AN ASSESSMENT OF SCHOOL DEVELOPMENT PLAN PRACTICE IN SECONDARY SCHOOLS OF BALE ZONE OROMIA REGIONAL STATE

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This is to certify that the thesis prepared by **Mekonnen Adugna** titled: ***An assessment of School Development Plan Practice in Secondary Schools of Bale zone Oromia Regional State*** and submitted in partial fulfillment of the requirement for the Degree of Masters of Arts (Leadership in Education) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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An Assessment of School Development Plan Practice in Secondary Schools of Bale Zone Oromia Regional State

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The purpose of this study was to assess the school development plan practice in secondary schools of bale zone Oromia regional state. To this end a descriptive survey method was employed for the study. The samples of the study were selected from five woredas and secondary schools of the study zone. The data were gathered from respondents through questionnaire and interview. Furthermore, document analysis was made to supplement the data collected through questionnaire and interview. Likert scale types and open ended items questionnaire was distributed for all three heads 24 school leaders, 75 teachers and 100 students. In order to get additional and in-depth information 3 zone education experts, KETB, woredas education offices and 10 PTA members 5 school supervisors and 5 principals were interviewed. The data obtained were analyzed by using percentage, mean score, weighted mean value. The finding of the study revealed that lack of the participation of stakeholders in the school development process, lack of reliable data for the analysis, problem of data collection and training as well as lack of practice of school development plan implementation and problem of preparation process, resource capacity in terms of adequate and qualified manpower, financial and material were limited, and lack of co-ordination and integration. Therefore, it is recommended that strengthening the participation of the stakeholders, improving the resource capacity, making collaboration on work, giving attention to monitoring and evaluation should be mandatory to achieve the anticipated SDP.

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Acronyms

DENI:	Department of Education North Ireland
EFA:	Education for All
ESDP:	Education Sector Development Program
ETP:	Education and Training, Policy
KETB:	Kebele Education and Training, Board
EDGs:	Millennium Development Goals
MOE:	Ministry of Education
NGO:	Non-Government Organization
PTA:	Parent Teachers Association
SCOT:	Strength Challenges Opportunity and Threat
SDP:	School Development Planning
SDPI:	School Development Planning Initiative
SIC:	School Improvement Program
SIP:	School Improvement Committee
SWOT:	Strength, Weakness, Opportunity and Threat
UNESCO:	Unites Nation Educational Scientific and Cultural Organization
WEO:	Woreda Education Office
ZEO:	Zone Education Office
TGE:	Transitional Government of Ethiopia

CHAPTER ONE

Introduction

1.1. Background of the Study

At the present time education has been given great concern in both developed and developing countries. Because, when more people are educated they will live in a better social environment and the benefit is enjoyed by the entire society. In the life of society, education is a fundamental and plays a crucial role for the sustainable socio-economic transformation of any country.

It is not only a means of understanding, controlling, and developing the natural environment but also as a tool for the enhancement of life and enrichment of human spirit (Forojalla, 1993). According to Aggrawal (1997) the country endure development when a major effort being made in education area and to drive the maximum benefits from the assets already created and ensure that the fruit of the change reached all section. Therefore, the question how we can realize the anticipated socio economic transformation and the overall development.

The school Development plan is primary a working document that guide the school activities. It is based on the school's analysis of current level of performance its assessment of how current trends and future effects may impact on the school and set out priorities and targets for the improvement of the teaching-learning process (DENI, 2005:1).

The key purpose of school development planning is to contribute to the continuous improvement of the quality of teaching and learning through the process of regular and

ongoing planning, evaluation and review. It is clear that things are not at a static condition. As a result of science and technology advancement up to date knowledge and skills is added from to time to time. New discoveries and findings voiced in different parts of the world. Such dream realized if and only if the current local School Development Plan was prepared and equipped with the necessary skills.

According to the Education and Training policy and its implementation (2008), the ETP is aimed at the cultivation of citizens with all-rounded education capable of paying conscious and active role in the economic, social, and political life of the country at various levels.

Though the policy strategies focused on expanding educational opportunity and ensuring its equity, linking education and training, democratization of the administration and content of education, the administration of primary and secondary schools as well as junior colleges will be the responsibility of the regions, and provision of quality and relevance of education service.

Moreover, just as there are compensatory packages for assisting the less developed regions and women in the development schemes, these historically disadvantaged groups will receive special support in the education field.

Bale zone is found to the eastern part of Ethiopia it is surrounded with borena in the south west and Arsi in North east and Somalia in the south and Harar in south east direction. According to 2010/11 Educational Statistics, there are 20 Woredas, 28 secondary schools, 858 secondary school teachers and 23,454 secondary school students are found in the zone.

The zone has varied climatic condition that comprises of Dega, Woina-Dega and Kolla types of climatic condition. Bale also has diversified people having different language religious and ethnic back ground.

1.2. Statement of the Problem

The key purpose of school development planning is to contribute to the continuous improvement of the quality of teaching learning through the process of regular and ongoing planning evaluation and review. School development planning is a systematic collaborative and inclusive, ongoing and progressive process undertaken to promote the whole effectiveness, school improvement, quality enhancement, staff development, partnership, effective resource development, change management and furtherance aims and priorities of the national education system (SDPI, 1999: 13-15).

To come up with plans, therefore, it is necessary on the part of secondary school to address the circumstance at which they are found in terms of resources (manpower, finance and materials) and the other problems are also encounter while running educational task.

Even though secondary schools have been given the rights and responsibilities of SDP and implementation of educational activities, a number of problems have been faced in planning and implementing of educational activities.

The major problem of educational planning in developing countries are also stated by Mbamba (1992) states that specially in Africa today planning are by directives and orders of politicians, little consideration for technical experts, subjective criteria for appointments, to the key positions of powers, frequently change of top bureaucrats

political statements guided by policy, poor coordination of educational programs and projects over reliance on foreign experts and resources for implementing educational plans, shortage of funds for recurrent expenditure, lack of well trained educational planners and implementers, poor communication and transportation system and poor control system were common.

The successful plan implementation requires adequate resources (human, financial and materials) effective and efficient management system and strong participation of stakeholders at all levels, particularly at the grassroots (community) level and adequate information and communication mechanisms.

Virtually, the quality and standard of education in a given country in mainly determined by the essence of its curriculum and the process of its implementation. TGE (1994) states that currently the burning issues of the present days agenda is the quality of education. MoE (2006) also states that the most effective school development plan results when head teachers, students and other groups such as parents and other community members work together as a team. This indicates that efforts towards formulating plausible plans and subsequent attempts to implement these plans do not move well a head responding to secondary school interests. They are constrained by a great deal of constraints that intervene at each stage of the preparation process including execution.

Trender, cited in Jeilu (2001) States that, local educational authorities perform their responsibilities if and only if they have the necessary knowledge, skills, and experiences that enable them to manage and mobilize the resource needed to implement educational activities.

Moreover, in the Ethiopia school context the problem of school review, determination of priorities by involving stakeholder's use of data gathering instrument, evaluation and monitoring mechanisms, action planning and its implementation, human materials and financial resources, the way of planning process, the process of school review and the competence of school leadership among are the problems that challenge the school development planning process to be effective and efficient school development (UNESCO 2007:17).

Therefore, the researchers observed this gap between theoretical knowledge of school development planning process and the actual practice of the schools. Moreover, from the above purpose the researcher motivated to undertaken this study at secondary schools of Bale zone. Accordingly, this Study was expected to answer the following basic questions:

1. To what extent the school development plan is practiced in the zone?
2. To what extent the resources are mobilized to implement school development plan?
3. What major problems are encountered in the SDP implementation?
4. To what extent the SDP monitoring and evaluation is carried out in the zone?
5. What strategies and mechanisms are in place to alleviate the problems?

1.3. Objective of the Study

1.3.1. General Objectives

To assess the practice of school development plan implementation in secondary school of Bale Zone.

1.3.2. Specific Objectives

- To assess the major factors that influences the practice of school development plan implementation.
- To assess the effectiveness of school development plan in the secondary school of the zone.
- To assess the extent of school development plan implementation in the zone.
- To assess the degree of preparation to implementation of school development plan in the zone.
- To assess the strategies in place for implementation of school development plan.

1.4. Significant of the Study

This study will be important for the following points

- It may help to make awareness among the stakeholders how much school development plan is important to enhance competence to particular secondary school.
- It may help to addresses the current status of school development plan implementation provision in secondary school and to call attention of concerned bodies about the problem that affect the school development plan implementation and to take the necessary action /correction/.
- It may help to maintain and appropriate of school development plan implementation.
- It may help to provide recommendation and appropriate solution to overcome various types of problems.
- The study may give some clues for further study.

1.5. Delimitation of the Study

In order to carry out the research work, it is essential to delimit the boundary of the study in terms of coverage and scope. This study was delimited to the practice of SDP implementation in secondary school of Bale Zone Oromia Regional state.

The achievement of school development planning process area of school review, Design priorities for action and action planning, the planning cycle, the participation of stakeholders in the SDP process, plan monitoring and evaluation, the problem encountered in the SDP implementation, the strategic and mechanisms are in place to alleviate the problems were given attention.

On top of this the study specifically focuses on the school development plan implementation practice/processed in the zone, the extent of the school development plan implementation is practiced/processed in the Zone, the extent of resource utilization (human, Materials and Financial) are mobilized to implement in the school development plan, the major problem encountered in the SDP implementation the extent of monitoring and evaluation is carried out in the Zone and the strategies and Mechanisms are in place to alleviate the problems.

1.6. Definition of Key Terms

Plan: is a set of activities intended to achieve goals whether for an entire organization, department or an organization.

Effectiveness: It is the process of attaining the goals by doing the right things.

Implementation: is putting plan in to practice. It is often complex process of organization, coordination achieve the intended objectives (Lewis, 1984).

Secondary School: Two years of general secondary education (grade 9-10) and two years of senior secondary education (Grade 11-12) (ETP, 1994:14-15).

Stakeholders: Persons company etc that has shares or an interest in a business or an industry (Webster's new Twentieth century dictionary of English Language, 1995:1159).

1.7. Organization of the Study

The study is organized in five chapters. Chapter one introduces the background of the study statement of the problem, objective of the study, delimitation of the study and definition of terms.

Chapter two presents review of the related literature relevant to the problem under study. Chapter three deal with research methodology of the study. Chapter four emphasize on the analysis and interpretation of obtained data through research instruments. Finally chapter five presents the summary, conclusions and recommendations for the study.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the concepts of school development planning, the purposes, SDP cycles characteristics, process of school development planning, strategies, school development frame work, priorities, implementation, evaluation and monitoring, problems of SDP and school development planning in Ethiopia and the Relationship between school development planning and school improvement program.

2.1. The Meaning of Planning and School Development Planning.

2.1.1. The Definition of Planning

Many authorities defined planning in different ways. According to (Darker cited in Chandan 1987:58), define planning as "a continuous process of making present entrepreneurial decisions systematically and with best possible knowledge of their futurity, organizing systematically the efforts, needed to carry out these decisions against the expectation through the organized systematic feedback". On the other hand, Coombs, (1970:2) defined in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society.

In the above definition of educational planning, there are important terms used to be considered in the process of planning and planning as a process needs systematic assessment of a situation to make rational decision for future action to achieve the anticipated objects of the system efficiently and effectively.

Cunnighum (1982:5) also defined it as "....selecting and relating knowledge, facts, images, and assumptions regarding the future for the purpose of visualization and formulation of desired outcomes to be achieved, sequential activities necessary to achieve those out-comes and limits on acceptable behavior to be used in their accomplishment." Planning is a part of the work of every school as it strives to meet the educational needs of all its pupils (SDPI, 1999:5). This and other definitions of planning show that the basic function of management continuous goal oriented, ongoing and action oriented activity. Therefore education as a sector has a designed its own plan to accomplish its purpose in order to achieve the long term development goals of the country.

2.1.2. Conceptualization of School Development Planning

Planning involves the determination of objectives and courses of an organization to achieve maximum effectiveness. It also involves the establishment of policies and continuous seeking and finding of new and better ways of doing things in order to improve performance. Planning is the essential steps and essential elements of organization and management in which manager determine the goals of the organization and develop the overall strategies to achieve them. Forojalla (1993:40) suggests that it is through planning that decisions are translated in to systematic programs of action for implementation. Therefore, school development planning provides schools with continuous improvements strategies that empower them to take ownership of their own development. SDPI (1999) also states that school development planning is a process undertaken by the school community to give direction to the work of the school in order to ensure that all pupils receive a quality education in terms of both holistic and development and academic achievement. This involves the assessment of the existing

situation, including institutional structures, financial and human resources and the establishment of strategy for action.

Educational planning as a management tool is a process of acquisition and analysis of data from empirical base for the provision of information to decision makers. It is a technique that seeks to make full use of an understanding of several disciplines in combination with a clear awareness of practical realities. The techniques as a process of systematic decision in the future so as to optional to achieve long rage objectives. (Akzin and Dror cited in Ishumi, 1984:21)

This implies that the application of rational thinking about what is needed for the development and fuller self actualization of the individual, group, community or society in mind, about what has to be done to realize such a development and about how it is to be done to achieve the goals within the available limited resources.

Therefore, planning become the major activities of all managers to determine the goals of their organization. It is also through planning that decisions are translated in to systematic programs of action for implementation.

2.1.3. The Rationale for school Development Planning

The fundamental purpose of school development planning is to enable the school to achieve and maintain the highest possible level of effectiveness in meeting the educational needs of its pupils in a culture is characterized by change. Holly (1989) has stated that, school development grows from the inside tempered by what is happening on the outside. This indicates that the collaborate effort of school community is quite important in their school growth and quality important. Moreover, school development

planning promotes the school effectiveness and improvement in which the provision of quality education enhanced and the needs of its entire pupil achieved. Regarding to this, Davies (1992:2) has also stated that, school development planning enables those who govern to concentrate on policies and those who manage to manage effectiveness, efficiency and community satisfaction. According to SDPI (1999:14) statement internationally, there is widespread acceptance among educationalists that collaborative school development planning is a powerful means of promoting school effectiveness. It enables the school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, a common set of goals and consensus on the means of attaining them.

It is a means to contribute to the continuous improvement of the quality of teaching learning through a regular on going planning, evaluation and review (DENI, 2005:3). It is a systematic collaborative, inclusive and progressive process undertaken by the school to promote the whole school effectiveness, school improvement, quality enhancement, staff development, effective resource development, partnerships, change management and furtherance of aims and priorities of the national development education system SDPI (1999:13-15).

A recognized school shall provide education to a student which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall use its available sources to: Ensure that the educational needs of all students including those with a disabilities or other special needs, are identified and provided for; promote the moral, spiritual, social and personal development off students and provide healthy education for them, in consultation with their parents, having regard to the characteristics

spirit of the school; promote equality of opportunity for both male and female students and staff of the school; establish and maintain systems where by the efficiency and effectiveness of its operations can be assessed, including the quality and effectiveness of teaching in the school students SDPI (1999:41).

According to UNESCO, (2006:11) states that the process of preparing the provincial (decentralized) education planning has several main purposes to ensure the national education policies are effectively implemented and the national goals and targets are reached; to ensure the targets are set and reached which respond to particular needs of the province; to convince the ministry of finance (and other finding sources) to provide the necessary funds; authorities, teachers and or parents to implement education reforms. To mobilize private sector and community contribution, particularly for education sub-sector that are not compulsory and not free (eg secondary education and preschool). This shows that the school achieve the objectives eliminates ambiguity in the decision making process. It also provides feedback periodic evaluation the program and indication for any deviation and Jeilu (2009) indicate that the importance of planning are to puts focus objectives, future oriented objectives anticipates problems and unpredictable contingencies, facilitates coordination and control, helps in the process of decision making, essential in tacking increasing complexities of the school organization and promotes performance and effective utilization of resources. This doesn't mean that the only importance of planning, there are also other several importance of the planning.

2.1.4. Characteristics of School Development Plan

The school development plan works as a guidance document for the school community, it should be written in a style that it is readily meaningful to specialists and non specialists alike. The content should be well organized and clearly presented, so that information is easily locatable.

The plan should be designed as a working document that can readily accommodate day amendments that arise from monitoring and evaluation procedures (SDPI, 1999:34). Because school development planning directs the attention and energy of the school community in a systematic way on the central task of the school and the collaborative work draws the school community together in shaping the schools future. SDPI (1999) also states that, school development planning is a process under taken by the school in order to ensure that all pupils receive a quality education in terms of both holistic and development and academic achievement. The Process is based on a number of Presuppositions:

The quality of schools' education provision is the product of complex interaction of factors which must be planned for in coordinated way; As education is partnership enterprise, quality planning should involve in put form all the partners in the school community and the quality of school's education provision is rooted in the expertise and commitment of the principal and the teachings staff.

Therefore, this implied that, the key a gents in the process are the principal and teachers whose partnership in planning is the cornerstone of effective school development plan. Gate wood et.al, (1995:245) also stated that, planning can benefit organization by forcing

them to focus; helping to coordinate activities and people, and motivating employees and managers.

The are some characteristics of planning which makes it differ form other managerial activities. In relation to this Chandan (1987:60) identified the characteristics of good planning in the following manner: It is based upon clear well defined and easily understandable objectives; must be simple and comprehensive; should must be simple and comprehensive; should be time bounded; should involve the participation of subordinates; should have the characteristics of unity and strive for optimal utility of physical as well as human resources in vision and harmony.

This indicates that the production of school development plan an individual working in isolation rather than it is collaborative process that draws the whole community to gather in shaping the school future.

There is also another preposition that educational leaders and economists were agreed on about educational planning in the early 1960s (Coombs, 1970:33). Stated that, these are: Educational planning should take a large range view.

It should in fact have a short range (one or two years); a middle range (four to five years) and along range perspective (ten to fifteen years) educational planning should be integrated with the plan of broader economic and social development educational planning should be an integral part of educational management and educational planning should concern with the qualitative as aspect of educational development not merely with quantitative expansion.

The other aspect of educational planning characteristics are complicating factor. According to (Forojalla, 1993) long period for time a group of students to pass through the education system from primary school to college is taken as one of the factors which complicated planning of education. This means quick change is not easily attained.

The other characteristics of the system such as its rigidity, the fact that education basically, deal with people and the fact that many poor and often small countries have little control, the world economic forces, means that planning is broadest sense is often clouded by complication and uncertainty (Forojalla, 1993).

Generally school development plan has its own peculiar characteristics that every managers and planners of the education system should take in to account.

2.1.5. The Planning Process (Formulation)

The stage for plan formulation described differently by different scholars. In the views of Cunningham (1982:8) the planning process involves establishment is formulation of activities. Establishment of purpose; formulation of alternative, prediction of outcomes; Evaluation and selection of alternatives and implementation.

In relation to this, Forojalla (1993) also stated that, the planning process consists of four basic stages which are: The formulation of education objective for the plan; the determination and phasing of the target to be achieved; the choices of strategic and policies to suit the targets and the establishment of guidelines to assess technicians in the arithmetical formulation of the plan.

This also indicates that, plan formulation process requires collective knowledge and experiences of plan actors at school/organizational level that is the planner should necessary be equipped with the required planning knowledge, skills and experiences which make the plan effective and achievable.

A more comprehensive planning process adopted from (Banghart and Trull in Gamage 2006:142-143) defining the problem analyzing the planning problem area, conceptualizing and designing plan, evaluating plans, specifying the plan, implementing the plan and feed back on the plans. Thus the process of planning requires that activities that needs to be done initially taken up first and brought to execution, monitoring and evaluating and feed back.

The different stages of planning process are: Definition of the educational planning problem such as delineate the scope of the problem; study "what is versus" what should be identify the sources and constrains, establishing planning priorities. Analysis of the planning problem areas; study area system of sub area, gather data and forecast. Plan conceptualization and design were identifying prevailing trends and establishing goals; plan evaluation includes simulate, evaluate options and select plan and specification includes formulate, problems and report results.

Implementation involves preparation of seek approval of plan justify plan legally, and organize operational units; the final stage is feed back which including or plan for what, how, and by when.

2.1.6. Strategic Planning

Strategic planning is a means by which institutions can establish and maintain a sense of direction. It is a process operating in an extended time frame (three to five years) which translate vision and value in to significant measurable and practical out comes. It also designed by high ranking managers and set broad goals for the organization. Strategic planning aids in the development of "consistent and coordinated goals and showing the magnitude, source, acquisition and utilization of resources" which is the final analysis contribute its share for the improvement of performance of the organization Cunningham 1982:10, Bush and Burham 1994:85, stoner, et.al, 1995:265).

Strategic planning is a continuous process by which an organization fosters and requires productive relations and linkages with public agencies and groups other than those directly responsible for education. It involves the determination of policies and the establishment of new or revised goals. It is also a technique which assists educational leaders in dealing with the increasingly turbulent environments and challenges confronting organizations (Cunningham, 1982: 18. Gamage, 2006:141).

School development strategic plan is a road map that sets out changes a school needs to make to improve. It shows how and when this change will be made. Once the school development plan has been made, it is important to regularly check whether the planned activities for improvement are having an impact and if they are not, why not.

This will help set the agenda for the next improvement plan (MOE, 2006:6). Based on this, schools to be successful and provide their students with the best opportunity to succeed develop school development strategic plan to bring change for their schools. In

the contemporary world, similar to other field, education is under going dynamic change due to the advancement of technology globalization and changing expectations of the society.

Thus in orders to meet these challenging tasks educational leaders need to strategically predict the future of their organization.

2.1.7. Operational Planning

Operational plans contain details for carrying out or implementing those strategic plans in a day to day activity. If strategies set the general goals and course of action for organization, operational plan provide the details needed to incorporate strategic plans in to the organization day to day operations (Stroner et.al 1995:265).

Operational plan give attention to immediate and concrete activities, they help to interpret the most inclusive and wider thoughts of strategic plan in to tangible members, clear, and detectable results that can be felt within shorter time limit Ivancevich et. al (1994:173). The life span of operational plan is one year. As a result they are highly appreciated for the opportunity they create in the efficient allocation and utilization of institutional public resources (Cunningham 1982:12-13).

School development plan is a systematic manner, identified the school strength, area for improvement, challenges and opportunities, the next stage is to determine priorities for the future and decide how the work will be taken for word.

2.1.8. Frame Work of School Development Planning Process

The school development planning process often begins with the core: the formulation of mission, vision and fundamental Aims. Some schools, however, find it more helpful to begin with the review and to allow their understanding of their mission, vision and aims to be come enriched and clarified through participation in the planning process and its particular through the reflection on the local national and international context factors that will influences the shaping of the schools future.

The basic frame work of planning cycle that revolves around a central core. The core consists of the schools mission, vision and aims; the planning, cycle comprises of four key operations: review, design, implementation and evaluation SDPI (1999).

Cunningham (1982) states that, planning process have four stages; (1) end planning or process of determining goals, objectives and policy; (2) means planning or the selection of method execution: (3) resource planning or the process by which we obtain the necessary resource:(4) organizational planning or the process by which we give shape to and improve mutual relationship between people and groups.

Mission:

Can be defined as a general statement the over all raison d'etre of the school. According to SDPI, (1999:17) the school mission is a clear statement of the school it is, from which the strategic school aims derived and addresses the basic reasons for the existence of schools. ESDP III, (2005:2) states that, the mission of education sector is to extend quality and relevant primary education to all school age children and expand standardized education and training programs at all levels to bring about rapid and sustainable

development with increasing involvement of different stakeholders (Community, private investors, NGOs etc).

The effective school mission should be clear, action oriented, invites people towards the achievement of school goals. In addition to this, Jeilu (2002) states that, effective mission statement as identifying, focused; value based realistic, actionable inspiring, instructive, concise and readable. St. Mary: Colleges (2005:16) state that, the formulation of a school mission should address the basic question such as:

Whom does the school serve; What service does the school provide; How is the service provide; What are the key ideals, beliefs and values that the school stands for and the function of the statement a school mission is ; to give a clear sense of direction to the work of the school; to inspire the school community with a common sense of purpose; to provide a frame work from which policies and priorities can be derived and to establish a reference point against which the school can evaluate the success of its activities.

Vision

Can be defined as a statement of the desired future of the school, of how it wants and needs to be. It beckons towards betterment (SDPI, 1999:17). Dimmock (1993:101) has also defined that, a statement of what the organization ought to be; the ought, the should, the values, which guide practice. Colton (1985:18) and Duke (1990:26) cited in Dimmock (1993:101) have suggested that vision defines not what are but rather what we seek to be or do. While on the hand, it can make dreamers of us by letting us see feelingly; there is also a practical, purposeful role for vision to play. Vision expresses a view of what is desirable but it must do so in a way which can 'inspire and motivate

people to work towards improvement.' Moreover, school vision also used as guides for decision making and problem solving. In this respect, Dimmock (1993:102) has revealed that, a clear articulated vision guides decision making and problem solving to that situation. Vision resolved in a way that is consistent with the goals, priorities and direction of the school. Vision resolves from a dream state to practical, daily hands on guide when it includes the goals staff hopes to accomplish for and with students. Vision is a shared, public statement of values.

Aims

Aims; can be defined as broad statement of the educational goals that the school seeks to attain. They follow from mission and vision. In general they will relate to the promotion by the school of the intellectual, physical, social, personal, spiritual, moral and aesthetic development of all its pupils.

School Review

Description to compile a comprehensive account of the schools current situation with a view to heightening the awareness of the school community of how and why the school functions and the context in which it operates, providing data for analysis as a basis for decision making (SDPI 1999:18)

Analysis to establish the school internal strength and challenges and the opportunities and threats presented by its external environment with a view to identify needs that must be addressed; Identifying factors that must be taken in to account in planning for the development of the school and prioritizing area for development.

Areas for school review

Areas for school review are mission vision, aims, the context factor such as school, local, National and international, the curriculum; provision, planning and coordinative; implementation levels. Care and management of pupil such as, pastoral care and personal development, Healthy, Safety and welfare, professional development school home community link relations with parent parent's council and relations with local community. School management and administration are In-school management structure, organizational climate monitoring and evaluation procedures, management administration.

2.2. Design Priorities for Action and Action Planning

The schools resources of personal, expertise, energy, time and money are limited. Accordingly, the needs and possibilities must then be prioritized in terms of: Their importance to the development of the school, in the light of all the context factors; the current capacity of the school to address them and the current commitment of the school to dealing with them SDPI. (1999).

2.2.1. Selecting Priorities

Is an important to be mindful of the need to achieve an appropriate balance between maintenance and development. Priorities to be addressed in the planning cycle may include the development of an appropriate planning infrastructure: Establishing structure for delegation, collaboration, consultation and communication and designing a customized model of the school development planning process and devising systematic

procedures for monitoring and evaluation and clarifying the schools mission, vision and aims and documenting the school's policies in key areas.

2.2.2. Action Planning

In the design stage, the priorities identified in the review are translated in to specific objectives or targets and action plan are designed to achieve those objectives SDPI (1999). The objectives should be SMART: specific measurable/moniterable, Achievable, Realistic and Time bounded. According to Wallace and MC Mahon (1994:10), detailed plans are made for a year ahead and for the next two in out line. At the end of the initial cycle, detailed plans for the following year are made with reference to the out line plan made previously. Agreement on priorities and targets at the plan construction stage is to be followed by the development of detailed action plan which includes the identification of success criteria by the progress with implementation may be monitored.

2.2.3. The planning Cycle

The planning cycle can be structured around a number of key of question:

(a). where is the school now? (b). where do we want thee school to be at the end of the planning cycle? (c). How willing cycle? (d). How will we check whether we are getting there? (e). How will we know if we are getting there? And the key planning operations are: To review the current situation, to identity priorities for development pacific goals, Specify targets/objectives, design detailed action plan implement; the action plans, monitor the implantation, and evaluate the implementation. SDPI (1999).

2.2.4. Implementation

Implementation is the execution stage of an intended programs it is "putting the show on the road" (Ornstein and Hunkins, 1998:310). Buchert, (1998:30) has also defined implementation as Carrying out reforms as planed. Similar Partt (1994:334) shortly defined as implementation is as the "realization of an intended change". It is the "open use of a entails through out an entire school system". (UNESCO, 1977:22) implementation of a new program enails social action that builds a climate of acceptance for the change. It is thus an interaction process between those who have created the problem and those who are charged to deliver it (Ornstein and Hunkins, 1998:292).

The above definition indicates that, any program implementation, people are central unless concerned people understand, support and complement the program, failure is unavoidable.

The prime lesson why innovations and reforms fail to achieve their potentials is that they don't receive adequate of stakeholders; this confirms that human capital has a unique and decisive role in the school development plan implementation. Virtually, the quality and standard of education in a given country is mainly determined by the essence of its curriculum and the process of its implementation. TGE (1994), currently, high on the agendas of many governments are activities aimed at improving quality of basic education. There fore, the school development plan implementation practice are aimed at enhancing the quality of basic education.

2.2.5. Plan Evaluation and Monitoring

Evolution is defined as "a process of analysis and control design to determine the relevance effectiveness, significance and impact of specific activities and the degree of efficiency with which they are carried out" (Miron and Chinapah, 1990:26). This shows that, evaluation is an exercise to assess the success and/or failure of the planned objectives, programs impact, and cost-effectiveness.

Mc Namara (2008) defined monitoring as a process for checking that activities are being implemented as planned, mainly looks at inputs, process and out puts. According to him the monitoring phase tracks and counts events, activities, peoples and objects and can consist of their periodic or continuous data collection. The information gathered in the process, such as new trends and strengths and weaknesses of the plan (SDP), should be used to improve plans.

Monitoring on the other hand, is "the process by which the progress of activities is regularly and continuously observed and analyzed in order to ensure that the expected result is achieved" (Chang, 2008:9). As a whole, one can generalize that monitoring and evaluation consists measuring the status of an object or activity against an expected target that allows judgment or comparison by continuous collection and analysis of information's.

Monitoring and evaluation are necessary in any educational organizations and are all the more important when undertake change. Monitoring and evaluation are management functions through which organizations can as certain a whether or not plan meet their

stated objectives. Regular monitoring is necessary to judge progress; ensure that the SDP implementation is on track and to make any necessary corrections.

It is rare that actual out comes are the same as those predicted when plans were made. Byars et al, (1996:205) forwarded the following consequences of poor controls: inflexibility, missed opportunities, loss of motivation and morale, lack of accountability and stifling creativity and innovations. This indicates that importance of monitoring and evaluation system in educational institutions is unquestionable. Makridakis (1990:231) also suggests that, such deviations must be discovered as soon as possible through effective monitoring.

The reasons causing them must be established so that corrective action can be taken. According to him, monitoring actual results establishing causes, and taking corrective action are indispensable planning/implementation activities.

2.3. Stakeholders

2.3.1. Participation of Stake holders in School Development

The basic idea in introducing SDP is to ensure the involvement of all agencies concerned with the education especially the class room teachers, pupils and parents in the planning process. Every persons who had been involved in the plan process in the beginning will be responsible for the monitoring and evaluating the plans. In that way the whole process becomes free and self sufficing (Nair 2004: 52). Education being a public enterprise to achieve the goal of universal education beyond a wish full though and effect significant improvement in the delivery of education, the mobilization and integration of stakeholders of education, head teachers, teachers, students, parents, NGOs and the local

community, is of paramount importance. This is because as pointed out by (Alemayehu, 2000:28) any success or failure in education has direct bearing on the development of the community.

MOE (2006:12) also states that, every one involved or interested in the work of the school has a role to play in the process of assessment leading to improving planning. The most important involvement is that of the community it self. This indicates that, most effective school development plan results when head teachers, teachers, students and other groups such as parents and other community members work together as team. Organizational development through effective plan can therefore, happen if it provides a chance for those implementers to take part in the preparation of the plan to inject their views and feeling, which in turn in the large will act as a lubricant (Cunnigham, 1982:23).

The school functions for the benefits of the community. Therefore, the community should know what should happen and what sharpening inside the school. The so called parents, teachers, association or school welfare committee to help to some extended this respect (Nair 2004:44). Educational institutions influenced by stakeholders from with in and with out the education system. The influences arises from with in is that of 'ownership' staff feel more in control and committed to the development they are involved with and responsible for (Holly and South worth, 1989:33). More over, the plan should include the views of local education authorities, the education policies and legislation. It should be noted that when communities become involved to improve education quality they are contributing time, money, materials labour, ideas, trust and good will which has got the advantage of: Alleviate problems related to school; assisting the fulfillment of objectives

of the school to come harmony with the values of people in the community; helping the school to reinforce the broad cultural experience and aspirations of the family and the society; adopting education to the needs problems, aspirations and interests of the population benefiting from it and hlping to make the education system efficient by increasing the mobilization of financial, human and material resources (Mary 1992:28-29) and Hallak and Poission 1997, 2000:37-38; Marsh 1988, UNESCO 1985:45, in Tesfay 1999:30-32; Wolf 1997).

The other advantages that schools can benefits from community participation include: The utilization of resources more effectively and the community is given greater social control over the planning and implementation of educational services; the provision of added resources through the system; the availability of voluntary services; the provision of services at lower cost through the use of more local expertise and resources; and the increase of impact and sustainability of development programs, (Burkey 1993; UNICEF 1988, world Bank 1995; in Awash 2001:19-20). In view of the above benefits, therefore, community participation could visible be advantageous if member of the community participation in planning of financing construction and maintenanc and monitoring and evaluation.

2.3.2. Practices of School Development Planning

The development planning has started in England since in 1985. According to Goddard (1992) the London Borough of Enfield has required each school to produce an annual Institution Development plan since 1985. This indicates that, Development plan has along his troy of their use. Each school has adapted to its own approach to development

planning adapted to its own needs and culture. This also shows that wide variation in the style of plan produced and the process of production.

It is clear that school development planning is a powerful instrument that ensures a coherent action planning process for school renewal, innovation and change, in other word it is a school improvement strategy.

According to DENI (2005) a school development plan need not be an extensive document. Indeed, it has been found that the more extensive the plan, the less its value in influencing the day to day practice in the classroom. The school Development plan should be a living document which every number of staff can and does use routinely, as a reference point in how they develop, improve and carry out their work.

School development planning is a planning process that produces a working documents and which enables the work of the school to proceed and progress with coherence. A school development plan is not a task that can be under taken by an individual working in isolation, irrespective of whether that a person is a governor the principal or a member of staff. It requires close involvement of all staff, particularly teaching staff, in the process and consultation with others, especially parents and pupils (DENI, 2005:6).

2.3.3. Lesson Learned

The practice of school development planning may vary according to the particular circumstances of the country. The main focus of SDP is improving the student's achievement and learning out comes. In most cases, in the plan development process, the school governing body was responsible for the preparation of school development plan.

Goddard (1992) has states that, in consultation with the head teacher the governing body has clear responsibilities for the setting of schools aim policies and resource allocation. The school development plan, however, is needed to help the school development.

The plan should refers back to the school vision and mission; should be detailed and realistic and the out comes measurable; the activities should concrete and doable; the plan should not be too ambitious; should relate to the school need and address the core major problems that faced by the school.

2.3.4. Problem of School Development Planning Process.

Some of the major problems in formulating and implementing school development plans are:

Lack of flexibility in objectives should be modifiable in the events of unforeseen or extra-ordinary change in the firm situation. But, flexibility is accomplished at the expense of specificity important characteristics, of effective objective (Pearce et.al 1989:182).

Lack of realism in objectives; the most precise and ambitious the plan, the greater the change required and more complex the problems to achieving the changes. Ambitious plan by itself heighten the risk of unworkable plan (Mckinnon, 1973:12)

Problem of Identifying needs; In this new perspective, it will be necessary to apprehend a whole series of changing needs in every area of economic, cultural, social and political life (UNESCO, 1983:53).

The problem of information and orientation: In a uniform, standardized education system, keeping organizers, informed and guiding users, raises no major problem in principle. On

the other hand, these functions become critical when training activities start to proliferate and diversity.

The development of an adequate information system and guidance mechanisms becomes a necessary condition of smooth interaction between users and suppliers, and congency among general development objectives, (UNESCO, 1983:51).

Lack of educational knowledge; paucity of satisfies and unreliability of those available is will known phenomena in the planning circles. The diseconomies of repeaters and large percentage of dropout will be come well enough to encourage percentage effort to establish these figures and the situation is improving almost every where. Where there are good satisfies, there will be underlying educational issues which can only be ignored at the risk of producing plans based on wrong suppositions (Mckinnon, 1973:38).

Administrative constraints: school development planning is further hindered by the confusion of technical and administrative decisions.

The development of plan is a technical process; the implementation of this plan is an administrative process (RUSCOE 1969:27). confusion between administrative and technical decisions does not arise solely from inherent similarities between administrative and the two areas.

Two major administrative constraints make it difficult to direct planners' attention to technical rather than administrative issues are in adequate administrative system with in the central education authority and the fragment of the educational system (Forojalla, 1993:86).

Problem of organization and staffing: The necessity for a planner to be creative and the difficulties of training and section of this necessity causes have already been occurred. There is infect a double difficulty for the planner has to be so creative with his solution as to over come the lack of creativity in those who are to implement to the plan.

Resource constraints: the problem of resource mobilization and allocation has been amplified by the network's complexity. The broadening of the educational field confronts the planner with variety financial and human resource which must take into consideration even if the planner controls directly only a portion of those resources (UNESCO 1983:51) and the problem of sustaining commitment: Teachers must be motivated and interested to make change.

They must possess the will to make the school improvement succeed. According to walter (2004:3) principal and teachers to be commented they should believe on what they are doing. School can make up for many. Missing ingredients in short term, but there is no making up for staff commitment. If staff members not believe the school development efforts, implementation fidelity will be lowered and success will be unlikely.

The greatest constraint up on school development planning is the inevitability of starting from where are we know; virtue in planning consists partly in acquiring and making use of profound understanding of the existing system and partly in accepting realistically the most change. In this case, carefully planned educational activity will be better implemented:

This does not mean that the problems mentioned above are the only ones. There are several problems that constrain the proper planning and implementation of school

development plans. There fore, identifying the problems and taking correction measures need to be essential.

2.4. SDP and SIP

2.4.1. The Relation Between School Development Planning and School Improvement Plan

To realize the basic objective of school improvement, improving student's achievement and out comes, may not the impact of single factors. Basically, the class room practice (condition for class room development) refers to the modification to the class room practice such as teaching assessment and curriculum or schemes of work.

Hence, in the current educational climate school improvement initiatives become the focus of attention and the dominant approach to educational change for enhancing quality of students achievement and attainment as well as strengthening schools internal capacity for change (Hopkins, 2002:19). Thus, beside the need to increase access to education, the issues of improving quality of education become the focus of attention in the field of education or execution of the school improvement initiatives becomes the major area of concern in the field of education.

According to the report of joint Review mission (2004:8) cited in ESDP II (2005:7) it is states that, in actual practice, the concern given to quality was not the beyond value of paper. Rather, much attention on the part of government officials was given to access, to quality inputs, such as recruiting teachers, manageable class size (standard), adequate textbook, sufficient supplies and there by to aggravate the prevailing education quality and efficiency.

Hopkins (2001:44) has also suggests that the time spent on planning should be valued as enabling for the more efficient use of time and resources during the term. Thus, it could be concluded that collaborative planning gives an opportunity to increase quality of planning as well as for success of its implementation. In this regard, Harris et al, (2005:42-45) have also indicates that, the need to clearly link school improvement plan to school's vision. School improvement planning is a continuous improving strategy. It provides a mechanism for systematic self-evaluation that enables the school community to review its progress, identity priorities, and prepare plans for further improvement (SDPI, 1999:14).

On the other hand, school development plan is a process under taken by the school community to give direction to the work of the school in order to ensure that all pupils receive a quality education in terms of both holistic development and academic achievement (SDPI 1999). This indicates that both school improvement and school development planning works for one goal that is for the quality of education.

School improvement program focus on student learning/making school better place, indic ates the accountability for government, parents, communities, the comparative changing t echnology and globalization, monitor and evaluation the knowledge, skills and attitudes students gained.

School Development plan focus on Review their current status; conduct self evaluation and contributes to the continuous improvement of the quality learning and teaching through the process of regular and on going planning evaluation and review (Jeilu, 2009:188-204).

2.4.2. School Development Planning in Ethiopia

The improvement of education quality is the current and crucial issue in the present day Education system of Ethiopia. Hence, to improve the quality of education much of effort has been exerted in the education system of the country, especially, after 1994 promulgation of ETP by organizing the internal and external stakeholders. MOE (2002:7) has a state that, after the current education and training policy is promulgated in the 1994; the education system is decentralized to the localities.

Different guidelines, roles and responsibilities of different stakeholders were developed to ensure successful implementation of the policy. This indicates that, the development of any policy and educational development plan should be based on systematic, comprehensive and in depth knowledge of the reality.

According to ESDP III (2005) under Ethiopia's federal constitution, the Government is committed to a policy of decentralization of responsibilities and executive powers. The regional Education Bureau is responsible for the implementation of the respective regional ESDP, where as the woreda Education office the local district level, based on demand, and for extending the necessary support to schools.

This clearly shows that improving the quality of education has a key role to play in enhancing the internal efficiency of system. The current education and training policy of Ethiopia encourages the decentralization educational management in which the school produce its own development plan in its level to bring realistic improvement in the school and enhances the sense of ownership among the community and other stakeholders in the process of development plan of the school.

The development of any policy and educational development plan should be based on systematic, comprehensive and in depth knowledge of the reality. In Ethiopia context, in general, education sector analysis is one of the importance aspects for educational planning. The preparation and comprehensive over view of the present situation of the education sector is the first step in the planning process. Situational analysis release strength, weakness, and help to identify their causes there by pointing to possible solution for which targets and action programs should be included in the plan.

According to MOE (2006:38) education sector diagnosis is a critical examination of the status functioning and results of the education system designed to identify its strength, weakness and opportunities for improvement.

School development plan is a primarily a working document for use by the school. It will be based on the schools analysis of current level of performance, its assessment of how current trends and futures may impact on the school and set out priorities and forgets for improvement for the period ahead (DENI 2005:1).

CHAPTER THREE

3. Research Design and Methodology

3.1. Research Method

The study was intended to assess the practice of school development plan implementation in secondary schools of bale Zone Oromia Regional State. The preferred method in this study was descriptive survey research. This method involves a systematic and comprehensive study of a particular community, organization and group with a view to analysis of a social problem and the presentation of recommendation for its solution (Ahuja, 2005:46-47).

It is also believed that helps to collect the necessary an relevant to the subject comprehensive data opinion of the respondents and to get the exact description and interpretation of the current status that reflects the existing situation (Seyoum and Ayalew, 1989:81-83).

3.1.1. Sources of Data

Both primary and secondary sources of data were used. The main sources of in formation were:

School leaders (principals, Vice principal; department heads), Teachers, Students, Parent teachers association (PTA), KETB, Supervisors, Planners, Woreda education offices and Zone education office; etc.

While secondary source of data was collected from recorded documents like abstracts, performance reports and school development plans.

3.1.2. Subject of the Study

The main subjects of this study were all the secondary school teachers, students, principals, supervisors, PTA, KETB, members Woredas education officers and zone educational bureaus head leaders/Experts.

The total numbers of Woredas are 20 and the total numbers of secondary schools are 28. The total numbers of students are 23, 454 and the number of secondary school teachers were 858. The PTA number members are 14o and principals 35. The numbers of supervisors are 27 and 15 Woreda education Bureaus officers 5KETB and 3 zone educational leaders. All together 24536 population are in the study area.

3.1.3. Sampling Techniques and Sample Population

Table 1: that Shows Selected Woreda Population Size

Woreda	Name of School	Grade	Location	No of Student			No of Teacher		
				M	F	T	M	F	T
Robe	Galema Secondary School	9-10	Urban	671	795	1466	25	9	34
Goba	Negade Sefar Secondary School	9-10	Urban	1167	1332	2299	66	9	75
Agarfa	Agarfa Secondary School	9-10	Rural	1045	788	1833	69	0	69
Gasera	Gasera Secondary School	9-10	Rural	992	830	1822	61	5	66
Gorro	Maliyu Burka Secondary School	9-10	Rural	322	301	623	25	1	26
Total				4199	3846	7043	246	24	270

Source: **Oromia Regional Education Office**

In Bale Zone there were 20 Woredas and 28 secondary schools. Among 20 Woredas five Woredas were selected by using siple random sapling techniques particularly lotery

method was employed and Woreda such as Goba was selected purposively sampling techniques because the

Researchers previously work experiences in the zone Woredas would allow better experience and good exposure of the study.

The sampling techniques were used to include totally five Woredas secondary schools as they were manageable. The next steps were determining the types and number of respondents. The group of respondents from zone Education officers KETB, PTA members were included using purposive sampling techniques. The rationale for including these information's were they are front line actors if planning and activities and deliver appropriate information on its practice.

The number of respondents those selected for the questionnaire parts were 5(14.28%). school leaders 75(8.74%) teachers and 100(1.41%) were students employed in the study area.

From these 75 were teachers 100 students, 5 supervisors, 10 PTA members, 5 principals, 5 KETB, 3 Zone educational officer and 15 Woredas educational officers and totally 218 respondents in the study area.

3.1.4. Data Gathering Tools (Instruments)

Quantitative and qualitative data were used in the study. The data were collected by using questionnaires, interview and document analysis.

A. Questionnaire

The Questionnaires were designed to collect data from school leaders, teachers, and students. In order to collect data from these groups of respondent's two types of

questionnaires were employed for the school leaders and teachers and for students in order to provide an appropriate question according to their characteristics.

The questionnaire is very important to collect information from large number of respondents and can be easily and quickly analyzed after data gathering was completed. The questionnaires were developed based on the basic research questions and available related literature. The questionnaires were designed as both open ended and close ended items. Most of close-ended items were formulated in five point liker scales manner such as (strongly disagree=1, Disagree =2, undecided =3, Agree =4, and strongly agree =5) and very few items were designed with multiple choice. Open ended item were formulated in a way that the respondents to be freely express their ideas.

The questionnaires were categories in to two parts the first part was about the respondents personal characteristics and the second part were about the school development planning process, which sub divided in to four domain such deals with the practice of school development plan implementation, involvement of stakeholders, strategies and mechanism of implementation monitoring and evaluation and the challenges in the SDP process.

B. Interview

Semi-structured types of interview were employed in the study to collect data from PTA members KETB and supervisors, zone and educational officers Woreda Education officers by the researcher him self on face to face communication basis. Unstructured type of interview was also employed to collect information from school principals. This instrument helps the researcher to have more relevant and valid information for triangulating and supplementing the quantitative data gathered through questionnaires

C. Document Analysis

Document like abstracts, official records performance reports and supervision feed backs, Zone Education Bureau, Woreda Education offices and school were need to gather additional data.

1.7.6. Procedures of Data Collection

During the process of data collection both close ended and open ended questionnaires were prepared and distributed to all students, teachers. And school leaders However, the nature and the types of items not be homogenous. The researchers were also prepared an open ended interview items and the documents available at the zone and Woreda office principals, PTA, Woredas and zone officers.

Pilot Study

After the questionnaires were prepared, pilot testing of the instrument was made on 12 existing staff. The purpose of this test was to check the appropriateness of the questionnaire items and make necessary correction based on the feedback obtained. Accordingly, amendment were made for the relevance and quality of some of the items and some ambiguous questions, avoidance of errors related to language, ideas, etc and improvements of the framed items were made before the final study conducted to respondents.

Furthermore, in order to maximize the practice of SDP implementation, attempts are made to distribute the questionnaire at convenient time for respondents. Moreover, close follow-up is made to obtain reliable data return.

1.7.7. Method of Data Analysis

To assess the practice related to developing and implementing school level plan in secondary schools of Bale Zone questionnaire, interview and document analysis were used. The data obtained from relevant questionnaire were analyzed using different statistical techniques.

Among the various statistical techniques developed by scholars were used in educational research, questionnaires' data were coded and analyzed using percentage, mean average mean, chi-square. Percentages were used to elaborate the characteristics of the respondents and interpret data. Mean value were used to evaluate the majorities agreement on the item and tables were tabulating finally. Based on this, the mean and average meant values below 2.5 were taken as threat and while the mean value above 2.5 were taken as opportunity.

CHAPTER FOUR

4. Presentation Analysis and Interpretation of the Data

This chapter has six parts. The first part reports on the characteristics of respondent. The second part deals with the presentation, analysis and interpretation of data collected on school development planning process from different groups of respondents in four sub parts.

4.1. Characteristics or Respondents

Table 2: Respondents Distributed by Responsibility and Sex.

Responsibility	Sex				Total N= 180	
	Male		Female			
	No	%	No	%	No	%
School leaders	18	75	6	25	24	13.34
Teachers	54	79.42	14	20.58	68	37.77
Students	60	68.18	28	31.82	88	48.89
Total	132	73.33	48	26.67	180	100

N= number of respondents,% percentage calculated for N

Table 2. show that 75 % (18) of school leaders were males and only 25 % (6) were females. On the other hand the sex distribution of teachers indictates that 79.42% (54) were males and 20.58 % (14) were females. Where as 68.18% (60) were male students and 31.82 % (28) were females. This indicates that in both case the school leader's positions and secondary school teachers were dominated by male and the female were still not becoming position of school leadership and secondary school teachers. On the

other hand (similarly) in the school student's council and committee leaders were also dominated by male students. This shows that there is great variation (gap) of the gender equality with regarding to leader ship position in the school.

Table 3. This shows that educational level /qualification of the respondents. The educational qualification distribution of respondents indicates that the large number of school leaders 95.84 %(23) BA/BEd holders. low numbers 4.16 %(1) were diploma holders and there is no MA/MSC holders in the school leadership and secondary school levels. On the other hand 92.65 %(63) teachers were BA/BSC/BEd, 7.35% (5) teachers were diploma holders and there is no any MA/MSC/holders in the school levels.

Even though the majority of teachers were BA/Bed holders there is also low numbers of diploma holders in the school and there is no MA holders in the secondary school teachers as well a leader. Therefore this implies that there is problem in regarding to the qualification of manpower still exists in the school.

Table 3: Respondents Distribution by Educational Level of Qualification

Variables		Respondents						Total (N=180)	
		School leader (N=24)		Teachers (N=68)		Students (N=88)			
		No	%	No	%	No	%	No	%
School leaders and teachers qualification	MA/MSC								
	BA/BSC/BEd	23	95.84	63	92.65			86	93.47
	Diploma	1	4.16	5	7.35			6	6.53
	Total	24	100	68	100			92	100
Students educat ion level	Grade 9					41	46.59	41	46.59
	Grade 10					47	53.41	47	53.41
	Total					88	100	88	100

N= number of respondents,% percentage, calculated for N.

Whereas 46.59% (41) of students were taken from grade 9 and 53.41% (47) of students of students taken from grade 10. This indicates that the students were taken from both grade level is almost balance for the assumption that they have good understanding on the process of school development planning.

Table 4 portray respondent's distribution by the work experiences and training on school improvement planning. Regarding to work experiences the school 20.84(5) were five and below 5 years, leaders, 29.16 % (7) were in service year group 6-10 and 12.5 % (3), 16.66% (4) and 20.84% (5) were in year group between 11 and 15, 16 and 20 and above 20 years respectively. This implies the majority of school leader have good experiences 25% (17) of the school teachers were in 5 and below years work experiences 29.41% (20) of teachers were in service year group between 6 and 10 the remains percentage were above 11 years service.

Table 4: Respondents Distribution by Work Experience and Training on School Improvement Planning.

Variables		Respondents						Total (N=180)	
		School leader (N=24)		Teachers (N=68)		Students (N=88)			
		No	%	No	%	No	%	No	%
1.Work experience for school leaders and teachers	5 or below 5 years	5	20.84	17	25			22	23.92
	6-10 years	7	29.16	20	29.41			27	29.34
	11-15 years	3	12.5	4	5.88			7	7.60
	16-20 years	4	16.66	14	20.59			18	19.57
	Above 20 years	5	20.84	13	19.12			18	19.57
Total		24	100	68	100			92	100
2.Training on school development planning	Yes	18	75	36	52.95	45	51.14	99	55
	No	6	25	32	47.05	43	48.86	81	45
Total		24	100	68	100	88	100	180	100

N= number of respondents % percentage calculated for N.

This shown that even though the majority of teachers have good experiences of work there are also some less number of teachers which below 5 years services that requires supports from those experienced teachers.

Items 2 indicates that 75% (18) school leader were participated on the training related to the school improvement planning process 25% (6) of school leaders were not participated in the school improvement planning process.

This implies that even if the majority of school leaders participated on the training related to the school improvement planning process still there is some school leaders were not participated in the school improvement planning process.

As the trained respondents were identified, the training was given on the issue such on the domain of school improvement program that is school management, health school environment, teaching learning process and the community participation how to improve students achievement, how to set plan and implement planning process, teachers development program, the role of students in education quality improvement and on the school package of education quality program. Further more the training was given on the issues for school leaders, teachers and students at woredas and school levels these actors were not satisfied with the training given for them. This data shows that the majority of school community's were not participated on the issues which related to the school development planning process and the given training by itself was not sufficient to the school community.

4.2 Analysis of school Development Planning Process

The analysis of school development planning process the participation of teacher's students and society and resource utilization, implementation strategies and monitoring and evaluation mechanism of SDP in the school and potential problems/ challenges regarding to school development process and the mechanism to alleviate the problem of SDP process. And strategies and mechanism to alleviate the problem of SDP process.

4.2.1. Analysis of the School Development Planning Cycle.

The school development planning cycle comprises four key operations review of their current status design priorities, participation of stake holders planning implementation problem of school development planning evaluation and monitoring.

4.2.1.1. Area of School Review

To design effective school development plan the schools requires to review the current status, internal and external environment weakness and strength, identify the external opportunities and threats. The school internal condition refers the internal features of the school which enables the internal features of the school which enables the school to be effective in their work and the external conditions refers to the existence of supportive external environments for school environments for school environments for school improvement that involves policy context, strategies and commitment and the ability of external community.

The information pertaining to these conditions were gathered by using five likert scales and analyzed by using mean and mean values. The following table show that the information response on items related to areas of school review.

Table 5: Rating of Resources on Area of School Review

No	Items	Respondents			WM
		School Leaders N=(24)	Teachers N=(68)	Students N= (88)	
		$(\widetilde{x})$	$(\widetilde{x})$	$(\widetilde{x})$	
2.1	Internal and external review of the current status	3.6	3.3	3.28	3.39
2.2	Identification of the weakness and strengthens of organization /school	3.8	3.4	3.29	3.49
2.3	Identification of the weakness and strength of management	3.7	3.42	3.4	3.50
2.4	Reviewing the condition of school environment	3.4	3.3	3.28	3.32
2.5	Reviewing of government policies and priorities	4.04	3.34	3.34	3.57
2.6	Assessing of community participation	3.04	2.8	2.78	2.87
2.7	Reviewing of the existence of resources	3.5	3.02	3..07	3.19
	Agr. Mean	3.58	3.22	3.2	3.47

Mean < 1.5 strongly disagree, 1.5< mean 2.5 disagree, 2.5<mean 3.5 undecided mean 3.5< mean <4.5 agree, mean >4.5 strongly agree.

Table 5. Show that respondents were requested to rate listed items of the key areas of school review. Accordingly, the school were conducted their internal and external review of the current status in order to identify weakness and strength in the preparation of school development plan with weighted mean value of 3.39 on the other hand the researcher was observed the available evidences which show that the schools were conducted internal and external conditions assessment in order to identify the priorities for school development planning.

Table 5, the school were conducted the review of their current status on the domain of school improvement program before the preparation of their school development plan documents. Thus, the respondents were agreed that the school were identified the

weakness and strength of the school organization with weighted mean value of 3.49, the weakness and strength of school /organization were identified with the weighted mean value of 3.50 and the reviewing of the condition of the school environment with weighted mean value of 3.32 regarding to item of the table 5, show that reviewing of the government policy and priorities related to education was agreed by all groups of respondents with weighted mean value of 3.57. This implies that the school development plan implementation were prepared under the frame work of government policy and the priorities of the education system of the country.

However, the participation of the community in the school affair was conducted and the community participation weighted with the mean value of 2.87. This implies that the school community participation was low. The participation of the community in the school affair has a greater opportunity to understand the complexity of the learning process in the school development plan the willingness and commitment of the community to support the school. In support of this idea ESDP Implementation manual (MOE.1998:48) states that, community participation is one of the basic strategies that should be used to achieve the goals. This show that the importance of community participation in the achievement of educational goals.

On the other hand the reviewing (auditing) the availability of existing resources rated with weighted mean value 3.19 respectively. The data clearly show that the strength of the schools under in the study identification of their internal weakness and strength in the school organization and management, school environment, government policies and priorities the availability of existing resources and their external opportunity and threat

regarding to community commitment and potential in the design of their school development plan implementation.

4.2.2. Participation of Stakeholders in School Development and Mobilization of Other Resources in the Planning Process

This part deals with the participants in the school review process and the utilization of data collection tools and other resources.

Education is being a public enterprise to achieve the goal of universal education beyond a wishfull. Though and effect significant improvement in the delivery of education, the mobilization and integration of stakeholders of education head teachers, teachers, students, NGOs, parents and the local community, is of paramount importance. This is because as pointed out by (Alemuyehu, 2000:28) any success or failure in education has direct bearing on the development of the community.

The collaboration and co-ordination of the stakeholder in the school development planning is crucial in the generation of shared vision, Mission, goals, SWOT analysis, and identification of priorities and create basis for action.

In the review parts the instruments used to elucidate information from and boards to identify their needs and incorporate in the school development planning process.

As illustrated in the Table 5, the respondents were requested to rate the extent to which the school involve the key participants in the review process and the degree to which the school applies different data collection method by using five points of liker scale.

Table 6: Rating of Responses on Participant Involvement and Data Collection Tools in the School Review

No	Items	Respondents			
		School leader (N=24)	Teachers (N=68)	Students (N=88)	WM
		(x)	(x)	(x)	
3.1	The involvement stakeholders in the school review process				
A	Parents	3.08	2.78	2.95	2.93
B	Community	2.62	2.77	3.08	2.82
C	Teachers	3.66	3.78	3.85	3.76
D	Students	3.50	3.4`	3.84	3.58
E	Board Management	2.79	3.00	2.90	2.89
	Agr-mean	3.13	3.15	3.33	3.20
3.2	Data collection instrument				
F	Questionnaire	2.66	2.93	2.51	2.70
G	Interview	3.12	2.82	2.70	2.88
H	Observation	3.37	3.24	3.07	3.22

Mean < 1.5 very poor, 1.5≤ mean 2.5 poor, 2.5≤ mean 3.5 fair, 3.5≤ mean 4.5 good, mean > 4.5 very good

As a result the group of respondent was shows that, the extent to which the schools review involved the parents, community and Board managements were respond as fairly with weighted mean value 2.93, 2.82 and 2.90 respectively. These data show that the school did not effectively involved the parent community and board management in the review for school development plan formulation process. On the other hand teachers and students involved as good weighted mean value of 3.76 and 3.58 respectively.

Moreover, the interview held with PTA, KETB, supervisor of Zone and woreda education officers revealed that the parent, students, community and board management were not participated in the review of the schools current status to identify the strength and weakness of the school development plan formulation process/practice. The

production of school development is not a task that can be under taken by an individuals working in isolation, therefore it requires close integration and involvement of all staff, particularly teaching staff in the process and consultation with others especially parent and pupils.

As indicated in item 2 of Table 6, the degree to which the schools uses questionnaire to collect data from parents, community, teachers, students and others were rated by respondents as poor with weighted mean value of 2.70. The utilization of interview and observation checklist was rated as fairly with weighted mean value 2.88 and 3.22 respectively. This data indicate that show that the utilization of data collection tools in the school review process were weak.

This implies that the participation of stakeholders' in developing and implementing the SDP process particularly the parent community teachers and students in the utilization of interview and observation and data collection tools were low.

4.2.3. Design Priorities for Action and Action Planning

In the design stage, the priorities identified in the review are translated in to specific objectives or targets and action plan are designed to achieve those objectives SDPI(1999). The review of literature revealed that the priorities for development are selected and planned in detailed for a year and supported by action plans or working documents for staff. Because of the limited resources of the schools, such as financial human and materials resources, the need and possibilities of the school must be prioritized in terms of their importance to the improvement of the school and to ensure the quality of education.

Accordingly, the action plan should comprise the detailed objectives and activities to be achieved for a year ahead. The priorities of the school were priorities of the school were properly communicated to key actors and partners for the success of implementation.

Regarding to this issues the responses were taken from different groups of respondents in order to assess the degree to which the school development by using rating scale of very good–5, good–4, fair–3, poor–2, and very poor–1. The mean scores below 2.5 were taken as weakness and above 2.5 were taken as strength.

Table 7: Rating of Responses on the Design Priorities for Action and Action and Planning

No	Items	Respondents			WM
		School leaders(N=24)	Teachers (N=68)	Student (N=88)	
		(x)	(x)	(x)	
4.1	The stake holders participation in the need identification	2.96	3.00	2.99	2.98
4.2	The extent to use relevant criteria or procedure in prioritizing needs	3.38	3.22	3.48	3.36
4.3	The extent to which priorities are translated to specific objectives and target in action	3.29	3.04	3.42	3.25
4.4	The extent to action plan includes strategies indicatory of success time line responsibilities and cost to address priorities	3.91	3.37	3.82	3.70
4.5	The level of integration of different targets of the plan	2.83	3.02	3.59	3.07

Mean <1.5 Very poor, 1.5<Mean <=2.5 Poor, 2.5< Mean < 3.5 fair, 3.5<x<4.5 good , mean > 4.5 very good.

Table 7, illustrates that the extent to which the stakeholders participated in the need identification the use of relevant criteria or procedure in prioritizing needs, the degree to which priorities were translated in to specific objective and target in action and the level of integration of different targets of the plan deals with them was fairly as rated by all groups of the respondents which indicated in items 4.1.4.2 . 4.3, and 4.5 with their weighted mean values of 2.98, 3.36, 3.25 and 3.14 respectively.

This indicates that the stakeholders participation in the identification priorities, the translation of specific objectives and targets as well as the level of integration with different targets were low.

On the other hand in item 4.4 the action plan includes clear strategies, indicators of success, time line, responsibility and cost to address the priorities were rated as good with the weighted mean value of 3.63. This also indicated that not detailed as the expected in the action plan.

Besides this the researcher was observed that the schools action plans and realized that as it contain detailed objectives and targets and clear strategies indicators of success, responsible body and evaluation strategies in some extant due to the fact that shortage of planning techniques or skill of the planning body. This implies that shortage of relevant training regarding to school development planning process. Furthermore, most of the respondent listed down their schools current priorities to be addressed.

These are improving, students result, reducing drop rate, repetition rate, fulfilling school facilities and materials like library laboratory, ICT, etc creating good school environment, enhancing the teachers continuous professional development (CPD), improving the student discipline and improving community participation were the most common priorities in the school which taken in to consideration in order improve the present burning issues that is the quality of education.

4.2.4. Plan Implementation Practice

The prime lesson why innovations and reforms fail to achieve their potentials is that they don't receive adequate of stakeholders; this confirms that human capital has a unique and decisive role in the school development plan implementation.

The participation of stakeholders ensures the implementation of education plan to be more effective, efficient and sustainable.

It is clear that the school development planning is a powerful instrument for school improvement and ensures a coherent action planning process for school renewal innovation and change (Xaba, 2006:23). This is realized if and only if the workable action plan was designed. The integral to the school development plan is an action plan which supports the targets and set out clearly the actions required to achieve them.

Therefore, the information pertaining to the implementing issue was gathered by using a five point likert-scale and the mean weighted values 2.5 were used for analysis. As a result the mean values that found below the average were taken as a weakness and above the average were taken as strength of the school in the implement action issues. The following table show the informants response on items related to implementation

Table 8: Rating of the Responses on the Plan Implementation Issues/ Practice

	Items	Respondents			W.M
		School leaders(N=24)	Teachers (N=68)	Student (N=88)	
		(x)	(x)	(x)	
5.1	Discussion made on the draft of SDP by sector community	3.71	3.10	2.95	3.26
5.2	School implement all activities within its limited period of time	3.79	3.54	3.33	3.56
5.3	School plan implementation meet the objective of the school	4.13	3.43	3.56	3.70
5.4	The extent to which the local issue of education is addresses	4.21	3.74	3.77	3.91
5.5	The degree to which the quality of teaching and learning improved	3.21	3.50	3.35	3.35
	Agr-mean	3.81	3.46		3.55

Mean < 1.5 strongly disagree, 1.5< mean 2.5 disagree, 2.5<mean 3.5 undecided mean 3.5< mean <4.5 agree, mean >4.5 strongly agree.

As illustrated in Table 8 the respondent were requested to rate the level of plan implementation practice in their schools. Therefore the respondents were undecided that the discussion made on the draft of school development plan by sector community with weighted mean value of 3.26. This implies that the participation of sector community on the draft of school development plan discussion were less. Thus, the school implementation of all activities within a limited period of time, the school plan implementation meet the objective of the school and the extent which the local education is addressed were agree to rate with the weighted mean Value of 3.56, 3.70 and 3.91

respectively. This implies that even if efforts being made on the mentioned above items still great attention were required.

The degree to which the quality of teaching and learning is improved was rated to undecided by the respondents were with weighted mean value of 3.35. This implies that the quality of education is under question so that to improve the quality of education tremendous effort were needed by the stakeholders.

Generally, the analysis of the indicators information that indicates the degree to which the school under study performed all the intended activities for the achievement of the school goals were rated as agreed. But, as the interview made with PTA members, KETB, school supervisors, Zone educational officers and woreda Education officers there is the problems of commitment of staff and co-ordination. This is because of the fact that the plan did not involve those actors in its formulation process.

4.2.5. Utilization of Resources (human, financial and materials)

Education as a social activity and where now a day the quality of education has been given priority and more emphasis in connection to the nation's development, the need to implement it requires adequate resources.

Emphasizing on the importance of resources, Seyoum (1996:25) indicates that " the availability of resources is quite indispensable to the effective implementation of education reform that is bent to bring improvement in an educational system without adequate resources would be nothing but an exercise in futility"

This implies that without the allocation of sufficient financial resources, the required skilled manpower and materials, the implementation of education plans and the achievement of educational objectives remain the wish of the schools.

Accordingly, the following tables portray the opinion of respondent's on the resources utility for secondary education school plan implementation.

Table 9: Rating on the Responses on the Utilization of Resources

	Items	Respondents			W.M
		School leaders(N=24)	Teachers (N=68)	Student (N=88)	
		(x)	(x)	(x)	
5.6	Utilization of human resources	4.25	3.97	4.21	4.14
5.7	Timely availability of financial resource for the plan implementation	3.58	3.16	3.07	3.27
5.8	Timely the availability of material	3.25	3.03	3.48	3.25
5.9	Parents and communities are involved in day to day school operation	2.88	2.48	2.89	2.75
	Agr. Mean	3.49	3.16	3.41	3.35

Mean < 1.5 strongly disagree, 1.5ee, 2.5≤ mean 3.5 undecided 3.5≤Mean 4.5 agree, mean ≥4.5 strongly agree.

As a result the respondents were agreed that their school were utilized their human resource effectively with weighted mean value of 4.21 timers the availability financial resources and the material resource for the plan implementation rated as weighted mean value of 3.07 and 3.48 respectively. This implies that. financial resources used by the school under study were more utilized by human resource rather than financial and material resources.

Whereas. the respondents unable to decide wither the parents and communities are involved in the day to day school operation with weighted mean value of 2.75 .This show that the schools under study were highly utilized the internal stakeholders(teaching staff and students) rather than external stakeholders (parents and community).

Regarding to financial administration the interview hled with PTA, KETB,ZEO, WEO and school supervision was identified that the activities of budget preparation was rests to the school principals and appraisal of how it spent is sometimes made by school board and PTA. To participate the community in the financial management of the school, especially, they are ensure follow up and control the school guarantee and internal income budget whether schools are property utilized it or not.

The total mean value shows in Table 9, the difference among the aggregate mean values of the groups of respondents. This enables the researcher to realize that the aggregate mean values of the school leaders (3.49) were greater than the aggregate mean value of teachers (3.16) and students (3.41) which indicates that opinion differences among the school leaders and teachers and students This implies that the school leaders were over rated the extent of practices above the existing reality. The utilization of resources (skilled man power and materials) as interviewed held that the scarcity of financial resource, weak capacity of schools weak capacity to mobilize the stakeholders, raising the cost of instructional materials, poor economic standard of the parent, lack of interest, experiences of school facilities (laboratory, Library, ICT, class room etc) were the major problems that the school faced during the utilization of resources.

4.2.6. Plan Monitoring and Evaluation

Monitoring and evaluation are necessary in any educational organization and are all the more important when under take change. Monitoring and evaluation are management function through which organizations can ascertain a whether or not plan meet their stated objectives.

Byars et al. (1996:205) for warded the following consequences of poor controls: inflexibility, missed opportunities, loss of motivation and morale lack of accountability and stifling creativity and innovations. This implies that, one can generalize that monitoring and evaluation consists measuring the status of an objects or activities against an expected results (targets) that allows, judgment of continuous by continents collection and analysis of information's. It is very important that the school community evaluate the success of the implementation in attaining the targets and addressing the school development needs at the end of the planning cycle. The school self evaluation provides an accurate assessment of how well the school is performing and what is needs to be next and leads naturally to the school improvement priorities.

Table 10: Rate on the Responses of Monitoring and Evaluation

	Items	Respondents			W.M
		School leaders (N=24)	Teachers (N=68)	Student (N=88)	
		(x)	(x)	(x)	
5.10	The degree to which timely monitoring and evaluation plan is carried out	4.46	3.03	3.45	3.64
5.11	The degree to which the results of monitoring and evaluation is carried out before the problem arise	4.17	2.93	3.20	3.43
5.12	The monitoring and evaluation is carried out after the problem occur	4.50	3.75	3.67	3.97
5.13	The degree of monitoring and evaluation	4.42	3.25	3.41	3.69
5.14	The extent of monitoring and evaluation carried out by external evaluators	3.79	2.85	3.32	3.32
5.15	The extent of the results of monitoring and evaluation be used to take corrected measure.	4.04	3.19	3.66	3.63
	Agr. Mean	4.23	3.16	3.44	3.61

Mean < 1.5 strongly disagree, 1.5≤ mean 2.5 disagree, 2.5≤mean 3.5 undecided mean 3.5≤ mean 4.5 agree, mean ≥4.5 strongly agree.

As a result, items 5.11,and 5.14 of Table 10 below show that, timer monitoring and evaluating plan and the results of monitoring and evaluating is carried output before the problem arise and the monitoring and evaluation carried out by the external evaluators were undecided to rate with the weighted mean value of 3.43 and 3.32 respectively. This implies that less concentration were given to the mentioned problems.

On the other hand the degree to which timely monitoring and evaluating is carried out, evaluation and monitoring before the problem occur, the degree to which monitoring and evaluation is carried out internal evaluators and the extent of thee results of monitoring

and evaluation be used to take corrective action were agreed to rated with the weighted mean value of 3.64, 3.97, 3.69 and 3.63 respectively. This implies that even if efforts being made, more attention were required to implement the activities of evaluation and monitoring.

Regarding to implementation strategies of evaluation and monitoring, the respondents were identified different plan implementation strategies in the open ended question qualitatively. The work delegation was point out as the most strategy in the plan implementation by forming different committees based on the nature of work (activities) by forming different clubs and teams which support the teaching learning process from teaching staff and students.

As the interview held with zone Education experts and woreda education officers and other concerned bodies revealed that, the strengthening the internal and external school supervision and continuous professional Development program (CPD) are pointed out as important strategies of plan implementation in the schools.

On the others hand integral issues for effecting implementation of the plan are regular monitoring and formative evaluation mechanisms. The emphasis of monitoring and evaluation are on relevance, performance and success of plan thus to ensure the production of sustainable results in the achievement of school development planning goals. Timely monitoring and evaluation can lead to the adjustment of any aspect of the action plan to judge the progress, ensure that the action plan implementation is on track and to make any necessary corrective measure.

4.2.7. The Major Problem Encountered in the School Development Planning Process

If staff members not believe that, the school development efforts, implementation fidelity will be lowered and success will be unlikely. Hence, in the current educational climate school improvement initiatives became the focus of attention and the dominant approach to educational change for enhancing quality of student`s achievement and attainment as well as strengthening schools internal capacity for change (Hoplins, 2002:19)

Thus, beside the need to increase access of attention, the issues of improving quality of education become the focus attention in the field of education or execution of the school improvement initiatives becomes the major area of concern in the field of education.

This part consists of the potentials that the problems of school development planning process (formulation). Beside assessing of the school development planning process, it is also very helpful to make analysis of potential barriers that many challenges the success of school development process in the secondary school of Bale Zone. In the following Table, the potential problems were listed to be rated using the five point likert scale.

Table 11: One of the Problem Encountered in the School Development Planning Process

	Items	Respondents			W.M
		School leaders (N=24)	Teachers (N=68)	Student (N=88)	
		(x)	(x)	(x)	
6.1	Lack of reliable data for plan formulation	3.67	3.40	2.27	3.45
6.2	Failure to prioritize SDP activities	3.79	3.24	3.34	3.46
6.3	Absence of flexibility of leaders	4.04	3.22	2.94	3.40
6.4	Lack of commitment by implementing bodies	3.33	3.09	3.13	3.18
6.5	Absence of students in planning	3.17	3.06	2.76	3.00
6.6	Lack of community in SDP formulation	3.38	3.37	3.14	3.29
6.7	Lack of integration of budget and plan	3.54	3.28	3.25	3.36
6.8	Lack expertise in planning	3.25	3.34	3.19	3.26
6.9	Work load of teachers	4.12	3.87	3.38	3.80
6.10	Lack of experience in SDP activities	3.50	3.51	3.17	3.40
6.11	Failure to set meaningful targets	3.38	3.12	3.10	3.20
6.12	Lack of clear delegation Zone -school	3.91	3.54	3.17	3.54
	Agr. Mean	3.59	3.33	3.15	3.36

Mean < 1.5 strongly disagree, 1.5< mean 2.5 disagree, 2.5 ≤mean 3.5 undecided mean 3.5< mean 4.5 agree, mean >4.5 strongly agree

As we can see from Table 11, item 6.1, 6.2 and 6.3 were rates undecided by school respondents with weighted mean value of 3.45, 3.64 and 3.40 respectively.

On the other hand lack of commitments by implementing bodies, absence of students in planning, lack of community in school development plan formulation, lack of integration of budget and plan and lack of expertise in planning were rated as undecided with weighted mean value 3.18, 3.00, 3.29, 3.36 and 3.26 respectively. This indicates that, the existence of problems in commitments, absence of students and community in the planning process as well as the problem of expertise in the planning process and lack of integration of budget and plan in the school development planning process is at low level.

Concerning the workload of teachers were agreed with weighted mean value 3.80. This implies that, there is not as such problem regarding to the work load of teachers in the teaching learning process of school development plan implementation.

Regarding to lack of experiences in SDP activities and failure to set meaning full targets the respondents were undecided with weighted mean value of 3.40 and 3.20 respectively. This shows that, regarding to SDP activities and setting meaning full targets there is a problem of implementation.

Finally, lack of clear delegation between Zone Education office and Woreda Education office and school were agreed with weighted mean value of 3.54 this implies somewhat good and it needs great integration and coordination of team work.

Moreover, the interview held with ZEO,WEO planning expertise and PTA and the responses of respondents for open ended question revealed that, the existence of other problems such as, lack of collaboration and coordination work among internal school community and external stakeholders, weak parent participation in the school affairs and lack of meaningful targets support and control from higher level of stakeholders are some

of the major problems in the school development process in the secondary schools of Bale Zone.

4.2.8. Mechanism and Strategies used to Alleviate the Problem of Educational Plan Implementation

In the course of action so far, different measures to tackle problems that secondary schools faced in the process of planning and plan implementation have been taken these were interviewed with Zone educational experts woreda educational officers KETB, and PTA members revealed that, with students parent, creating other income generating mechanism, using the budget in a proper way/wise use of the allocated budget, requesting educational office to assign additional professional man power, giving additional work to the existing staff member. (redistribution of work load), using teachers to teach their minor subject, using diploma under qualified/teachers employing additional teachers transferring from where their excess teacher, building additional class room, in collaboration with parents and wisely using existing materials were some of the attempts made so for.

More over the respondents of opened ended question were indicates that, the unity of all stakeholders, flexibility and creation of awareness regarding to the school development plan implementation and management accountable for their responsibility assuring the proper use of budget and materials changing the attitude of members by supplying incentives and sharing experiences, seminars conferences, penal, training, were the efforts being made as a solution to cover the problem in the educational plan implementation.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This is the last chapter of the study which deals with the presentation of summary, concussion and recommendation.

5.1. Summary

All educational organization are working for the improvement of the quality educations But the improvement process needs strong participation involvement of stakeholders, good management designing of effective plans and strategies which can mobilize all educational resource to the purpose of educational objectives and for the progress of development planning. This improving of the quality of education through enhancing the students learning achievement and the outcomes is challenging by various constraints. The real problems of education system in the schools of the country and the community needs to have successful and effect one schools which helps to improve students achievement and the outcomes requires the assessment of school development planning process.

Then the basic objectives of this study was to assess the practice of school development plan implementation in secondary school of Bale Zone Oromia Regional State. In Order to assess the strength and weakness of the school in the process and to identify the major problems of the schools in the development planning process. To achieve this objective successfully, the study has followed and treated with the following basic questions.

1. How school development plan implementation is practiced in the Zone?
2. To what extent the materials, financial and skilled manpower are mobilized to implement school development plan?
3. What major problems are encountered in the SDP implementation?
4. To What extent the monitoring and evaluating is carried out in the Zone?
5. What strategies and mechanisms are in place to alleviate the problems?

In order to answer the above basic research questions, the study had employed descriptive survey method. These studies have five sample woredas and which used simple random sampling and one purposing sampling techniques.

The secondary schools were selected for the study by using simple random sampling techniques, from each sample woredas and town from general secondary school (9-10). In order to select respondent from the sample school (school respondents) and woredas (WEO respondents) purposive and sample random sampling techniques were applied.

The data gathering instruments were questionnaires, interview and observational check list. The total number of the respondent were 218(100%) out of which 192(88.07%) of respondents were participated in the study and 180(93.75%) were filled and returned the questionnaires. But 6(2.75) of respondents did not return the distributed questionnaires; some of them did not complete the questions and some then did not return totally. 9.18% of respondents were interviewed.

The data were gathered mainly through questionnaire were analyzed using percentage, mean score, and weighted mean values. The data gathered through interview and observations were interpreted qualitatively.

On the basis of the analysis made in the preceding chapter the findings of the study have been summarized under the basic categorized as presented here under

5.1.1The Major Findings

The summary of major findings were regarding school development plan implementation practiced/ process, the extent of resource utilization (material, financial and skilled manpower are mobilized to implemented the school development plan, the major problems encountered in the SDP implementation the extent of monitoring and evaluating is carried out in the Zone and the strategies and mechanisms are in place to alleviate the problems.

5.1.1.1 School Development Plan Implementation Practice

Regarding to designing priorities for action the participation of stakeholders in the need identification and the level of integration of different targets, the priorities translated to specific objective were rated as fairly with weighted mean values of 2.98, 3.14 and 3.25 respectively. This implies that, there is a low level of participation of stakeholder in the school development plan implantation process. Concerning the action plan including clear strategies indicators of success time line, responsibilities and cost to address priorities were rated as good with the weighted mean values of 3.70

On the other hand the unstructured interview held with Zone Educational experts, woreda educational officers and PTA, KETB and Observation of schools action plan revealed that the existing of gap in the stakeholders participation in the need identification the integration of different target of the plan, the translation of priorities in to specific

objectives and targets in the action plan due to the fact that shortage of planning techniques skills of the concerned body.

It has also been reported that the degree to which the school participated parents, Board management and community in the determination involvement /of school review process was rated undecided with weighted mean values of 2.93, 2.89 and 3.82 respectively this implies that, the participation of stakeholders in the school review process were less/low . But the participation of teachers and students were rated as good with weighted mean values of 3.76 and 3.58 respectively.

More over, the majority of respondent listed their school's current priorities to address such as improving student's achievement results, reducing drop rate, repetition rate and creating schools materials and facilities, creating conducive environment, enhancing the teachers professional Development (CPD), improving the students discipline as well as improving the stake holders participation

Regarding to plan implementation the respondents were requested to rate on the draft of school development plan by community sector and the quality of teaching learning improved to agreed with the weighted mean values of 3.26 and 3.35 respectively. This implies that less attention was given by the community sector regarding, to discussion made in the draft of school SDP and the improvement the quality of teaching learning process. Thus the school implementation of all activities with in limited period of time, the school meet the objective of the plan and the local education is addressed were rated as good with the weighted mean values of 3.56, 3.70 and 3.91 respectively.

But as the interview was made with Zone educational experts, woreda educational officers KETB and PTA indicates that, there is a problem of commitment staff and coordination activities because of the fact that the plan did not involved those actors in the formulation process.

5.1.1.2 The Extent of Resource Utilization (Material Financial and Skilled Manpower) are Mobilized to implemented SDP

Even though, the utilization of resources were good with weighted mean values of 4.14 But, the timely available financial resources and the material resource for the plan implementation were rated fairly with weighted mean values of 3.27 and 3.25 respectively where as the respondents unable to decided whether the parents and communities are involved in the day to day school operation was rated with the weighted men value of 2.75, this implies that less attention were given to the school activities.

As financial administration the interview held with zone educational experts, woreda educational officers KETB, and PTA members they have ensure to follow up and control the school guarantee and internal income budget whether the schools are properly utilized it.

In addition to this the major problem that faced during the utilization of resources, in the SDP were scarcity of financial resources weak capacity to mobilize the stakeholders, raising the cost of instructional materials poor economic standard of the parent and lack of interest of teachers, lack of experiences and training as well as lack school facilities (Laboratory, Library, ICT and Classroom etc) were the major tackles to SDP implementation in the schools and facilities, crating conducive environment, enhancing

the teachers professional development (CPD), improving the students discipline as well as improving the stakeholders participation.

5.1.1.3 The Extent to which Monitoring and Evaluation are Carried out in the Zone

The responses of monitoring and evaluation show that, the results of monitoring and evaluation is carried out before the problem arise and the extent to which monitoring and evaluation is carried out by external evaluator is undecided to rated with the weighted men value of 3.43 and 3.32 respectively these implies that low attention ware given by the external evaluator. But timely and evaluation carried out after the problem occur, internal evaluation and the results of monitoring and evaluation to take corrective measure were agreed to rated with weighted mean values of 3.64, 3.97, 3.69 and 3.63 respectively.

As the interview held with zone educational experts and woreda education officers KETB and PTA revealed that, the strengthening the internal and external school supervision and continuous professional development program (CPD) were pointed out as important strategies of the plan implementation in the school the emphases of monitoring and evaluation are on relevance, performance and success of plan thus to ensure the production of sustainable results in the achievement of the school development planning goals.

As respondents indicated by open end questions were the major problem of monitoring and evaluation were lack of transparency, has no continuity, considered as fault finding,

not based on scientific procedures, lack of the abilities of managerial skills community participation and lack of training and experiences the most common one.

5.1.1.4The Major Problem Encountered in the SDP Implementation

Regarding to the problem of school development plan implementation, lack of reliable data for the analysis of SDP formulation and failure to prioritizing SDP activities were undecided by the school respondents with the weighted mean values of 3.45 and 3.46 respectively. This implies that less attention was given for the reliable data analysis of SDP formulation and failure to prioritize the SDP activities.

Absence of flexibility of leader, lack of commitments by implementing bodies, absence of students participation in the planning and lack of expertise in the planning also undecided by the school respondents with the weighted mean values of 3.40, 3.18, 3.00 and 3.26 respectively. This also implies that less attention were given to the above mentioned items.

Similarly lack of experiences in SDP activities, and failure to set meaningful targets were rated as undecided with the weighted mean values of 3.40 and 3.20 respectively. This also implies that, there is less concentration given to the SDP activities and failure to set meaningful target of the SDP implementation.

On the other hand, the work load of the teachers and lack of clear delegation of zone woredas and schools were agreed to rated with the weighted mean values of 3.80 and 3.52 respectively. This shows that good flexibility, load and delegation concerning to the other items mentioned above. Moreover, the interview held with zone educational experts, woredas education officials KETB, and PTA members revealed that, lack of

knowledge regarding SDP, lack of training, lack of awareness and participation of the community and lack of co-ordination among the concerned bodies.

In addition to this the respondents open ended questions indicates that, the existence of problems such as absence of mobilization and collaboration work among internal and external community, weak professional support and control of higher officials are some the problems in the school development planning process in the secondary schools.

5.1.1.5 Mechanisms and Strategies used to Alleviate the Problems of Education Plan Implementation

In the course of action so far, different measures to tackle the problems that secondary schools faced in the process of planning and plan implementation have been taken. These were as the respondents of open ended questionnaires indicates that the unity of stakeholders, flexibility and creation of awareness, accountable of the management, allocate the necessary budget and materials, and changing of members/staff/ by supplying different incentive and sharing experiences and giving seminars, conferences, penal training were the common solution must be taken in to consideration.

On the other hand the interviewed held with zone educational experts, woredas educational officials KETB, and PTA members revealed that with students, parents, creating other income generating mechanisms, using the budget in the proper way, requesting educational office to assign additional educational man power, giving additional work to the staff member (redistribution of work load), building additional room for school facilities in collaboration with parents and wisely using the existing materials were some of the efforts being made so far.

5.2 Conclusion

The study tried to assess the practice of school development plan implementation. The extent of stakeholders participation in school development planning process, the problems of data collection, lack of training as well as problem practice of school development plan implementation and preparation process, lack of utilization of resource capacity , lack of co-ordination and integration, lack of proper monitoring and evaluation, strategies and mechanisms in place to alleviate the problems are the common one.

Based on the analysis the following major conclusion could be drawn

1. It is necessary to set assign enough time to train the stakeholders to enable them to conduct a thorough evidences based on school development goals, to plan and to implement properly. However, secondary school activities of the school review and preparing plan by giving training to stakeholders and conducting a thorough need assessment found out low.
2. Basically, successful plan implementation requires meaningful involvement of stakeholders in planning, monitoring and evaluation activities. The most effective school development plan results when enough awareness and continuous training opportunities were given to the staff teachers, students, parents, PTA, KETB, and community on the school development plan and all members including other concerned bodies work together as a team. Therefore the study revealed that the stakeholders participation in the school development plan implementation was lacking.

3. The extent of utilization of resources plan requires adequate resources (manpower, financial and materials). However, the study revealed that secondary schools of the study area (zone) constrained by lack of qualified principals, weak capacity to co-ordinate school activities and manage resources, weak capacity to mobilize the stakeholders, raising the cost of instructional materials, poor economic standard of the parents, lack of experiences are among the problems. In addition to this shortage of educational materials or school facilities (laboratory, library, ICT, classroom furniture's, equipments etc) and other facilities are factors the influences the implementation of school development plan process. Beside this lack of a diversified school income (revenue), poor financial management and delay of budget distribution and utilization are the factors that hampered the proper implementation of school development plan.
4. The practice of school development plan implementation problems were many. As the study revealed that the problems encountered in the SDP implementation were lack of commitment by implementing bodies, lack of mobilization and co-ordination among internal and external community (stakeholders), weak professional supports and absence of control of higher officials, absence of flexible leaders and lack of experiences in the SDP activities and failure to set meaningful targets, absences of students and community in the planning process as well as the problems of experts were found out low.
5. Monitoring and evaluation was the key issues to be considered in the school development plan implementation when timely monitoring and evaluation carried out before the problems arise. However, the secondary schools monitoring and

valuation system of the school development planning process found out low. Thus, it is possible to conclude that the interaction that exists between and among the school community to evaluate the school development plan implementation to solve educational problems was low.

5.2 Recommendations

In light of the findings and conclusion drawn the following recommendations have been forward accordingly with the objectives of improving SDP implementation.

5.3.1. Stakeholders Participation

Education is not a concern of certain individuals, organization or groups in a society, rather than it requires the participation of all the community (people). Then every one who gets the special services of education directly or indirectly should be involved in its planning. However the finding of the study revealed that the participation of stakeholders is less.

In reality that without the participation of concerned people the achievement of anticipated educational objectives would remains only hope. Therefore, the zone, woreda educational office and the school needs to pay attention to the participation of stakeholders in all school development planning and plan implementation of secondary education by developing different mechanisms of working with stakeholders. This can be realizes if and only if creating good awareness, discussion, forum, seminar etc with stakeholders about the school development plan implementation practice.

5.3.2. Data Collocation Tools and Training

The findings of the study revealed that lack of training and the problem of awareness, data collection tools for the school internal and external and needs assessment found out low.

This is so because of training and through need assessment. They did not built on the school practice and some of the schools follow non participatory approach in its process.

Therefore the zone woredas education office should providing enough awareness and continuous training opportunities to the school staffs, teacher students parents, PTA, KETB and community on the school development planning process by allocating enough budget and by designing projects to help them to in crease their capacity building is essential.

The school should also able to conduct internal and external review and need assessment focusing necessary instruments such as questionnaires, observational, interview, by using group discussion and educational penal discussion to have clear and more accurate picture of school development plan by considering the views of different stakeholders.

5.3.3. Practice of School Development Plan Implementation Problems

The practice of school development plan implementation problems. Regarding to this the finding of the study revealed that there are problem of SDP implementation at zone, woredas and school levels. Among these lack of better leadership shortage of necessary resources, efficient utilization of available resources, lack of stakeholder participation

lack of level of quality of SDP, and need identification are some of the series problem of the. school development plan implementation.

Therefore zone and as well as woredas education offices should deliver sufficient amount of resources for the school by participating NGOS in financing education. participating parent in contributing for education and making schools their own income generating mechanism by producing some profitable products etc. give adequate training relevant participants. assign qualified and able individuals as a leaders of the education system and give emphasis for implementation center i.e. schools. increase integration and Co-ordination with different levels of implementers are some of the mechanisms to alleviate the problem SDP implementation at the school level.

5.3.4. The Availability of Resources (Skilled Man Power, Financial and Materials)

a. The availability of adequate and skilled man powers

The study revealed that there was shortage of laboratory technicians, administrative workers, princip al's skilled persons for proper planning/experts and skilled supervisors for the school.

Therefore it is recommended the zone and woredas should take immediate action in assigning adequate skilled man power for the proper implementation school development plan activities with the concerned bodies.

b. The availability of adequate Finance

It was found that schools do not get adequate resources because of the current status of markets and rising of instructional materials. Zone and WEO should allocate adequate

budget based on increasing number of students and finance demands for construction of additional school class room, facilities, furniture's and equipment and should develop school capacity for wise utilization of finance.

School should have close cooperation with community and NGOs by designing projects, providing funds raising program and increasing community contribution to supplement SDP educational activities and woredas Education offices should also give financial management to school from time to time in order to use their finance efficiently and effectively.

c. The availability of materials

The production of school development plan is not a task that can be undertaken by an individuals working in isolation. The study revealed that improving the students results, fulfilling schools facilities and materials like library, laboratory, classroom, furniture; and equipments were limited. Therefore the zone and woredas education office should have close co-operation with the community and NGOs by designing projects and inviting them and also increasing the community participation (contribution) to solve the school problems and the school staff should also committed themselves to work strongly with the integration and collaboration of stakeholders.

5.3.5. Monitoring and Evaluation

The level of monitoring and evaluation of the school development practice to solve educational problem was at low level. The absence of timely monitoring and evaluation hindering zone, woredas of the school not to assess regularly their planning performance and accordingly to take early corrective major before differences occur. Thus, it is

recommended that the zone should establish strong team of professional support and control across the woredas and schools. In order to follow the continuous progress of school development plan and their level of execution so as to give timely strategic solution (feedback). In doing so as to it is recommended that the zone and woredas in the school should have uniform monitoring and evaluation techniques since the plan of this units device to towards achieving the common goal of the organization and the school should also report the school self evaluation result and others activities for staff, parents and communities members at a time.

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Appendices A

Addis Ababa University
School of Education and Behavioral Studies
Department of Educational Planning and Management
A Questionnaire to be filled by School Teachers, and school leaders

Purpose

This questionnaire is designed to practice the school development plan implementation process in secondary school of Bale zone.

The information gathered through this questionnaire will be used for the academic research only and treated confidentially. Hence, your genuine contribution and relevant information will be essential for the success of this study. Therefore, please respond to all questions provided in this instrument completely and honestly.

Direction

- No need to write your name
- Don't consult others when you are answering questions.
- For multiple choice questions please answer by putting a tick mark "√" in the boxes provided.
- Give concise responses for open-ended questions.

Part One:

General Information

1.1. Name of your woreda _____
Name of your school _____
Please put a tick "√" on the space provided after each questions.

1.2. Sex A. Male ☐ B. Female ☐

1.3. Age

A. From 20 – 30 years ☐ C. From 41 – 50 years ☐
B. From 31 – 40 years ☐ D. above 50 year ☐

1.4. Educational Back ground

A. MA/MSC ☐ B. BA/BSC/B.Ed ☐

C. Diploma ☐ D. If other specify _____

1.5. Current position

A. Principal ☐ C. Unit Leader ☐

B. Vice Principal ☐ D. Department Head ☐ E. Teacher ☐

1.6. Work experience

A. 5 and below 5 years ☐ C. 11-15 years ☐

B. 6-10 years ☐ D. 16-20 years ☐ E. Above 20 ☐

years

1.7. Have you get any training on school improvement planning?

A. Yes ☐ B. No ☐

1.8. If your answer for question number 1.7 is "yes" please list down the major areas or topics covered on the training?

_____

_____

_____

Part Two

The area of school review

The following are the area of organization/ school review of the current status of internal and external environment weakness and strength identify issue of external opportunities and threats.

Please rate the extent to which it is practiced in your organization/ school by putting a tick "√" mark in the boxes given below.

1= very poor, 2= poor, 3= fair, 4= good, 5= very good

No	Item	Rating scale				
		5	4	3	2	1
2.1.	The extent to which the school / organization external review of the current status.					
2.2	The extent to which the strength and weakness of school/ organization is identified					
2.3	The extent to which the organization /school weakness and strength of management is identified.					
2.4	The degree to which review of school environment condition identified.					
2.5	The extent to which reviewing government policies and priorities.					
2.6	The extent to which assessing community participation.					
2.7	The degree to which reviewing the existence of resources.					

2.8. Please list down the problems of your organization/ of school review areas

Part Three

The Participant in the School Review and Data Collection Tools

The following are statement about stakeholders in the school review process and the instruments (tools) used in the school review. Please rate the extent to which the involvement of participants and utilization of data collection tools by putting a tick "√" mark in the boxes given below corresponding to the level of your agreement.

Use rating scale 1= very poor, 2=poor, 3=fair, 4=good, 5=very good

No	Item	Rating scale				
		5	4	3	2	1
3.1	The degree to which the school involve all stakeholders in the review process					
A	Parents					
B	Community					
C	Teachers					
D	Students					
E	Board management					
3.2	Instrument of data collection					
F	Questionnaire					
G	Interview					
H	Observation					

Part Four: Design priorities for action and action planning

The following are statement which explains about the school priorities plan and the involvement of stakeholders in the process of determination. Please, rate the extent to which it is practiced in your school by putting a tick "√" mark in the boxes given below.

Use rating scale; 1=very poor, 2=poor, 3=fair, 4=good, 5 = very good

No	Item	Rating scale				
		5	4	3	2	1
4.1	The extent to which the stakeholders participate in the need identification/priorities					
4.2	To what extent the relevant of criteria/procedures that are used in prioritizing needs					
4.3	To what extent the priorities are translated to specific objectives and targets in the action plan					
4.4	The extent to which the action plan includes clear strategies, indicators of success, timeline, responsibility and cost to address the priorities					
4.5	The level of integration of different targets of the plan					

Please list down that the priorities identified by your organization/school.

a. _____

b. _____

c. _____

Part Five: Monitoring and Evaluation

The following items are the key issues to be considered in School Development Plan implementation, resources utility, monitoring and evaluation please show your judgment by selecting the degree of agreement from rating scale (1-5) and put a tick mark "√" in the boxes provided use; 1=strongly disagree, 2=disagree 3=undecided, 4=agree, 5=strongly agree

No	Item	Rating scale				
		5	4	3	2	1
A	Implementation issues					
5.1	The degree to which discussion made on the draft of SDP by sector community					
5.2	School implement all activities within its limited period of time					
5.3	The school plan implementation meets the objectives of the school					
5.4	The extent to which the local issue of education is addressed.					
5.5	The extent to which the quality of teaching and learning are improved					
B	Resource utility					
5.6	Utilization of human resource (management teachers students etc)					
5.7	Timely the availability of financial resource for the implementation of plan					
5.8	Timely the availability of material resource for the plan implementation					
5.9	Parents and communities are involved in day to day school operation					
C	Monitoring and evaluation					
5.10	The extent to which timely monitoring and evaluating Plan is carried out					
5.11	The degree to which the result of monitoring and evaluation is carried out before the problem arise					
5.12	The extent to which monitoring and evaluation is carried out after the problem occur					
5.13	The degree to which monitoring and evaluation is carried out by internal evaluators					
5.14	The degree to which the monitoring and evaluation is carried out by external evaluators					
5.15	The degree to which the results of monitoring and evaluation be used to take corrective measure					

What are the major problems of Evaluation and monitoring?

a. _____
b. _____
c. _____

What are the solution you for warded for the above problems.

a. _____
b. _____
c. _____
d. _____

Part Six: Problems Regarding to School Development Plan Implementation practice

This part consists of the problems in the implementation of school development of plan formulation process. In your opinion to what extent the issue are addressed at your organizational level 1=strongly disagree, 2=disagree 3=undecided, 4=agree, 5=strongly agree

No	Item	Level of practice				
		5	4	3	2	1
6.1	Lack of reliable data for the analysis of School Development Plan formation					
6.2	Failure to prioritize School Development Plan activities					
6.3	Absence of flexibility of leaders					
6.4	Lack of commitment by the implementing bodies					
6.5	Absences of the involvement of students in planning					
6.6	Lack of community participation in the School Development Plan formulation					
6.7	Lack of effective integration of budget and plan					
6.8	Shortage of expertise and training manual /guidelines					
6.9	Work load of teachers					
6.10	In adequate knowledge and/or experience about School Development Plan activities					
6.11	Failure to set meaningful and verifiable targets					
6.12	Lack of clear delegation in the zone, woreda and schools					

6.13. What are the major problems that you encountered while implementing School Development Plan in your organization

a. _____
b. _____
c. _____

6.14. What solution can you for warded for these problems

a. _____

b. _____

c. _____

Appendices B

Addis Ababa University

School of Education and Behavioral Studies

Department of Educational Planning and Management

A Questionnaire to be filled by Students

Purpose

This questionnaire is designed to practice the school development plan implementation process in secondary school of Bale zone.

The information gathered through this questionnaire will be used for the academic research only and treated confidentially. Hence, your genuine contribution and relevant information will be essential for the success of this study. Therefore, please respond to all questions provided in this instrument completely and honestly.

Direction

- No need to write your name
- Don't consult others when you are answering questions.
- For multiple choice questions please answer by putting a tick mark "√" in the boxes provided.
- Give concise responses for open-ended questions.

Part One:

General Information

1.1. Name of your woreda _____

Name of your school _____

Please put a tick "√" on the space provided after each questions.

1.2. Sex A. Male ☐ B. Female ☐

1.3. Age

A. 16 or below 16 years ☐ B. 16 – 20 years ☐ C. 21 or above ☐

1.4. Educational Back ground

A. 9th ☐ B. 10th ☐

1.5. Your position in addition to the formal learning in school

- ✓ Student council ☐
- ✓ Discipline committee ☐
- ✓ Club leader ☐
- ✓ School improvement committee ☐
- ✓ If other specify

1.6. Have you get any training on school improvement planning?

B. Yes B. No

1.7. If your answer for question number 1.7 is "yes" please list down the major areas or topics covered on the training?

_____

_____

_____

Part Two

The area of school review

The following are the area of organization/ school review of the current status of internal and external environment weakness and strength identify issue of external opportunities and threats.

Please rate the extent to which it is practiced in your organization/ school by putting a tick "√" mark in the boxes given below.

1= very poor, 2= poor, 3= fair, 4= good, 5= very good

No	Item	Rating scale				
		5	4	3	2	1
2.1.	The extent to which the school / organization external review of the current status.					
2.2	The extent to which the strength and weakness of school/ organization is identified					
2.3	The extent to which the organization /school weakness and strength of management is identified.					
2.4	The degree to which review of school environment condition identified.					
2.5	The extent to which reviewing government policies and priorities.					
2.6	The extent to which assessing community participation.					
2.7	The degree to which reviewing the existence of resources.					

2.8. Please list down the problems of your organization/ of school review areas

_____

_____

_____

Part Three

The Participant in the School Review and Data Collection Tools

The following are statement about stakeholders in the school review process and the instruments (tools) used in the school review. Please rate the extent to which the involvement of participants and utilization of data collection tools by putting a tick "√" mark in the boxes given below corresponding to the level of your agreement.

Use rating scale 1= very poor, 2=poor, 3=fair, 4=good, 5=very good

No	Item	Rating scale				
		5	4	3	2	1
3.1	The degree to which the school involve all stakeholders in the review process					
A	Parents					
B	Community					
C	Teachers					
D	Students					
E	Board management					
3.2	Instrument of data collection					
F	Questionnaire					
G	Interview					
H	Observation					

Part Four: Design priorities for action and action planning

The following are statement which explains about the school priorities plan and the involvement of stakeholders in the process of determination. Please, rate the extent to which it is practiced in your school by putting a tick "√" mark in the boxes given below.

Use rating scale; 1=very poor, 2=poor, 3=fair, 4=good, 5 = very good

No	Item	Rating scale				
		5	4	3	2	1
4.1	The extent to which the stakeholders participate in the need identification/priorities					
4.2	To what extent the relevant of criteria/procedures that are used in prioritizing needs					
4.3	To what extent the priorities are translated to specific objectives and targets in the action plan					
4.4	The extent to which the action plan includes clear strategies, indicators of success, timeline, responsibility and cost to address the priorities					
4.5	The level of integration of different targets of the plan					

Please list down that the priorities identified by your organization/school.

d. _____
e. _____
f. _____

Part Five: Monitoring and Evaluation

The following items are the key issues to be considered in School Development Plan implementation, resources utility, monitoring and evaluation please show your judgment by selecting the degree of agreement from rating scale (1-5) and put a tick mark "√" in the boxes provided use; 1=strongly disagree, 2=disagree 3=undecided, 4=agree, 5=strongly agree.

No	Item	Rating scale				
		5	4	3	2	1
A	Implementation issues					
5.1	The degree to which discussion made on the draft of SDP by sector community					
5.2	School implement all activities within its limited period of time					
5.3	The school plan implementation meets the objectives of the school					
5.4	The extent to which the local issue of education is addressed.					
5.5	The extent to which the quality of teaching and learning are improved					
B	Resource utility					
5.6	Utilization of human resource (management teachers students etc)					
5.7	Timely the availability of financial resource for the implementation of plan					
5.8	Timely the availability of material resource for the plan implementation					
5.9	Parents and communities are involved in day to day school operation					
C	Monitoring and evaluation					
5.10	The extent to which timely monitoring and evaluating Plan is carried out					
5.11	The degree to which the result of monitoring and evaluation is carried out before the problem arise					
5.12	The extent to which monitoring and evaluation is carried out after the problem occur					
5.13	The degree to which monitoring and evaluation is carried out by internal evaluators					
5.14	The degree to which the monitoring and evaluation is carried out by external evaluators					
5.15	The degree to which the results of monitoring and evaluation be used to take corrective measure					

What are the major problems of Evaluation and monitoring?

a. _____
b. _____
c. _____

What are the solution you for warded for the above problems.

a. _____
b. _____
c. _____
d. _____

Part Six: Problems Regarding to School Development Plan Implementation practice.

This part consists of the problems in the implementation of school development of plan formulation process. In your opinion to what extent the issue are addressed at your organizational level 1=strongly disagree, 2=disagree 3=undecided, 4=agree, 5=strongly agree.

No	Item	Level of practice				
		5	4	3	2	1
6.1	Lack of reliable data for the analysis of School Development Plan formation					
6.2	Failure to prioritize School Development Plan activities					
6.3	Absence of flexibility of leaders					
6.4	Lack of commitment by the implementing bodies					
6.5	Absences of the involvement of students in planning					
6.6	Lack of community participation in the School Development Plan formulation					
6.7	Lack of effective integration of budget and plan	y				
6.8	Shortage of expertise and training manual /guidelines					
6.9	Work load of teachers					
6.10	In adequate knowledge and/or experience about School Development Plan activities					
6.11	Failure to set meaningful and verifiable targets					
6.12	Lack of clear delegation in the zone, woreda and schools					

6.15. What are the major problems that you encountered while implementing School Development Plan in your organization

a. _____
b. _____
c. _____

6.16. What solution can you for warded for these problems

a. _____
b. _____
c. _____

Appendix-C

Interview Questions for Personnel's for Personnel of Zone Education Officers, Woreda Education Office (WEO), school supervise.

1. How do you support secondary schools to developed implement the school development plan?
2. Did you approve (check) the school development plan
3. Do you belief that the secondary school has effective School Development Plan?
4. How do you monitor and evaluate their progress?
5. To what extent do you provide feedback on the school development planning?
6. In what way did you support the school to achieve the intended objective of the plan?
7. Is enough training is given for the stakeholders regarding the school development planning?
8. What are the major problems you have observed in the school development/improvement planning process?
9. What are the solutions you suggest for the observed problems?
10. Is their any ideas, recommendation and suggestion regarding about the issue of school development planning?

Thank you for your collaboration

Dabalee D

Yuunivarsiittii Finfinnee

Kollejjii Barnoota

Mummee Barnootaa Kaarooraa fi Bulchinsa Gaffannoowwaan Boardii Leenjii Gandaatii fi Gamta matii barsiisootatiin qutamuu/deebiuu

1. Kaaroora Quddina mana barnmsa irraa maal hubatu?
2. Mani barumsa sadarkaa 2ffaa kaaroora bu'a qabeessa ta'e qaba jetani amanta qababdu?
3. Walitti dhufeenyi Barata, Baraiisia fi matii guddina hojii mana barumsa kessatti qaba maal fakkata?
4. Madaalii fi gamagammaa kaaroora gnddina mana barumsa keessatti akkamiti qooda fudhatu?
5. Haala kamiin galma gahiinsa kaaroora guddina mana barumsatiif gaargarsa gotuu?
6. Kaaroora guddina mana barumsa gopheessuu keessatti hirmatanii jiru?
7. Qoppeessuu kaaroora mana barumsatiif Leenjii fudhatanii jiru?
8. Rakkoo ijoon kaaroora guddina mana barumsa keessatti mul-dhatu/Laltan/maal fa'a?
9. Furmanii rakkoo kanaaf isiin laatan maali?
10. Yaanii biroo isiin kaaroora guddina mana-barumsatiif akka waligalatii qabdan yoo jiratee yaa ibsamuu.

Gargaarsa Nuu gotaniif

Galatoommaa

Appendix - E

Observation Checklist

This checklist uses to collect information through observation by the researcher regarding to the school development planning process

No	Items	Yes	No
1	Is their School Development Plan in your organization (School)		
2	Does the plan state the general strategic mission, vision of the organization /school		
3	Is the plan indicate general and specific objective of the organization/school		
4	Is their action plan for School Development Plan in your organization/school		
5	Is the action plan contains standards; indicators responsibility targets time frame and monitoring and evaluation strategies?		
6	Is there reporting system monthly, quarterly, six month, annually		
7	Is there any discussion on school development planning process?		
8	Is their any school development plan /improvement plan committee discussion documents		

Appendix-D

Interview Questions for Parent Teachers Association (PTA) Kebele Education and Training Board Members (KETB)

1. What do you understand by the school development plan?
2. Do you belief that the secondary school have effective school development plan?
3. To what extent did you create close relation with students, teachers', parents to enhance the school activities?
4. How do you involve in monitoring and evaluation in the school development plan?
5. In what way did you support the schools to achieve the intended objectives of the plan?
6. Have you participate in the school development planning process?
7. Have you got training regarding the school development planning process?
8. What are the major problems you have observed in the school development /improvement planning process?
9. What are the solutions you suggest for the observed problems?
10. Is their any other ideas, recommendation and suggestion regarding about the issue of school development planning process?

Thank you for your collaboration

Appendix - E

Observation Checklist

This checklist uses to collect information through observation by the researcher regarding to the school development planning process

No	Items	Yes	No
1	Is their School Development Plan in your organization (School)		
2	Does the plan state the general strategic mission, vision of the organization /school		
3	Is the plan indicate general and specific objective of the organization/school		
4	Is their action plan for School Development Plan in your organization/school		
5	Is the action plan contains standards; indicators responsibility targets time frame and monitoring and evaluation strategies?		
6	Is there reporting system monthly, quarterly, six month, annually		
7	Is there any discussion on school development planning process?		
8	Is their any school development plan /improvement plan committee discussion documents		

Declaration

This thesis is my original work and has not been presented in any other university and all sources of materials used for the thesis have been duly acknowledged

Name: _____

Signature: _____

Date of Submission: _____

This thesis has been submitted for examination with my approval as a university advisor

Name: _____

Signature: _____

Date of Approval: _____