

AN ASSESSMENT OF READINESS AND PREPARATION FOR SCHOOL
DEVELOPMENT PLAN AND IMPLEMENTATION IN SECONDARY
SCHOOLS OF BALE ZONE

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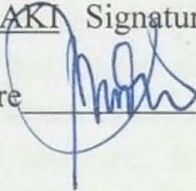
SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Nesredin Ahmad, entitled: an assessment of readiness and preparation for implementing school development plan in secondary schools of Bale zone and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Leadership) recognized with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT
AN ASSESSMENT OF READINESS AND PREPARATION FOR SCHOOL
DEVELOPMENT PLANNING IMPLEMENTATION

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The main purpose of the study was to assess readiness and preparation for school development planning implementation in secondary school of Bale zone and thereby to identify the strength and weakness then to provide alternative recommendations to the identified problems. To this end, answers to the basic questions pertaining to the readiness and preparation made by school were adequate to implement SDP, key stake-holder involvements in the process of SDP, types of conducive environment to implement SDP and challenges encountered in the implementing process of SDP. A descriptive survey method, purposive and simple random sampling techniques were used in the study. The subject of the study were 46 school leaders, 109 teachers, 40 students, 10 WEO experts of planning and statistics and 15 PTA members from 5 sample woredas out of 20 total woredas and 1 town administration. The data collected through questionnaire, interview and document analysis were analyzed, interpreted and reported. The collected data were analyzed using percentage, mean scores, weighted mean, and chi-square test. The finding of this study indicates that preparation made by schools for implementing SDP, the extent to which school involve and mobilized key stake-holders in the process of SDP were good. Similarly, the extents to which the school review conducive environment for implementing SDP were at a good stage. However, the finding data from analysis showed that implementing all activities mentioned in action plan, lack of preparing capable and standard plan, lack of collaboration during implementation, gap in relation with internal and external facilitation, lack of satisfaction and resistance by planning groups, lack of resource, training and commitments by key stake-holders are the major challenges constraint the readiness and preparation for implementing SDP in the school of the zone under the study. Thus, it was recommended that in addition to making school accessible to make teaching learning the school should be follow up assessment of effective implementation of all activities mentioned in action plan, involvement of all staff on the implementation issues create good relation with internal and external facilitation give more attention towards developing good plan, develop a sense of commitment in all stake holders, share professional support from expert supplying educational material and develop training for stake-holders on SDP implementation issues.

Table of Contents	page
CHAPTER ONE: The problem and its approach.....	1
1.1. Background of the study.....	1
1.2. Statement of the Problem.....	4
1.3. Objective of the Study	7
1.4. Significance of the Study	7
1.5. Delimitations of the Study	8
1.6. Limitations of the study	8
1.8 Organization of the study.....	9
CHAPTER TWO: Reaview of related litreture.....	10
2.1. Definition of planning.....	10
2.2. Approach to planning.....	11
2.2.1. System Approach.....	11
2.2.3. Planning and Desighn approach.....	12
2.2.4. Contingent planning Approach.....	12
2.3 The Planning cycle	13
2.3.1. Review/Audi	13
2.3.2 Design.....	15
2.3.3 Action plan.....	15
2.3.4 Implementation	16
2.3.5 Monitoring and Evaluation.....	16
2.4. Conceptualization of SDP	18
2.5. Readiness and preparation of SDP implementation and audit of Current provision and identification of key issues to implement SDP.....	28
2.5.1. The internal environment.....	28
2.5.2. The external environment.....	28
2.6. The systems and tools for managing readiness and preparation for SDP	31
2.6.1. Change Management Process.....	31
2.6.2. Readiness Assessment.....	31
2.6.3. Communication and communication planning.....	32
2.6.4. Coaching change and leader Training for readiness and preparation for Implementing SDP.....	32
2.6.5. Training and training Development.....	33
2.6.6. Resistance Management.....	33
2.6.6. Data collection, feedback analysis and collective action.....	33
2.6.7. Celebrating and Recognizing Success	33
2.7. Consultation /involvement/ by stake- holders for effective implementing SDP	35
2.7.1. The role of principal and Board of governor	37
2.7.2. Participation of the school staff	37
2.7.3. Parent participation.....	37

2.7.4 .Participation of Pupils.....	38
2.7.5. Participation of Students	38
2. 8 . Challenges to Readiness and Preparation for SDP implementation	38
2.9. The Rational for SDP	40
2.9.1. The rational for SDP in Ethiopia.....	41
2.9.2. The rational for SDP program in Oromia National Regional state.....	43
CHAPTER THREE.....	47
RESEARCH DESIGN AND METHODOLOGY	47
3.1. Research Design	47
3.2. Source of Data and Sampling Procedure	47
3.3. Sample Population, sample Size and Sampling Techniques	47
3.4. Instrument of Data Collection	48
3.4.1 Questionnaire	48
3.4.2. Interview.....	49
3.4.4 Document Review	49
3.5 Method of Data Analysis.....	49
CHAPTER FOUR	50
PRESENTATION, ANALYSIS AND INTERPRATION OF THE DATA:	50
4.1. Characteristics of Respondents.....	50
4.2. Analysis of Readiness and preparation for implementing school development planning. 54	
4.2.1.1. Analysis of Readiness and preparation made by the school and agreement for SDP Implementation	54
4.2.1.3. The analysis of involvements stake-holders mobilization in the process of implementin g school development plan	57
4.2.1.4. Review /audit of current status, identification of key issues and reviewing conducive enviroment for imp lement SDP	60
4.2.1.5 Design priorities for Action and Action planning	64
4.2.1.6. Plan Implementation & monitoring.....	66
4.2.1.6.1. Plan Implementation.....	66
4.2.1.7 Evaluation.....	70
4.2.1.8 Challenges in the process of implementing school development plan (SDP).....	73
CHAPTER FIVE	78
Summary, Conclusion and Recommendation.....	78
5.1. Summary	78
5.1.1. The characteristics of Respondents	79
5.1.2. Major Findings	80
5.1.2.1 Readiness and preparation made by the school and agreement for SDP impltion.....	80
5.1.2.2. Extent to which school involves key stake-holders in the process of SDP.....	81
5.1.2.3. School performance regarding to key Areas of School Review and conducive Environment For implementing SDP	81

5.1.2.4. Challenges in the process of implementing SDP	85
5.2. Conculusion.....	86
.3. Recommendation.....	88
Bibliography	91
Appendix.....	97

List of Tables

Table 1: Respondents distribution by responsibility51

Table 2: Respondents distribution by education level qualification..... 52

Table 3: Respondents distribution by work experience and training given on SDP53

Table 4: Readiness and preparation for implementing SDP..... 55

Table 5: Involvement for implementation SDP..... 58

Table 6: Review audit on current status identification of key issues 61

Table 7: Design priorities for action and action planning..... 65

Table 8: Plan implementation 67

Table 9: Monitoring system 70

Table 10: Evaluation system 72

Table 11: Resource related problem..... 74

Table 12: Problem of commitment..... 75

Table 13: Problem related to training..... 76

Abbreviations and Acronyms

AGRM-	Aggregated Mean
ARM-	Annual Review Meeting
BG-	Board of Governor
DENI-	Department of Education North Ireland
ESDP-	Educational Strategic Development Planning
ETP-	Ethiopia and Training policy
FDRE-	Federal Democratic Republic of Ethiopia
GEQIP-	General Educational Quality Improvement Package
IQEA-	Improving Quality Education for all
MBO-	Management by Objective
MOE-	Ministry of Education
MSTP-	Management Support Training Project
PAP-	Programmed Action Plan
PDA-	Planning and Design Approach
PERT-	Program Education and Review Technique
PPBS-	Programming Planning Budgeting System
PRDS-	Performance Review and Development Scheme
SCOT-	Strength Challenges Opportunity and Threats
SDP –	School Development Planning
SIP-	School Improvement Programmed
SMART-	Specific, measurable achievable realistic and timely
TDP-	Teacher Development Programmed.
TGE-	Transitional Government of Ethiopia
TVET-	Technical Vocational Educational Training
UK-	United Kingdom
UN-	United Nation
UNISCO-	United Nation Educational Scientific and cultural organization
UPE-	Universal Primary Education

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CHAPTER ONE

The problem and its approach

This chapter consists of background of the study, statement of the problem, objective of the study, significance of the study, delimitation and limitation of the study, definition of key terms and organization of the study.

1.1 Background of the study

Planning as management task can take place at all level of education system and its central of the whole process of educational management. As Forojolla (1993) noted, the notion of development has come bounded with education and planning as no a day's no sound decision can occur in absence of proper planning system and equally sounded education system. To this effect, the role of education managers and their functions are important. Among this managerial functions planning, controlling, organizing and coordination and implementing. From the above listed managerial function, planning and implementing is the first and the most important which give direction to educational organization. Regarding to this idea, Cunningham (1982) has stated that although there is much debatable as to which of this functions agreement that planning and implementing is foundation up on which other function rest. Moreover, he emphasized that, without readiness and preparation for implementing schools planned direction and policy limits for acceptable organizational behavior, the administrator had no reference point up on which to fix the course of organizational behavior.

Today with rapid growth of technology, industry, agriculture, science also in other diversified fields, education is at a core of advancement. The importance of education in the socio economic development of any country is unquestionable. Furthermore, education is a key ingredient for effective development strategy that enables individual and society to make all rounded participation in the process. The purpose of education is to enable mankind to control and manipulate nature as they see fit in order to further their self interest. This means that the role of education in the development of an individual and in a wider sense for society. Regarding to this the Ethiopian Education and training policy (ETP), for instance have the following to: Education enable man to identify harmful tradition and replace them by useful one and is help man to improve, changes as well developed and conserve his environment for purpose of an all rebound

development by diffusing science and technology into the society (TGE, 1994). Education undoubtedly plays a great role in developing individual and group capacity in problem solving and environmental adaptability knowledge, ability, skill and attitude. As a result, individual is then able to participate in all rounded development sectors. Despite the above realities educators sometimes fail to reach desired purpose, the fact that they are unable to deal with complexity of readiness and preparation of planning, making decision and implementing (Cunningham, 1982). This implies that educator needs to plan in order to make better use of change whether to effective planning ensure survival and growth. Hence fairly systematic readiness and preparing implement monitoring and evaluating plan needs to be adopted in educational organization.

On top of this, the rapid change in science and technology with which educational organization deal, significance for knowing and defining the new role of organization and need to bring these environments with different environment systems make the demand and implementing educational planning essential (Kenzevich, 1975). In the readiness and preparation for implementing developmental planning the school leadership requires to play a prominent role in articulating a school mission, vision, and in leading learning and, monitor and manage school systems, and process necessary to school improvement and change to drive and sustain change in collegial environment focused on continuous improvement in student achievement and make all stake holders ready and prepare themselves in implementing school developmental planning.

In Ethiopia beside the need to increase access to education, the issue of educational quality improvement was gained high attention especially after the government has promulgated education and training policy ETP in 1994 E.C to improve access and contribution of education to countries development. Lately, the quality education topped the list of the topics debated on education with its relationship with the human capital that link to the national development and the economic growth of the country. To achieve this mission the improvement of the quality school performance is a desirable characteristic that the education service must have a strategic SDP that can ensure the development and growth of their mission and goal can well match with the environmental growth which the school operates.

A school sustainable plan is considered as the key aspect of strategic management in determining the developmental direction of the school, since SDP views the school as a whole dynamic organism within which, 'people' resource, system and culture interact to bring about changes. Besides, readiness and preparation for implementation of SDP is identified as one of the management functions that is involved in an outline of the planning components that must be accomplished and the method of accomplishing them as well as forecast the future proactive action and directions of the school.

The final draft in ESDP II, 2005/06 indicates that within the frame work of 1994 education and training policy (ETP), the government of Ethiopia announced Education Sector Development Program (ESDP) in order to convert the education and training policy to programmatic actions over the years since the start of ESDPI in 2000/01 to 2004/05. The education policy and strategic frame work has also become more explicitly linked to border government development strategies in particular. The time covered by ESDP II will deliberately short in particular. The time covered by ESDP II with the government of Ethiopia second poverty reduction strategy, which it finalized in the course of 1998 in the form of the plan for, accelerated and sustained development to end poverty by 2009/10. Hence the main thrust of ESDP III is to ensure universal primary education. On top of this in order to achieve these desired goals, it requires readiness and preparation for implementing the SDP that can coordinate and combined the school community as well as stake holders in order to improve education quality, knowledgeable and skilled man power that can take part in the sustainable development of the country. As a result, the school started developmental planning process in 2000 E.C. consequently Bale zone has started the three year strategic planning to be translated and implement into planed and prioritized short term objective and improvement actions.

Bale is one the 18 Zone in the Oromia Region of Ethiopia. Bale is named for the former kingdom of Bale, which was in appropriately the same area. Bale is bordered on South by Ganale river which separate it from Guji, on the southern by the southern Nation, Nationalities people region, on north east by Shabale river which separate it from mirab and misrak hararge, and on the East by Somali region. The zone had varied topographic features that encompass Daga, Woina daga and cola types of climatic condition. It also had diversified people having

different language, religious and ethical back ground. In this zone there is the growing societal demanded for the expansion and quality of education by developing the school. So from the current demand of the society, an assessment of readiness and preparation for implementing school development plan in secondary school of the zone had a vital significance.

1.2 Statement of the Problem

In Ethiopia, School Development Planning (SDP) was one of the measures that were indicated in policy to solve the problems such as (clarity of purpose, involvement in SDP, quality of teaching and learning, school effectiveness, school improvement, staff development, partnership, effective deployment of available resources, management change, furtherance of aim and priorities, and all aspect of the school that contribute to improvement such as: school ethos, equal opportunities, behavioral building etc (Jeilu, 2002).

Planning is the way an indispensable part of the governance process and in absence of it, the education system may lose a major part of its rational. Thus, adapting systematic educational planning to the school by providing administrative authority and responsibility should be of a great concern for governments to attain their educational objectives.

Now a day's absence of proper readiness and preparation for implement plan, weak capacity of the implementing organizations and the mismatch that exists between planning, readiness and preparation for implementing the plan come to be the major and most frequently recurring problem that have been tasted in a number of developing countries. This may be caused by insufficient exploration of the requirements which must be met to make planning, readiness and preparation for implementing the plan. Among these lacks of monitoring from managers of high level, the involvement of a limited spectrum of stake holders, inadequate knowledge about plan, the technical language of plan was cited as being difficult to understand and use (Xaba, 2006).

In addition to the above listed problem lack of adequate resources, effective and management system, information and communication system in planning, readiness, and preparation for implementing educational activities could be considered as serious challenges.

Educational planning, readiness and preparation for implementing should get due attention at every level of policy and decision making. In this regard, a hierarchy of administrative organizations for readiness and preparation for implementing the plan, with clearly defined limits of authority and responsibility that devolved to the school levels is essential for success. In most countries like Ethiopia, however, making educational planning and readiness for implementing the plan, participation by stake-holders may have been have challenged by lack of school capacity, un developed communication and coordination mechanism at grass root level. These means lack of adequate personnel, finance materials, and method and information system have been identified as further readiness and preparation for implementing school development plan barriers, which secondary school readiness and preparation activities and implementing school need to tackle.

In practice, however, inadequate readiness and preparation for implementing school development plan (SDP) and in effective and in efficient implementation at lower levels of the organizational structure (woreda and school) seems to be critical problem in realizing the goals of education. Experience brings to surface many persisting challenges to the education system in the area of equity, quality, organizational capacity, readiness and preparation for implement the plan, community participation, and financing of education (1994).

In addition to this during the development and implementation of the education sector program, lack of readiness and preparation for implementing SDP/SIP and lack of planning capacity has been mentioned consistently for the 12 years. The second and the third educational sector development program have gone beyond the recognition of the problem and planed for interventions to alleviate the problem. As a result both government and donors had conducting serious of trainings to build the planning capacity, readiness and preparation for implement the plan at various level of education system ranging from school to ministry of education. Especially in the last five years the coverage and the depth of training is significant, but

interestingly, lack of readiness and preparation for implement plan, lack of planning capacity, has continued and even worsen in some case in spite of all the efforts made. Success in readiness and preparation for implement plan, building the capacity of educational planner from all woredas and school of the country through various training were reported. But many schools do not have the required readiness and preparation for implement the plan, capacity to produce and implement educational plan (MOE, 1997).

Moreover, in Ethiopian school context the problem of human, material and financial resources, the way of planning process of school review, and the plan implementation process would be of the problems that challenge the readiness and preparation for implementing school development planning process to be practiced effectively in the schools. The problem of conducting school review and determination of priorities by participating teachers, students, parent and community as well as other resources such as using data gathering instruments, available financial and other physical resources. Similarly, action planning and it is implementation is the other challenging due to shortage of planning skill, knowledge and experience.

Bale one of the Zones in Oromia Regional National state has been under taking school development plan (SDP) from the beginning of 2000 E.C. However, different documents and reports showed a number of problems that have faced during readiness and preparation for implementing SDP in the zone. In this regard, assessing the problems that are related to readiness and preparation for implementing SDP at school level and suggesting feasible recommendations was found to be essential.

Therefore, the researcher observed a wide gap between theoretical knowledge of readiness and preparation made by school to implement SDP and actual practice of the schools and this study tries to fill this gap by raising the awareness to all concerned bodies in readiness and preparation made for implementing SDP.

Thus, from the above rational, the researcher motivated to undertake the study was focused on answering the following basic research questions:

1. To what extent are the readiness and preparation made by the school adequate to Implement SDP in secondary school of the zone
2. To what extent are all stake-holders involved in planning process of school development Plan (SDP)
3. What types of conditions are conducive to implement SDP in secondary school of the zone
4. What are the major problems encountered by school as they implement school development Plan (SDP)

1.3 Objective of the Study

1.3.1. General Objective

The general objective of the study is to assess the readiness and preparation made for implementation SDP in secondary school of Bale Zone.

1.3.2. Specific Objective

1. To assess wither preparation and readiness made by the school are adequate to Implement SDP in the secondary school of the zone
2. Identify the extent to which the schools involve stake- holders in the planning process of School development plan (SDP)
3. To assess what condition are conducive to implement school development plan (SDP) in Secondary schools of the Zone.
4. To identify major challenges in school development planning (SDP) process.

1.4 Significance of the Study

1. The study may help the school principals, officials, experts, and supervisor to know the status of readiness and preparation for implementing SDP and problem faced by school during implementation.
2. It may help to provide some suggestions to concerned bodies that would help as input for features concerns readiness and preparation for implementing SDP.
3. The study may serve as spring board of those who want to carry out the further in depth study on SDP issues.

1.5 Delimitations of the Study

The scope of the study were delimited to 5 (five) governmental secondary school of Bale Zone of Oromia region. The selected sample secondary schools involved in the study represent the whole school of the Zone. Moreover, the study was delimited to assess the readiness and preparation for implementing SDP by considering the key operation of the planning process, the mobilization of all stake-holders in implementing SDP, plan implementation strategies, monitoring mechanism and evaluation of SDP and potential challenges for readiness and preparation for implementing SDP. The gathered data were focused to readiness and preparation for implementing SDP starting from the beginning of last three years i.e. 2000-2003 E.C.

1.6. Limitations of the study

It is clear that the research work could not be totally free from limitation. Due to this fact, the researcher was faced absence of commitment of some school leader, teachers and students to fill and return questionnaire, difficult to get PTA member for interview in some schools, finance and time constraints had also their influence in the process of conducting this research.

1.7. Operational Definition of Key Terms

Educational Planning: Is the application of systematic analysis to the process

of educational development with the aim of making education more effective and efficient in term of responding to the objective and goals of students and society as a whole (Coombs, 1968).

Efficiency: Term measure of how well organization uses it is resources.

Effectiveness: Term indicates how well an organization reaches it is objectives within a given time.

Secondary School: Schools that offers two year general education (Grade 9 and 10 two year preparatory classes 11 and 12) after passing grade 10 national examination in Ethiopia (MOE, 1994).

Woreda: A division of area marked off, developed for administrative purpose,
With defined authority and responsibility (proclamation No. 31/2000.

1.8. Organization of the study

This research report has been organized into five chapters. The first chapter deals with problem and its approach. The second chapter deals with the review of related literature. The research design and methodology is discussed in chapter three. The fourth chapter deals with presentation, interpretation and recommendations. Chapter five contains summary of major findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITATURE

This chapter deals with the Definition of planning ,approach to planning and concept of SDP, planning for the readiness and preparation for SDP implementation, readiness and preparation of SDP implementation and audit of current provision and identification of key issues to implement SDP, implementation issues, consultation/involvement/ by stake holders for effective readiness and preparation for SDP implementation, challenges to readiness and preparation for SDP implementation, the role of positive school culture to implement SDP and the experience of readiness and preparation for implementation of SDP in other countries.

2.1. Definitions of planning

Different authors define planning in different ways. Among this Walt man (1982:27) define plan as, some organized attempt to establish goal and priorities establish future contingencies and resources, consider alternatives for matching resource with goals, and devise action that will maximize the realization of those goals.

What we understand from this definition is that; for school to be continue to provide effective educational programs and to be accountable for efficient use of resources, planning should be given a place of prominence in the administrative structure of the schools and be an integral part of the entire operation. Planning also defined as “formulating a system wide philosophy general goals and intercultural objective and planning is a type of tools in which individual, group and organization apply to their tasks in order to formulate a system wide attitude and opinion, general goals and intercultural objective in order to make the organization effective and efficient.

Motley (1971:78) saw planning as a management function concerned with visualizing future situations, an idea later supported by others how saw a major function of planning developing a consensus of a share of the future. Every one “plans” on some scale. Corporation plan for the introduction of new product family’s plans for vacations, individual for careers, Education plan to achieve the goal and objective of Education.

Most planning activities have the following basic objective to maximize the effectiveness of recommended solution, to maximize the effectiveness of resources used in the planning effort and other. Certainly, these objectives seem worthy of any administrator's time and effort. Yet, experience suggest that not all educators place a great deal of emphasis on the planning activities, particularly in the administration of school. Conceptual or operational approaches to plan are not among the core courses in most administrator preparation programs.

Knezevich (1975:28) in the discussion of the elements of administrative process state Planning is included as an administrative list and in that listed incorporated in programming. The implication is that every institution should know where it's going and administrators should engage in planning to give direction to the activities of the institution. The importance of planning is also stressed as the only tools that management has to help the organization adopt to change. Adap to change is crucial to the survival of the organization due to uncertain environment.

2.2. Approach to planning

Numerous approaches to planning can be identified. These approaches range from broad conceptual and even philosophical perspective to narrow and specific techniques and tactics. Many of the latter (situation specific techniques, PERT, contingency tables, voting techniques, and utility assessment) are frequently equated with planning when in reality they are the tools utilized within the overall planning effort. In general the followings are the major planning approach:

2.2.1 System Approach

The system approach to planning place stress on planning as a process as well as a means of orienting the organization toward goals. Churchman (1968:11) describes the system approach of planning as follow: System approach is made up of sets of components that work together for the over objective of the whole. The system approach is simply a way of thinking about these total system and their components. Furthermore, churchman state that all systems are embedded in larger system and list the following a basic consideration to be made when thinking in term of systems. Total objectives of the system and measurement of performance towards this objective, system environments are not under the control of the system, system resources, system components, and

system management. In this contextual meaning, the school can be viewed as a system composed of numerous interrelated sub systems. System analysis methods and system approach are related but are not synonymous.

System approach is a general term for taking a system view of a problem, process, or situation, whereas, system analysis is a specific term for specific approach or techniques. The programming planning, budgeting system (PPBS) is a form of system analysis and system approach. Examples of system analysis procedures are also resident within management by objective (MBO), Program evaluation and review technique, (PERT) stimulation techniques, and operation research/management science or management strategies.

2.2.3 Planning and design approach

Nadler (1981:69) discusses the planning and design approach as looking at ideal ways to achieve the desired end and bring in the constraints of the problems as solution criteria. Nadler suggests that wherever any one is creating or restructuring and implementing a system, they are involved in planning and design. According to Nadler the planning and design approach (PDA) includes five phases: i.e. purpose contingent determination, generate alternative ways to achieve the purpose, specify an ideal solution, specify the detail of the selected solution and implement the solution. What we have understood from this point is that whatever task conducted by individual or in group it must have its own plan which identifies problems and puts solutions for it.

2.2.4. Contingent planning Approach

Hanson (1979:67) defines the contingent planning approach as selection of goals and objectives, the development of a means for achieving the goal and objective, and a plan of activities and resources necessary to attain the goals and objectives when emphasis is given to the situational character of external or internal environmental contingencies that impact and influence organizational events. This means while we need to prepare any plan we should have to consider resources needed to implement the plan effectively.

2.3. Planning cycle

The planning cycle can be structured around a number of key questions, which can be related to the operations: what is the readiness and preparation of the schools to implement plan? Where is the school now? This question deals with review the current situation, where do we want the school to be at the end of the planning cycle? It deals with identifying priorities for development specifies goals, how will we get there? It deals with specify target/objectives/ designed detailed action plans and implement action plan. How will we know if we have got there? How we will know if we are ready and prepare ourselves to implement the plan? It deals with evaluate the readiness and preparation made by all stake holders for implementing the plan? (Bell, 1998). Accordingly the planning process is based on annual cycles, each consisting of five sequential process/stage/. These are: review or audit, readiness and preparation for implement the plan, design, implementation and evaluation.

2.3.1 Review/Audit

The purpose of review is two folds: Description and Analysis. Description is to compiled 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 of the context in which it operates, providing data for analysis as a basis for decision making. Analysis: to stabiles the school internal strength and challenges and the opportunities and threats presented by its external environment with a view to: identifying needs that must be addressed, identifying factors that must be taken into account in planning for the development of the schools, and prioritizing areas for development.

There are many ways of classifying the various aspect of the school for the purpose of review. The following are some categories: mission, vision, aims, readiness and preparation, context factors: school, local, nation, international. Curriculum: provision, planning, and coordination. Implementation: teaching and learning process out comes, pupil progress and attainment levels. Care and management of pupils: pastoral care and personal development, health, safety and well fare discipline. Staff organization development: empowerment, healthy, safety and well fare professional development. School home community links: Relation with parents, parent council and relation with local community. School management and Administration: in school

management, structure, organizational climate, monitoring and evaluation procedures, management of finance, plant and resource and routine administration.

A full-scale in depth review of all aspect of school life is a major understanding. It is not necessary to complete such a review before commencing in the planning process properly. The school may find it more manageable to conduct an initial review to identify a small number of key areas that would benefit from an immediate specific review. The school can then plan a schedule of specific review so that all areas of school life including readiness and preparation for implement school plan reviewed over a defined period of time. The frame of reference for all review is constituted by the schools mission, vision, and by the context factor that impact in it development (Deni, 1998).

The review should be designed to establish the facts, and the view that of the school community, in relation to the areas of the school life that under review, to ensure that the process results in a realistic assessment of the schools development needs. The choice and design of review instrument will be determined by this consideration. According to Deni (1998) review instrument include: survey of relevant data already in the school, for example, attendance, records, dropout rates, examination results and existing documentation in relation to policies and practices, questionnaire, interviews, checklists, SCOT (strength, challenges, opportunity and threats, analyses from, and evaluation grids.

The outcome of the review is identification of a number of school needs that should be addressed and a number of possibilities for development i.e. Prioritization the schools resources of personal, expertise energy, time and money are limited. The needs and possibilities must then be prioritized in term of the school in the light of all the context factors, the current capacity of the school to address them, the current commitment of the school to dealing with them. In selecting priorities, it is important to be mind full of the need to achieve an appropriate balance between maintenance and development. Continuity with past and present practices must be maintained to provide with the stability that is the foundation of new developments.

Reform does not necessary change everything. Consideration must be given to the amount of development work that the school has the capacity to sustain. Development planning must accommodate the consolidation of past change, the introduction of current change and preparation for future change. Where a school is undertaking formalized whole school planning for the first time, priorities to be addressed in the first planning may cycle may include the development of an appropriate planning infrastructure such as: establishing structures for delegation, collaboration, consultation, communication and designing a customized model of school development. Planning process devising the systemic procedure for monitoring and evaluation clarifying the school mission, vision, aim, readiness and preparation document in the schools policies in key areas (Deni, 1998).

The final step in the readiness and preparation for implementing SDP process is the after action review. It is at this point that the school stands back from the entire program evaluate success and failures, and identify process for readiness and preparation for implement SDP for the next time. This is a part of the ongoing, continuous improvement of readiness and preparation for implementing SDP for school and ultimately leads to change competency.

2.3.2 Design

The design stage encompasses designing the structure of the overall school plan, devising action plan to address the priorities, and drafting and compiling the component section of the plan so that it can be communicated to the whole staff and presented to the board of management.

2.3.3 Action plan

In the design stage, the priorities identified in the review are translated into specific objective or targets, and action plan are design to achieve those objective. The following are step in action plan to achieve the designed objective of the plan; what we want to achieve? i.e. it define objective. Objective should be SMART: specific, measurable, /monitor able, achievable, Realistic, timed. That is they should be precise enough to indicate the result required. They should be measurable or monitor able so that progress can be gauged. They should be achievable within the limitation of the schools circumstance. They should be based on realistic assumption about human behavior, the nature of the organizations, and eventualities. They should indicate the time frame within which they are to be achieved. What could we do achieve it? This identifies

possible course of action. It's important to explore the available options in order to identify the one that will be best achieving the objectives. How will we achieve it? I.e. choice and specify a course of action is chosen. Tasks within it are clearly defined and the order in which they are to be addressed is specified. What resource will we need? It identifies resource requirements.

The resource implication of the chosen course of action is identified with a view to specifying precisely the human, organizational and physical resources required to implement the plan. Is our action plan workable? Review the plan/revise if necessarily. It can be helpful at this interim point to consider whether the chosen course of action is capable of being implemented in the school, especially in the light of the resource requirements, and whether it is likely to bring about the attainment of the objective. Who will implement it? Assign remits and responsibilities. Each task within the specific course of action is assigned to individual or group within the school so that it is clear who is responsible for what. When will be implemented? These points specify/identify a time scale. Schedule and dead line are established to give momentum to the work of implementation, thus facilitating progress. How will we know if has worked? This identifies criteria for success, specify monitoring and evaluation process. It is important to identify the criteria by which progress will be judged. These criteria will facilitate monitoring during the implementation and evaluation process. It is important to identify the criteria by which progress will be judged. This planning sequence can be applied to the design and production of the school plan document itself (Deni, 1998).

2.3.4 Implementation

According to (Deni, 1998), during the implementation process, the task specified in action plan is carried out. It is important to establish structures and procedures where by teachers involved can supported in their work. Such support might include: the encouragement, affirmation, or device of colleagues, secretarial, administrative or practical assistance, advice from educationalist with relevant experts, the support team for specific programs are a valuable source of advice, training in relevant skill and contact with other schools involved in similar projects.

2.3.5 Monitoring and Evaluation

Constrictive monitoring or formative evaluation facilitates effective implementation. It is a way of discovering if the readiness and evaluation in addition of assessing how well it's working, so

that correction action can be taken as soon it become necessarily. Thus, it can prevent waste of time and effort. Monitoring procedure can include: Review meeting (full staff or small groups) to discuss the progress in light of the success criteria, highlight difficulties, suggest approach to the problems, informal discussion or more formal interview with participation of stakeholders to get feedback on continuing appropriateness of targets, tasks, remits, resource specification and time scale, observation by mentor or critical friends (an outsider with relevant expertise), use of normal review at specified stage within the time scale of the plan. Monitoring can lead to the adjustment of any aspects of action plan.

Hopkins and Larger weij (1996:83) summarize the emerging concept of School Development planning and its relationship to evaluation as follow: it provides a generic and paradigmatic process, combining as its selected curriculum change with modification to the schools management arrangement or organization. As compared with school review, where the evaluation is the initial step in the cycle, development planning emphasis evaluation occurring, often in different forms, through the process. As this approach to change management has become more dominant, certain tensions have emerged. For example, there are contradictory pressures for central government control over policy and curriculum on the one hand and decentralized responsibility for implementation, resource management, and evaluation at local level on the other (Hopkins, 2000:68)

Self evaluation is the key to ongoing improvement. At the end of the planning cycle, it's important that the school community evaluate the success of the implementation in attaining the targets and addressing the school's development needs. The evaluation process reviews the extent to which it has been possible to achieve the objective that is specified in each action plan and project: fully, partly or to any significant extent. The outcome of the evaluation feeds into the next planning cycle. Projects that were successfully completed may be consolidated and integrated into school life. Projects whose objective was partly achieved may be continued into the next cycle. Perhaps with design and implementation action plan to address these issues and evaluate the implementation to guide the ongoing development of the organization.

2.4. Conceptualization of SDP

Different authors define school development planning in different ways. Among these: Haynes, Emmons, Gebreyesus and Ben-Avie (1996:102) define SDP as the frame work of the school as a system in which change of any part affect all other parts. SDP is under taken to give direction to the work of the whole school in order to ensure that learner receive quality education in terms of both their hostile development and their academic achievement.

In essence, school development planning entails the school's analysis of its development needs, prioritization planning for address those identified development needs. For this purpose, the school development planning readiness and preparation to implement SDP comprises a frame work in the form of a planning cycle revolving around a central core, namely, the school mission ,vision

and fundamental aims, and the planning purpose it self comprising the school review, design, readiness and preparation to implement and evaluation thereof. In this frame work, the school has to formulate its mission, vision, and fundamental aims which articulate there in for the schools existence, what it wants to create and achieve, and what it considered to be the fundamental purpose of education (MSTP, 1998). The mission statement state the question like: whom does the school serve? What service do the schools provide? How is that cycle providing? What are the beliefs and value the school stand for? In this regard the school plan should arise out of discussion all the people in and connected with the life of school and should thus focus on the issues which define the quality of learning and teaching, management and organization of the schools, planning for the curriculum, monitoring, evaluation and review process. The planning cycle address question like: Where is the school known? Where the school does wants to be at the end of the planning cycle? How will the school get there? How will the school check whether it is getting there (Bell, 1998:12).

Developmental planning being a process for the school relies heavily on stake holder's participation. With the support of this idea David Tuohy (1997) states that SDP is essentially a collaborative process that draws the whole school community together in shaping the school feature. School development planning is a process whereby a school review; the quality of

provision; identifies strengths and areas for improvement; priorities areas for improvement; plan and implement actions to address priorities and monitors and evaluates the outcomes. What we can draw from this conclusion is that, school developmental planning is a collaborative and consultative issues in which all key stake- holders play a great role in it. This implies that it is not a one shoot activity; rather it is a continuous exercise in which the school revisits all its activities through the planning cycle (Jeilu, 2002). Therefore SDP is a method by which school can implement and manage change effectively. One definition of SDP is a series of step that helps a school achieve it is preferred future (David Tuohy, 1997:98). SDP enables school to prioritize what will be done over a period of time to establish exactly who will do what by when, and provides a way of consulting with and involving the broad of management, pupils, and other stake-holders.

Planning and implementation process comprise an interactive analysis of the existing situation in which the educational system operate in it. It is through realistic planning and effective implementation of the plan that all the objectives of educational institutions can be realized. Planning needs assessing the working in situation, identifying problems, generating the alternatives, evaluating alternatives, making decisions communicating, managing resources and activities in implementation and modification is required.

In Ethiopian context readiness and preparation for implementing SDP is important to review. Accordingly MOE (1999) the planning for the implementation comprises, facilitating the intentional situation and conducting self evaluation, prioritizing planning implementation, monitoring and evaluation, making a report in respective of resource needed. As mentioned in (MOE, 1999:70) these are what expected to be done in the first year of the program. In the same way the programs goes up to 3 years .What make it different is the year two and three from year one is that assessing yearly self assessment in light of SDP .To do so, school leader have to make smooth relationship with external supporters, fostering the awareness in the teaching staff and supportive staff, establishing SDP committee, discussing about the mission and their role with the committee, the established committee collect information about the readiness and preparation for the implementation of the plan; discussing with learning community of the school and inform

the whole community of the school about the readiness and preparation for implement school development planning (MOE 1999:72).

The planning process is crucial and fundamental for the success of readiness and preparation for school development implementation. Hopkins (2000) state that the time spends on planning should be valued as enabling for the more efficient use of time and resources. Readiness and preparation for implementing any plan is not the affair of individual person who assigned legally as leader of the school, but also requires the involvement of all stake-holders. On top of this Hopkins (2001) state collaborative planning is a base to set common goals, resolved references and to take action together. This idea in a sense, readiness and preparation to implement planning is not only the mandate of school principal or single in individual, it requires the cumulative mind.

According to Motley (1972:103) some of the readiness and preparation for implementing school development planning associated with the following issues:

Aims; including what the school is trying to achieve. Establishing a baseline against which the school can evaluate the success of its activists. Audit- Considering evidence from evaluate in which has reviewed the curriculum, staffing, premises and equipment, links with parent and the community and staff development in terms of; maintaining the existence practice, supporting ongoing development and identifying are as for new development and growth.

Selection Priorities identifying the aggressing management number of priorities for the coming three years and preserving balance between maintenance and between developments.

Action Plan writing plans which describe how programs of work are to be under taken.

Resource Implications- considering staffing, equipment, premises, time and finance.

Review and Evaluation- Regular progress checks against criteria agreed in the school providing the opportunity to support action and information for the audit stage of new planning.

Condition for readiness and preparation to implementation SDP

This section deals about the internal and external condition for the readiness and preparation for implement school development planning. Even though the readiness and preparation to implement SDP emerges from the internal of institution, the external condition also plays a vital role for the readiness and preparation for implement school development plan. Fullan (2001) state problems due to weakness in the infrastructure or procedural configuration, dependence on external technical assistance and situational factors affect plan implementation and readiness and preparation for plan implementation and can be reduced or avoided by careful and realistic plan.

In school Factor

In school factor are those which are related to the activities of the school. Those factors particularly related to school principals, the teachers, instructional materials, the school facilities, learning environment, curriculum and etc. Fullan (2001:83) suggested that the internal capacity is the power to engage in and sustain continuous developments. School principal is an organizational man who must an organization readiness and preparation for implementation of development plan of the school. He/she seeks to transform the behavior of teachers, student, parent and all learning community to ready and prepare for SDP implementation. To make internal condition conducive it requires extensive and intensive staff development, as well as modification of existing policies and practices in school, collaboration and technical assistance, provide teachers by knowledgeable persons rather than written directives and bureaucratic regulation. This means the internal mentioned factor plays a great role in implementing school development planning effectively.

Teachers are accountable to parents, and school principal in their school for everything like readiness and preparation for SDP, curriculum assessments, examination, student discipline, and planning all those increase the sense of pressure for all stakeholders who contribute more for readiness and preparation for implement SDP and consume their time. To overcome those challenges and facilitate implementation of SDP teachers are expected to have adequate time, knowledge, skill and positive attitude towards readiness and preparation for SDP implementation qualified teachers, disaffecting teaching force, working in poor conditions and constantly shortage of many will not be effective in implementing educational plan. Teachers student interaction also the internal condition of the school that positively or negatively affect the level of readiness and preparation for school development planning implementation in the school. Good

relationship and interaction between teachers and students is one of the important aspects for accomplishing any activities in the school including readiness and preparation for implement SDP. There for schools will not improve unless they have the capacity to do so.

Out School Factor

Out of school factors are those which are not permanently exist in the school but positively or negatively affect the readiness and preparation for school development planning implementation. They are several issues could be raised as the out of the school factors. Among this external factors local authority are discussed shortly in this section. The need from district support is not only to be considered as an important variable, but also decisive that is difficult to improve school without district that it is straggling to provide adequate support and guidance.

Thus strong collaboration and support is vital in promoting the readiness and preparation for SDP implementation. The fact that the first and the most accountable for the school are wareda Educational offices. Thus wareda Educational office head expected to be competent enough to assist and guide the school principal on the readiness and preparation for SDP implementation. Jeilu (2002:1) noted that the required local capacity includes; leadership and management capacity, commitment, continuous supervision and advisory service. This means the above mentioned factors are the major challenges which schools face during implementation of the plan. From this point we can suggest that suggested that, the closer the advice given to the school, the greater the impact. Hence the local educational authority should an influential and competence enough in the skill of leadership and managements as well as committed person for the change of the school.

The Purpose of School Development planning (SDP)

The main purpose of school development plan (SDP) is to establish clarity of purpose, to give all parties an opportunity for involvement and ownership, to give a structure to development, to manage rather than react to it, to focus energies more specifically, to ensure resources are used to the best advantage, to lessen the strain of over whelming demand and to enable the school to measure progress. According to Jeilu (2002) the purpose of school development planning is to contribute to the continuous improvement of the quality of learning and teaching through a process of regular and ongoing planning, evaluation and review. In addition to this SDP

promotes; school effectiveness, school improvement, quality enhancement, staff development, partnership, effective deployments of available resources, management of change, furtherance of aims and priorities of national education system. It's important to stress that school development planning is about the all aspects of the school that contribute to improvement such as ;ethos, equal opportunities, staff development, behavior buildings, etc.

In addition to the above listed purpose of school development plan, SDP contribute a lot for school effectiveness and school improvement. SDP is a powerful means to promoting school effectiveness. It enables the school community to develop a clear vision of what the school is on the means of attaining them. SDP provide a mechanism for systematic self-evaluation that enables the school community to; review its progress, identify priorities, and prepare plan for further improvement. According to Jeilu (2002) SDP promote the following:

School Effectiveness: Internationally there is wide speared acceptance among educationalist that collaborative SDP is promoting school Effectiveness. It enable school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, common set of goals, and concuss on the means of arranging them. It constitutes the school as learning organization that focus on meeting professional needs in order to meet the educational needs to pupils. SDP promote school improvement: SDP is continuous improvement strategy. It provides amechanism for systematic self evaluations that enable the community to review its progress, identify priorities, and prepare plan for further improvement.

SDP promotes quality enhancement: SDP direct the attention and energy of the school community in a systematic way on the central task of the school; the provision of the quality education that appropriate to the abilities and need of its pupils. It focuses on enhancing the quality of teaching and learning through collaborative action.

SDP promote staff development: SDP enhances the professional role of teachers and their professional development. It help to ensure that ;teachers are empowered to contribute decisively to the development of the school are enabled to exercise a greater degree of ownership over the

central issues that influence their work, thereby enhancing their sense of being in control of events, are offered opportunity to engage in collaborative policy making, planning and team work and to participate in the leadership and management of development works are involved in the identification of their own professional development, need and specification of provision to meet those needs are encouraged to reflect on and learn from their professional experiences are affirmed and supported in their work through the creation of an ethos of collegiality.

SDP promotes partnership: this is by engaging the major parties in the school community, principals, teacher, parent, pupils, and board of managers and trustees in a collaborative dialogue focus on identifying and responding to emerging educational needs, participation in this dialogue fosters the partner's commitment to and ownership of school policy.

SDP promote effective deployment of available resources: Formalized SDP enable the school to specify resource requirements and to target available resources towards meeting priority needs.

SDP also promote management of change: It helps school community to manage change effectively by enabling it to control the pace and direction of internal change and to a capacity to respond rapidly to new challenges. Furtherance of aim and priorities of national Education system: It provides the structure SDP that enables the school community to subscribe to the stated aims of the national Education system and to incorporate national education priorities into the work of the school.

Special Characteristics of SDP

Planning in general and Educational planning in particular have their own common characteristic. In addition to these common characteristics of planning, education has its own unique characteristic that facilitates and hinders its planning (Forojolla, 1993). The essential feature of school development planning can be identified as follow:

SDP should be on the basis of school structure.

This point providing for an ordered of students moving from inner school through specified stage and at rate deciding in advance or progress through the system is formally organizing allowing for no omission of any of the stages. Forecasting under this condition is relatively easy. The implication of such a close relationship in education is the past, present and futures are closely bounded up (Frojjolla, 1993). This means SDP produces most of its own major input. The learner

or graduate from one type educational level of education in variably form in put for the next. The qualification obtained from one course, become the entry requirements for another.

SDP is complicated factor. According to Forojolla (1993) SDP is some time be come complicated during the readiness and preparation for implementing SDP when all stake holders expected to be participate and forward ideas and opinion based on their own perspective about readiness and preparation for implementing SDP and this make the issues consume time in order to match individual and group opinion at one angle. These means quick changes are not easily attained. Educational manager and planners have to live for a long time with the consequence of past decision.

High degree of interdependence of the plan.

School development planning tends to make the whole system rather self contained; hence the change which has been labeled against school as self serving monopolies by discolors. In addition to the above factors, there is uncertainty about the intended aims of education at the national level. Even if it's possible to define all aims of education, yet there is another complicating factor which complicates SDP in school that is how to identify the exact relationship between input and output in education. The major input for education is the learner that influenced by many things most impact on the output of the education system. Hence although the continuity and interdependence of education system greatly facilitated SDP, other characteristics of the system such as its rigidity, the fact that education basically deals with people and the fact that many poor and often small countries have little control over the world economic forces, means that Educational planning in broadest sense is often clouded by complication and un certainty (Forojolla, 1993).

The process of SDP

The process of SDP involve four key stage: the confirmation of the school's ethos, culture and aims, an audit of current provision and identification of areas for improvement prioritization for action and implementation of development planning, and the determining of the arrangements for monitoring and review of the plan in the light of the monitoring (Deni, 1998:5). Accordingly there are two fundamental feature of successful development planning; first and for most, the commitment of self evaluation and implement from those leading the organization; and second,

the use of effective consultation with the involvement of the wider school community in readiness and preparation, in drawing up and implementing the plan.

An effective planning process is an essential feature of every successful organization. In case of school, the process will involve: the confirmation of school's ethos, culture and aims; an assessment of the school current position, its strengths areas of improving the quality of learning and teaching and various factor which will influence the management and development of the school over the next three years, the anticipated level of resources and management, what the school wants to achieve within a defined number of years, in most case expressed in term of quantifiable target for future performance how it intends to bring these achievements; and when, and how, it will measure progress (Morrison, James, and William, 1984:102-245).

According to the above authors, the legislation places a duty on the board of governor (BG) to prepare and form time to time revise the preparation of the plan principal. Its board of governors that must formally approve the plan and in doing so their formal approval should be minute. Where the board of governor prefer to undertake the preparation of the plan, must consult with the principal. The board of governors must also approve formally and subsequent revision to the plan. The regulation require the following to be included with the plan: a statement of the ethos of the school, a summary of the strategies in place for learning, teaching and assessment and the promotion of pupils attendance, good behavior and discipline, an assessment of the general progress of pupils including in the case of and responsibility within the schools, the teaching provided by school, the arrangements for professional development of staff, the curricular and extracurricular provision made by pupils, the provision made for pastoral care of pupils, the strategies for promoting pupils attendance, good behavior and discipline, the arrangement for managing attendance and promotion of health and well being of staff and pupils, the school link with the parent of pupil at the school and wider community, including the business community and other schools, the schools accommodation.

A summary of the challenges and opportunities facing the school and a list of schools key target for the period of the plan in order of priority, the planed out come and the actions to achieve this out comes, along with step towards implication and final date for completion. In the case of all schools planed out comes in learning and teaching and pupil attainment must be included. The financial and other resources available to the school must be to raise taken into account in the

setting of the key target Education target setting in school regulation (Department of Northern Ireland, 1998). In particular the process of SDP should promote school effectiveness if it hold properly in the process and help ensure that all stake holders involved in the planning process and delivery have a shared understanding of policies, procedure and practices within the school, provide the mechanism for prioritization and allocation of a resources, improve the quality of experiences of the pupils, and most importantly, serve to raise the standards which the pupil attain. The plan itself provides a frame work for the board governors, the principal and staff; to monitor and evaluate the schools progress against identified success criteria, make informed decision in matter such as expenditure, deployment of resource and use of time; harness the collective skill and talents of all the staff into a high performing team, develop target and objective for the principal and individual teachers in the context of the schools performance review and development scheme (PRDS), identify priorities for the professional development of staff; and to communicate the school plan for the immediate future to the school community.

School Ethos Culture and Aim

According to Deni (2005:46) the plan should start with a clear statement of school ethos and under pinning values, together with any distinctive characteristics. The strategic aim of the school will follow from these statements. This part of the plan will normally remain fairly constant but nevertheless requires review as part of development planning process to ensure that the aim and value of the school are up to date and relevant. Evidence from research and experience of previous curricular initiative had identified factors that make for a good school. These include a positive ethos, committed teachers with an agreed vision for the school, effective leadership at level, realistically high expectation of behavior and attainment among the teachers, the non teaching staff, the pupil and their parent, high quality of learning and teaching, a clear focus on the learning experience of the pupils and the standards which they attain, a well developed system for monitoring and evaluating the quality of provision, a culture of continuous improve through effective self evaluation and development planning and an awareness of the need for staff to update their professional expertise through well focused staff development reflecting the curricular and other need of the school.

2.5. Readiness and preparation of SDP implementation and audit of current provision and identification of key issues to implement SDP.

This part include: the standard attained by its pupils, the nature and quality of its provision across a wide range of areas, and school evaluating in a constrictively critical manner. In a particular in the school, this exercise need to involve analysis of the performance of pupils, comparing current performance across the school and in each subject with that of previous cohorts, the performance of in school of similar size and or characteristics. In managing this stage it's important to strive a reasonable balance between allowing all interested parties an opportunity to make their contribute and the need to advance the process. Much depend on the individual schools in some cases it will be sufficient for the principal to present any analysis to the board of governor as a first step to stimulate discussion as to where the school is succeeding and where it needs to improve. In other instance, it will be more beneficial to staff and governor engaged in the analysis itself (Deni, 2005).

Accordingly many internal and external factors will influence the effectiveness of readiness and preparation for implementing SDP and, as such, school need to identify and their potential impact assessed, readiness and preparation should be made upon it.

2.5.1. The internal environment

This aspect of the audit should include: a review of the performance of the school by focusing on its pupils. The school need to address the following question: how does our performance compare with that of other schools operating in similar circumstance: How does our present performance compare with the achievement of the school in previous years? Is there evidence that pupil work and attainments in certain subject or areas of study /key stage/ year group are better than others? If so why? Is some group of pupils doing better than others? If so why? How does readiness and preparation of all stake holders to implement the whole activities in SDP?

2.5.2 The external environment

The school needs to be aware of a range of factors that may impact on its work. These will include: government policy and priorities related to education, local policies and their likely impact on the school, change in community served by the school, local politician.

Frame work of the School Developmental Planning

The basic frame work is a planning cycle that revolves around a central core. The core consists of

schools mission, vision and fundamental aims. The planning cycle comprises four key operations: review, design, implementation and evaluation. Readiness and preparation for implement SDP begin with the formulation of core: the formulation of mission, vision and aims. Some school however begin with review and to allow with review and to allow their understanding of their mission, vision and aim to become enriched and clarified through participation in the planning process, readiness and preparation, implementation in particular through reflection in the local, national and international context factors that will influence the shape of the school future (Starratt,1988).

The core, Mission, vision and fundamental Aims

Psychiatrically suspect category, “charisma”, its instrumental model which on behavioral and strategic aspect of leaders. There were little concern for the unique substance of leadership, as through styles and skill would carry the day in all organization and under most circumstances Starrat (1988:3-4) studied the origin of vision of a great leader and powerful vision. Each have its roots in those deep, core meanings about human life, its dignity, grandeur, beats, value etc. It tends to expressed in myth, poetry, and metaphor. Its concerned with value such as freedom, honor, self lessens, altruism, loyalty, devotion, to further land (community), integrity, dignity of person, equality, peace and harmony among peoples, the rule of law, evaluation of resin and civility, wisdom, self government, courage, character, a perfect performance, creative expression, harmony with nature, etc.

The benefit of vision for organization but also warns of some dangers through leaders are told to develop vision the advice on how to do it is not concrete enough and may lead to bewilderment and frustration. No one knows really how we are supposed to form a vision. A single vision may be destructive because it does not take into account changes which affect the basis on which the vision was originally constricted. Vision building places heavily burden on leader and may lead to follower dependency or group think and the perpetuation of the belief that the success of organizations relies on one or two gifted individuals.

Cald well and Spinks (1998) assed that it was desirable that all in the school community be committed to goals as well as the vision and philosophy of the school, and provide extensive guidance on how this might be achieved. This means that in order to implement the designed

vision all stake-holders must be understand school vision and contribute some input for the implementation of the vision. In creating excellent school Hedley Bear and his colleagues at the University of Melbourne (1989) generalize the first three of which are relevance here; outstanding leader have a vision for their organizations, vision must be communicated in a way which sources communication of vision required communication of meaning. In a school, the vision of school leader; include mental picture of possible and desirable future of the school, will embody the leaders own view of what constitutes excellence in schooling, includes a mental image of a possible and durable future state for the boarder educational and society in general, reflect different assumptions, values and beliefs, must be institutionalized so that it shapes every day activities of the school. This means that school without vision is vacuum inventing instruction

Definition of vision: Before proceeding further it is essential to be clear about the meaning of such words as vision, vision building, mission and objectives. For some writers they are virtually interchangeable: for others they are quite instinct. For example the following definitions are identified.

Vision: is an idea which is unique to the person or organization and recognizes dissatisfaction with the present. It's a catalyst for action, and reflection core values. Vision is a preferred future desirable state. It is an expression of optimism despite the bureaucratic surroundings or evidence to the contrary (Block, 1987:103). This point indicate that Vision building is a process of creating agreement about the future of an organization by shaping and reshaping overtime ideas which point to implement, and a means setting there. Shared vision is the result of collective exercise of vision building, which inspires and ensures corporate commitment. Creating a vision forces to take stand for present feature.

Mission: is a public statement which defines the purpose of organization, why it exist and what that means for customers both internal and external. The organization statement of purpose, intention and priorities, it's a direction for readiness and preparation to implement SDP, the basis for planning and decision making (Stott and Walker, 1992:50). Objective, readiness and preparation for implement SDP, target, aim, goals, which mission or vision may produce

frequently. They are more frequently contained in development, action or lesson plan. Sergiovani (1999:57) sums up the difference in these words: vision should not be constructed as a strategic plan that function as a road map charting the turn needed to reach specific reality, but be viewed more as a compass points the direction to be taken, that inspire enthusiasm and that allows of the way. According to this author's vision are the most important issues in readiness and preparation for implement school development plan and help as guide line. Hoyle, (1995) suggest three essential characteristics of educational leaders who success as visionaries, the capacity to companionate and to care for others, the capacity to communicate, often not so much by what is said but by action and the capacity to persist in the face of resistance failure and disappointment.

2.6. The systems and tools for managing readiness and preparation

According to Deni (1998) tools and component of readiness and preparation for implement SDP include ; Change Management process, readiness assessment, communication and relation or communication plan, coaching Change and leader training for Readiness and preparation for SDP implementation, training and employee training development, sponsors activities and sponsored mapping, resistance management, Data collection feed back analysis and corrective activities and celebrating and recognizing.

2.6.1 Change management process

The change management process is the sequence steps or activities that a change management team or project leader would follow to apply change management to a plan or change. Based on previous research of the most effective and commonly applied change, most change management process contain the following three phases.

Phase One Readiness and preparing for implementing SDP (preparation, assessment, and strategy for change.

Phase two: managing implementation detailed planning and change management implementation

Phase three: reinforcing all stake-holders (Data gathering, corrective action, and recognition).

2.6.2 Readiness Assessment

Assessments are tools used by a change management team or project leader to assess the organizations to implementation. Readiness assessment can include: organizational assessments,

culture and history assessments, employee assessments, sponsor assessments and change assessments. Each tool provides the plan team with insight into the challenges and opportunity they may face during the implementation process. These include: assess the scope of the change, including how big is this implementation? How many people are affected? Is it a gradual or radical change? Assess the readiness of the organization impacted by the implementation of the plan including: what is the value system and back ground of the impact groups? How much implementation of plan is already going on? What type of resistance can be expected? Assess the strengths of your implementation management team? Assess the change sponsors and take the first step to enables them to effectively lead to the change process.

2.6.3 Communication and communication planning

Many managers assume that if they communicate clearly with their employees, their job is done. However there are many reasons why employees are not hear or understand what their Managers are saying the first time around. In fact, you may have heard that message need to be repeated six to seven times before they are committed into the mind of employees. That is because each employees readiness to hear depend on many factors. Effective communicator carefully considers three components: the audience, what is said and when it is said. For example, the first step in readiness and preparation for implementing SDP plan is building awareness around the need for change and creating a desire among all stake holders in SDP. Therefore, initial communication is typically designed to create awareness around readiness and preparation for SDP implementation and risk of not ready and prepare for SDP implementation. Likewise, at each step in the process, communication should be designed to share the right message at the right time. Communication planning, therefore, begins with a care full analysis of the audiences, key message and timing for that message. The readiness and preparation management team must design communication plan that must that address the needs of front lines stake-holders, supervisor and executives. Each audience has particular needs for information based on their role in the implementation of SDP.

2.6.4 Coaching change, leader training for readiness and preparation for implementing SDP

Supervisors will play a key role in managing readiness and preparation for implementing SDP. Ultimately the direct supervisor has more influence over a stake holder's motivation to ready and prepare them selves to implement SDP than any other person in the society. Unfortunately,

supervisors as a group can be the most difficult to convince of need for readiness and preparation for implement SDP can be source of resistance. It's vital for the change management activities should be used to help these supervisions through preparation for implement SDP.

2.6.5 Training and training Development

Training is the cornerstone for building knowledge about readiness and preparation for Implementing SDP. The school improvement /development team member will develop training requirements based on the skills, knowledge and behaviors necessarily to implement SDP. These training requirements will be the starting point for training all stake holders of SDP team to develop training program, Sponsor activities and sponsor roadmaps. School leader and executives play a critical sponsor role in preparation for implementing SDP. The school improvement team must develop a plan for sponsor and help key business leader carry out the plans.

2.6.7 Resistance management

Resistance from stake-holders is normal during implementing SDP. Persistence resistance, however, can threaten a plan.

The school development management team needs to identify, understand, and manage resistance thought the school. Resistance management is the process and tools used by managers and executive by managers and executives with the support of the SDP team to manage stake holder's resistance.

2.6.8 Data collection, feed-back analysis and collective action

Stake holder's involvement is a necessarily and integral part of readiness and preparation for SDP. Feedback from stake holders is a key element of readiness and preparation for implementing SDP process. Analysis and corrective action based on this feed-back provide a robust cycle for implementing SDP.

2.6.9 Celebrating and Recognizing Success

Early success and long term win must be recognized and celebrated. Individual and group recognition is also a necessarily component of readiness and preparation for implementing SDP in order to cement and reinforce change in the school.

School Development Planning (SDP) implementation issues

The implementation of the SDP process raises a number of organizational and resource issues which must be addressed by department of education and science in conjunction with the partner in education. According to Davies Brent (1999) the followings are the most important implementation issues in School Developmental planning (SDP):

1. The implementation of SDP is greatly assisted by the establishment of appropriate structure for collaboration and consultation. Structures within the staff may include a steering group, chaired perhaps by a school plan coordinator, to oversee the process as a whole, Ad-hock team or task groups to address particular needs. It's important to establish procedure for communication between the team or groups and the full staff, in order to maintain staff commitment to the process. Procedure for consulting with stake holders should also be established.
2. Effective School Developmental Planning and training involve the full staff both collectively and in term of groups. So, the implementation of the plan necessitates planning meeting both of the full staff and staff groups. It's important that meeting time is made available to the school, so that planning can become an integral part of the life of the school. The primary consideration is SDP should not interfere with the delivery of school programs.
3. The participant needs information and training in relation to readiness and preparation for SDP implementation and, both before the process commences and during the first plan cycle, to enable them to develop the required experts. Such information and training should address the professional development needs of the principal and the teaching staff. It should also focus on the needs of other participant stake-holders. The ongoing development of the guide line will play a role in addressing need of information.
4. Good facilitation is the key to successful introduction of School Development Planning. There are many facilitation options that can be considered, but the fundamental choice for the school is between internal and external facilitation. Many schools wish to avail of the service of an external facilitator in the initial stages, especially if no member of staff has the requisite experience or experts. The subject of facilitation will be addressed in the guide line.
5. The implementation of the process is facilitated by the provision of secretarial/ critical support

service to assist with tasks such as preparation and duplication of documents, the feeling, and the retrieval of data, and the production of reports.

6. School should support each other in the readiness and preparation for school development planning implementation by sharing information, experience and expertise. The sharing of good practice can be fostered by the establishment of school net-work or cluster support group of schools, facilitated, perhaps, by the center, such as school clusters could inform the organization of in career development causes tailored to meet the specific need of the group.

2.7. Consultation /involvement/ by stake-holders movement for effective preparation to

Implement SDP

The question of participation in planning is sub summed and in the greater debate over the question of centralized focus of planning and decision making. Classical comprehensive national planning assume strategic planning function involving board member and the super intendments team, with input from interested parties, and SDP function which is low level administrator and other affected, such as teacher, students and parent (Cunningham, 1982). This means for effective plan implementations consultation with stake –holders were the priorities included in action plan as important and significance issues.

Acquiring an understanding of the development inclusive schools underpins participant learning and inclusive as ongoing process journey (Both and Ainscow, 2002). Toward an ideal, which some schools will be further along than others. In this sense it could be argued that it is not possible to be an inclusive schools, rather it is more accurate to describe schools as seeking to develop more inclusive practice. This is the process that must involve the whole school community, and depend up on the understanding of, and a commitment of a state of core values that then inform the development of the school culture, policy, and practice.

While decision and plan may be mandated from distant, centralized locations, they will inevitable be implemented at the building level. In decentralized, participatory planning and decision making setting, constrictive adaptation to other wise uniform centralized policy are possible. Moreover, the accommodation occurring between strategic planning extending down wards through the organization and SDP extending up wards should result in checks and balance system

which promotes the greatest organizational efficiency. Planning which originates in organizational sub units usually cannot be added up to create a total organizational plan because of contradiction in goals, priorities, and proposed actions. Optimizing at the local level rarely results in optimizing at a more aggregate level. Thus, decentralizing planning should occur with the frame work of basic strategy and organizational goals, which constrain the scope for inter organizational conflict and negotiation in planning and decision making (Alshire, 1970).

Numerous benefits have been attributed to participation in the planning process. Chief among this is perhaps the sense of owner ship of the plan which the participation gives to those involved in the process (Bean and Kuh, 1984:35-55). What we have understood from this point is that, attributed participation in the planning is a sense of personal satisfaction. Opportunities to offer critical input and participate in decision making provide people in organization with an enhanced sense of individual satisfaction and effectiveness, and are health promoting in so far as they lead to a strengthened sense of competence. Additionally, parent participation has been found to be a factor in behavioral orientations of students toward schooling.

Another benefit of participation in planning is the fuller, and therefore better, information base achievable from a broadly based planning group. Participation allows the planning effort to capitalize up on the creative talents of persons through the organization, allowing for aggregation of a group judgment and keeping communication channel a clogged, thus speeding system responsiveness. Moreover, large projects in educational organizations tend to cut across administrative jurisdictions, creating a need to synchronize such areas as finance, curriculum, student services, and public relation. This is possible only when those responsible stake-holders are ready and prepare for implementing the various plan cooperate to resolve problems and incompatibilities (Freidman, 1973).

The current quest for accountability and increased educational predictability generates pressures for centralized accounting /as a standardized tests/ and control mechanism. Paradoxically, the responsiveness of schools and administrator since depend on some degree of participation by: parent, teacher, students and other stake-holders in shaping readiness and preparation for implementing SDP. Supporting this ideas Boyd (1983) suggest that effective school are those which promote the participation of school staff in school improvement. This means mid-level participation is probably disabled for both effective teaching and student achievement,

(Conway, 1984). What we have understand from this point is that; participating in the readiness and preparation for implementing SDP and the whole school planning process contribute more for personal and group self development and result in effective achievement. Based on the above review literature related to participant in SDP, the role of each stake-holders will be discussed briefly as the following:

2.7.1. The role of principal and Board of governor

Effective planning requires effective leadership from the principals. It is essential that they demonstrate strong commitment to the principal of school development plan and continuous improvement. They can do this through: being actively involved with and engaged in the process of improvements, understanding the process in readiness and preparation for implementing SDP and member of staff, and establish and agreeing the process for monitoring and review and ensuring that the arrangements' put in place fulfill their function, (Stainer,1979).

2.7.2. Participation of the school staff

The inclusion of schools staff in both the planning process and it is implementation is crucial to its success. If school development planning is lead to higher standards of pupils attainment and improvement in the quality of learning and teaching, staff must understand the planning process, take ownership of the process and be involved at all stages, recognize that the focus in on the pupils' attainments, progress and experiences , and how practice, not only within but also beyond the class room, contributes to the improvement of both attainment and enjoyment of learning, engage in appropriate professional development, be prepared and necessary to change their approaches to learning and teaching.

2.7.3. Parent participation

Parent should be given an opportunity to contribute to the plan. This contribution can range across all aspect of school provision the timing of the school day, school closures, communication, how parent can support learning strategies, the home work policy, the school policy, on discipline and behavior, and the active promotion of the health and well- being of their children. Participation has been found to be key factor in the behavioral orations of students towards schooling (Hatton, 1979).

2.7.4. Participation of Pupils

Pupils, irrespective of age, will have likes/dislikes/ that will inform the plan positively, they will have their own views on for example, after school provision the organization of their day, home work, uniform, which facilities Older people can be expected also to have view on issues such as, curricular choice, careers education and guidance and enrichment courses/activities. The quality and values of pupils' contribution to improving the life of the school is potentially very great, even among the younger children. It's dependent on the extent to which the principal and the staff are able to create opportunities and the climate for constrictive and positive debate. Consultation can be organized in a variety of ways, such as: by speaking directly with the pupil, establishment of staff council, the discussion of particular area as class activity, the setting of focus groups for the particular purpose or the user feed-back sheets or questionnaire.

2.7.5. Participation of Students

Consultation with students in readiness and preparation for SDP implementation is the review procedure which include the students' questionnaire to certain the view of a representative sample of students on aspect of school life. Where students' council is established, it can be consulted to participate in the readiness and preparation for SDP implementation and can be invited to participate in the desecration of relevant section of the school plan to the student body. Students should be kept informed of relevant out comes of the planning process.

2. 8. Challenges in the process of SDP implementation

SDP is not complex and considerable barriers get in its way. According to Stoll and Fink (1996), noted that when a new initiate is introduced undoubtedly it will create difficulties to both individual and the institutions. Thus for success of the program it need to forecast or consider problematic factors prior to the readiness and preparation of SDP.

Participation in readiness and preparation for SDP implementation has not however be found to be without pitfall. Among this difficulties; that planning groups may propose unsatisfactory solutions which must be voted by higher management, leading to grater resistance and lack of satisfaction than may have been the case had the employees not been involved in the first place. Another potential problem area is the precedent set by the manager in giving up some of his prerogatives and flexibility; it may be difficult to reclaim those prerogatives in other situations.

Also widespread participation can be more cumbersome and time consuming than the exigencies of the decision situation allow for. It can promote inefficient decision making, create unrest and misunderstanding when the gap between promise and delivery grows too large. It tends to ensure that decision making leads towards the political rather than the rational.

The decision of who is participating can lead to political problems among the unrepresented. The lay citizen frequently has a bias more towards action than towards planning, and may require expensive support in such areas as training, information, and technical assistance and in order to participate more meaningfully in the decision process, the more people who to a greater or lesser degree are satisfied by the decision outcome (Alshire, 1970). What we have understood from this point is that, planning exercise is not academic; the aim is to affect the world in which people live. Planners are thus liable for the consequences of their plans; the results matter a great deal to the people who are affected by them. Solution becomes problematical as they are judged by a growing array of pluralistic publics, each with different and contradicting value scales. Challenges: lack of monitoring from managers of high level once the plans were submitted, the involvement of limited spectrum of stakeholders, inadequate knowledge about tasks to be done in readiness and preparation for SDP implementation, planning seems to be done in order to appease higher officials or to meet due dates of submission, school review phase was viewed as academic exercise, the technical language of SDP cited as being difficult to understand and use (Xaba, 2006). When we come to the context of Ethiopia, the first recognition of the ministry of education, after the current government takes power, was undertaken in 1994. The Education bureaus at woreda (district) education office were established a little earlier in 1992, 1993. Since the regions were under establishment, the capacity problems were visible. On the other hand, in the mid 1990s the MOE claimed that the restructuring has helped to improve its capacity and function properly.

The planning and external relations department of the ministry, which was one of the biggest departments before 1994 that had a number of ETP trained staff, was reduced to three person planning team and four person EMIS team after the recognition. The planning team was responsible for developing short and long term education plan, initiating region, woreda and school to ready and prepare for implementing the plan and assisting the regional education bureaus in plan formulations and provision of training for their staff. It took only two years for government

to recognize the lack of planning capacity in ministry of education. In 1996, recognizing the inadequacy of in house capacity, the government employed a national consultant to develop a sector wide educational program that is sent out to donor agencies in early 1997 for funding. After a series of workshops the eleven regional education plan and the central plan of the ministry were prepared. The planning expertise of the ministry, with a support of an international consultant, developed the program action plan (PAP) of the firstly education sector development program (ESDPI) which was appraised by donors positively. In February 1998 when the government and donors endorsed the PAP jointly one of the education systems that the ministry and the regions will have in house capacity to implement the endorsed program and formative feature plans.

As recommended, effort were made to build the capacity of planners and readiness and preparation made the planning capacity and readiness and preparation for implementing educational plan in the system was declining, initially at school, regional and woreda as level and later in ministry. This was clearly shown in the various joint review meetings (JRM) of the educational sector development program. It was also discussed in all the annual review meetings (ARM) of ESDP. Taking into account the JRM report and proceeding of the ARM, the PAP of ESDP II was identified lack of planning capacity and readiness and preparation for implementing school plan as one of the major problem that the system is facing.

The capacity assessment in the PAP of ESDP II was as follows. Capacity at lower levels of the organizational structures e.g., woreda and schools is a critical problem in realizing the goal of education especially with regard to primary and secondary education. Skill to interpret policies, energize stake holders to ready and prepare themselves to implement school plan, collect and analyze appropriate data, and enabling schools to take appropriate action to meet the minimum quality standards defined for the local situation are critically lacking at the lower level of the organizational structures (FDRE MOE, 1999).

2.9. The Rational for School development plan

Why there is so much emphasis on school development plan to days? In answering this question Barrens (2004) stated that, into day's context of accountability, SDP is here to say. SDP is firmly embedded in district and state planning and accountability structure. In relation to day's school accountability context, many school labeled as failing or low performing because schools in most

jurisdictions are now being held accountable for reaching all student to the same high standards. Finding ways addressing the challenge has luxury.

The SDP process represents required opportunities. SDP practice and implementation is very crucial especially for low performing school to improve students' achievement and enhance the capacity of schools to manage the change. However it is not possible to say the SDP is a futile exercise for other schools. Schools that have relatively better performance should plan for development because development of the school never ends. Emphasizing the continuous development for all schools Barrens (2004) argued that even the higher ranked schools will always need development/ improvement because the condition under which adult educated and children learn, the relation with stake holders, the involvement of stake holders in SDP readiness and preparation for implementation, are always changing.

The work of development is always with us. School development is not one time activity. It become permanent part of school practice not one time or occasional event. The SDP is necessarily for schools to provide quality education by improving the condition in the school internal environment and external environment. The only way to that schools can survive and enhance quality in an era of change is through the SDP. A SDP practice for change focuses not only on the implementation of centralized policies or chosen innovations within, but also creating condition within schools that can sustain the whole activities takes place in the school.

2.9.1. The Rational for SDP in Ethiopia

Ethiopia Education had deep rooted problem in the past especially before adoption of education and Training policy of the 1994. The introduction of the ETP has opened door for various top down and bottom up initiatives in education. Some of the promising educational training policy 1994 result are; the curriculum material prepared in student centered approach, increased access to education all over the country, use of mothers tongue for instruction at primary level in all region other than Addis Ababa, launching teacher career structure, improvement in teacher training approach, operating new college and university, increasing access to technical vocational education (TVET) all over the countries, provision of secondary level education via plasma television all over the country and recently launching general educational quality improvement package (GEQIP) (MOE, TDP Blue print, 2007). In 1997 the government of Ethiopia launch a five year educational; sector development plan (ESDP) within the frame work of the 1994

education and training policy (ETP) as a part of twenty education sector indicative plan which has been translated into a serious of national ESDP.

The main trust of ESDP was to improve educational quality, relevance, efficiency, equity and expand access to education with especial emphases to primary education in rural and undeserved areas, as well as the promotion of education for girl as first step to achieve universal primary education by 2015.

The first ESDP (1997/98 to 2001/02) derived its goal and strategy directly from the education and training policy adapted by transitional government in 1994. Subsequently the government of Ethiopia developed a comprehensive five year education program 2000/01 to 2004/05 to align it with the five year term of government. This covered two year of ESDPI and three year beyond governments five years planning cycle. The government of Ethiopia had also developed ESDPII which will span five years 2005/06 to 2010/11. Like the previous ESDPII it also going to be summarized in a program action plan(PAP) that did an output of a nationwide planning process involving the center and the regions (MOE, 2005).

The over all goal of ESDP are in line with the priorities of SDPRP and the millennium development goals, i.e. good quality universal education by 2015, meet qualitative and quantitative demand for man power etc. Hence the overall mission of all education institution in the countries is to produce citizens who respect and defend the right and responsibilities stated in the constitution, build the capacity and tendency to solve problems, trained in various professions skills so as to participate in the economic development of the society, with positive outlook for expansion and administration of science and technology.

The education and training policy of 1994 emphasizes this aspect of nation building and provide strategy to accomplished the goal. However, the education has been in earnest operation only for necessary three years and it is so short period of time to accomplish all the important goal of nation building through the development of good citizenship. Therefore the overall goals of producing good citizenship must continuous to receive greater importance that is why the government launched ESDP (MOE, 1997).

Having recognized the vision, the Ethiopian government and the mission vision of Education sector, and the role of education in poverty reduction, the following major goals are identified

and proposed by education sector on the ESDPIII (MOE, 2005). To produce responsible and competent citizens, to increase access to educational opportunities at primary level, to achieve UPE by years 2015, to enhance efficiency and use resources wisely, to address equity issues by narrowing the gap between male and female, among regions and rural and urban areas, to Provide increased access to adult and non formal Education, in order to compact the problem of adult illiteracy, to develop and improve quality of education. Increasing the students' interest for education and developing their understanding by providing the necessary resource to create safe and healthy condition and environment for more development of the school and the community in general. Increasing participation of parent and other stake-holders, their feeling of responsibility, by increasing their awareness regarding education (MOE, 2005).

SDP program is adopted in Ethiopia as one most important means of improving the quality of education. The need for the program, according to (MOE, 2005:8) is to make school accountable for parents, community, and government to develop the responsibility and accountability of educational personnel working at different level of the education system.

In this regard, the school development/improvement planning was introduced in the 2006 for effectiveness and efficiency. The current education and training policy of Ethiopia (ETP) of Ethiopia encourages the decentralization educational management in which the schools produce its own development plan and readiness and preparation for implementing this plan in it is level to bring realistic development and other stake holder are highly encouraged in the process of development the plan of the school.

2.9.2. The rational for SDP program in Oromia National Regional state.

In Ethiopia, with the intention to improve the quality of education, much effort has been exerted in the countries from national to local level; in particular by strengthening the internal condition of the school what so far under taken is promising. After the current education training policy is promulgated in 1994, the education system is decentralized to localities. Different guide lines, rule and responsibilities of different stake-holders were develop to ensure the successful implementation of the policy in different regional state of the countries (MOE, 2007).

Oromia National Regional state is one of the 9 National Regional States FDRE. The school development program adopted in Ethiopia is also one of the most important means of improving

quality education in Oromia. As Ethiopian context it is obvious that most of the secondary schools, in particular those of the rural areas are functioning under the influence of complex problem. In this regard, the review of Oromia education Bureau's material on overall quality education approval Packages Afan Oromo version (2007) also revealed the existence of different in and out of school factor as major impediment to provision of quality education. Thus it is apparent to ready and preparatory for implement school development plan (SDP) in secondary school of Oromia National Regional State.

The role of positive school culture in implementing SDP

The types of school cultures that support readiness and preparation for implementation SDP efforts are collaborative culture. Collaborative schools are places where members of staff are open and not afraid to be critical of one another and themselves (Robins, and Burriege, 1996:69). We can drive from this point that Positive collaborative cultures are noted for shared purpose and focused on long term improvement, as well as supportive environment that includes the mission focused on student and teacher learning, core values of collegiality, performance, and implement that endanger quality, achievement and learning , positive belief and assumptions about the potential of students and staff to learn and grow, a strong professional community that uses knowledge, experience and research to improve practice, a shared sense of responsibility for student out comes, leadership among staff and administrators that blend continuity with improvement, stories that celebrate success and recognize heroines and heroes, an overall sense of inter personal connection, meaningful purpose and belief in the future, a widely shared sense of respect and caring for every one (Peterson, 2002).

Opportunities and problems in readiness and preparation for SDP Implementation Readiness and preparation made for implementing SDP is a process not an event. School development plan as a process involves the interaction of many people and require different inputs to bring about successful readiness and preparation for implementing SDP. With regard to this point Marsma (1958) has mentioned the factors that seem to be important in bringing about successful readiness and preparation for implement SDP such as people characteristics of innovation and resources.

Stoll and Fink (1996:11) describe the readiness and preparation for implement SDP can be started by doing the following basic activities. These include focus on the whole school effectiveness, school improvement quality enhancement, staff development, partnership, effective resource deployment, change management and the furtherance of aim and priorities of the national education system, setting strategies that relay on the school context, creating suitable condition, to support and maintain improvement, adjusting improvement, setting school vision and sharing it among all implementers preparing school development plan in participative manner, applying shared leadership, empowering implementers, establishing partnership with parents, communities and openness to get essential support, enhancing monitoring and evaluation, activity searching problem solving them through brainstorming, problem solving approach conducting staff development, creating management arrangements and conducting action research and implement it properly.

The experience of readiness and preparation for SDP implementation in some other country in this section emphasis was to consider the experience of some other countries with regard to the readiness and preparation for implement SDP. Thus, an attempt has been made to access certain global research experience or best lesson which may support this study

Readiness and preparation for implement SDP in United Kingdom and other countries.

In United Kingdom the SDP project that has been shown to have a positive effect up on the whole school issues and learning out comes it found improving the quality of education for all project (IQEA). As Hopkins (2000) have stated since 1990' this model is operating in over number of schools across the world both in western Asia and some African countries.

Harris (2005:8) has also indicated that in UN, the questions of how to develop/improve school has resulted in the adoption of an ambitious reform program aimed at raising standards at schools. National innumeracy and literacy strategy have been introduced and major initiatives designed to improving school as a whole.

Harris and Bent (2005) state that from a policy maker's perspective, school leader are viewed as holding the key to resolving number of problem currently facing schools during preparation for implement SDP. This means; explanation of the fate of change effort concerns the evaluation of

the managerial innovation of school self evaluation/ also known as school based review/ and its success or school development planning, both of which has been championed by external agents for the good of school in England and Wales.

Haris and Bent also (2011:11) stated about Kenmore school in New York State as follows. All school is participated in the preparation for implement SDP which is a long time process. Schools are taken as a center of change; school development is guided by clear philosophy. School development process is strengthened by regular follow up and through staff development. There is no external pressure but, stake-holders are often made motivated and improvement is carried out through monitoring the process.

Although school development plan has long history in Australia. The recent initiatives school exultance initiatives which are being an implementation since 2004. It is over arching frame work for achieving more standards in student learning innovation and best practice in ACT government schools. Thus the core of initiatives is excellence to student achievement and learning (ACT ministry of education, youth, and family services, 2004:35).

On other hand, attempt has been made to assess the model of SDP that used in some African countries and other developing countries. In this regard, World Bank (2004:23-35) has indicated that, the Agakahan project in East Africa, the whole school development program in Ghana and other initiatives in south Africa are some of improvement/development movement in Africa.

The lesson for Ethiopia from Experience of other Countries

The lesson that Ethiopia get from UK is Ethiopia schools can select one development project each year if the project is available to the school by the top level Educational leader. After they have completed the project effectively i.e. after institutionalizing the project, they have to start the new project. For instance either in the primary or secondary level action research is not carried out as expected from teachers. It is better to institutionalize such a crucial topic before rushing into other topics.

Ethiopia also learn from USA that success in intimately bound up with a schools interaction with a wider community, local and nationally. This lies in a clear understanding of school capacity and it is contributory elements, including shared leadership and high level of consciousness, amongst staff and pupils, about the school essential values and purposes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research method, source of data, sampling techniques and sample size, data collection instruments procedure of data collection and methods of data analysis.

3.1. Research Design

The major objective of this study was to find out the readiness and preparation for schools implementing SDP in selected secondary schools of Bale Zone. In this research, Descriptive survey method was employed. Because descriptive surveys are often used to help, organize and monitor the implementation of specific decisions and evaluate the result of promising program and in that it is appropriate to gather several data related to the problem under the study. Best and Kahn (1989) explained descriptive survey method as, best method to analyzes and interprets condition that exist. It was because of these reasons that the appropriate research design to carry out this investigation is descriptive survey.

3.2. Source of Data

This study use both primary and secondary source of data. The primary source of data include: woreda educational leader such as; planning and statistics departments, schools leaders such as; principal, vice-principals, unit leaders, department heads, teachers, students, and PTA. On the top of this to substantiate the data obtained from primary sources, document such as plan and performance reports, Educational abstract and school development related guide were reviewed and used as a secondary sources of data.

3.3. Population Size and Sampling Techniques

Bale zone has 20 woredas and 1 town administration which encompasses 28 secondary schools, with 1500 teaching staff, 25445 students, 52 school leaders and 188 PTA member in secondary schools of the zone according to enrolment statics' of 2004 Ethiopian calendar. It's unmanageable to include all the population in the study, therefore, it's necessary to determine and identify number of school that were serving as representative sample to generalize the finding of the study. Therefore, to take primary sampling units for this study the total woredas was categorized into five sub-divisions based on characteristics such as rural and town

administration, socio-economic difference, distance from main road and zonal center and population size of the schools, and five woredas were selected by using simple random sampling.

Accordingly Four secondary school in woredas namely: Agaarfa secondary school, Dinshoo secondary school, Gaasara secondary school and Goba secondary school were randomly selected for the sample of this study. In addition Gaalama secondary school which located in Robe Zonal city administrative was selected purposively.

Accordingly, 4 woredas (Agaarfa, Dinsho, Gasaara, Goba) and Robe Zonal administrative town Gaalama secondary schools were taken as primary sampling unit for this study. To represent these sample woreda and town administration, 5 secondary schools were selected randomly.

The respondents were selected for the study through the following sampling techniques. Woreda expertise of planning and statistics and students council were selected using purposive sampling technique because of the assumption that they can give relevant and necessary information due to their involvement in school management and leadership and as well in school improvement committees, and school principal, vice principal, department head, unit leader, teachers and PTA was selected purposively; because of the assumption that they have background information about the readiness and preparation made by the schools to implement SDP. Generally, a total of 225 respondents were selected for the study. Out of which 200 respondents (50 school leader such as principal, vice principal, department head and unit leader, 40 students, 110 teachers were selected to fill the questionnaires) 10 planning and statistics from WEO and 15 PTA member was selected

3.4. Instrument of Data Collection

Data were gathered with the help of instruments which are questionnaire, interview, and document review.

3.4.1 Questionnaire

The questionnaire is help to gather information from teaching staff, school leader (principal, vice-principal, unit leader, department head, teachers and students. The questionnaire were

designed with close ended item set in rating scale can provide more flexibility to the respondents and afford greater accuracy in recording their view on a given subject (Wilkinson and Birmingham, 2003). Accordingly about 78 different questionnaires were used for school leader and teachers with little modification for students. The questionnaire is prepared in English. The questionnaires were developed self, standardized and adaptive.

3.4.2. Interview

Interview were employed in the study to collect data from PTA members and experts of WEO by researcher him self on face to face communication bases. These instruments help the researcher to have more relevant and valid information for triangulation and supplementing the quantities data gathering through questionnaires.

3.4.3 Document Review

Document review enables the researcher to observe the subject of the study in their natural setting and obtaining more accurate, valid and reliable information. Based on this reality, the three years plan documents i.e. the first cycle (2007/8-2009/10 and the current 2010/11-2012), and performance reports as well as evidence of readiness and preparation for implementing SDP.

3.5 Method of Data Analysis

After field based data collection activities, raw data obtained were checked, classified, arranged and organized in table based on their characteristics and was made changed to analysis. In addition interview was transcribed, summarized and supplemented to the main interpretation. To analyze and interpret processed data; suitable statistical tools were selected.

The following statistical tools were used to analyze the study. To determine, describe, and analyze the characteristics respondents in term of sex, age, education level and back ground, work experience percentage were employed. Different statistical tools central tendency like mean, waited mean were employed. To know the degree of difference among respondents chi-square test were employed. Depend on the results of analysis interpretation and necessary discussions were made to clarity the issue. Finally, the major findings of the study were clearly reported and workable recommendations were forwarded.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRATION OF THE DATA:

This chapter has six parts. The first part reports on the characteristics of respondents. The second part deals with the presentation, analysis, and interpretation of data collection on readiness and preparation for school development planning implementation from different group of respondents in four sub parts.

4.1. Characteristics of Respondents

Various groups of respondents were included in the study to diversify the sources of information. These include: 50 school leaders (5 principals, 15 vice principals, 15 unit leaders and 15 department heads) 110 school teachers, 40 students, 10 planning and static's from WEO and 15 PTA member were selected for study from five secondary schools of five sample woredas of Bale Zone. From the total respondents, (225) the questionnaires were distributed to 200 (88.9%) respondents such school ladders, teachers and students. Whereas 25 (11.1%) of respondents (planning and statistics experts of WEO and PTA members) were interviewed and three years different documents were observed and put into analization.

But, out of the total of 200 questionnaire distributed to school leader, teachers and students 195 (86.7%) of the questionnaire were filled and returned correctly, but 5 (2.3%) of the respondents did not return the distributed questionnaires, some of them did not complete the questionnaire and some of them did not return totally. Out of the total respondents those filled and returned questionnaire the school leaders 46 (23.58%) teachers 109 (55.89%) and students 40 (20.51%). For more understanding, toward basic information of the schools practices regarding to the readiness and preparation for implementing school development plan, the available document analysis was conducted by using check-list so that, to fill the gap data collected from different groups of respondents through different tools was analyzed and interpreted. Regarding to the characteristics of the study population (sample respondents) the following respondent's responsibility, sex, qualification and service year were analyzed consequently.

Table 1: Respondents Distributed by Responsibility and sex

Respondents	Sex				Total	
	M		F		(N=195)	
	N0	%	N0	%	N0	%
School leaders	40	97.82	1	2.17	46	23.58
Teachers	92	84.40	17	15.59	109	55.89
Students	32	80	8	20	40	20.15
Total	169	87.40	26	37.76	195	100

Tables 1, shows that 40 (97.82) of school leaders were males and 1 (2.17) were females. In the same way the sex distribution of teachers indicates that 92 (84.40) were males and 17 (15.59) were females. Whereas 32 (80%) were male students and 8 (20%) were females. What one understands from the above data is that, both school leaders and teachers were highly dominated by male. These means the females were not coming to position even at school level. Similarly, in the schools under study the students those actively participate in different tasks conducted at school level were almost dominated by male students. In general the data reveals that there is high gap of gender equity with regard to leadership and management position in the schools.

Table 2 shows educational level of respondents. Accordingly the educational level of respondents indicates that high number of school leaders 86.95% (40) were BA/BEd 13.04 (6%) were diploma holders. In addition 96.34 (105) teachers were BA/BSC Bed, 1.83 (2%) were diploma and similarly 1.85 (2%) of teachers were MA/MSc holders.

Table 2: Respondents distribution by education level qualification

Variable		Respondents						Total (N=195)	
		School ladders (N=46)		Teachers (N= 109)		Students (N=40)			
		No	%	No	%	No	%	No	%
School leader and teachers qualification	MA/MSc	-	-	2	1.83	-	-	2	1.2
	BA/BSc/BEd	40	86.08	105	96.34	-	-	150	76.92
	Diploma	6	13.40	2	1.83	-	-	3	1.53
	Total	46	100	109	100	-	-	155	79.65
Students Education level	Grade 12	-	-	-	-	10	25	10	5.12
	Grade 11	-	-	-	-	10	25	10	5.12
	Grade 10	-	-	-	-	10	25	10	5.12
	Grade 9	-	-	-	-	10	25	10	5.12
	Total	-	-	-	-	40	100	40	20.48

The above data shows that there are enough human power in school that can practice readiness and preparation for implementing school development plan (SDP) and teacher's qualification standards set for secondary schools. Similarly, 5.12% (10) of students were taken from grade 9-12 with similar or the same number. This shows that the researcher give equal opportunity for all students in the school that taken as sample for this research.

Table 3 portrays respondent's distribution by work experience and training given on readiness and preparation for implementing school development plan. Accordingly large number of school leader 36.95% (17) were in service year from 6-10, and 21.74% (10), 10.86% (5), 8.69%(4), and 21.73%(10)were in service year between 5 or below 5 years, 11 and 15,16-20 and above service year respectively. This implies the majority of school leader have good work experience. 34 (31.19) of school teachers were in 6-10 years experiences, 30.27% (33) of teachers were in 5 and

below year and 10 (21.74%), 8 (7.33%) and 24 (22.01%) of teachers were in between 11-20 and above 20 years respectively.

Table -3 Respondents distribution by work experience and training given on readiness and preparation for implementing school development plan (SDP).

Variables			Respondents							
			School leaders (N=46)		Teachers (N=109)		Students (N=40)		Total (N=195)	
			No	%	No	%	No	%	No	%
1	Work experience for school leaders and teachers	5 or below 5 yrs	10	21.74	33	30.27	-	-	43	22.05
		6-10 years	17	36.95	34	31.19	-	-	51	26.15
		11-15 years	5	10.86	10	21.74	-	-	15	7.69
		16-20 years	4	8.69	8	7.33	-	-	12	6.15
	Above 20 years		10	21.73	24	22.01	-	-	34	17.43
	Total		46	100	109	100	-	-	155	100
2	Training given on school SDP stakeholders	Yes	37	80.43	80	73.39	25	62.5	142	72.82
		No	9	19.56	29	26.60	15	37.5	53	27.18
	Total	-	46	100	109	100	40	100	195	100

This reveals that majority of the school teachers were in the service year 6-10 years. What one understands from this data is that, the majority of both school leader and teachers have hot force /energetic/ and fresh mind. They have low work experience; they have better motivation and interests than teachers which have better work experience. They need consultative and supportive leadership than directive leader ship style.

The second question reveals that about 72.82% of the respondents were not participated on any training related to preparation for implementing school development planning. But 27.18% (53) of them were participated on training related to readiness and preparation for implementing school development plan.

As respondents those participated on training identified, the training related to school improvement program, six domains of SIP, school management, teaching learning process how to improve student achievement, six packaged of education quality improvement program. The training was given for school leaders, teachers by Education Bureau Experts and Woreda Education office expert, for students the training is given by school management. This data shows that more than average of the school community's obtained training on the issues related to readiness and preparation for implementing school development plan. However, the trainers do not understand the training given as interview held with WEO and PTA member.

4.2. Analysis of readiness and preparation for implementing SDP

This section deals with the analysis of agreement for SDP implementation and readiness and preparation made by the school, the involvement of all stake-holders mobilization in implementing of SDP, conducive environment to implement SDP, the existent readiness and preparation made by school are adequate to implement SDP, review audit of current status and identification of key issues, design; priorities for action and action planning, implementation and monitoring, the evaluation process and potential challenges face the schools in the process of implementing SDP.

4.2.1.1. Readiness and preparation made by the school and Agreement for SDP implementation.

This section deals with agreement and existing practice in the school towards readiness and preparation for implementing school development planning. This implies how the school had made awareness creation for teachers, students and parent about SDP, how the school had set a goals, and priorities' that focused on the whole issues that SDP, identification and adjustments action were carried out towards any negative school culture/normal, beliefs attitude etc, staff readiness before the commencement of SDP, management arrangement and procedure before

implementing the plan, the sense of ownership by stake holders before the commencement of SDP.

Table 4 Rating responses on the agreement and preparation for SDP implementation

No	Items/statements	Mean value ($\bar{X}$) of respondents			Wm	X2
		School Leaders (N=46)	Teachers (N=109)	Students (N=40)		
1	School had made awareness creation for all stake-holders i.e. student, teacher, parent and local leader	3.9	3.8	3.92	3.87	9.85
2	School had set goals & priorities that focused on the whole issues SDP deals with	4.08	4.30	3.12	3.83	13.76
3	Any negative school culture identified and corrective action taken	4.08	3.92	3.47	3.82	12.23
4	School had assured the staff readiness	4.17	4.20	3.37	3.91	14.31
5	At the end of each year the school had evaluate SDP implementation	3.97	4.13	3.7	3.92	14.54
6	SDP committee contribute a lot in readiness and preparation for implement SDP	4.06	3.8	3.65	3.83	17.70
7	The school made management arrangement	3.86	4.06	3.52	3.81	13.14
8	All teachers had developed sense ownership before the commencement of SDP	3.78	3.57	4.34	3.89	18.24
9	Did such preparation from(1-8) done satisfy all stake-holders	4.34	3.63	3.18	3.71	10.34
AGM		4.02	3.93	3.58	3.84	

NB. Detail of rating of responses is attached in the appendix G-1.

Mean <1.5 strongly Disagree, $1.5 \leq \text{mean} < 2.5$ Disagree. $2.5 \leq \text{mean} < 3.5$ undecided, $3.5 \leq \text{mean} < 4.5$ Agree, $\text{mean} \geq 4.5$ strongly Agree. Mean value calculated for each groups of the respondents. Chi-square tubule. Value =15.51, at $df= 8$ and alpha 0.05 level of significant.

An illustrated in table 4, respondents were requested to rate the listed items of readiness and preparation for implementing school development planning. Accordingly the respondents show their agreement that the schools were made awareness creation for all stake holders particularly for teachers, students and parent about school development plan with weighted mean value of 3.87.

Similarly, as it can be observed from Table 4, the schools were assets their self towards setting a goal and priorities that focused on the whole issues that the school development plan with weighted mean value of 3.83, identification and adjustment action carried out toward negative school culture/norms, values, belief, attitude etc with weighted mean value of 3.82, assured staff readiness before the commencement of school development plan which help the school to implement simple issues that school development plan with weighted mean value of 3.91, the evaluation of readiness and preparation at the end of each year for implement school development plan and identify focus areas for the next term and shared among all stake-holders with weighted mean value of 3.92. This impales that there is good relationship between school and all stake holders toward evaluation of school task and identify the problem faced and give solution together to the problem.

Beside the contribution of school developments /improvement/ committees for readiness to implement school development plan, the committee contribute for the effective implementation of the plan. In this regard, item of table 4, show that the committee at the school level had contributed a lot in implementing the plan with weighted mean value of 3.83. in the same way the respondents are agreed that the school made management arrangements on setting procedures, rule and delegation of authority before implementation of school development plan with weighted mean value of 3.81 and teachers had developed the sense of ownership before the commencement of SDP with weighted mean value of 3.98 and this all activities done in the school satisfy all stake holders.

In order to test the significant difference among the response of respondents, chi-square test was applied. Hence the calculated chi-square test(χ^2) for item 6 and 8 is 17.70 and 18.24 respectively, which are greater than critical value ($\chi^2_{cv}=15.51$) at alpha 0.05 level, then there is significance difference among the response of respondents. Then these results indicate that the respondents understand the two items differently. but for the other items of table 4 above, the chi- square test (χ^2) are less than the critical value ($\chi^2_{cv}=15.51$) at alpha 0.05 level, that indicates there is significant difference among the response of respondents. The respondents have the same opinion regarding to the issues raised in table 4 above.

Generally, the data clearly implies that the strength of the schools under study in the awareness creation for all stake holder, set a goals and priorities, identify negative school culture assured the staff readiness, evaluate readiness and preparation, management arrangement on setting procedures, develop sense of owner ship before the commencement of SDP.

4.2.1.3. The involvements of stake-holder mobilization in the process of implementing SDP

This part deals with participants in the implementing school development plan. The collaboration and condition of stake holder in the school development planning is critical in the generation of shared vision, mission, goals, SWOT analysis, and identification of priorities and create basic for action. These instruments used to elicit information from students, teachers, parents, and community to contribute for the implementation of the school development plan.

Table 5: Rating of response on involvement of stake-holders mobilization for implementing SDP.

No	Items	Mean value ($\bar{X}$) of Respondents			Wm	X2
		School Leaders (N=46)	Teachers (N=109)	Students (N=40)		
1	The implementation of the plan assisted by structures for collaboration and consultation	4.02	4.07	3.55	3.88	14.24
2	The participant gained information and training in relation to plan implementation	4.15	3.90	3.5	3.85	13.09
3	All stake holders know their responsibility as specified in the plan	5.32	4.11	3.27	4.23	12.03
4	The school develops external cluster net work to share information, experience and experts	4.32	3.46	3.37	3.71	8.13
5	The schools use a guide line for implementation of the plan	3.47	3.95	3.4	3.60	12.34
6	School implements all activities within its limited period of time	2.69	2.39	2.77	2.6	17.50
7	School plan implementation meets the objective of the plan	3.52	3.90	3.82	3.74	12.17
AGM		4.06	3.89	3.38	3.79	-

NB. Detail of rating responses is attached in the appendix G-2 mean < 1.5 strongly disagree, $1.5 \leq$ mean < 2.5 disagree, $2.5 \leq$ mean < 3.5 undecided, $3.5 \leq$ mean < 4.5 agree, mean ≥ 4.5 strongly agree. Chis-square tabule value=15.51, at df=8 and alpha 0.05 level of significant.

As illustrated in table 5, the respondents were requested to rate the extent to which the school involve the key stake holder in the readiness and preparation for implementing SDP.

As a result, each group of respondents were indicated that the extent to which the schools involved all stake holders such as teachers, students and board of management in the implementation of the plan assisted by structures for collaboration and consultation i.e. the collaboration and consultation between stake holders and the school development plan as good with weighted mean values of 3.88, the participant gained information and training in relation to plan implementation were respond as good with weighted mean value of 3.85 and all stake-holders know their responsibility as specified in the plan were respond as very good with weighted mean value of 4.23. This indicates that the stake holders take their responsibility toward readiness and preparation for implementing school development plan.

Similarly the school develop external cluster network to share information experts with mean value of 3.71 by all respondents. These indicate the school share good practice with external cluster in order to implement school development plan effectively. The school uses a guide line for implementation of the plan with wm value of 3.60. But implement all activities within its limited period of time are rating as undecided with weighted mean value of 2.6. This implies that the activities mentioned in action plan are not take place according to the time specification given for each activity.

However, the interview held with PTA and unstructured interview held with readiness and preparation for implementing school development plan shows that there are problem on the involvement of stake-holder in plan implementation. This means that they not mean they completely participated, but not as expected Community and parents participated through their representative (PTA and KETB) most of the time when the schools were faced with a disciplinary problems and budgeting issues, unless articulating the school vision, mission and aims and the plan document being prepared by just a few (the principals and vice principals).

According to the opinion of school principals, it is time consuming to involve parents and communities in all activities of planning. On the other hand the production of school development

for implementing produced plan is not a task that can be undertaken by an individuals working in isolation. As indicated in item 2 of table 5, the extent to which the schools to participate teachers, students, parents and others was rated by respondents as good with weighted mean values of 4.23. This data clearly implies there are good involvements in readiness and preparation for implementing SDP.

The Calculated chi- square test (χ^2) for item 6 is 17.50 which is greater than critical value ($\chi^2_{cv}=15.51$) at alpha 0.05 level which shows there is significance difference among the response of respondents. The other item of table 5 above the chi- square test (χ^2) are less than the critical value ($\chi^2_{cv}=15.51$) at alpha 0.05 level, that indicates there is no significant difference among the response of respondents.

4.2.1.4. Review /audit of current status, identification of key issues and reviewing conducive environment for implementing SDP

To design effective school development plan, the schools need to review (audit) their current status, internal and external environment weakness and strength, identify issues (conditions) of external opportunities and threats. According to Deni (2005) many internal and external factors are influence the effectiveness of readiness and preparation for implementing SDP and, as such, school need to identify and their potential impact assessed and review what types of condition\environment\ conducive to implement SDP and readiness and preparation should be made upon it.

The internal environment audit should include a review of the performance of the school by the cutting on its pupils. The information pertaining to these conditions (key areas of review) was gathered by using five points and analyzed by using mean and weighted mean values. The following table show the informants response on items related to key areas of the school review.

Table 6 rating response on review audit of current status and identification of key issues

No	Items	Mean value ($\bar{X}$) of Respondents			Wm	X2
		School Leaders (N=43)	Teachers (N=109)	Students (N=40)		
1	The school review conducive environment for implementing school development plan(SDP)	4.10	4.01	3.52	3.8	13.06
2	School review weakness and strength of teaching and learning process	5.10	3.98	3.6	4.22.	12.92
3	The school conduct its internal and external review of current status	4.17	5.60	3.4	4.39	33.23
4	School assess the commitment of community and stake holders	2.17	3.11	3.57	2.95	8.54
5	Review the government policy	3.60	3.68	3.4	3.56	14.35
6	The school review the weakness and strength of school organization and management	3.45	3.84	3.9	3.72	5.05
7	The school assess of community participation in school affair	3.71	3.95	2.97	3.42	18.54
8	School review existing resource	3.93	4.00	3.45	3.79	14.50
9	School review standard attain	3.82	3.98	3.5	3.76	12.79
10	The school review nature and quality of provision across a wide range areas	3.91	3.75	3.65	3.77	13.87
11	School compares and contrast current performance attain by its pupils	4.15	4.01	3.57	3.9	13.01
AGM		3.97	4.07	3.50	3.81	

N.B:- Detail of rating of responses is attached in the appendix G.3 means < 1.5 strongly disagree. $1.5 \leq \text{mean} < 2.5$ disagree, $2.5 \leq \text{mean} < 3.5$ undecided $3.5 \leq \text{mean} < 4.5$ agree, $\text{mean} > 4.5$ strongly agree. Chi-square table value = 15.51, at df= 8 and alpha 0.05 level of significant.

An illustrated in Table 6, respondents were requested to rate the listed items of key areas of school review. Accordingly, the respondents are show their agreement that the schools were review conducive environment for implementing SDP with weighted mean value of 3.72. This means that conducive environment is that environment which the school culture that support readiness and preparation for implementing SDP efforts are collaborative culture. Collaborative schools are places where members of staffs are open and not afraid to be critical of one another and themselves. The interview held with school principal and PTA member indicate that, the most conducive/ positive/ environment for implement SDP according to those respondents were; collaborative culture which help for shared purpose and focus on long term improvement, supportive environment that includes the mission focused on student and teacher learning, core value of collegiality, positive belief and assumptions about the potential of student and staff to learn and grow, strong professional community that uses knowledge, experience and research to improve practice, a shared sense of responsibility for school development, leadership among the staff and that blend continuity with improvement, an overall sense of interpersonal connection, meaningful purpose and belief in the future and widely shared sense of respect and caring for everyone are conducive environment which are mentioned by respondents for effective implementation of SDP in the school of the zone. Similarly the respondents agreed as the schools conducted their internal and external review of the current status so as to identify weakness and strength in the school organization and management with weighted mean value of 3.88. Beside this, the researcher was observed the available evidence as the school conducts internal and external review.

In the same way, as it be observed from table 6, the respondents were agreed that the schools were identified the weakness and strength of the teaching learning process with weighted mean value of 4.22, internal and external review of current states in order to develop the school improvement plan with weighted mean value of 4.39. These mean schools were in a good position in term of review in internal and external to develop school improvement. But

respondents were rating as undecided by participating community and other stakeholders with weighted mean of 2.95. However ESDP implementation manual (MOE, 1998:43) stated that community participation is one of the strategies that should be used to achieve the goals. This shows that the importance of community participation in the achievement of educational goals. Besides reviewing government policy and priorities related to education, the school need to review the government policy and priorities related to education. In this regarding item 5 of Table 6, show that reviewing the government policy and priorities related to education was agreed by all groups of respondents with weighted mean value of 3.56. This implies that the school development plan is prepared under the objective of education policy and emphasized the priorities of education system of the country. In the same way, school reviews the conducive of school environment for implementing SDP with weighted mean value of 3.72. But all respondents were rated as undecided whether the schools assess community participation in the school affair with weighted mean value of 3.42.

Regarding to review (auditing the availability of existing resources with weighted mean value of 3.79, which helps to ensure the resource feasibility in the planning process and reviewing the standards attained by its pupils, the nature and quality of it is provision across a wide range of areas and compare and contrast current performance across the school and in each subject, with that of review cohort with weighted mean value of 3.76, 3.77 and 3.9 which help the school appreciate and perpetuate those individual who attain good standard, evaluate different activities conducted by different groups and individuals and compare the performance attained in their school and appreciate strong side and take corrective action towards weak side of the schools.

In order to test the significant difference among the response of the respondents, chi-square test was applied. The calculated chi- square test (χ^2) for items 3 and 7 is 33.23 and 18.54 respectively which are greater than critical value ($\chi^2_{cv}=15.51$) at alpha 0.05 level. These indicate that there is significance difference among the response of the respondents on item 3 and 7. But for the other item of table 6 the chi-square test (χ^2) are less than the critical value ($\chi^2_{cv}=15.51$) at alpha 0.05 level that indicate there is no significant difference among the response of the respondents which shows that all respondents understand all items similarly

In general, the data clearly implies that the strength of the school understudy in the reviewing of conducive /positive/ environment for the implementation of school development plan (SDP) identification of their strength and weakness of school organization and management, teaching learning process internal and external, commitment, review the government policy, availability of existing resources, standard attained by its pupils, nature and quality of its provision, compare and contrast current performance across the school and in each subject, with that of previous cohort. But the respondent's response as there is problem and weakness in areas of commitment of community and stake-holders and community participation in school affair.

4.2.1.5 Design priorities for Action and Action planning

The design stage encompasses designing the structure of the overall school plan, devising action plan to address the priorities, and drafting and competing the component section of the plan so that it can be communicated to the whole staff and presented to the board of management. In the design stage, the priorities identified in the review are translated in to specific objective or targets, and action plan design to achieve those objectives. Due to the limited resource of the schools, such as financial, human and material resources, the needs, 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 in light of the contact factors. Accordingly, the action plan should contain the detailed objectives and activities to be achieved for the year ahead.

Table 7: Rating of Response on the Design: priorities for Action and Action Planning

No	Items	Mean value ($\bar{X}$) of Respondents			Wm
		School Leaders (N=46)	Teachers (N=109)	Students (N=40)	
1	To what extent are the the priorities identified in the review are translated into specific objective	3.86	3.83	3.72	3.80
2	To what extent are the school prioritize its need in term of their importance	3.97	3.88	3.37	3.74
3	To what extent school follow the steps in action plan to achieve the designed objective	2.39	2.10	2.7	2.39
4	The extent are the school involve key stake-holders in the determination of school priorities	3.42	2.47	3.77	3.22
5	School priorities its need in term of their importance to the school development	3.63	3.89	3.45	3.65
6	The action plan include clear strategy	3.95	2.23	2.12	2.76
7	The extent school priorities current commitment of the school to dealing with them	3.69	3.93	3.07	3.56
8	To what extent the school prioritize its need that identified by the school to be addressed	3.93	3.72	3.25	3.63
9	The extent school identified the criteria by which progress of action plan will be judged	4.52	3.68	3.37	3.85
Age mean		3.79	3.66	3.58	3.67

Mean < 1.5 very poor, $1.5 \leq \text{mean} < 2.5$ poor $2.5 \leq \text{mean} < 3.5$ fair, $3.5 \leq \text{mean} < 4.5$ agree mean > 4.5 good, mean ≥ 4.5 very good.

Regarding to the above issues, the responses were gathered from different groups of respondents in order to assess the extent to which the school determined and planned the priorities for readiness and preparation for implementing school development plan by using the five point linker scale.

Table 7, illustrates that the extent to which the school priorities identified in the review are translated into specific objective or target, the school prioritize its need in term of their importance to the school development, and school priorities its need in term of their importance to the school development was good as rated by all groups of the respondents which indicated in items 1, 2 and 5 with their weighted mean value of 3.80, 3.74, and 3.65 respectively. Similarly the extent the school prioritize its need in term of current commitment, the extent the school prioritize its need in term of the current commitment of the school to dealing with them and the extent the school identify the criteria by which progress action were judged were rated with weighted mean value of, 3.56, 3.63 and 3.85 respectively. This implies that, the schools were at good stage toward prioritizing school need accordingly. But all respondents rated as poor towards the extent school follow the steps in action plan with weighted mean value of 2.39, and action plan include clear strategies with weighted mean value of 3.22 and 2.76 respectively.

Regarding this the researcher was observed the school action plans and realized that as it not contain detailed objectives and targets and clear strategies, indicators of success, responsible body and evaluation strategies in some extent due to the fact that shortage of planning technique or skill of the planning body.

4.2.1.6. Plan Implementation & monitoring

4.2.1.6.1. Plan Implementation

According to Deni (1998:5), during the implementation process, the tasks specified in action plan are carried out. It is important that, establish structures and procedures where by teachers involved can supported in their work. Such support might include: the encouragement, affirmation, or advice of colleagues, secretarial, administrative or practical assistance, advice from educationalist with relevant experts, the support team for specific programs.

Table 8: Rating of the responses on the plan implementation issues

No	Items	Mean value ($\bar{X}$) of Respondents			Wm	X2
		School Leaders (N=46)	Teachers (N=109)	Students (N=40)		
1	The task specified in action plan are carried out during implementation	3.89	3.54	3.07	3.07	12.06
2	The teacher involve in implementation	3.91	3.93	3.75	3.86	12.92
3	The school share specific advice, skill and contact with other school	3.89	3.91	3.52	3.77	13.23
4	The implementation of the plan assisted by appropriate structure	3.95	3.95	3.65	3.85	14.50
5	Procedure for consulting stake-holder be established	3.91	3.69	3.62	3.74	14.35
6	The implementation necessitates all staff and stake-holder	3.85	3.32	3.32	3.49	5.05
7	The participant gained information and training	3.58	4.12	3.32	3.67	13.41
8	The implementation of the process facilitate by experts	3.84	4.19	3.19	3.74	14.32
9	The school have good relation with internal & external facilitation	4.26	4.04	3.4	3.4	18.54
10	School can support each other as cluster	4.06	4.00	3.37	3.81	12.36
AGM		3.91	3.86	3.42	3.64	

NB- Detail of rating responses is attached in the appendix G-5.

Mean < 1.5 very poor, 1.5 ≤ mean < 2.5 poor, disagree, 2.5 ≤ mean < 3.5 fair, 3.5 ≤ mean < 4.5 good, mean 4.5 very good. Chi-square table value = 15.51, at df = 8 and alpha 0.05 level of significant.

As illustrated in Table 8, the respondents were requested to rate the level of plan implementation practice in their schools. So that, the respondents are responds as fair that the task specified in the action plan are carried out during implementation with weighted mean value of 3.07. Thus, the task specified in the action plan carried out during implementation help the school to act according to the task specified in action plan. The respondents also agreed that the teachers involved in the implementation issues can be supported in their work, the school share specific advice, skill and contact with other schools involved implementation issues with weighted mean value of 3.86 and 3.77. This help school teacher become effective in their work and share good experience from other in implementation issues. Similarly, respondents were agreed that the implementation of the plan was assisted by an appropriate structure for collaboration and consultation with weighted mean value of 3.85. Thus, the increased collaboration and participation by all staff is generally central to successful planning.

On the other hand respondents were agreed that, establishment of procedure for consulting with stake-holders. The participant gained information and training in relation to plan implementation, the implementation of the process is facilitated by the provision of secretarial and school support each other as school cluster in implementation issues with weighted mean value of 3.74, 3.67, 3.74 and 3.81 respectively.

However, as it can be seen from items 6 and 9 of Table 8, the respondents were unable to decide whether or not the implementation of the process necessitate and planning meeting both full staff and staff groups and they had good reaction with internal and external facilitation with weighted mean value of 3.49 and 3.4 respectively. This implies that, all staff member did not include in implementation issues, lack of information regarding to internal and external facilitation of the school.

The calculated chi-square(χ^2) for table 8 shows that, except item 9 which is 18.54 greater than the critical value ($\chi^2_{cv}=15.51$) at alpha 0.05 which indicate there is significance difference among the response of the respondents, all items are less than critical value ($\chi^2_{cv}=15.51$) at alpha 0.05 level, which shows that there is no significance difference among the response of respondents which indicate all respondents understand the items similarly

4.2.1.6.1. Plan monitoring

Monitoring or formative evaluation facilitates effective implementation. It is a way of discovering if the readiness and evaluation in addition of assessing how well it's working, so that connection action can be taken as soon it become necessarily. Thus, it can prevent waste of time and effort. Monitoring procedure can include: Review meeting (full staff or small groups to discuss the progress light of the success criteria, highlight difficulties, suggest approach to the problems, informal discussion more formal interview with participation or stakeholder to get feed-back on continuing appropriateness of targets, tasks, resources, resource specification and time scale, observation by mentor or critical friends (an outsider with relevant expertise). Use of normal review at specified stage within the time scale of the plan, monitoring can lead to the adjustment of any aspect of action plan.

Concerning to monitoring and evaluation issues Table 9 depict the responses of informants to rate towards the statement regarding to monitoring the plan. As a result, items 11, 12, 13 of Table 9 below, shows that the monitoring style of schools facilitates effective implementation of the plan with weighted mean value of 3.81, the school principal, supervisor and improvement committee take connective action during monitoring with weighted mean value of 3.87 and monitoring procedures can include review meeting (full staff) with weighted mean value of 3.93. similarly the respondents agreed that the school discuss the progress in the light of the success criteria and highlight difficulties, the school principal and supervisor get feedback from stakeholders on the continuous appropriateness of targets, remit, resource specification and time scale the monitoring system leads to the adjustment of day aspect of the action the school principals, supervision and improvement committee evaluate and monitor the school improvement plan implementation with weighted mean value of 3.81, 3.68, 3.90, 3.8, 3.9 respectively. In support of this Churchillman (1968) has stated that a constant monitoring enables the planner to make alternations in the planner to the changing conditions.

Table-9: Rating responses on the monitoring system of plan Implementation

No	Items	Respondents mean value			WM
		School leaders (N=46)	Teachers (N=109)	Students (N=40)	
1	The monitoring style of school facilitate effective implementation of the plan	4.26	4.10	3.27	3.87
2	The school principal and supervisor, take corrective action	4.54	3.96	3.3	3.93
3	Monitoring procedure include full staff	4.45	3.93	3.07	3.81
4	The school discuss the progress in the light of the success criteria and highlights difficult	3.86	4.00	3.2	3.68
5	The school leader get feedback get feedback from stake holders	4.08	3.93	3.7	3.90
6	The monitoring system lead to the adjustment of any aspect of the action	3.82	4.33	3.25	3.8
7	The school leader evaluate the school improvement plan implementation	4.32	3.81	3.57	3.9
	AGM	4.19	4.00	3.33	3.84

NB-Detail of rating responses is attached in the appendix G-5 mean < 1.5 strongly disagree, $1.5 \leq \text{mean} < 2.5$ disagree, $2.5 \leq \text{mean} < 3.5$ undecided $3.5 \leq \text{mean} < 4.5$ degree, $\text{mean} \geq 4.5$ strongly agree.

4.2.1.7 Evaluation

Evaluation provides a generated and paradigmatic process, combining as it is selected curriculum large with modification to the schools management arrangement or organization (Hopkins, 1999 6:83). Self evaluation is a key to or going improvement. At the end of the planning cycle, it's important that the school community evaluate the success of the implementation in attaining the

targets and addressing the schools development needs. The evaluation process review the extent to which it has been possible to achieve the objective that it specified in each action plan and project fully, partly on any significant extent.

Table 10: illustrate the information /responses on the evaluation system of the school development plan implementation. The respondents are requested to rate how much time their school practices the items given in Table 10.below.

As it can be seen in Table 10, for item 1, the school evaluates itself in relation to the success criteria were rated as some time 78 (40%, mostly 100 (51.28%) and never 17 (15.59%) of respondents. For the item 2 the outcomes of the evaluation feeds on the next cycle of planning was rated as some times 115 (58.97%), mostly 64(32.82%) and never 16(8.20%) respectively. This shows the school under consideration uses feed-back of evaluation for the betterment of the next planning cycle.

Similarly, items 3,4, and 5 were rated as mostly that is the action plan is evaluated in the light of evidence gained through data collection tools by 68.71%(134), the community participation in the evaluation of the school performance by 68.71% (134) and the outcomes of the evaluation is reported to the school community and parents by 66.67% (130) of respondents.

Table 10: Rating responses on the evaluation system of the schools Readiness and preparation for implementation school development plan (SDP).

No	Items	Rating	Mean value ($\bar{X}$) of Respondents							
			School lead (N=46)		Teachers (N=109)		Students (N=40)		Total (N=195)	
			No	%	No	%	No	%	No	%
1	The school evaluate itself in relation to the success criteria	Mostly	25	54.34	62	56.88	13	32.5	100	51.28
		Some times	15	32.60	40	36.69	23	57.5	78	15.59
		Never	6	13.04	7	6.42	4	10	17	8.71
2	The outcome of the evaluation feeds in the planning cycle	Mostly	24	52.17	28	25.68	12	30	64	32.82
		Some times	20	43.47	72	66.1	23	57.5	115	58.97
		Never	2	4.34	9	8.25	5	12.5	16	8.20
3	Action plan is evaluated in light of evidence gained through data collection	Mostly	18	39.3	78	71.55	10	25	106	54.35
		Some times	27	58.69	30	27.52	23	57.5	80	41.02
		Never	-	4.34	2	1.83	7	17.5	9	4.61
4	Community participation in the evaluation	Mostly	20	43.47	25	22.93	7	17.5	52	26.67
		Some times	25	54.34	79	72.47	30	75	134	68.71
		Never	1	2.17	5	4.58	3	7.5	9	4.61
5	The outcome of the evaluation is reported to the community	Mostly	18	39.13	18	16.51	12	20	48	24.61
		Some times	25	54.34	87	79.81	18	45	130	66.67
		Never	3	6.52	4	3.66	10	25	17	8.71

4.2.1.8 Challenges in the process of implementing SDP

SDP is not complex and considerable barriers get in its way. That is not possible to become with a cook book of answers to access situation. Among this challenges in the implementation of school development planning were; lack of monitoring from managers of high level, the involvement of limited spectrum of stake-holders, in adequate knowledge about task to be done in readiness and preparation for school development planning implementation, planning seems to be done in order to appease higher official or to meet due date of submission, school review phase was viewed as academic exercise, the technical language SDP cited as being difficult to understand and use.

Assessing the readiness and preparation for implementing school development plan, it's very helpful to make analysis of potential barriers or challenges that success readiness and preparation for implementing school development plan in the secondary school of bale zone.

Table 11; Rating responses on resource related problems

NO	Items	Mean values ($\bar{X}$) of respondents			
		School Leaders (N=46)	Teachers (N=109)	Students (N=40)	wm
1	Absence of flexibility by school manager	4.00	3.77	3.00	3.59
2	Lack of monitoring from high manager	3.52	3.88	3.45	3.61
3	Lack of knowledge about SDP	4.26	3.60	3.27	3.71
4	Planning seems to be done in order to appease higher manager	4.04	3.77	3.35	3.72
5	Absence of involvement by stake holders	4.04	4.28	3.32	3.88
6	The technical; language of SDP preparation	4.17	3.83	3.25	3.75
7	Lack of capable students	4.36	4.46	3.35	4.05
8	Shortage of capable school committee	4.56	4.34	3.77	4.22
9	Shortage of supportive school staff	4.41	4.49	3.97	4.29
10	Shortage of material	4.41	3.92	3.83	4.07
11	High turnover of school leader	4.19	4.56	3.2	3.98
12	Lack of clearly defined role	4.39	4.42	3.27	4.02
13	Scarcity of finance	4.71	3.88	3.42	4.00
14	Absence of good school leader	4.39	4.15	3.77	3.97
	AGM	4.24	4.10	3.44	3.91

As indicated in Table: 11 above lack of capable students to be involved in the planning, shortage of capable school committee and the technical language of school development planning cited as being difficult to understand were rated as very high challenge with weighted mean value of 4.05, 4.22 and 3.75. Regard to absence of flexibility by school principal with weighted mean value of 3.59. Lack of monitoring from high manager with weighted mean value of 3.61. Absences of involvement by stakeholders with weighted mean value of 3.88, lack of knowledge about SDP with weighted mean value of 3.71, shortage of supportive staff with and shortage of material and equipment with weighted mean value of 4.29 and 4.07 respectively. Similarly high turnover of school leader, lack of clearly defined role of each implementing body, scarcity of finance resources and Absence of good school leader with weighted mean value of 3.98, 4.02 4.00 and 3.97 respectively which shows that the schools in the zone challenged by the above mentioned problem.

Generally, in addition to the agreement of respondents toward the statement related to resource the interview held with WEO planning experts and PTA also mentioned that there is very high challenge face the schools during implementation process of school development planning. Such problem include: weak parents' involvement in the schools affair, lack of collaborative work among school community and external stakeholders are some other problems in the readiness and preparation for implementing school development plan in secondary school of Bale Zone

Table 12: Rating response on potential problems of commitment

No		Mean ($\bar{X}$) of respondents			Wm
		School leaders (N=46)	Teachers (N=109)	Students (N=40)	
1	Lack of satisfaction and resistance by planning group in the school	4.30	3.87	3.3	3.82
2	Low commitment of school leader & teacher	3.67	4.26	3.37	3.76
3	Low commitment of local political community leader	4.21	4.61	3.6	4.14
		4.06	4.24	3.42	3.19
	AGM				

As it can be seen from table 12, the respondents were rated that lack of satisfaction and resistance by planning group in the school with weighted mean value of 3.82, low commitment of school leader and teacher with weighted mean value of 3.76 and low commitment of local political or community leader with weighted mean value of 4.14. These may show that in some extent, the existence of problems related to commitment. Especially, low commitment of local political or community leader in the school under study responded as very high challenges in the preparation for implementing school development plan.

Table 13: Rating on problems related to Training

No	Problems	Mean ($\bar{X}$) of respondents			Wm
		School leader (N=46)	Teachers (N=109)	Students (N=40)	
1	High participation of staff which create cumber some and time consu ming	4.45	3.94	3.35	3.91
2	Shortage of training in plan process	4.36	3.90	4.15	4.13
3	Shortage of experts and training	4.39	4.08	3.6	4.02
4	Training is not include all stake-holders	4.54	4.17	3.35	4.02
	AGM	4.43	4.02	3.61	4.02

N.B. sees appendix-G-6 for detail of rating response.

Mean < 1.5 $\leq$ mean < 2.5 very low challenge. 1.5 $\leq$ mean < 2.5 low challenge, 2.5 $\leq$ mean < 3.5 moderate challenge 3.5 $\leq$ mean 4.5 high challenge. Mean $\geq$ very high challenges.

As can be seen from table 13 above, the respondents were requested to rate how much the stated problems are challenging the Readiness and preparation for implementing school development plan. As a result, each group of respondents were rated the shortage of training in the planning process, Shortage of expertise and training manual/guide line, training is not includes all the stake-holders as very high challenge with weighted mean value of 4.13, 4.2 and 4.2 respectively.

In addition respondents are response that; high participation of staff in readiness and preparation for implement SDP which create cumbersome and time consuming, inefficient division and create unrest as moderate challenge with weighted mean value of 3.6. What one understands from items, 2,3 and 4 is that, the existence of training problem with regards to readiness and preparation for implementing school development plan in secondary school of Bale zone.

Moreover, from the interview held with 10 WEo planning and statistics experts and 15 PTA members of the schools revealed that the “training given for the school leaders and other stake holders did not create good understanding”

Chapter-Five

Summary, Conclusion and Recommendation

This is the last chapter of the study which deals with the presentation of summary, conclusion and recommendations.

5.1. Summary

Planning is the way an indispensable part of the governance process and in absence of it, the system may lose the major part of its objective. Thus Adapting systematic educational planning to the school by providing administrative authority and responsibility should be of a great concern for governments to attain their educational objective and for the improvement of education quality improvement. But, the quality improvement process needs the strong effort of allstake-holders, good commitment of resource, designing effective plans and strategies, effective school leadership which can direct all educational resources to the attainment of educational objectives and good school development planning.

The basic objective of this study was to assess the readiness and preparation for implementing school development plan in secondary schools of Bale Zone, in order to assess the strength and weakness of the school in the readiness and preparation for implementing SDP and to identify the major challenges of the schools in the process, as well as to give timely and valuable suggestion to the success of schools in their readiness and preparation for implementing SDP. To achieve this objective successfully, the study has followed and treated with the following basic questions.

1. To what extent the readiness and preparation made by the school are adequate to

Implement SDP in secondary school of the zone

2. To what extent all stake-holders involved in planning process of (SDP)
3. What type of conditions is conducive to implement SDP in secondary school of
the Zone
4. What are the major problems encountered by school in the process of implementing
school development

To answer the above basic research questions, the study had employed descriptive survey method. In this study four sample woredas and one town administration were included by using simple random sampling technique for woredas and purposive sampling technique for town administration. The secondary schools were selected for the study by using again simple random sampling techniques, one school from each sample woredas and town, from both general secondary schools (9-10) and secondary and preparatory schools (9-12). In order to select respondents from the sample schools (school respondents) and woredas (WEO respondents) purposive and simple random sampling techniques were applied.

The data gathering instruments were questionnaires, interview, and observational checklist. The total number of the respondents were 225(100%), out which 195(86.67%) of respondents were participated in the study and 5 (2.23%) were not filled and returned the questionnaire. From 220 (100%) of total respondents included in the study 195 (86.67%) were participated through filling questionnaire and 25 (11.1%) of respondents were interviewed.

5.1.1. The characteristics of Respondents

What one understand from respondents data is that, male domination in all group of respondents which select for this study that is 40(97.82) of school leaders were male and 1 (2.17) were females , 92 (84.40) were males and 17 (15.59) were females teachers and 32(80%) were male students and 8(20%) were females students. This imply that the females were not becoming to the school leader position and secondary school teachers and even females students were not be the students counsel and committee leaders in the schools.

Regarding to educational level, high number of school leaders 86.95(40) were BA/Bed, and 13.04(6) were diploma holders. Similarly, 96.34% of teachers were BA/BSc; BEd, 1.83% (2) was diploma and 1.83(2) of teachers were MA/MSc holders. Also, 5.12 % (10) of students were taken from grade 9 -12 with equal number that are ten students from each of grade 9-12. Concerning to work experience large number of school leader 36.95 % (17) were in service year group 6-10. Whereas 34(31.19) of school teachers were in 6-10 years experience. Regarding to training, about 72.82% of respondents were not participated on training related to readiness and preparation for

implementing school development planning. But, 27.18% (53) of them were rated as participated on training related to readiness and preparation for implementing school development plan.

5.1.2. Major Findings

5.1.2.1. Readiness and preparation made by the schools and agreement for SDP implementation

Readiness and preparation for implementing SDP by nature include: awareness creation for all stake-holders, set a goal and priorities, identification and adjustment action toward negative school culture, staff readiness before the commencement of SDP, management arrangement, and procedure before implementing the plan and sense of ownership before commencement of SDP.

The analyses of listed issue were summarized here below.

- a\ Regarding to awareness creation for all stake holders data reveals that: school were made awareness creation for all stake holders particularly for teachers, students, and parent about school development plan implementation with weighted mean value of 3.87.
- b\ In relation to set a goals and priorities that focused on the whole issues that SDP deals with weighted mean value of 3.88, and adjustment action carried out toward negative school culture with weighted mean value of 3.82.
- c\ So as to assured staff readiness before commencements of school development plan which help the school to implement simply issues that school development plan with weighted mean value of 3.91, the evaluation of readiness and preparation at the end of each year for implement school development plan and identify focus areas for the next term and shared among all stake holders with weighted mean value of 3.92. This implies that there is good relationship between school and stake-holders to ward evaluation of school task and identify the problem faced and give solution together to the problem
- d\ Regarding to management arrangements on setting produces, rule and delegation of authority before implementing of school development plan with weighted mean value of 3.81 and

stake-holders had developed the sense of ownership before the commencement of school development plan with weighted mean value of 3.98. Generally, the data clearly implies that the strength of the school under study in the preparation for implement SDP when looking at to the issues through the following instrument; creation awareness for all stake-holders, set goal and priorities, identify negative school culture assured the staff readiness, management arrangement on setting procedures and develop sense of ownership before the commencement of school development plan.

5.1.2.2. Extent to which school involves key stake-holders in the process of SDP

a) Concerning to involvement i.e. collaboration and consultation of key stake-holders such as teachers, students, school management, community and parent in the and preparation for implementing school development plan, the respondents were rated as agree with weighted mean value of 3.88. However the review held with WEO and PTA member implies that the key stake-holders are not involved as expected at time needed because of different reasons.

b) Similarly, regarding to participant gained information and training in relation to plan implementation, all stake-holders know their responsibility as specified in action plan and the school develops the external cluster network to share information experience and experts as agree with weighted mean value of 3.85, 4.22 and 3.71 respectively.

c) In relation to use guide line for implementation and school plan implementation meets the objectives of the school the respondents agree with weighted mean value of 3.6 and 3.74 respectively. However, the school implement all activities within its limited period of time was rated as undecided with weight mean value of 2.6.

5.1.2.3. School performance regarding to key areas of school Review and conducive environment for implementing SDP

a) Concerning to reviewing what types of conditions are conducive to implement school development plan in the school. Schools review types of condition /environment/ to implement school development plan. Regarding to this issues, data shows the extent to which school review conducive environment for implementation of SDP all respondents which select

for this study agree with weighted mean value of 3.72. On the other hand, the interview held with WEO and PTA, unstructured interview held with school principal shows that the school review conducive environment for implementing school development plan in their schools. According to those respondents conducive environment which help school for implementing school development plan are:- structured collaboration and consultation with key stake holders, information and training on relation to plan implementation, if all key stake-holders know their responsibility as specified in the plan, the development of external cluster network to share information and experience and experts, when school uses a guide line for implementation of the plan, when all key stake holders show their commitment to the school on all school affair.

b) Regarding to key areas of school review the data show the level of school practices the internal and external review of audit in the planning process. Accordingly, the respondents were showed their agreement as that the school was reviewing the weakness and strength of school organization and management with weighted mean value of 3.87. So as to identify weakness and strength, for the teaching learning process internal and external review of current status in order to develop the school improvement plan assess the commitment of the school community and other stakeholders reviewing the government policy and priorities related to education with weighted mean value ranging from 3.56 to 4.22.

c) Regarding to community participation in the school affair availability of existing resources, the school review the standard attained by its pupil, reviewing the nature and quality of it is provision across a wide range of areas and compare and contrast current performance across the school and in each subject, all respondents agreed with weighted mean values ranging from 3.79 to 3.81 for each items, except item 4 and 7 of Table 6, which the responders are unable to decide whether the school assess the community participation in the school affair and assess the commitment of stake holders with weighted mean value of 3.42 and 2.95.

In general the data show that the strength of the schools understudy in the reviewing of their weakness and strength of school organization and management, teaching learning process, conduct it is internal and external review, commitment of school community and other stake-holders, government policy and priorities related to education, availability of existing

resources, standard attained by its pupils, the nature and quality of its provision across a wide range of areas and compare and contrast current performance.

d) Concerning to design stage, the priorities for action requires determining based on the needs and productive action planning should also be designed. Toward this issues, the data implies that the extent the priorities identified in the review are translated into specific objective, the extent to which the school prioritize its need in terms of their importance to the school development, and the extent to which school involve the key stake holders in the determination of school priorities was rated as good except item 3, 4 and 6 of table 7 of with weighted mean value of 3.80, 3.74, 3.95. But the respondents were rated as undecided toward the extent to which the school follow the steps in action plan, the extent to which the school involve a key stake-holders in the determination of school priorities and the extent to which action plan include clear strategy as undecided with weighted mean value of 2.39, 3.22 and 2.76 respectively.

e) It has also reported that the extent to which the schools priorities its need in term of their importance to the school development, to which action plan include clear strategies, prioritize its need in term of the current commitment of the school to dealing with them, school prioritize its need that identified by the school review to be addressed and the school identify the criteria by which progress of action plan will be judged as good with weighted mean value of 3.65, 3.67, 3.56 and 3.85 respectively.

f) Concerning to plan implementation practices in the school, respondents were agreed with (seven) listed issues with their school with weighted mean value ranging from 3.86 and 3.67 such as teachers involved in the implementation issues can be supported in their work, schools share specific advice, skill and contact with other schools, the implementation of the plan assisted by appropriate structures for collaborations and consultation, procedures for consulting with stakeholders be established, the participant gain information and training in relation to plan, implementation were supported by the provision of sectarian, school can support each other as school cluster in implementation.

But, the respondents were unable to decide whether the task specified in the action plan are carried out during implementation with weighted mean value of 3.07, the implementation process necessitate and planning meeting both of the full staff and staff group with weighted mean value of 3.49 and the school had somewhat fair relation with internal and external facilitation with weighted mean value of 3.4.

g) Concerning to monitoring issues and mechanisms, the analyzed data shows that the respondents agree that the monitoring style of school facilitate effective implementation of the plan, the school principal supervisors and improvement committee take corrective action during monitoring, monitoring procedures can include review meeting (full staff), schools discuss the progress in the light of the success criteria and high light difficulties, the school principal and supervisor get feedback from stake holders, monitoring system lead to the adjustment of any aspect of action and the school principals supervisor and improvement committee evaluate and monitor the school improvement plan implementation with weighted mean ranging from 3.68 and 3.93. This implies that the monitoring mechanism regarding to plan implementation were on a good position.

h) Towards the evaluation system of the school the analyzed data shows that, the schools under study evaluate itself in relation to the success criteria by 51.28% mostly, 15.59%(78) sometime and 32.82 (17) never, the outcome of the evaluation feed in the next planning cycle mostly by 64 (32.82%) sometimes by 115(58.97%) and never by 16 (8.20%), the action plan is evaluated in the light of evidence gained through data convection tools mostly by 106(54.35%), sometimes by 80(41.02) and never by 9(4.61) the school community participates in the evolution of school performance mostly by 26.67%(52), sometime by 68.71%(134) and never by 4.6%(9) and the outcome of the evaluation is reported to the school community mostly by 48 (24.612) sometimes by 130(66.67) and 17(8.71%) never.

Moreover, the checklist prepared to collect information through observation by the researcher regarding to the evaluation system of the school observed that, the existence of gap in the report of school self-evaluation results to the community and parent and the participation of parent and community in the evaluation of the school performance and the observation check list by

researcher observed that schools only report performance observed through evaluation at the end of the year only one time.

5.1.2.4. Challenge in the process of implementing SDP

a) Regarding the potential challenge of resources the study identified that, all respondents rated as high challenges with weighted mean value ranging from 3.59 and 4.22. That is absence of flexibility by school manager with weighted mean value of 3.59, lack of monitoring from high manager with WM value 3.61, lack of knowledge about SDP with WM value of 3.71, planning seems to be done in order to appease high managerial official or to meet due meet date of submission with WM value of 3.72, absence of involvement by stake holders with WM value of 3.88, the technical language of SDP was cited as being difficult to understand and use with WM value of 3.75, lack of capable students to be involved in the planning with weighted mean value of 4.05, shortage of capable school committee with WM value of 4.22, shortage of supportive staff with WM value of 4.29, shortage of equipment and material with WM value of 4.07, high turnover of school leader WM value of 3.98, lack of clearly defined role of each implementing body with WM value of 4.02 and absence of good school leader with WM value of 3.97 respectively.

Moreover, the interview conduct with WEO planning experts and PTA members of the schools shows that the existence of problems such low participation /collaboration/ between schools and key stake holders, lack of material resource and low professional support from higher body are some listed problem in readiness and preparation for implementing school development planning in secondary school Bale Zone.

In general the analyzed data rated on resource related problems implies that the resources related problem issues which listed from 1-14 under table 11 are high challenges in school under study in Bale zone.

b) Regarding to potential problems of commitment all respondents rated as high challenges such as: lack of satisfaction and resistance by planning group in the school with weighted mean value

of 3.82, low commitment of school leader and teacher with WM value of 3.76 and low commitment of local political or community leader with Wm value of 4.14.

C\ Concerning to problem related to training, all respondents were rated as high challenge such as participation of staff in readiness and preparation for implement SDP which create cumbersome and time consuming, inefficient decision and create unrest as high challenges with weighted value of 3.91, shortage of training in plan process with WM value of 4.13, shortage of expertise and training manual guide line with WM value of 4.02 and training not include all the key stake holders with WM value of 4.02. What one can judge from the above analyzed data is that, training is a high challenges face the school in readiness and preparation for implementing school development plan in the secondary schools under study.

Similarly the interview held with WEO planning experts and PTA members reveal that the training given for school leaders and other stake holders does not create good understanding in readiness and preparation for implementing SDP in secondary schools under study in the zones.

5.2. Conclusion

Schools development planning initiative is new to Ethiopian schools. It should be clear from the outset that school practice is a continuous process that changes may not observed in one shot. This is because our school system is in a turbulence condition, due to the raising popular demand and desire to have effective schools, economic social and technological change. Therefore, to cope up with this changes and needs, the school requires to developing its capacity in order to provide quality education and being responsive to pupil's needs and change condition. Hence, this study was discussed on the readiness and preparation implementing school development planning.

The findings of this study implies that, the extent to which schools made readiness and preparation for implementing school development plan, in the following: made awareness creation for all key stake holders, school had set goals and priorities, negative school culture identified and adjustment action were carried out, school evaluate SDP implementation, school made management arrangement, teachers developed a sense of ownership before commencement

of SDP implementation, school made management arrangement, teachers developed a sense of ownership, before commencement of SDP and preparation made by schools satisfy a key stake holders was found to good. This shows that the secondary school of the zone were found at the best beginning in the readiness and preparation for implementing school development planning (SDP).

As rated by the majority of respondents, the involvement of all key-stake-holders in readiness and preparation for implementing school development planning in secondary schools of the zone were found to be good. However, there is one issue in this study that the respondents unable to decide whether or not they practiced in their schools. That is whether the school implements all activities within its limited period of time. This implies that the respondents have no any information related to this issue.

Similarly the extent to which the school performed the key areas of the school review /audit/ such as; reviewing conducive school environment for implement SDP in schools under study, weakness and strength at different areas, internal and external review of current status, government policy, existing resource, standard attained, quality of provision and compare and contrast was found to be good. This shows that the school under study was at the good stage in performing key areas of school review. But there are great problem regarding too; assess the commitment of the school community and assess community participation in school affair.

On the other hand, the schools have crucial priorities for action and action planning indicated in the finding of the study. But some item of this part in this study shows that in the school under study in the zone some of them have not evaluation strategy, and needed budget, steps in action plan, priority need, plan objective clear target and strategies. What one understands from this is that absence of good understanding toward preparing standard action plan in as needed.

Although, the schools plan implementation were at a good stage in areas of specified action plan carried out during implementation, the school share specific advice, procedure for consulting with stake holders, the participant gained information and school can support each on implementing issues in action plan. But, the findings of the study indicated that the existence of

gap on implementation of the process necessitates and planning meetings both of the full staff and the school had good relation with internal and external facilitation. This implies that the implementation of the issues in action plan did not include all staff of the schools and there is gap regarding to relation between schools and external facilitation.

Additionally, the finding of this study revealed that, the extent to which schools monitor and evaluate plan implementation was found to be good. This implies that the secondary school of the zone was found at a good stage in the readiness and preparation for implementing school development plan.

The last but not the least, as revealed by almost all respondents toward the potential challenges face the schools in the process of implementing school development plan in the schools of zone was found to be high challenges. This implies that problem related to resource, commitment and trainings are the major challenges face the schools understudy in zone for implementation of school development plan (SDP).

In general it can be further conclude that these was problem of implementing all activities within it is limited period of time but in rule and regulation of schools all activity must be accomplished at a given time specification. Similarly the finding revels that, there is some problem related to action plan such as, some of the school have not evaluation strategy and needed budget, steps in action plan, plan objective, clear target and strategy, moreover there is lack of collaboration during plan implementation, gap in relation with internal and external facilitation, lack of satisfaction and resistance by planning groups, lack of resource, training and commitments are the major problem identified by this study.

5.3. Recommendations

1. The analysis of this study was identified that, problem of implementing all activities mentioned in action plan within its limited period of time. Due to this reason it is advisable and recommend able that; the schools in the zone follow up assessment of the effectiveness of implementing all activities that mentioned in action plan and attempts should be made to provide continues and

thorough monitoring and evaluation to bring change toward implementing all activities mentioned in action plan within its given period of time.

2. It is clear that for effective implementation of school development planning the interaction /involve movement/ of all staff in line with implementing issues and equipping teachers with necessary knowledge and skill is essential to implement the school development plan effectively. But the findings of this study reveal that there is gap in the implementation of the process necessity and planning meetings both of the full staff. So in order to solve this problem it is advisable to do the following points.

A) Follow up assessment of the effective involvement of all staff and identifying the priority areas in which the teachers participate in implementation of the plan and the implementation help teachers and more attention to necessitate and planning meetings both the full staff.

B) Attempt should give be made to provide continuous consultation with full staff on Implementation issues

3. The schools should give strong attention to create good relation with internal and external Facilitation for effective readiness and preparation for implementing school development Planning.

4. For effective readiness and preparation for implementing SDP, qualified action plan was demanded. In action plan the priorities identified in the interview are translated into specified and steps to bring this objective should be identified. But, the findings of this study indicated that there are a lot of problem related to action plan such as absence of evaluation mechanism and budget, absence of necessary steps in action plan to achieve identified objective, absence of plan objective, clear target and strategy because of this, it is recommendable the school and other concerned bodies give more attention towards planning technique (skill of planning body), controls training in the action planning process, develop external cluster network to share information, experience and sharing best practice.

5. The finding of the study was identified that, low commitment of local political or community leader and low commitment of school leader and teacher in the process of implementing school development plan (SDP). Because of this it advisable that Bale zone and woreda educational office, local political or community leader, principal of the schools and other

concerned bodies should do hand in hand to solve the problems of commitment associated with readiness and preparation for implementing school development plan.

6. Lack of professional support and control from higher experts in school development planning implementation was identified by this study, so in addition to offering sufficient training for school level actors, the higher level (zonal and Woreda) planning expertise and supervisors should play a vital role in the giving professional support and control activities of the school as so to formulate workable and detail action plan and implement accordingly.

7. The analysis of the finding also identified, the major challenges face the schools were resources (material and human). Because of this the educational materials production and distribution agency and other related institutions strive to supply the necessary educational materials on sufficient quantities time to schools.

8. In addition the study also identifies shortage of training toward readiness and preparation for implementing SDP and training not include all stake-holders in the schools understudy. Therefore, in order to alleviate the problems of training, it is advisable that continuous training should be provided to all key stake holders such as school principal, teachers, students, community and parent by zonal and woreda experts.

9. The last but not the list the finding of the study also identified gender difference i.e. between male and female in school position under study. However the implementation of SDP plan is not atask that can be carried out only by domination of one sex. Because of this all concerned body like; schools, WEO, community leader work hard toward gander differences which observed in secondary school of the zone.

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Appendix- A

Addis Ababa University

College of Education and Behavioral studies

Department of Educational planning and Management

A. Questionnaire to be filled by School Leadership and teachers

The purpose of this questionnaire is to gather information about the readiness and preparation for implementing school development plan (SDP) in secondary school of Bale Zone to fulfill a partial requirement for Masters of Art degree in Educational leadership.

The success of this study entirely relied on your serious sincere and timely response to each questions. Therefore you are kindly requested to complete the questionnaire honestly and responsibly. It would really be most meaningful if you would answer all question items in the questionnaire. Moreover, the study is purely academic so that all information will be kept confidentially

General Direction

- .You do not need to write your name
- .put a tick mark in the boxes that represents your response
- .Pleas follow instruction provided for each part

Thank you in advance

PART-1 Personal information

1.1 Name of the school..... Woreda.....

1.2 Sex M ☐ F ☐

1.3 Age Below 25 yrs ☐ 26-35 yrs ☐ 36-45yrs ☐ above yrs ☐

1.4 Education level: 10+2 ☐ BA/BSc/BED ☐ MA/MS, ☐ other if any ☐

1.5 Work experience (in full years)

1.6 Current position: Principal ☐ .Principal ☐ hit leader ☐ Head ☐ teacher ☐

1.7 Trainings related to readiness and preparation given to you (you can tick all or only that you find it appropriate).

- Given by school management body ☐

- Given by wored Education office expert ☐

- Given by Education Bureau experts ☐

- No training is given ☐

1.8 Training duration

1.9 Content of the training.....

1.10 Level of validity/ clarity of the training: clear ☐ not clear ☐

Thank you in Advance.

PART-2 Readiness and preparation made by the schools and agreement for implementing

Please indicate what you think about the following by ticking on the box “√” to identify the statement scale that most closely to your perception using the following scales. 1=strongly disagree: 2, disagree: 3, undecided: 4, Agree: 5, Strongly agree

No	Item	5	4	3	2	1
1	School had made awareness creation for teachers, students and parent about SDP					
2	As a result of school self assessment, school had set a goals and priorities that focused on the whole issues that SDP deals with					
3	Any negative school culture/ norms, values, beliefs, attitude etc. toward SDP had been identified and adjustments action were carried out					
4	The school had assured the staff readiness before the commencement of SDP					
5	At the end of each year the school had evaluate readiness and preparation for implement SDP and identifies focus areas for the next term and shared among all stake holders					
6	The SDP committee at the school level had contributed a lot in the readiness and preparation for implement SDP					
7	The school made management arrangements on setting procedures, rule and delegation of authority before implementation of SDP					
8	All teachers had developed the sense of ownership before the commencement of SDP					
9	Did the such preparation actions as indicated from 1-8 above were done to satisfaction of all student and stake-holders					

Thank you in advance

PART 3.the involvement and mobilization in readiness and preparation for implementing SDP.

Please indicate what you think about the following by ticking on the box “√”to indentify the statement scale that most closely to your perception using the following scale.
1, Strongly Disagree, 2, Disagree, 3, Undecided, 4, Agree, 5, strongly disagree.

No	Item	Rating Scale				
		1	2	3	4	5
1	The implementation of the plan assisted by structures for collaboration and consultation					
2	The participant gained information and training in relation plan implementation					
3	All stake –holders know their responsibility as specified in the plan					
4	The school develop external cluster network to share information experience and experts					
5	The school uses a guide line for implementation of the plan					
6	School implement all activities within its limited period of time					
7	School plan implementation meets the objectives of the school					

Thank you in Advance

PART -4 Review/ audit of current status, identification of key issues and reviewing conducive environment for Implementing SDP

The Following are key areas of school review. In your opinion, please indicate whether you agree or disagree with the statements.

1. Disagree 2. Undecided 3. Agree 4. Strongly disagree.

No	Item	4	3	3	2	1
1	School reviews the condition of school environment for implementing SDP					
2	The school review its weakness and strength of teaching learning process					
3	School conduct it is internal and external review of current status in order to develop the school improvement plan					
4	Asses the commitment of the school community and other stake holders					
5	Reviewing the government policy and priorities related to education					
6	The school review the weakness and strength of school organization and management					
7	The school asses of community participation in the school affair					
8	School review the availability of existing resources					
9	The school review the standards attained by its pupils					
10	The school review the nature and quality of it is provision across a wide range of areas					
11	The school compare and contrast current performance across the school and in each subject, with that of previous cohort					

Thank you I n advance

PART- 5 Design; Priorities for Action and Action Planning

The purpose of this questionnaire is to get your views regarding the design priorities for action and action planning and the involvement of concerned bodies in the process of priorities determination. Please, rate to the extent to which it practiced in your school by putting tick mark “√” below the number in the boxes. Use rating scale 1= very poor, 2= poor, 3= fair, 4= good, 5= very good

No	Item	5	4	3	2	1
1	To what extent the priorities identified in the review are translated into specific objective or targets, and action plan are designed to achieve those objective					
2	To what extent the school prioritize its need in terms of their importance to the school development					
3	To what extent school follow the stapes in action plan to achieve the designed objective of action plan					
4	The extent to which the school involve the key stake- holders in the determination of school priorities					
5	To what extent the school priorities its need in term of their importance to the school development					
6	The extent to which the action plan include clear strategies, indicator of success time line, responsibility and cost to address the priorities					
7	To what extent the school prioritize its need in term of the current commitment of the school to dealing with them					
8	To what extent the school prioritize its need that identified by the school review to be addressed					
9	To what extent the school identify the criteria by which progress of action plan will be judged					

PART- 6 implementation and Monitoring.

The following are statements which describe SDP implementation and monitoring issues. Please, shows your judgment by rating from strongly agrees to strongly disagree and put tick mark. "✓"
Use 1= strongly disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= strongly agree.

1	The task specified in the action plan are carried out during implementation	5	4	3	2	1
2	The teachers involved in the implementation issues can be supported in their work.					
3	The school share specific advice, skill and contact with other schools involved in similar projects i.e.: implementing issues.					
4	The implementation of the plan assisted by appropriate structures for collaborations and consultation					
5	Procedure for consulting with stake holders be established					
6	The implementation of the process necessitate and planning meetings both of the full staff and staff groups.					
7	The participant gained information and training in relation to plan implementation.					
8	The implementation of the process is facilitated by the provision of sectarian/ clerical support service					
9	The school had good relation with internal and external facilitation					
10	School can support each other as school cluster in implementation of school development planning by sharing information, experience and expertise					
	MONITORING ISSUES					
11	The monitoring style of school facilities effective implementation of the plan					
12	The school principal, supervisor and improvement committee take corrective action during monitoring.					
13	Monitoring procedures can include review meeting (full staff)					
14	The school discuss the progress in the light of the success criteria and highlight difficulties					

Thank you in advance

PART -7 The evaluation process

The following item indicates the evaluation system for implementing SDP. Please, indicate the level, as being practiced currently by using tick mark“√” in the box below the numbers indicates 3= Mostly, 2= Some times, 1= Never.

No	ITEMS	3	2	1
1	The school evaluate itself in relation to the success criteria			
2	The outcome of the evaluation feed in to the next planning cycle			
3	Action plan is evaluated in the light of evidence gained through data collection tools			
4	The school community participates in the evaluation of school performance			
5	The outcome of the evaluation is reported to the school community			

Thank you in advance

Part 8 Potential challenges face the schools

The following are statements explain the challenges face readiness and preparation for implementing SDP. please put tick mark $\checkmark$ under the number that corresponds to your best agreement to each of the statement. The scale is: 5=Very high challenge 4= high challenge, 3= Moderate challenge, 2= low challenge, 1= very low challenge

No	Item	5	4	3	2	1
1	Lack of satisfaction and resistance by planning group in the school					
2	Absence of flexibility by school manager / principal					
3	High participation of staff in readiness and preparation for implement SDP which create cumbersome and time consuming, inefficient decision and create unrest					
4	Lack of monitoring from high manager					
5	Absences of involvement by stake holders					
6	Lack of knowledge					
7	Planning seems to be done in order to appease high managerial official or to meet due dates of submission					
8	The technical language of SDP was cited as being difficult to understand and use					
9	Low commitment of school leader and teacher					
10	Lack of capable students to be involved in the planning					
11	Shortage of capable school committee					
12	Shortage of supportive staff					
13	Shortage of material and equipment					
14	Low commitment of local political or community leader					
15	Shortage of training in planning process					
16	Shortage of expertise and training manual/ guide line					
17	High turnover of school leader					
18	Lack of clearly defined role of each implementing body					
19	Training is not includes all the stake holders					
20	Scarcity of finance resources					
21	Absence of good school leader					

Thank you in Advance

Appendix-B

Addis Ababa University

College of Education and Behavioral studies

Department of Educational Planning and management

B. Questionnaire to be filled by students

The purpose of this questionnaire is to gather information about the Readiness and Preparation for implementing SDP in secondary school of Bale Zone of Oromia Region to fulfill a partial requirement for Masters of Art degree in Educational leadership.

The success of this study entirely relied on your serious, sincere and timely response to each questions. Therefore, you are kindly requested to compare the questionnaire honestly and responsibly. It would be really be most meaningful if you would be answer all question item in the questionnaire. Moreover, the study is purely academic so that all information will be kept confidentially.

GENERAL DIRECTION

- ◆ You do not need to write your name
- ◆ Put a tick mark“√” in the boxes that represent your response
- ◆ Please follow instructions provided for each part

Thank you in advance.

Part – 1 personal information

1.10 Name of the school....., Woreda.....

1.11 Sex m ☐ F ☐

Age: 16 or below 16 ☐ 16-20 ☐

- 21 or above ☐

- Grade level, 9th ☐ th ☐ 11th ☐ ☐

1.14 Your position in addition to formal learning

-Student council ☐

-Discipline committee ☐

-Club leader ☐

-Other specify ☐

1.15 Readiness and preparation for implement SDP Related trainings given to you (you can tick all only that you find it appropriate)

- Given by management body ☐

Given by woreda education office experts ☐

-Given by Education bureaus experts ☐

- No training is given ☐

1.16 Training duration?

1.17 Content of the training?

- Other please specify _____

1.18 Level of validity /quality of the training? Clear ☐ Not clear ☐

Thank in advance

APPENDIX - C

Interview Question for Woreda Education office (WEO)

Department of planning and Statistics

This question is design to collect information about the secondary schools readiness and preparation for implementing SDP in their woreda.

1. Is sufficient training given for school leaders, teachers and community representatives (i.e. PTA, KTEB) in the readiness and preparation for implement School Development planning?
2. Do you give necessary professional support in your secondary school readiness and preparation for school development planning?
3. Do you approve/check whether or not nessacerly readiness and preparation be made by school to implement school development plan (SDP)?
4. Do you have a copy of your secondary school development plan?
5. How do you monitor and evaluate the readiness and preparation made by school for

Implementing SDP?

6. Do you recommend or encourage the school to make their SDP flexible?
7. Do you belief that the secondary schools have effective SDP?
8. What are the major challenge you observed in the readiness and preparation for

Implementing SDP?

9. What possible solutions would you suggest for the challenge you observe?
10. Have you have any other opinion, recommendation and suggestion regarding to the

Issue of readiness and preparation for implementing school development plan?

Thank you in advance

APPENDIX -D

Interview Question for PTA members

This is to collect data regarding to the involvement of community and parents through their representative in parent Teachers Association (PTA) and Kebele Education and Training Board (KETB) in the readiness and preparation of SDP.

1. Do you know the current education and training policy of your country?
2. Do you participate in the readiness and preparation for implementing SDP?
3. What is your opinion concerning the level of parents, community and students in the planning process?
4. Do you consulted in the clarification of the schools mission, vision and aims?
5. Do you participate in school review establishment of priorities and the development of school policies?
6. How you involve in school readiness and preparation for implementing SDP?
7. What are the major challenges you have observed in the school development planning readiness and preparation for implement SDP?
8. What possible solutions would you suggest for the challenges you have observed in the readiness and preparation for Implement SDP?
9. Have you any opinion, recommendation and suggestion that are not touched?

Thank you in advance

APPENDIX- E

Observation checklist

This check list uses to collect information through observation by the researcher regarding to the readiness and preparation for implementing SDP

No	Items	Yes	No
1	Is there school development (improvement plan)?		
2	Are there clearly indicate the general objective of of education?		
3	Have all appropriate people been consulted?		
4	Does the plan clearly indicate the responsible body in the plan?		
5	Is there an action plan for SDP?		
6	Is there reporting system?		
7	Is there monthly report?		
8	Is there quarterly report?		
9	Is there six month report		
10	Is there annual report?		
11	IS there any discussion on plan?		
12	Is there any discussion of SDP/SIP committee?		

Thank in Advance

Appendix G-1

The agreement and preparation for SDP Implimentation

No	Items	Respondents																		
		School leader (N-46)						Teachers (109)						Students (N-40)						wm
		1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	
1.	School had made awareness creation	1	3	8	18	16	3.9	3	10	10	60	26	3.8	2	5	2	16	15	3.9	3.87
2.	School had set goals & priorities	-	3	4	25	14	4.08	-	-	-	76	33	4.30	5	11	7	8	9	3.12	3.83
3.	Any negative school culture had identified	-	-	6	30	10	4.08	-	9	5	80	15	3.92	3	6	8	15	8	3.47	3.82
4.	School had assured the staff readiness	1	2	7	14	22	4.17	-	7	4	58	40	4.20	3	6	1 1	13	7	3.37	3.91
5.	School had evaluate SDP implementation	-	2	9	25	10	3.93	1	9	6	51	42	4.13	2	5	7	15	11	3.7	3.92
6.	SDP committee contribute more for SDP implicate	-	-	4	35	7	4.06	-	7	20	60	22	3.8	2	7	8	9	14	3.65	3.83
7.	The school made management arrangements on setting procedure.	-	4	5	30	7	3.86	-	7	9	63	30	4.06	2	10	3	15	10	3.52	3.81
8.	All teachers had developed the sense of ownership.	-	4	2	15	25	3.78	-	11	7	10	12	3.57	-	4	2	14	26	4.34	3.89
9.	Did such preparation action done to satisfy student & stakeholders	-	4	2	14	26	4.34	-	23	14	52	20	3.63	8	6	7	10	9	3.18	3.71

Mean < 1.5 strongly disagree, $1.5 \leq \text{medn} < 2.5$ disagree $2.5 \leq \text{medn} < 3.5$ $\leq$ mean, 4.5 agree, $\text{medn} > 4.5$

strongly agree

Appendix G-2

Rating of Responses on the involvements in readiness, stake-holder mobilization for implementing SDP.

No	Items	Respondents																		
		School leader (N-46)						Teachers (109)						Students (N-40)						Wm
		1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	
1	The implementation of the plan	-	-	10	25	11	4.02		7	15	50	37	4.07	1	5	11	17	6	3.55	3.88
2	The participant gained information	-	2	6	21	17	4.15	-	-	27	65	17	3.90	2	7	7	17	7	3.5	3.85
3	All stake holder know their	-	6	6	27	7	5.32	-	1	25	44	39	4.11	6	6	3	21	4	3.27	4.23
4	The school develop external	-	-	2	27	17	4.32	-	5	25	52	27	3.46	3	8	6	17	6	3.37	3.71
5	The school use the	2	9	5	20	10	3.47	-	18	-	60	31	3.95	4	8	6	12	10	3.4	3.60
6	School implement all	-	30	4	-	12	2.69	30	60	-	9	10	2.17	9	9	5	16	1	2.77	2.6
7	School plan implementation meets	-	12	4	24	6	3.52	-	15	4	66	24	3.90	3	4	3	17	13	3.82	3.74

Mean < 1.5 strongly disagree, $1.5 \leq \text{mean} < 2.5$ disagree, $2.5 \leq \text{mean} < 3.5$ undecided $3.5 \leq \text{mean} < 4.5$ agree, mean > 4.5 strongly agree.

Appendix-3

Rating of response on the Review audit of current status, identification of key issues and reviewing conducive environment for SDP implementation.

No	Items	Respondents																		
		School leader (N-46)						Teachers (109)						Students (N-40)						wm
		1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	
1	The school review the weakness`	-	3	3	27	13	4.10	-	9	-	20	20	4.01	6	4	-	23	7	3.52	3.88
2	The school review teaching learning	2	3	-	22	15	5.10	4	5	-	80	20	3.98	3	4	6	20	7	3.6	4.22
3	The school conduct its internal external	2	5	-	15	24	4.17	10	-	-	14	85	5.60	6	6	4	14	10	3.4	4.39
4	School assess the commitment school community and stake holders	1 5	20	2	6	3	2.17	8	1	76	24	1	3.11	6	4	3	15	12	3.57	2.95
5	Review the government policy	4	7	2	23	10	3.60	5	15	9	60	20	3.68	5	5	4	21	5	3.4	3.56
6	Review the condition of school environment	6	6	5	19	10	3.45	4	7	10	69	19	3.84	-	7	2	19	12	3.9	3.72
7	The school assess of community	2	10	2	17	15	3.71	-	10	-	84	15	3.95	7	9	6	14	4	2.97	3.34
8	School review the existing resource	-	9	-	22	15	3.93	-	9	3	75	22	4.00	5	6	4	16	9	3.45	3.79
9	School review the standard attained	-	10	3	18	15	3.82	2	7	-	82	18	3.48	-	1 0	3	15	12	3.5	3.76
10	The school review quality of provision	-	10	1	18	17	3.91	6	12	3	70	18	3.75	4	7	-	17	12	3.65	3.77
11	School compare and contrast current performance	-	4	-	27	15	4.15	-	9	3	74	23	4.01	3	7	2	20	8	3.57	3.9

AppendixG-4

Rating of response on the Design: priorities for Action and Action planning

No	Items	Respondents																		
		School leader (N-46)						Teachers (109)						Students (N-40)						wm
		1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	
1	To what extent the priorities identified	-	9	5	15	17	3.86	1	15	7	64	22	3.83	-	10	3	15	12	3.72	3.80
2	To what extent the school prioritize its need	-	6	-	23	11	3.97	-	17	2	67	23	3.88	3	5	11	16	5	3.37	3.74
3	To what extant school follow step of action plan	20	10	2	6	8	2.39	27	50	20	8	2	2.10	10	15	9	4	2	2.7	2.39
4	The extent the school involve stakeholders	-	3	7	20	10	3.42	3	10	8	13	6	2.47	1	10	20	60	18	4.92	3.22
5	The extent the school priorities in need	6	4	2	23	11	3.63	5	7	11	57	29	3.89	1	3	10	17	9	3.45	3.65
6	The extent action plan include clear strategy	3	2	9	12	20	3.95	20	59	17	10	3	2.23	10	19	5	6	-	2.12	2.76
7	The extent school priorities current commitment	3	5	9	15	14	3.69	-	5	18	65	21	3.93	2	10	11	17	-	3.07	3.56
8	The extent school identify the school review	1	5	3	24	13	3.93	2	15	7	72	13	3.72	4	6	11	14	5	3.25	3.63
9	The extent school progress of action	-	-	2	18	26	4.52	5	18	9	51	26	3.68	4	6	8	15	7	3.37	3.85

Mean < 1.5 very poor, $1.5 \leq \text{mean} < 2.5$ poor, $2.5 \leq \text{mean} < 3.5$ fair, $3.5 \leq \text{mean} < 4.5$ agree, mean > 4.5 good, mean ≥ 4.5 very good.

Rating of response on the implementation and monitoring

No	Items	Respondents																			
		School leader (N-46)						Teachers (109)						Students (N-40)						wm	
		1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$		
1	The task specified in action plan carried out	-	10	2	17	17	3.89	-	33	1	18	17	3.54	6	10	11	6	7	2.95	3.46	
2	The teachers involve in implementation	-	8	3	20	15	3.91	-	10	2	82	15	3.93	3	2	4	24	7	3.75	3.86	
3	The school share specific advice, skill	2	6	-	25	13	3.89	3	10	6	64	26	3.91	3	9	13	9	9	3.52	3.77	
4	The implementation of the plan assisted by structure	-	6	4	12	22	3.95	3	9	-	75	22	3.95	-	3	14	17	6	3.65	3.85	
5	Procedure for consulting with stakeholder		2	7	30	7	3.91	5	15	-	77	12	3.69	2	4	10	15	9	3.62	3.74	
6	The implementation necessitate staff	3	13	3	17	10	3.85	2	1	13	17	7	3.32	2	1	13	17	7	3.32	3.49	
7	The participant gained information & training	-	6	15	17	8	3.58	-	5	4	72	18	4.12	3	8	8	15	6	3.32	3.67	
8	The implementation of the process is facilitated	-	11	-	20	15	3.84	-	10	-	58	41	4.19	2	5	8	14	11	3.19	3.74	
9	The school had good relation with internal & external	-	-	20	18	8	3.57	-	9	63	1	30	3.32	3	9	6	13	9	3.4	3.43	
10	School can support each other	-	6	6	13	21	4.06	2	8	1	74	24	4.00	4	5	12	10	9	3.37	3.81	
11	The monitoring style of school facilitate	-	6	3	10	27	4.26	-	8	-	74	27	4.10	4	9	8	10	9	3.27	3.87	
12	The school principal supervisor take committee action	-	1	-	18	27	4.54	-	9	13	60	27	3.96	1	9	12	13	5	3.3	3.93	
13	Monitoring procedure include review meeting	-	-	6	13	27	4.45	-	9	4	71	23	3.93	6	8	10	9	7	3.07	3.81	
14	The school discuss the progress	-	10	5	12	19	3.86	-	9	5	72	23	4.00	6	6	12	15	4	3.2	3.68	
15	The school leader get feedback	-	5	6	15	20	4.08	-	5	26	49	29	3.93	1	5	9	15	10	3.7	3.90	
16	The monitoring system lead to	1	6	10	12	17	3.82	-	4	15	30	60	4.33	5	6	6	20	3	3.25	3.8	
17	The school leader evaluate the school improvement	-	3	6	10	27	4.32	-	13		60	21	3.81	5	3	8	12	12	3.57	3.9	

Mean < 1.5 strongly disagree, $1.5 \leq \text{mean} < 2.2$ disagree, $2.5 \leq \text{mean} < 3.5$ undecided, $3.5 \leq \text{mean} < 4.5$ agree,

Rating of response on the potential challenge face the school

No	Items	Respondents																			
		School leader (N-46)						Teachers (109)						Students (N-40)						wm	
		1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$	1	2	3	4	5	$\bar{X}$		
1	Lack of satisfaction and resistance	-	2	8	10	26	4.30	-	-	37	49	23	3.87	6	7	6	11	10	3.3	3.82	
2	Absence of flexibility	-	6	7	14	19	4.00	-	5	35	49	20	3.77	7	9	8	9	7	3.00	3.59	
3	high anticipation of tuft	-	-	25	17	4	3.54	-	-	30	55	24	3.94	5	5	8	15	7	3.35	3.61	
4	Level of monitoring	-	2	-	12	22	3.52	-	1	32	54	22	3.88	4	6	7	14	9	3.45	3.61	
5	Absence of involvement by stakeholder	-	6	8	10	22	4.04	-	-	26	26	57	4.28	6	4	11	9	10	3.32	3.88	
6	Lack of knowledge about SDP	-	4	6	16	20	4.26	-	9	50	25	25	3.60	6	6	9	9	10	3.27	3.71	
7	Planning seems to done to apple	-	1	13	15	17	4.04	-	-	60	32	17	3.77	5	5	10	11	9	3.35	3.72	
8	The technical language of SDP	-	6	5	10	25	4.17	-	9	30	40	30	3.83	6	7	8	9	10	3.25	3.75	
9	Low commitment of school leader	-	3	6	10	27	3.67	-	-	25	30	54	4.26	4	7	9	10	10	3.37	3.76	
10	Lack of capable student	-	-	5	19	22	4.36	-	-	9	40	60	4.46	5	6	8	12	9	3.35	4.05	
11	Shortage of capable school committee	-	-	6	8	32	4.56	-	-	20	31	58	4.34	-	6	7	17	10	3.77	4.22	
12	Shortage of supportive staff	-	3	-	18	25	4.41	-	2	7	35	65	4.49	5	5	10	16	10	3.97	4.29	
13	Shortage of material and equipment	-	-	6	15	25	4.41	-	7	15	32	55	3.99	-	5	9	14	12	3.82	4.07	
14	Low commitment of local political	-	3	6	15	22	4.21	-	2	7	32	78	4.61	-	7	10	15	8	3.6	4.14	
15	Shortage of training in planning process	-	1	8	10	27	4.36	-	5	15	74	15	3.90	-	1	8	15	16	4.15	4.13	
16	Shortage of expertise training	-	2	6	10	28	4.39	-	5	9	67	28	4.08	4	5	7	11	13	3.6	4.02	
17	High turnover of school leader	-	1	6	22	17	4.19	-	-	5	37	67	4.56	7	7	7	9	10	3.2	3.48	
18	Lack of clearly defined role	-	1	10	5	30	4.39	-	5	9	30	65	4.42	6	7	7	10	10	3.27	4.02	
19	Training is not includes all	-	-	3	15	28	4.54	-	2	7	70	30	4.17	4	8	8	10	10	3.35	4.02	
20	Scarcity of finance resources	-	1	12	20	13	4.71	-	3	20	73	13	3.88	6	6	7	7	14	3.42	4.00	
21	Absence of good school leader	-	-	-	28	19	4.39	-	-	11	70	28	4.15	4	8	8	9	11	3.37	3.97	

Declaration

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been accordingly acknowledged.

Name: Nesredin Ahmad Tilmo

Signature 

Date 11/06/2012

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

Advisor: Dr. Jeilu Oumer

Signature _____

Date 11/6/2012