

PD-ABK-693

Best available copy -- page 48 missing

PD-ABK-693
97.0102

EDUCATIONAL, POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

HEADTEACHER MANAGEMENT TRAINING PROGRAMME

FORMATIVE EVALUATION REPORT

FOR

ORGANIZATIONAL MANAGEMENT MODULE

Prepared for

Director, In-Service and Training Unit

Ministry of Education

Government of Swaziland

by

Dr. Jeremiah M. Gule

with

Mr. John C. Makina

UNIVERSITY OF SWAZILAND

MARCH, 1993

TABLE OF CONTENTS

<u>SECTION</u>	<u>PAGE</u>
LIST OF ABBREVIATIONS AND ACRONYMS.....	ii
ACKNOWLEDGEMENTS	iii
EXECUTIVE SUMMARY	iv
 <u>SECTION ONE:</u>	
INTRODUCTION	1
TERMS OF REFERENCE	3
ORGANIZATION OF REPORT.....	3
 <u>SECTION TWO:</u>	
BACKGROUND AND JUSTIFICATION	6
 <u>SECTION THREE:</u>	
PURPOSE OF FORMATIVE EVALUATION STUDY	10
 <u>SECTION FOUR:</u>	
METHOD OF INQUIRY.....	13
a) Selection of Respondents and Interviewers	14
b) Design of Study	15
c) Data Collection Process	17
 <u>SECTION FIVE:</u>	
DATA ANALYSIS	19
 <u>SECTION SIX:</u>	
FINDINGS OF EVALUATION STUDY	21
a) Inventory Maintenance and Control	23
b) Teaching Aid Production Kit Management	26
c) Record Keeping	29
d) Time Management	34
e) Staff Development Meetings	36
f) Staff Meetings.....	38
g) Staff Supervision and Motivation	40

SECTION SEVEN:

SUMMARY 43
CONCLUSIONS..... 48
RECOMMENDATIONS 49

APPENDICES

I. Formative Evaluation Model and Plan 51
II. Interview and Observation Schedule..... 52
III. Trainers Assessment..... 65
IV. DCT Training Schedule..... 67

SELECTED REFERENCES..... 68

LIST OF ABBREVIATIONS AND ACRONYMS

- DCT - Data Collecting Team.
- EMPT - Educational, Policy, Management and Technology Project
- MoE - Ministry of Education
- TAP - Teaching Aids Production Kit
- TIDL - Teacher Infussion and Distribution Library
- TNA - Training Needs Assessment
- SNAT - Swaziland National Association of Teachers.
- POMI - Personnel Management, Organizational Management, Money Management and Instructional Leadership.

ACKNOWLEDGEMENTS

The success of any research work depends on understanding and co-operation of different people. We wish to thank all the headteachers for opening their schools and offices to the interviewers. Their co-operation made this report possible. We also want to thank the Ministry of Education, In-Service Education and Training Unit for entrusting us with such an important exercise. We also thank the data collectors. They were a fun bunch of people to work with. We also thank the Educational, Policy, Management and Technology (EPMT) Project Management Team for their long suffering, service and willingness to clarify what were to us vague issues of the project. A lot of thanks goes to the trainers who still have unfinished business. Finally, our families also deserve to be acknowledged for having to put up with our dissertation during this exercise.

EXECUTIVE SUMMARY

The Educational, Policy, Management and Technology (EPMT) project embarked upon an important headteacher management training programme in 1991 to run for over a five year period. The aim of the programme is to train all headteachers in the Kingdom of Swaziland school system. A national training needs assessment (TNA) identified various training needs among headteachers. These needs were grouped into four critical areas: Personnel Management, Organizational Management, Money Management, and Instructional Leadership.

The current exercise was conducted to give insight into the Organizational Management. The syllabus was based on a modular approach and formative evaluation was conducted once the training on the module began. The evaluation sought to compare the performance of trained headteachers with that of untrained headteachers.

The results showed that training had substantially influenced the manner in which a headteacher organised and managed a school. Trained headteachers had more self-confidence and willingness to try out new procedures, kept more records than untrained headteachers, and had more time management tools than their untrained counterparts.

Training had also "opened" new areas of information for trained headteachers while untrained headteachers "fumbled" in the dark. There was enthusiasm to implement the newly acquired knowledge and skills by trained headteachers. However, it was noted that little or no support was available from the community, and the MoE.

To improve the quality and impact of the future of the Headteacher Management Training Programme, eight recommendations were made. Four of these related to the actual training, while the other four were on support opportunities.

SECTION ONE

INTRODUCTION

The training of Headteachers has been a high priority in the Ministry of Education (MoE) particularly since the advent of the Educational, Policy, Management and Technology (EPMT) project national training needs assessment (TNA) carried out throughout Swaziland in 1990. The TNA, emphatically pointed out the dire need to train Headteachers from primary school to high school level in critical managerial areas to ensure effective school leadership. A Headteacher Management Training Programme commenced in 1991 with primary school headteachers being the first trainees. Since 1991 training has been conducted in cycles with each cycle completion followed by formative evaluation. This is a report of a formative evaluation exercise carried out to assess an aspect or cycle of the Headteacher Management Training Programme. The aim of the evaluation was to find out if training in Organizational and Management undertaken by about 200 primary school headteachers from the four regions of Swaziland had an impact on how they did their work following their training. The performance of trained headteachers was contrasted with that of their untrained counterparts.

The primary aims of the Organizational Management Module were five-fold:

1. to equip Headteachers with knowledge and understanding of the school as an organization and to identify forces that can impact on organizational effectiveness.
2. to equip Headteachers with knowledge and understanding of how they could best manage the different components of the school including human and non-human resources.
3. to equip Headteachers with knowledge and skills to better administer office records.
4. to enable Headteachers to develop ways to effectively facilitate staff development meetings as well as general staff meetings.
5. to enable Headteachers to manage all activities occurring within the school and to initiate and manage change.

Suffice it to say that the training to meet these objectives was conducted by a group of trainers who comprised of high school headteachers, senior Ministry of Education officials from the Regional Education Offices and where necessary, other MoE officers were invited to make special presentations. The training in Organizational Management was conducted on a residential basis for a period of one week simultaneously in each region. The trainers team-taught the module. Prior to training delivery the trainers underwent a rigorous Training of Trainers workshop. It is also noteworthy that these trainers had experience in conducting headteacher training, having conducted three other modules in the previous training cycles.

TERMS OF REFERENCE

The evaluation was supervised by a co-ordinator whose Terms of Reference from the Director of In-Service Training Unit were as follows:

- . to collect background information from project files on current formative evaluation approaches specific to training in Organizational and Management.
- . to attend at least two days of the training sessions and observe training, trainees, module evaluation procedures, interview trainers about views on follow-up.
- . draw a conceptual model for carrying out the Formative Evaluation (See Appendix I).
- . perform a comparative study of the effect of training on headteacher performance regarding inventory processing, record keeping, time management, staff development, meetings and general supervision of trained headteachers with those who had not been trained.

ORGANIZATION OF REPORT

This report is divided into seven sections. The first section gives an introduction to the report. The second section provides the background and rationale for the Headteacher Management Training Programme affecting all primary, secondary and high schools in Swaziland.

Some observations about the state of management in organizations in developing countries in general and Swaziland in particular are made in this section. Reference is also made to why the EPMT project structured the training in a cyclical manner.

The third section offers a concise definition and purpose of formative evaluation. An overview of the different types of evaluation approaches is provided. The section concludes by pointing out the vital role of formative evaluation in the Headteacher Management Training Programme.

The fourth section of the report discusses the methodology used to prepare for data collection and analysis. In this section the design of the evaluation instrument, identification and training of the Data Collecting Team (DCT), selection of sites and respondents, logistics and the data collection activity is discussed in detail. The weaknesses inherent in the methodology and ways of minimizing them in order to ensure the reliability and validity of the data collected are discussed.

The fifth section deals with how the data was organized and analyzed. Details on such matters as data arrangement, storage, examination for identification of trends and major categories pertinent to Organizational Management as well as and data coding are presented.

The data analysis main purpose was to draw a clear comparison between the performance of untrained and trained primary school headteachers with respect to Organizational Management practices.

The sixth section presents the findings of the formative evaluation study. For purposes of logic, clarity and a comprehensive portrayal of the differences in performance between untrained and trained headteachers, the findings for each group are presented separately. While the analysis may have revealed many interesting issues on how headteachers operate in their schools, only those matters critical to Organizational Management are thoroughly discussed. Other issues related to school management that emerged in the analysis are cursorily discussed in this section.

The seventh section concludes the report and offers some recommendations. The prime purpose for offering these recommendations is to provide a way forward for those who are or will be charged with future headteacher training. The findings in this study should inform and guide future training activities.

SECTION TWO

BACKGROUND AND JUSTIFICATION

The route to school leadership or headteacher position is fraught with problems in the Kingdom of Swaziland. People who assume this important role in most instances rarely get forewarned and prepared prior to assumption of duty.

Consequently, the first precious weeks, if not months, in office simply pass by while the headteacher is still groping around for direction. The already bad situation is exacerbated by the MoE's inexplicable practice of sudden promotions or transfers. The ill-prepared headteacher is thus immediately faced with big adjustment problems. Firstly, there is need to adjust to the sudden change of status and role. Secondly, the need for understanding and adjustment to the pertinent requirements for the job in the particular school. Thirdly, getting used to new teachers, students, parents' representatives, and community. It is therefore not surprising that headteacher performance in many schools is far below expectations¹.

The majority of Swazi schools are public institutions funded by government. School management for some reason suffers from the same malaise prevalent in public institutions. There seems to be

¹. The ills of school administration have been consistently enumerated in editorials, special columns and letters to the editor in the Times of Swaziland.

no awareness that schools are organizations that need to be properly managed by headteachers applying the basic organizational management principles. Handy and Aitken observe that:

...a primary school head has a more complex task than just creating a form of organization. She or he needs to see that the working of that organization is informed by, and recognizes, the influences of other groupings, and to guard against the inadequacies of the organization she or he adopts.

...what is important is that the organization knows its way - where it is going - and that those working in the organization know what are the shared set of values to which each is contributing (Handy and Aitken, 1986:16-17).

Swaziland, like many developing countries, suffers from lack of managerial capacity (Gule: 1991, Kerrigan and Luke: 1987, Kiggundu: 1990). In the Swaziland education system the problem has been further compounded by the absence of appropriate preparation for school headship.² Due to lack of proper preparation most, if not all, headteachers have a parochial view of their role and fail to

². The Faculty of Education of the University of Swaziland and the Teacher Training Colleges have inadequate coverage of management course offerings in their curricula. The Faculty of Education has realized the need to revamp its courses to cover more than the paper and regulations administration in school headship.

see schools as organizations which ought to be run efficiently with strict adherence to organizational management principles. This has contributed immensely to the state of affairs in the schools.

Besides being hampered by lack of appropriate managerial skills, headteachers also suffer from work overload. For instance, in a typical school, particularly at the primary school level, it is expected for a headteacher to also assume some teaching responsibility in addition to performing administrative and management duties. In many cases this is a result of understaffing.

The tendency for headteachers is to concentrate on instruction and neglect their primary function, that of managing the school³. Indeed, headteachers must be instructional leaders, but there is need to keep a balance among all the roles that they need to fulfill.

The MoE embarked on nation-wide training needs assessment (TNA) in 1991 which aimed at identifying critical skill gaps among headteachers in primary, secondary and high schools. The TNA pointed out specific areas where headteachers felt they needed to be trained. A training syllabus was designed and a training model

³. Several headteachers attending EPMT training sessions complained to the Evaluation Co-ordinator that the training was actually robbing them of precious time they could be spending preparing the Grade VII kids for their terminal examinations.

was developed which sought to ensure that in a five-year period all headteachers in the Swaziland school system would have been trained in four different areas identified in the TNA, namely, personnel management, organizational management, money management, and instructional leadership (hereafter referred to as POMI)⁴. The TNA heightened the need to equip headteachers with appropriate managerial skills if the school system was to survive, thrive and offer quality education.

While training has the potential to change work performance, it would be a mistake to regard it as a panacea for all causes of organizational malaise. There are many other factors that can account for poor individual and organizational performance. Training, if properly conceived, structured, delivered and monitored addresses in the first instance the lack of skill or knowledge. However, for the trainee to then transfer and translate the knowledge and skills into on the job performance requires other support systems.⁵

⁴. Discussion of the Training Needs Assessment activity and the syllabus is adequately discussed by H. M. Bergsma "Design and Implementation of A Training Needs Assessment For Headteacher Management Training Program in Swaziland". Paper presented during the BOLESWA Educational Research Symposium, University of Swaziland, Kwaluseni, July/August 1991.

⁵. The necessary support system includes evidence of superiors' support for utilization of acquired skills. If superiors fail to demonstrate how training should be utilized, little that was acquired in training gets used on the job. See D. R. Spitzer "Why Training Fails" Performance and Instruction and Instruction Journal Vol. 26, Nov/Dec. 1987 pp. 28ff.

SECTION THREE

PURPOSE OF FORMATIVE EVALUATION STUDY

The main purpose of an evaluation activity is to enable programme implementers and relevant decision makers to form informed judgment about the value of the activity (Worthen and Sanders, 1973). An evaluation assists the decision makers to decide "which program works and which does not" (Weiss, 1972). Programme implementors benefit from an evaluation in that they can use the information to modify their strategies for implementation if need be.

For an evaluation to yield credible information the nature, size, time spent in collection and analysis of data must be considered. An evaluation that is hastily executed and has fuzzy objectives is unlikely to provide useful information. The objectives of an evaluation activity need to be crystal clear to the sponsor of the activity, the evaluator and those who will decide what to do with the programme as a result of the evaluation.

An evaluation has been defined as:

the systematic collection of information about activities, characteristics, and outcomes of programs for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs are doing and affecting (Patton, 1986: 14).

To be systemic an evaluation requires clarity of objectives, planning of evaluation activities, and observance of social science research requirements.⁶ The quote "we can't evaluate at the end of the project if we haven't planned to do it from the beginning"⁷ aptly points out the need for careful planning and objectives setting.

The formative evaluation discussed in this report was undertaken with the expressed purpose of finding out how headteachers exposed to training in Organizational Management and those who were not trained performed. A formative evaluation is, according to Patton (1980) undertaken:

for the purpose of improving programs in contrast to those evaluations which are done for the purpose of making basic decisions about whether or not the program is effective, and whether or not program should be continued or terminated. (Patton, 1980: 71).

⁶. A discussion of social science research methods is contained Neil McK. Agnew and Sandra W. Pyke's The Science Game: An Introduction to Research in the Social Sciences. Englewood Cliffs, NJ. Prentice Hall, 1987.

⁷. Cited in R.G. Havelock and A.M. Huberman Solving Educational Problems: The Theory and Reality of Innovation in Developing Countries New York: Praeger Publishers, 1978.

During the formative evaluation certain factors were taken into account in order to arrive at unbiased conclusions regarding the following factors: preparation of instructors, level and type of instructors, consistency and clarity of instructional objectives, instructional methods, instructional materials, type of training facilities, accessibility of training facilities and monitoring of instructors. Also critically considered in the evaluation process was the experience and length of service in headship of the respondents as well as the location and age of the school.

SECTION FOUR
METHOD OF INQUIRY

The data used in the evaluation was varied and was assembled using multiple methods. The Principal Co-ordinator of the evaluation first reviewed documents related to the Headteacher Management Training programme, including the TNA report.

Documents specifically dealing with Organizational Management were carefully reviewed. These included the Trainer and Trainee Manuals. Document analysis was followed by development of an interview instrument (See Appendix I) used to interview selected trainers. The aim here was to solicit the trainers views about their training.

The main data collecting instrument was then designed in consultation with the EMPT project office. An effort was made to keep the instrument's chronology or sequence of questions as close as possible to that of the manuals. Due to time constraints and financial considerations the instrument was not pre-tested. However, the pre-data collection training conducted for the DCT using the instrument helped to reduce problems that could have arisen during data collection.

a. Selection of Respondents and Interviewers

The informants for the evaluation were twenty (20) headteachers already trained in Organizational Management selected from a sample of 200 headteachers, and twenty (20) untrained headteachers selected from a pool of untrained headteachers. From each region ten (10) headteachers were selected, five trained and five untrained headteachers. The trained headteachers were randomly selected. The selection of untrained headteachers was semi-random in that there was a need to place a trained and untrained in proximity as much as possible.

This was done in order to minimize distances between trained and untrained schools. All respondents were advised in advance about their selection for participation in the evaluation exercise through direct mail or via their Regional Education Officers (REOs).

There were eight (8) interviewers selected to conduct the evaluation interviews. The interviewers or data collectors worked in teams of two per region. In order to be on the DCT a person had to satisfy three criteria:

- . have adequate knowledge of education system
- . be familiar with the distribution and location of schools
- . have experience working with teachers at different levels

The DCT members met all these criteria since all of them worked in education and had extensive experience with the system either as teachers, headteachers, or in-service trainers. Some members of the team had in fact been involved in the TNA.

After they were selected the interviewers attended a one-day training session (See Appendix IV). The training dealt with interviewing techniques, especially how to ask questions and record feedback. The training session involved going through the interview instrument and clarifying or explaining each question. Interviewers were counselled on how to deal with various situations that could arise during an interview.

The training covered ways to unobtrusively observe and record critical information. Finally, interviewers were led through the content of the Organizational Management module with a view to make them aware what was taught. Each team member was then given a copy of the Trainer's Manual for reference during the data collection.

b. Design of Study

The evaluation study was designed in such a way as to accomplish the primary objective, namely, to compare the performance of twenty (20) headteachers trained in Organizational Management with the performance of twenty (20) headteachers who had no such training. The same interview instrument was used in interviewing both trained and untrained headteachers. In order to draw the contrast between

a trained and untrained headteachers, interviewers were under instruction to alternate the interviews as follows:

INTERVIEWEE I	INTERVIEWEE II
Trained	Untrained
INTERVIEWEE III	INTERVIEWEE IV
Trained	Untrained
INTERVIEWEE V	INTERVIEWEE VI
Trained	Untrained

Since what was being evaluated was the impact of a training activity, the co-ordinator decided that the baseline data would be the TNA data for everyone and aggregate test scores in the case of trained headteachers. That is, since pre-tests and post-tests were not part of the design, the most telling data available describing the performance of headteachers in general were the TNA data plus the test scores obtained by trained headteachers during training.

An effort was made to minimize inequalities among the respondents by ensuring that schools close to each other and having almost similar backgrounds were paired together. For instance, a trained headteacher in a rural school was paired with his or her untrained counterpart within the same setting.

c. Data Collection Process

The data collecting activity occurred between October 16 and 21 1992 occurring simultaneously in all four regions of the country.

Since this was towards the end of the school year when pupils in the target schools would be writing their terminal examinations, the data collectors were under pressure to complete the exercise prior to the examinations when heads of schools would be the busiest.

The data was collected using the interview/observation schedule (See Appendix II) which combined closed and open-ended questions. The instrument allowed the interviewer to ask questions and ask for supporting evidence if the respondent answered in the affirmative. The interviewer could also record his or her observations regarding certain items raised in the interview. For instance, a question on time management required the interviewer to ask for and look through the respondent's diary or time management tools or system. Where necessary an interviewer could also ask probing questions in order to have the respondent clarify his or her answer.

The same interview schedule was used in interviewing untrained headteachers. Interviewers used the same techniques even with untrained headteachers as explained in the preceding paragraph. The intention was to be as uniform as possible in the manner in which the interviews were conducted. In order to be able to compare the information obtained from the two groups of headteachers, the same strategy had to yield or solicit the same information from each headteacher. Consequently, on the question of time management or inventory maintenance untrained headteachers

were asked for exhibits, even though unlike trained headteachers they may not have been taught how to use a diary or keep an inventory.

The data collectors not only completed the questionnaire but took additional notes on prescribed note pads. They also had to write a summary of each interview noting significant findings and key observations they had made of the particular school. The summary and observation notes were submitted for analysis together with the completed questionnaire.

SECTION FIVE

DATA ANALYSIS

The usefulness of an evaluation exercise can be total nullified by the manner in which the data is collected, analyzed and reported. In both data collection and analysis there is always the danger of being erroneous and biased. To guard against skewed findings the data collectors were trained in the interviewing techniques and on how to complete the interview instrument. The need for clarity and consistency was stressed during the training. Once the information was obtained it had to be analyzed :aution was taken to carefully read the responses, code and interpret them.

The reading of the responses resulted in the creation of various categories illustrating those areas which were deemed critical to Organizational Management. In other words, from the headteachers responses it became evident what kind of activities constitute Organizational Management practice in the schools. The major categories identified and carefully analyzed were: inventory maintenance and control, teaching aids products kits and related problems, record keeping, time management practices, staff development activities, staff meetings, styles of supervision and teacher motivation strategies.

The data was stored in separate manila folders which were properly labelled. It was then grouped according to the region of origin and according to whether it was for untrained or trained headteachers.

Interviewers' summary and observation notes on each school were also carefully reviewed and analyzed and stored with the rest of the data from a given school.

Data analysis involved checking for consistency in each interview instrument. During the analysis the responses were carefully considered to find out if respondents were being consistent in the answers they provided. Consistency had to be established for a school and then for a region. Where headteachers failed to provide information or the responses appeared inconsistent, the instrument was excluded from analysis. An internal and cross analysis of the data was then conducted. By internal analysis here it is meant the analysis of data from within a region and comparing responses on the various categories. Cross analysis on the other hand means that data from one region is compared with data from another region.

SECTION SIX

FINDINGS OF EVALUATION STUDY:

General

The involvement of headteachers untrained in the Organizational Management module in the evaluation helped to underscore the need for the Headteacher Management Training Programme. In essence what the evaluation uncovered or confirmed with untrained headteachers were some of the needs identified in the TNA. While these headteachers were, per chance or coincidentally, in some instances engaged in correct school administration and/or management tasks the methods used were in most instances found to be ineffective, uneconomical and some just plain inappropriate.

The results or findings of the study need to be interpreted or understood in the light of the essentials for managing a primary school in Swaziland. In this respect the objectives of the Organizational Management module come in handy. The module specifies what heads of schools ought know and practice if they are to expertly manage schools. Also using the TNA results as baseline information, it is possible to judge whether or not headteachers, school management practices have changed, remained the same or deteriorated.

The primary functions of the headteacher in so far as Organizational Management is concerned are:

- . maintain buildings
- . keep furniture and other equipment in repair
- . maintain stocks of supplies and inventories
- . keep accurate records of school equipment and supplies
- . work with staff to plan meetings for school organizational purposes and staff development
- . supervise instruction
- . evaluate their staff's performance⁸

The evaluation aimed at finding out how much awareness headteachers had of these functions, and if so how much successful were they in performing them. Certainly, the pivotal role of headteachers in managing and deploying the resources of the school was underlined in this study.

The major categories identified and selected in the data analysis as issues critical in school Organizational Management were as follows:

- a. Inventory Maintenance and Control
- b. Teaching Aids Production (TAP) Kit Management
- c. Record Keeping
- d. Time Management Practices
- e. Staff Development

⁸. Refer to SYLLABUS: Headteacher Management Training (Ministry of Education, In-service Training Unit, 1990) p.6

f. Staff Meetings

g. Staff Supervision and Motivation

Other issues emerged which, though not directly related to school organizational management issues, nonetheless, had an impact on school management. These issues are discussed under general observations.

a. Inventory Maintenance and Control

The evaluation sought to find out if there was an inventory of equipment and other physical materials found within the school premises. It also sought to establish how such school equipment and materials were maintained and how their movement was controlled. A school inventory should include items ranging from soft items, such as official books, to hard items like school furniture and tools. Once these items are obtained, their maintenance and movement within the school or outside should be accounted for.

It is the responsibility of the headteacher to ensure that the necessary equipment or material is available to the school in time and in good working condition. For purposes of uniformity in the maintenance and control of school inventories the MoE prescribed and specially designed forms for recording tools, sports equipment, office equipment and supplies and class inventory.

Of the twenty (20) untrained headteachers, sixteen (16) or 80% stated that they maintained an inventory. In the Hhohho region 100% of the untrained headteachers maintained an inventory, 40% maintained an inventory in the Lubombo region, 80% did so, in the Manzini region and 100% in the Shiselweni region. However, it was also found that not all headteachers used the official format for inventory maintenance and control as laid down by MOE. In fact, of the sixteen (16), fourteen (14) or 70% of the headteachers did use the MOE prescribed forms. One headteacher used an ordinary loose leaf file and another one used an ordinary exercise book. In more than half the schools that maintained an inventory it was found that it was not up-to-date. That is, in 50% of the schools that kept an inventory, headteachers tended to only record items when they first arrived in the school. Headteachers did not take maintenance and control of inventory seriously. Where the inventory was up-to-date the headteacher was found to have delegated the responsibility to other teachers or used a secretary to maintain the inventory. A total of 16 (80%) headteachers stated that having an inventory helped them in their decision making with respect to enrolment. The general uses of an inventory included, inter alia, determining quantities of purchase, avoiding duplication of items, checking what needs to be repaired or replaced and tracing movements of stock.

The trend among the twenty (20) trained headteachers was slightly different. Of these twenty (20) headteachers, two (2) or 10% had no inventories at all. In one case, these administrative aspects were undertaken by the company administration (since this was a company owned school) and in the second case, the school was new and was using furniture borrowed from a church.

Like their untrained counterparts, the trained headteachers tended to keep records of only major items or those that they thought were important. Such important items included typewriters, duplicating machines, and sewing machines. Fourteen (14) or 70% used exercise books for the inventory, while three (3) or 15% used loose leaf files. None used the official MoE form. Keeping inventories helped headteachers to check lost or wornout items, determine school requirements in budgeting and enrolment. In seven (7) or 35% of cases, the headteachers delegated their deputies or assistant teachers to keep the inventory.

The movement of items was controlled through close monitoring of the inventory. In seventeen (17) schools, the inventory was organised by classroom but moved items were only signed for by everybody in six (6) cases or 30% while in other six (6) cases, only the headteacher signed for the moved items. Such a practice could have made assistant teacher not feel responsible or concerned about school assets. Further , eight (8) schools had not updated

their information at all in 1992. There was no discernible pattern of regularly updating information.

The lack of resources e.g. offices, filing cabinets and official stationery was endemic, making it extremely difficult to keep and maintain records in good order.

b. Teaching Aid Products(TAP) Kit Management

The Teaching Aid Production (TAP) Kit was found in all the schools. Headteachers were found to be generally quite satisfied with having the TAP kit, as one of them remarked, "the TAP Kit is the best thing ever delivered by the Ministry of Education". However, among the untrained headteachers, the use of the TAP kit was found to be quite restricted except in the Shiselweni region where there was 100% usage by teachers, students and handy persons. The majority of the TAP kit users were male teachers. Only in four or 20% of the schools were all teachers reported to be using the TAP kit. It was also found that in most instances the TAP kit was not being used for production of teaching aids but for general school repairs. The items and tools used mostly included saws, hammers, nails, screws, and screw drivers.

While the TAP kit was available in all schools, it was not being effectively used in all schools nor was it used for the primary purpose. Headteachers who restricted use of the TAP kit reported that they were afraid of losing the tools. Similarly, teachers

were not keen to use the TAP kit for fear of losing tools and being required to replace them. Another major problem related to use of the TAP kit had to do with security within the school. While in 100% of the schools the TAP kit was found to be locked, only 20% or four (4) of the schools still had the full consignment of tools in the kit. There were 25% (5) of the schools where the headteachers just did not know what happened to items supposed to be in the kit. In another 55% (11) of the schools the headteachers had some idea how the items went missing but could not act because they were not quite certain. In a few cases where tools were lost, it was because the school had been burgled. The major reason for not knowing what happened to tools was because the headteachers did not have a system of controlling the movement of items.

Among the trained headteachers, seventeen (17) had acquired the TAP kit in 1989 or later, while only three (3) had acquired the kits prior to 1989. The kits were rarely used, and where this happened, it was mostly a few regular items (hammer, screwdriver, screws, pliers, rasp, file and tape measure). This limited use plus restricted borrowing by teachers helped to keep the kits in fairly good to pristine conditions.

As in the case of untrained headmasters, the tools borrowed were used to repair school furniture and in general maintenance jobs. In one instance, where the kit was stolen, the headteacher commented "since the kit was stolen we have to transport broken

furniture to the local skills centre" In very limited cases were tools used to make teaching/learning aids. This was partly because many teachers could not use the tools in the kit.

Borrowing also placed some limitation on the use of the TAP kits. Borrowing time was mostly restricted and teachers feared losing tools and paying for them, hence they tended not to borrow tools unless it was absolutely necessary.

Although eight (8) schools reported having security problems related to the TAP kit, so severe was this security problem that at one school the kit was being kept at the headteacher's house (four kilometres away) after the storeroom had been broken into. At another school, there was no kit at all as thieves had stolen all the tools.

The trained headteachers also did not exhibit proper administrative procedures. The fact that assistant teachers could/would not use the TAP kit or that most tools were put to secondary use at the expense of their primary function were issues headteachers failed to address. No in-house or school-level training was given to assistant teachers in spite of the fact that this was an ideal topic for staff development.

Most headteachers of both categories did not realize the need to maintain a proper way of monitoring the use of the TAP kit. They also failed to see the need and to make sure that all their teachers were able to properly use the tools in preparation of their teaching aids. Thus, the main use of the kit was carrying out maintenance or repair tasks. The failure to monitor the kit led to unserviceable items being left unrepaired and stolen or lost items being unreplaced. It should be noted that none of the untrained headteachers was aware of the conditions laid down by MOE governing the retention of the TAP kit in the school.⁹

c. Record Keeping

Organizational Management is unlikely to happen if there is no systematic record keeping. Record keeping constitutes a very vital task that a headteacher has to do. In running the school, he or she has to rely on proper and current records. The general or normal school records in the case of the schools involved in the evaluation would include: pupil record sheets, registers, scheme books, log book, teacher files, teacher salary register, cash and analysis book, Minute book, receipt book, vouchers, bank books, official correspondence files and general orders or regulations file.

⁹ The conditions appear as Appendix D in the module on page 51.

In eighteen (18) or 90% of the schools headed by untrained headteachers there was some type of record keeping. That is, even though a school was keeping records, these did not include all the records that were supposed to be kept nor were the proper stationery or forms being used. In fact, in less than half the schools visited was there a complete list of expected school records which a headteacher should keep. Of the 18 untrained headteachers who reported keeping some records, nine (9) or 50% had records that were incomplete or not up-to-date. For instance, the teacher salary register was behind by two months or more, pupil record cards were not being used or incomplete. With regards to the usefulness of records, five (5) or 25% of the headteacher said they did not see any usefulness in keeping records but had to keep them "to please the inspectors from the Ministry" as one of them stated.

There were nine (9) or 45% of the headteachers who reported keeping records primarily for purposes of general administration. Another six (6) or 30% of the headteachers reported that they used their records for information. An interesting finding was with respect to how the untrained headteachers first learned about record keeping. There were eight (8) or 40% headteachers who reported that they made a conscious effort to learn on their own how best to keep records, four (4) or 20% were taught by the ex-headteacher,

another four (4) or 20% learned in workshops¹⁰ and another four (4) or 20% completed records on a "trial an error" basis. Of the eight (8) self-taught headteachers, five (5) or 63% were among those who were able to maintain complete and up-to-date records.

There were some common problems associated with record keeping revealed in the evaluation. A major problem which affects 80% of the schools had to do with availability of storage space and furniture. School records were kept in classrooms, or store rooms together with garden tools on open shelves, and even in dining rooms in headteachers houses. In less than 25% of the schools did the headteacher have a decent office in which he or she could do his or her work properly. Certainly, the quality and state of many school records under some of the conditions was appalling. Where space and furniture were available the headteacher was more likely to keep most of the required records.

Lack of time to do the tedious work of completing records was cited as the second most serious problem. Since headteachers are required to participate in instruction, they complained they could not possibly have time for completing and filing records. Schools that had complete and properly filed records were those schools in which there was an office, filing cabinets and a school secretary. The third serious problem affecting record keeping was lack of

¹⁰. The workshops referred to here were reportedly ran in the early 80's by UNESCO and an Australian aid agency.

knowledge and skills. Even though headteachers were keeping records most of those who kept them were uncertain about what they were doing. That is, they were not certain whether or not they were following acceptable procedures. This was evident with regards to completing the cash and analysis book, the pupil record cards and bank books, especially where a current account was being used.

Just as in the case of untrained headteachers, the schools in which the headteacher was trained had records ranging in comprehensiveness. There tended to be over emphasis on administrative records and considerable neglect on pupil and academic records.

In seventeen (17) schools headteachers reported keeping records before they went for training, but in one school the headteacher admitted that he had only started to keep records after the EPMT training, while another started keeping records "in detail after EPMT training." It was noted that sixteen (16) or 80% of the headteachers admitted that they had learned a lot from EPMT training and had subsequently improved their record keeping. From this point of view, the training was successful.

In spite of headteachers having learnt about record keeping, most records surveyed showed general level of incompleteness and lack of comprehensiveness. This was partly due to the absence of provision of the basic requirements such as official inventory forms/books.

The lack of follow-up by MoE inspectorate to help headteachers set up systems or improve them compounded the problems.

There were no "landmark" dates from the MoE. This made it difficult to establish when records should have been up dated and how. Nevertheless, at the time this evaluation was carried out, all records should have reflected information from the first term to the beginning of the third term. It can therefore be argued that had "landmark" dates been supplied by MoE, headteachers would have been obliged to note and abide by these dates.

As in the case of schools headed by untrained headteachers, trained headteacher schools also suffered from lack of storage facilities. Excepting the company school, all the nineteen (19) schools or 95% had storage problems. In six (6) schools, the conditions were appalling. The headteachers in these schools operated from classrooms or from their homes because there were no offices. In eight (8) schools there were no cabinets or proper storage facilities thus compromising the safety of records while operating from home brought in logistical problems.

In addition to problems of facilities, headteachers found record keeping time consuming and tedious. Those heads who had teaching duties found it increasingly difficult to institute and maintain a comprehensive record keeping system. Headteachers also seemed not to delegate record keeping tasks to assistant teachers or deputy

heads. Future EPMT training should focus more on aspects of delegation and accountability.

d. Time Management

Headteachers are expected to manage their time as well as ensure that teachers and pupils are properly managing time. Here time management simply refers to how best the headteacher plans how time will be used on a daily basis and how he or she sticks to that plan. The most commonly used tool for allocating time in the school is the master timetable, which the headteacher is responsible for designing. However, the weakness of the timetable is that it governs the sequence of instructional and other activities in the school. It does not help the headteacher plan how he or she will spend time.

The study found that thirteen (13) or 65% of the untrained headteachers did not have a clue of what time management meant. They did not even see timetabling school activities as time management. One headteacher remarked, "I have no particular way that I use to manage my time, but I get along OK". The seven (7) or 35% who had an idea of what managing time was all about pointed out that in addition to the timetable, they also used the yearly calendar and diary to schedule or monitor their activities. But even among those headteachers who used other time management devices; other than the timetable, they were found to be less certain about how to use them. For instance, one headteacher said:

I have used the calendar. I have never practised using a diary before. In fact, I have never understood why and how to use a diary. I store things in my mind.

The majority of the untrained headteachers did not have good time management practices. To most, time did not seem to be a limited resource. Those who attempted to plan and control their use of time complained that they could not effectively do so because of endless interruptions by community members or parents whether the headteacher was at school or at home. Needless to say that these interruptions were not viewed as part of the headteacher's jobs.

The trained headteachers differed little from their untrained counterparts in respect of time management. Although nine (9) or 45% headteachers kept diaries only five (5) or 25% had school diaries and only four (4) or 20% used the master timetable to plan and manage their time. Seven (7) or 35% "simply managed."

Trained headteachers also complained about the endless interruptions by community members, parents and at times MoE officials. This made time management difficult. Trained headteachers also did not seem to realise that time was a resource, and a limited one at that, which needed to be planned and budgeted for. No where did such aspects as staff meetings, staff development meetings or sports appear to have been budgeted for - timewise. In fact, in eight (8) schools with trained

headteachers, staff meetings were held "when ever it was necessary". This reflected the neglect time management got among headteachers in general.

e. Staff Development Meetings

Staff development here refers to the provision of opportunities for teachers to learn new instructional methods or simply new ways of doing things. Staff development meetings could be called to demonstrate how changes in reporting procedures are going to be implemented. They are a forum in which teachers should exchange views about their professional practice or in which they get exposed to new ideas.

The study found that 50% of the untrained headteachers reported convening staff development meetings and 25% of those who reported were able to cite topics that they had covered in their meetings.

The main topics cited were:

- . Teaching Mathematics, Science and English
- . Budgeting
- . Teaching Social Studies
- . Health Education.
- . Environmental Education
- . Feedback Sessions from Workshops
- . Community Structures

The resource persons or facilitators included Regional Education Officers, teachers, health officers and TIDL (Teacher, Infusion and Distribution Library) personnel. In almost all the schools the headteacher was responsible for selecting topics and contacting facilitators. Headteachers cited two major factors that militated against holding such meetings regularly. First, lack of teacher accommodation necessitated releasing teachers early from school, thus limiting time they could spend at school. Secondly, activities run by the Swaziland National Association of Teachers (SNAT) required the participation of teachers thus leading to staff development meetings being held infrequently.

Among the trained headteachers, the study found that sixteen or 80% convened staff development meetings and in 65% of cases, records of the meetings were available. The topics covered did not differ from those covered in untrained headteachers' schools, and so did the resource persons. All sixteen (16) headteachers acknowledged that they had either learnt for the first time or about how to improve staff development from EPMT training. Some 10% had been further encouraged by MoE officials, and another 5% by SNAT. Decisions on what topics to be covered and invitation of resource persons rested with the headteacher and occasionally the assistant teachers.

As in schools with untrained headteachers, the problems of lack of accommodation made it difficult at times to run staff development

meetings as teachers had to break off early in order to catch transport home.

In addition, it was reported in seven (7) instances that some teachers tended to have negative attitudes towards staff development and so, reluctantly took part. Of the four (4) trained headteachers who did not carry out staff development meetings, three (3) claimed they had never heard of the term, and one had no courage to carry out the meetings!

In general, however, the EPMT training had been successful in the area of staff development.

f. Staff Meetings

Staff meetings refers to general meetings that teachers can hold in order to discuss matters relating to housekeeping and other issues affecting the school. Unlike staff development meetings which tend to deal with one topic at a time, in staff meetings a wide range of subjects are likely to be discussed. These meetings can be initiated by the headteacher or the teachers.

All (100%) untrained headteachers reported holding staff meetings. The headteacher was found to be the initiator of such meetings 80% of the time. Nine (45%) of the headteachers reported convening a staff meetings two times per term, while another 45% reported that they held meetings any time. The remainder convened meetings at

least once a year. Thirteen or 65% of the headteachers reported keeping a record of staff meetings. Seven or 35% did not keep minutes of meetings. In the Shiselweni region 100% of the headteachers reported keeping minutes and making sure they were read by all teachers. In the Manzini region only 40% of the headteachers reported keeping any minutes.

Staff meetings were frustrated by the same factors which affected staff development meetings. Furthermore, those headteachers who were less confident about their ability to control teachers who tended to dominate proceedings in meetings, reported holding meetings infrequently.

All (100%) trained headteachers reported holding staff meetings. Six (6) of the headteachers reported holding staff meetings once a term, five (5) held them twice a term, one (1) thrice a term and the rest, eight (8) or 40% held the meetings at irregular times or "wherever it was necessary".

All twenty (20) trained headteachers kept minutes of the meetings. Eighteen (18) or 90% had minute books while two (2) or 10% had loose leaf files.

The range of topics discussed was wide and covered all aspects of the schools' administration. While the problems were, as in the case of untrained headteachers, the same as those which affected

staff development meetings, additional issues were raised. There was reported open antagonism and conflict in meetings which tended to lead to infrequent holding of meetings. No trained headteacher reported having improved their staff meeting management after EPMT training.

g. Staff Supervision and Motivation

The proper supervision of staff is the headteacher's primary function. All untrained headteachers reported exercising supervision over their teachers. Among the methods used to supervise teachers were: in-class observations, review of teaching scheme and preparation books as well as pupils' written work. There were 17 or 85% of the headteachers who reported regular use of these methods. Three or 15% of the headteachers did not have a routine for supervising their teachers. One of the three remarked, "if I have time I supervise", implicitly saying that she or he did not regard staff supervision as a key function for a headteacher.

The three headteachers who had no clear cut routine for supervising their staff cited the following problems:

- . lack of team spirit among staff
- . teachers looking for transfers
- . fear of having to discipline

The seventeen headteachers who supervised their staff used at least three methods to motivate them: giving compliments, organizing

social functions, and taking disciplinary action. However, these headteachers mentioned that they were not sure if their methods were correct ones. Such lack of certainty in managing the school underscores the need for training of all headteachers in the school system.

In the case of trained headteachers, they all reported supervising their subordinates. The most popular method used was class visits (announced and unannounced) 100%, checking of prep and scheme books 80%, and checking pupils exercise books 55%. In seven (7) instances, the headteachers reported receiving positive feedback from teachers after classroom visits or book inspection. It was noted however, that some headteachers preferred book inspection to class visits as they felt inadequate to supervise teachers who were more qualified than them. One headteacher remarked "It is difficult to observe a teacher with a Primary Teachers' Diploma when the headteacher has a Primary Teachers' Certificate" However, such occasions were not common.

School supervision ought to be visibly supported by the MoE through visits and appropriate guidance by MoE officials. Official visits by MoE officials ranged from 'frequent', 'rare', 'seldom' through to 'never visited'. This erratic pattern of visits tended to leave headteachers without guidance, or someone to lean on or as a reference point. Feedback after most of the MoE officials visits was rare and so rendered such visits least useful.

No clear patterns of motivating teachers and dealing with frustrations were apparent. Head-teachers tended to share many of their frustrations with colleagues 85%, with parents or community 35%, and with their families 25%. However, headteachers motivated their staff by giving praises (90%) In four (4) cases extrinsic rewards in the form of a party, presents or an excursion were reported. Only in two (2) cases did the headteacher report that no motivation was given at all. There was no report of improvement of staff supervision and motivation as a result of EPMT training.

SECTION SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The EPMT training in Organisational Management was successful in many areas, the least of which was to motivate headteachers to take their leadership positions more positively.

The areas where headteachers had improved as a direct result of training were in organising and running staff development meetings, staff supervision and some aspects of time management. While record keeping was generally still not satisfactory in many schools, it was noted that training had helped headteachers improve on the systems they used.

As noted earlier in this report, evaluation assists decision makers to decide "which programme works and which does not" It was not only important in this study to isolate those areas where data indicated need for improvement, but to indicate differences due to training between the two study population of trained and untrained headteachers. Six major areas were identified:-

1. Need for Ministry of Education Support and Headteacher Confidence

Untrained headteachers lacked self-confidence in what they did such that even if they were doing the correct thing, they were hesitant. There was need to expose them to good training and

then reinforce good leadership practice by giving timely feedback and rewards.

Trained headteachers on the other hand showed a greater degree of self-confidence and willingness to implement procedures they had not tried before. It was however, noted with grave concern, that MoE officials, especially the inspectorate did not give support, through follow up visits. Reinforcement of training was therefore lacking.

2. Lack of Basic Facilities:

Lack of basic facilities such as an office and office furniture extremely undermined the leadership role and ability of the headteacher to be organized.

This was more frustrating for trained headteachers who, after training, were eager to implement some of the skills they had learned. It was noted that where the facilities were provided, trained headteachers fared favourably. In this regard, it may be worthwhile to consider providing post training packages to each trained headteacher. Such packages would have all the necessary forms, stationery and information to get a headteacher started. This would obviate the long wait headteachers have to endure before MoE sends them forms and stationery.

Where there are still no classrooms for children to sit and learn, a headteacher's office may be viewed as a luxury by the community hence no funds may be availed by the community for its construction. It may therefore be necessary to include in the training sessions, the issue of lack of office to be tackled by both the trainers and trainees. This is especially so as those headteachers who had no offices seemed to have no ideas of how to cope with such adverse situations.

3. Lack of Management Skill

Generally, newly promoted headteachers suffered from lack of organizational management skills. There is need for proper promotion processes in which the promotee will have a handover and undergo an induction into headship. This should be supervised by officials from MoE. This function should not be presumed to be happening, someone must ensure it happens.

It was noted that the current EPMT training module would have had better results had some of the headteachers received induction training prior to or at the time of taking up their headship positions. Such comments as "this is the first time to hear this" would not have arisen. Some consideration on implementing such training could be given when instituting some improvements to the next training module.

4. Experience is not necessarily the best teacher

Headteachers who have had long experience and have been audited before tended to keep reasonable quality records as opposed to new headteachers and those who had not been audited. Among trained headteachers, long experience and previous audits tended to make these headteachers resistant to change. The attitude 'this has worked for me all along so why change' seemed to prevail. There was noticeable reluctance to change to new systems of management as some headteachers had got into a rut.

5. Understanding the Role, Powers and Functions of the Headteacher

Lack of understanding by other teachers of the powers, role and responsibilities of the headteacher created unnecessary interpersonal problems in some instances. There is need to educate other teachers about the functions of the headteacher.

Staff development was underplayed in many instances. Trained headteachers tended to favour topics in the well-beaten paths and not venture into areas such as roles and responsibilities of teachers and heads, or in skills such as the use of tools in the TAP kit. Most trained headteachers tended to 'lead from the front' and were at times too far ahead of their subordinates. Decisions on what topics to be tackled and by who on staff development were done mostly by headteachers and

not together as staff. Staff development, which could have been an excellent vehicle for change, was seen as the "headteachers" baby.

The role of the MoE inspectorate in explaining the roles of each member of the staff team is paramount in future training. As community leaders and heads of aided schools could totally disorganize a headteacher, strict and clear definitions of roles should be developed and explained to all interested parties.

Trained headteachers needed support after training to help them cope with such disturbances and to set up viable time management systems.

6. Wastage of Resources in Schools

Where the MoE provided equipment, someone ought to have made sure that such equipment was not going to lie idle due to lack of know-how. The TAP kits were an example of expensive equipment not being properly utilized. Expertise available among teachers was also not being utilized. There was no inter-schools cooperation on matters of technical experience, and there was no back-up material such as simple hand-books that teachers could use to get ideas of what and how to make simple teaching aids.

RECOMMENDATIONS

It is recommended that:

1. All headteachers should be trained in various aspects of school management and the MoE officials should follow up trainees to ensure procedures learnt during training are being implemented.
2. Post-training kits containing forms and all stationery be issued to headteachers on completion of training.
3. EPMT training be modified in some modules to help those headteachers without basic facilities to cope after training.
4. MoE and EPMT should suggest topics and resource persons for staff development meetings. Newly trained headteachers should be encouraged to utilise such a list until they have gained confidence.
5. MoE together with EPMT should work out logistics for weekend or vacation training for assistant teachers on construction of simple teaching aids.
6. Possibilities of producing an illustrated handbook on 'how to make simple teaching aids' should be explored most vigorously.

7. All headteachers who have not undergone initial EMPT training do so as a matter of urgency.

8. Second phase-follow up training be planned for headteachers who have been trained so far.

APPENDIX I

EDUCATIONAL POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

**MODEL: FORMATIVE EVALUATION
PLAN**

REVIEW TRAINING MATERIALS
& OTHER PROJECT MATERIALS

INTERVIEW TRAINERS
about module
delivery/problems

DEVELOP SKILLS
CHECK LIST

TRAIN DATA COLLECTION
TEAM

COLLECT DATA
40 SCHOOLS
20 UNTRAINED/20 TRAINED HEADS

COLLATE DATA AND
ANALYZE

FETP REPORT

1ST DRAFT

2ND DRAFT

FINAL REPORT

Prepared by Dr. J. M. Gule for the ORGANIZATION MANAGEMENT
EVALUATION

August, 04 1992.

APPENDIX IIEDUCATIONAL, POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

ORGANIZATIONAL MANAGEMENT FORMATIVE EVALUATION
INTERVIEW/OBSERVATION
SCHEDULE

NAME OF SCHOOL:.....DATE:.....

NOTE TO INTERVIEWER/OBSERVER: Ask the following questions and mark YES or NO. If the respondent gives a positive or negative answer, follow-up with appropriate questions listed after the main question. For every YES response you should ask for tangible evidence or support for such an answer. Every NO answer should be followed by asking why.

A. SCHOOL PROPERTY

DO YOU KEEP AN INVENTORY OF SCHOOL PROPERTY? YES NO

1. If yes, see CHECKLIST

a) When did you start keeping an inventory?

b) What material and equipment does the school have?

c) How has keeping an inventory helped you in ordering supplies of new materials?

d) How has the inventory helped you in your administration?

e) How has the inventory affected your delegation of duties?

f) How has the inventory helped with enrolment?

g) What have you done with missing items?

2. Is NO, what problems do you encounter?

INVENTORY CHECKLIST

Type of Inventory: Official form _____
 in book _____
 in a loose leaf file _____
 other (specify) _____

Completeness: Incomplete _____
 Complete _____
 last date done _____
 other (specify) _____

Organizational of Inventory: by class _____
 by building _____
 other (specify) _____

Movement/issuing of items signed by:
 Headteacher only _____
 Deputy Headteacher only _____
 Assistant Teachers only _____
 Both Headteacher and Deputy _____
 All Teachers _____
 Other (specify) _____

NB: TO INTERVIEWER: Make sure that inventory lists all major materials and movable equipment. Comment on the state of the school inventory.

B. TEACHING AID PRODUCTION KIT (TAP KIT)

DO YOU HAVE A TAP KIT? YES NO

If YES, ask following questions and see checklist

a) When did you obtain the kit?

—

b) How many teachers can use the kit?

c) how many teachers have used the kit?

NB. see kit borrowing record.

d) How has the kit helped you manage the school?

e) What problems have you had with the kit?

2. If NO, ask the following questions

a) Why does the school not have a kit?

b) What effort have you made to have a kit?

- c) What problems do you have as a result of not having a kit?

TAP KIT CHECKLIST

1. Is the kit complete? _____
2. State the tools in the kit:
 - new, never used _____
 - new used _____
 - good condition _____
 - poor condition (broken, rusty) _____
 - unserviceable _____
3. Check borrowing list:
 - signatures: _____
 - length of borrowing _____
 - patterns of borrowing:
 - teachers _____
 - classes _____
 - days _____
 - times _____
 - items most borrowed _____
4. Is Kit locked? _____
5. How many persons are responsible for Kit? _____

C. RECORD KEEPING

DO YOU KEEP SCHOOL RECORDS.

1. If yes, ask the following questions.
 - a) What records do you keep?
 - _____
 - _____
 - b) When did you start keeping records?
 - _____
 - c) How much time do you spend on record keeping?
 - _____

d) What is the use of keeping records?

e) Who helps you keep records?

f) Who taught you the system you use for record keeping?

g) What problems have you had in keeping records?

2. If No, ask the following questions.

a) Why is there no record keeping?

b) Has anyone asked for records before?

c) If you had to keep records, what records would you keep?

d) What types of problems do you face as a result of not keeping records?

e) When do you plan to keep records?

RECORD KEEPING CHECKLIST

1. Are records in some form of a system? YES NO
If yes, describe the system being used.

If No, how are record kept?

2. Which records are available? List them.

3. State the Records:

Complete _____
 incomplete _____
 missing _____
 gaps _____
 up-to-date _____
 not-up-to-date _____
 clearly marked:
 in alphabetical order _____
 by date _____
 be name _____
 numerical order _____
 dusty _____

4. Location of Records:

Headmaster's office _____
 Staff room _____
 Classroom _____
 House _____
 Cabinets in office _____
 in classroom _____
 in a house _____
 Other (specify) _____

NB. INTERVIEWER: Did you fill the log/visitors book?
 YES NO

D. TIME MANAGEMENT

DO YOU KEEP A DIARY? YES NO

if YES, ask the following questions.

a) When did you start keeping a school diary

b) What made you keep a diary?

c) How has keeping a diary helped you in running the school?

d) What problems have you encountered in trying to manage your time?

e) Have you involved your staff in time management? YES NO

If yes, how have then been involved?

If not, why have they not been involved?

f) What type of diary do you keep?

Office _____

Pocket _____

Desk _____

Other (specify) _____

g) How far planned is the diary?

By day _____

By week _____

By month, etc _____

If no, ask the following questions.

a_ Why are you not keeping a diary?

b) How do you manage your time in terms of:

your day _____

your week _____

Your term _____

Your year _____

c) What problems have you had in managing time?

E. MEETINGS

DO YOU HOLD STAFF DEVELOPMENT MEETINGS? YES NO

If yes, Ask the following questions.

a) Do you keep a record of the meetings? YES NO

b) What topics are covered in your meetings?

c) Who presents/speaks at such meetings?

d) Who decides when such meeting will be held?

e) Who decides what topic should be covered?

f) When did you start holding such meetings?

g) Who taught you about these meetings?

h) What is the reaction of your staff to these meetings?

i) On which days and at what times do you hold these meetings?

j) How many staff development meetings do you hold per term?

k) When was your last meeting?

l) What problems have you encountered?

If no, ask the following questions.

a) Why are you not holding staff development meetings?

DO YOU HOLD STAFF MEETINGS? YES NO

If yes, ask the following questions.

a) When do you normally hold such meetings?

b) Who chairs your staff meetings?

c) How do you keep track of what is discussed in the meeting?

d) What are your reasons for holding these meetings?

e) What kinds of problems have you had with staff meetings?

MEETINGS CHECKLIST

1. Is there a schedule of staff development meetings?
YES NO
2. Are there letters inviting guest speakers to such meetings? YES NO

If yes, state who has been invited.

3. IS there a Minute Book for staff meeting? YES NO

In what form:

Exercise Book _____

Loose Leaf File _____

Other (specify) _____

4. Venue of meetings _____
5. Recorders of Minutes takers _____
6. Circulation of Minutes _____
7. Preparation of Agenda _____

F. TEACHER SUPERVISION

1. How do you supervise teachers?
-

2. Have you changed your supervisory style?

If yes, How?

3. When did you start supervising in this manner?
-

4. What effect has this had?
-

Do you have a record showing actions taken as a result of your supervision to teachers? YES NO

If yes, what does the record show?

frequency of caution _____
 compliments _____
 disciplinary steps _____
 reporting to Ministry _____
 coverage of supervision (all teachers) _____
 feedback from teachers _____
 Involvement of members of the community _____

If no, why is there no record of supervision actions?

5. How frequent are you visited by officials from the ministry of Education (especially inspectors)?

6. How helpful are these officials' visits to your school?

7. How do teachers or the school get feedback from these visits?

8. Do you inform teachers about the quality of their performance?

G. MOTIVATION

PERSONAL MOTIVATION

- a) What are you happy about in your work?

- b) What are you unhappy about in your work?

- c) With whom do you share your happy moments?

Why?

d) With whom do you share your frustrations?

Why?

Teachers Motivation

a) list teachers longevity (length of service) at the school.

b) How many teachers have left the school in the last:

one year _____
 two years _____
 three years _____

c) What are the reasons for leaving?

d) Do you interview new teachers?

i) Before they take up an appointment YES NO
 ii) When they join the staff? YES NO

e) Have you ever rejected a prospective teacher? YES NO

Why?

f) How are new teachers inducted into the school?

g) What means have you used to motivate teachers?

THIS BRINGS US TO THE END OF THE INTERVIEW. IS THERE ANYTHING ELSE THAT YOU FEEL WE SHOULD TALK ABOUT REGARDING THE ORGANIZATIONAL MANAGEMENT OF YOUR SCHOOL?

Note to interviewer: Use separate notebook for notes.

THANK YOU

FINAL NOTE TO INTERVIEWER

1. Please take a few minutes to reflect on the interview.
2. Record anything that you observe which may enhance our understanding of how the school is run.
3. Talk about your impressions and observations as a team.
4. Please prepare a summary of what you observed for presentation to the co-ordinator with the rest of your material on the school and present this schedule as well.

JMG/JCM
21/09/92

APPENDIX IIIEDUCATIONAL, POLICY MANAGEMENT AND TECHNOLOGY PROJECTTRAINERS ASSESSMENT OF THEORGANIZATION AND MANAGEMENT MODULE

Introduction: This evaluation seeks to establish how you as a trainer would rate: your preparedness, your delivery, the materials used, the trainees: calibre, preparedness, participation and acquisition, duration and suggestion for improvement in any area.

1.0. PREPARATION

- 1.1. How were you selected to be a trainer?
- 1.2. How were you prepared to teach the module?
- 1.3. How would you rate your preparation?

Excellent	Good	Average	Poor
----	----	----	----

 - 1.3.1. Why do you give such a rating?
 - 1.3.2. How could your preparation been made better?
- 1.4. What was emphasized when you were being prepared?
- 1.5. What expectations did you have for the training?
- 1.6. Were your expectations met?
- 1.7. What concerns did you have while being prepared?
- 1.8. Comment on the duration of the Training of Trainers?

2.0. TRAINEES

- 2.1. What was the number of trainees in your sessions?
- 2.2. How would you rate trainee preparedness to learn?

Excellent	Good	Average	Poor
----	----	----	----

 - 2.2.1. Why do you rate them so?
 - 2.2.2. What contributed to this state of affairs?
- 2.3. How would you rate the participation of the trainees?

Excellent	Good	Average	Poor
----	----	----	----

 - 2.3.1. Why do you give such a rating?
 - 2.3.1. What contributed to this level of participation?
- 2.4. How did you notice trainees with acquisition problems?

3.0. DELIVERY

- 3.1. What training methods did you use?
- 3.2. Why did you use these methods?
- 3.3. Which method(s) did you find useful? (Why)
- 3.4. Which method(s) were helpful to trainees? (How come?)
- 3.5. In what areas did you put more emphasis? (Why?)
- 3.6. What areas did you find having to spend more time?
- 3.7. How did you find the duration of the module?

4.0. TRAINING MATERIALS

- 4.1. What training materials did you use?
- 4.2. How useful were these materials?
- 4.3. What improvements would suggest on the materials?

5.0. OVERALL ASSESSMENT

- 4.1. What is your assessment of the EPMT training?
- 4.2. Do you have any suggestions for improvement?

JCM/JMG 9/92

APPENDIX IVORGANIZATIONAL MANAGEMENT MODULE
DATA COLLECTING TEAM TRAINING SESSION

22 SEPTEMBER 1992

VENUE: UNISWA COMMITTEE ROOMTIME: 09.00 - 13.00

AGENDA

09.00 - 09.15 ----- Welcome and Introduction Dlamini/Gule
09.00 - 10.00 ----- Purpose and Design of Study
10.00 - 10.15 ----- TEA/COFFEE BREAK
10.15 - 11.30 ----- Data Collecting Instrument
11.30 - 12.30 ----- Data Collecting Instrument
12.30 - 13.00 ----- Logistics and Housing Keeping
13.00 - 14.00 ----- LUNCH AND DEPARTURE

SELECTED REFERENCES

- Agnew, Neil McK and Sandra W. Pyke. The Science Game: An Introduction to Research in the Social Sciences
Englewood-Cliffs, N.J: Prentice-Hall Inc., 1987.
- Bergsma, Harold M. "Design and Implementation of Training Needs Assessment for Headteacher Management Training Program in Swaziland". A paper presented at the BOLESWA Educational Research Symposium, University of Swaziland, Kwaluseni. July/August 1991.
- EPMT. Organizational Management Module: Trainers Handbook
Mbabane: Webster Print, 1992.
- Galbraith, Jay. Designing Complex Organizations
London: Addison-Wesley Publishing Company, 1973.
- Gule, Jeremiah M. Creating Excellence: A Study of the Administration, Content and Process of Management Training in the Public Sector in Swaziland (Ed.D. Analytic Paper, Harvard University, 1991.
- Hall, Richard H. Organizations: Structures, Processes, and Outcomes
Englewood-Cliffs, N.J: Prentice-Hall Inc., 1987.
- Handy, Charles and Robert Aitken. Understanding Schools as Organizations
Middlesex: Penguin Books Limited, 1986.
- Havelock, R.G. and A. M. Huberman. Solving Educational Problems: The Theory and Reality of Innovation in Developing Countries.
New York: Praeger Publishers, 1978.
- Kenney J and Margaret Reid: Training interventions (2nd Edition)
Institute of Personnel management. Great Britain 1988 pg. 207
- Kerrigan, Moses N. and Jeff S. Luke. Management Training Strategies for Developing Countries: Studies in Development Management.
Boulder, Co. Lynne Reinner Publishers, 1987.
- Kiggundu, Moses N. Managing Organizations in Developing Countries An Operational and Strategic Approach
Westford, CT.: Kumarian Press, 1990.
- Ministry of Education. Syllabus: Headteacher Management Training
Manzini: In-Service Education and Training Unit, 1991.

Patton, Michael Quinn. Qualitative Evaluation Methods
Beverly Hills: Sage Publications, 1980.

_____. Utilization-Focused Evaluation
Beverly Hills: Sage Publications, 1986.

Weiss, Carol. Evaluation Research: Methods of Assessing Program Effectiveness.
Englewood-Cliffs, N.J: Prentice-Hall Inc. 1972.