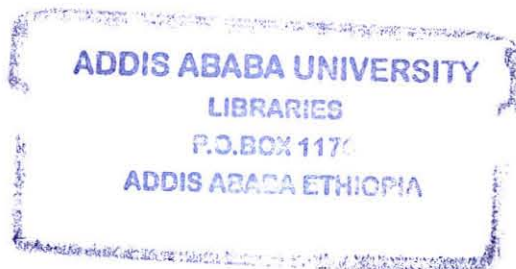
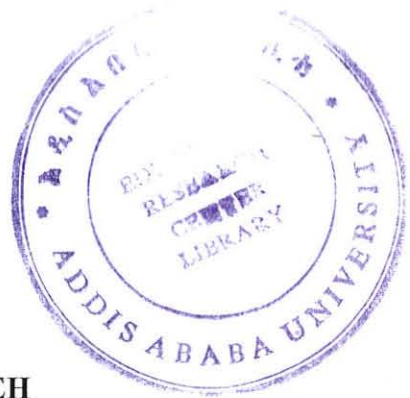


**THE CHALLENGES OF SECONDARY EDUCATION DEVELOPMENT
PLAN IMPLEMENTATION IN OROMIA REGION**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

BY

BIZUNEH YENENEH



JUNE 2009

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**MAJOR CHALLENGES OF SECONDARY SCHOOLS EDUCATION
PLAN IMPLEMENTATION IN OROMIA**

**ADDIS ABABA UNIVERSITY
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PLANNING**

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Abbreviations and Acronyms

CSA	Central Statistics Agency
ETP	Education and Training Policy
EFA	Education for All
EMPDA	Educational Materials Production and Distribution Agency
GER	Gross Enrolment Rate
IIEP	International Institute of Educational Planning
NER	Net Enrolment Rate
MOE	Ministry of Education
NGO	Non-Government Organization
OEB	Oromia Education Bureau
PTA	Parent Teacher Association
SIP	School Improvement Program
UNESCO	United Nations Educational, Scientific and Cultural Organization

Abstract

The purpose of this study was to investigate the major challenges of secondary education plan implementation in Oromia National Regional State. Pertinent points that helps to assess the resources capacity of secondary schools to implement education plan organizational structure, monitoring and evaluation practices to implement their education plan, the extent the regional secondary education plan implemented, the involvement of stakeholders in secondary education plan implementation in Oromia were raised. Over and above the major factors that challenges the implementation of secondary education plan implementation in the region, the mechanisms and strategies utilized to tackle practical problems in secondary education plan implementation were identified. Finally, possible solutions on how secondary education plan implementation would be efficient and effective with in the region were recommended. In conducting this study, descriptive survey research was the preferred method. Accordingly, the zones in the region under the study were stratified based on their performance in the Region and the samples for the study were taken randomly from the stratum. Subsequently, the Education Bureau, five randomly selected zones (Borena, North Showa, Jimma, West Hararge and East Showa) Education Offices were included in the study. Further more, from these five zones 21 woreda Education Offices and 21 government secondary schools were randomly selected; and respondents from each were taken purposively. Review of related literature as the sources of information and questionnaires, interview questions and document observation checklist were used data gathering tools. The gathered data were also analyzed by using frequency counts, percentages, means, chi-square(χ^2) and independent t-test. The findings of the study indicate, the implementation of education plan in the region were constrained by shortages of resources, weak capacity to coordinate school activities and manage resources, low participation of stakeholders, large class size, large work load on teachers and high turnover of teachers, absence of adequate preparation to receive primary school leavers, students disciplinary problems and absenteeism, lack of support for economically poor students and other socio-cultural related factors. Certainly, these would impede the implementation of education plan in the region. Therefore, it is recommended that strengthening the participation of stakeholders, improving the managerial capacity of the implementing bodies by providing training, giving attention to secondary education through realistic planning and effective plan implementation would enable to achieve the anticipated education objectives. In addition, in advance preparation to receive primary school leavers, introducing incentives and motivating mechanisms in collaboration with stakeholders through monitoring and evaluation of the performance, creating different income generating mechanisms that would enable to help economically poor students would be paramount important in mitigating the aforementioned challenges of secondary education plan implementation in the region.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

This part of the study consist background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study, definition of terms and organization of the study.

1.1. Background of the Study

Education is a key factor and an instrument in the process of socio- economic and political transformation of any country. It is not only a means of understanding, controlling and developing the natural environment, but also as a tool for the enhancement of life and enrichment of human sprit (Forojalla, 1993: 38).

As stated by Baum and Tolbert (1985: 119-121) and Ishumi (1984: 18-20) education is an investment on human capital with high returns both to the individuals and to society. It is conceived as an instrument of social and economic change and even as a panacea for social ills. However, education can not serve as a substitute for social and economic reforms but has by necessity to be integrated into such changes.

Thus, education can not function in isolation or planned in a vacuum. It has to be related to the long national aspirations and the programs of national development on which the country is engaged and the difficult short term problems it is called up on to face. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. The country ensure development, when a major effort is made in education area and to drive the maximum benefit from the assets already created and ensure that the fruits of the change reached all sections (Aggarwal, 1997: 3).

If it is so, the question how can we realize the anticipated socio- economic transformation and overall development of the country will lead us to the process, meaning and important key terms of educational planning.

Different writers defined educational planning in different ways, but with no major difference. According to Forojalla (1993: 38), "Educational planning is the process of analyzing the present condition of an education system in order to determine and devise how to reach a desired future state. It basically aims at the coordination and direction of all the different parts of an educational system towards the achievement of long-term goals of a country or region with in it".

As stated by Anderson and Bowman (1967: 18) "Educational planning as the process of preparing a set of decisions for future action, pertaining to education"

In addition, Coombs (1970: 14) defined educational planning as "the application of rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs of its students and society".

In the aforementioned definitions of educational planning, there are important terms need to be considered in the process of planning. These are planning as a process needs systematic assessment of a situation to make rational decision for future action to achieve the anticipated objectives of the system efficiently and effectively.

Although some modest, attempts were made by different countries of Europe in educational planning, there was no a growing body of theory and literature of educational planning as a specialized discipline and profession until the end of world war II. It was, particularly, in the 1950s and 1960s that qualitative turning point in educational planning reached (Forojalla, 1993: 41).

At the international level, the International Institute of Educational Planning (IIEP) was founded by UNESCO in Paris in 1963, which acted as a stimulus to the establishment of educational planning units in the Ministries of Education, particularly in the developing countries. In developed countries it stimulated the establishment of educational planning as an academic discipline at different universities (Forojalla, 1993: 41). In similar way, the establishment of Ministry of Education and planning unit in the Ministry initiated by UNESCO are associated with the introduction of modern education to Ethiopia.

Since the introduction of modern education to Ethiopia, a number of attempts have been made to establish a system of education in the country. But the educational institutions are not capable to fulfill the expectation of the country's development need. This day, to alleviate this problem and complement the implementation of educational policy, educational plan as the world's language and instrument for policy implementation, has got emphasis by educational institutions. However, the changes and improvements to create efficient and effective educational system were not as planned and pronounced in words (ESDP II, 2002: 2-17; ESDP III, 2005: 17-25).

With regard to this, it is very important to see the concept and purpose of planning discussed by Cunningham (1982: 4-6); planning is to provide a bridge between useful knowledge and purposeful coordinated action. It is used to gain control of the future through current acts. By means of planning administrators look a head, anticipate events, prepare for contingencies, formulate direction, map out activities, and provide an orderly sequence for achieving goals. Plans reduce a complex world to someone simple one and facilitates problem solving capacity. In deeded, planning and producing plan is not an end by itself. It is through successful implementation of the plan that the anticipated objective and the desired change will be achieved.

Oromia is one of the nine Regional states in the Federal Democratic Republic of Ethiopia and borders Afar and Amhara regions in the North, Kenya in the south, Somali region in the east, the Republic of Sudan and Benishangul Gumuz region in the west the state southern Nations Nationalities and peoples' and Gambella region in the south. Now the region has 17 Zones, and 253 woredas.

According to 2007 population and housing census, the estimated area of Oromia region is about 353,006.81 km², and accounts for 31.24% of the country's area coverage with a great topographic diversity. The total population of the region was 27,158,471 and nearly 28% of it was school age children, which shows the presence of large number of children demanding education service. Regarding secondary school, the table below may illustrate the situation.

**Table1: Indicating Number of Secondary Schools, Students and Teachers from
1996-2000 E.C in Oromia Regional State**

Academic Year	Number of Schools	Number of Students			Number of Teachers		
		Male	Female	Total	Male	Female	Total
1996 E.C	192	193,319	85654	278,973	4698	405	5103
1997 E.C	241	239492	105787	345,279	5661	524	6185
1998 E.C	293	307002	139962	446,964	7057	648	7705
1999 E.C	332	336,298	161412	497,710	8841	831	9,672
2000 E.C	386	348,293	181,074	529,367	9768	1118	10,886

Source: Oromia Education Bureau, Education Statistics Annual Abstract (1996-1997 EC)

Oromia Education Bureau Annual Report (1998-2000E.C.)

As the Table portrayed the number of schools, students and teachers were increasing very fast every year in the region. This requires sufficient resources allocation and in advance preparation. Lack of adequate resources to implement education plan and in advance preparation to receive and entertain these students would challenge secondary schools and would have negative implication on the realization of educational policy.

To make use of this large number of population, diversified natural resources and topography, to bring development with in the region and improve the life of individuals require huge investment in education.

- Based on Ethiopian Education and Training Policy of 1994, Ministry of Education in general and regions particularly the Oromia Educational Bureau has tried a lot to realize the objectives of the policy. The Education Sector Development Program/ESDP I-III/ approach to realize the objectives of the policy in terms of access, efficiency, quality, relevance and equity at different levels through planning and implementing the plan are the evidences for the attempts made so far.

1.2. Statement of the Problem

Education system is the centre to produce skilled manpower for other sectors and its every activity is guided by educational plan. The weakness and strength in education sector would be directly or indirectly reflected in other sectors and even affect the overall economic development of the country. The way we formulate and implement education plan would be one of the factors, for success and/or failure of educational system performance. Actually, good plan formulation would not guarantee success in educational system. There are a number of challenges and problems in plan implementation. This is also a reality in Oromia region. ,

Oromia, being one of the Regions in the Federal Democratic Republic of Ethiopia, has large number of population, wide area and natural resources. In the region a number of attempts have been made to make use of these resources, to improve educational system as a whole and the provision of education. But those attempts were not without any challenges and problems. The socio-economic factors of each zones, geographical location, and access to different infrastructure, availability of resources, in-school and out-of school factors and education plan implementation capacity of each zone are some of the factors that would create variation within the region and impede the implementation of secondary schools education plan. In this connection the following Table would help to show the difference.

Table 2: Inter- Zonal Variations of Gross Enrolment Rate and Gender Disparities of Secondary.

Zone	Secondary (9-10) Education Enrolment Ratio				Secondary (11-12) Education Enrolment Ratio			
	Male (%)	Female (%)	Absolute gap(M-F) percentage points	Gender parity index F/M	Male (%)	Female (%)	Absolute gap(M-F) percentage points	Gender parity index F/M
Arsi West	70	34	37	0.48	8.1	1.9	6	0.24
Arsi East	54	32	22	0.59	8.3	2.2	6	0.27
Bale	36	24	12	0.66	5.2	1.8	3	0.36
Borena	30	11	19	0.37	4.2	0.4	4	0.10
Dukam Town	342	208	134	0.61	-	-	-	-
Sebeta Town	247	167	80	0.68	108.1	45.6	62	0.42
Adama Town	138	139	0	0..	34.6	25.5	9	0.74
Asela Town	210	202	9	0.96	77.8	27.1	51	0.35
Burayu Town	135	106	29	0.79	50.7	13.3	37	0.26
Bushoftu Town	151	135	16	0.90	39.3	21.4	18	0.55
Jima Town	109	108	1	0.99	28.6	16.2	12	0.57
Nekemte Town	149	141	7	0.95	42.0	19.6	22	0.47
Shashemene Town	248	159	89	0.64	45.6	16.5	29	0.36
Guji	39	13	26	0.34	2.6	0.4	2	0.16
Hararge East	41	11	30	0.27	4.4	1.0	3	0.22
Harage West	31	12	19	0.40	5.3	0.9	4	0.16
Horoguduru	77	46	30	0.60	22.5	9.1	13	0.40
Illubabora	45	31	14	0.69	2.0	0.6	1	0.29
Jima	20	12	8	0.60	1.0	0.4	1	0.38
Kellem Wellega	57	32	25	0.56	6.7	3.1	4	0.46
Shoa East	53	36	17	0.69	5.4	2.1	3	0.40
Shoa North	40	26	14	0.66	8.1	2.8	5	0.35
Shoa SouthWest	50	23	27	0.46	6.5	1.6	5	0.25
Shoa West	55	24	31	0.43	12.2	3.5	9	0.29
Wellega East	51	25	27	0.48	5.6	1.8	4	0.32
Wellega West	71	44	27	0.62	5.5	2.3	3	0.43
Oromia	50	28	22	0.56	7.2	2.4	5	0.34

Source: Oromia Education Bureau, The Millennium Education Statistics Annual Abstract 2000 E.C

Table 2 revealed that there were a great disparities of gross enrolment among male and female, different towns and zones in Oromia. These could be as the result of different in school and out-of –school factors. In such a way, this would bring secondary education planning for varied groups and different levels of plan implementation within the same region and creates challenge to the system

On top of these, the Region under the study is running to achieve different international commitments and goals like Millennium Development and Education for All /EFA/ goals, which gave more attention to primary education.

Truly speaking, the strive to achieve Millennium Development and Education For All /EFA/ goals increased primary schools students enrolment and subsequently caused very fast increasing students population and large class size in secondary schools in particular and in the Region in general. This added pressure on secondary schools and aggravated other problems of secondary schools education plan implementation in Oromia. As the report of 2000 E.C. Oromia Education Bureau revealed the gross enrolment of primary school students was 104% male, 87% female and a total of 96%; where as the gross enrolment of secondary school (grade 9-10) was 50% male, 28% female and a total of 39% and grade 11-12 was 7.2% male, 2.4% female and a total of 4.8%. This shows a great gap between primary and secondary schools as well as male and female students' enrolment in Oromia.

Secondary school by its very nature is one of the very complex education systems that play intermediate role between higher education institutions and primary education. It incorporates large number of student population of fire age with different behavior and disciplinary problem. Secondary schools are the feeder for higher education, and for middle level training institution including primary schools teachers. Any poor performance in secondary schools would have adverse impact on the performance of higher education and primary schools. This is also one of the problems in implementing educational plan in education systems. It is the case that this study gives attention to major challenges of secondary schools education plan implementation in Oromia and that makes the study different from other studies in similar area.

In general, effective and efficient implementation of educational plan is not an easy task. Human, material, financial resources, nature of the planning process, organization of planning and implementation process, content of the plan, administration and management of the implementation process would be some of the factors that challenge its implementation (Waterson, 1965: 339)

Thus, this study is intended to find out and examine the major challenges of secondary school educational plan implementation in Oromia National Regional State. In line of this, the study is intended to find answers to the following basic research questions.

1. To what extent the secondary education development plan implemented in the region.
2. To what extent the human, material and financial resources are mobilized to implement secondary education plan in the region?
3. To what extent the organizational structure is convenient to implement secondary education plan?
4. What is the extent of monitoring and evaluation practice in implementing secondary education plan?
5. What are the major factors that challenge the implementation of secondary education plan?
6. What mechanisms and strategies are in place to alleviate the challenges and problems of secondary education plan implementation?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to assess the challenges of secondary education development plan implementation in Oromia National Regional State and recommend strategies.

1.3.2. Specific Objectives

The specific objectives of this study were:

- to examine the extent the regional secondary education plan implemented
- to assess the extent of resources mobilization to implement secondary education plan in the region.
- to see extent the organizational structure is convenient to implement secondary education plan?

- To examine the monitoring and evaluation practice in implementing secondary education plan?
- to identify the major factors that challenges the implementation of secondary schools education plan implementation in the region
- to look at the mechanisms and strategies utilized to tackle practical problems in secondary school education plan implementation.

1.4. Significance of the Study

Educational planning and implementation process comprise an interactive analysis of the existing situation in which the educational systems 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 situation, identifying problems, generating alternatives, evaluating alternatives, making decision, communication, projection, managing resources and activities in implementing the plan, monitoring and evaluating the implementation and modification if required. It should be supported by rigorous study and involvement of different concerned people. In this regard, the role of the research and researchers in creating mechanism to solve the implementation problems of educational plan is very crucial.

Therefore, this study has the following significance:

1. It would help to provide information on major challenges of secondary school education plan implementation, shade new light on the problem and fill the gap of knowledge pertaining to education plan implementation in the region.
2. It would provide possible alternatives for the problems encountered in the implementation of secondary school education plan and, subsequently, contribute to realize the national education policy with in the region.
3. It would initiate other researchers to deal more about the existing problems in depth and replicate the study in other regions.

1.5. Delimitations of the Study

In order to carryout any research work, it is important to delimit the boundary of the study in terms of coverage and scope. This study was, therefore, delimited to the assessment of the major challenges of government secondary education plan implementation in Oromia National Regional State. In this study, the achievement in terms of enrolment, quality, equity in line of sex and rural-urban and the extent of internal efficiency of the system were examined. Gross and Net enrolment of secondary students, teachers' qualification, student-teacher ratio and student-section ratio, gender and urban-rural disparities were given attention.

On top of this, these, this study specifically focuses on the extent of secondary education plan implementation, the availability of the necessary resources for education plan implementation, the convenience of organization structure to implement secondary education plan, the extent of monitoring and evaluation practices for plan implementation, identification of major challenges, mechanisms utilized and measures taken in government secondary schools education plan implementation in Oromia National Regional State.

1.6. Limitation of the study

In carrying out any research, researchers would face a number of problems that limit the study. Thus; this study had the following limitations:

1. Financial resource is highly required in conducting research. The rising cost of stationery, transportation and other service were the major problems that the researcher encountered.
2. Scattered geographical location of some sample schools and woredas was the prominent challenge that limited the researcher in collecting data from large sample size. This also affected the possibility of getting a variety of findings from large number of respondents. However, this was managed by using different data gathering tools and data collectors.
3. Difficulty to get well organized document and school Parent Teacher Association/PTA/ members were some of the limitations of this study that constrained the application of the data collection tools and data collection. This would limit the findings of the study. Hence, different data gathering tools at different level, (region, zone, woreda and school) and using

the available Parent Teacher Association (PTA) member were the mechanisms the researcher managed the problem.

1.7. Definition of Terms

Implementation-to put something in to effect; to carry out something (Hornby, 2006: 395)

Stakeholders-person, company etc that has shares or an interest in a business or an industry (Webster's New Twentieth Century Dictionary of the English Language, 1995: 1159)

School Facilities-a building or site belonging to or used by school system for school purpose (Good, 1973:513)

Challenge – to put in question, to constraint and impede the applicability of something, to test the ability of somebody or offering problems that test some body's ability or character and contest the applicability of something (Cambridge Advanced Learner's Dictionary, 2005: 195)

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

1.8. Organization of the Study

This study was organized in to five chapters. The first chapter deals with the problem and its approach. The second chapter focuses on review of related literature. Chapter three contains research design and methodology. The fourth chapter emphasizes on the presentation and analysis of the data. Finally, chapter five provides summary, conclusions and recommendations of the study

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Concept and Meaning of Educational Planning

Planning is a systematic and rational way of decision making process to give optimal solutions to problems that calls for rational assessment of conditions and generating possible alternative actions (Ishumi, 1984: 11). It is a rational and scientific approach to problems involving identification of objectives and available resources, developing alternatives, examining the implication of alternative courses of action and wisely choosing among them. It encompasses deciding on specific targets to be met with in specific time limits, and finally developing the means of systematically implementing the choices that made. Planning as a continuous process which involves decisions, or choices about alternative ways of using available resources, with the aim of achieving particular goals at some time in the future (Conyers and Hills, 1984: 3)

This involves the assessment of the existing situation, including institutional structures, financial and human resources and the establishment of strategy for action. Educational planning, as a management tool is a process of acquisition and analysis of data from empirical base for the provision of information to decision makers. It is a technique that seeks to make full use of an understanding of several disciplines in combination with a clear awareness of practical realities. The technique as a process of systematic decision making directed at improving social action in the future so as to optional to achieve long range objectives (Akzin and Dror in Ishumi, 1984: 21)

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

driven decisions, to ad-hoc action or to chance discoveries. It is a process that is clearly associated with efforts to anticipate and influence positive results in change, in tune with rationally defined objectives (Ishumi, 1984: 32).

As Ishumi (1984: 21), summarized, planning is selecting and relating knowledge, facts, images and assumptions regarding the future for the purpose of visualization and formulation of desired outcomes to be achieved those outcomes, and limits on acceptable behavior of the learner to be used in their accomplishment. In this regard, educational planning is fundamental in providing framework for educational activities in the schools and plays a guiding role to achieve the desired change in education system.

2.2. Rationale for Educational Planning

Countries, irrespective of their location, are with in rigorous competition in order to cope up with frequently changing social, political, economic, technological and environmental situation. It is a reality that the only successful will survive and the one which is unsuccessful will cease to exist.

As quoted by Ishumi(1984: 23), "Every body plans to succeed, but many people fail to plan". Maintaining this, morphet, Jesser, and Ludha in Bozeman (1984: 43) concluded that change will occur whether or not educators desire change, or prepare for it. However, with appropriate planning efforts, system disruptions may be minimized.

Planning, typically, brings about some needed and agreed up on changes that are designed to correct or improve the existing situation. It is through planning that organizations justify their existence and through performance that they maintain their right to continue to operate (Ishumi, 1984: 22). Planning, as the keystone of management function, is the only tool that management has to help the organization adapt to change and cope with some uncertainty (Ivancevich, Donnelly, and Gibson, 1980: 52). It is an organized attempt to establish goals and priorities, estimate future contingencies and resources, consider alternatives for matching resources with goals, and devices actions that will maximize the realization of those goals (Waltman, 1981: 271)

Out of the famous and generally accepted functions of management, planning is the foundation upon which the other four functions rest. Planning function encompasses defining an organization's goal, establishing an overall strategy for achieving those goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities (Tayler in Cunningham, 1999: 3; Robbins, 2001: 2). Administrators need the understanding and direction provided during the planning process to carry out successfully the remaining four functions. It is planning that provide framework for operation of every organization. Nothing to organize, coordinate, command and direct without planning. By means of planning administrators look ahead, anticipate events, prepare for contingencies, formulate direction, map out activities and provide an orderly sequence for achieving goals. Planning compel the administrators to visualize the whole operation and enable those in the organization to see important relationship, gain a fuller understanding of tasks and activities, make needed adjustments, prepare for needed future activities and appreciate the basis upon which organizations activities are supported (Cunningham, 1999: 4-7).

As elaborated by Aggarwal (1997: 3-5), planning in connection with education as a social service play a great role in increasing production, modernization of society, promoting social change and national integration, developing democratic values, establishing socialist pattern of society, developing secular outlook, promoting international understanding and synthesizing cultural and scientific values. These can be ensured by systematic and realistic planning and efficient and effective implementation of the plan.

In respect to increasing predictability and control, and facilitating implementation, UNESCO, (1977: 138) identified the use of planning:

- to make the implementation more rapid with fewer errors and less time lost on coping with unexpected out comes,
- to make the most rational use of scarce resources.
- to assure that the way the project is implemented corresponds to the initial vision of design.
- to inform people about what to expect or what to do at each stage of the project implementation.

- to assess the progress of the project in relation to its objectives at each stage of its implementation.

In conclusion, the purpose of educational planning, like the whole process of planning to which educational planning is only a sub-set, is to provide a bridge between useful knowledge and purposeful coordinated action in education. Planning is used to gain control of the future through current acts. In order to materialize this, plans need to examine the strength and weakness, threats and opportunities of the context for which the organization is planning.

2.3. Characteristics of Educational Plan

Different writers defined educational planning in different ways and suggest numerous approach of planning. According to Davis (1980: 1), educational planning, as a form of general and systematic social planning, is rational foresight applied to stimulate and guide social action toward articulated objectives. Educational plans prepared at different levels of educational system are expected to meet educational objectives of the institutions in which the plan is prepared for. In order to meet such objectives, educational plans need to reflect some features. Forojalla (1993: 39-41), identified the essential features of planning:

- planning is concerned with understanding of the present; it goes on to consider the likely future conditions and development. It embodies the skills of anticipating, influencing, and controlling the nature and direction of change.
- planning deals with the consequences of active intervention that is with actions that will change the present into something better in the future. As no organization is free of change, effective planning ensures survival and growth. Planning helps to prevent an organization from being the helpless victim of change; instead it gains a measure of control and influence over its destiny.
- planning is closely linked with policy and making decisions.

The aforementioned features are very important that need consideration in planning process. However, secondary schools sometimes give less emphasis to understand the present situation

and link education plan with education policy of the country. This would lead to prepare over ambitious plan and pave way for education policy failure.

Adding to these essential features of planning, Talesra, Dashora and Sarupria, (2002: 180) listed the specific characteristics of institutional planning in education system as: the plan is prepared on the needs of the school and identified by the school staff, based on the principle of optimum utilization of the resources available within the school and the community, a cooperative venture of the school management, school staff and students, goal-oriented, aims at school improvement, specific for an institution and there cannot be a sample plan for all the institutions, continuously developing and cannot be rigid and it forms the basis for the distinct plan for development and improvement.

As aforementioned by Forojalla (1993) and Talesra and others (2002) both description of planning features are complementary and help to use as yardstick of meeting the purpose of the plan. Thus, secondary schools and education planners are expected to pay attention to these features and characteristics of educational planning in the processes of their plan preparation.

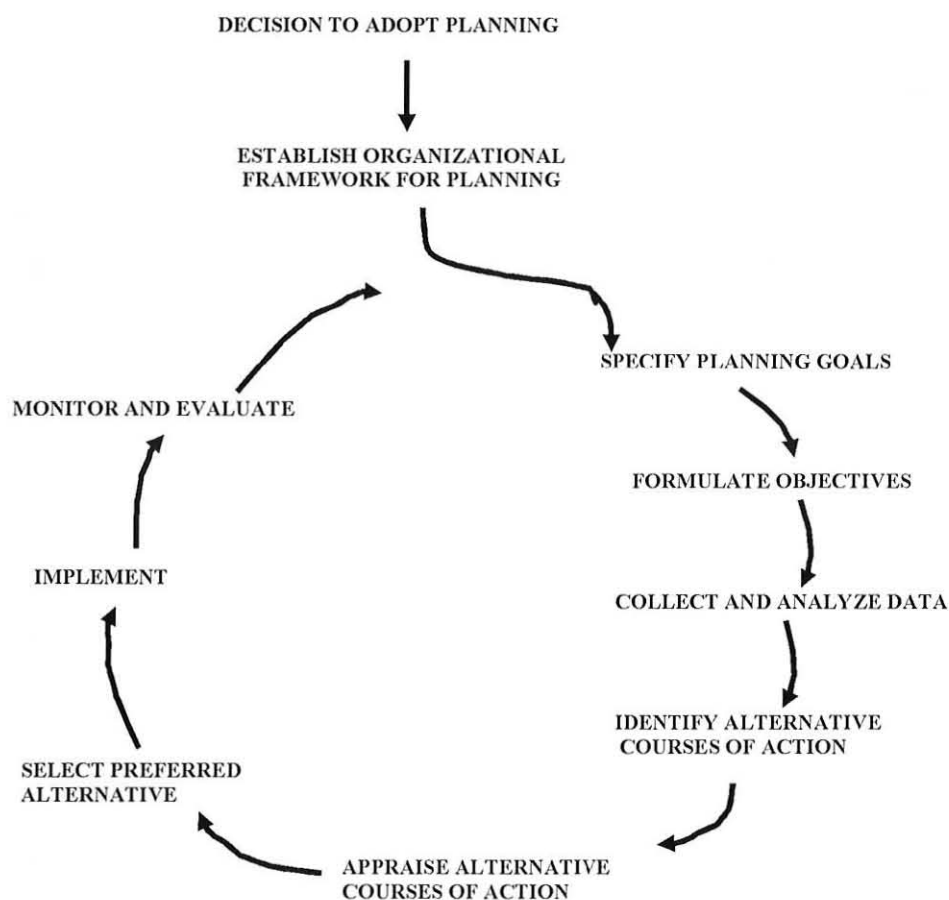
✓ *2.4. The Planning Process*

Planning is a cyclical process, involving a sequence of stages which are designed to link the formulation of basic policy goals with the design of specific projects or programs and to ensure that lessons learned from the implementation are feedback into subsequent planning cycle. It is not a one-shoot occurrence. As described by Beenlaker in conyers and Hills (1984: 72) comprehensive plan involves a continuous and cyclical process based on: appraisal of the current state of affairs, assessment of future directions for progress and preliminary priorities among directions, preliminary formulation of objectives and estimation of available funds, consideration of alternative course of action, specification of objectives and sub-objectives, identification of alternative programs, projects, policies and strategies, search for the best solutions, derivation of evaluation criteria, application of evaluation criteria; and determination of action plan and budget.

Mapoor in Talesra and others (2002: 75) also suggested different planning stages in planning process as: establishment of objectives, mission and goals, identification of problems and needs, assessment of resources, determination of priorities, formulation of plan, finalization of plan, work plan for implementation, monitoring and evaluation; and Revision of plan.

The two aforementioned planning process models have no significant difference except sequence of each stages and specificity. But the Mapoor model is clearer and seems appropriate for educational systems. To more illustrate the planning process, the following figure would be helpful.

Figure1. The Planning Process



Source: Conyers and Hills (1984), An Introduction to Development planning in the Third World.

Different people have different views about planning process. There is no one perfect model of planning; and even it is not straightforward process. There are a number of interactions between stakeholders, people and different units working in the organizations.

In this regard, the roles of planner are through his function of exploring the likely consequences of existing and alternative approaches, he is fully involved in the development of policy and once policies and decisions have been made by the executive (Political authority) he is responsible for translating these in to programs of action. This explains the close working relationship between the planning unit and the top executives (Farojalla, 1993: 40).

Adding to this, Forojalla (1993: 40-41), indicated that planning is a joint or corporate function that should involve all the different units and sub-units of the organization both at the headquarters as well as at the lower levels. It is done most effectively by involving those who are to carry out plans. The province and district education officers, principal and the class teacher must all plan for the efficient performance of their individuals and joint tasks, for they are also concerned with the use of resources for carrying out decisions and policies.

However, participation approach to planning is not always feasible. In some countries government, for political reasons, generally favor a more centralized control of planning process. This creates a serious obstacle to the practice of participatory planning because of lack of communication, knowledge and understanding of planning by most of the officials lower down the rungs of government bureaucracies. Furthermore, doubt about the authenticity of participation in decision making, unwillingness of the principals to share power because of the difficulty in assessing shared decision making accountability, lack of interest to participate because of participatory decision making increases meeting time, commitment, conflict of interest and accountability are among the factors that hinder participatory planning (Dimmock, 1993: 35-37; Forojalla 1993: 41).

In spite of these constraints, participatory planning is crucial for efficient and effective implementation of education plan and good performance of the schools. In general, planning is for change and efficient and effective change should be accompanied by managing people, things and ideas. In order to make the change effective, attention should be given to key

planning concepts, professional needs or expectations and personal needs or dispositions (Lemasters and Nir, 2007). The following diagram may illustrate more.

- 2.5. Plan Implementation

Definition of implementation varies, depending on the point of view of the person concerned. The word implementation sometimes used to refer to the whole process of translating broad policy goals or objectives into visible result in the form of specific projects or programs of action. According to Pressman and Wildavsky, in conyers and Hills (1984: 155), implementation as a process of interaction between the setting of goals and actions geared to achieving them. The task of implementation is to establish a link that allows the goals of public policy to be realized as outcomes of government activities (Grindle in conyers and Hills, 1984: 155). In these cases implementation is seen from the policy makers' point of view and it includes all the stages of planning process.

In the context of planning, however, implementation is usually used only to refer to the later stages in the planning cycle. It is concerned with what happens after the actions required achieving specific goals or objectives have been identified and presented in the form of plan.

Implementation is often regarded as something which is beyond the scope of planning or planners. This attitude can be explained by the fact that actual implementation of specific plan is the responsibility of technical and administrative personnel rather than planners. However, this does not mean that planners can ignore the implementation stage. On the contrary, implementation problems are widely recognized as one of the major weakness of planning in many parts of the Third world (Conyes and Hills, 1984: 80). Supporting this, Waterston and Grindle cited in conyers and Hills (184: 156) suggest that nature of planning process, organization of planning and implementation, content of plans and management of the implementation process are some of the factors affecting plan implementation.

Because of the cyclical nature of planning process and implementation cannot be seen in isolation from other stages of planning process, planners must be concerned about plan implementation. Thus constraints affecting the implementation of plan must be examined during the earlier stages of identifying and appraising alternative course of action, and during

and after implementation by the planner. It is necessary to consider how to implement plans or to plan the implementation process. This involves, among other things, identifying the various activities associated with plan, preparing a time schedule which indicates when they will be under taken and mobilize the resources such as financial, staff, materials and equipment required for implementation (Conyers and Hills, 1984: 80-81). This is a very important stage in the planning process and one which is frequently neglected because it is not seen as the responsibility of either the planners or the implementers. It may often be necessary to set up special implementation management structures to ensure that plans are properly implemented.

2.6. Management of Plan Implementation

Plan implementation involves mobilizing, organizing and managing resources needed to undertake the actions embodied in plans. These resources include finance, manpower and materials. Many plans are not implemented as planned because these resources are not available in the right quantity and quality, at the right place and time. One of the main obstacles to plan implementation in many countries is lack of coordination between preparation of plans and the annual budgeting process (Conyers and Hills, 1984: 158).

As indicated by Malpica and Rassekh, (1983: 138) lack of coordination in education systems contribute to wastage of scarce resources and slow down the pace of development. Emphasizing on this mathur in Malpica and Rassekh, (1984: 138) states that lack of coordination in education sector can among other reasons be assigned to the following:

1. Multiplicity of agencies within education system without any clear and effective system of coordination.
2. In adequate flow of information between various levels and sectors of education.
3. Lack of effective system of integrated planning at various levels since every sector of the economy prepares plans independently.
4. Lack of perception by functionaries as to their own as well as one another's roles.
5. Lack of team spirit and group approach in working.

Poor coordination between planning and allocation of resources (manpower, finance and materials) poor management or organization of the implementation process are the main problems in plan implementation which lead to implementation failure. For example, the time taken to obtain the necessary resources may not accurately assessed, the order in which various activities have to be undertaken may be ignored, or the various individuals or organizations involved may not be able to or willing to play their role (Conyers and Hills, 1984: 158).

According to Kaufman, (1995: 23-52), plan is designed to be used. Every body that is involved in plan implementation and has stake should have easy access to it. Each person should know exactly how and when to interact with others and accept his or her unique role and contributes. This cooperation should become a part of the organizational culture.

Without a doubt, whatever efforts are made to improve education plan implementation by any of the means discussed above, it will never be possible to remove all obstacles to the implementation process. This is because some factors are beyond the control of either the planner or other involved in the preparation and implementation of plan. Plan implementation can be frequently hampered by unexpected weather or other natural disasters, international economic problems resulted from shortage of foreign exchange required to purchase essential equipments and school facilities, sudden political changes and personality problems among the various individuals involved. Nevertheless, such problems should not prevent the planner from seeking to improve-even if not to perfect the implementation process (Conyers and Hills, 1984: 159-160).

Thus, to overcome the challenges schools face due to scarcity of resources, poor management of existing resources, organization and coordination of different activities, schools are expected to be conscious of these problems and strive for improvement. The successful implementation of a plan is not only guaranteed by the availability of resources, but also a matter of proper organization and administration.

2.7. Relationship among Policy Making, Planning and Implementation

Policy making, planning and implementation are interrelated. Policy making is preparing guidance for action that may take the form of a declaration of goals, objectives, course of action and social values. Policy making involves decision making but a decision does not necessarily constitute policy. Policy determines the principle for action and planning provides the instrument for the application of policy and review. Policy decisions are needed in the planning process and defining its goals and limitations (Sapru, 2002: 4-5; Talesra and others, 2002: 180).

Koontz and Donnel in Talesra and others (2002: 180-181) depicted that the “more strategies and policies are carefully developed and clearly understood, the consistent and effective will be the framework of the plans. Therefore, planners who ignore policy only jeopardize the good results of their endeavors”. On the other hand, planning process has various feedback effects of policy. Broadly speaking, a plan is a program of action for attaining definite goals or objectives. In this sense, it is a policy statement and planning implies policy making. It is possible to say that policy making involves making decisions about the general directions in which change or development should occur. Particularly, these decisions have direct or indirect implications of a controversial, sensitive, value-laden or political nature, while planning is the process of deciding what courses of action can best bring about these changes or development and how they should be undertaken, and implementation is the actual execution of these courses of action (Conyers and Hills, 1984: 15; Sapru, 2002: 5). The purpose of planning is fundamentally two fold: to determine the appropriate goals, and to prepare for adaptive and innovative change. That is why planning and policy making are closely related; it is through planning that policy decisions are translated into systematic programs of action for implementation (Forojalla, 1993: 40).

Implementation and planning are two sides of the same coin and are interdependent (Mathur in Malpica and Rassekh, 1983: 121). It is one thing to have a blue print or a plan of improvement prepared by a school and it is another thing to implement the same effectively. Implementation is an important stage when a plan is translated into action, inputs lead to outputs. There will be a flowchart or a chain of activities to be performed in the course of executing the plan. Different resources are coordinated and harnessed to bring about desired

results or to realize the designed objectives (Talesra and others, 2002: 133). The implementation stage would consist of the actual establishment of the schemes, including preparation of sites, provision of services and selection of occupants (Conyers and Hills, 1984: 15).

As suggested by Conyers and Hills (1984: 15-16), the three activities follow on one from the other, beginning with policy making, progressing to planning, and then to implementation. This in turn indicates the role of planning as a sort of intermediate stage between policy making and implementation, or in other words its importance as a way of enabling general policies to be translated into practical action programs which produce visible results. This relationship provides division of responsibility between different people. This indicates that policy making is the responsibility of the politicians while planning is the responsibility of professional experts and administrators are responsible for implementation.

One indication of the relationship between policy making and planning is the role of policy making in the formulation of the goals of planning. This relationship is reflected in the fact that much of policy making is concerned with the definition, elaboration or refinement of goals and that, although planning and policy making cannot be clearly separated, policy decisions tend to precede planning decisions, in the same way that goals have to be formulated before their implementation can be planned (Mathur in Malpica and Rassekh, 1983: 124).

The close relationship between planning and policy making is also reflected in the fact that plan documents frequently include a mixture of policies and plans and often the two cannot easily be separated. Similarly, the distinction between planning and implementation is not as clear cut as one might think.

One of the most significant implication of the interrelationship between planning, policy making and implementation; and therefore between planners, politicians and administrators is the fact that planning cannot be considered in isolation from the social, administrative, and in particular, political environment in which it has to operate. It is especially important to take into consideration the political system in the country concerned, the political ideology of the government in power and the social structure of the society (Conyers and Hills, 1984: 17). The

political environment also affects the role of individual planners, limiting the way in which he can operate, the type of proposals he can incorporate in his plans and the impact which he is able to have on the course of events. Professional planners are frequently frustrated by what they often regard as political interference and by their inability to achieve any meaningful results because of the nature and distribution of socio-economic and political power (Conyers and Hills, 1984: 18).

✓ ***2.8. Factors Affect Education Plan Implementation***

The implementation of education plan can be hampered by many obstacles. These obstacles differ in kind and degree of seriousness. According to UNESCO, (1991: 144) problems due to weakness in the infrastructure or procedural configuration, dependence on external technical assistance and situational factors in particular cultural and psychological variables are some of the factors affect plan implementation and can be reduced or avoided by careful and realistic planning.

Consistently, overestimating the capacity of educational system to attain its objectives and less based on analysis of available resources leads to unrealistic and over ambitious plan and create disequilibrium between systems goals and system capacity. This greatly contributes to the failure of plan implementation. Generally, the implementation of educational plan can be affected by in school and out of school factors.

2.8.1 In School Factors Affect School Education Plan Implementation

In school factors are those which are related to the activities of the school. These are related to the school principal, the teacher, the school facilities, instructional materials, class size and school environment, teacher student interaction (relationship) guidance service, text book and the curriculum.

2.8.1.1 School Principal's Role

The success of any school system depends upon the dynamism and interest of the head of the school. In light of this, the three essential skills (technical, human and conceptual) and competency of the principal (the school manager) play a decisive role for the successful achievement of organizational goals. The school principal, as the manager of the school, is responsible for designing an organizations structure. This includes the determination of what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. He has to identify the needs, the scarce resources, like interests, abilities and capabilities of the teachers and make them work enthusiastically for the welfare of the school. He has to create conducive environment for jointly working of teachers, students and the community towards the progress of the school (Talesra, Dashora and sarupia, 2002: 185; Robbins, 2001: 2-4).

According to Reynolds (1997: 83-84), the principal's role can no longer be limited to managing the status quo through control and compliance. The principal must meet both the management and leadership demands of the school by creating a school setting that improve the effectiveness of the school. This school setting can be built by principal focusing on: - meeting the management needs of the school, creating a positive organizational climate, influencing attitudes and beliefs about change, developing the school wide perspective of the educational program and adopting the strategic planning model for school improvement. Maintaining these, Dimmock (1993: 66) identified the characteristics of effective principal as:

- ▶ having clear visions and goals for their schools.
- ▶ being able to articulate and translate the vision for all school constituents.
- ▶ providing a supportive environment that enhances teaching and learning.
- ▶ monitoring classroom and school practices
- ▶ actively intervening to reinforce positive features of the work of teachers and students but also taking corrective action to target problems.

In general, the extent to which the principal positively affect the schools effectiveness depends on the principal's ability to demonstrate vision, trust, credibility, and inspiration. It is very difficult to efficiently and effective implement school education plan and have effective school

without capable and effective principal (Reynolds, 1997: 84). The principal who lacks the above quality would negatively affect the performance of the school and brings additional challenge to the implementation of school education plan.

To support the principal's role, Dimmock, (1993: 33-34) providing training to principal, teachers, parents, student, Parent Teacher Association (PTA), and school administrators to understand what the plan and the change involves, and to learn how to participate effectively in an environment characterized by shared decision making and collaborative work relationship would be essential.

2.8.1.2 Teachers' Knowledge, Skills, Work Load and Attitude Towards Teaching

As noted by Flinder in Talesra, Dashora and Sarupia (2002: 41) teaching as compared to other occupations is an open-ended activity which is totally unpredictable. Teachers necessarily deal with uncertain and unknowable and diffusely defined aspects of teaching.

Teaching is no more viewed what is used to be. New subjects are continuously being added, curriculum programs and syllabi are constantly changing. As innovations in other fields multiply, demands and pressures on teachers increase. Teachers job responsibilities have become more extensive and their roles are not clearly defined (Rawat in Talesra and others, 2002: 40). They have to know where their students are and what they are doing. They have to program for all different abilities in their classroom. The changing composition of teacher's classes over the years has had implications not only for discipline and stress but for the complexity of programming and preparation too (Talesra and others, 2002: 38-40).

Moreover, teachers are accountable to parents and the principal in their school for every thing like curriculum assessments, examination, student psychology, too much paper work and completing documents and student discipline all that increase the sense of pressure for teachers and consume their time. To overcome these challenges and facilitate the learning practice, teachers are expected to have adequate time, knowledge, teaching skills and positive attitude towards teaching. But failing to overcome the aforementioned teachers challenges,

adding to low salary payment and poor living condition will lead to develop frustration and negative attitude towards teaching that would be a serious problem to secondary school plan implementation. As stated by Graham-Brown, (1996: 272) ill qualified teachers, disaffecting teaching force, working in poor conditions and constantly short of money will not be effective in implementing educational plan.

2.81.3 School Facilities and Instructional Materials

School facilities and instructional materials include physical buildings, playgrounds space arrangements, sanitary facilities; library, laboratory equipments, furniture, books, video, television and teacher's guide (Graham-Brown, 1996: 33; and Talesra and others, 2002: 182)

Davis and Loveless (1981: 2) states that the state of school facilities and instructional materials can facilitate or hinder the implementation of educational plan in the schools.

2.8.1.4 Teacher-Student Relationship

Good relationship and interaction between teacher and students is one of the important aspects of teaching learning process. Good relationships enable students to discuss freely with their teacher and learn more, motivate and help to develop interest to learn, accept the guidance of their teacher (Gammage, 1971: 63; Grant, 1982: 47). Adversely, lack of good interaction between teacher and student would have negative impact on teaching and learning process and the implementation of education plan.

2.8.1.5 The Curriculum

One of the important area needs to get attention in education plan implementation is the preparation of text books and curriculum. Well produced and easily available text books and curriculum are an important asset, but if their contents are irrelevant to the experiences of students, ignore the culture, needs, interest and abilities of the learners they are unlikely to stimulate the learner to learn (Grhama -Brown, 1996: 275).

Dimmock (1993: 30-31), depicted that interdisciplinary curriculum that gives attention to the needs, interests and abilities of the learner and fosters more collaborative activity among teachers is essential. This collaborative and cooperative integrated curriculum is expected to result in instruction that would be more considerate of different learning styles. The curriculum that more considerate of different learning styles, which enable students to become more actively involved a great diversity of student centered instructional strategies such as cooperative learning which require the teacher to be more of facilitator is necessary. In this respect, poor preparation of student text books and curriculum would discourage the learner and impede the implementation of education plan.

Therefore, relevant curriculum and appropriate text books with due attention to the needs, interest and ability of the learner must be prepared to facilitate the implementation of education plan in the schools. In preparing the curriculum the involvement of teachers, students, parents, local community representatives, and other officials who are concerned and knowledgeable about what and how of students learning is very crucial (Stow and Selef, 1989: 187)

2.8.1.6 Class Room Condition and School Environment

Classroom condition and school environment are some of the factors that would bring an impact on the outcome of teaching learning. Favorable classroom condition and conducive school environment would help to facilitate the instructional activities and enhance the implementation of education plan. On the other hand, large class size, poor classroom facilities and organization with students' disciplinary problem and unfavorable school environment affect the performance of the school and the student.

According to Lewin and Caillods (2002: 302-304), optimum class size and student teacher ratio at secondary level (25:1) are very important to facilitate the teaching learning process. Large class size and student teacher ratio increase teachers' work load and reduce student teacher interaction which would have negative impact on the quality of education. In general, secondary schools are increasingly complex institutions which require sophisticated management if they are to be effective and efficient.

2.8.2 Out –of- School Related Factors that Affect the Implementation of Education Plan

Out of school factors are those which are not within the boundary of the school system but have the power to affect the learning of the students and the implementation of education plan. An effective curriculum can neither be evolved in a vacuum nor with out a strong foundation. Its base and the ethos are provided by social, economic, political, cultural, scientific and technological developments and by the environment they jointly create. Obviously, then, what we require to do is to take the holistic view of the internal and external environment which is important to facilitate the implementation of education plan and develop the quality of the whole school (shrivastava in Talesra, 2002: 47).

In this regard consideration to out of school factors such as political, economic, socio-cultural and other environmental situations needs to be taken in plan preparation and implementation.

2.8.2.1 Politics

The goals, contents, structures, processes and methods to provide education services and implement education plan influenced by political situation of the country. There is a strong linkage and constant interaction between school system and political system of the country. Without due attention of political power and mobilization of politicians, the functioning and existence of educational organization will be in question (Haddad, 1995: 35).

In a country which the government encourages and prioritizes education for citizens; and there is stability of political system resources will be allocated and utilized properly. This will ease the implementation of education plan. Adversely, in political instability and conflict meant that the governments allocate large proportions of their budget to defense and internal security. Furthermore, migration and interruption in the continuity of education would be common.

Interference in the educational process censorship of curriculum, books and educational materials prevent sensitive issues being addressed in the classroom. All these impede the implementation of education plan in schools (Graham-Brown, 1996: 33-36).

2.8.2.2 Economic Factors

Educational resources are the vital inputs needed to effectively conduct instructional activities at all level of the education system. The level of economic development of the country and the commitment of the government to allocate resources and educate citizens determine the resource capacity of educational system. No organization can exist or accomplish its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plan and keep service going (Ozigi, 1995: 43). The amount of finance available to schools and the way it is utilized influence the quality of their performance. So, this resource needs to be managed properly in order to enhance the implementation of education plan (Lockhed and Verspor, 1991: 39-45).

On the other hand, low economic capacity and crisis both to the government and individual parents, inflation, low wages and unemployment make difficult for children to get to school and stay there. Poverty creates shortages of instructional materials and malnourish which causes health problem and difficult to concentrate on education (Graham-Brown, 1996: 184). In poor countries, family survival may dictate other strategies, or choice as to how many children can go to school and for how long. In some communities, first choice is given to boys. In fact in poorer communities, especially in the rural areas, more boys than girls leave schools especially at secondary level, in order to work. In other words, the opportunity cost of keeping boys at school is greater than it is for girls (Graham-Brown, 1996: 185-187).

In general, poverty creates lack of balanced diet, shortage of educational materials and money to pay for transportation and school fees, withdrawal to look for job and migration which results instable family of the students. These and other economy related factors like unemployment after graduation, long distance from home to school and large family size and fast population growth affect the performance of school systems and the prospects of the learner.

2.8.2.3 Socio-Cultural Factors

Implementation of educational plan is not purely technical process. As planning is for change and change involves stress even when the change is desired. There is a tendency to avoid undue stress in as many aspects of everyday life as possible or to reduce it to a tolerable level if it cannot be entirely avoided. Plans which assume that people will accept to function in situations of high novelty and complexity without long period preparation, safe practice and support are erroneous (Havelock and Huberman, 1977: 159; UNESCO, 1983: 288)

Social- cultural factors are the most external factors that affect plan implementation. So, implementations of education plan involves behavioral change in teachers, students, parents, administrators as well as politicians (UNESCO, 1983: 289) The family as the basic social unit and the first school of an individual student that learning starts first, influence the behavior of students in school (UNESCO, 1991:35; Graham-Brown, 1996:59)

Adding to the aforementioned, Graham-Brown (1996: 56-59) elaborated that educational background of the parent, traditional beliefs and religion of society are among the external factors that affect the learning of students. Parents with low or none-educational background are unlikely to initiate their children to learn and help. Children of literate mothers are healthier, better nourished and have high life expectancy than illiterate mother (Baum and Tolbert, 1985: 47)

According to the discussion made by Graham-Brown, (1996: 59-60) on studies of different countries like Togo, Lome, Argentina and Zimbabwe, families are reluctant to keep girls at school on the ground that:

- ◀ it is waste of money, since when they go married they move out of their parents' household.
- ◀ fear of the dangers facing female out side home like pregnancy.
- ◀ control of girls sexuality and less possibilities of employment.

In countries like Ghana, Tanzania and Namibia drop-out rates caused by school girls pregnancies pose additional questions (Graham-Brown, 1996: 61). These and other socio-

cultural and religious beliefs are among the external factors that paralyze the implementation of school plan.

2.8.2.4 Learner Related Factors

The intention of educational planning in educational systems is to help the learner to acquire knowledge and skills; and bring behavioral change and positive attitude; and finally develop professional competency that the country needs to involve in socio-economic development. To achieve these goals students are expected to behave in accordance that help to implement the education plan of the school.

The competency, behavior, attitude towards learning and interest of the learner are among the factors that influence the teaching learning process. The home culture and treatment learners bring to school have their own share in school systems' performance (Tekeste, 1990: 24). Since secondary school learners are youngsters, they have high probability of emotionality, delinquency, and inclination to addicting by drugs, alcohol, smoking and absenteeism from school. These would affect the health of the learner and time of learning (Lewin and Caillods, 2001: 283-294). In general, Poor physical, mental, social and emotional health of the learner hinder teaching and learning process and impede implementation of education plan.

2.8.2.5 Secondary School Resources Allocation and Management- Related Factors

Secondary education is a crucial stage for the education system where most primary school teachers are trained. It is also where the future students of higher education are selected and taught essential foundation skills. Students enter secondary school as children and leave it as young adults. What they experience there will influence the course of the rest of their live (Lewin and Caillods, 2001: 1).

However, a number of factors have been challenging the provision and expansion of secondary school in developing countries. With respect to this, it is important to quote what Seyoum (1996: 25) noticed that:

...the availability of resources is quite indispensable to the effective implementation of educational reform. ... An educational reform that is bent to bring about improvement in an educational system without adequate resources would be nothing but an exercise in futility. It is true though that in most Third World Countries, the educational budget could not keep pace with the ever increasing student enrolment. In fact, in many least developed countries, as enrolment grows by geometric progression, resources increase only by arithmetic progression. Consequently, in these countries governments have increasingly found themselves no longer able to carry the ever-increasing cost of education. Thus, they have been obliged willy-nilly to make the agonizing and painful decision of introducing a policy of cost sharing that requires parents and/or students to share the burden.

According to Lewin and Caillods (2001: 283-333) the experiences of Zimbabwe, Malawi, Sri Lanka, China and Costa Rica show that attrition through out secondary schooling especially girls, high costs(fees) fall on parents, high unemployment of secondary school leavers that hinder expansion of secondary schools and to be prioritized, class repetition, budgetary position constrained by lack of economic growth, high enrolment and large class size which can affect quality of provision, shortage of secondary school teachers supply, and high recurrent cost have been affecting the performance of secondary schools.

In most developing countries the bulk of secondary education is publicly financed. Low and negative rates of economic growth, as well as high costs, have squeezed the public resources available for financing expanded secondary schooling. At the same time external assistance has favored support for primary (basic) education. On top of these, international commitments, for instance, Education for All /EFA/ goals, which intend to increase primary school enrolment is creating challenge and pressure on secondary schools education provision. These challenges are: high enrolment in primary schools needs large number of secondary schools to receive primary school leavers. But developing countries are treating this issue with in the existing secondary schools; with out adequate preparation of secondary schools. This is increasing teachers work load, class size, over using school facilities and affecting the quality of secondary school education provision. Secondly, secondary schools must successfully graduate sufficient numbers of secondary school students to provide entrants to

primary teacher training to increase the supply of primary school teachers (Lewin and Caillods, 2001: 333-335).

Malpica and Rassekh (1981: 74), with regard to the administrative implication of rapid increase in the number of secondary schools in developing countries stated the difficulty of school supervision because of unsatisfactory transport and communication facilities, lack of construction and maintenance of school buildings due to scarcity of resources and low public finance, shortage of budget to purchase and up keep of equipments specially science teaching materials and libraries are among the challenges of education plan implementation in secondary schools.

Thus, for normal functioning and expansion of secondary schools and to solve the aforementioned challenges, the government and educational systems are expected to take into consideration the above challenges and allocate the appropriate budget. The fact that educational investment took an increasing share of national budget reflected the high priority given to education. Governments believed, it would promote economic growth and provide the skilled manpower needed for development. To support this, since education is a private and a social investment, some shared responsibility among individual students, families, employers and other groups including international agencies need to be established to contribute in the provision of resource and facilitate teaching learning process (Psacharopoulos and Woodhall, 1991: 128).

Education resources are anything in the educational system or its environment that may be organized for use in the process of teaching and learning. These are all the financial, human and material that are required for the normal functioning of education system. Resources are the vital inputs needed to effectively conduct instructional activities at all levels of the educational system. The implementation of education plan and the attainment of educational objectives require the commitment of resources. Without the allocation of sufficient financial resources (budget), the required skilled manpower and materials the implementation of education plans and the achievement of educational objectives remains the wish of the schools (ESDP III, 2005: 25-27; Okumbe, 1981: 57).

However, the availability of the required resources alone is no guarantee of the quality of teaching and learning or good performance in education system. So, commitment of the students and the support of their parents, teachers and community; and properly managing the resources those are under the control of the school in order to enhance its contribution to the betterment of the quality of education are very important (Lockhed and Verspor, 1991:84; Thomas and Martin, 1996: 8-9)

2.9. Different Strategies and Mechanisms to Tackle the Problem.

Implementation of secondary school education plan is not an easy task. There are different obstacles and challenges that impede the implementation of educational plan in education systems. To solve these problems, different writers suggested different mechanisms.

According to Aggarwal, (1995: 85-86) adjusting school timing and vacation, providing part time education, providing incentives and facilities to economically poor learners, educating parents about the importance of education in individual and social development, removing social evils such as easily marriage, making schools attractive and making the curriculum meaningful and relevant to the environment and life of the student work experience are some of the factors that facilitate teaching and learning process.

With regard to the provision of quality of curriculum, a broad curriculum includes contents from all areas of experience and knowledge, a balanced curriculum placing and appropriate weighting on each area of experience and knowledge; a coordinated curriculum achieving continuity and sequencing of work a cross units, subjects and courses, both vertically between stages, and horizontally, between subjects at the same stage; a relevant curriculum matches with the needs of students; and differentiated curriculum sufficiently diversified to reflect differences in student abilities is required (Dimmock, 1993: 5).

As noted by Finn and prasch in Dimmock, (1993: 2-3) improvements in student achievement are likely to be gained in schools which are relatively autonomous, posses a capacity to resolve their own problems and in which strong leadership particularly principal is a

characteristics. Adding to this Brown in Dimmock (1993: 3) described six common effective school-based management features;

- autonomy, flexibility, and responsiveness.
- planning by principal and school community.
- adoption of new roles by the principal
- participatory school environment
- collaboration and collegiality among staff and
- heightened sense of personal efficacy for principals and teachers.

School principals and teachers of each school are responsible in using available resources in the most efficient and effective way to secure the best possible student learning outcomes. The achievement of high student learning outcomes is dependent on the school providing a quality curriculum for every student. Managing for a quality curriculum involves the promotion of student learning, the fostering of quality teaching, the creation of a climate that support learning and an appropriate curriculum structure and content (Dimmock, 1993: 16-18). In addition, Fraser in Dimmock, (1993: 16) identified:

- reinforcement and reward for correct performance
- instructional cues, engagement and corrective feedback and;
- professionalized and adaptive instruction based on individual student guide and counseling to strength students learning and facilitate the implantation of secondary school education plan.

Furthermore, Lewin and Caillods, (2001: 290-331) suggest different options to finance and increase participation in secondary schooling. These are:

1. Increase over all allocations to education sector: Poorest countries spend only tiny amounts per student. This has not only the obvious effect on the books, materials and laboratories available to each student, but it also means that if cuts or saving have to be made the effects are much more drastic (Grahm-Brown, 1996: 33-34).

It is the characteristics of educational expenditures in many developing countries that increasing faster than Gross National Product /GNP/ and it has fluctuated widely from year to

year, without necessarily following a long-term trend. This is especially prominent in African countries, many of which have been amongst those affected most by recession, violent price fluctuation and unstable exchange rates (Graham-Brown, 1996: 35; Malpica and Rassekh, 1983: 27). It is obvious that national governments cannot go in increasing the share of funds allocated to education in their financial planning. Even to maintain the existing enrolment ratio would require massive additional funds. This and attempt to improve the quality of education, efficiency of the system would require resources well beyond the capacity of most developing countries (Bordia in Malpica and Rasekh, 1983: 27). Some governments have chosen, whether out of ideological conviction or political calculation, to maintain the proportion of expenditure going to education, while cutting other social sectors.

However, when real levels of expenditure are failing over all, the absolute sum available in education budgets may be declining, even when education's share of the total has not fallen. Budgets, therefore, need to rise annually to keep up with rising levels of demand for learning, aside the need for expenditure to keep up with inflation (Graham-Brown 1996: 37).

Wastage and inefficient use of resources, lack of maintenance of buildings and school property, leaking roofs, lack of light, water, lack of transport and fuel to bring materials to schools(especially in remote rural areas), shortage of raw materials caused by production and transport bottlenecks or lack of foreign exchange for example, paper for books, cement and other building materials for repair or new classrooms are some of the factors that affect provision of education and its quality (Graham-Brown 1996: 37-39). On top of these, long distance travel between home and school, lack of training or poor teachers training, lack of professional support for teaching staff, lack of students' text book and teacher guides, inconvenient school environment, the attitude of both teachers to teach and learners to learn are crucial factors that affect quality of education (Graham-Brown, 1996: 38). This situation would necessitate better teacher performance, greater local community involvement, improved supervision, examining the educational planning and administration of the system, improved financial resource management.

With regard to the voluntary work in education and local community involvement to improve the quality and provision of education, and reduce the burden form the government, according

to Bordia cited in Malpica and Rassekh, (1983: 28), countries like Philippines, Kenya, Colombia and Peru did exemplary work. These are greater educational expenditure for secondary and higher education in Philippines comes from private institutions; the sizeable contribution of local community and parents reduce the burden of secondary education on the state in Kenya Harambe schools and considerable private sector in secondary school and higher education in Colombia and Peru.

Recently, Ethiopia has also been practicing the involvement of private sectors in providing education at all levels of education systems, local community participation in constructing schools and the introduction of cost sharing at upper secondary and higher education. Indeed the attempt to expand private schools and community participation in different education issues are encouraging, but the expansion of private schools is urban biased and communities' contribution in terms of cash and kind to education is squeezing the poor.

2. Shift resources from other levels with in the education sector: Additional resources for secondary schooling can be mobilized through redistribution of current patterns of allocation between levels. This is the fact that, especially, the cost of primary schooling is lower than secondary schooling.

3. Reducing unit costs at secondary level and/or produce more graduates with existing resources: This can be by modifying the length of secondary schooling, increasing student-teacher ration and class size, improving teacher utilization and increasing teachers' workload, reducing average teaching cost, increasing school size, increasing efficiency (reducing repetition and drop-out rates), improving schools management, reducing capital costs by using different mechanisms like using local labor and raw materials, night schooling, self-financed community schools, and distance education.

4. Cost recovery and community contributions:

5. Call on external assistance.

Actually, applying the aforementioned options suggested by Lewin Caillods, (2001: 39-333) to finance secondary schools, and increase participation are not simple and straight forward. Some of them have negative impact. For instance, reducing unit cost may affect the quality of education, shifting resources form primary to secondary level would affect the provision of

primary school education, and increasing the contribution of local community would increase burden on poor and affect their life. So striking a balance is important.

2.9.1 Stakeholders Involvement in Educational Planning and Its Implementation

Education is the most important tools to achieve our desired goal and shape the future. It should not merely be transmission, acquisition and retention of information, but it should be capable of making a full person, a holistic person with pragmatic and positive attitude having certain values which are cherished by a civilized society. This can never be accomplished without proper and systematic thinking, sharing of various ideas and experiences from different groups (Talesra, Dashora and Sarupia, 2002: 38).

Citizens who know their rights and obligations through education play a very important role in the country and contribute their talents, energies and resources to develop the society in general and education systems in particular. Citizens have a stake in the provision of education through planning and plan implementation. Their involvement would affect or effect the implementation of any plan or change.

National government, donors, local government and communities, cultural organizations, religious organizations, teachers, principals, employers, the family and child are the key players in educational system (Ayalew, 2000: 28-30).

Developing education plan without the input of representative educational partners is one of the mistakes usually made by educators and their partners. A plan put together and produced more quickly by a small group is not likely to be accepted by others who feel they have not contributed. When stakeholders don't feel they are the part of planning, the results usually will be ignored or thwarted. Planners also grow frustrated seeing their product sit on shelves without the achievement of intended objectives (Kaufman, 1995: 23-39). Preparing a plan and coming up with a document is not an end by itself. It should be efficiently and effectively implemented. The likelihood of plan implementation would be increased by increasing authentic participation of stakeholders in plan formulation. Participation of stakeholders in

plan preparation promotes the sense of accountability for the effective accomplishment of organizational goal, deciding on the goal and means for realizing goal, managing an organization and its unit, help to be responsive and responsible and to create better future for tomorrow's child. Participative plan preparation, also, provide the chance of sharing different ideas, experiences, feelings, getting constructive suggestions, facilitating staff perception on the current status and future aspiration of the education system and thereby reduce the opposite view that prevail between and among the different groups and individuals (Chapman and Lars, 1997: 294-295).

Participatory planning initiate individuals to exert their full potential for implementation, develop the sense of ownership in realizing educational objective and tackling any implementation constraints. It gives chance for the contribution of each and every staff not only to enhance implementation but also serves as a lively training ground for professional growth (Mohanty, 1990: 12).

2.9.2 Educational Decentralization or Centralization as Strategy.

Centralization or decentralization is not ends in themselves, but only means to an end. Consequently, under given conditions the rationale behind qualitatively strengthening a centralized system rather than decentralizing it can be quite persuasive (Bjork, 2006: 9).

As Winkler and Weiler in Bjork (2006: 9) observed about the rational behind educational centralization are:

- financial, to benefit through economies of scale as well as equitable allocation of resources to reduce regional economic disparities;
- policy and programmatic uniformity, to establish consistency in quality, programs and activities.
- central placement of scarce human resources, to place strategically the scarce skilled human resource at those points in the institution where their impact can reach across the entire educational system.
- the diffusion of innovation, to spread changes more rapidly through the entire system; and

- improve teaching learning, a tightly controlled curriculum can be one policy response to the problem of poorly qualified teachers.

Actually, what elaborated about the rationale for educational centralization by Winkler and Weiler would have some contribution in solving the problems of education plan implementation. However, all would not be perfect and panacea as a strategy to tackle the problems. Some would bring some shortcomings to the system and overall education policy implementation. For instance, centrally controlled working system would ignore local situation and negatively affect plan implementation.

On the other hand, there is a preference to decentralization than centralization in educational systems by different countries. According to Bjork, (2006: 10); Aggarwal, (1997: 494) and Arends, (1982: 223) decentralization is defined as the transfer of decision making authority, responsibility, and tasks from higher to lower organizational levels or between organizations. Of course, decentralization is not without limitation. The same to centralization it has advantages and disadvantages. That is the case that different countries strike a balance implying that there is no complete decentralization; in decentralized system there is some sort of maintaining power and control at the center. Thus, it seems better to employ eclectic.

As described by Bordia in Malpca and Rassekh, (1983: 1) and Dimmock, (1993: 22) decentralization of educational administration would be useful from the point of view of:

- link education with development and manpower needs.
- bringing about qualitative improvement.
- implementing some of the recent thinking on learning strategies and environmental orientations.
- meeting the urge for reassertion of cultural identity in the third world countries.
- encourage school based management and empower teachers, parents and students to reshape and direct the education system.

Moreover, Aggarwal, (1997: 494); Miles and Fullan in Arends (1982: 223) emphasized the importance of decentralization that because of unique organizational characteristics schools loose coupling, few hierarchical relationships and low interdependence. Any thing short of

locally initiated problem solving will be doomed to failure. The basic function of decentralization in development planning is to ensure people participation, to be more responsive and adaptable to regional and local needs of the population.

With regard to the exercise of decentralization of educational planning and implantation Bordia in Malpica and Rassekh (1983: 32-41) and Reynolds, (1997: 2) indicated that the delegation of the authority to individual schools to make decisions and adopt by principal, teachers and parents requires restructuring and training to each concerned people. Lack of preparation for decentralization, lack of administrative structure at the decentralized level, insufficiency of training, continuance of old financial and administrative procedures, economic and political situations, weakness of institutional structures, and lack of adequate skilled and professional man power hinder the realization of educational decentralization.

In reality there is no truly decentralized education system. All decisions retain degrees of centralization and decentralization, the issue is finding the appropriate balance (Bjork, 2006: 11). Solving education plan implementation problems not realized by decentralization only. There are different things needs to consider. sometimes, as indicated by Bozeman (1981: 31), unsuccessful planning and problem solving efforts fail because of working on the wrong problem, emphasizing on extensive analysis and unnecessary data collection, lack of information to prepare realistic plan, absence of holistic perspective and reliance only on expertise and ignoring- stakeholders.

As centralization assists in rapid decision making, many difficulties being encountered during implementation of education plan; which would be avoided by a decentralized and participatory approach of planning and implementation.

It is known that the needs and structures of centralized and decentralized approaches are not the same. While the former demand unity and homogeneity, the later requires differentiation and dynamism; how much the internal coherence of administration of education plan implementation ensured when faced with these two apparently opposing tendencies is the basic question (Malpica and Rassekh, 1983: 9).

With this regard Talcott in Mapica and Rassekh (1983: 9) indicated the importance of the function of integration in the administration of education plan consisting of ensuring of necessary coordination between units or parts of a system particularly as concerns their contribution to the organization and functioning of the whole.

In the principle of decentralization there is also the fear that certain reservation in regionalization would be expressed in regard to its complexity and diversity in practice. It may not always affect in the same degree all state functions, or imply greater actual redistribution of decision making power. In some countries regions in their fullest sense do not exist but organized while in others education services administered at various government levels coexist in the same area. Regionalization also carries the risk of dislocation and duplication of effort within it. It also brings new interest groups with conflicting interest. These conflicting interest groups which may work in favor of the change (implementation of education plan), or resist to it at various levels. To overcome this challenge the role of supervisors in vertical liaison between local and higher levels of administration is quite important (Malpica and Rassekh, 1983: 9)

2.10. Overview on Ethiopian Education

Orthodox Church and mosque were the only major institutions providing religions education and played a vital role in the cultural development of nation, till the introduction of modern education (1908) to Ethiopia. Even after the introduction of modern education, both Orthodox Church and Mosque have been continued to provide education for respective religious children in different part of the country.

Obviously, the introduction of modern education was not warmly welcomed. It was the fact that clergy and aristocracy were opposing the introduction of modern education, the fear that it could serve as mechanism for penetration of alien religion and disturb the existing religious status quo and culture (Seyoum, 1996: 2-3)

The introduction of modern education and its implementation were not an easy task. The opposition by different people, shortage of the right people to run the system and low

enrolment, Italian occupation and war were the first factors retarded the attempt made by Emperor Menelik and Haileselassie.

After the expulsion of Italian, various attempts to solve the problem of education system in Ethiopia were made. Among these, Education Sector Review (ESR), Evaluative Research of the General Education System (ERGES) and the transitional government's Education and Training Policy (ETP) were the most prominent attempts to reform the Ethiopian education systems and provision of education (Seyoum, 1996: 13-23)

As stated by Ayalew (2004: 54) both ESR and ERGES were attempts to solve the crisis of education system. ESR concerned with quantity and ERGES was on quality. However, the two reform attempts were not implemented and even the documents of both studies were "secret" which were inaccessible to the public (Tekeste in Seyoum, 1996: 21). Stressing on this, seyoum, (1996: 21) noted that "secrecy had become part of the tradition in Ethiopia educational reform. It also seems that no lesson had been learnt from the Education Sector Review".

From the aforementioned discussion about the two reforms' study document secrecy and failure to be implemented, we can learn that education systems should be accompanied with socio-economic structural change. The ideology of the country, the bureaucracy, administration, hierarchical structure (centralized and decentralized) commitment of the government to respond to the question of education systems and provide relevant education to the citizens are some of the issues need to be considered in reforming educational systems.

As reality speaks, any study in educational system and education plan implementation is time bounded. Failure to use the results of study on time and impeding plan implementation would have negative consequence on the provision of education and attempts to reform. Sometimes, this leads to as attempts so far made at Ethiopian education reform, treating symptom rather than the root causes of the problem of education system (Seyoum, 1996: 30).

In solving the education problems in terms of efficiency, access, quality and relevance the Education and Training Policy launched in 1994 incorporated a number of issues at different

educational systems levels in general. With this regard, a number of improvements have been observed. However these are with a number of problems and challenges, especially, in the provision of secondary school education.

According to Education Sector Development Program (ESDP) II (2002: 17-18) and ESDP /III (2005: 25-27) lack of qualified teachers, low budget utilization, weak program management and implementation capacity, lack of harmonization of donor and government procedures with respect to planning approving, implementing procuring and reporting, high turnover of professional personnel, inadequate planning and management capacity at lower level of organizational structures (Woredas) and lack of adequate text books management systems were the observed critical problems in realizing educational objectives during the implementation of education sector development program I and II (1999 - 2004/05).

In addition, the rapid increase of students' enrolment in secondary schools brought another challenge to the attempt to improve access to quality education. Maintaining the above issue, Ayalew (2002:51) states that ". . . social demand had exceeded supply and resources were being distributed over a large population. The quantitative expansion was being achieved at the expense of quality".

Therefore, as aforementioned about the experience of Ethiopian education system reforms in response to the question of the system, there have been a number of challenges that hampered the implementation of educational plan and realization of its objective. In light of this, socio-economic structure and the extent of available resources in general have played a great role in delaying and constraining to solve the problem of education systems in Ethiopia.

CHAPTER THREE

3. METHODOLOGY.

3.1. Method.

The study was intended to assess the status of the implementation of secondary education plan and identify major challenges encountered in the course of action in Oromia Region. The preferred method in this study was descriptive survey research. This method involves a systematic and comprehensive study of a particular community, organization and group with a view to the analysis of a social problem and the presentation of recommendations for its solution (Ahuja, 2005: 46-46). It is also believed that helps to collect the necessary and relevant to the subject comprehensive data and opinion of the respondents and to get exact description and interpretation of current status that reflects existing situation (Seyoum and Ayalew, 1989: 81-83).

3.2. Sources of Data

For this study both primary and secondary sources of data were used. In the collection of primary data, office respondents from providing professional support and monitoring education core process, educational materials supply and financial administration core process, plan and budget preparation and information management system core process at regional, zonal and woreda levels coordinators and facilitators; and from secondary schools such as principals, deputy principals, unit leaders, departments head and experienced teachers were used. On top of this, observation of different documents like education plan, performance report and abstracts were carried out. Further more relevant books, journals, internet and other written materials related to the topic were revised.

3.3. Sample Size and Sampling Technique.

Administratively, previously, the region was divided into 14 zones and 197 woredas. But this day, starting 2007 because of restructuring, the region is divided in to 17 zones and 253 Woredas. In the region there are 386 secondary schools. In this study, the researcher used the

previous organization /14 zones/. Because the newly established Zones and woredas lack sufficient information of five years to take the sample specially on students enrolment, promotion and repetition. Indeed, when we say the researcher used the previous organization of the region it does not mean that the newly established Zones and woredas were excluded from the study sample. Since, these newly established Zones and woredas have been the parts of the region they were included in the study.

Because of time and financial limitations, it is difficult to conduct research on the whole zones, woredas and secondary schools of the region. Therefore, stratified random sampling on the basis of secondary schools (Grade 9-12) five years' (1996-2000 E.C), data on average percent of students' repetition were employed. Best, (2005: 16) depicted that to subdivided the population into smaller homogeneous groups helps to get more accurate representation.

Promotion, repetition and dropout rates are the three paths of students flow from grade to grade and characterize the efficiency of the education system. These rates can be used for evaluation, monitoring and projection of the efficiency of students flow in an education system (Tegegn, 1996: 14). As the result of this, data on students' repetition, economic and socio-cultural factors were used to stratify and take the sample from the population.

Accordingly, the Zones in Oromia National Regional State were categorized as good, medium and poor performing Zones. The lowest percent of repetition was considered as good performance, the highest percent of repetition as poor performance, and in between the medium performing zones.

In support of this, Tegegn (1996: 16) indicated "...high repetition rate is implicated with high wastage ratio and associated with low internal efficiency. It blocks access to schooling for other children who have not got chance to go to school. Because the school space is occupied by repeaters repeating grade"

Accordingly, from good performing Zones, North Showa and Borena Zones, from medium performing Jimma zone and from poor performing Zones, East showa and West Hararge Zones were randomly selected from each stratum as the sample Zones for this study. And out

of these randomly selected five zones 21 woredas were selected randomly to avoid bias. With regard to the sampling of secondary schools, one secondary school from each sample woredas was included in the sample.

The sample size for this study comprises a total of 350 respondents. Because, as aforementioned, the stratified zones were based on their similarity of their performance, it is expected that the sample zones and respondents could represent the other zones and population under the study in the region. The available Regional Education Bureau departments head, team leaders, and expertise, zonal and woreda education offices department head, team leaders and expertise, planning department expertise at all levels were included in the sample. In selecting expertise at all levels, attention was given to only expertise those have relation with educational planning and implementation. Assuming that, they have relation with the process of educational plan implementation and provided that they would give the right information. In addition, the available secondary schools principals, deputy principals, Unit leaders, departments head and some experienced teachers were purposively selected to be the sample of this study. In this regard, the respondents categorized in to two groups. The first group was office respondents regional Bureau, zonal and woreda education workers. This is because of, even though they are working at different levels and has power of decision making, they have similar role and involve in similar activities such as planning, decision making, providing professional support and facilitating the work of schools.

Accordingly, 10 respondents from regional education bureau, 25 respondents from zones education offices, 105 respondents from Wored education offices and 210 respondents from secondary schools were the sample population for this study.

3.4. Data Gathering Tools and Procedures

3.4.1. Data Gathering Tools

The preferred data collection instruments for this study were questionnaires and interview questions. Both open ended and close ended questionnaires were used for all office and school respondents. Because, it is assumed that, using a variety of questionnaires would allow the

respondents to give free objective information, opinion and attitudes and permits to collect data of wider coverage with minimum expense in money, time and effort(economic advantages) (Seyoum and Ayalew,1989: 72-86).

Further more, as Ahuja (2005: 221-222) elaborated about the purpose of interview that helps to obtain research-relevant information focused on the content specified by the research objectives of description and explanation. It also provides insight into the nature of social reality and unexplored dimensions of the problem, helps to understand the feelings and attitudes of the interviewees more clearly, seek additional information wherever necessary and make it meaningful. On the basis of this, interview questions were administered to 21 school administrators and 16 Parent Teacher Association/PTA/ members as a data sources and to get their opinion on resources and stakeholders participation related issues. School administrators would have access to the right information about the implementation of school education plan. Thus, they were purposively selected to get the right information.

In addition to questionnaires, educational plans and performance report documents were consulted. For this purpose checklist was utilized as the main tool.

3.4.2 Data Gathering Procedures

After the questionnaires had been prepared, pilot testing was conducted to check reliability and validity of the questionnaires. The pilot testing was conducted on South West Showa zone, Sebeta Hawas and kersana Malima woredas Education Offices and Sebeta and Lemen secondary schools which incorporate a total of 16 respondents out side the sample zones, woreda education offices and secondary schools.

Before the questionnaires had been administered on a large scale to the respondents the reliability and validity of the questionnaires were assured and the necessary comments from the pilot testing were incorporated in to the questionnaires, some questions were avoided and other questionnaires, for instance, questionnaires focus on stakeholders' participation which was prepared to be rated, changed into interview questions. With regard to checking the validity and reliability of the questionnaires face validity and cronbach alpha were used

respectively. As indicated by Yalew (2006: 221) Cronbach alpha is the appropriate measurement of reliability when the numbers of choices for each question are many.

Thus, after the data were collected, reliability test was made using cronbach alpha. Accordingly, the reliability of the questionnaires of school and office respondents was 0.87 and 0.71 respectively. With regard to this, different statistical and research literatures, for instance, Yalew (2006: 206) disclosed the more the result of the reliability test is nearer to one, the more it is reliable. The more scores are treated in the calculation, the more the number of reliability test approaches to one. Generally, the test indicated that the set of questionnaire were reliable.

In addition, orientation on the objective of the study, the schedule and procedures: when to distribute and collect the questionnaires and how to fill the questionnaires were given to the respondents in advance. Then, the questionnaires were distributed to 140 offices and 210 schools, a total of 350 respondents to fill out the questionnaire. Serious follow up were carried out to increase the number of filled out questionnaires during data gathering time.

3.4.3. Variables and Method of Data Analysis.

This study mainly focuses on the dependent variable which is secondary school education plan implementation and the independent variable such as in-school and out of-school factors that can affect the implementation of education plan. In examining these, different statistical tools were employed.

As specifically indicated by Hinkle, (1994: 535); Pagano, (1998: 326-424); and Couch, (1982: 230-318)

1. The independent t-test can be used to determine whether there is statistically significant difference of opinion between two sample groups (office and school) respondents by using means arising from two independent samples, when the standard deviation of the population is unknown and the measurement scales are interval and ratio, for instance, the variables like rating scales.

2. Chi-square (χ^2) most often used in the analyses of nominal data. In such analyses, we compare observed frequencies of occurrences with theoretical or expected frequencies to test the association or difference between the respondents opinion in their response to item given.

Accordingly, in this study, the information obtained through questionnaires, interview and document observation were structured, organized and tabulated. The items were classified into different tables according to the similarity of issues raised in questionnaires. In analyzing and interpreting the data some statistical tools like figures and percentages to analyze various characteristics of respondents, mean values to identify which of the item is rated above or below the average to be considered as among the major challenges of secondary schools education plan implementation, chi-square (χ^2) for yes/no type and the independent t-test for rating scale questionnaires were employed to examine the difference of respondents' opinion based on the nature of basic questions, and data gathered.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

This chapter of the study treats the presentation and analysis of data gathered from the respondents. It has two parts. The first part deals with the characteristics of the respondents, and the second part focuses on the analysis and interpretation of the data on the major challenges of secondary schools education plan implementation in Oromia National Regional State.

The respondents of the investigation were categorized in to two groups. The first group was office respondents which involve experts and department heads from Regional Education Bureau, Zonal and Woreda level Education Offices. The second group was school respondents that comprise secondary school principals, deputy principals, unit leaders and department heads. The base for the selection of these respondents was their position and responsibility they have in implementing secondary school educational plan and assuming that they are the right people to give pertinent information on secondary schools education plan implementation.

For these groups of respondents, questionnaires containing items composed of close-end and open-end were used as sources of data. Observation checklist was also employed as data source to observe the existence of some factual information to cross check data obtained through questionnaire. On top of these, interview with sample secondary schools principals and the available Parent Teacher Association/PTA/members was conducted.

4.1 Characteristics of the Respondents.

For this study, 350 copies of three types of questionnaires were prepared and distributed to 350 sample of the study. Out of these questionnaires, 10 to the Regional Education Bureau, 25 to Zonal Education Office, 105 to Woreda Education Office and 210 to secondary schools were administered. From the total copies of questionnaires distributed 329 (94%) copies of complete and correctly filled in were returned. Of this 9 (90%) from Regional, 23 (92%) from Zonal, 99 (94.29%) from Woreda and 198 (94.29%) from school level representative sample were returned. Accordingly, the number of questionnaires returned and the information gathered seems adequate to draw inference about the sample population.

The personal characteristics of the respondents based on the sex, age, educational background and work experience were indicated below in the table.

Table 3: Personal Characteristic of Respondents.

No	Variables Categories	Characteristics	Respondents					
			Office		School		Total	
			No	%	No	%	No	%
1	Sex	Male	122	93.13	180	90.91	302	91.79
		Female	9	6.87	18	9.09	27	8.21
		Total	131	100.00	198	100.00	329	100
2	Age	20-30 years	3	2.29	12	6.06	15	4.56
		31-40 years	28	21.38	106	53.54	134	40.73
		41-50 years	93	70.99	68	34.34	161	48.94
		Above 50 years	7	5.34	12	6.06	19	5.77
		Total	131	100	198	100.00	329	100
3	Education Level	College diploma	19	14.50	25	12.63	44	13.37
		BA/BSc/Bed	98	74.81	167	84.34	265	80.55
		MA/MSc	14	10.69	6	3.03	20	6.08
		Total	131	100.00	198	100	329	100
4	Service Year	Below 5 years	-	-	-	-	-	-
		6-10 years	3	2.29	27	13.64	28	8.52
		11-15 years	8	6.11	63	31.82	71	21.58
		16-20 years	56	42.75	89	44.95	145	44.07
		21-25 years	43	32.82	13	6.56	56	17.02
		26-30 years	21	16.03	6	3.03	29	8.81
		31 and above years		-	-	-	-	-
		Total	131	100.00	198	100.00	329	100

As indicated in the Table 3 item 1, 122 (93.3%) of office respondents and 180 (90.91%) of school respondents were males, and 9 (6.87%) of office respondents and 18 (9.09%) of school respondents were females. In this respect, the distribution of both office and school respondents by sex indicates low participation of females in implementing secondary school education plan and as department head, coordinator, expertise, secondary school principals and unit leaders. Low participation of females in these positions also implies low participation of females in educational system.

In the same Table 1 item 2, majority of the respondents, 93 (70.99%) of office respondents and 106 (53.54%) of school respondents were in the age range of 41-50 and 31-40 years

respectively. As presented in this Table items 3 and 4, 98 (74.81%) of office respondents and 167 (84.34%) of school respondents had educational level of BA, BSC and BED.

With regard to service years, large number of office and school respondents 56 (42.75% and 89 (44.95%) respectively were within the range of 16-20 years work experience in teaching and other education related work.

4.2 The Availability of Resources to Implement Secondary Schools Education Plan

Educational system, as the one of the basic social service providing organizations, provides educational service to the citizens of the country. It contributes a lot in the production of trained manpower that the country needs for overall development. This can be realized through realistic planning and efficient and effective plan implementation.

Efficient and effective educational plan implementation requires sufficient human, financial and material resources as the basic elements in the implementation processes. Emphasizing on the importance of resources, Seyoum (1996: 25) indicated that “The availability of resources is quite indispensable to the effective implementation of educational reform. ...an educational reform that is bent to bring about improvement in an educational system without adequate resources would be nothing but an exercise in futility”. In support of this, Okumbe, (1981: 67); ESDP III, (2005: 25-27) revealed that implementation of education plan and the attainment of educational objectives require the commitment of resources. Without the allocation of sufficient financial resources (budget), the required skilled manpower and materials, the implementation of education plans and the achievement of educational objectives remains the wish of the schools. Accordingly, the following table portrays the opinion of respondents’ on availability of resources for secondary schools education plan implementation.

Table 4: The Availability of Resources to Implement Secondary Schools Educational Plan

No	Items	Respondents				df	Chi-square (χ^2)
		Office		School			
		No	%	No	%		
1	Does the school budget increase according to the increasing of students' enrolment every year?					1	14.47*
	Yes	113	86.26	17	8.59		
	No	18	13.74	181	91.414		
	Total	131	100	198	100		
2	Is there adequate human resource to implement secondary school education plan?					1	80.76*
	Yes	32	24.43	51	25.76		
	No	99	75.57	147	74.24		
	Total	131	100	198	100		
3	Is there adequate financial resource to implement secondary school education plan?					1	282.75*
	Yes	5	3.82	7	3.54		
	No	126	96.18	191	96.46		
	Total	131	100	198	100		
4	Is there adequate material resource to implement secondary school education plan?					1	40.20*
	Yes	98	74.81	9	4.55		
	No	33	25.19	189	95.45		
	Total	131	100	198	100		

*= statistically significant difference, $P < 0.05$, df= degree of freedom, yes=1, No=2

The increasing of the total population of a country enforces the schools to receive large number of children that increases the number of students in the school. The rising of student population requires additional resources to be invested for normal functioning of the school

and to achieve the anticipated objectives of education system. Emphasizing on this, Heald and Moore in Ayalew, (1991: 42) elaborated “Of all the changes occurring in the population, perhaps the most critical is its expansion. Increased population growth, among other things, means ...more mouths to feed, bodies to cloth, hands to train and minds to educate; all of which call for more resources”. Accordingly, Graham-Brown (1996: 37) stated budgets need to rise annually to keep up with rising levels of demand for learning, aside the need for expenditure to keep up with inflation. Adding to this, Bordia in Malpica and Rasekh, (1983: 27) stressed on budget issue as even to maintain the existing enrolment ratio would require massive additional funds.

In Table 4 item 1, 113 (86: 26%) of office respondents indicated that the school budget increases according to the increasing number of students every year. However, 181 (91.41%) of school respondents replied that there was no increasing of school budget as the increasing of students enrolment. However, document observation of Oromia Finance and Economic Development Bureau Budget Book indicated secondary school budget 48,644,000 for 1999 E.C., 771,000 for 2000 E.C., and 87,768,000 for 2001 E.C. budget years that is increasing of budget every year. In this regard, the budget was increasing but may not adequate as far as the increasing of the number of students’ population in the region every year.

In support of school respondents’ idea, Seyoum (1996: 25) depicted, in many least developed countries, as enrolment grows by geometric progression, resources increase only by arithmetic progression. Consequently, in these countries governments have increasingly found themselves no longer able to carry the ever-increasing cost of education.

In the same Table item 4 and 3, 99 (75.57%) and 126 (96.18%) of office respondents and 147 (74.24%) and 191 (96.46%) of school respondents respectively revealed that there were no adequate manpower and financial resources to implement secondary schools education plan. From this table item 4, 98 (74.81%) of office respondents showed that there was sufficient material resources to implement the school plan. On the contrary, 189 (95.45%) of school respondents replied that there was no sufficient material resources to implement secondary schools education plan. On this ground, it is possible to deduce that office and school respondents had different perception on the availability of material resources for plan

implementation. With this regard, certainly, response of school respondents appears to be real; since secondary schools are the center for practical education plan implementation. Besides, Report document observation also ensured that shortage of materials, financial and human resources were common in most of sample schools of the region.

In order to check the variation between the observed and expected frequencies of the two groups sample values, Chi-square (χ^2) for all items of Table 4 were calculated. Accordingly, it was observed that all the values of calculated chi-square (χ^2) were greater than the critical Chi-square (χ^2) value at 5% level of significance. This indicates that there was a significant difference between the observed and expected frequency values of the samples. From this it is possible to conclude that office and school respondents had different opinion on the extent of the availability of resources to implement secondary schools education plan.

Moreover, to get the opinion of the respondents on the extent of the availability of resources, open end questionnaires were administered to school respondents. In this regard, they assured that there were shortages of all human, financial and material resources to implement secondary school education plan. Among these resources in shortage financial resources, material resources like text and reference books, teacher's guide, school facilities like electric power for TV plasma, laboratory, laboratory equipment and chemicals, sport materials, and stationery, Computer, Class room, chairs, tables, and duplicating machine, Spare parts for different electronic materials, human resources such as Mathematics, Physics, English, Civics, History, Economics, Business, Biology, Information Technology, Chemistry, physical education teachers, Well trained principals, supervisors, Counselor /Psychology graduates/, Librarian, Plasma technician, Laboratory Technician Supportive staff were the prominent that challenged the schools in implementing education plan.

As the gathered information showed there was shortage of resources. The absence of required resources for implementation of education plan would impede the implementation and negatively affect the realization of education objectives in the school system.

4.3 Problems in Relation to Secondary Schools Education Plan Preparation and Implementation

Educational systems are established to attain certain goals and objectives. The attainment of these goals and objectives guided by properly prepared realistic plan. Indeed, proper preparation of plan would not warranty the realization of educational objectives. There are different factors that can affect the realization of the objectives. Of these factors, the way and quality of the plan we prepared and implemented would be the cases. As document observation checklist showed, all sample secondary schools in the region had their own education plan incorporating all the important parts of the plan. This also followed by annual, quarterly and monthly reporting system.

In Table 3 different items in relation to the availability of problems in relation to secondary schools education plan preparation and implementation and provision of training were listed to be indicated by respondents.

Table 5: Secondary Schools Educational Plan Preparation and Implementation

No	Items	Respondents				df	Chi-square (χ^2)
		Office		School			
		No	%	No	%		
1	Do you think that secondary schools education plan preparation has problem?					1	7.91*
	Yes	38	29.01	101	51.01		
	No	93	70.99	97	48.99		
	Total	131	100	198	100		
2	Do you think that secondary schools education plan implementation has problems?					1	50.58*
	Yes	108	82.44	121	61.11		
	No	23	17.56	77	38.89		
	Total	131	100	198	100		
3	Is there any training in relation to secondary school education plan?					1	0.37
	Yes	87	66.41	72	36.37		
	No	44	33.59	126	63.64		
	Total	131	100	198	100		

*= statistically significant difference, $P < 0.05$, df= degree of freedom. Yes=1, No=2

Table 5 item 1, 93 (70.99%) of office respondents indicated that there was no plan preparation problem. In the contrary, 101 (51.01%) of school respondents replied that there was secondary schools educational plan preparation problem. In this regard, there was difference of opinion on plan preparation problems between office and school respondents. In the same Table item 2, 108 (82.44%) of office and 121 (61.11%) of school respondents showed that there was educational plan implementation problem.

Information from the respondents in Table 5 depicted the availability of problems in secondary schools education plan preparation and implementation. To obtain the opinion of the respondents on the type of the problems appeared and seriousness in secondary schools education plan preparation and implementation open end questionnaires were administered to school respondents. On top of this, interview was conducted with school principals. All the response from open end questionnaires and interview assured that there were problems in planning and plan implementation. Accordingly, lack of full participation of stakeholders in plan preparation and implementation, the miss match between plan and the budget allotted for plan implementation, large class size, shortages of human and material resources, lack of commitment by implementing bodies to implement, lack of serious continuous follow up and monitoring of the progress of plan implementation and absence of incentive for good performance and lack of corrective measures for poor performance were the major problems.

In general, as open end questions' response showed shortage of material, human and financial resources and some technical weakness in secondary schools educational plan implementation were the observed obstacles.

Undeniably, With regard to different problems secondary schools face in implementation of their education plan, there is no one absolutely perfect and complete solution for all problems. Some use centralization and others decentralization as a panacea, but a variety of approaches and mechanisms for different plan implementation problems would be advisable.

In respect to the different mechanisms and strategies utilized to solve secondary school education plan implementation problems open end questions were administered to office and school respondents. Accordingly, they identified the different approaches they used so far. These were: discussing with students' parent, creating other income generating mechanism, encouraging the local community to participate in different school activities, giving additional work to the existing staff members (redistribution of work load), using teachers to teach their minor subject, assigning/using diploma/under qualified teachers and transferring from where there is excess teachers.

To examine the frequency distribution difference Chi-square (χ^2) for all items 1, 2 and 3 of Table 5 were calculated. Accordingly, there was significant difference of expected and observed frequency values for items 1 and 2 of the two sample groups that implies opinion difference of the two groups on items school education plan preparation and implementation problems.

The comparison of calculated Chi-square (χ^2) value with critical value of item 3 showed no significant difference. This implies the two groups' respondents were in agreement on the provision of training.

In similar way, UNESCO, (1991: 144) depicted that problems due to weakness in the infrastructure or procedural configuration, dependence on external technical assistance and situational factors in particular cultural and psychological variables are some of the factors affect plan implementation. Consistently, overestimating the capacity of educational system to attain its objectives and less based on analysis of available resources leads to unrealistic and over ambitious plan and create disequilibrium between systems goals and system capacity. This greatly contributes to the failure of plan implementation and can be reduced or avoided by careful and realistic planning

Item 3 of this Table, indicated that 87 (66.41%) of office respondents replied there was training in relation to secondary schools education plan. On the other hand, 126 (63.64%) of school respondents gave their answer that there was no training. As can be seen from the respondents' reply, provision of training in relation to educational planning was, to some extent, office biased. Thus, this would help to infer that schools community participation in getting training on educational planning were limited. The comparison of obtained Chi-square (χ^2) value with Table Chi-square (χ^2) value for 0.05 alpha level of item 3 showed that there was no statistically significant difference between observed and expected frequency.

However, the open end question responses of both office and school respondents indicated that training was provided for school directors and deputy directors, department heads, School Improvement Program Committee, (SIP), Parent Teacher Association (PTA), school education

and training board and school supervisors. In light of this, it seems that school management was considered as important organ to get training on educational planning.

As we can observe from the aforementioned evidence under Table 3, secondary school education plan implementation was challenged by a number of factors. These would constrain the achievement of schools educational objectives in the region in particular and the realization of over all education policy of the country in general.

4.4 The Extent of coordinating and Managing School Activities.

Proper Coordination of school activities and management of the available resources are among the decisive factors that contribute greatly to efficient and effective performance of the school activities. Whatever the resources and well prepared plan the school has nothing to do without well coordination and management of the school activities and available resources. Different school activities identified in the plan and resources allocated for plan implementation needs to be well organized and properly managed to achieve the anticipated educational objectives.

In this regard, for the analysis of variables related to the practices of coordination and management of school activities and the utilization of the available resources in the process of education plan implementation five steps rating scale were used. The respondents were asked to fill the questionnaire by rating. However, while analyzing these responses the researcher restructured the five scale rating in to three scale rating in order to bring nearby mean points together and avoid repetition (redundancy) during data analysis and interpretation; and assigned rating scale values.. Accordingly, very high (5) and high (4) changed to high=3, medium (3) changed =medium (2), and low (2) and very low (1) changed to low =1. This rating scale also works for other rating scales onward throughout this paper. In addition, by taking 2 as the mid point of the rated scale, 0.25 above the mid point and 0.25 below the mid point as medium mean value, the mean values of the rated scale categorized as $\text{mean} \leq 1.75 = \text{low}$, $\text{mean } 1.76 - 2.25 = \text{medium}$, $\text{mean } 2.26 - 3.00 = \text{high}$. Consequently, a variety of items in relation to the extent of coordination and management of school activities and the available resources to

implement secondary schools education plan were listed in Table 6 to be rated by office and school respondents.

Table 6: Rating on the extent of Management, coordination and Utilization of Resources for Secondary schools Education Plan Implementation

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	Efficient utilization of the available material resources	Mean	1.82	2.20	2.05	327	-4.30*
		SD	0.86	0.73			
2	Proper utilization of financial resources.	Mean	1.67	2.15	1.96	327	-5.71*
		SD	0.73	0.76			
3	Proper utilization of manpower	Mean	2.18	1.90	2.01	327	3.09*
		SD	0.86	0.75			
4	To what extent the allocated school education budget utilized for anticipated objectives?	Mean	2.28	2.30	2.29	327	-0.27
		SD	0.61	0.70			
5	To what extent do the activities to implement educational plan in your school are well coordinated?	Mean	2.01	1.62	1.77	327	4.38*
		SD	0.85	0.75			
	Overall t-obtained	Mean	1.99	2.14	2.08	327	-1.91
		SD	0.71	0.69			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)
df= degrees of freedom, *= statistically significant difference

As we see from Table 6, respondents rated items 1, 2 and 3 medium, with grand mean 2.05, 1.96 and 2.01 respectively. However, office respondents rated low for item 2 (mean=1.67). In the same Table item 4, the grand mean (2.29) showed that the respondents rated high.

In addition, comparisons of obtained t values with critical value for the 0.05 alpha levels were made for all items of Table 4. Thus, items 1, 2, 3 and 5 indicated that there were statistically significance differences between means. In the same Table item1 and 3 mean values of office and school respondents showed no difference which found in the same category (medium). It

4.5 Work Relation and Convenience of the School Environment

Work relation between and within schools and education offices, and among staff members of the school, autonomy and flexibility, class size and convenience of school environment are some of the factors that are needed to be considered in plan implementation.

Good relationship and interaction between teacher and students, and different working groups is one of the important aspects of teaching learning process. Good relationships enable students to discuss freely with their teacher and learn more, motivate and help to develop interest to learn, accept the guidance of their teacher (Gammage, 1971: 63; Grant, 1982: 47). Adversely, lack of good interaction between teacher and student would have negative impact on teaching and learning process and the implementation of education plan. In this regard, different items in relation to the extent of work relation and convenience of school environment were listed in Table 7 to be rated by respondents.

Table 7: Rating on the Organizational Structure.

No	Items		Respondents		Grand mean	Df	t-obtained
			Office N=131	School N=198			
1	Flexibility in implementing education plan	Mean	2.02	1.81	1.89	327	2.22*
		SD	0.78	0.91			
2	Convenience of the school environment for teaching and learning	Mean	2.33	1.69	1.94	327	7.60*
		SD	0.73	0.76			
3	Appropriateness of class size for teaching and learning process.	Mean	1.34	1.24	1.28	327	1.45
		SD	0.60	0.55			
4	The extent the school is autonomous to implement its education plan?	Mean	2.40	1.52	1.87	327	11.70*
		SD	0.75	0.62			
5	Relationship of the school with education Offices.	Mean	2.37	2.11	2.21	327	2.87*
		SD	0.789	0.79			
6	Work relation within school communities.	Mean	2.38	2.17	2.26	327	2.38*
		SD	0.71	.83137			
	Overall t-obtained	Mean	2.12	1.74	1.89	327	5.04*
		SD	0.67	0.68			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean ≥ 2.26 =high, $p < 0.05$ (two tailed)
df= degrees of freedom, *= statistically significant difference

Table 7, items 1, 2, 4, and 5 the rated grand mean 1.89, 1.94, 1.87, and 2.21 respectively indicated that flexibility, convenience of school environment, autonomous ness of the school to implement education plan and work relation of the school with education offices were medium. However, convenience of the school environment and autonomous ness of the school to implement education plan were rated low by school respondents with mean values of 1.69 and 1.52. In the same Table item 3, both office and school respondents rated the appropriateness of class room for teaching and learning low with grand mean value of 1.28.

Moreover, to scrutinize the significance of difference between mean values of office and school respondents' independent t- test for alpha 0.05, two tailed was calculated. Accordingly, the obtained t values of items 1, 2, 4, 5 and 6 were 2.22, 7.60, 11.70, 2.87 and 2.38 respectively and indicated that there were statistically significant differences. Item 3 of this Table with calculated t value of 1.45 showed there was no significant difference. On top of these, the comparison of the overall items obtained t-value (5.04) with Table t-value portrayed that there was statistically significant difference of opinion of respondents on work relation and convenience of the situation for education plan implementation; implying that these factors found at various degree between the office and school respondents.

The description of Table 7 portrayed, absence of good work relation, conditions like inflexibility, and lack of autonomous, inconvenient class room and school environment as some of the factors that impede the implementation of secondary schools education plan can jeopardize the endeavor made by implementing bodies. In this respect some effort needed to be made to improve the situation.

As the structure of the education system revealed Secondary schools has two categories. The first cycle which is general secondary (9-10); and second cycle that is preparatory (11-12). The first cycle totally accountable to Woreda Education Office and gets its budget from the Woreda grand budget allocated from regional finance and economic development bureau. The second cycle was accountable to regional education bureau and its budget specifically and directly allocated from the region based on the number of students. This would create

lack of harmony and uniformity in monitoring and evaluation, budget allocation and school administration within one secondary school as the result conflict of interest would arise.

4.6. The Number of Students in the Class /Class Size/ of the Sample Schools

The number of students in the class /class size/ is one of the factors that needs to be considered in teaching learning processes. It would have negative and/or positive consequence, depending on its size. As a result, the school respondents of sample schools were asked to indicate the average class size in their school and the responses were revealed in Table 8.

Table 8: The Number of Students in the Class /Class Size/ of the Sample Schools

Items	Frequency and percentage distribution of School Respondents	
	No	%
What is the average class size of your school?		
A. 40-50	-	-
B. 51-60	8	4.04
C. 61-70	9	4.55
D. 71-80	32	16.16
E.81-90	37	18.69
F. more than 91	112	56.57
Total	198	100

In support of Table 7, school respondents in Table 8 assured that 112 (56.57%) of the class size /the number of students in the class/ were more than 91. In addition, to get the opinion of respondents on class size open end and interview questions were administered to respondents. Overwhelmingly, the majority of respondents replied that the number of students in the class especially grades 9 and 10 ranges 110-120. This is very far in contrary to the standard set about class size (40:1) by the education policy of the country.

Lewin and Caillods, (2002: 302-304) suggested optimum class size and student teacher ratio at secondary level are very important to facilitate the teaching learning process. Large class size

testimony added to very sophisticated nature of secondary schools, large student teacher ratio that increase teachers work load and reduce student teacher interaction, could affect class management which would have negative impact on the quality of education and bring other short comings to class instruction and the implementation of education plan in the school. In general, secondary schools are increasingly complex institutions which require sophisticated management if they are to be effective and efficient.

4.7. The Realistic ness of Secondary Education Plan.

Schools educational plan needs to be realistic and has to linkage with regional education plan. It also needs to be the integral part of national education policy in order to achieve the over all education goals of the country. In this regard, various items were identified and listed in Table 7 to be rated by respondents.

Table 9: Rating on the Realistic ness of Secondary Education plan.

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	To what extent the secondary school education plan is realistic?	Mean	2.41	2.04	2.19	327	4.17*
		SD	0.71112	0.86			
2	The extent of integration of school education plan with national education policy.	Mean	2.41	2.43	2.43	327	-0.31
		SD	0.69	0.60			
3	The linkage between secondary school education plan and regional education plan.	Mean	2.77	2.30	2.49	327	8.57*
		SD	0.457	0.50			
4	Implementation of secondary education plan.	Mean	2.27	1.53	1.82	327	10.12*
		SD	0.61	0.69			
5	The extent the school education plan implementation meets the purpose of education plan.	Mean	2.17	2.03	2.09	327	1.64
		SD	0.79	0.72			
6	The extent of your knowledge or understanding about the current Education and training policy.	Mean	2.66	2.31	2.45	327	5.15*
		SD	0.51	0.66			
7	Your knowledge or understanding about secondary school Education Plan	Mean	2.54	2.21	2.34	327	4.48*
		SD	0.54	0.72			
	Overall t-obtained	Mean	2.46	2.12	2.26	327	5.09*
		SD	0.56	0.62			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)

df= degree of freedom, *= statistically significant difference

Education policy of any country can be implemented through education planning and plan implementation. Education plan at different levels that is interlinked and realistic intended to realize national education policy. It needs to be the integral part of education policy and compatible with National education goals.

Similarly, Sapru, (2002: 4-5); Talesra, and others, (2002: 180) stated policy making, planning and implementation as interrelated issues. Policy making is preparing guidance for action that may take the form of a declaration of goals, objectives, course of action and social values. Policy determines the principle for action and planning provides the instrument for the application of policy and review. Policy decisions are needed in the planning process and defining its goals and limitations. Therefore, planners who ignore policy only jeopardize the good results of their endeavors (Koontz and Donnel in Talesra and others, 2002: 180-181)

As indicated in Table 9, items 1, 4 and 5 the calculated grand mean 2.19, 1.82 and 2.09 as rated by the two groups' respondents respectively were medium. However, the school respondents rated the extent of the implementation of school education plan low (mean 1.53) On the other hand, as Table 9 revealed items: the extent of integration of school education plan with national education policy, the linkage between secondary school education plan and regional education plan, the extent of your knowledge or understanding about the current Education and Training Policy and your knowledge or understanding about secondary school Education plan rated high with grand mean ranging 2.34 – 2.49. In this respect, document consultation was carried out, and the Millennium Education Statistics Annual Abstract of 2007/2008 by Oromia Education Bureau indicated the achievement as follow in the table.

Table 10: GER, NER and Gender Gap of Secondary in Oromia

Year	Enrolment Rate	Secondary 9-10				Secondary 11-12
		Male	Female	Total	Gender Gap	Total
1996	GER	30.4	14.2	22.3	16.2	3.2
	NER			11.2		1.8
1997	GER	38.15	17.8	28.1	20.35	2.7
	NER			13		1.4
1998	GER	47.41	23.01	35.4	24.4	3.48
	NER			14.76		2.06
1999	GER	50.2	25.4	38	24.8	4.8
	NER			14.5		2.3
2000	GER	50	28	39	22	4.8
	NER			14.1		2.3

Source: Oromia Education Bureau, The Millennium Education Statistics Annual Abstract 2000 E.C

As can be seen from table 10, the rate of increase for girls was slower than boys resulting in the gap between boys and girls becoming wider and wider every year.

Quality of the education system may refer to many different characteristics such as quality of the inputs into the education system, the quality of the outputs from the quality the education process and the quality of the outcomes of the education system. This study focuses on quality in relation to educational inputs such as qualified teachers, student text book ratios, pupil teacher ratios and pupil-section ratios. Some indicators of quality depend on the number of students' enrolment. If the numbers of students increase, the number of teachers, class rooms and text books should increase at the same proportion to maintain the minimum standards that were in existence prior to the increase.

As document observation revealed the minimum qualification required for secondary school teacher was BA/BSC or above. However, the percentage of qualified secondary school teachers that meet qualification standard were 53.3 male, 54.7 female and total 53.3 for secondary 9-10; as well 74.8 male, 63.3 female and total 74.0(OEB, 2007-2008:84-85).

With regard to pupil- teacher ratio (PTR) the last five year (1996-2000 E.C) secondary (9-10) data showed that pupil-teacher ratios were 55:1, 56:1, 66:1, 62.5:1 and 51:1 respectively. For secondary (11-12) 2000 E.C data revealed that pupil-teacher ratio was 35:1 The pupil-section ratio for secondary (9-10) for the last five years(1996-2000) were also 77:1,75:1, 66:1, 65:1 and 65:1 respectively(OEB, 2007-2008:97-99). Since the standard to be reached is 40:1 for secondary, attention needed to be paid to bring into the standard..

Over and above, to examine the mean difference of office and school respondents independent t-test was calculated for 0.05 two tailed alpha level. Accordingly, the comparison of obtained t values of items 1,3,4,6 and 7 with Table t-value prevailed that there were significant difference indicating that the respondents were not in agreement. However, the calculated t-values for items 2 and 5 of the same Table showed no difference which implies the respondents were in agreement.

Although, the mean values of items 3 and 6 were under the category of high; however the comparisons of t- test values showed that there was a difference. This would be as the result of the mean values 2.30 and 2.31 lower extremes, as well as 2.77 and 2.66 upper extremes of items 3 and 6 respectively found in the same category. The contrast of overall items t-value (5.09) with critical t-value also revealed that there was statistically significant difference of respondents' opinion on the realistic ness, linkage and integration of secondary schools education plan and National Education Policy. This implies that both office and school respondents judged in different ways.

As we can observe from the discussion made and the evidence portrayed in table 10, the extent of realistic ness of secondary schools education plan, its implementation and the extent of the implementation meets the purpose of the plan that rated moderate had some sort of problems and needs attention and improvement.

4.8. Student and Internal Efficiency Related Factors that Challenge the Implementation of Secondary Schools Educational Plan.

The efficient and effective implementation of secondary schools education plan is a factor of many things. In support of this, Tekeste, (1990: 24) described that the competency, behavior, attitude towards learning and interest of the learner are among the factors that influence the teaching learning process and the implementation of educational plan. On top of this, Tegegn (1996:16-17) explicated a high repetition and dropout rates are implicated with high wastage ratio and lead to low internal efficiency of education system. These in other way, restrict the desire to increase access, participation and internal efficiency; because it blocks access to schooling for other children who have not got chance to go to school and requires additional resources.

In the following Table there are different items in relation to student and internal efficiency related factors that challenge the implementation of secondary schools educational plan to be rated by respondents.

Table 11: Rating on the Student Related Factors/ Efficiency/ that Challenge the Implementation of Secondary Schools Educational Plan

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	Lack of students' competency	Mean	1.66	1.96	1.84	327	-3.65*
		SD	0.70	0.73			
2	Students' absenteeism	Mean	2.20	2.29	2.26	327	-1.06
		SD	0.81	0.74			
3	Students class Dropout	Mean	2.11	2.03	2.06	327	0.92
		SD	0.88	0.85			
4	Students Class repetition	Mean	2.26	2.17	2.21	327	0.98
		SD	0.80	0.80			
	Overall t-obtained	Mean	2.06	2.11	2.09	327	- 0.63
		SD	0.76	0.74			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)

df= degree of freedom, *= statistically significant difference

From Table 11 the calculated grand mean of students' competency, dropout and repetition in challenging the implementation of secondary schools education plan rated medium with means value of 1.84, 2.06 and 2.21 respectively by office and school respondents. Nevertheless, the mean value of office respondents rated on students' class repetition (2.26) indicated highly challenging in secondary schools education plan implementation. Moreover, the calculated grand mean (2.26) for students' absenteeism of office and school respondents indicated that it was highly challenging the implementation of secondary schools education plan.

With regard to the significance of difference between the office and school respondents means, independent t-tests for all items of Table 11 were calculated and compared with critical t-value for 0.05 two tailed alpha level. Accordingly, item 1 showed significant difference implying that the respondents judged in different ways; where as items 2, 3 and 4 indicated no significant difference. In this respect, the mean values of items 2 and 4 in Table 11 depicted the existence of difference which is in contrary to the t- test result compared. This could be as

the result of 2.20 and 2.29 of item 2; and 2.26 and 2.17 of item 4 were very near by but found in different categories (medium and high). In addition to the above, the contrast of the overall items calculated t- value with Table t- value revealed that there was no statistically significant difference of respondents' opinion. This implies that both office and school respondents had, to some extent; similar perception on internal efficiency and students' related factors that affect the implementation of education plan.

From the evidence of Table 11, we can infer that students' absenteeism and class repetition were some of the prominent factors that challenge the implementation of secondary schools education plan. This, added to other factors, would exacerbate the challenges of education plan implementation in secondary schools.

4.9. Students Discipline Related Factors that Challenge the Implementation of Education plan.

Student's discipline and addiction to different alcohols and drugs are some of the factors that need to get attention in teaching and learning process. The family as the basic social unit and the first school of an individual student that learning starts first, influence the behavior of students in school (UNESCO, 1991: 35; Graham-Brown, 1996: 59) Similarly, as stated by Tekeste (1990: 24) the home culture and treatment learners bring to school have their own share in school systems' performance. Adding to this Lewin and Caillods, (2001: 283-294).depicted secondary school learners are youngsters; they have high probability of emotionality, delinquency, and inclination to addicting by drugs, alcohol, smoking and absenteeism from school. These would affect the health of the learner and time of learning In general, Poor physical, mental, social and emotional health of the learner hinder teaching learning process and impede implementation of education plan.

In relation to these problems both office and school respondents were asked to rate on the seriousness of home culture students bring to school, student's addiction to alcohol, drug, smoke and students disciplinary problems in challenging the implementation of school education plan in Table 12.

Table12: Rating on the Students Discipline Related Factors that Challenge the Implementation of Education Plan.

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	The home culture students brought to school	Mean	1.73	1.48	1.58	327	3.50*
		SD	0.63	0.59			
2	Students' addiction to alcohol	Mean	1.71	1.34	1.49	327	4.88*
		SD	0.73	0.64			
3	Students' addiction to drugs	Mean	1.72	1.49	1.58	327	2.76*
		SD	0.77	0.71			
4	Students' addiction to smoking	Mean	1.70	1.44	1.54	327	3.49*
		SD	0.71	0.64			
5	Students' disciplinary Problems	Mean	2.22	2.36	2.31	327	-1.55
		SD	0.87	0.78			
	Overall t-obtained	Mean	1.81	1.62	1.70	327	2.67*
		SD	0.70	0.59			

mean ≤ 1.75 = low, mean 1.76-2.25 = medium, mean 2.26-3.00 = high, $p < 0.05$ (two tailed)
df = degree of freedom, * = statistically significant difference

Of the items listed in Table 12, students' disciplinary problems were rated highly challenging in secondary schools education plan implementation by school respondents with mean value of 2.36 and grand mean of both office and school respondents 2.31.

On the other hand, the home culture students brought to school, students' addiction to alcohol, drugs, and smoking were rated as lowly challenging factor in education plan implementation.

To check the significance of opinion difference of office and school respondents t-test for 0.05 two tailed alpha level were used for all items of Table 12. Accordingly, the comparisons of all obtained t-values of items 1, 2, 3, and 4 with Table t-value were showed significant difference. On top of this, the comparison made for the overall items of Table 12 for 0.05 alpha level t-tests showed that there was statistically significant difference. This implies the perception of respondents on the negative impact of home culture students bring to school, addiction to

alcohol, drugs and smoking in implementing secondary schools education plan were varied between office and school respondents.

Conversely, the mean values for items 1, 2, 3 and 4 of both office and school respondents were found in the same group (rated low) which portrayed no difference, opposing the comparison of t-test results. This would be the case that there was a great range of gap between mean values of office and school respondents, for instance, 1.73 and 1.48 of item 1 respectively but categorized in the same group (low).

On the other hand, the comparison of calculated t-value with critical t-value of students' disciplinary problems indicated that there was no significant difference. This entails both office and school respondents understood and agreed that student's disciplinary problem had a great negative impact on secondary schools education plan implementation.

From the aforementioned discussion, it is obvious that, student's disciplinary problems greatly affected plan implementation in the region and need to create some handling mechanisms. In this regard, hard work of the school community and parents in collaboration is very important.

4.10. Socio-economic Problems Students face that Challenge the Implementation of Education Plan.

Secondary school students would face different problems in following their education. Social-economic and cultural factors are the most external factors that affect plan implementation (UNESCO, 1983: 289). As elaborated by Graham-Brown (1996: 56-59) educational background of the parent, traditional beliefs and religion of society are among the external factors that affect the learning of students. Parents with low or none-educational background are unlikely to initiate their children to learn and help. Children of literate mothers are healthier, better nourished and have high life expectancy than illiterate mother (Baum and Tolbert, 1985:47)

According to the discussion made by Graham-Brown, (1996: 59-60) on studies of different countries like Togo, Lome, Argentina and Zimbabwe, families are reluctant to keep girls at school on the ground that:

- ◀ it is waste of money, since when they go married they move out of their parents' household.
- ◀ fear of the dangers facing female out side home like pregnancy.
- ◀ control of girls sexuality and less possibilities of employment.

In countries like Ghana, Tanzania and Namibia drop-out rates caused by school girls pregnancies pose additional questions (Graham-Brown, 1996:61). These and other socio-cultural and religious believes are among the external factors that paralyze the implementation of school plan.

In this respect, Table 10 accommodated the list of the possible problems students would face. Accordingly, office and school respondents were asked to rate on the basis of the seriousness of the problems in constraining the implementation of secondary schools education plan.

Table 13: Rating on the Different Problems Students Face that Challenge the Implementation of Education Plan.

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	Home-school distance	Mean	2.19	2.27	2.24	327	-0.82
		SD	0.86	0.81			
2	Lack of support for academically poor students	Mean	2.10	1.95	2.01	327	1.61
		SD	0.79	0.80			
3	Fear of the danger female students facing outside home	Mean	2.37	2.06	2.18	327	3.53*
		SD	0.75	0.78			
4	Early marriage	Mean	2.06	1.82	1.91	327	2.57*
		SD	0.89	0.81			
5	Increasing student's enrolment rate	Mean	2.60	2.56	2.58	327	0.59
		SD	0.66	0.62			
6	Migration of the local community	Mean	1.74	1.34	1.50	327	4.75*
		SD	0.83	0.64			
7	Student's labor needed at home/opportunity cost/	Mean	2.31	2.34	2.33	327	-0.39
		SD	0.81	0.70			
	Overall t-obtained	Mean	2.20	2.05	2.11	327	1.86
		SD	0.75	0.66			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)
df= degree of freedom, *= statistically significant difference

In Table 13, factors like increasing student's enrolment and students' labor needed by parents at home rated highly challenging problem with grand mean of 2.58 and 2.33 respectively. Items such as home-school distance, lack of support for academically poor students, fear of danger female students' face outside home, early marriage were rated as moderate problem with statistical grand mean values ranging 1.91 - 2.24. Of these items of Table 9, migration of the local community was rated low (Grand mean = 1.50); while we disaggregate the grand mean of office and school respondents, home-school distance by school respondents and fear of danger female students face outside home by office respondents rated as highly serious challenge with mean values of 2.27 and 2.37 in implementation secondary schools education plan.

In attempts made to verify the significance of means difference, t-test were used for all items of Table 13. As the comparisons of obtained and critical t-values for 0.05 two tailed alpha level of items 3, 4 and 6 indicated there were significant difference between school and office respondents; where as in comparing t- values of items 1,2,5 and 7 there were no statistically significant difference indicating existence of consensus between the office and school respondents. Conversely, the mean values of office (2.19) and school (2.27) respondents for item 1 in Table 13 showed difference, which could be the reason that they were categorized in different groups but the points are very near by. Similarly, the t-test comparison result for items 4 and 6 of the same Table indicated the existence of significant difference, though, the mean values of both office and school respondents found in the same group. This would be the case that the wide gaps found between office and school respondents mean values within the same group.

Finally, the comparison of the overall items t-test result for 0.05 alpha levels revealed no significant difference. This implies both office and school respondents had similar perception on the negative impact of different problems that students face in their learning.

According to the discussion made based on the evidence of Table 13, home-school distance of the students, fear of danger female students face outside home, fast increasing of students population and demand of students' labor by parents /domestic work/ were the major problems that impede the implementation of secondary school education plan. These problems need remedial action for normal functioning of education system.

4.11. Responsibility and Commitment Related Factors.

In implementing education plan, feeling the sense of responsibility and commitment of the implementing bodies, clearly defined role of each implementing bodies, adequate preparation for implementation and prioritizing what to do, collaboration and team spirit in doing the activities of the plan are very important. With regard to these, there were lists of different

items in table 14 to be rated by office and school respondents based on their seriousness in challenging the implementation of secondary schools education plan.

Table 14: Rating on the Responsibility and Commitment Related Factors that Challenge the Implementation of Educational Plan

No	Items2		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	Lack of clearly defined role of each implementing body	Mean	2.27	2.02	2.12	327	2.22*
		SD	1.188	0.82			
2	Absence of commitment by implementing bodies	Mean	2.24	2.25	2.25	327	-0.17
		SD	0.85	0.82			
3	Lack of shared responsibilities within stakeholders	Mean	2.38	2.04	2.17	327	3.90*
		SD	0.77	0.80			
4	Lack of local community support	Mean	2.27	2.15	2.20	327	1.26
		SD	0.77	0.85			
5	Absence of team sprit in plan implementation	Mean	1.61	2.26	2.01	327	-7.60*
		SD	0.72	0.79			
6	Lack of adequate preparation to receive primary school leavers	Mean	2.66	2.60	2.62	327	0.85
		SD	0.69	0.64			
7	Failure to prioritize secondary school education	Mean	2.21	2.43	2.35	327	-2.57*
		SD	0.82	0.72			
	Overall t-obtained	Mean	2.22	2.25	2.24	327	-0.33
		SD	0.73	0.73			

mean $\leq$ 1.75=low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)
df= degree of freedom, *= statistically significant difference

As we can see from Table 14, item 1,2,3,4 and 5 were rated medium by office and school respondents with grand means ranging 2.01- 2.25. However, when these items' grand means disaggregated, items 1, 3 and 4 by office respondents and item 5 by school respondents rated highly challenging factors in implementing secondary schools education plan implementation with mean values of 2.27, 2.38, 2.27 and 2.26 respectively. On top of these, in the same Table items 6 and 7 were rated as highly challenging factors by both office and school respondents with grand mean values of 2.62 and 2.35 respectively.

In checking the significance of difference between means, t-test for alpha level 0.05 two tailed were employed for all items of Table 10 with 327 degrees of freedom. As the comparisons of obtained t-tests and Table t-test of items 1, 3, 5 and 7 showed there were significant differences implying that respondents had different opinion on the extent of the challenge these factors bring to the implementation of secondary schools education plan.

On the other hand, there were no statistically significant difference of means for items 2, 4 and 6. Nevertheless, mean values of office (2.27) and school (2.15) respondents of item 4 grouped in different categories (high and medium) revealed difference. This could be the reason that 2.27 nearly lie at the lower edge of high group and 2.15 at the upper edge of the medium group. In addition to these, the comparison of the overall items of Table 14 t value with Table t value portrayed that there was no statistically significant difference. This implies the respondents had, to some extent, similar opinion on the impact of responsibility and commitment related factors on school educational plan implementation.

As can be observed from the evidence of Table 14 and the discussion made on it, items like lack of clearly defined role of implementing bodies lack of shared responsibilities and local community support, absence of adequate preparation to receive primary school leavers and failure to prioritize secondary schools education were some of the problems that exacerbate the problems of secondary schools education plan implementation.

As stated by Lewin and Caillods, (2001: 333-335) illuminating the aforementioned, in most developing countries the bulk of secondary education is publicly financed. Low and negative rates of economic growth, as well as high costs, have squeezed the public resources available for financing expanded secondary schooling. At the same time external assistance has favored support for primary (basic) education and international commitments, for instance Education for All /EFA/ goals, which intend to increase primary school enrolment is creating challenge and pressure on secondary schools education provision. These challenges are: high enrolment in primary schools needs large number of secondary schools to receive primary school leavers. But developing countries are treating this issue with in the existing secondary schools; with

out adequate preparation of secondary schools. This is increasing teachers work load, class size, over using school facilities and affecting the quality of secondary school education provision.

In addition to the response obtained through close end questionnaires, secondary school principals' interview response assured that lack of clearly defined role, absence of commitment, responsibility and local community support, lack of adequate preparation to receive primary school leavers and failure to give attention to secondary education by non-government organization were some of the weakness observed in plan implementation. Thus, it is possible to infer, these would aggravate the problems of secondary schools education plan implementation. At the same time it could add pressure on the school systems and negatively affect the realization of the plan objectives.

4.12. Professional Support and Evaluation Related Factors that Challenge

Education Plan Implementation.

The schools education plan, as the road map of the system to realize its objectives, needs to be supported by up to date professional support, continuous supervision, monitoring and evaluating the extent of the implementation of the plan. In support of this Graham-Brown, (1996: 38) depicted poor teachers training, lack of professional support for teaching staff, lack of proper monitoring and evaluation system, inconvenient school environment, the interest of both teachers to teach and learners to learn are crucial factors that affect quality of education.

In Table 15, sample respondents were asked to rate the extent of the seriousness of the problem in affecting secondary schools education plan implementation.

Table 15: Rating on Professional Support and Evaluation Related Factors that Challenge Education Plan Implementation.

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	Lack of school supervision	Mean	1.94	1.68	1.78	327	2.81*
		SD	0.89	0.750			
2	Absence of professional support	Mean	1.89	1.82	1.85	327	0.73
		SD	0.87	0.85			
3	Absence of appropriate monitoring of plan implementation	Mean	2.01	2.05	2.03	327	-0.43
		SD	0.86	0.73			
4	Absence of appropriate evaluation system of plan implementation	Mean	1.60	2.10	1.90	327	-5.37*
		SD	0.73	0.88			
	Overall t-obtained	Mean	1.86	1.91	1.89	327	- 0.60
		SD	0.81	0.75			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)
df= degree of freedom, *= statistically significant difference

In Table 15, items in relation to school supervision, professional support, monitoring and evaluation as the problem of secondary schools in implementing their educational plan were listed and the respondents were asked to rate according to the seriousness of the problem. As items 1, 2, 3 and 4 indicated both office and school respondents rated medium with grand means of 1.78, 1.85, 2.03 and 1.90 respectively. In relation to this, Education Bureau annual report indicated that there was monitoring and evaluation system through report communication with zones, woredas and secondary schools about secondary schools performance; as well there was direct physical secondary supervision two times a year by Regional Education Bureau. This may not adequate to facilitate the teaching learning processes and for the achievement of secondary education objective within the region.

Furthermore, to examine the significance of difference of the means t-test for 0.05 two tailed alpha level were calculated. Thus, items 1 and 4 indicated significant difference between office and school respondents; where as the comparison of items 2 and 3 calculated t-test with

critical value showed that there were no statistically significant differences indicating agreement between the two groups. Over and above, the contrast of overall items of Table 15 t value (-0.60) with critical t value showed no significant difference. This indicated that respondents assumed the same about the negative consequence of lack of professional support and evaluation related factors on the implementation of secondary schools education plan implementation.

From the aforementioned issues of Table 15, lack of school supervision, absence of professional support, appropriate monitoring and evaluation system were rated medium to affect the implementation of secondary schools. Indeed, as the problem they were not rated as serious, but it implied the importance of some sort of consideration and improvement.

4.13. Learning Environment and Work Force Interaction Related Factors that

Challenge the Implementation of Education Plan.

The working environment situations and work relation of different implementing groups and individuals at different levels would affect or effect the implementation of secondary schools education plan. In relation to this, some possible factors that would negatively affect the implementation of secondary school education plan were listed in Table 16; and the respondents were asked to rate according to their seriousness in impeding the implementation of education plan.

Table16: Rating on Learning Environment and Work Force Interaction Related Factors that Challenge the Implementation of Education Plan.

No	Items		Respondents		Grand mean	Df	t-obtained
			Office N=131	School N=198			
1	Large class size	Mean	2.85	2.80	2.82	327	0.81
		SD	0.47	0.59			
2	Inconvenient school environment	Mean	1.71	2.25	2.04	327	-6.09*
		SD	0.83	0.77			
3	Instability of the structure of education system	Mean	1.81	2.37	2.15	327	-6.55*
		SD	0.85	0.69			
4	Absence of regular communication.	Mean	2.05	2.24	2.17	327	-2.17*
		SD	0.80	0.76			
5	Lack of harmony at different levels	Mean	1.63	2.14	1.94	327	-5.71*
		SD	0.78	0.78			
6	Emergence of conflicting interest among different parties	Mean	1.36	2.27	1.91	327	-10.89*
		SD	0.66	0.80			
7	Absence of good teacher student relation	Mean	2.09	2.04	2.06	327	0.55
		SD	0.85	0.82			
	Overall t-obtained	Mean	1.93	2.30	2.15	327	- 4. 92*
		SD	0.66	0.68			

mean≤1.75=low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)
df= degree of freedom, *= statistically significant difference

As indicated in Table 16, items 2, 3,4,5,6 and 7 were rated medium with grand mean ranging 1.91-2.17 by office and school respondents. When the grand mean of the two respondent groups disaggregated the means of items 3 and 6 rated by school respondents highly challenging problem that revealed some sort difference from the grand means value. In the same table item, 1 both office and school respondents rated highly challenging problem with grand mean value of 2.82.

To scrutinize the significance of means difference, independent t-test of 0.05 two tailed significant level were employed for all items of Table 13. Accordingly, the

comparisons of calculated t-values of items 2,3,4,5 and 6 portrayed that there were significant differences that implies the respondents had different opinion on learning environment related factors that affect the implementation of education plan. However, the mean values of office (2.05) and school (2.24) found in the same category (medium) which indicated no difference. This would be as the results of the two points are near by.

The comparison of Item 1 and 7 t values of the same Table with critical t value for 0.05 significant levels showed that there were no significant differences. This implies office and school respondents' perception on the negative consequence of large class size and absence of good teacher student relation on plan implementation were the same. Adding to this, the comparison made on overall items t value (-4.92) with critical t value for 0.05 significant levels showed there was significant difference opinion of office and school respondents.

In general, as can be seen from the evidence, inconvenient school environment, lack of regular communication and work harmony of different levels of education systems and lack of good teacher-students relation among the factors that moderately challenged the implementation of secondary schools education plan that needs improvement. Factors like large class size, instability of the structure of education system and the issue of conflicting interest within the school or education systems were rated as the serious problems. So it seems that, these were some of the critical factors that constrained the implementation of secondary schools education plan implementation. This, in general, would have negative consequence on the realization of secondary schools educational objectives.

4.14. Management Related Factors that Challenge the Implementation of Educational Plan

School administration, management and incentive for good performance are among the issues need to get attention in secondary schools education plan implementation. In similar way,

Dimmock (1993: 3) identified: autonomy, flexibility, and responsiveness, planning by principal and school community, adoption of new roles by the principal, participatory school environment, Collaboration and collegiality among staff and a heightened sense of personal efficacy for principals and teachers as common effective school-based management features that would have positive impact on educational plan implementation in the schools.

In addition, Fraser in Dimmock, (1993: 16) described reinforcement and reward for correct performance, instructional cues, engagement and corrective feedback and; Professionalized and adaptive instruction based on individual student guide and counseling to strength students learning and facilitate the implantation of secondary school education plan are very essentials. Any weakness in the management area would negatively affect plan implementation.

Accordingly, some items were listed in table 17 to be rated based on their serious ness in challenging the implementation of secondary schools education plan by respondents

**Table 17: Rating on the Management Related Factors that Challenge
the Implementation of Educational Plan**

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	Lack of good school Administration	Mean	1.81	1.93	1.88	327	-1.32
		SD	0.89	0.81			
2	Poor management of existing resources	Mean	1.77	2.13	1.99	327	-4.14*
		SD	0.82	0.74			
3	Absence of incentive for good performance	Mean	2.67	2.30	2.45	327	4.45*
		SD	0.60	0.81			
4	Poor coordination of school activities	Mean	2.12	2.29	2.22	327	-1.87
		SD	0.83	0.76			
	Overall t-obtained	Mean	2.09	2.16	2.14	327	-0 . 86
		SD	0.71	0.74			

mean≤1.75=low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)

df= degree of freedom, *= statistically significant difference

In Table 17, in relation to these, different items were listed. Office and school respondents were asked to rate about serious ness of the problem in challenging plan implementation in secondary schools.

As indicated in this Table items 1, 2, and 4, the calculated grand means rated by office and school respondents were medium that 1.88, 1.99 and 2.22 respectively. However, school respondents rated highly challenging for item 4 with mean value of 2.29.

In the same Table item 3, both office and school respondents rated as highly challenging factor in secondary schools education plan implementation with grand mean value of 2.45. As the result, the evidence from the Table 17 prevailed that lack of good school administration and poor management of existing resources were among the factors that, to some degree, affected plan implementation and need improvement. Absence of incentive for good performance and poor coordination of school activities were the serious problems that schools face in implementing their plan.

To check opinion difference of office and school respondent's-test were used for all items of Table 17. The comparisons of items 2 and 3 obtained t-test for 0.05 two tailed significant level with table value showed that there were significant differences indicating that the two respondent groups judged in different ways. In contrary to this, the mean values of office (1.77) and school (2.13) respondents for item 2 found in the same (medium) group; and mean values of office (2.67) and school (2.30) respondents for item 3 were within high category of the same group, which indicted no difference. This could be the case that the intervals between the two points (office and school respondents mean values) were seems large, but found in the same categories.

On the other hand, the comparison of calculated t value for item 1 and 4 of Table 17 with critical t value for 0.05 alpha levels showed no significant difference. Contrary to this, the mean values of office respondents (2.12) and school respondents (2.29) found in different categories that implies the presence of difference. This could be the reason that mean value of

office respondents (2.12) nearly found at the upper edge of medium group and school respondents mean value (2.29) at the lower edge of the high category. Finally, the contrast made between overall items of the same Table t value (-0.86) with table t value realized that there was no statistically significant difference of opinion of respondents on management related factors in challenging the implementation of secondary school education plan.

Thus, from the discussion based on the information from table 17, poor coordination of activities and absence of incentives were the major weakness in the implementation of secondary schools education plan and would have negative consequence on the realization of the overall national education policy. So, attention needed to be paid to tackle the problems.

4.15 Financial Resources Related Factors that Challenge the Implementation of Education Plan.

Education is a private and a social investment, some shared responsibility among individual students, families, employers and other groups including international agencies need to be established to contribute in the provision of resource and facilitate teaching learning process (Psacharopoulos and Woodhall, 1991: 128).

Resources are the cornerstone for implementation of any plan. The extent resources available and the way it is used for plan implementation would determine the extent of plan implementation. Good plan without adequate resources for its implementation would remain good wish.

Finance resource, as one of the essential resources highly required in educational systems. Indeed, the availability of financial resources would not ensure the success of education plan implementation. The efficiency and management of this resource would be the factor that matter plan implementation. In this regard, different items in relation to finance and financial capacity were listed to be rated based on the seriousness in challenging the implementation of secondary schools.

**Table 18: Rating on the Financial Resources Related Factors that
Challenge the Implementation of Educational Plan**

No	Items		Respondents		Grand mean	Df	t-obtained
			Office N=131	School N=198			
1	Scarcity of financial resources	Mean	2.63	2.37	2.48	327	3.27*
		SD	0.66	.735			
2	Delay of budget release	Mean	2.16	2.13	2.14	327	0.31
		SD	0.83	.814			
3	Lack of external support	Mean	2.55	2.37	2.44	327	2.01*
		SD	0.76	0.788			
4	Dependence on external support	Mean	1.64	1.65	1.65	327	0.03
		SD	0.80	0.77			
5	Inefficient utilization of the allotted budget	Mean	2.05	1.82	1.91	327	2.58*
		SD	0.83	0.798			
6	Weak capacity to mobilize (generate) additional school resources.	Mean	2.37	2.28	2.32	327	1.04
		SD	0.82	0.75			
7	Rising cost of instructional materials	Mean	2.49	2.29	2.37	327	2.26*
		SD	0.79	0.76			
8	Poor economic capacity of the parents	Mean	2.33	2.2929	2.31	327	0.41
		SD	0.78	0.74			
9	Lack of support for economically poor students	Mean	2.38	2.43	2.41	327	-0.60
		SD	0.85	0.743			
	Overall t-obtained	Mean	2.29	2.18	2.23	327	1.33
		SD	0.72	0.72			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)
df= degree of freedom, *= statistically significant difference

As presented in Table 18, 6(66.67 %) of the listed items were rated as highly challenging factors in implementing school plan by both office and school respondent groups with grand mean ranging 2.31 – 2.48.

In the same Table, items 2 and 5 were rated medium and only item 4 was rated low in challenging the plan implementation of secondary schools with grand mean of 2.14, 1.91 and 1.65 respectively.

Furthermore, statistical t-test was used for all items to check the significance of difference between means. Accordingly, the calculated t-test value for 0.05 two tailed significant level were compared with critical t-value. As the result, the comparisons showed that there were significant difference for items 1, 3, 5 and 7. In contrary to these, the mean values of office and school respondents for items 1, 3, 5, and 7 of Table 18 revealed that there were no differences which both office and school respondents mean values of the same item found in the same group. For instance, 2.63 of office respondents mean value and 2.37 of school respondents mean values of item 1 situate in the same group (high), but the gap between the two points was appeared wide. That could be the case the t-test result showed the difference.

The t-test comparison result of items 2, 4, 6, 8 and 9 portrayed no significant difference. This illustrate that both office and school respondents had the same conviction on the impact of delay of budget, dependence on external support, weak capacity to mobilize additional resources, poor economic capacity of the parents and lack of support for economically poor students on the implementation of education plan in secondary schools. Lastly, the comparison of overall items of Table 18 t-test result for alpha 0.05 significant levels showed that there was no significant difference of opinion of respondents on financial resources related factors in affecting the implementation of education plan in secondary schools.

Therefore, the discussion made on the items listed in Table 18 implied that scarcity of financial resources, lack of external support, weak capacity of the school to mobilize and generate additional resources, rising cost of instructional materials, poor economic capacity of the parents and lack of support for economically poor students were the prominent problems that the schools had faced in implementing their plan.

In support of this, Lockhed and Verspor, (1991:39-45) indicated that the amount of finance available to schools and the way it is utilized influence the quality of their performance. So,

this resource needs to be managed properly in order to enhance the implementation of education plan.

Poverty creates shortages of instructional materials, lack of balanced diet and malnourish which causes health problem and difficult to concentrate on education, money to pay for transportation and school fees, withdrawal to look for job and migration which results instable family of the students (Graham-Brown, 1996:184). In poor countries, family survival may dictate other strategies, or choice as to how many children can go to school and for how long. In some communities, first choice is given to boys. In fact in poorer communities, especially in the rural areas, more boys than girls leave schools especially at secondary level, in order to work. In other words, the opportunity cost of keeping boys at school is greater than it is for girls (Graham-Brown, 1996:185-187).

In general, these and other economy related factors like unemployment after graduation, long distance from home to school and large family size and fast population growth affect the performance of school systems and the prospects of the learner. Delay of budget release and inefficiency in utilizing the allocated budget were not also something simple that the schools should leave aside. To some degree, they would have negative consequence on schools plan implementation.

4.16. Human Resource and Teaching Related Factors that Challenge the Implementation of Education Plan.

Human factor, as one of the crucial resources in plan implementation of educational systems needs to get attention. Any problems and shortage of human resources in educational system would create serious problem in schools plan implementation. In this regard, the possible human factors that would affect the implementation of educational plan in secondary schools were listed in table 19 to be rated by sample respondents.

Table19: Rating on human resource and teaching related factors.

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	Shortage of supportive staff.	Mean	2.52	2.17	2.31	327	3.90*
		SD	0.73	0.83			
2	Lack of Capable principal	Mean	1.91	2.05	1.99	327	-1.49
		SD	0.81	0.87			
3	Shortage of well qualified teachers	Mean	2.24	2.47	2.38	327	-2.77*
		SD	0.79	0.77			
4	High turnover of teachers	Mean	2.63	2.27	2.41	327	4.21*
		SD	0.67	0.79			
5	Large work load on teachers	Mean	2.38	2.34	2.36	327	0.42
		SD	0.83	0.78			
6	Lack of interest to teach	Mean	1.77	1.43	1.57	327	4.03*
		SD	0.76	0.73			
7	Lack of experience to teach	Mean	1.75	1.56	1.62	327	2.14*
		SD	0.82	.75			
	Overall t-obtained	Mean	2.17	2.04	2.09	327	1.6
		SD	0.70	0.70			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)
df= degree of freedom, *= statistically significant difference

Table 19 items 1, 3, 4 and 5 with mean values 2.31, 2.38, 2.41 and 2.36 respectively were rated by office and school respondent groups as highly challenging factors in school education plan implementation. In the same table item 2 was rated medium; where as items 6 and 7 were rated low with mean values 1.91, 1.57 and 1.64 respectively.

To examine the significance of difference between means, independents t-test for 0.05 two tailed alpha level were employed. From the comparison of calculated and Table t-test it can be seen that there were statistically significant difference for items 1,3,4,6 and 7. This implies respondents had different opinion on the negative consequence of shortage of supportive staff and well qualified teachers, high turnover of teachers, lack of interest and experience to teach in materializing secondary schools education plan.

The contrast of calculated t values of items 2 and 5 with critical t value for 0.05 alpha levels depicted that there were no significance difference of opinion of the office and school respondent groups. This means, office and school respondents were in agreement on the impact of lack of capable principals and large work load of teachers in plan implementation. In addition to this, the comparison of overall items t value (1. 6) of Table 19 with critical t value for 95% confidence interval showed that there was no significant difference, implying that the respondents were in agreement on the impact of human resources related factors in education plan implementation.

From the evidence revealed in Table 19, shortage of supportive staff, well qualified teachers, high turn over of teachers, large work load on teachers and lack of capable principals were some of the factors that would constrain the efficient and effective implementation of secondary schools education plan in Oromia. This would have negative consequence on the realization of the overall National Education Policy.

In support of this as noted by Flinder in Talesra, Dashora and Sarupia (2002: 41) teaching as compared to other occupations is an open-ended activity which is totally unpredictable. Teachers necessarily deal with uncertain and unknowable and diffusely defined aspects of teaching.

Teaching is no more viewed what is used to be. New subjects are continuously being added, curriculum programs and syllabi are constantly changing. As innovations in other fields multiply, demands and pressures on teachers increase. Teachers job responsibilities have become more extensive and their roles are not clearly defined (Rawat in Talesra and others, 2002: 40). They have to know where their students are and what they are doing. They have to program for all different abilities in their classroom. The changing composition of teacher's classes over the years has had implications not only for discipline and stress but for the complexity of programming and preparation too (Talesra, and others, 2002: 38-40).

Moreover, teachers are accountable to parents and the principal in their school for every thing like curriculum assessments, examination, student psychology, too much paper work and completing documents and student discipline all that increase the sense of pressure for

teachers and consume their time. To overcome these challenges and facilitate the learning practice, teachers are expected to have adequate time, knowledge, teaching skills and positive attitude towards teaching. But failing to overcome the aforementioned teachers challenges, adding to low salary payment and poor living condition will lead to develop frustration and negative attitude towards teaching that would be a serious problem to secondary school plan implementation. As stated by Graham-Brown, (1996: 272) ill qualified teachers, disaffecting teaching force, working in poor conditions and constantly short of money will not be effective in implementing educational plan.

4.17. Material Resource Related Factors that Challenge the Implementation of Education Plan.

The implementation of school education plan is a factor of many things. Among these, the availability of the required materials up to the standard and amount would matter the extent of plan implementation and its quality. In similar way Davis and Loveless, (1981:2) stated that the state of school facilities and instructional materials can facilitate or hinder the implementation of educational plan in the schools.

Table 20 depicted a list of different material resources related factors that could possibly affect the implementation of secondary schools education plan implementation. Thus, respondents were rated according their degree of serious ness in retarding plan implementation.

**Table 20: Rating on the Material Resource Related Factors that Challenge
the Implementation of Educational Plan**

No	Items		Respondents		Grand mean	df	t-obtained
			Office N=131	School N=198			
1	Shortage of text books	Mean	1.64	1.87	1.78	327	-2.58*
		SD	0.75	0.84			
2	Lack of teacher's guide	Mean	2.46	2.94	2.75	327	-9.41*
		SD	0.67	0.23			
3	Shortage of School facilities	Mean	2.37	2.31	2.34	327	0.69
		SD	0.81	0.78			
4	Shortage of laboratory equipments	Mean	2.58	2.69	2.65	327	-1.67
		SD	0.64	0.56			
5	Absence of library	Mean	1.55	1.46	1.50	327	1.13
		SD	0.67	0.66			
	Overall t -obtained	Mean	2.12	2.26	2. 20	327	- 2. 16*
		SD	0. 63	0. 52			

mean ≤ 1.75 =low, mean 1.76-2.25=medium, mean 2.26-3.00=high, $p < 0.05$ (two tailed)
df= degree of freedom, *= statistically significant difference

As can be seen from Table 20, 3(60 %) of the listed items were rated by office and school respondent groups as highly challenging factors in implementing secondary schools education plan with mean values ranging 2.34 – 2.75. In the same table item 1 was rated medium and item 5 was low in challenging plan implementation.

To verify the significance of difference between mean values of office and school respondent groups' t-test were calculated. The comparisons of obtained and table t-test values for 0.05 two tailed alpha level prevailed that there were statistically significant difference for items 1 and 2. However, the mean values of office (2.46) and school (2.96) respondents of item 2 of the same Table found in the same category (high) which indicated no difference. This was in contrary to the t-test result. From this evidence it is possible to say that the reason for the

difference of the t-test result could be the wide gap between the office and school respondents mean values that categorized within the same group

Further more, the comparison of calculated t values for items 3, 4 and 5 with Table t value for 0.05 alpha levels portrayed that there were no significant difference. This implies that office and school respondents had the same perception on the impact of material resources in implementing secondary schools education plan.

At the end, the contrast of calculated t value for overall items of Table 20 (-2. 16) with critical t value for 0.05 significant levels showed that there was significant difference. This implies that the two respondents had different views on material resources impact that would have negative effect on plan implementation.

Thus, lack of teachers' guide, shortage of school facilities and laboratory equipments were indicated as the major problems of educational systems in implementing secondary schools education plan. Furthermore, shortage of text books that rated as medium problem is not as simple as pronounced in words. From the discussion of Table 20, it is obvious that shortage of material resources were some of the limitations in implementing secondary schools education plan. This would, also hamper the endeavor made so far in realizing educational objectives. So, attempts needs to be made in changing this situation.

4.18 The extent of Stakeholders' Participation in Education Plan

Implementation.

Education as the most essential tools to achieve the anticipated goal and shape the future of the country can not accomplished with out proper and systematic thinking, sharing of various ideas, views experiences from different groups. Citizens have a stake in the provision of education through planning and plan implementation. Their involvement would affect or effect the implementation of any plan or change (Talesra, Dashora and sarupia 2002: 38). Adding to this, Forojalla (1993: 40-41), indicated that planning is a joint or corporate function that should involve all the different units and sub-units of the organization both at the headquarters

as well as at the lower levels. It is done most effectively by involving those who are to carryout plans. The province and district education officers, principal and the class teacher must all plan for the efficient performance of their individuals and joint tasks, for they are also concerned with the use of resources for carrying out decisions and policies.

According to Ayalew, (2000: 28-30) national government, donors, local government and communities, cultural organizations, religions organizations, teachers, principals employers, family and children are the key players in educational system.

With regard to this, in addition to open end questionnaires interview were conducted with 21 secondary school principals and some parent teacher association /PTA/ members of secondary schools of sample schools.

Overwhelming, the majority of the interview and open end questionnaire responses confirmed that the participation of the listed stakeholders were limited. As all principals of the schools indicated the planning process had been accomplished by few people like department heads and principal. There was no involvement of teachers, students, local communities and any non-government organizations at school level. Teachers prepare plan only in relation to their subject. Furthermore, the source of resources to implement the plan was greatly on the shoulder of the government. Local communities and parents participate in very limited areas like construction of school fence and contribution in constructing additional class rooms, and taking measure on some students' disciplinary problems. The participation of students in planning and plan implementation were also not emphasized. Their participations were limited to school disciplinary problems specification with student issues.

With respect to the involvement of non-government organizations, there were no organization which takes part in planning and implementing secondary schools education plan except few like Seke Women Development Association that provide financial support for academically good performing and for students who have poor financial capacity. Over and above, they give training on reproductive health for female students. So, as can be observed from the interview and open end question responses the participation of stakeholders such as non-

government organizations, parents, local communities, teachers' students were the minimum. This seems in contrary to the ideas and opinions reflected in the literature by Talesra, Dashara and sarupia (2002: 38) and Ayalew (2000: 28-30). In support of Talesra, Dashor and sarupia, and Ayalew the interactive model of planning suggests that the social dynamics and interaction of stakeholders in planning would facilitate and ease plan implementation (Bacharach and Lawler in Davis, 1980: 2)

Now, it seems safe to conclude that stockholder's participation in secondary schools education plan preparations and implementations were low that would have negative impact on the realization of school educational objectives. Thus, it needs some mechanism to improve.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the major findings of the study, conclusions drawn from the findings and recommendations. The main purpose of this study was to assess the major challenges encountered so far in implementing secondary schools education plan implementation in Oromia National Regional State and to provide possible alternatives that could help to mitigate those challenges.

Consequently, it has the following basic objectives:

- to examine the extent the regional secondary education plan implemented
- to assess the extent of resources mobilization to implement secondary education plan in the region.
- to see extent the organizational structure is convenient to implement secondary education plan?
- To examine the monitoring and evaluation practice in implementing secondary education plan?
- to identify the major factors that challenges the implementation of secondary schools education plan implementation in the region
- to look at the mechanisms and strategies utilized to tackle practical problems in secondary school education plan implementation.

To realize the aforementioned research objectives, it was particularly important to find answers to the basic research questions related to the challenges in implementing secondary schools education plan. To specify the major areas on which the study should focus, basic questions that represent vital and worth-dealing parts related to challenges of education plan implementation were designed. Thus, the basic questions that the study attempted to answer are:

1. To what extent the secondary education development plan implemented in the region.
2. To what extent the human, material and financial resources are mobilized to implement secondary education plan in the region?

3. To what extent the organizational structure is convenient to implement secondary education plan?
4. What is the extent of monitoring and evaluation practice in implementing secondary education plan?
5. What are the major factors that challenge the implementation of secondary education plan?
6. What mechanisms and strategies are in place to alleviate the challenges and problems of secondary education plan implementation?

In this connection, data were collected from two groups of respondents. The first group, specifically office respondents, incorporates Oromia Education Bureau, 5 randomly selected Zonal Education Offices and 21 randomly selected Woreda Education Offices from the sample zones. The second group encompasses 21 secondary schools respondents selected from sample zones and Woredas.

On the basis of the abovementioned basic questions, open end and closed end questionnaires, document observation and interview were employed as an instrument of reliable data collection. A total of 350 questionnaires were prepared and distributed to the two respondent groups. Out of these, 329 (94%) were filled in and returned. Moreover, interviews with 21 secondary schools principals and Parent Teacher Association /PTA/ members were conducted to assess the opinion of the respondents. Document observation in relation to education plan preparation and implementation reports of the sample offices and schools were also the part of data gathering tools in this study.

The collected data were first checked, coded and then entered into a computer and analyzed using Statistical Package for Social Science/SPSS/. Based on the nature of the data, variables were analyzed using descriptive statistics such as frequency counts, percentages, mean and grand means and inferential statistics (χ^2 and t-test). Accordingly, the following major findings were drawn.

5.1. Summary

In this part, the major findings from the analysis of the data in relation to the extent of implementation of secondary education plan, resources available, stakeholders' participation, monitoring and evaluation, organizational structure major challenges and different mechanisms put in place to tackle the challenges were assessed and summarized.

1. Problems in Relation to Secondary Schools Education Plan Preparation and Implementation.

The gathered data analysis reported that there were problems in planning and plan implementation. Accordingly, lack of full participation of stakeholders in plan preparation and implementation, the miss match between plan and the budget allotted for plan implementation, large class size and inconvenient school environment, shortages of human and material resources, lack of commitment and feeling of responsibility to implement, lack of serious continuous follow up, monitoring and evaluation system of the progress of plan implementation and lack of corrective measures for poor performance and some technical weakness in secondary educational plan implementation were the observed major problems

As document observation revealed the minimum qualification required for secondary school teacher was BA/BSC or above. However, the percentage of qualified secondary school teachers that meet qualification standard were 53.3 male, 54.7 female and total 53.3 for secondary 9-10; as well 74.8 male, 63.3 female and total 74.0(OEB, 2007-2008:84-85).

With regard to pupil- teacher ratio (PTR) the last five year (1996-2000 E.C) secondary (9-10) data showed that pupil-teacher ratios were 55:1, 56:1, 66:1, 62.5:1 and 51:1 respectively. For secondary (11-12) 2000 E.C data revealed that pupil-teacher ratio was 35:1 The pupil-section ratio for secondary (9-10) for the last five years(1996-2000) were also 77:1,75:1, 66:1, 65:1 and 65:1 respectively(OEB, 2007-2008:97-99). Since the standard to be reached is 40:1 for secondary, attention needed to be paid to bring into the standard..

On top of these, lack of clear understanding about the planning process and techniques, lack of sufficient information for planning, lack of coordination, assigning untrained and incapable principal, lack of proper management of plan implementation, lack of motivation and

incentives for good performance, lack of students' interest to learn, low students participation in the class and disciplinary problem, lack of harmony between the school and education office at different levels, absence of training and orientation about education plan for school community, lack of plan implementation follow up, lack of attention in implementing secondary school education plan by different government bodies at different level, lack of good student-teacher relation, lack of good relation and interaction among local community, school administration and staffs, lack of discussion about the implementation of education plan with in school, lack of electric power /the power discontinued, lack of parents follow up of their children, and interference of other body were reported as the major problems.

The chi-square (χ^2) for 0.05 alpha level showed that there were statistically significant differences of opinion of the two groups on items secondary schools education plan preparation and implementation problem. On the provision of training in relation to secondary school education plan obtained value of chi-square (χ^2) showed that there was no statistically significant difference.

2. The Implementation of Secondary Education

As we can observe from the discussion made and the evidence portrayed, the extent of realistic ness of secondary schools education plan, its implementation and the extent of the implementation meets the purpose of the plan that rated moderate mean values ranging 1.82-2.19. Comparisons of overall items calculated independent t-test value (5.09) for 0.05 two tailed alpha level with table t-value disclosed that there were significant difference.

3. Financial Resources Related Factors that Challenge the Implementation of Educational Plan.

The discussion result of the obtained data reported that scarcity of financial resources, lack of external support, weak capacity of the school to mobilize and generate additional resources, rising cost of instructional materials, poor economic capacity of the parents and lack of support for economically poor students were the prominent problems (rated high with grand means range 2.31-2.48) that the schools had faced in implementing their plan. The

comparison of calculated t value (1.33) for 0.05 two tailed significant level with critical t-value prevailed that there was no significant difference of respondents' opinion. However, document observation of Oromia Finance and Economic Development Bureau Budget Book indicated secondary school budget 48,644,000 for 1999 E.C., 70,771,000 for 2000 E.C., and 87,768,000 for 2001 E.C. budget years that is increasing of budget every year. In this regard, the budget was increasing but may not adequate as far as the increasing of the number of students' population in the region every year.

4. Human Resource and Teaching Related Factors that Challenge the Implementation of Education Plan.

From the evidence of data analysis, shortage of supportive staff, well qualified teachers, high turn over of teachers, and large work load on teachers were rated high with grand mean values range 2.31-2.41 as some of the factors that would constrain the efficient and effective implementation of secondary schools education plan in Oromia.

The comparisons of overall items calculated (1.6) and table t-test for 0.05 alpha level revealed that there were no statistically significant difference of opinion of the office and school respondent groups.

5. Material Resource Related Factors that Challenge the Implementation of Educational Plan.

Lack of teachers' guide, shortage of school facilities and laboratory equipments were rated high with grand mean values 2.75, 2.34, and 2.65 respectively indicating as the major problems of educational systems in implementing secondary schools education plan. Furthermore, shortage of text books that rated as medium problem is not as simple as pronounced in words. From the discussion, it is obvious that shortage of material resources were some of the limitations in implementing secondary schools education plan.

The comparisons of obtained (-2.16) and table t-test values for 0.05 two tailed alpha level prevailed that there were statistically significant difference of opinion.

6. The Extent of Coordinating and Managing School Activities and the Available Resources to Implement Education Plan

From the evidence of data analysis, the utilization of all material, financial and human resources were rated medium with grand mean values of 2.05, 1.96 and 2.01 respectively. The coordination of school activities to implement the school plan was also rated low with mean value of 1.62 by school respondents.

In addition, comparison of overall items obtained t value (-1.91) with critical value for the 0.05 alpha levels indicated that there was no statistically significance differences between opinion of respondents.

7. Management Related Factors that Challenge the Implementation of Educational Plan

From the discussion based on the information gathered, poor coordination of activities (mean 2.29) by school respondents and absence of incentives (grand mean 2.45) were the major weakness in the implementation of secondary schools education plan. The comparisons of obtained t-value (-0.86) with critical value for 0.05 two tailed significant level showed that there were no significant differences.

8. The extent of Stakeholders' Participation in Secondary Schools' Education Plan Implementation.

Overwhelming, as the result of the analysis reported, there was no involvement of teachers, students, local communities and any non-government organizations in the process of planning at school level. Teachers prepare plan only in relation to their subject. Furthermore, the source of resources to implement the plan was greatly on the shoulder of the government. Local communities and parents participate were in very limited areas like construction of school fence and contribution in constructing additional class rooms, and taking measure on some students' disciplinary problems.

The participation of students (student council) in planning and plan implementation were not emphasized; which were limited to school disciplinary problems specifically with student issues. With respect to the involvement of non-government organizations, there were no organization which takes part in planning and implementing secondary schools education plan except few like Seke Women Development Association that provide financial support for academically good performing and for students who have poor financial capacity. Over and above, they give training on reproductive health for female students.

9. Work Relation and Convenience of the School Environment.

The evidence from the gathered data and its analysis portrayed some limitation in work relation, flexibility, and autonomous ness of the school to implement education plan, convenience of and school environment for teaching learning. In this part the appropriate ness of class room for teaching and learning rated low with grand mean value of 1. 28.

In this respect the overall items calculated independent t- test value (5. 04) for alpha 0.05 two tailed indicated that there were statistically significant differences of opinion of the two respondent groups.

10. The Number of Students in the Class /Class Size/ of the Sample Schools

The finding of the study assured that 112(56.57%) of the class size /the number of students in the class/ were more than 91. Overwhelmingly, the majority of secondary schools class size, especially grades 9 and 10 ranges 110-120.

11. Student and Internal Efficiency Related Factors that Challenge the Implementation of Educational Plan.

The calculated grand mean (2.26) for students' absenteeism of office and school respondents and the mean value of office respondents rated on students' class repetition (2.26) indicated highly challenging in secondary schools education plan implementation. With regard to the significance of difference between the office and school respondents opinion, comparisons of

the calculated independent t-tests for 0.05 two tailed alpha level with critical t-value reported that there was no significant difference of opinion of the two groups respondents.

12. Students Discipline Related Factors that Challenge the Implementation of Education Plan.

As the discussion in the analysis part portrayed, it is obvious that student's disciplinary problems greatly affected plan implementation that was rated high with mean value 2.31

To check the significance of opinion difference of office and school respondents t-test for 0.05 two tailed alpha level were used. Accordingly, the comparisons of obtained t-values of overall items (2. 67) revealed statistically significant difference.

13. Socio-economic Problems Students face that Challenge the Implementation of Education Plan.

Home-school distance of the students, lack of support for academically poor students, fear of danger female students' face outside home and early marriage were rated medium indicating grand mean values ranging 1. 91-2. 24; where as fast increasing of students population and demand of students' labor by parents /domestic work/ were rated highly challenging factors in implementing secondary school education plan.

As the comparisons of obtained (1. 86) and critical t-values for 0.05 two tailed alpha level of overall items indicated there was no significant difference of opinion.

14. Responsibility and Commitment Related Factors that Challenge the Implementation of Educational Plan.

Evidence showed that items like lack of clearly defined role of implementing bodies', lack of commitment and shared responsibilities, absence of local community support and team sprit in plan implementation were rated medium mean values range 2. 01-2.25. On the other way

absence of adequate preparation to receive primary school leavers and failure to give attention to secondary education by non-government organization were rated as highly challenging factors with grand mean 2.62 and 2.35 respectively in education plan implementation.

In checking the significance of difference between means, t-test for alpha level 0.05 two tailed at 327 degrees of freedom, the comparisons of obtained t-tests value (-0.33) and table t-test of items showed there were no significant differences.

15. *Monitoring and Evaluation Related Factors that Challenge Education Plan Implementation.*

From the result of data analysis, lack of school supervision, absence of professional support, appropriate monitoring and evaluation system were rated medium mean values ranging 1.78-2.03. Nevertheless, Oromia Education Bureau annual report indicated that there was monitoring and evaluation system through report communication with zones, woredas and secondary schools about secondary schools performance; as well there was direct physical secondary supervision two times a year by Regional Education Bureau.

To examine the significance of difference of the means t-test for 0.05 two tailed alpha level were calculated. Thus, the comparison of calculated t-test value (-0.60) with critical value showed that there were no statistically significant differences.

16. *Learning Environment and Work Force Interaction Related Factors that Challenge the Implementation of Education Plan.*

Factors like large class size, instability of the structure of education system and the issue of conflicting interest within the school or education systems were rated as the serious problems grand mean values 2.82 by office and school respondents; 2.37 and 2.27 school respondents respectively. To scrutinize the significance of opinion difference, the comparison of calculated t-value (-4.92) independent t-test of 0.05 two tailed significant level with table t-value reported that there were significant difference.

As the structure of the education system revealed Secondary schools has two categories. The first cycle which is general secondary (9-10); and second cycle that is preparatory (11-12). The first cycle totally accountable to Woreda Education Office and gets its budget from the Woreda grand budget allocated from regional finance and economic development bureau. The second cycle was accountable to regional education bureau and its budget specifically and directly allocated from the region based on the number of students. This would create lack of harmony and uniformity in monitoring and evaluation, budget allocation and school administration within one secondary school as the result conflict of interest would arise.

17. Different Mechanisms and Strategies used to solve the Problems of Education Plan Implementation.

In the course of action so far, different measures to tackle problems that secondary schools faced in the process of planning and plan implementation have been taken. These were discussing with students' parent, creating other income generating mechanism, using the budget in a proper way/wise use of the allocated budget, requesting education offices to assign additional professional manpower, giving additional work to the existing staff members (redistribution of work load), using teachers to teach their minor subject, using diploma/under qualified/ teachers, employing additional teachers, transferring from where there is excess teachers, building additional class room in collaboration with parents and wisely using the existing materials were some of the attempts made so far.

5.2 Conclusions

Depending on the above major finding the following conclusions were drawn.

As indicated in the findings, the extent of implementation of secondary school education plan rated moderate implying that the plan was not fully implemented as anticipated. This indicates the existence of some shortcoming that needs improvement to achieve the secondary schools education objective of the region in particular and the country in general. Quality of the education system may refer to many different characteristics such as quality of the inputs into the education system, the quality of the outputs from the quality the education process and the quality of the outcomes of the education system. This study focuses on quality in relation to educational inputs such as qualified teachers, student text book ratios, pupil teacher ratios and pupil-section ratios. Some indicators of quality depend on the number of students' enrolment. If the numbers of students increase, the number of teachers, class rooms and text books should increase at the same proportion to maintain the minimum standards that were in existence prior to the increase.

As document observation revealed the minimum qualification required for secondary school teacher was BA/BSC or above. However, the percentage of qualified secondary school teachers that meet qualification standard were 53.3 male, 54.7 female and total 53.3 for secondary 9-10; as well 74.8 male, 63.3 female and total 74.0(OEB, 2007-2008:84-85).

With regard to pupil- teacher ratio (PTR) the last five year (1996-2000 E.C) secondary (9-10) data showed that pupil-teacher ratios were 55:1, 56:1, 66:1, 62.5:1 and 51:1 respectively. For secondary (11-12) 2000 E.C data revealed that pupil-teacher ratio was 35:1 The pupil-section ratio for secondary (9-10) for the last five years(1996-2000) were also 77:1,75:1, 66:1, 65:1 and 65:1 respectively(OEB, 2007-2008:97-99). Since the standard to be reached is 40:1 for secondary, attention needed to be paid to bring into the standard.

Resources are the major decisive factors that required for the implementation of any plan. As the finding result of this study revealed, there were shortage of human (professional manpower), financial and material resources to implement secondary schools education plan in Oromia. Document observation of Oromia Finance and Economic Development Bureau Budget Book indicated secondary school budget 48,644,000 for 1999 E.C., 70, 771,000 for 2000 E.C., and 87,768,000 for 2001 E.C. budget years that is increasing of budget every year. In this regard, the budget was increasing but may not adequate as far as the increasing of the number of students' population in the region every year. This would impede the implementation of secondary schools education plan and the realization of education objective within the region.

As the structure of the education system revealed Secondary schools has two categories. The first cycle which is general secondary (9-10); and second cycle that is preparatory (11-12). The first cycle totally accountable to Woreda Education Office and gets its budget from the Woreda grand budget allocated from regional finance and economic development bureau. The second cycle was accountable to regional education bureau and its budget specifically and directly allocated from the region based on the number of students. This would create lack of harmony and uniformity in monitoring and evaluation, budget allocation and school administration within one secondary school as the result conflict of interest would arise.

From the result of data analysis, lack of school supervision, absence of professional support, appropriate monitoring and evaluation system were rated medium mean values ranging 1.78-2.03. Nevertheless, Oromia Education Bureau annual report indicated that there was monitoring and evaluation system through report communication with zones, woredas and secondary schools about secondary schools performance; as well there was direct physical secondary supervision two times a year by Regional Education Bureau. This may not adequate to facilitate the teaching learning processes and for the achievement of secondary education objective within the region.

Working environment and the management aspects are the very important issues that need to get attention in education plan implementation. These could affect or effect the realization of education plan objectives. The study disclosed that the miss match between plan and budget for plan implementation, large class size and inconvenient school environment, lack of incentive and motivation, lack of priory preparation to receive primary school leavers and absence of attention to secondary schools by NGO, absence of commitment and sense of responsibility, students disciplinary problems, students absenteeism and class repetition, lack of continuous follow up, lack of professional support and evaluation of plan implementation were the major challenges in implementing secondary schools education plan. In the study, coordination of schools activities to implement schools plan was rated low with mean value 1.62 by school respondents.

Education is the provision of social service that every citizens of the country has share in its process of planning and implementation. In the study, the analysis of the data portrayed that the participation of the stakeholders in education planning and plan implementation were minimum. Large part of resources and other commitments for the provision of secondary schools education have been rest on the shoulder of the government. The involvement of Parent Teacher Association /PTA/, students and Non- government Organizations/ NGO/ were limited and insignificant. This would create lack of sense of ownership of the citizen of the country for the provision of secondary schools education and add pressure on the government treasure; that could embraces negative consequence on the implementation of education plan.

On top of these, as the evidence of the findings revealed, very fast increasing student population, demand of student's labor by parents/domestic work/, teachers turn over, large work load on teachers, instability of the structure of education system, conflicting interest within the school, home-school distance, lack of support for academically and economically poor students, fear of danger female students' face outside home and early marriage were some of the constraints of secondary schools educational plan in Oromia. All the aforementioned limitations to implement secondary schools education plan would kill the quality of education and jeopardize the endeavor made by implementing bodies.

Consequently, the evidence showed that the implementation of secondary schools education plan in Oromia challenged by shortages of resources, lack of proper management, absence of adequate preparation to implement the plan, different work environment related factors and low participation of stakeholders and attention given to secondary schools education by non-government organizations.

Therefore, it is safe to conclude that secondary school education plan implementation is a factor of many things that would have negative and/or positive consequence on the implementation of national education policy.

GER, NER and Gender Gap of Secondary in Oromia.

Year	Enrolment Rate	Secondary 9-10				Secondary 11-12
		Male	Female	Total	Gender Gap	Total
1996	GER	30.4	14.2	22.3	16.2	3.2
	NER			11.2		1.8
1997	GER	38.15	17.8	28.1	20.35	2.7
	NER			13		1.4
1998	GER	47.41	23.01	35.4	24.4	3.48
	NER			14.76		2.06
1999	GER	50.2	25.4	38	24.8	4.8
	NER			14.5		2.3
2000	GER	50	28	39	22	4.8
	NER			14.1		2.3

As the study result revealed, it appeared true that the implementation of education plan in Oromia region negatively affected by different factors that could slow down the realization of over all educational objective within the region.

In the course of action so far, different measures to tackle problems that secondary schools faced in the process of planning and plan implementation have been taken. These were discussing with students' parent, creating other income generating mechanism, using the budget in a proper way/wise use of the allocated budget, requesting education offices to assign additional professional manpower, giving additional work to the existing staff members(redistribution of work load), using teachers to teach their minor subject, using diploma/under qualified/ teachers, employing additional teachers, transferring from where

there is excess teachers, building additional class room in collaboration with parents and wisely using the existing materials were some of the attempts made so far. This may not adequate to solve the existing plan implementation problems. Thus addition efforts need to be made.

5.3 Recommendations

Depending on the findings obtained and the conclusions drawn from the study the following suggestions are forwarded.

1. Students Disciplinary problem

As stated by UNESCO, (1996:35);Graham-Brown, (1996:59),the family as the basic social unit and the first school of an individual student that learning starts first, influence the behavior of students in school. From the report of the findings and the conclusions made, students' disciplinary problem in secondary schools was one of the major problems that challenge the implementation of education plan. In this regard, strong relationship of the school with parents and local community and working collaboratively would help to minimize the problem. So, the schools with parents need to discuss and establish collaborative working system which would enable for continuous follow up and taking corrective measures that helps to mitigate students' disciplinary problem in secondary schools. In this regard, the commitment and responsiveness of implementing bodies at different levels (regional, zonal woreda and school) of education system are highly required.

2. Stakeholders

Since education is a private and a social investment, some shared responsibility among individual students, families, employers and other groups including international agencies need to be established to contribute in the provision of resource and facilitate teaching learning process (Psacharopoulos and Woodhall, 1991: 128).

Stakeholders of education systems are the important and concerned people in the provision of education service. Proper provision of education service to the citizen of the country can be facilitated and ensured by systematic planning and effective plan implementation. It needs huge investment. This can not be materialized without active participation of educational stakeholders. However, most developing countries secondary education, including Ethiopia, is publicly financed which squeeze the public resource available and creates challenge to the system as a whole. In addition, external assistance has favored support for basic education.

This was also indicated in the finding of this study and the conclusion drawn that stakeholders participation was low.

It is the reality that without the involvement of concerned people the achievement of anticipated educational objective would remain only wish. Therefore, the government and education systems at different levels need to pay attention to the participation of stakeholders in all planning and plan implementation of secondary education by developing strategy of working with stakeholders. This can be realized by creating discussion forum with stakeholders about the school, involving in different school activities and planning through their representatives and inviting them to attain the celebration of school day and providing recognition and different award for good participants. Thus, these subsequently help to develop the sense of ownership, responsibility and tackle the resource problems secondary schools face in the provision of education service and realization of education policy.

3. Attention to Secondary Education and Prior Preparation.

International commitment, for instances Education for All /EFA/ goals and other International non-government organization support intend to increase primary school enrolment without due attention to secondary education. This creates challenge and adds pressure on secondary schools.

High enrolment in primary schools would bring increasing students number in secondary schools. It was observed from the findings of this study that large class size and very fast increasing secondary schools student number were the prominent problems in secondary schools. This would bring different limitations like increasing teachers work load, over using school facilities, reducing teacher student interaction and finally would affect the quality of education in secondary schools.

As experience showed, secondary schools have been the sources of higher education institutions' student and teachers for primary schools. Therefore,

- a. The government and any international and NGO's and commitment needs to pay attention to secondary education equally (parallel to) as primary education.
- b. Secondary schools have to have adequate preparation to receive primary school leavers in advance. To this effect, primary and secondary schools have to have strong linkage, regular communication and work together.

4. Monitoring and Evaluation, and Management Related

The availability of the required resources alone is no guarantee of the quality of teaching and learning or good performance in education system. So, commitment of the students and the support of their parents, teachers and community; and properly managing the resources those are under the control of the school in order to enhance its contribution to the betterment of the quality of education are very important (Lockhed and Verspor, 1991: 84; Thomas and Martin, 1996: 8-9)

This implies whatever the resources available and the plan prepared, without proper management of the available resources the implementation process of education plan remains futile exercise. Every activities described in the plan needs to be well coordinated and organized, the progress of plan implementation needs to be monitored, the performance should be evaluated, corrective measures needs to be taken and finally incentive and motivation for good performance needs to be given. Absence of these and other management related factors would negatively affect secondary schools education plan implementation, pave way for wastage of the available scarce resources, increase teachers turnover and creates lack of commitment. Thus, the school system with different levels of government agencies and education offices are expected to:

- a. Establish efficient and effective management system in the school by providing training and assigning efficient principal and supportive staffs.
- b. Providing clear and vivid job description to all concerned plan implementing bodies and continuous follow up and evaluation of the performance.

- c. Motivate good performance and introduce incentive mechanisms by discussing with local community, NGO and government body at different level. To this effect, hard work and creating strong good relationship, cooperative work with different stakeholders would be wise.

5. Learners Resources Capacity Related

The income level of the parent's and the support given to the students would determine the facilitation of the learning of the student's. Students from economically poor families and lack of support would hamper the teaching learning process in school system.

As the findings of this study revealed, poor economic capacity of the parent's, lack of support for economically poor student, domestic work, weak capacity of the school to generate additional resources and student's absenteeism were the major problems that challenged the implementation of secondary schools education plan in Oromia. In this regard, the school systems and education offices at different levels should form some mechanisms of helping economically poor students by establishing clubs, working with Non Government Organizations and local communities that would help to generate additional resources.

5. Organizational Structure.

As the structure of the education system revealed Secondary schools has two categories. The first cycle which is general secondary (9-10); and second cycle that is preparatory (11-12). The first cycle totally accountable to Woreda Education Office and gets its budget from the Woreda grand budget allocated from regional finance and economic development bureau. The second cycle was accountable to regional education bureau and its budget specifically and directly allocated from the region based on the number of students. This would create lack of harmony and uniformity in monitoring and evaluation, budget allocation and school administration within one secondary school as the result conflict of interest would arise. Thus it would better to bring the administration of the two cycles of secondary schools together and direct budget allocation from the region.

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Appendices

Appendix-A1

Addis Ababa University

School of Graduate Studies

college of Education

Department of Educational Planning and management

This questionnaire is designed to assess the major challenges of secondary schools education plan implementation in Oromia National regional state.

The information gathered through this questionnaire will be used for academic research purpose only and kept confidential. In this case, your genuine and relevant information will greatly contribute to the success of this study. Thus, you are kindly requested to fill out the questionnaire carefully and honestly.

General Direction

- ▶ You do not need to write your name.
- ▶ Answer multiple choices and Ranking scale questions by putting a tick "✓" mark in the box provided.
- ▶ Please, give brief and concise response or opinion, if any, for open ended questions on the space provided.
- ▶ If you want to change any of your response, make sure that you have cancelled the unwanted ones.
- ▶ Please, follow the instruction provided for each part.

A Questionnaire to be filled by school Respondents (Principals, Deputy principals Unit leaders and Department Heads)

Part- I

Personal Data

1.1 Name of your Zone _____

Woreda _____

Name of your school _____

Your current position _____

1.2 Sex: A. Male ☐ B. Female ☐

1.3. Marital status

 A. Married ☐ B. Unmarried ☐ C. Divorce ☐

1.4 Age: A. From 20-30 ☐

 B. from 31-40 ☐

 C. From 41-50 ☐

 D. Above 50 ☐

1.5 Educational Back ground

 A. below grade 10/12 ☐

 B. grade10/12+certificate ☐

 C. Diploma ☐

 D. BA/ BSc /BEd ☐

 E. MA/MSc ☐

 F. If other specify _____

1.6 Field of study if your educational qualification is diploma and above

 A. major _____

 B. Minor _____

1.7 Total years of services in teaching _____

Part- II

The following question items are designed to assess *the extent of Coordination and management system, educational plan implementation, work relationship and situational factors s in implementing* secondary school education plan. Please, read all of them carefully and rank according to the extent of effectiveness in implementing your secondary school education plan. Rank them by putting tick "✓" mark below the number in the table. Use *Rating scale, 1=very poor, 2 = poor, 3=fair, 4=good, 5=very good*

S. No	Items	Rating scale				
		1	2	3	4	5
A	Management and coordination					
1	To what extent do the activities to implement educational plan in your school are coordinated?					
2	Efficient utilization of the available material resources					
3	Proper utilization of financial resources.					
4	Proper utilization of Manpower.					
5	Flexibility in implementing education plan.					
6	Relationship of the school with different levels of education Office.					
7	Work relation within school communities.					
8	Convenience of the school environment for teaching and learning					
9	Appropriateness of class size for teaching and learning process.					
10	To what extent do the school is autonomous to implement its education plan?					
11	To what extent the allocated school education budget utilized for anticipated objectives?					
B	Education plan and its implementation					
12	To what extent the secondary school education plan is realistic?					

13	The extent of your knowledge or understanding about the current Education and training policy.					
14	Your knowledge or understanding about your school Education plan					
15	The extent of integration of school education plan with national education policy.					
16	The linkage between secondary school education plan and regional education plan.					
17	Implementation of your school education plan.					
18	The extent the school educational plan implementation meets the purpose of education plan.					

The following questions are designed to assess some of the possible challenges in relation to students, management, school environment and resources for the implementation of secondary school education plan. Please read all of the possible challenges (factors) carefully and rank according to the seriousness of the factors in impeding secondary school education plan implementation.

Rank them by putting tick "✓" mark below the number in the table. Use 1= **very low challenge**, 2=**low challenge**, 3=**Moderate challenge**, 4= **highly challenging**, 5= **very highly challenging**

<i>S. No</i>	<i>Items</i>	<i>Rating scale</i>				
		1	2	3	4	5
A	Student's Related					
1	Lack of students competency.					
2	The home culture students brought to school.					
3	Students' addiction to alcohol.					
4	Students' addiction to drugs.					
5	Students' addiction to smoking.					
6	Students' absenteeism.					
7	Dropout.					

8	Class repetition.					
9	Students' disciplinary problems.					
10	Home-school distance.					
11	Lack of support for academically poor students.					
12	Fear of the danger female students facing outside home?					
13	Early marriage					
14	Student' labor needed by parents/domestic work/					
15	Very fast increasing student's enrolment rate					
B	Management and school environment related					
16	Large class size					
17	Lack of adequate preparation to receive primary school leavers in advance?					
18	Migration of the local community.					
19	Absence of commitment by implementing bodies.					
20	Lack of shared responsibilities within stakeholders.					
21	Lack of clearly defined role of each implementing body.					
22	Lack of school supervision.					
23	Absence of professional support.					
24	Lack of local community support.					
25	Absence of incentive for good performance.					
26	Absence of good school Administration.					
27	Poor management of existing resources.					
28	Poor coordination of school activities.					
29	Inconvenient school environment.					
30	Absence of appropriate monitoring of educational plan implementation.					
31	Lack of appropriate evaluation system of educational plan implementation.					
32	Instability of the structure of education system.					
33	Failure to prioritize secondary education.					

34	Lack of regular communication with different levels					
35	Absence of team spirit in plan implementation.					
36	Emergence of conflicting interest among different parties.					
37	Lack of harmony of different education levels.					
C	Resources Related					
38	Scarcity of financial resources					
39	Delay of budget release.					
40	Inefficient utilization of the allotted budget					
41	Lack of external support.					
42	Dependence on external support					
43	Shortage of supportive staff					
44	Shortage of school facilities					
45	Shortage of text books					
46	lack of teacher's guide					
47	Shortage of laboratory equipments					
48	Absence of library					
49	Lack of Capable principal.					
50	Shortage of well qualified teachers					
51	Poor economic capacity of the parents.					
52	Rising cost of instructional materials.					
53	Lack of support for economically poor students.					
54	Large work load on teachers.					
55	Lack of interest to teach.					
56	Lack of good teacher-student relation.					
57	High turnover of teachers.					
58	Weak capacity to mobilize (generate) additional school resources.					
59	Lack of experience to teach.					

PART- III

The following questions are designed to assess the availability of resources to implement secondary schools education plan, the problems schools encountered in implementing education plan and different strategies and mechanisms to tackle major challenges of secondary school education plan implementation. Please, read it carefully and respond according to the question.

1. Do secondary schools have adequate financial resources to implement education Plan?

A. Yes ☐ B. No ☐

2. If there is shortage of finance in implementing secondary school education plan, how do you think that the problem can be solved?

A. _____

B. _____

C. _____

D. _____

3. Do secondary schools have adequate manpower to implement education plan?

A. Yes ☐

B. No ☐

4. If your answer for question number "3" is no in what area?

A. _____

B. _____

C. _____

5. Do secondary schools have adequate material resources to implement education plan?

A. Yes ☐ B. No ☐

6. If there is shortage of materials resources, what are they?

A. _____

B. _____

C. _____

7. Does secondary school budget increase according to the increasing of student's enrolment every year?

A. Yes ☐ B. No ☐

8. Do you think that there is secondary school education plan preparation problem?

A. Yes ☐ B. No ☐

9. If there is any plan preparation problem, what are they?

A. _____

B. _____

C. _____

D. _____

10. Do you think that secondary school education plan implementation has problem?

A. Yes ☐ B. No ☐

11. If there is any plan implementation problem, what are they?

A. _____

B. _____

C. _____

12. Is there any training in relation to secondary school education plan?

A. Yes ☐

B. No ☐

13. If your answer is yes for question number "12" to whom?

A. _____

B. _____

C. _____

D. _____

14. What do you suggest to solve the problems of secondary schools educational plan implementation?

A. _____

B. _____

C. _____

D. _____

Appendix-A3

PART- IV

Interview Questions for PTA/Education and Training Board/ and Non-Government Organizations /NGO/

1. Do you know the current Education and Training Policy of our country?
2. Do you know about the secondary school education plan in your locality?
3. Have you participated in any secondary school activities?
4. In what aspect of secondary school activities have you involved?
5. If you have involved in secondary school education plan implementation, what implementation problems you have observed?
6. What solutions would you suggest for the secondary school education plan implementation problems you have observed?

Appendix-A4

Interview Question for Secondary schools Principals in Relation to Stakeholders Participation in Secondary School Education Plan Implementation

1. Who is your stakeholder in implementation of school education plan?
2. Who participate most in your school activities?
3. In what aspect do they participate in school activities?
 - provision of financial resources
 - provision of materials?
 - constructing additional class room?
 - participation in plan preparation?
- Participation In secondary schools education plan implementation?
4. what problems do you observed in participation of stakeholders?
5. What do you suggest to improve the participation of stakeholders?

Appendix-A5

PART-V

CHECK LIST

<i>S. No</i>	<i>Items</i>	<i>Yes</i>	<i>No</i>
1	Is there secondary school Education plan?		
2	Is there clearly indicated general objective of educational plan?		
3	Are there clearly indicated specific objectives of education plan?		
4	Does the plan clearly indicate the responsible body to implement the plan?		
5	Is there any clearly set description of the role of implementing body?		
6	Is there implementation plan for educational plan implementation?		
7	Is there any Non- government Organization who takes part in the implementation of secondary school education plan in the region?		
8	Is there reporting system?		
9	Is there annual report?		
10	Is there nine month report?		
11	Is there six month report?		
12	Is there quarterly report?		
13	Is there monthly report?		
14	Is there any discussion on planning process?		
15	Is there any discussion on plan implementation process?		
16	Is there any discussion document on plan implementation?		

Appendix –B1

Categories of Zones According to five years data of their performance

No	Good Performing	Moderate performing	Low performing	Remark
1	Borena*	Arsi	West Wellega	
2	North Showa*	West Showa	South West Showa	
3	Bale	Jimma*	West Harage*	
4	Guji	Illubabor	East Hararge	
5	East wellega		East Showa*	

Less than 4 percent of repetition=Good performing, 4.01-5.50percent of repetition=medium, and 5.51 and above percent of repetition= low performing,

*= Sample Zones

Appendix –B2

Sample Zones, Woredas and schools

No	Zones	Woredas	Schools	Remark
1	North Showa	Fiche Town	Fiche secondary school	
		Sendafa Town	Sendafe secondary school	
		Wuchale Jida	Muke Turi secondary school	
		Sululta and Mulo	Chanco Abageda secondary school	
		Kuyu	Gerbe Guracha secondary school	
2	Borena	Bule Hora	Bule Hora secondary school	
		Yabello	Yabello secondary school	
		Moyale	Moyale secondary school	
3	Jimma	Jimma	Jimma secondary school	
		Gomma	Agaro secondary school	
		Omo Nada	Asendabo secondary school	
		Kersa	Serbo secondary school	
		Sokoru	Sokoru secondary school	
4	East Showa	Adama	Goro Secondary School	
		Fntalle	Merti secondary school	
		Bishoftu	Bishoftu secondary school	
		Lume	Mojo secondary school	
		Dugda Bora	Bora secondary school	
5	West Harage	Tullo	Hirna secondary school	
		Habro	Gelemso secondary school	
		Chiro	Chercher secondary school	

Declaration

I, the under signed, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Bizuneh Yeneberh

Signature: 

Date of Submission: 17 June 2009

7. Does your school have adequate material resources to implement education plan?

A. Yes ☐ B. No ☐

8. If there is shortage of materials resources, what are they?

A _____

B _____

C _____

9. How do you solve the shortage of materials resources?

A _____

B _____

C _____

10. Does the school budget increase according to the increasing of student's enrolment every year?

A. Yes ☐ B. No ☐

11. What is the average class size of your school?

A. 40-50 ☐ B. 51-60 ☐ C. 61-70 ☐

D. 71-80 ☐ E. 81-90 ☐ F. above 91 ☐

12. Do you think that there is secondary school education plan preparation problem?

A. Yes ☐ B. No ☐

13. If there is any plan preparation problem, what are they?

A _____

B _____

C _____

D _____

14. Do you think that secondary school education plan implementation has problem?

A. Yes ☐ B. No ☐

15. Please, list the different approaches that your school has used in solving the constraints of secondary school education plan implementation.

A _____

B _____

C _____

16. Is there any training in relation to secondary school education plan?

A. Yes ☐

B. No ☐

17. If your answer is yes for question number "16" to whom?

A _____

B _____

C _____

D _____

18. what do you suggest to solve the problems of secondary schools educational plan implementation?

A _____

B _____

C _____

D _____

Appendix-A2

Addis Ababa University

School of Graduate Studies

college of Education

Department of Educational Planning and management

This questionnaire is designed to assess the major challenges of secondary schools education plan implementation in Oromia National regional state.

The information gathered through this questionnaire will be used for academic research purpose only and kept confidential. In this case, your genuine and relevant information will greatly contribute to the success of this study. Thus, you are kindly requested to fill out the questionnaire carefully and honestly.

General Direction

- ▶ You do not need to write your name.
- ▶ Answer multiple choices and Ranking scale questions by putting a tick "✓" mark in the box provided.
- ▶ Please, give brief and concise response or opinion, if any, for open ended questions on the space provided.
- ▶ If you want to change any of your response, make sure that you have cancelled the unwanted ones.
- ▶ Please, follow the instruction provided for each part.

A Questionnaire to be Filled by Office (Regional, Zonal and Woreda level Education office) Respondents

Part- I

Personal Data

1.1 Name of your Organization /Bureau or Office/ _____

Your current position _____

1.2 Sex: A. Male ☐ B. Female ☐

1.3. Marital status

 A. Married ☐ B. Unmarried C. Divorce ☐

1.4 Age: A. From 20-30 ☐

 B. from 31-40 ☐

 C. From 41-50 ☐

 D. Above 50 ☐

1.5 Educational Back ground

 A. below grade 10/12 ☐

 B. grade10/12+certificate ☐

 C. Diploma ☐

 D. BA/ BSc /BEd ☐

 E. MA/MSc ☐

 F. If other specify _____

1.6 Field of study if your educational qualification is diploma and above

 A. major _____

 B. Minor _____

1.7 Total years of services _____

1.8Years of services in this school _____

Part- II

The following question items are designed to assess *the extent of Coordination and management system, educational plan implementation, work relationship and situational factors s in implementing* secondary school education plan. Please, read all of them carefully and rank according to the extent of effectiveness in implementing your secondary school education plan. Rank them by putting tick "✓" mark below the number in the table. Use *Rating scale, 1=very poor, 2 = poor, 3=fair, 4=good, 5=very good*

S. No	Items	Rating scale				
		1	2	3	4	5
A	Management and coordination					
1	To what extent do the activities to implement educational plan in your school are coordinated?					
2	Efficient utilization of the available material resources					
3	Proper utilization of financial resources.					
4	Proper utilization of Manpower.					
5	Flexibility in implementing education plan.					
6	Relationship of the school with different levels of education Office.					
7	Work relation within school communities.					
8	Convenience of the school environment for teaching and learning					
9	Appropriateness of class size for teaching and learning process.					
10	To what extent do the school is autonomous to implement its education plan?					
11	To what extent the allocated school education budget utilized for anticipated objectives?					
B	Education plan and its implementation					
12	To what extent the secondary school education plan is realistic?					

13	The extent of your knowledge or understanding about the current Education and training policy.					
14	Your knowledge or understanding about your school Education plan					
15	The extent of integration of school education plan with national education policy.					
16	The linkage between secondary school education plan and regional education plan.					
17	Implementation of your school education plan.					
18	The extent the school educational plan implementation meets the purpose of education plan.					

The following questions are designed to assess some of the possible challenges in relation to students, management, school environment and resources for the implementation of secondary school education plan. Please read all of the possible challenges (factors) carefully and rank according to the seriousness of the factors in impeding secondary school education plan implementation.

Rank them by putting tick "✓" mark below the number in the table. Use 1= **very low challenge**, 2=**low challenge**, 3=**Moderate challenge**, 4= **highly challenging**, 5= **very highly challenging**

<i>S. No</i>	<i>Items</i>	<i>Rating scale</i>				
		1	2	3	4	5
A	Student's Related					
1	Lack of students competency.					
2	The home culture students brought to school.					
3	Students' addiction to alcohol.					
4	Students' addiction to drugs.					
5	Students' addiction to smoking.					
6	Students' absenteeism.					
7	Dropout.					

8	Class repetition.					
9	Students' disciplinary problems.					
10	Home-school distance.					
11	Lack of support for academically poor students.					
12	Fear of the danger female students facing outside home?					
13	Early marriage					
14	Student' labor needed by parents/domestic work/					
15	Very fast increasing student's enrolment rate					
B	Management and school environment related					
16	Large class size					
17	Lack of adequate preparation to receive primary school leavers in advance?					
18	Migration of the local community.					
19	Absence of commitment by implementing bodies.					
20	Lack of shared responsibilities within stakeholders.					
21	Lack of clearly defined role of each implementing body.					
22	Lack of school supervision.					
23	Absence of professional support.					
24	Lack of local community support.					
25	Absence of incentive for good performance.					
26	Absence of good school Administration.					
27	Poor management of existing resources.					
28	Poor coordination of school activities.					
29	Inconvenient school environment.					
30	Absence of appropriate monitoring of educational plan implementation.					
31	Lack of appropriate evaluation system of educational plan implementation.					
32	Instability of the structure of education system.					
33	Failure to prioritize secondary education.					

34	Lack of regular communication with different levels					
35	Absence of team spirit in plan implementation.					
36	Emergence of conflicting interest among different parties.					
37	Lack of harmony of different education levels.					
C	Resources Related					
38	Scarcity of financial resources					
39	Delay of budget release.					
40	Inefficient utilization of the allotted budget					
41	Lack of external support.					
42	Dependence on external support					
43	Shortage of supportive staff					
44	Shortage of school facilities					
45	Shortage of text books					
46	lack of teacher's guide					
47	Shortage of laboratory equipments					
48	Absence of library					
49	Lack of Capable principal.					
50	Shortage of well qualified teachers					
51	Poor economic capacity of the parents.					
52	Rising cost of instructional materials.					
53	Lack of support for economically poor students.					
54	Large work load on teachers.					
55	Lack of interest to teach.					
56	Lack of good teacher-student relation.					
57	High turnover of teachers.					
58	Weak capacity to mobilize (generate) additional school resources.					
59	Lack of experience to teach.					