMT should be continuous and should be presented at least annually in order to keep school heads up to date in school management. Some even suggested that SMT workshops be held termly. Some respondents claimed that some school heads appointed in 1999 had not attended any SMT programme. Benza (1999) (section 3.4.3) expresses concern about the irregularity of SMT courses in Zimbabwe. Benza (ibid) claims that this situation renders SMT ineffective.
- SMT should *precede* the appointment of a teacher to school headship (17 responses). On this issue respondents mentioned that mandatory forms of SMT should be offered before a teacher is appointed to headship: The B.Ed (EAPPS) degree programme is not mandatory as only self-motivated teachers join the degree programme. All teachers should be exposed to SMT in colleges of education so that if appointed they would assume school headship with confidence. Some respondents argue that knowledge of school management is not only beneficial to those teachers who get promoted to headship. It is useful to all teachers, because teaching also involves class management. Furthermore, some teachers are promoted as heads of department or senior teachers. Induction SMT is also deemed necessary before teachers can assume headship positions. Some respondents claimed that during the early 1980s induction courses were conducted more often, but recently there is a tendency of plunging teachers in school headship without acquiring management knowledge or skills.

Some respondents suggested a definite period of training for acting school heads, for example two weeks of training away from the school site. After this period of training the trained head returns to school. Then a follow up inspection would be conducted to determine whether the head was able to implement school management skills gained during the training. If found to be performing satisfactorily, the school

head would be appointed permanently. It was suggested that the training should be offered by an experienced team or retired school heads. Such a team was described by some respondents as a task force charged with training school heads.

- SMT should be conducted by *consultants* and *experts* in school management (12 responses). This is contrary to the findings to the closed questions (table 5.8 and table 5.10). The apparent contradiction is attributed to the fact that in the case of table 5.8 and 5.10, the responses were influenced by what is current practice in SMT in Zimbabwe. The expressed views through the last open-ended question clearly indicate that school heads need the involvement of experts such as university lecturers (section 2.5.1). Respondents expressed concern about non-expert tutors who read HTSP modules during SMT sessions (section 5.6.1 and 5.7.2).
- SMT should be conducted through *case studies*, *role-play* and *videos* on SMT (7 responses).. Respondents suggested that inspection reports which have been written by Education Officers could be used as case studies for further skills development of school heads. Respondents also advocated the use of role-play, videos on SMT and visits to other schools as part of SMT. The use of methods such as video tapes and films would fulfil a training need for methods that relate theory to practice, as observed by Benza (1999) (section 3.3.5).
- SMT should be relevant to *practical school situations* (12 responses). Respondents charged that courses offered in SMT workshops are theoretical and less related to school situations. They maintained that some courses relate to situations in Western countries and were less related to Zimbabwean situations. However, the contents of the HTSP modules (section 3.2.2.) which are mainly used in induction and continuing SMT relate to practical issues such as time-tabling. These responses could indicate the views of those respondents who might have been taught through sources other than the HTSP modules.
- The Ministry of Education, Sports and Culture should award *certificates of attendance* of SMT courses (12 responses). Respondents argued that certification at the end of the SMT course could encourage maximum participation by the school heads attending the course. Some respondents suggested that participants of the SMT courses should be tested at the end to ensure that they had mastered the required skills.

Lockheed and Verspoor (1991) (section 2.3.5) view the Thailand SMT programme as successful in changing the behaviour of school principals. This could be attributed to the fact that in Thailand participants of SMT are tested and are awarded certificates after a follow up evaluation.

- SMT should include *deputy heads* (8 responses). Respondents argued that deputy heads act as heads in the absence of heads. SMT would make deputies confident in their acting positions. In Sweden, SMT includes school heads and their deputies (section 2.3.5).
- SMT should be *long enough* to ensure acquisition of skills (14 responses). Some respondents even suggested that SMT sessions could be held during the school holidays. This practice could deprive school heads of their vacation time. SMT is important and therefore enough time for training should be made available during the course of the school term. Davis (1994) and Ota (1995) (section 3.3.2.2) expressed concern about the short duration of induction SMT. MOE and UNICEF (1996) (section 3.3.3.2) found that respondents in their study attended HTSP cluster meetings less often than prescribed.
- SMT should be conducted through *group work* (12 responses). Respondents suggested that school heads should identify school management problems and discuss these in groups in order to come up with solutions. These views are consistent with the process-based group of models which enhance school management practice through a circle of learning leading to the testing of potential solutions to problems (section 2.3.2).
- SMT should pay attention to *institutional provision* for SMT (14 responses). School heads at present use existing institutions such as schools and colleges as venues for induction SMT and continuing SMT. Some respondents suggested that a budget should be set aside by the Ministry of Education, Sports and Culture for setting up institutions for SMT. Some respondents suggested that SMT sessions should be conducted in comfortable places such as hotels. Conducting SMT sessions in hotels could be unnecessarily expensive, but this view underlines a felt need that the relevant authorities should provide a suitable and permanent institution for SMT. These views indicate that respondents were not comfortable with using school classrooms as training venues for SMT.

- SMT should pay attention to the *school business aspects of the school* (seven responses). Respondents indicated that it is not enough to pay attention to the academic side of SMT, but there was also need to pay attention to the business side of the school. Some respondents held the view that school business courses such as *Strategic management for schools*, *Accountancy for school managers* and *Computer skills for school managers* be offered in SMT. In this vein the B.Ed (EAPPS) course *Educational Business Administration* (section 3.2.2.1) could be expanded to include these themes. Some respondents even suggested that occasional short courses in school management be integrated with courses of business organisations such as the IPMZ.
- School heads should be consulted about *SMT needs* (8 responses). Respondents suggested that school heads should have an input into themes that are imparted in SMT. Dadey and Harber in Benza (1999) (section 3.2.2.2) concur with the view that school heads should be consulted on what they should be taught in SMT programmes.

These responses reflect the views of respondents of varied backgrounds in terms of age, academic and professional qualifications, grade of headship, school segment, type of school, participation in the B.Ed (EAPPS) degree programme, and length of experience as head (table 5.1). Although the various groups expressed similar concerns, there were a few differences in emphasis on the expressed issues.

A closer examination of the responses by the various groups revealed that respondents who participated in the B.Ed (EAPPS) degree programme tended to express the need for institutional provision in SMT more prominently than those who did not participate in the degree programme. The reason for this concern could be that the B.Ed (EAPPS) degree participants experienced the inconvenience of using rented premises during their week-end-schools (section 3.3.4). Respondents from the rural areas tended to be more concerned about the regularity of SMT workshops than did respondents from urban areas. The reason for this position could be that urban school heads attend SMT programmes more often than do rural school heads. Urban schools are more accessible than rural schools, therefore, it is easier to organise SMT sessions for urban school heads than for rural heads. School heads in private trust schools appeared less concerned about the inadequate funding of SMT workshops than other heads, because trust schools have ample financial sources. School heads who have served for periods longer than ten years tended to emphasise refresher courses in SMT.

### 5.7.2 Views of respondents as expressed during interviews

Interviewees were asked to state the knowledge, skills and attitudes which had not been sufficiently provided for in SMT programmes. Their views revealed some areas which have been overlooked in SMT programmes:

- Supervision of technical subjects
- Recruitment and selection of staff
- Discipline
- Financial management
- Training of trainers
- Report writing
- Managing time

Respondents held the view that *Financial Management* was not given adequate treatment in both formal and non-formal SMT programmes. Although the theme is addressed in the B.Ed (EAPPS) degree course, *Educational Business Administration* (section 3.2.2.1) and in module 5 of the HTSP as *Financial Management* (section 3.2.2.2) interviewees mentioned that themes which could help them solve practical financial problems in schools were not addressed. For example, interviewees argued that they could still find it difficult to balance school accounts, despite having attended courses on financial management. These concerns were shared by questionnaire respondents (section 5.4 and section 5.6.1).

Respondents suggested that supervision of technical subjects should be one of the themes to be addressed in SMT programmes. The reason for this suggestion is that many school heads do not possess qualifications in technical subjects. Thus they do not feel confident in supervising the teaching of these subjects. However, as mentioned in section 5.4 the researcher maintains that instructional subject-related supervision is the responsibility of the Heads of Departments. Therefore, the inclusion of the theme *supervision of technical subjects* may not be necessary in both formal and non-formal SMT for school heads. Some respondents suggested that recruitment and selection of staff should also be addressed in SMT programmes since school heads are now responsible for recruiting staff in Zimbabwe (section 5.4).

Respondents gave reasons for including the following themes in SMT programmes: discipline, training of trainers, report writing, and managing time. These issues confront school heads in their day to day running of schools.

Interviewees were asked to state the limitations which they observed in SMT programmes. They were also asked to suggest what could be done to rectify the limitations. The responses are summarised in table 5.23.

**Table 5.23 Perceived limitations of the SMT programmes and ways of solving them**

| <b>Perceived limitations of SMT programmes</b>                                    | <b>Solutions</b>   |
|---|--|
| Lack of practical solutions to school problems                                    | SMT programmes to address school related problems            |
| Lack of input from practising school heads  | School heads to be consulted on school management themes     |
| Use of young and in-experienced heads in training sessions                        | Experienced school heads to be used in training sessions.    |
| Lack of advance planning  | SMT programmes to be planned thoroughly in advance.          |
| Lack of input on training needs from school heads.                                | School heads to be consulted about their training needs.     |
| Inadequate time for learning in SMT sessions.                                     | Enough time should be allocated to learning in SMT sessions. |
| Facilitators of SMT sessions read HTSP modules instead of explaining the content. | Experts in school management to be used in SMT.              |

Views of respondents were sought on what could be done to improve the quality of SMT programmes in Zimbabwe. What emerged from the responses was that experts in school management should be used in order to avoid a situation where facilitators in SMT session read the HTSP modules instead of explaining the contents (section 5.6.1). Some interviewees suggested that experts in management from other institutes, such as the Institute of Personnel Management of Zimbabwe (IPMZ) could team up with experts in educational management to conduct SMT sessions.

Interviewees suggested that SMT workshops should be held more regularly (section 5.7.1). This view was shared by questionnaire respondents. There was consensus amongst interviewees that more resource persons be provided in order to achieve a lower tutor-trainee ratio.

The interview responses reflect the varied views of five individual primary school heads, five individual secondary school heads, one group interview with 12 primary school heads, one group interview with seven secondary school heads who participated in the B.Ed (EAPPS) degree programme, and one group interview of secondary school heads who did not participate in the B.Ed (EAPPS) degree programme (section 4.4). The interview responses by and large reflect similarities with the questionnaire responses. However, there are notable differences as indicated below.

Responses from five individual primary school heads tended to emphasise the following issues:

- Respondents held the view that handling of school accounts and balancing accounts should be imparted to newly appointed school heads. The course *Educational Business Administration* of the B.Ed (EAPPS) degree programme could offer more job-related financial skills.
- Respondents hardly indicated any self-development activities apart from those in the B.Ed (EAPPS) degree programme.
- Respondents mentioned workshops organised by Education Officers.
- Respondents mentioned the need to impart skills in public relations.
- Respondents revealed that they attended one workshop per year, but some attended three times a year.
- Respondents revealed that trainers were mostly experienced heads and Education Officers. This situation has influenced questionnaire responses (table 5.10 and 5.13), where respondents rank Education Officers highly as trainers. Yet open-ended questionnaire responses (5.7.1) clearly indicate that respondents held the view that consultants and university experts should be used in SMT.
- Respondents acknowledged attendance of cluster meetings of the HTSP
- Respondents held the view that SMT should link theory with school related problems.
- Respondents held the view that heads should be consulted about training needs.
- Respondents mentioned that the themes *managing time* and *setting tests* should be imparted in SMT.
- Respondents advised that the workshops should be more systematic.
- Respondents acknowledged acquiring communication skills in SMT programmes.

Individual secondary school heads' views emphasised the following issues (not already mentioned):



- Respondents held the view that *supervision of technical subjects* should be included as a theme in SMT programmes. What the respondents overlooked is that in secondary schools the supervision of specialised subjects is the work of Heads of Departments as subject specialists, as already indicated in this section.
- Respondents held the view that consultants and experts should be used in SMT.
- Respondents mentioned that *recruitment and selection of staff* should be included as themes in SMT.
- Respondents revealed that they participated in personnel management sessions of the IPMZ as self-development.
- Respondents were awarded certificates of attendance in IPMZ lessons.
- Respondents expressed concern about inadequate learning time in SMT sessions.
- Respondents held the view that *report writing* should be imparted in SMT programmes.

The group interview with primary school heads reflected the following issues (not already mentioned):

- Respondents mentioned that the theme *training of trainers* was necessary because:
  - school heads also train teachers in staff-development programmes.
  - experienced heads also take part in the training of other heads in SMT.
- Respondents were concerned that some facilitators of the SMT programmes just read the HTSP modules without explaining the contents clearly.

The group interview with secondary school heads who participated in the B.Ed (EAPPS) degree programme revealed as issues (not already included):

- Respondents were concerned that SMT in Zimbabwe lacks needs assessment by school heads.
- Respondents mentioned the attendance of B.Ed (EAPPS) degree programme as a self-development activity

The group interview with secondary school heads who did not participate in the B.Ed (EAPPS) degree programme) revealed:

- Respondents mentioned that the themes *discipline* and *education law* should be included in SMT programmes.
- Respondents mentioned that NASH organised SMT conferences.
- Respondents expressed concern about lack of advance planning

In this group, self-development was not evident from the responses. This group appeared not to be involved in any self-development such as any form of further studies, except attending NASH organised conferences.

It appears that the concerns expressed during interviews were similar in many respects to those expressed in the questionnaire survey. However, because of the open nature of interviews, respondents were able to express needs for SMT themes which were not mentioned in the questionnaire responses such as:

- Discipline
- Supervision of technical subjects
- Training of trainers

## **5.8 IMPLICATIONS OF THE EMPIRICAL FINDINGS**

The key areas of needs for SMT in Zimbabwe that have emerged from the empirical findings are presented according to the empirical research questions (section 4.1).

- **The extent to which respondents regarded SMT in colleges of education a valuable preparatory phase for teachers.**

There is a need for SMT to precede the permanent appointment of school heads. The implication for this is that there is need for a preparatory phase of SMT. This could be implemented in two stages. The first stage would be to offer management courses to all student teachers at the colleges of education. The second stage would be to require all qualified teachers who have been provisionally appointed to positions of headship to undergo a period of training before assuming headship duties permanently. Such trainees would be tested for competence using either or both of the following methods: those who participated successfully in any SMT programme could be issued certificates. Those who participated and completed an approved SMT course would assume headship positions in an acting capacity and then there would be a follow-up assessment after a specified period to review their performance. If the acting heads were found to be performing their duties competently, they would be appointed permanently as heads.

- **Strengths and weaknesses of the B.Ed (EAPPS) degree programme in terms of school management practice**

There is a need for a university degree programme that focuses on the management needs of school heads. While respondents acknowledged that they had benefited from studying the

B.Ed (EAPPS) degree programme, Fig 5.2 indicates that the majority of students ranked highly those courses of the degree programme which had a clearer focus on school leadership and management compared to those with a focus on issues which are the responsibility of government or the Ministry of Education, Sports and Culture. The implication of these responses is that the present B.Ed (EAPPS) programme is a good programme for the policy makers of the education system. Another implication is that there is need to conduct continuous needs assessments amongst school heads and implement suggested themes in a degree programme on school management.

While respondents indicated that they were happy with the certificates issued to them after completing the B.Ed (EAPPS) degree programme, they suggested that the acquisition of the degree be recognised for further promotion purposes. Some respondents were unhappy that the degree was offered to classroom teachers who become frustrated afterwards because it is not automatic that the attainment of the degree leads to promotion from the classroom to headship. Overlapping themes should be avoided in the B.Ed (EAPPS) degree course. This would reduce the number of courses on offer.

- **The extent to which induction SMT sessions offered for newly appointed school heads are adequate preparation for school management practice**

There is a need for a consistent and systematic induction programme for newly appointed school heads. Although the majority of respondents indicated that they attended an induction programme, a few responded to the contrary. The implication is that there is no consistency in holding induction courses for newly appointed school heads, otherwise it should be automatic that every newly appointed school head attends an induction course in order to be prepared to perform new duties. While the majority of respondents indicated that the induction of newly appointed school heads was necessary, they indicated that a day's session was too short and six to eight weeks was too long. The implication of these responses is that one week of induction seems to be adequate as it is long enough to ensure reasonable coverage of key management skills. Six to eight weeks would be unnecessary because school heads are appointed from the ranks of qualified teachers. From the list of suggested themes for induction, it was evident that some school heads were not sufficiently aware of self-induction. Self-induction should complement formal induction and this justified a much shorter period than (for example) a month for an induction programme.

- **The extent to which continuing SMT programmes run by education officers are relevant to school management practice.**

There is a need for both on-site and off-site SMT, because each mode of training fills a particular gap. While the majority of school heads recognise the role of heads appraisal as on-site SMT, few accept the idea of peer appraisal, preferring to be appraised by Education Officers for no other reason than that education officers are their immediate supervisors. Through open-ended questions and interviews respondents expressed the view that consultants and university experts should be used in SMT. The implication of these responses is that there is a need to include headteacher appraisal in the contents of SMT programmes, so that school heads could appreciate the importance of the various forms of headteacher appraisal.

While Benza (1999), Ota (1995), and the participants in the study welcomed the introduction of the HTSP and cluster workshops, the majority of respondents expressed certain reservations. As for all forms of SMT in Zimbabwe, respondents suggested that the cluster workshops should be held more regularly. The majority of respondents also expressed concern about the tutoring offered in cluster meetings, charging that some cluster tutors simply read HTSP modules to participants. Chapter three of the review of literature reveals that the content of the HTSP modules is less academic than the content of the B.Ed (EAPPS) degree programme (section 3.2.3). Thus there is need to integrate the content of the HTSP modules with those of the B.Ed (EAPPS) degree programme. In this way, the two systems could complement each other in a way that links theory of school management to school practice.

## **5.9 CONCLUSION**

The extent to which the questionnaire survey and the interviews (section 4.5.2) were successful is reflected by the scope of the findings obtained. The closed questionnaire was useful because it made it possible for the researcher to solicit responses on wide ranging issues. Firstly, the demographic data were collected (table 5.1). These data were important because they revealed particular characteristics of respondents which matched specific needs of certain groups of respondents (section 5.7.2). The closed questions also helped the researcher to collect data on the content and needs of the preparatory phase of SMT (section

5.3); the strengths and weaknesses of the B.Ed (EAPPS) degree programme (section 5.4); the induction phase of SMT (section 5.5); and the continuing phase of SMT (section 5.6).

The responses to the open-ended questions revealed wide ranging concerns about the improvement of SMT (section 5.7.1). The interview data complemented the responses to the open-ended and closed questions and broke new ground, coming up with issues not mentioned in the questionnaire responses (section 5.7.2).

All in all, the survey was successful and produced data which indicated the current SMT opportunities in Zimbabwe and revealed SMT needs of school heads. A significant need that emerged from the data concerns a collaborative model of SMT that would link theory and practice of SMT. This need arose from the fact that the B.Ed. (EAPPS) degree programme, by its nature, is a university study which focuses on academic studies which need not be confined to school management. On the other hand, the HTSP modules are professional studies that focus on the day-to-day problems of running a school. A collaborative model of SMT could use university lecturers and Education Officers as tutors of the SMT modules that focus on non-formal SMT themes that are similar to those of formal SMT. This arrangement could successfully integrate academic and professional elements of SMT to the optimal benefit of school heads.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

The main concern that motivated the researcher to conduct this study was the need to identify SMT models relevant to the managerial functions of school heads. Thus the study focused on the preparatory, induction and continuing phases of SMT for primary and secondary school heads. The importance of the relevance of SMT to school management practice emanated from a number of factors:

- The need to provide useful information on SMT to the two ministries of education, universities and other interested parties;
- The need to inform designers of formal and non-formal SMT programmes on appropriate formats; and
- The benefit of offering appropriate models of SMT to school heads.

In the light of the foregoing, the study was conducted to investigate the views of school heads on the relevance of various SMT programmes to the practice of school management, and to reveal appropriate models for SMT. The investigation was based on the assumption that the research results could lead to the improved understanding of deficiencies in the provision of SMT programmes and possible remedies. More specifically, the research aimed at:

- investigating and analysing the relevance of school management theory in SMT programmes to the practice of school management;
- presenting an overview of the present provision of SMT in Zimbabwe; and
- identifying and recommending SMT models that are relevant to the needs of school headship in Zimbabwe.

In the following sections, the findings of this study are summarised. On the basis of these findings, conclusions are drawn and recommendations are made.

#### **6.2 SUMMARY OF FINDINGS**

The study sought to investigate the views of school heads on whether they perceive the theory imparted in SMT to be relevant to school practice, and to identify and describe the models of in service SMT that would be optimally relevant to the practice of school management. To investigate the problem of the study (section 1.2), two methods of research were used, namely, literature review and empirical investigation. Accordingly, this section is

divided into two subsections. In the first subsection the findings of the literature review are summarised and those of the empirical investigation are summarised in the second subsection.

### **6.2.1 Summary of findings: Literature review**

The major findings of the review of literature (chapters two and three) were summarised. The findings in chapter two reflected the global perspective on the contents, typology, and modes of SMT. Chapter three is an analysis of the contents, typology, and modes of SMT in Zimbabwe with reference to the findings of chapter two. The findings of the literature review are systematically analysed under the following themes:

- Contents and modes of the preparatory phase of SMT;
- Contents, strengths and weaknesses of the B.Ed (EAPPS) degree programme;
- Contents and modes of the induction phase of SMT;
- Contents and modes of the continuing phase of SMT; and
- Strategies for improving SMT.

#### **6.2.1.1 Contents and modes of the preparatory phase of SMT**

In section 1.3 the following research question was posed as a subproblem: To what extent did school heads follow school management courses in colleges of education during their initial teacher-training? To answer this question, the findings in chapter three are summarised with reference to chapter two.

Findings of the literature review (chapter three) show that in Zimbabwean colleges of education, school management can only be offered as part of the contents in professional theory studies. It is not a distinct subject in the college curriculum (section 3.4.1.1). This applies to both primary and secondary teacher education colleges. In primary teacher education colleges, the professional foundation courses cover philosophy, psychology, sociology and economics of education. In secondary teacher education colleges, theory for education courses also covers philosophy, psychology or sociology.

An examination of the courses offered in theory of education courses for both primary and secondary teacher education colleges reveals that school management is not included in the courses offered. Section 3.4.1.1 indicates that none of the group of studies offered in teacher education colleges includes school management. This means that the extent to which school management can be followed in teacher education colleges is insignificant. This is the position despite the importance attached to the offering of school management at colleges of education by Leurs (1991) and Bedassi (1994) (section 2.4.1.1).

#### **6.2.1.2 Contents, strengths and weaknesses of the B.Ed (EAPPS) degree programme**

On the B.Ed (EAPPS) degree programme, the question posed as a subproblem was (section 1.3): what do school heads perceive to be the strengths and weaknesses of the B.Ed (EAPPS) degree programme? To answer this question, it should be noted that the strengths of a university-based degree course lie in offering students the opportunity to look at themes from multiple perspectives (section 2.4.1.2). The B.Ed (EAPPS) degree programme offers a number of school management courses from multi-perspectives as reflected in the themes outlined in section 3.2.2.1. The B.Ed (EAPPS) degree programme offers school management training in four key areas: *Educational leadership*, *Educational management*, *Educational planning*, and *Policy studies*. An analysis of these themes indicates that *educational leadership* and *educational management* have a stronger focus for school management than the other two.

In further answering the question posed, it could be observed that the weakness of the university-based degree course is that it tends to be remote from practice (2.4.1.2). What emerged from the review of literature is that the contents of non-formal SMT programmes tends to be more job-related to the managerial functions of school heads than do the contents of the B.Ed (EAPPS) degree courses (section 3.2.3). A closer examination of the contents of the B.Ed (EAPPS) degree (section 3.2.2.1) reveals another weakness of the B.Ed (EAPPS) degree programme. This concerns repetition of themes in the courses offered. For example, the courses *Educational Leadership and Supervision*, *Leadership and Educational Effectiveness*, and *The Role of the Instructional Leader* could be coalesced.

#### **6.2.1.3 Contents and modes of the induction phase of SMT**

The research question posed was (section 1.3): Do school heads perceive the induction sessions offered to newly appointed school heads to be adequate preparation for the practice of school management? Attwood and Dimmock (1996) (section 2.3.3.1) found that school heads new-to-post experience a feeling of lack of belonging and disorientation on taking up headship positions. In view of this, it is necessary that induction sessions should adequately prepare newly appointed school heads for their new positions. Kydd et al (1997) (section 2.3.3.2) found that for the induction session to prepare newly appointed school heads adequately for their new roles, the contents of an induction session should cover the following themes:

- Decision-making
- Conflict resolution
- Interpersonal relations



- Inspiring confidence
- The art of delegation
- Building trust

Davis (1994) (section 2.3.3.4) suggests that the duration of an induction session should be long enough in order to cover the themes suggested above adequately. According to section 3.2.2.2, the contents covered in induction programmes in Zimbabwe seem to be adequate as they are comparable with those suggested by Kydd et al (1997) (section 2.3.3.2). However, the duration of the induction sessions in Zimbabwe is too short to prepare newly appointed school heads adequately for their new roles (section 3.3.2.2). Furthermore, Gatawa (1998) (section 3.3.2.2) mentions that the ineffectiveness of induction programmes was caused by the decentralisation of the induction process to regions. The Regional Education Officers appeared to have conducted the induction sessions less adequately when compared to the SCU at national level.

The review of literature revealed that newly appointed school heads would adequately prepare themselves for the job of school headship through the self-induction process. The finding in section 3.3.2.1 indicates that many school heads in Zimbabwe learnt their job through trial and error, because they were neither aware of the self-induction process nor had they attended official induction sessions. Yet Nathan (1991) (section 2.3.3.3) suggests self-induction activities which school heads could perform to prepare themselves adequately for their new headship roles:

#### **6.2.1.4 Contents and modes of the continuing phase of SMT**

The review of literature addressed the on-site and off-site SMT programmes. In this section, on-site SMT programmes cover the B.Ed (EAPPS) degree programme and the HTSP, but the analysis focuses on the latter. The analysis of the off-site SMT programmes focuses on the seminars, conferences, and workshops for school heads.

Related to continuing SMT programmes, the question posed as a subproblem was (section 1.3): Do school heads perceive programmes offered in continuing SMT to be relevant to the practice of school management? This question can be more systematically answered in stages. Firstly, it will be answered in relation to the B.Ed (EAPPS) degree programme; secondly, in relation to the HTSP; thirdly, in relation to the seminars and conferences; and fourthly, in relation to workshops.

Relevant to the B.Ed (EAPPS) degree mode of distance-learning, Hattersley (1992) (section 3.4.1.2) expresses concern about the disruptive effects of SMT programmes which take people away from their normal duties. The relevance of the B.Ed (EAPPS) degree programme to SMT in Zimbabwe hinges on its mode of learning. As a distance learning course, school heads are able to attend the B.Ed (EAPPS) degree course on-site with minimum disruption from their job. In this way, it is possible for school heads to link theory with practice (Section 3.7).

On the relevance of the HTSP to the practice of school management, Ota (1995) and Benza (1999) (section 3.3.3.2) acknowledge the relevance of the HTSP to school management practice in Zimbabwe in terms of its course contents and mode of operation. The relevance of the HTSP is indicated by the activities involved, such as: school heads learning through mutual visits to neighbouring schools; and sharing ideas on school management in cluster meetings (section 3.3.3.2). However, MOE and UNICEF (1996) (section 3.3.3.2) found that although the cluster meetings of the HTSP were valuable generally, they cannot be a major vehicle for managerial skills training. A charge against the HTSP organisers is that they do not involve school heads in the planning of the HTSP curriculum (section 3.3.3.2). Another criticism levelled at the HTSP is that the cluster meetings are not regularly held. MOE and UNICEF (1996) (section 3.3.3.2) found that half of the school heads who participated in their study, attended cluster meetings less than the prescribed once a month.

The review of literature findings on seminars and conferences on SMT in Zimbabwe is limited to meetings held by the school heads' professional associations: NAPH and NASH (section 3.4.2.1). These associations include school management themes in the agenda for their annual conferences. Unfortunately the seminars are not held regularly, yet the seminar could allow for discussion of challenging ideas on school management among participants (section 2.4.2.1).

From the literature findings, it appears that the workshop is the dominant mode of non-formal SMT in Zimbabwe. The goals of workshops in Zimbabwe focus on job-related school management themes such as time-table making (section 3.4.2.2). However, Benza (1999) describes the workshop in Zimbabwe as the occasional workshop because it is not held regularly. This has resulted in some heads missing out on essential management tasks (section 3.4.2.2). Perhaps a reason why the workshops are not held regularly is that there are no full-time officers charged with the responsibility of SMT (section 3.4.2.2).

#### **6.2.1.5 Strategies for improving SMT**

On the strategies for improving SMT, the question posed as a subproblem was (section 1.3): What do respondents think should be done to make SMT relevant to the needs of school heads? Literature reveals that there are models which could improve SMT programmes. It was found from literature that appropriate SMT models should integrate school management theory with school management practice.

Three types of job-related SMT models have emerged from the review of related literature. These cover: contingency-based models which match school management theory with school practice; process-based approaches which relate SMT to solving performance problems in schools (section 2.3.2); and collaborative SMT models which balance expert knowledge offered by universities with practical skills offered by Ministry of Education officials (section 2.3.4.4).

All in all, the review of literature findings served as significant evidence pointing to the appropriate SMT content, typology and modes which are required in the practice of school management. In this respect the review of literature has supported the idea that school management theory should be relevant to the practice of school management. This implies that relevant school management theory should be offered in all the phases of SMT, namely the preparatory, induction and continuing SMT. Similarly the theory should be relevant to both formal and non-formal modes of SMT phases. The contingency-based, process-based and collaborative models of SMT could enforce the link between theory and practice because the three types of models are all job-related. These findings from the literature review (chapters two and three) also provide a background on which the empirical investigation to determine the SMT needs of school heads in Zimbabwe was based.

#### **6.2.2 Summary of findings: Empirical investigation**

In this section, the findings of the empirical investigation are summarised. These findings were based on the same questions on which the findings of the review of literature were based (sections 1.3 and 4.1). For consistence, the findings were analysed according to the same themes outlined in section 6.2.1.

The empirical findings of the study revealed opportunities and needs in the preparatory phase of SMT; the induction phase of SMT and the continuing phase of SMT in terms of content and modes of operation.

### **6.2.2.1 Contents and modes of the preparatory phase of SMT**

On the question (section 1.3) of the extent to which school heads followed school management courses in colleges of education during their initial teacher training, empirical evidence was found to indicate that only about a third of school heads investigated indicated that they had followed school management courses in their initial teacher training. This is because school management courses are sometimes offered as part of the theory of education courses and not as a distinct subject (section 6.2.1.1). It was found that the school heads themselves held the view that they would have benefited if colleges of education offered school management as one of the core subjects in the curriculum (table 5.2).

### **6.2.2.2 Contents, strengths and weaknesses of the B.Ed (EAPPS) degree programme**

In answer to the question posed as a subproblem (section 6.2.1.2), empirical evidence revealed that the strengths of the B.Ed (EAPPS) degree programme lay in offering the following benefits to participants of the degree programme (section 5.4):

- Management knowledge. Of the four key areas: *Educational Leadership; Educational management, Educational Planning; and Policy studies* (section 6.2.1.2), the school heads ranked education leadership and management courses higher than planning and policy studies (table 5.5).
- Theoretical foundation of management. In other words, the B.Ed (EAPPS) degree programme was found to offer participants the opportunity to look at school management themes from multiple-perspectives (section 6.2.1.2).
- On-the job training. On the job training helps to integrate theory with practice (section 6.2.1.4).

It was found that the weaknesses of the B.Ed (EAPPS) degree programme pertained to content and mode of operation (section 5.4). The weaknesses which emerged from the empirical evidence covered the following features of the degree programme:

- The degree was inappropriately offered to classroom teachers. However, some school heads argued that this was in order since some teachers are prospective school heads, therefore, SMT could be offered by colleges of education in the initial training of teachers.

- Some courses are a repetition of other courses. This implies that courses with related themes could be coalesced.
- The degree programme is too loaded. This is a result of offering too many courses with related themes. Due to this, up to five courses are covered in one semester of six months.
- Some lecturers do not have headship experience. School heads expected to share school management experience with lecturers who also had school headship experience.
- The course, *Educational Business Administration* covers few financial management skills. Since this course is the only one which addresses school financial management, school heads held the view that the course should be comprehensive enough to address practical day-to-day financial problems faced by school heads.
- Courses have little scope for practical school management. Despite the fact that the B.Ed (EAPPS) degree programme offers on-the-job training, school heads thought that the academic courses could be more relevant to practical problems faced by school heads. School heads who participated in the B.Ed (EAPPS) degree programme suggested that the degree programme should cover the following courses which are presently not offered: *Educational Law, Staffing techniques, and Supervision of technical subjects.*

### **6.2.2.3 Contents and modes of the induction phase of SMT**

On the question (section 1.3) of whether school heads perceived the induction phase of SMT to be adequate preparation for school management, it was found that although the majority of school heads indicated that they had attended induction sessions, they expressed concern about the brevity of the sessions, namely only one day for induction programmes. While a day's duration was viewed to be too short, more than a week's duration was considered to be too long and costly. The majority of school heads viewed a week's duration to be a reasonable time for an induction programme. They believed that basic skills of school management could be covered adequately in that time (section 5.5).

Empirical evidence revealed that there was a relationship between the themes recommended for newly appointed school heads by respondents in this study with themes suggested in Kydd et al's (1997) study for new-to-post heads (table 5.8). Empirical evidence suggested that school heads were not conscious of self-induction activities which could develop them.

It was found that some themes suggested for induction, such as the history and the infrastructure of the school could be learnt through self-induction. Newly appointed school heads could obtain such information from brochures about the school and from meetings with senior staff members in the school.

A disturbing feature of the attendance of induction programmes concerned acting heads who indicated that they had not attended any induction programme. It was found that some of the respondents in this group had not even attended any of the SMT programmes on offer in Zimbabwe.

#### **6.2.2.4 Contents and modes of the continuing phase of SMT**

The question (section 1.3) posed on the relevance of continuing SMT to the practice of school management refers both to on-site and off-site SMT. The majority of school heads held the view that heads appraisal was necessary and therefore relevant to on-site SMT. The majority (by a narrow margin) of school heads were of the opinion that Education Officers, as their immediate managers should appraise them in the same way as they held the view that Education Officers should conduct induction sessions for the newly appointed school heads (section 5.6.1) as evident from closed questions. Evidence from open-ended questions indicates that expert consultants should be used as facilitators in SMT.

Another type of on-site SMT for school heads in Zimbabwe is the HTSP cluster meetings within a group of neighbouring schools. From the empirical evidence, the following knowledge and skills emerged as having benefited school heads who attended HTSP cluster meetings:

- Performance appraisal skills
- Decision-making
- Management of school funds
- Community involvement
- Communication skills
- Practical skills, such as time management and setting school tests (section 5.6.1).

School heads also made suggestions about improving the content and the mode of operation of cluster meetings. They held the view that cluster meetings overlooked themes such as peer supervision and skills on developing school grounds. They held the view that the operation of cluster meetings could be facilitated by doing the following:

- holding meetings more regularly.

- using knowledgeable facilitators such as consultants in school management.
- providing an SMT institution.
- offering Ministry of Education, Sports and Culture certificates of attendance.
- providing adequate learning materials on school management.
- holding separate meetings of secondary and primary school heads (section 5.6.1).

From the empirical evidence, it was found that off-site SMT is conducted in the form of seminars, conferences, and workshops. Seminars and conferences are organised by staff-associations, NAPH and NASH, while workshops are organised by Education Officers.

The relevance of the programmes offered in continuing SMT to school management was reflected by the contents offered during SMT workshops, as compared with induction programmes (table 5.19). It was found that themes offered in both continuing SMT workshops and induction programmes were relevant to the contents of SMT from a global perspective (table 2.3). The relevance of these themes, either for the induction or the continuing SMT workshops was indicated by the high frequency in the graph (fig 5.3). For example, *leadership* was more frequently raised in induction sessions. The implication of this is that the concept of *leadership* has to be inculcated into the orientation of newly-appointed school heads, if they are to gain confidence in school leadership. *Decision-making* was also raised more frequently in the induction programmes. This is consistent with concerns for new-to-post heads (table 5.8). Another concern for new-to-post school heads is *financial management* (table 5.8). Financial management has a relatively higher frequency for induction than for the continuing SMT (table 5.19) workshop. Themes such as *communication skills, school ethos, knowledgeable teachers* have higher frequencies for continuing SMT workshops. This suggests that serving school heads have to develop continually in these crucial areas.

#### 6.2.2.5 Views of school heads on improving SMT

On the question (section 1.3) relating to the views of school heads on improving SMT in Zimbabwe, findings can be classified under the following themes: content, typology, mode and institutional provision (section 5.7).

- **Content:** The content of SMT should be relevant to practical situations. This means that SMT programmes should be relevant to the day-to-day management needs of school heads.

- **Typology:** SMT should precede appointments to school headship. This could be done in phases. Firstly, all teachers should undergo school management training at colleges of education as part of their initial teacher training. Secondly, those who are appointed to school headship positions should undergo SMT prior to assuming headship. Continuing SMT should be offered to all serving heads.
- **Mode of training:** SMT should be held more regularly. In this respect some school heads held the view that non-formal SMT programmes should be held annually. Others suggested that the programmes should be held once a term, that is three times per year. This was viewed as necessary so that school heads would gain the required school management skills. School heads expressed the opinion that case studies and group methods should be used dominantly in SMT programmes.
- **Institutional provision:** A training institution should be established for SMT. This could serve as a centre for all forms of non-formal training programmes.

An analysis of the views of school heads reflects a need for SMT strategies relevant to the practice of school management. Contingency-based SMT models, process-based SMT models, and collaborative SMT models are some of the strategies that are intended to link school management theory with school management practice (section 6.2.1.5).

### **6.3 CONCLUSIONS**

The following conclusions are drawn in response to the research questions posed as subproblems (section 1.3) and to test the formulated hypotheses (section 1.4).

- Concerning the extent to which school heads followed school management courses in colleges of education in their initial teacher-training, and the extent to which heads perceived school management courses provided by colleges to be useful preparation for prospective heads, the hypothesis formulated was that colleges of education offer limited SMT opportunities and many school heads missed the opportunity to follow school management courses (section 1.4). On the basis of the empirical evidence, it can be concluded that although many respondents had not followed school management courses, there was a need for colleges of education to offer school management courses, as also mentioned by Kydd et al (1997) and Bedassi (1994) (section 1.1.1). It can also be concluded that school heads acknowledge the role of colleges of education, not only in offering management



courses to student teachers (future heads) but also as venues for all forms of SMT programmes. Colleges are better suited to host SMT programmes because they have the appropriate infrastructure to do so. On the basis of these conclusions, the researcher's hypothesis was supported.

- Concerning what school heads perceived to be the strengths and weaknesses of the B.Ed (EAPPS) degree programme, the hypothesis formulated was that the heads perceive the content of the B.Ed (EAPPS) degree as emphasising knowledge rather than techniques of school management (section 1.4). On the basis of the empirical evidence, it can be concluded that students who participated in the B.Ed (EAPPS) degree programme were generally satisfied that the degree programme offers knowledge required in school management. They appreciate the fact that the mode of training afforded them the opportunity to do their degree while remaining in their jobs. The management courses, for example, *Educational Leadership* and *Supervision* and *Managing Schools* (fig 5.2) were more relevant to the needs of schools rather than the planning and policy issues (section 5.4). Although the B. Ed (EAPPS) degree courses are academic there is need to make them more relevant to the day-to-day problems encountered in schools. For example, the course *Educational Business Administration* should focus more on practical bookkeeping and accounting skills. The implications of these concerns is that curriculum designers should use the process-based model of SMT (section 2.3.2) which addresses problems in school management practice through SMT programmes.

From the school heads' responses (section 5.4, it can be concluded that some of the school heads' needs would be fulfilled by offering the following courses in the B.Ed (EAPPS) degree programme: *Education Law*, so that school heads would be in a position to tackle problems of a legal nature affecting their schools; and *Personnel Management*, so that school heads could, inter alia, be able to solve the day-to-day recruitment problems, since school heads now recruit staff in Zimbabwe. Generally, school heads would like to do courses that link theory with practice, for example, a course in *Conflict Management* could include case studies on conflict resolution in a school situation. It is clear from the findings that school heads' associations should be consulted on the day-to-day problems encountered in schools so that their views are incorporated in drawing up outlines for the B.Ed (EAPPS) degree programme. The courses of the B.Ed (EAPPS) degree programme should be streamlined to avoid repetition, placing the emphasis on school management and school policies. As indicated by these conclusions, the researcher's hypothesis was confirmed.

- Concerning the question of whether school heads perceive the induction session offered to be adequate preparation for school headship, the hypothesis formulated was that school heads perceive the induction sessions to be job-related, but not long enough for thorough coverage of the required school management skills (section 1.4). On the basis of the empirical evidence, it can be concluded that school heads acknowledge the role filled by induction programmes (section 5.5) As such, there was need for properly organised induction sessions long enough to cover key school management skills, such as a week's instead of a day's duration.

School heads would like to see concerns that are normally raised by school heads new-to-post covered in an induction session. These concerns include: *the new role of school headship; inspiring confidence in leadership; communication skills; financial management; interpersonal skills; regulations of the Ministry of Education, Sports and Culture regulations relating to schools; conditions of service for school heads and career opportunities for school heads* (section 5.8)

Although there is little involvement of university lecturers in non-formal SMT, it is clear from empirical evidence that school heads acknowledge the contributions that could be made by consultants and experts in SMT (section 5.7.1). However, school heads expect induction SMT to be conducted by Education Officers, for no other reason than that the latter are their immediate supervisors (section 5.5). As indicated by these conclusions, the researcher's hypothesis was confirmed.

- Concerning the question of whether school heads perceive the programmes offered in continuing SMT to be relevant to the school management, the hypothesis formulated was that heads perceive workshops run by Education Officers emphasise techniques of running schools and lack in-depth knowledge of school management (section 1.4). Regarding this hypothesis, it can be concluded on the basis of the empirical evidence that school heads acknowledge the role played by workshops in SMT. However, they are not satisfied with the way the content is imparted as evidenced by the reading of the HTSP modules by workshop tutors instead of explaining the contents adequately (section 5.6.1). This calls for the joint participation of university lecturers and Education Officers in non-formal SMT. Notwithstanding the professional orientation of non-formal SMT, school heads would like to see some greater depth of the content of the HTSP modules, not necessarily up to the degree level.

Seminars and conferences on SMT organised by NAPH and NASH augment SMT efforts of Education Officers. However, these programmes tend to devote more attention to administrative issues than to school management, yet school heads as members of their professional associations have the potential to develop themselves as school managers. All in all, school heads would benefit more from regular and systematic SMT programmes, be they workshops, seminars or conferences. This implies that there is need for SMT centres in the regions similar to those of the Ministry of Public Service. Based on the foregoing conclusion the researcher's hypothesis was confirmed.

- Concerning the views of school heads on what should be done to make SMT more relevant to the management needs of school headship, the hypothesis formulated was that heads perceive the need for job-related models of INSET in SMT in Zimbabwe (section 1.4). In the light of the findings from both the review of the literature and the empirical investigation of this study, the following conclusions can be made in respect of this hypothesis: School heads perceive the job-related models of SMT to be more relevant to the practice of school management. Job-related SMT programmes are not only confined to process-based SMT models (2.3.2) but also include contingency-based models (2.3.2) as well as collaborative models of SMT (section 2.3.5.2). It is evident from the findings that school heads would be satisfied with the use of these models because they link theory with practice (section 5.7).

The implications for the expressed views of school heads are that there is need for developing a SMT model that could link school management theory with school management practice. In this respect the researcher would like to suggest a tripartite-collaborative model of SMT, whereby the interested parties would get involved in the training of school heads in Zimbabwe, that is, the heads themselves, university lecturers and Ministry of Education, Sports and Culture officials (section 6.4). In the light of these conclusions, the researcher's hypothesis was confirmed.

- From conclusions in this section opportunities, strengths, weaknesses and threats of SMT in Zimbabwe emerge. SMT in Zimbabwe offers *opportunities* in the various phases, namely the preparatory, induction and continuing SMT phases. Colleges of education provide the necessary infrastructure for SMT courses as part of the initial teacher training. The introduction of the B.Ed (EAPPS) degree programme through distance learning enhances on-the-job preparatory, as well as continuing SMT opportunities for school heads. There are induction SMT opportunities for newly-

appointed school heads. The induction SMT in Zimbabwe is different from the SMT course in France where it is mandatory in school management before school heads assume their duties. On-site and off-site continuing SMT opportunities are offered in Zimbabwe. On-site SMT includes the B.Ed (EAPPS) degree programme and the HTSP, while off-site SMT includes SMT conferences and seminars run by NAPH and NASH and SMT workshops run by Education Officers.

- The various SMT programmes in Zimbabwe offer obvious benefits to recipients. The *strength* of the induction SMT is that it inspires confidence in newly-appointed school heads. The strength of the B.Ed (EAPPS) degree programme is that it offers on-the-job academic courses. This enables the school heads to link school management theory with practice. The HTSP provides opportunities for heads to relate school management problems to their school situation as they discuss them with their colleagues. Conferences and seminars offered by NAPH and NASH offer school heads the opportunity to identify their own training needs. The workshops run by Education Officers offer the school heads the opportunity to give an input from their work experience. Thus the main strength of SMT in Zimbabwe lies in providing training opportunities to both newly appointed heads and serving school heads.
- Despite the strengths and opportunities offered in SMT in Zimbabwe there are *weaknesses* and *threats* which need to be addressed. SMT in colleges of education is only limited to courses offered in professional foundation. School management is not offered as a distinct subject in Zimbabwean colleges of education. The B. Ed (EAPPS) degree programme overlooks obvious needs of school heads through exclusion of *Education Law* and *Personnel Management* from the degree curriculum. For example, the B. Ed Hons (Education management) degree course in UNISA offers these subjects. Lack of newsletters on school management has frustrated school heads' opportunities for self-induction. The main threats to the induction SMT are short duration of courses and lack of regular sessions. As is the case with induction SMT, continuing SMT is not conducted regularly.
- Other factors which threaten the viability of SMT in Zimbabwe include the following:  
There is no incentive for attending SMT courses because school heads are not awarded certificates for attendance. There is no autonomous body that sets SMT standards. As there are no full-time trainers, SMT in Zimbabwe is offered by part-

time trainers only. There is little involvement of university lecturers in SMT courses. The use of a collaborative SMT could only be possible in a situation where university lecturers and Ministry of Education officials participate jointly in the training of school heads. To enforce such a model there is need for institutional provision for SMT in Zimbabwe. In the following section, the researcher proposes a tripartite collaborative SMT model effected by a dedicated SMT institute.

## **6.4 TRIPARTITE COLLABORATIVE SCHOOL MANAGEMENT TRAINING MODEL**

### **6.4.1 The concept and rationale of the model**

As alluded in section 6.3, the research findings of the literature review and empirical investigation emphasise linking school management theory with school management practice. Section 2.3.2 and section 2.3.5.2 reflect various options that are likely to address models of SMT that link theory with practice.

**Option 1:** The process-based approaches (Schon, in Bush & West-Burnham 1994) (Section 2.3.2) emphasise reflection on theory before applying it to school management practice. School heads are likely to benefit from reflection of their own experience (Anderson et al 1996) (section 2.3.2). The school heads would reflect on theory learnt in SMT programmes and test its applicability in solving problems that they meet in their day to day running of schools.

**Option 2:** Instructional systems design models (Jacobs & Jones 1995, table 2.4) seek the identification of school heads' training needs. Once the heads' training needs are identified from practice, they are then matched with specific objectives of SMT programmes. This idea is supported by Mataboge (1998) (section 2.3.2). Identification of heads' training needs from practice implies that the heads as practitioners should be consulted as suggested by eight respondents (section 5.7.1).

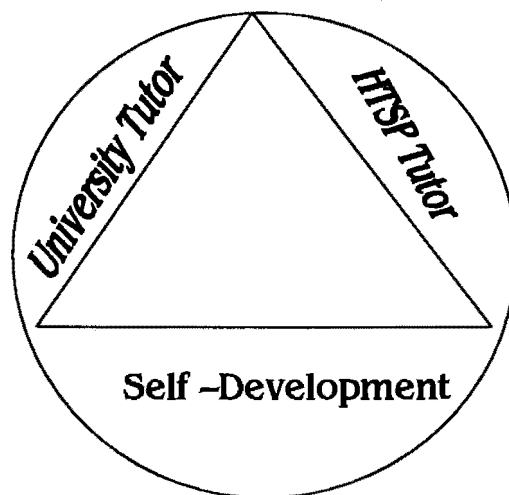
**Option 3:** Action technologies models (Jacobs & Jones 1995, table 2.4) are practised through school heads from neighbouring schools joining together as peers to discuss real life problems affecting their schools. These models have been found to be successful forms of

INSET by research studies (Day 1999, section 2.3.2). The HTSP cluster meetings, (section 3.3.3.2) where peer school heads from a group of neighbouring schools meet to discuss school management problems is a form of action technologies models. Ota (1995) and Benza (1999, section 3.3.3.2) have also commended the use of these HTSP cluster meetings in SMT.

**Option 4:** The fourth option involves the use of collaborative SMT models. Collaboration is the process of sharing (Fullan 1997, section 2.3.5.2). This implies that in a collaborative SMT programme two or more parties share the responsibility of training school heads. The collaborative SMT models have been successfully implemented in the USA (Piersall 1988; Zeller & Erlandson 1997; Peterson & Kelly 2001, section 2.3.5.2). In America collaborative SMT models have been conducted by universities jointly with the school authorities.

In the USA and elsewhere where the collaborative SMT model is used it is not optimally utilized because the emphasis is usually placed on the involvement of two parties to the exclusion of the trainee. Davis (1994, section 2.3.3.4.) implies that the responsibility for SMT does not only lie with the other parties, but must also involve the trainee. In the light of the foregoing, the researcher would like to propose an alternative option to the four mentioned above. The proposed SMT model takes cognisance of the role of the school head as a trainee in the SMT process (section 6.3). The diagram below illustrates the concept of a tripartite collaborative SMT model.

**Figure 6.1 Tripartite collaborative SMT model**



The above diagram conveys the scope of the SMT model. The circle conveys the idea of an all embracing programme which is collaborative in nature. The triangle in the circle illustrates the three dimensions of the model. In this case the trainees are one dimension represented by *self development*. The other dimensions of the model are the *university* and the *Ministry of Education*, represented by the university tutors and HTSP tutors respectively. The model does not name a specific ministry of education or university. Although it refers to the Zimbabwean situation, it could be generalised to other countries.

It is necessary to explain the dimensional concept: *self-development* and *collaborative* as they apply to the model.

- **Self-development**

Self-development is self-directed learning (table 2.4) which starts with school heads identifying their own training needs. The self-development segment of the SMT model involves self-management which calls for individual effort by the school head in learning about school management. Self-development is applicable to both the induction phase of SMT, as well as to the continuing phase of SMT. In the induction phase of SMT, the newly appointed school heads should induct themselves. This could be done by the reading of information brochures about the school, as well as holding formal and informal meetings with senior school staff members (section 2.3.3.3). In the continuing phase of SMT, self-development involves serving school heads self-directing their efforts in school management. One of the ways in which school heads could develop themselves is by self-appraisal (section 2.3.4.2). School heads may also develop themselves by participating in the B.Ed (EAPPS) degree programme.

- **Collaborative SMT segment**

The remaining two segments of the SMT model indicate that university lecturers train school heads jointly with Ministry of Education officials (section 2.3.5.2). This model balances expert knowledge in school management with practical skills in school headship. In this tripartite collaborative SMT model, the role of providing expert knowledge could be fulfilled by university lecturers and the role of inculcating practical skills could be fulfilled by the HTSP tutors.

The collaboration in SMT could be achieved in the three dimensions as follows: The school heads as trainees should develop themselves; the university lecturers and the HTSP tutors should jointly train school heads in all forms of non-formal SMT. On this basis, the use of a tripartite collaborative SMT model seems appropriate. The university and HTSP also play a role in the self-development of heads by providing the learning material which school heads could study independently (inter alia for formal degree purposes.)

#### **6.4.2 Dedicated SMT institute**

The implication of the above model is that there should be SMT institute that would coordinate the efforts of the three arms of the model to provide balanced, regular training for school heads in Zimbabwe. Such a training institute could be called a School Management Development Unit (SMDU) and could be a parastatal body responsible for all phases of SMT: the preparatory, induction and continuing development phases.

The successful implementation of the tripartite collaborative SMT model presented above would depend on the cooperation of the three parties involved, namely the heads, university authorities and Ministry of Education authorities. This implies that the SMDU should be capable of coordinating the interested parties.

Some of the terms of reference for the SMDU could include:

- Liaising with universities in offering school management courses.
- Liaising with the HTSP through the Ministry of Education, Sports and Culture.
- Conducting needs assessment for SMT among school heads.
- Organising SMT for incoming heads before they assume their duties.
- Organising induction courses for all newly appointed school heads.
- Organising all seminars and workshops for continuing SMT.
- Awarding certificates to successful participants of SMT programmes.
- Designing the content, typology, and modes of SMT in Zimbabwe.
- Arranging and developing a venue for SMT.

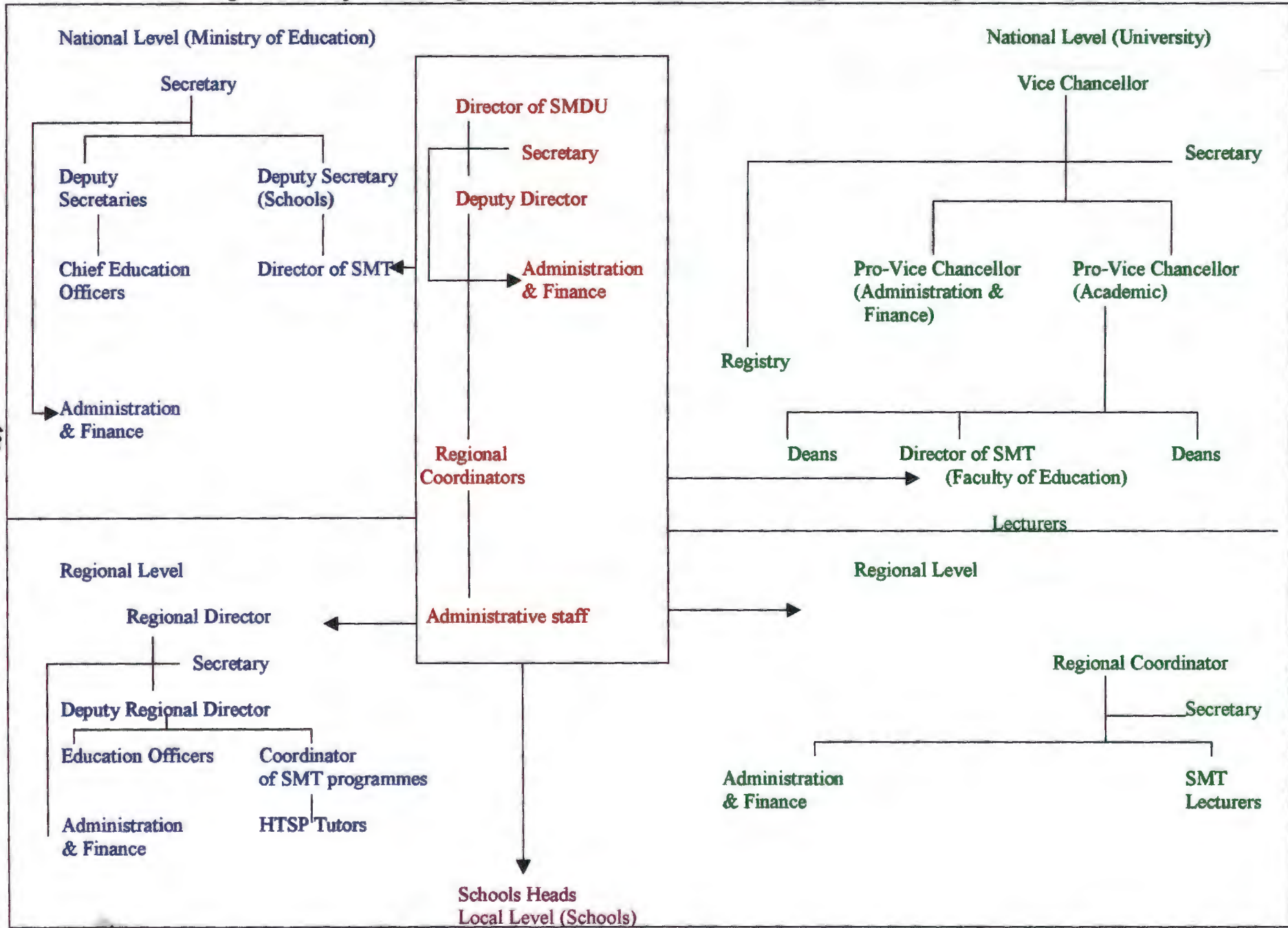


The SMDU is crucial to the implementation of the tripartite-collaborative SMT model. Therefore, it is appropriate to propose a management structure for the SMDU in figure 6.2.

Corresponding with the triangle of the tripartite collaborative SMT model, the proposed management structure also reflects three aspects, namely the Ministry of Education, the university and the schools. The directorate (see the centre of the diagram) would co-ordinate the various arms of the SMT programme.

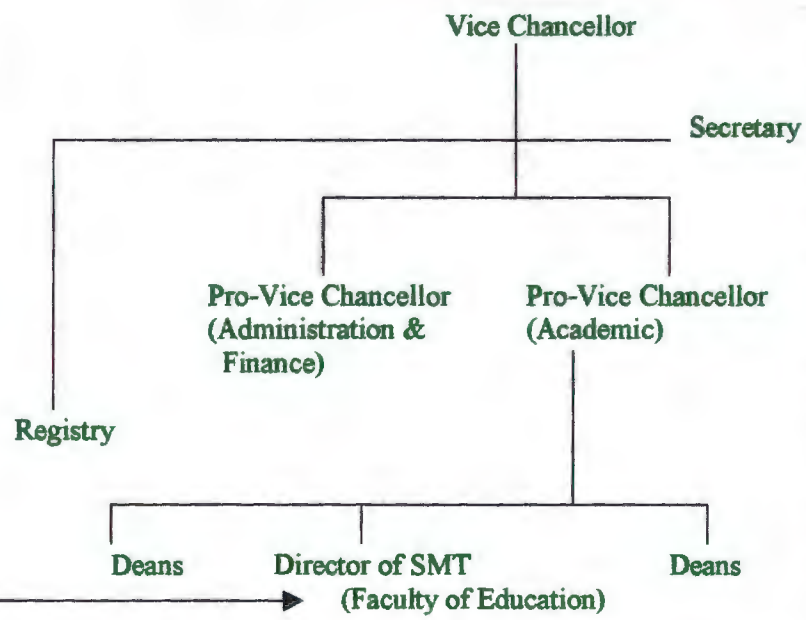
Figure 6.2 reflects three levels of operation that are co-ordinated by the SMDU namely the national, regional and local levels. On one side the diagram reflects the structure of the Ministry of Education. The hierarchy of the Ministry comprises the permanent Secretary for Education, the Deputy Secretary and Chief Education Officers at national level. At regional level the hierarchy indicates the Regional Director of Education, the Deputy Director of Education and Education Officers. The national and regional structures also indicate the staff structure in addition to the line structure. The local level is the responsibility of the school heads.

**Figure 6.2 Proposed management structure for the School Management Development Unit (SMDU)**

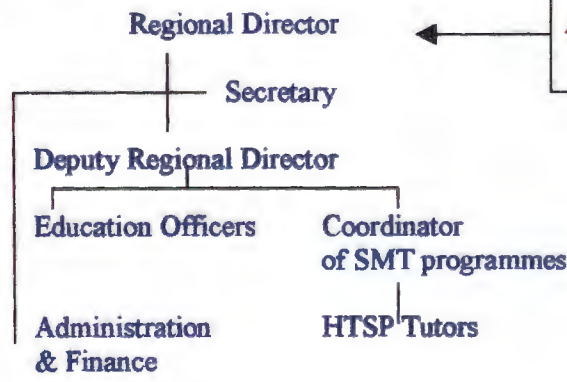


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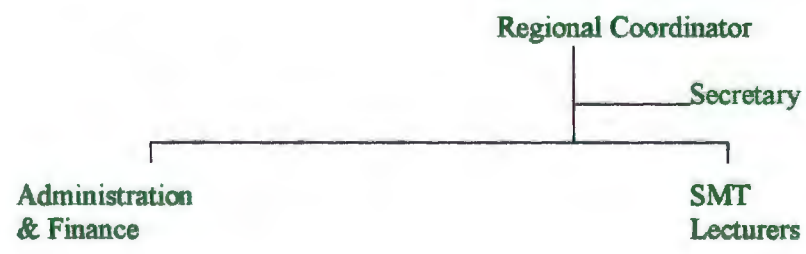
National Level (University)



Regional Level



Regional Level



Schools Heads  
Local Level (Schools)

The responsibility for SMT is clearly indicated from the national to the local level. At the national level the Chief Education Officer for the schools section could be responsible for SMT. At regional level one of the Education Officers could be responsible for co-ordinating SMT programmes and would liaise with SMDU. The coordinating education officer would also coordinate HTSP tutors made up of fellow Education Officers and experienced school heads. The local level consists of school heads who are the trainees. At local level the school heads themselves should also take responsibility for their own professional development.

On the other side at the national level the model comprises the university with the Vice-Chancellor, Pro Vice-chancellor and Deans as responsible functionaries. The dean of the Faculty of Education could be the Director in charge of SMT. The lecturers in the Faculty of Education, (Department of Educational Management) could participate in the training of school heads. In this model there would be a need for the university to have representatives at regional level if the model is to function smoothly. At the regional level there would be regional co-ordinators who have to liaise with SMDU on SMT matters. At the local level are the school heads who should be trained jointly by the university lecturers and the Ministry of Education officials, i.e. the HTSP tutors coordinated by the Education Officer responsible for SMT.

The management structure of the SMDU comprises of the Executive Director, Deputy Director, secretary and administrative staff. In each of the ten regions there could be regional coordinators supported by administrative staff. The SMDU Director assisted by regional coordinators would liaise with the Ministry of Education officials and university officials as indicated by arrows. The Regional coordinators would liaise with regional staff in the ministry and university. An arrow also points to the school heads at local level. The school heads would be beneficiaries of the SMT programmes and would also contribute to their own staff-development by committing themselves fully to the study materials given to them by the HTSP tutors. To promote their own self-development they should be consulted in suggesting their own training needs which should be taken into account and effected in the SMT programmes. The three parties involved, namely the Ministry of Education, the university and the school heads themselves should be

involved in identifying SMT needs. Self-development also implies that school heads should be able to read widely on school management on their own. In this way they would contribute meaningfully in SMT discussion sessions. Enrolling for a formal school management degree such as the B.Ed (EAPPS) entails the heads' own initiative. The SMDU is also responsible for instilling a sense of self-development among school heads.

For the SMDU to start operating, the Ministry of Education or the university could take the initiative. Whoever takes the initiative, has to liaise with the other stakeholders before the proposal can be taken to parliament to be passed as an act of parliament. If the school heads' staff associations take the initiative, they would have to negotiate with the Ministry of Education.

## **6.5 RECOMMENDATIONS**

Recommendations are made in respect of induction SMT, the continuing phase of SMT and the School Management Development Unit (SMDU). Finally, areas for further research are indicated.

### **6.5.1 Induction SMT**

- Induction sessions should be held for all school heads new-to-post. The induction sessions for the newly appointed school heads should be long enough to cover the key school management skills. A week's duration is considered to be ideal for an induction session. Induction should address concerns of new-to-post school heads because newly appointed school heads have different needs from those of serving heads. For example, newly appointed school heads could benefit more from such themes as "duties of a school head" than serving school heads.
- From the empirical findings it is evident that fewer secondary school heads attended induction programmes. It is recommended that secondary school Education Officers should organise more regular induction sessions. Despite the fact that secondary school heads usually hold higher educational qualifications than their primary school counterparts, they can also benefit from induction. Bucker & Jones (1990, section 2.3.3.1) observe that school heads are often ill-prepared to assume responsibility of headship and therefore need induction.

- Empirical evidence revealed that some acting school heads had not attended any form of SMT. It is recommended that education officers should ensure that acting school heads are included in induction sessions.

### 6.5.2 Continuing SMT

- Continuing SMT should be held more regularly. NAPH and NASH should focus more on school management themes than general administrative matters in SMT seminars and conferences. University lecturers specialising in school management should be involved in non-formal SMT programmes to avoid a situation where facilitators merely read the HTSP modules. A dedicated SMT institute should be established as a focal centre for coordinating all forms of non-formal SMT programmes (section 6.4.2).
- Empirical evidence suggests that urban school heads have more access to HTSP cluster meetings than their rural counterparts because in rural areas schools are far apart. It is recommended that in rural areas proximity of schools rather than the type of school (primary or secondary) should take precedence in forming HTSP cluster meetings. Thus, cluster meetings in rural areas should combine primary and secondary school heads.
- As is the case with the induction, empirical evidence indicates that fewer secondary school heads had attended SMT workshops, as also observed by Ota (1995) (section 3.3.1). It is recommended that secondary school Education Officers take a more active part in ensuring that all secondary school heads participate in regular SMT workshops.
- Although the B.Ed (EAPPS) degree programme offers on-the-job training and provides meaningful school management knowledge, literature and empirical evidence has revealed areas to be improved upon. It is recommended that the B.Ed (EAPPS) degree course should be widened to include areas of need to school headship such as *Education Law*, *Personnel Management* and *Public Relations*. The course *Educational Business Administration* should focus on practical needs of school heads such as *accountancy for school managers*. It is also recommended that the B.Ed (EAPPS) degree courses should be restructured in order to remove overlapping of courses and to avoid too many courses on offer per semester.

- As can be expected, empirical evidence revealed that more urban school heads had attended the B.Ed (EAPPS) degree programme than their rural counterparts. It is recommended that ZOU should set up more district centres in the rural regions to provide administrative and tutorial services.

### **6.5.3 School Management Development Unit (SMDU)**

- Lessons drawn from the literature review indicate that autonomous bodies in charge of SMT seem to coordinate SMT more effectively. It is recommended that the proposed SMDU should be authorised by the Parliament of Zimbabwe as an autonomous body responsible for the training of school heads in the country. This would enable the institute to obtain funds for paying the directorate and running other operations.
- It is recommended that the Ministry of Education appoint a full-time staff member to coordinate SMT and liaise with the SMDU. At the national level a Chief Education Officer in the schools department is recommended for the job. At regional level one of the education officers is recommended for the job.
- It is recommended that the university be charged with the responsibility of liaising with SMDU to provide SMT in the country. The dean of education should be given the responsibility of coordinating SMT programmes in conjunction with SMDU. The responsible dean should liaise with the regional coordinators who should be appointed for the purpose of coordinating SMT programmes.

### **6.5.4 Further research**

A significant number of respondents held the view that school management should be offered as a subject in colleges of education as part of the initial training of teachers (section 5.3). This reflects the importance which school heads attach to SMT. Yet school heads are not the only ones who need training in school management. Junior school managers, such as teachers-in-charge in primary schools, and heads of department in secondary schools need training in school management. It is therefore recommended that a study be conducted to investigate the training needs of, and opportunities for junior school managers.

The literature review revealed a need in some African countries to find ways of improving the performance of school heads (section 2.3.5). Apart from the HTSP in some of the Southern African Development Community (SADC) countries, there seems to be no coordinated effort to improve SMT in the region. It is recommended that any research

initiative to investigate the SMT needs and opportunities in the SADC region be broadened to investigate how the tripartite collaborative SMT model (section 6.4.1) could be applied in a broader regional context.

One of the proposals in this study is to set up the SMDU institute (section 6.4.2). A feasibility study for establishing such an institute as recommended would have to be carried out. The study would involve consulting the following stakeholders:

- School heads as the prospective beneficiaries.
- Ministry of Education, Sports and Culture officials as the providers of INSET for school heads.
- Universities as academic institutions which could provide expert tuition in SMT.
- Colleges of education presently used as training venues for the B.Ed (EAPPS) degree course, and non-formal SMT courses.

For a study of this nature to be viable, a national sample has to be used. Formal and informal consultations would have to be made before conducting the study.

## **6.6 CLOSING REMARKS**

This research was conducted in order to identify key school management skills that school heads need to run their schools effectively. The review of literature and the empirical investigation focused on school management themes and SMT models that are appropriate to the practice of school management (section 1.2).

The findings from both the review of literature and the empirical investigation revealed appropriate content, typology and modes of SMT in Zimbabwe. Evidence from these findings indicates that the B.Ed (EAPPS) degree programme and non-formal induction and continuing SMT programmes offer on-the-job training opportunities to school heads, but that the provision and use of these opportunities can be significantly improved.

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## APPENDIX A: QUESTIONNAIRE

### SECTION A

**For Office use only**

#### Background Information

For each of the following questions, tick the box which indicates your answer.

**Record Number**

1.1 What is your gender?

Male

Female

(1 - 3)

(4)

1.2 How old are you?

1.2.1 Below 30 years

1.2.2 31 to 40 years

1.2.3 41 to 50 years

1.2.4 51 to 60 years

1.2.5 Over 60 years

(5)

1.3 What are your qualifications?

1.3.1 Certificate or Diploma in Education

1.3.2 University graduate

1.3.3 University graduate plus certificate  
or diploma in education

1.3.4 Other (specify) \_\_\_\_\_

(6)

1.4 What is your grade

1.4.1 Head grade one

1.4.2 Head grade two

1.4.3 Head grade three

1.4.4 Acting head

(7)

1.5 What is the segment of your school?

Primary

Secondary

(8)

1.6 What is the type of your school? (You can tick more than one box)

- |            |                          |                       |                          |
|------------|--------------------------|-----------------------|--------------------------|
| Day        | <input type="checkbox"/> | Boarding              | <input type="checkbox"/> |
| Mission    | <input type="checkbox"/> | Private               | <input type="checkbox"/> |
| Government | <input type="checkbox"/> | Rural                 | <input type="checkbox"/> |
| Urban      | <input type="checkbox"/> | Other (specify) _____ |                          |

(9-16)

1.7 Did you attend the B.Ed (EAPPS) degree programme?

- Yes
- No

(17)

1.8 How long have you served as head?

- 1.8.1 Less than five years
- 1.8.2 Six to ten years
- 1.8.3 11 to 20 years
- 1.8.4 20 to 30 years
- 1.8.5 More than 30 years

(18)

## SECTION B

### The preparatory phase of SMT

2.1 In teacher education college did you study school management as part of your teacher education course?

- Yes
- No

(19)

2.2 Do you think that school management training should be included in teacher education colleges?

- Yes
- No

(20)

Please give a reason for your answer

2.3 For each of the following statements tick the box which indicates the extent to which you agree or disagree.

|       | Statement  | S/D | D | No Opinion | A | S/A |      |
|-------|--|-----|---|------------|---|-----|------|
| 2.3.1 | A school head needs basic management knowledge and skills before taking up the headship appointment.       |     |   |            |   |     | (21) |
| 2.3.2 | There is a case for including school management in the curriculum of teacher education courses.            |     |   |            |   |     | (22) |
| 2.3.3 | Colleges of education have the infra-structure to support in-service education for practising heads        |     |   |            |   |     | (23) |
| 2.3.4 | In Zimbabwean colleges of education school management should be one of the core subjects in the curriculum |     |   |            |   |     | (24) |
| 2.3.5 | In Zimbabwe, colleges of education should be used as centres for training heads in school management       |     |   |            |   |     | (25) |

**SECTION C [Only for those who did or had completed the degree programme.]**

**The Bachelor of Education degree in Educational Administration, Planning and Policy Studies (B.Ed EAPPS).**

3.1 Rank in order of priority the following themes of the B.Ed (EAPPS) degree programme in terms of their relevance to school headship. Place a 1 beside the theme you consider most important, a 2 beside the next most important and so forth, until you have ranked all the subjects.

|        |  |      |
|--------|--|------|
| 3.1.1  | Managing schools                                 | (26) |
| 3.1.2  | Educational leadership and supervision           | (27) |
| 3.1.3  | Educational planning and development             | (28) |
| 3.1.4  | Introduction to policy studies                   | (29) |
| 3.1.5  | Educational statistics                           | (30) |
| 3.1.6  | Classroom management                             | (31) |
| 3.1.7  | Staff development programmes in education        | (32) |
| 3.1.8  | Educational business administration              | (33) |
| 3.1.9  | Leadership and organisational effectiveness      | (34) |
| 3.1.10 | The role of the instructional leader             | (35) |
| 3.1.11 | Curriculum implementation change and innovation  | (36) |
| 3.1.12 | Educational policy-making process                | (37) |
| 3.1.13 | Introduction to economics of education           | (38) |
| 3.1.14 | The post colonial state and educational policies | (39) |
| 3.1.15 | Change processes in education                    | (40) |
| 3.1.16 | Measurement and evaluation                       | (41) |

3.2 Please suggest weaknesses of the B.Ed (EAPPS) degree programme which are related to the relevance of the programme to school management practice.

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## SECTION D

### The induction phase of SMT

4.1 After you had been appointed as school head did you take part in an induction programme for school headship?

Yes

No

(42)

4.2 Please indicate by a tick which of the following would best describe your view on the place of an induction programme for newly appointed school heads:

4.2.1 Essential

4.2.2 Important

4.2.3 Unimportant

4.2.4 Has no place in school headship

4.2.5 Do not know

4.2.6 Please give a reason for your answer

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(43)

4.3 Please indicate five themes which you regard as most important in an induction programme.

4.3.1 

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4.3.2 

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4.3.3 

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4.3.4 

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4.3.5 

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(44-49)

4.4 Please tick the box which would best describe the amount of time that should be spent on an induction programme.

- 4.4.1 One day
- 4.4.2 One week
- 4.4.3 Five weeks
- 4.4.4 Six weeks
- 4.4.5 Eight weeks
- 4.4.6 Give reasons for your answer

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(50)

4.5 For each of the following statements, tick the box which indicates the extent to which you approve or disapprove.

|       | STATEMENT  | S/D | D | Neutral | A | S/A |
|-------|--|-----|---|---------|---|-----|
| 4.6.1 | Induction training for school heads should be conducted by the Regional Director of Education. |     |   |         |   |     |
| 4.6.2 | Induction training for school heads should be conducted by the Deputy Regional Director        |     |   |         |   |     |
| 4.6.3 | Induction training for school heads should be conducted by education officers.                 |     |   |         |   |     |
| 4.6.4 | Induction training for school heads should be conducted by experienced school heads            |     |   |         |   |     |
| 4.6.5 | Induction training for school heads should be conducted by university lecturers.               |     |   |         |   |     |
| 4.6.6 | Induction training for school heads should be conducted by consultants in school management    |     |   |         |   |     |

(51)

(52)

(53)

(54)

(55)

(56)

4.6.7 Other (specify) \_\_\_\_\_

\_\_\_\_\_

## SECTION E

### The professional development (continuing) phase of SMT, on-site SMT.

5.1 For each of the following statements tick the box which indicates the extent to which you approve or disapprove.

|       | STATEMENT   | S/D | D | Neutral | A | S/A |
|-------|---|-----|---|---------|---|-----|
| 5.1.1 | School heads should also be appraised.                              |     |   |         |   |     |
| 5.1.2 | The Regional Director of Education should appraise the school head. |     |   |         |   |     |
| 5.1.3 | The Deputy Regional Director should appraise the school head        |     |   |         |   |     |
| 5.1.4 | The education officers should appraise the school head              |     |   |         |   |     |
| 5.1.5 | Peer school heads should appraise one another.                      |     |   |         |   |     |

(57)

(58)

(59)

(60)

(61)

5.1.6 Other (specify) \_\_\_\_\_

\_\_\_\_\_

5.2 Have you ever taken part in the Heads' Training Support Programme (HTSP) in your school?

Yes

No

(62)

If you have taken part in the programme, tick the box which indicates the appropriate number of schools in the cluster in your area.

- 5.2.1 There are 2 schools per cluster
- 5.2.2 There are 3 schools per cluster
- 5.2.3 There are 4 schools per cluster  (63)
- 5.2.4 There are 5 schools per cluster
- 5.2.5 There are more than 5 schools per cluster

- 5.2.6 Does your cluster include both primary and secondary schools?
- Yes  (64)
- No

- 5.2.7 What school management skills have you gained through the cluster seminars? (65)
- 
- 

**For office use only**  
Record number

- 5.2.8 What improvements would you suggest on the running of the HTSP? (1-3)
- 
- 

## SECTION F

### The professional development (continuing) phase of SMT: off-site SMT.

- 6.1 For each of the following questions, answer yes or no.
- 6.1.1 Have you ever taken part in a workshop on school management training? (4)
- Yes
- No



6.1.2 Are you a member of the National Association of Primary Heads (NAPH)?

Yes

No

(5)

6.1.3 Has NAPH held any workshop on school management training?

Yes

No

(6)

6.1.4 Are you a member of National Association of Secondary Heads (NASH)

Yes

No

(7)

6.1.5 Has NASH held any workshop on school management training?

Yes

No

(8)

6.1.6 Name any seminar or conference on school management training that you have attended?

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6.2 For each of the following contents of school management, tick the box which indicates whether the topic was covered in an induction and/or workshop which you attended.

|   | Induction                | Workshop                 |         |
|---|--------------------------|--------------------------|---------|
| 6.2.1 Skills and attitudes of school headship |                          |                          |         |
| · Leadership                                  | <input type="checkbox"/> | <input type="checkbox"/> | (9-10)  |
| · Decision-making                             | <input type="checkbox"/> | <input type="checkbox"/> | (11-12) |
| · Communication skills                        | <input type="checkbox"/> | <input type="checkbox"/> | (13-14) |
| · Self-management                             | <input type="checkbox"/> | <input type="checkbox"/> | (15-16) |

## 6.2.2 Outcomes of school headship

- |                            |                          |                          |         |
|----------------------------|--------------------------|--------------------------|---------|
| • School ethos             | <input type="checkbox"/> | <input type="checkbox"/> | (17-18) |
| • Pupils' progress         | <input type="checkbox"/> | <input type="checkbox"/> | (19-20) |
| • Knowledgeable teachers   | <input type="checkbox"/> | <input type="checkbox"/> | (21-22) |
| • Cooperation with parents | <input type="checkbox"/> | <input type="checkbox"/> | (23-24) |

## 6.2.3 Areas of concern by practising school heads

- |                                   |                          |                          |         |
|-----------------------------------|--------------------------|--------------------------|---------|
| • Financial management            | <input type="checkbox"/> | <input type="checkbox"/> | (25-26) |
| • School law                      | <input type="checkbox"/> | <input type="checkbox"/> | (27-28) |
| • Conflict management             | <input type="checkbox"/> | <input type="checkbox"/> | (29-30) |
| • Curriculum issues               | <input type="checkbox"/> | <input type="checkbox"/> | (31-32) |
| • Interpersonal skills            | <input type="checkbox"/> | <input type="checkbox"/> | (33-34) |
| • Instructional supervision       | <input type="checkbox"/> | <input type="checkbox"/> | (35-36) |
| • Community relations             | <input type="checkbox"/> | <input type="checkbox"/> | (37-38) |
| • Resource management             | <input type="checkbox"/> | <input type="checkbox"/> | (39-40) |
| • Personnel management            | <input type="checkbox"/> | <input type="checkbox"/> | (41-42) |
| • Current educational development | <input type="checkbox"/> | <input type="checkbox"/> | (43-44) |

## 6.2.4 Managerial tasks

- |                                       |                          |                          |         |
|---------------------------------------|--------------------------|--------------------------|---------|
| • Human resource management           | <input type="checkbox"/> | <input type="checkbox"/> | (45-46) |
| • Systems analysis                    | <input type="checkbox"/> | <input type="checkbox"/> | (47-48) |
| • Developing a philosophy of headship | <input type="checkbox"/> | <input type="checkbox"/> | (49-50) |
| • Institutional planning              | <input type="checkbox"/> | <input type="checkbox"/> | (51-52) |
| • Management of innovation            | <input type="checkbox"/> | <input type="checkbox"/> | (53-54) |
| • Organisational skills               | <input type="checkbox"/> | <input type="checkbox"/> | (55-56) |
| • Relating to government systems      | <input type="checkbox"/> | <input type="checkbox"/> | (57-58) |

6.3 For each of the following training methods, tick the box which indicates whether the training method was used in a workshop which you attended.

| <b>Method</b>                             | <b>Used in a Workshop</b> |      |
|---|---------------------------|------|
| <b>6.3.1 Individual study</b>             |                           |      |
| · using study manuals                     | <input type="checkbox"/>  | (59) |
| · using school management books           | <input type="checkbox"/>  | (60) |
| <b>6.3.2 Group methods</b>                |                           |      |
| · Lectures presented by tutors            | <input type="checkbox"/>  | (61) |
| · Conferences and seminars                | <input type="checkbox"/>  | (62) |
| · Group discussion                        | <input type="checkbox"/>  | (63) |
| · Case studies                            | <input type="checkbox"/>  | (64) |
| <b>6.3.3 Experience-based methods</b>     |                           |      |
| · Acting scenarios in teams (simulations) | <input type="checkbox"/>  | (65) |
| · Individual role plays                   | <input type="checkbox"/>  | (66) |

6.4 What improvement would you suggest for school management training in Zimbabwe?

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## APPENDIX B

### INTERVIEW SCHEDULE

1.0 Thanks: Thanking respondents for being afforded access to interview them and assuring them of confidentiality.

2.0 Purpose: Explaining the purpose of conducting research on SMT and asking what school heads think their job entails.

#### 3.0 Questions

3.1 What knowledge, skills and attitudes have been overlooked in SMT programmes in Zimbabwe?

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3.2 What self-development activities have you done to improve your management skills?

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3.3 What forms of off-site SMT have you participated in?

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3.3.1 What benefits did you derive from these SMT programmes?

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3.3.2 What limitations did you observe from the programmes?

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3.3.3 What do you think should be done to improve the programmes?

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3.4 What knowledge and skills are overlooked by the B.Ed (EAPPS) degree programme?

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3.4.1 What do you think are the strengths of the B.Ed (EAPPS) degree programme?

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3.4.2 What do you think are the weaknesses of the B.Ed (EAPPS) degree programme?

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3.5 How many workshops in SMT do you attend per year? \_\_\_\_\_

3.5.1 Who are the trainers of SMT in workshops? \_\_\_\_\_

3.5.2 What do you think should be done to improve the quality of SMT workshops?

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