



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Practice and challenges of strategic planning in private
Secondary School in Addis Ababa.

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Addis Ababa, Ethiopia

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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT

**PRACTICE AND CHALLENGES OF STRATEGIC PLANNING IN
PRIVATE SECONDARY SCHOOLS OF ADDIS ABABA**

**A thesis Submitted to the Department of Educational Planning and
Management in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Educational Leadership and Management**

By
Sintayehu Awoke

July 2020
Addis Ababa, Ethiopia.

Certificate

This is to certify that this study, “ *PRACTICE AND CHALLENGES OF STRATEGIC PLANNING IN PRIVATE SECONDARY SCHOOLS OF ADDIS ABABA* ”undertaken by Sintayehu Awoke for the partial fulfillment of the Requirements for the Degree of Master of Arts in *Educational planning and Management* at Addis Ababa University College of education and behavioral studies is an original work and not submitted earlier for any degree either at this University or any other University.

Research Advisor: DEJENIE NIGUSSIE (PhD)

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**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES
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PRIVATE SECONDARY SCHOOLS OF ADDIS ABABA**

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DECLARATION

I, the undersigned, declare that this thesis “*Practice and Challenges of Strategic Planning in Private Secondary Schools of Addis Ababa*” is my original work and has not been presented for a degree in this and other university.

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List of Abbreviation

BOM : body of organizational management

MOE : ministry of education

SGB : school governing body

SPSS : Stastical package for the social science

STPA : student teacher parent association

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Abstract

The main purpose of the study was to examine practice and challenges of strategic plan in private secondary schools in Addis Ababa. To this end, answers to the basic questions pertaining to the practice and challenges strategic of plan looks like the extent of the participation of stakeholder, practice that challenges encountered in the school strategic planning process were sought in the study. Descriptive design was employed. Both quantitative and qualitative methods were used in the study. Accordingly, the data obtained through questionnaires were analyzed by using frequency, mean values and standard deviation. Availability sampling technique was employed to select the private secondary schools and samples of the principals, vice principals, Department heads and Teachers. Simple random sampling technique was also used to select teachers and department heads respondents. The subjects of the study were 20 principal, 20 vice principal, 60 Department heads and 100 teachers. The finding revealed that there is significant lack of awareness among the stake holders, lack of collaboration, finally

- Private school basically need to put strategic plan evaluations in place timely and adequate employee training programs to enhance skills, then the private schools Directors to ensure there are sufficient resources to implement the strategic plans and School Management to carry out employee sensitization throughout the implementation process.
- Once the plan is approved it should be split in to operational programs and projects so as to determine the sources to be mobilized. Human, financial, time, technology and material, physical, administrative and leadership, and information are some of necessary resources of educational plan. Some of these resources are needed for the formulation of the plan or the implementation if it and some others may be used for both.
- The government could utilize this study to identify the status of private secondary schools in Addis Ababa which can then make and appliance policies towards creating an environment that will aid to the schools to be successful in strategy execution are recommended

CHAPTER ONE

INTRODUCTION

This chapter presents an overview of the study. It provides the background information about the study, the reason and objectives of the research, the significance and scope of the study, operational definition of key terms and the structure of the thesis.

1.1. Background of the Study

With great understanding the role education has in societal and economic development, governments in many developing countries have undertaken significant policy initiatives to provide education to citizens (UNESCO, 2005) and the management of which requires a great deal of planning (ECRA, 2015). In addition, changing pupil needs necessitate ongoing educational innovation. To meet the challenge, schools require a proactive approach to managing change. And strategic planning allows the school managers the opportunity to adjust the organization to the internal and external environment to balance the need of organization and the need of the surrounded environment to satisfy the community, instead only react to the plan (Bantit, 2004). This paper is concerned with the practice of strategic planning and its challenges in private secondary schools in Ethiopian context.

To date, strategic planning in education sector in the form of school improvement planning is increasingly considered as powerful tool for continuous school improvement and development (Bell, 2002). Internationally schools are being encouraged to develop 3 or 5-year strategic plan to define intended strategic course of actions (Schleicher, 2012). Efforts to improve schools require considerable planning. if applied properly, the strategic planning and execution provide

several benefits, which include efficient and effective allocation of resources and creation more relevant structures to improve performance (Gates, 2010).

According to Johnson and Schools (2002), strategy is the direction and scope of an organization over the long-term, which achieves advantages for the organization through its configuration of resources within a challenging environment to meet the needs of markets and to fulfill stakeholder's expectations. Similarly, through the strategic planning process schools could focus more sharply in their choice of goals, objectives and strategies for accomplishing those goals, helping to move the institution in an appropriate direction (Schlebusch&Mokhatle, 2016). School administrators can recognize the importance of the future and notice critical trends and inclinations, and thereby, skillfully respond to them by adapting and/or modifying systems and structures in order to address new challenges and situations (Rowley, & Sherman, 2001).

It can also be a valuable tool for the management of organizational change (Conley, 1993, Steiner, 2010). This implies that school effectiveness and improvement are enhanced when schools execute well thought-out strategic plans. In essence, strategic planning lays the foundation for advanced decision making. It concentrates the organization on significant issues and challenges and helps it to find what decision-makers should do and to develop their advanced decision-making skills.

It, thus, helps achieve improved performance and organizational responses (Demirbolat, 2005). Besides, when improvement is seen in a school's effectiveness; it is usually because there is a plan of action (Ubben & Hughes, 1992). Through strategic planning private schools, like other organizations, can effectively respond to unforeseen challenges in advantageous ways.

Because private schools are reliant on user fees to cover all or part of their operational and development costs, they have to follow the market to attract and retain students in order to be financially viable (Asheley et al., 2014). The environment in which they operate is also marked by increasing competition and continual changes in technology, workforce, market and economic conditions (Chung, 2008; Schlebusch&Mokhatle, 2016). Thus they are required to successfully position themselves to build sustainable competitive advantages. A well-developed process and strategic plan can offer the benefit of stability in a turbulent environment while maintaining the school's ability to take the advantage of unplanned opportunities (Sheriedian, 1998).

While private schools in this study refer to all non-government owned secondary schools in Addis Ababa, evidence suggests that there are 217 secondary schools. About 69 % (143) of them are nongovernment schools catering their education services with 3098 teaching staff (Education Statistics Annual Abstract, 2019/20). They had a significant school enrollment share accounting for 33.3 percent of the total enrollment in the city in 2019/20 year (Education Statistics Annual Abstract, 2019/20).

In terms of learning outcomes, despite the possibility of such comparison masking the within group variation, comparative research works by (Getenet, 2009, Tekeste, 2017) on learning outcomes as measured on mean national exam score difference have shown a significant achievement advantage for students attending in private schools compared with government ones. The achievement advantage for private schooling has been attributed to a host of factors including selective student admission, small class size with increased individual attention, better teaching practices, enriched curriculum, rigorous learning preparation, and higher level of teaching activity (Asheley et al., 2014; Frenette&Chan, 2015, Teshome, 2017). On the other side

good scores associated with enhanced the reputation of private schools, possibility of ensuring a ready supply of pupils and maintaining financial stability (Dronkers& Robert, 2003; Ndugo, Kyongo&Njoroge, 2018).

In fact, the existence of private primary schools and public primary schools implies that parents need to make a choice. According to Assefa (2017), parents' desire for high level of achievements of their children in education put a pressure on both public and private schools and makes them competitive. Secondary education providers as a sector also face a number of challenges including preparing young people for postsecondary education, achieving educational excellence and meeting diverse needs and expectations of students and parents, and employees. At the same time pricing, retaining competent and qualified teaching personnel and getting land for school expansion seem to be some of the unique challenges that private school sector faces (Berhanu, 2003).

Therefore, it is imperative that strategic planning is one of the major steps private secondary schools can take to address the various challenges posed by the external environment and to respond constructively to increasing competition or external threats. In this regard, it has been argued that a successful strategic planning process will examine and make informed projections about environmental realities to help an organization anticipate and respond to change by clarifying its mission and goals, targeting spending; and reshaping its programs, fundraising and other aspects of operation (Kiptoo&Mwirigi, 2014).

In the context of the national education policy, the recent guideline issued by the Ministry of Education (2013), seems to suggest that all schools prepare a three-year strategic plan, which would include priority areas needing attention and action over the three-year period. This plan

would then become a useful document influencing educational development and improvement at the school level. Hence, instead of doing things on an ad hoc basis, a school strategic plan would provide a blueprint and a clear focus in promoting children's education and direction in regard to resource targeting and program implementation at each school.

However, in light of constant search of ways to improve the provision of education through reforms including strategic planning, it becomes imperative to undertake research studies to determine the effectiveness of the reforms introduced. Inadequate planning and management capacity still appears to be critical problem (MoE, 2005). School strategic planning is also a top-down, driven reform (Bell, 2002). Since schools are mandated to provide their plans to respective the education office, leaders attitude towards school strategic planning may affect in great way influence the effectiveness of the institutional strategic planning (Mugambi,2014) and hence whether schools engage in formation and implement well strategic plans remains important topic. Indeed, there is a need for research based understand of the practice of strategic planning and its implementation in private secondary schools in Addis Ababa.

Moreover, despite a call for research on this topic as to my knowledge this line of inquiry is overlooked in the private secondary schools in Ethiopian context. Thus, there is limited empirical basis for the effectiveness of the schools' strategic planning and their implementation. Hence, this fact has triggered the researcher to deal with this specific topic.

1.2 Statements of the Problem

However, despite the importance of a good strategic plan and its implementation in schools in Ethiopia the capacity of school managers in formulating and implementing strategic plan has remained major concern (MOE, 2005).They can adjust what, when, where, how and how much

they do according to their intended goals. Planning helps managers to consider seriously the present status of the organization and environment in which it operates.

Besides, Forojalla (1993) noted that the current task in educational planning is to recognize in present conditions inadequacies that point to the desirability of change. Therefore, educational planning contributes to the process of policy formulation by identifying the critical areas and the various policy options which are available to address problems.

In addition, according to the Ministry of Education regarding to planning and management capacity at lower level of the organizational structures is a critical problem (MoE, 2005). The problem is more serious in realizing the goals of the education, skill to collect analyze and interpreting educational data. In connection with this, MoE (2002) stated that the education system of Ethiopia, specifically at lower levels of the structure, is hindered due to problems related to planning and management.

Even though schools have been given the rights and responsibilities of planning and implementation of educational activities, a number of problems have been faced. With regard to this, MoE (2003) stated that secondary education faced pervasive shortage and low qualification of teachers, inadequacy of facilities, large class sizes, and inaccessibility to rural communities. Only few studies have been conducted on this topic.

According to Gezahegn (2016), studied on the preparation and implementation of educational strategic plan in sub-city education offices of Addis Ababa and Takele (2014) undertook a study on practices of strategic plan preparation and implementation in Grawa Woreda secondary schools in East Hararge while Sisay (2013) examined the strategic plan development and its implementation in preparatory schools of Oromya special zone surrounding Finfinnee zone;

which their finding of their study is found that there is strategic implementations weakens and unable to implement as it planned.

There is a research conducted by leoule (2018) that is related to the assessment of school based planning at government secondary school level. However, the area of practice of strategic plan development and its implementation at preparatory school was not well studied. As a result, the researcher does not see studies on the Practice and challenges of strategic planning in private secondary schools of Addis Ababa.

While a number of empirical studies on implementation of strategic plans have been carried in various organizations, most of them focused on a different context and concept from what the current study seeks to cover; there has been limited research undertaken to determine the practice and challenges of strategic planning in private secondary schools. It is for this reason this study is welcome to determine the practice and challenges of strategy planning in private secondary schools in Addis Ababa.

To come up with plans, it is necessary study the part of Private secondary school to address the circumstances at the priority areas in preparatory school level strategic planning and other problems they encounter while running planning tasks. Consequently, the purpose of this study is to investigate Stakeholders Participation in Strategic Plan and know Practice and its challenge to improve student achievement and behaviors in private secondary schools in Addis Ababa. To this end, the following research leading questions are put forward.

1.3. Research questions

In this study, the research question attempted to answer the following basic questions.

1. What are the priority areas of private secondary school's level strategic planning?

2. To what extent stakeholders of the school are involved in the process of strategic planning?
3. What is the mechanism for monitoring and evaluation of strategic planning's of private secondary schools in Addis Ababa?
4. What are the challenge that hinder private secondary school's level strategic plan development activities in Addis Ababa?

1.4 Objective of the Study

1.4.1 General Objective

The main objective of this study is to get insight of practice and challenges Stakeholders Participation in Strategic Plan Preparation in private secondary schools of Addis Ababa.

1.4.2 Specific Objectives

The specific objectives of this study are:

1. To evaluate the priority areas that private secondary school's level strategic planning converging on.
2. To evaluate the extent stakeholders of the school are involved in the process of strategic planning of private secondary schools in Addis Ababa.
3. To evaluate the level of monitoring and evaluation strategic planning's of private secondary schools in Addis Ababa.
4. To examine the challenge that hinder of private secondary school's level strategic plan development activities in Addis Ababa.

1.5. Significance of the Study

The school system is operating in constantly changing environment that require them to think and plan strategically. They have been and will continue to be affected by continual changes. In addition, the environment in which they are operating is characterized by increasing competition

that requires them successfully position themselves to build a sustainable, competitive advantage. The strategic planning process and execution enable school managers to respond to the challenges and circumstance skillfully, and to achieve improved performance. Therefore, this study is significant from the following point of views.

It will have a contribution to the limited literature on the practices of strategic planning and implementation in private secondary schools. It will increase the information available about factors affecting school's strategic planning formulation and implementation. It will also provide school leaders and education officials information about the identified problems in the study to take some remedial actions for the identified problems. Lastly the study would stimulate further investigations on this topic including in other settings.

1.5. Delimitation of the Study

The study geographically delimited to 20 private secondary schools in Addis Ababa. The study will examine the Practice and challenges of strategic planning in private secondary schools of Addis Ababa. The respondents for the study will be the top management, heads of departments, teachers and support staffs both who were involved in strategy execution at various levels. The scope of this study was also limited to the execution of an existing practice and challenge of strategic planning. This means that this study did not go into more detail on the formation of the strategy that was being executed. In addition, strategy execution can be studied from different viewpoints. The two basic viewpoints were: seeing strategy implementation as a straightforward operation of a previously formulated strategy and focus on the interpersonal and behavioral aspects related to strategy execution are not included due to newly appearing gap. This study acknowledged and integrated elements from both of the two views of evaluations and monitoring of strategic planning.

1.7 Operational Definition of key Terms

For the purpose of promoting uniformity and understanding in this study, a number of terms have been defined.

Private Secondary School: Refers to the registered non-government owned secondary school that is dependent on tuition fees to cover all or part of its operational and development costs.

Secondary school is used here to refer to the registered private educational institutions that constitute both general secondary and the preparatory schools ranging from the grade 9 to 12.

Stakeholders: refer to groups or individuals that have a vested interest or expect certain levels of performance or compliance from the school, which include Teachers, parents, students, owners, BoM, PTA, government representatives.

Strategic plan: Refers to a formal document used to communicate with the organization a school's goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise

CHAPTER TWO

REVIEW of RELATED LITERATURE

This chapter presents the related literature so as to have an insight in to the research topic - strategic planning and its implementation in private secondary schools and briefly expose the readers to some of the major areas of the subject matter under consideration. From the perspective of theory and practice strategy is directly related to the management of organization. Hence the chapter begins with conceptual issues on strategy; strategic management and strategic planning in order draw some concepts that guide the study. The evolution of strategic planning and the different theoretical models of strategy formation and components of strategic planning are then reviewed respectively in next sections. This chapter also reviews the literature concerning: factors affecting formation and implementation of school strategic plans empirical studies on strategic planning and its implementation.

2.1 Theoretical concept of Strategy, Strategic Management and Strategic Planning.

Various authors have proposed different types of definitions for strategy because of their giving selective attention to the wide variety of issues relevant to strategy definition. (Hax and Majluf 1986 ; Nickols, 2008). Hence it would be appropriate to begin this section by reviewing some definitions of strategy given in the literature so as to grasp the meanings as well as to provide the conceptual base for the study.

2.1.1. Concept of Strategy an Overview

The term ‘strategy’ has its root in the military and is derived from the Greek word for generalship (Whipp, 1998). Its meaning emerged to include a coherent set of actions, the plan,

usually hidden from the enemy, intended to achieve some specific military objectives (Bell, 2002). The term in itself contained the notion of objectives to be achieved and plans of action to be performed in various situations, depending on the enemy's behavior(Nickols,2008).

The strategy for a battle typically involves the deployment of resources and tactical maneuvers so as to ensure the attainment of strategic intents(Nickols,2008).

2.1.2. Strategic Management and Strategic Planning Concepts

While strategic management is a relatively new field of inquiry compared with other science (Schlebusch&Mokhatle, 2016), it unifies the concepts of strategy and strategic planning in the broader endeavor of an organization to achieve its purpose (Johnson et al., 2006). According to Cardno (2001), the strategic management concept subsumes two wider areas of strategy and planning. It is different to other forms of management as it is characterized by complexity and ambiguity, espousing a vision for an organization to aspire to (Johnson et al., 2006; Wheelen and Hunger, 2008).

Strategic planning is a management practice to produce an articulated outcome in the form of an integrated structure of decisions and an institutionalized form of strategy development.

However, according to Andersen (2004) there is dynamic interaction between both perspectives. In other word, organizations may have both rational and emergent strategy, rather than only pure emergent strategy, which implies that the strategy process is a mixture of both (Hax&Majluf, 1986). Murphy (2011) added the notion of planned emergence is to convey a structured yet flexible approach to strategic planning enabling the organization to adapt the strategy in light of changing circumstances. In practice, he argued that strategy should be

planned and developed systematically yet remains sufficiently flexible to react to change within a dynamic environment.

2.1.3 Strategic planning Versus Long-Range Planning

Strategic planning is used interchangeably with long-range planning (Falshaw et al., 2006). However strategic planning and long-range planning differ (Chang, 2008; McCune, 1986). As noted by Chang, long-range planning commonly considered to mean the development of an organizational long term plan based on the projection of (or extrapolation from) the past and present situation, with the assumption that current state is sufficient to ensure the implementation of the future activities

2.1.4 Strategic Planning in Educational Organization Context

Strategic planning is a business concept that has found its way into education sector (Schlebusch & Mokhatle, 2016), and is an integral part of the governance and the management requirements for the school principal and for Boards of Trustees (Bell, 2004). It can be considered to steer the school's teaching and learning activities such that they are in alignment with organizational mission and vision (Lofstrom and Nevgi , 2007).

According to Bell (2002), it is a key management process that draws together institutional values and goals and provides a framework for the quality of provision and the deployment of resources. It is the type of planning which allows the school officials to articulate their hopes for the future of the school, address issues that need attention and come to agreement on priorities (Wincek& O'Malley, 1997).

2.2 An Overview of the Evolution of Strategic Planning

This section outlines some of the common trends noted in the literature. According to Gluck, Kaufman and Walleck (1985), planning systems evolved through four stages namely financial planning, forecasting, externally oriented planning and strategic management. Financial planning typically focused the preparation of the financial budget with a short time horizon (Sheridan, 1998).

According to Thompson and others, strategic planning transformed from the widely known financial planning of 1950s, and long range planning of the 1960s strategic management of today (Thompson, Strickland & Gable, 2007). As pointed out by Mintzberg and Quinn, (1991) the period of time between 1950 and 1970 was the time when strategic planning emerged and they note that the last several decades have been a boom period for strategic planning.

2.3 Perspectives on Strategic Planning

With the growing interest in the strategy concept notably in the realm of business, numerous propositions have emerged in divergent ways both supplementing and challenging the doctrines of the established school. Accordingly many scholars have examined the prevailing approaches to strategic planning that have evolved in the field of strategic management and provided useful insights into the organizational planning literature by classifying it in terms of different perspective. One of the contributions is offered by Chaffee (1985a, 1985b). She identifies three major approaches to strategic planning. These include linear, adaptive and interpretive.

The linear approaches are focused on sequential goals and actions and assume a stable environment. According to linear view, strategy consists of integrated decisions actions or plans

that will set and achieve viable organizational goals. Typically strategy is created and implemented in predetermined clear and discrete, consecutive steps (Chaffee, 1985b). Decision making is considered as an analytical, systematic process involving selecting a course of action from all available alternatives. This approach to strategic management assumes that managers can readily change organizations. It is also based on the assumption that organizations have goals and achieving those goals is the most important outcome of strategy; the environment is relatively predictable and has little influence on organization strategies, thus, plans established today can be implemented with minor changes over the expected life of the plans (Chaffee,1985).

The other Chaffee's category is the adaptive approach to planning. The adaptive model is distinct from the linear model in that it assumes the environment has to be monitored continuously and changes have to be made simultaneously and places emphasis on means rather than end. The approach is environmentally oriented and less "mechanistic" than the linear approach. In the 'adaptive' model, the organization's goals and activities are primarily concerned with adaptation to the environment akin to a biological organism.

Adaptive strategies may be either proactive (action taken to influence environmental changes) or reactive (action taken following environmental changes). The relevant environment is broader than just customers. Competitors, and trends and stakeholders within the environment assume greater importance (Bowman and Asch 1993). The fundamental basis of this approach is the recognition of the environment as a cause of organization action in this respect, the environment is monitored, and strategic changes made simultaneously and continuously (Chaffee, 1985).

Chaffee's third category is interpretive strategy model. The interpretive approach focuses on symbols and language to influence the minds of stakeholders.

2.4. The Importance and Benefits of Strategic Planning

Strategic planning is important for an educational institution for many reasons. It is argued that educational institution has been and will continue to be affected by continual changes in technology, workforce, market, economic condition. Also with many changes in demographics expected including the possibility of a teacher shortage, the entrance of many bi-lingual students, and more students from single-parent families it is particularly important for schools to participate in strategic planning. Strategic planning ensures that the school is associated with the changing internal and external environment (Chang, 2008; Schlebusch&Mokhatle, 2016).

McCune (1986) Bennett (1996) and Grant (1998) argue that an objective analysis of external and internal environment helps to take informed decision hence avoiding crisis situations. According to Zimmerman (2007), strategic planning assists organizations envision their future and determine how to get there; stimulates new approaches; improves participation of members of the organization; clarifying of values and beliefs and provision of a framework for operational decisions .

In addition, strategic planning provides understanding on how schools work, gives insights on how finances are spent, identifies needs of stakeholders and gives an opportunity to set specific data driven priorities (Schlebusch&Mokhatle,2016).

2.5 Strategic Planning Models

A number of alternative models to assist strategic planning processes currently exist in the literature. In spite of the differences, the concepts and features are basically the same in most literature. Here some of the optional approaches to strategic planning proposed in the literature are presented. Gates (2010) posit four essential elements in the typical strategic planning processes which include environmental scanning, strategy formulation, strategy implementation, and evaluation and control.

Another prescriptive approach to strategic planning for non-profit organizations is offered by John Bryson (1988). Strategic planning is presented as an eight-step process that consists of agreeing on an approach, identifying organizational mandates, clarifying organizational mission and values, assessing the external environment, assessing the internal environment, identifying strategic issues, formulating strategies to manage the issues and establishing an effective organizational vision for the future. Bryson points out that while the steps are presented in a linear, sequential fashion, the process is actually more iterative with changes in the sequence and revisiting of decisions occurring frequently.

Like Bryson Goodstein, Nolan, and Pfeiffer offer strategic planning model for non-profit organization. This model is a problem-solving approach that is quantitative, top-down, and forward-looking. The process includes identifying “players;” garnering the support of leadership and stakeholders; scanning values, philosophy, and culture; defining or redefining a mission statement; identifying new opportunities; auditing threats, opportunities, strengths, and weaknesses; identifying gaps between present and future needs; identifying strategies to close

the gaps; implementing the strategies; and monitoring and restarting the cycle as appropriate (Goodstein, Nolan, and Pfeiffer,1993).

Allison and Kaye (2005) also propose seven stages in the strategic planning process which include: 1) get ready, 2) articulate mission, vision, and values, 3) assess your situation, 4) agree on priorities, 5) write the plan, 6) implement the plan, and 7) evaluate and monitor the plan.

In the realm of education Dolente (2004) offers Curriculum-Centered Strategic Planning Model for a higher education. Dolente describes his Model as a method of planning that can integrate program review with overall institutional planning in a continuous review and evaluation cycle. The planning includes five primary activities: 1) identify and define key performance indicators. These measures can originate from governmental policy or local measures (enrollment, budget, learning outcomes, etc.), 2) design a learner-centered curriculum framework that provides a structure for curriculum design, development, and deployment focused on the learner, 3) conduct an external environmental scan through a SWOT analysis, 4) conduct continuous self-study with a focus on performance, 5) develop an action plan process and implement the plan. Action plans can include plans such as a technology plan, a financial plan, a marketing plan, an assessment plan, etc.

A similar approach to education strategic planning process is offered by The Center for Strategic Planning (2001). The five - step proposed model includes the following five steps: 1) define, research, and assess current status; 2) create a shared vision and overarching goals. 3) build the institutional strategic plan, 4) launch the strategic plan, 5) begin implementation. Cook's strategic planning model which is a widely recognized strategic planning in schools includes seven phases 1) identify shared beliefs 2) define the school's mission, 3) establish the parameters for the plan, 4) conduct an internal analysis of the school, 5) conduct an external

analysis of the school's environment,6) define the objectives for the plan,7) identify and select strategies for attaining the objectives (Cook 1990 cited in Beach & Lindahl, 2015).

To summarize, these strategic planning approaches provide insight into the intricacies of the planning process. As these models indicate, strategic planning calls for a review of both internal strengths and weaknesses and external threats and opportunities. While these strategic planning models vary in the specific steps, the process' final product is the same. The designer expects a school to have a written plan with a variety of tools to put the plan in to action and a method of evaluation the school. Additionally, despite individual differences in the specific steps these models share much in common, including determining the readiness for strategic planning, clarification of mission, analysis of internal and external influences, identification of core organizational issues, development and selection of strategic imperatives, and implementation of strategic goals.

The basic components of strategic planning process will be discussed in the subsequent section as they serve to guide for the research concerning the practice of school strategic planning.

2.6 Components of strategic planning process

The strategic planning processes encompass the following basic elements or activities: environmental scanning; developing a mission statement; setting goals and objectives; developing implementation plans; implementing the plans; monitoring the progress; and formal evaluation.

2.6.1 Environmental Scanning

An environmental scanning is an essential step commonly recommended in the literature (Dolence 2004, Kaufman & Herman, 1991; Kotler & Murphy, 1981; McCune 1986). Environmental scanning is a systematic process of investigating trends and events outside the organization's span of control to identify and understand emerging strengths, weaknesses opportunities and threats (Dolence 2004). The Scanning must identify the threats and opportunities existing in the environment. According to McCune (1986) these environmental scanning provides the strategic planning team with valuable information for subsequent stages in the planning process. Environmental scanning consists of two sub processes, external and internal environmental analyses.

External scanning or analysis is the activity of collecting and monitoring data from the external environment encompassing the organization (school district) for the purpose of identifying trends or "what is," over time to assist in planning strategies for the future (Kaufman & Herman, 1991)

The internal analysis is a prerequisite to the development of the objectives and strategies. Scanning should take place after the vision for the system has been developed. The vision is what should be and should not be a how-to statement. The scan gives the planner the necessary information to formulate the objectives and then the strategies (Kaufman & Herman, 1991).

2.6.2 Developing Vision and Mission Values Statements

An organization's vision articulates the position that the organization wishes to attain in the near future. It encapsulates the basic strategic intent (Conley, 2002). It is more dreamt of than articulated. It is a powerful motivation to action and is defined as a description of something in

the future. While the essence of a vision is a forward looking view, a mission is what an organization does to achieve its vision (Conley, 2002).

Conley (2002) categorized most planning templates as having a vision or a mission statement. He clearly differentiated the two terms. In their planning models, distinctions between vision and mission occurred as a result of their development in different planning stages. The vision statements served as catalysts for longer range and/or broader based aims, and mission statements focused efforts towards shorter range and/or narrower based ends. In either case they comprise the guiding principles/core beliefs. On the other hand, values of an organization state the philosophical priorities on which managers are committed (Koonz& Weihrich ,2007). They outline how managers and employees should conduct themselves, how they should do business, and what kind of enterprise they Should build to help the organization attain it mission (Judah & Paul ,2014). According to Koonz and Weihrich (2007) values set the organizational climate and they determine the direction of the firm through their values. Consequently, their values, preferences and attitudes toward risks have to be carefully examined because they have an impact on the strategy.

2.6.3 Setting Goals and Objectives

Massey (1987) defines goals of an organization as the ultimate ends toward which actions are aimed. As pointed out by Judah and Paul (2014), while goals address issues relating to the whole organization and are stated in broad terms, objectives are statements of what is to be achieved. Objectives are end results of planned activity (Wheelen& Hunger, 2008). They are

stated in terms of the desired levels of attainment within a specific time frame (Judah & Paul, 2014). Objectives are quantifiable, simply stated and measurable.

2.6.4 Operational Plan

Operational Plan refers to documented operational plans, with identifiable connections to strategic directions existed in all schools (Sheridan 1998). According to Sheridan (1998) resource priorities, documented through a budget are an integral part of operational plans. He further noted that states that while strategic planning focuses on answering the “what” questions, operational planning concentrates on the “how” questions.

2.7 Empirical literature review

Although local research that has examined the strategy planning practices secondary education including private school appears sparse, a number of studies has examined the issue of strategic planning in education sector. A study entitled ‘Strategic Planning as a Management Tool for School Principals in Rural Schools in the Motheo District by Schlebusch and Mokhatle (2016) addresses practices of strategic planning and the factors affecting its implementation in rural schools in the Motheo district of South Africa. The researchers employed a qualitative design based on inductive approach. The findings of their study showed that strategic planning did not occur in many schools and for those schools which had plan. School Governing Body (SGB) chairpersons were often excluded in the drafting and implementation.

Another study by Owino and Oloko (2015) explored the factors affecting strategic management implementation practice in public secondary schools in Uriri district, Migori County Kenya. The study analyzed the link between strategic management implementation practice with training received on strategic planning, leadership qualities and resource

availability. A regression analysis was used to analyze the relationships between strategic management implementation and strategic planning, leadership qualities and resource availability. The findings of the study revealed that level of training received on strategic planning, leadership qualities and resource availability were significantly related to the perceived level of strategic plan implementations. Lingam, et al.(2014)) conducted a study to examine the strategic determining the effectiveness of school strategic planning practices based on perceptions of a sample of teachers in Fiji Islands. The study revealed that school leaders' lack of knowledge and skills in school strategic planning and the adoption of weak participatory approach to planning were the main problem that had confronted the undertaking of school strategic planning. It was claimed that since school strategic planning considers grassroots participation rather than participation spearheaded by people in higher authority or officials who are far-removed from the classroom and the school context, it is highly desirable to engage local stakeholders in determining a school's strategic plan.

In a different context, Drivas (2006) conducted a case study to examine the strategic planning of the Chippewa Falls Area Unified School District in USA. The objectives of this study were to determine the reasons for embarking on strategic planning, to identify resources that support the strategic planning process, find out the timeline and outcomes of the planning process (Drivas 2006). Data was collected through document analysis, in-depth interviews of superintendent and questionnaires of planning committee members.

The study revealed that providing the staff members with a sense of direction and holding them more accountable to their constituents and the need for more efficient utilization of resources was motivating factors for undertaking the district strategic planning process. The research was also revealed a timeline for completing the process in the first three years of planning, the

presence of experienced members planning committee, the devotion of monetary and time resources being supportive of the process. It was claimed that because of many school districts being in a budget crisis, and every school being responsible for providing a valuable education to children, the strategic planning process created the avenue to begin redefining the framework that was necessary for the district to remain fiscally responsible.

A survey entitled ‘Availability and the Level of Implementation of Strategic Plans in Secondary Schools in Nandi County, Kenya’ by Sang et al. (2015) addresses the availability and the level of use of strategic plans in the public secondary schools in five districts in Kenya. The researchers employed mixed-methods design. The findings of their study revealed that 90.6% of secondary schools had no functional strategic plans to guide their respective schools to achieve their desired mission and vision and that most of the plans in place were used in academic purposes, planning, and infrastructure development.

Local studies on strategic management include an investigation of strategic management practices in the public universities in Ethiopia by Assefa (Year of publication). The purpose of the research was examining the practices of strategic planning and implementation of strategic plans in public universities of Ethiopia. The study was carried out with three randomly selected public universities. The research utilized both qualitative and quantitative

data. The quantitative data were emanated from close-ended questionnaires distributed to staff members, and graduating year students. Qualitative data were generated through interviews from the management team members in the sampled universities. The quantitative data analysis was done using descriptive statistics while the qualitative data was analyzed using narrative form. The results indicated that the practices of strategic planning and implementation of sampled public universities had major drawbacks in the areas of critically assessing their ever

changing external environment while planning, effectively communicating their preferred strategies and activities to both academic and administrative staff. The findings also revealed lack of alignment of major decisions with the university's preferred areas of priority and major objectives as stipulated in the strategic plan document as well as lack of adequate monitoring, follow up and feedback systems.

A thesis entitled 'Practice of Strategic Plan Preparation and Implementation in Grawa Woreda Secondary Schools' by Takele (2014) addresses the strategic plan preparation and implementation activities of government secondary schools in East Hararge. The researcher employed a descriptive survey method based on qualitative and quantitative data. The findings reveal non participatory planning process, lack of financial and material resources for implementation of the school strategic plan.

2.8 Summary of the Literature Review

The chapter covered literature related to the study. From the reviewed literature, strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of their programmes in provision of education. The literature reviewed identifies environmental scanning; developing a mission statement; setting goals and objectives; developing implementation plans; implementing the plans; monitoring the progress; and formal evaluation as key components of strategic planning process.

However, only a few studies from Ethiopia in regard to school strategic planning were identified, and these studies did not examine the nature of strategic planning in private secondary schools. Therefore, little is known about practice of strategic planning. Hence study attempts to fill this gap.

The next chapter will outline the research methodology that would be followed to collect data and information, the research designs well as the analysis of data collected.

CHAPTER THREE

3. Research Design &Methodology

This chapter presents the procedures that are employed in conducting this study. It describes the research design, target population, sampling techniques, research instruments, data collection and data analysis techniques.

3.1. Research Design

This research employs a descriptive design that was employed on the ground that it was found to be helpful to obtain reliable and relevant information from a variety of group on the issues of strategic planning under investigation and help data collection and interpretation of information from expected respondents .This research method was both qualitative and quantitative

3.2. Target Population

The target population of this study was all private secondary schools in Addis Ababa. All the principals and vice principals of these schools heads of departments and teachers from every school constitute the target population of this study because they are directly in charge of developing and implementing strategic plans.

A list obtained from the 2019/20directory of Addis Ababa city General Education Quality and Relevance Regulatory Agency.

3.3 Sample size and Sampling procedures

3.3.1 Sample size

In this study the sample size involved 20 principals, 20 vice principals, 60 Heads of Departments and 100 teachers that holds total number of 200 respondents.

Consequently, the researcher works with a sample size of 20 private secondary schools, which

Table 3.1: Target Population and Sample Size of the Proposed Study

Population Category	Target population	Sample Size	Percent
Principals	142	20	14.08%
vice principals	142	20	14.08%
Heads of Departments	710	60	8.45%
Teachers	2104	100	4.75%
Total	3098	200	100%

Source: private school,2020

represent 14 percent from total 142 private secondary schools in Addis Ababa which are totally 3098. All the principals and vice principals of these schools three heads of departments per school three teachers from every school are considered the sample Respondents. The total sample size yields 200 respondents for the study. It was 20 selected for interview with principal percipient.

3.3.2 Sampling procedures

This study technique was systematic random sampling with an interval of every 7th school from a sample frame of a list obtained from General Education Quality and Relevance Regulatory Agency is used to select 43 out of the 142 school's total populations is 3098.

This is because the sampling technique allows the schools equal chances to be selected. Besides because of the need for ensuring that all the various groups in the sampling frame are surveyed, stratified sampling technique is used at the first stage of the selection exercise.

Schools those are taking part in the research were to identify the relevant strata and their actual representation in the population. Then random sampling is used to select participants from each stratum. Stratified sampling is preferred because it ensures the selection of respondents from all the identifiable sub-groups within the sample population because of their varied knowledge or areas of expertise on the research topic or problem (Bradshaw and Stratford, 2000). Therefore, all the principals and vice principal's heads of departments per school and five teachers from every school are chosen.

3.4 Data Collection Instruments and Procedures

3.4.1 Questionnaire

Based on the basic questions, close-ended questionnaire was designed and distributed to those selected sample staff of private secondary schools in Addis Ababa. Hence, the questionnaires were distributed to principals, vice principals, heads of departments and teachers.

The same questioners were Administered to all selected respondent which is formulating reasonable plans and subsequent attempts to school strategic plans move well ahead responding

to school interests with similarly responsibility of putting the school principals, vice principals, heads of departments and teachers into practice by newly approved (Educations road map,2018).

To come up with plans, key informant interview was distributed to selected school principal to address the circumstances at which they are found in terms of strategic planning and other problems they encounter while running educational tasks.

3.4.2. Pilot Test

Piloting has paramount importance for improving the instruments of data collection. After preparation, the instruments were tested to check whether they can generate the desired information and to judge their internal consistency. Therefore, the school where the pilot testing was made, school of tomorrow secondary School, selected for the pilot study.

In the pilot test 29 teachers, one principal and 3 vice principals in a total of 33 participants were involved. Then, based on the feedback obtained, the necessary modification was made for the actual work by the researcher. Moreover, reliability of the items has been checked before distribution questionnaires and was analyzed 0.81 by using Cronbach's alpha test. Therefore, the result revealed that the instrument was found to be reliable to measure what was intended to measure.

3.5 Data Analysis Techniques

This study was used to descriptive statistics for the purpose of quantitative data was analyzed accordingly. Mainly for quantitative data, descriptive statistics were used to summarize data by using Statistical Package for the Social Sciences, (SPSS) version 23 software. Statistics including mean, frequency and standard deviation also was used to analyze the data among the different groups. The mean and standard deviation was used to describe the data obtained indicted mean difference of variables.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

4.1. Introduction

This chapter deals with the analysis and presentation of the quantitative data collected through questionnaire. The questionnaires composed open and close-ended questions, which are summarized and presented effectively in tables using SPSS 24 software. The researcher used some secondary data from published and unpublished documents of the case strategic planning in private secondary school.

Out of 200 questionnaires distributed, 189 were collected which makes the response rate is 94.5% of the questionnaires the returned questionnaires were usable because they were filled properly. The researcher, as much as possible, made the questionnaire easy to read and answer without difficulties.

4.2. Descriptive statistical Analysis

4.2.1. Analysis on Practice Strategic Planning in private school

The analysis data was the qualitative and quantitative data generated from respondents. The data analysis the qualitative and quantitative data generated from respondents .The respondents were Principals', vice principals', 'Heads of Departments' and teachers' responses were considered to investigate the strategic planning practice collected on five points Likert scales consisting of six items for the stakeholder's participation in strategic plan preparation, eleven items for monitoring and evaluation of strategic planning, five items for challenges encountered in developing the strategic plan and lastly six items for challenges encountered of the strategic plan.

The responses were converted in to numerical scale. The mean scores for each variables and factors were then determined by averaging the scores for all survey items with in each instrument.

4.2.1.1. Stakeholders participation in school strategic planning

Table 3: Descriptive Statistics on practice of Stakeholders participation in school strategic planning			
Item	Mean	Std. Deviation	N
1. The school has created the necessary awareness to the stakeholders about strategic plan development.	1.8624	.48610	189
2. The principals actively participate in preparation of strategic	1.6402	.48121	189
3. Students are actively involved in preparation of strategic plan.	2.8201	.95060	189
4. Parents are meaningfully involved in preparation of strategic	3.6085	.59710	189
5. The school leadership effectively coordinates stockholders and strategic planning team in preparation of strategic plan.	3.4127	.86236	189
6. The strategic planning team contributes a lot in preparation of strategic plan.	3.8571	.35086	189
Grand Mean = 2.8668			189

Source: From researcher school survey data, 2020.

Range Description- Mean Difference:

1.00-2.50 = Low 2.51-3.50 = Medium

3.51-5.00= Higher

From above Table 3: Respondents were asked to indicate the extent to which they agreed with a number of statements using Descriptive Statistics on practice of Stakeholders participation in school strategic planning. According to the respondents replying if The school has created the necessary awareness to the stakeholders about strategic plan development shows in Average mean indicated difference result is 1.8624 which is predicted in standard deviations of 0.48610, The principals actively participate in preparation of strategic plan shows in Average

mean indicated difference result is 1.6402 which is predicted in st deviations of 0.48121 and it was asked if Students are actively involved in preparation of strategic plan shows in Average mean indicated difference result is 2.8201 which is predicted in st deviations of 0.95060 which is Stakeholders participation in school strategic planning indicated by low rate of acceptance by respondents.

Once the plan is approved it should be split in to operational programs and projects so as to determine the sources to be mobilized. Human, financial, time, technology and material, physical, administrative and leadership, and information are some of necessary resources of educational plan. Some of these resources are needed for the formulation of the plan or the implementation if it and some others may be used for both.

In other hand, Respondents were asked to indicate the extent to which they agreed with a number of statements whether Parents are meaningfully involved in preparation of strategic plan shows in Average mean indicated difference result is 3.6085 which is predicted in st deviations of 0.59710 or the school leadership effectively coordinates stockholders and strategic planning team in preparation of strategic plan shows in Average mean indicated difference result is 3.4127 which is predicted in st deviations of 0.86236 and the strategic planning team contributes a lot in preparation of strategic plan shows in Average mean indicated difference result is 3.8571 which is predicted in st deviations of 0.35086 depicted to medium consists of securing resources, organizing them and directing the use of these resources within and outside of the planning.

According to study result regarding to Practice of Stakeholders participation in school strategic planning was found medium in Average Mean of 2.8668 which is school strategic planning practice was found unsuccessful and ineffective to school enhancement process. This shows that

there is need the strategic planning preparations of stockholders to be significant. The school leadership and management are not current of air in place to facilitate the meaningful involvement to the school community in strategic planning practice.

According to key informant interview with school principal regarding to how was their participation in the development of the school strategic plan. Majority of respondent preparing the school strategic plan depend primarily on three types of objectives; increase in enrolments entails proportional increase in the number of teachers, premises, and quantities of equipment hence, budgeting increase, improvement of quality of education can be brought through better qualified teachers, adequate and concussive teaching materials, equipment's, space, increase use of action or applied research and thus, in turn calls for modification of government policies, school structure and procedure.

But, other key informer three school principal remarked that during interview with the strategic planning team members said that, they didn't even get any formal or structured training on strategic plan development, monitoring and evaluation, even if the training is vital for the plan. But, they are provided little information about the issue from the principals informally. Therefore, this implies that the participation of stakeholders in preparation and planning for strategic plan in secondary schools was to some extent adequate. Thus, the present status of the participation of stakeholders' in preparing strategic plan is unsatisfactory in private school secondary schools of the city.

However, Stoll and Dean Fink (1996) said that, strategic plan is essentially a collaborative process that draws the whole stakeholders together in shaping the school feature. Since educational strategic planning is the main tool of strategic management it plays a paramount role in assuring quality education in particular and achieving the educational goal in general.

But failure to involve all stakeholders in preparing the strategic plan result in poor attainment was found in most government school confirmed by different researcher this before. For example, Chane (2010) in his thesis on “The Challenges and Prospects of Strategic Planning Formulation and Implementation process in selected institutions of Ethiopia asserted that the development or formulation of strategic plan was not supported by active involvement of management, clients, employees and other stakeholders as needed to participate in the process.

In other hand, there is Lack of participation of stakeholders was also one of the challenges of strategic plan formulation in Addis Ababa city government schools (Gezahegn, 2016). Its work does not get end when a plan gets on paper and has won approval. Planning to be effective, it must be concerned with its own implementation (Coombs, 1970).

Researcher was look at how school community arrive at this point to school planning history, identifying what made them successful and what require more attention, it deal with where them want to go from here by creating school vision, looking school objective, conducting an internal evolution of strengths and weaknesses and setting school goals.

4. 2.1.2. Stakeholders participation Strategic Plan Monitoring and Evaluation

4. 2.1.2. Monitoring

Table 4: Statistics Stakeholders participation Strategic Plan Monitoring			
Item	Mean	Std. Deviation	N
1. The monitoring mechanism of the school plays significant role in the strategic planning	3.0794	1.10080	189
2. The monitoring mechanism facilitates effective operation of the strategic plan.	2.8730	1.04411	189
3. Timely monitoring of strategic plan is carried out in the school.	1.8095	.70388	189
4. Timely feedback is given after monitoring is carried out to take corrective action.	2.9365	1.06000	189
5. The school strategic planning team take corrective action after monitoring.	3.2381	.99007	189
6. The school principal takes corrective SP monitoring during need assessment planning.	3.0423	1.05099	189
Grand Mean = 2.8298			189

Source: From researcher school survey data, 2020.

Range Description- Mean Difference:

1.00-2.50 = Low 2.51-3.50 = Medium

3.51-5.00= Higher

Accordingly, from above Table 4, descriptive Statistics Result Stakeholders Participation Strategic Plan Monitoring which it was asked the respondents if private secondary school monitoring mechanism of plays significant role in the strategic planning shows in Average mean indicated difference result is 3.0794 which is predicted in st deviations of 1.10080 **or** The monitoring mechanism facilitates effective operation of the strategic plan shows in Average mean indicated difference result is 2.8730 which is predicted in standard deviations of 1.04411 **which there is** Timely monitoring of strategic plan is carried out in the school shows in Average mean indicated difference result is 1.8095 which is predicted in standard deviations of

0.70388 shows that most of these plans monitoring thing is that they are unable to make the paper in to action

In other hand, it was asked the respondents if there is Timely feedback is given after monitoring is carried out to take corrective action shows in Average mean indicated difference result is 2.9365 which is predicted in standard deviations of 1.06000 or The school strategic planning team take corrective action after monitoring shows in Average mean indicated difference result is 3.2381 which is predicted in standard deviations of 0.99007 and The school principal takes corrective action after monitoring shows in Average mean indicated difference result is 3.0423 which is predicted in standard deviations of 1.05099 shows monitoring of strategic planning also had faced many encounters. Similarly report by MoE (2005:64) also indicated that inadequate strategic plan monitoring capacities at the lower level of the section and the schools is a critical problem in realizing the goals of education. The capacity to interpret policies, collect and analyze appropriate data, and enabling schools to take appropriate action to meet the minimum quality standards defined for local situations are critically lacking at the lower levels of the organizational structure including schools.

Finally, it was found that from descriptive Statistics Result Stakeholders Participation Strategic Plan Monitoring which it was asked the respondents showed medium Modest Mean of 2.8298 which there is partial involvements of mobilizing school resources, structuring work relationships, integrating similar functions, controlling activities and so on in slightly checking of previously government set policies, plans procedures and rules during monitoring.

During interview most of key informant were set affirmations with serious problems of educational strategic plan such as lack of commitment of the management, unwillingness to cascade strategic plan to operational plan, low strategic plan revision poor communication and

lack of monitoring and evaluation system as most of principal during interview set their personal response. Monitoring of private school strategic plans still require much effort to be exerted in most private secondary of schools in Addis Ababa, Ethiopia.

4.3.2.3. Evaluations

Table 5: Statistics Stakeholders Participation Strategic Plan Evaluations			
Item	Mean	Std. Deviation	N
1) The evaluation mechanism of the school plays significant role in the strategic plan development and implementation.	2.9471	1.13801	189
2) The school evaluates itself in relation to the strategic plan	3.0899	.95503	189
3) The result of evaluation feed in to the next planning cycle	2.2804	.70762	189
4) The school evaluate the strategic plan in relation to students' academic and behavioral achievement.	1.8624	.48610	189
5) The strategic plan of the school includes monitoring and evaluation system.	2.7778	.96389	189
Grand Mean = 2.5915			189

Source: From researcher school survey data, 2020.

Range Description- Mean Difference:

1.00-2.50 = Low 2.51-3.50 = Medium

3.51-5.00= Higher

Accordingly, from above Table 5, descriptive Statistics Result Stakeholders Participation Strategic Plan which it was asked the respondents if private secondary school evaluation mechanism of the school plays significant role in the strategic plan development and implementation shows in Average mean indicated difference result is 2.9471 which is predicted in st deviations of 1.13801 or The school evaluates itself in relation to the strategic plan shows

in Average mean indicated difference result is 3.0899 which is predicted in standard deviations of 0.95503 and The result of evaluation feed in to the next planning cycle shows in Average mean indicated difference result is 2.2804 which is predicted in standard deviations of 0.70762 that is vital that the school community evaluate the success of implementation whether attaining the targets and addressing the strategic plan needs at the end of the planning cycle. The school self-evaluation provides an accurate assessment how well the school is performing and what it needs next. It also adjusts the nature strategic plan priorities. In support of this idea, Hopkins (1999) stated that, evaluation provides a generated and paradigmatic process, combining as it is selected curriculum large with modification to the school management arrangement or organization.

In other hand, it was asked the respondents if the school evaluate the strategic plan in relation to students' academic and behavioral achievement shows in Average mean indicated difference result is 1.8624 which is predicted in standard deviations of 0.48610 and The strategic plan of the school includes monitoring and evaluation system shows in Average mean indicated difference result is 2.7778 which is predicted in standard deviations of 0.96389 has lower result. At the end of the planning cycle, it is important that the school stakeholders evaluate the success of the implementation in relation to strategic plan and feed to the next planning cycle of strategic plan.

According to key informant interview confirmed that the strategic plan evaluations team in each group confirmed that making self-evaluation timely helps the school to know the level of the implementation of strategic plan; however, the private secondary schools unable to do it when it is needed based on the strategic plan guide line of MoE when there was an evaluation session

the role and the validity was not as such significant to improve students' academic and behavioral achievement.

The study revealed that the descriptive Statistics Result Stakeholders Participation Strategic Plan which it was asked the respondents if private secondary school evaluation mechanism was found that underprivileged awareness creation of the school about strategic plan evaluations in Amidst Mean of 2.5915. and interview also confirmed and revealed that there was low participation of teachers, students and parents in the strategic plan evaluations poor performance of principals, teachers and strategic planning evaluations team, as a whole the schools in taking poor corrective action and timely monitoring and evaluation of strategic plan evolutions.

According to Mbamba (1992) resources need for implementation depend primarily on three types of objectives; increase in enrolments entails proportional increase in the number of teachers, premises, and quantities of equipment hence, budgeting increase, improvement of quality of education can be brought through better qualified teachers, adequate and concussive teaching materials, equipment, space, increase use of action or applied research and thus, in turn calls for modification of administrative, organizations structure and procedure. .

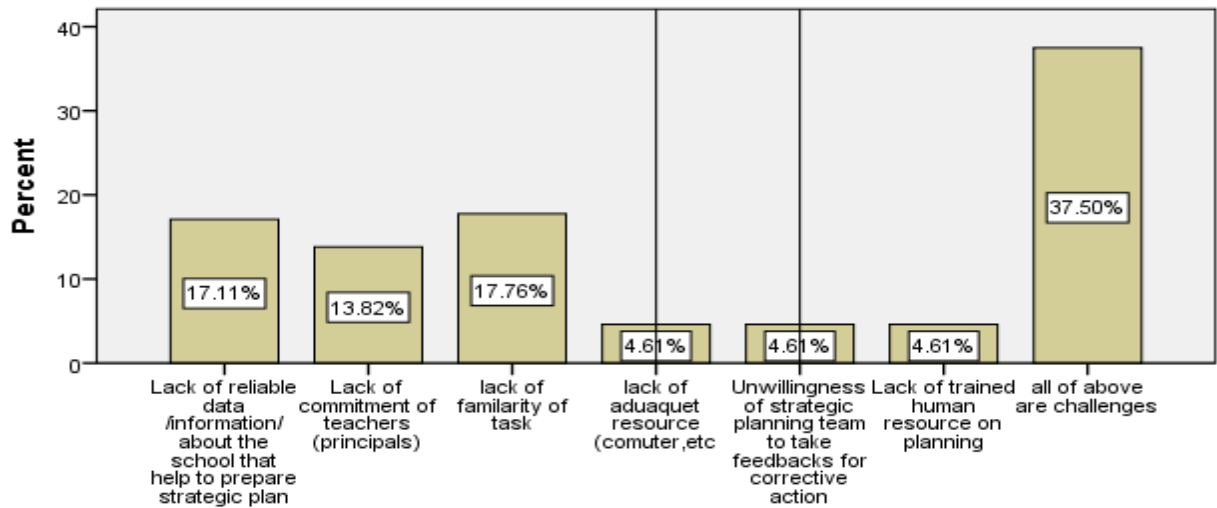
4.3. Challenges Encountered in Developing the Strategic Plan

The global experience the school strategic plan is complex process which can be challenged by different factors during its implementation. In this regard, Fullan (2001:89-90) in Bereket (2011) stated that, when a new initiative is introduced undoubtedly, it will create difficulties to both individuals and institutions.

Thus, for the success of the plan needs to forecast or consider challenges encountered prior to the implementation of the plan while in process. In order to know factors that might embarrass the preparation of strategic plan, participants were asked a series questions concerning the issue

to indicate how much the problems were serious on chart 1 below ranging from most serious to least serious.

Chart 1: Challenges Encountered in Developing the Strategic Plan privat school in Addis Aabab



Source: From researcher school survey data, 2020.

Chart 1, describes that the respondents were requested to rate how much problems were challenging the strategic plan developing. The top most observed challenge focused by the respondents. 4.61% of said lack of trained human resource on school strategic planning was most serious problem. In addition to that 17.11% of the respondent agreed that there is Lack of reliable data /information/ about the school that helps to prepare strategic plan also one of the most serious problems

. Moreover, 4.6% of the respondents stated that low stakeholders' awareness on how to prepare educational strategic plan, was also most serious challenges encountered in strategic planning.

The result indicated that, the planning stage of strategic plan may face different challenges but the main challenges were lack of reliable data /information/ about the school that help to prepare strategic plan, Lack of commitment of teachers (principals), Lack of commitment of strategic planning team and Low stakeholders awareness on how to prepare educational strategic plan, Lack of trained human resource on planning in school strategic plan formulation were presented 37% by respondent which is some other problems in preparation of school strategic plan in the area. As we have seen in the analysis of both instrument lack of trained human resource on planning, inadequacy of reliable data about the school and low stakeholder's awareness on how to prepare strategic plan were major problems encountered in developing strategic plan on those schools.

According to key informant interview principal participants of strategic planning team confirmed that making self-evaluation at each academic year helps the school to know the level of the strategic plan implementation; however, the secondary school unable to do it at each academic year based on the strategic plan guide line of MoE.

Moreover, most of the participants indicated that in strategic planning team in 17.11% of them confirmed there is lack of reliable data about the school, lack of trained human resources on planning and low stakeholder's awareness on how to prepare educational strategic plan were serious challenges encountered while developing school strategic plan.

Besides these problems some of the participants said the lack of commitment of the strategic planning team was also challenges of developing strategic plan in the schools.

4.4. Challenges of stakeholder participations on Monitoring and Evaluation of Strategic Plan

Table 6: Descriptive Statistics challenges of stakeholder participations on Monitoring and Evaluation of Strategic Plan			
Item	Mean	Std. Deviation	N
Lack of reliable data /information/ about the school that help to prepare strategic plan	3.0317	1.07636	189
Lack of commitment of principals	3.0794	1.10080	189
Lack of commitment of strategic planning team	4.8624	1.03765	189
Low stakeholder's awareness on how to prepare educational strategic plan	4.8201	1.72890	189
Lack of trained human resource on planning	3.9153	1.05852	189
Grand Mean = 3.7418			189

Source: From researcher school survey data, 2020.

Range Description- Mean Difference:

1.00-2.50 = Low 2.51-3.50 = Medium

3.51-5.00= Higher

From above Table 6: Descriptive Statistics result regarding to challenges that faced the stakeholder participations on Monitoring and Evaluation of Strategic Plan challenge; The respondents were asked to indicate how much they agree or disagree regarding aspects of school strategic plan monitoring and evaluation mechanisms being employed on five-point scale. Their responses are summarized and presented here if there is Lack of reliable data /information/ about the school that help to prepare strategic plan shows in Average mean indicated difference result is 3.0317which is predicted in st deviations of 0.48610 1.07636 or Lack of commitment of principals shows in Average mean indicated difference result is 3.0794which is predicted in st deviations of 0.48610 1.10080 and Lack of commitment of strategic planning

team shows in Average mean indicated difference result is 4.8624 which is predicted in standard deviations of 0.48610

Hence, respondent was asked if there is Low stakeholder's awareness on how to prepare educational strategic plan shows in Average mean indicated difference result is 4.8201 which is predicted in standard deviations of 0.48610 which is predicted in standard deviations of 1.72890 and there is Lack of trained human resource on planning shows in Average mean indicated difference result is 3.9153 which is predicted in standard deviations of 0.48610 which is predicted in standard deviations of 1.05852 which is the problem is found higher.

It have seen from the analysis of Descriptive Statistics result regarding to challenges that faced the stakeholder participations on Monitoring and Evaluation of Strategic Plan challenge which respondents were asked to indicate how much they agree or disagree regarding aspects of school strategic plan monitoring and evaluation mechanisms challenge found that it was lack of trained human resource on planning, inadequacy of reliable data about the school and low stakeholder's awareness on how to prepare strategic plan were major problems encountered in developing strategic plan on those schools in modest Mean of 3.7418.

somehow, majority of key informant indicated that the planning stage of strategic plan may face different challenges but the main challenges were weak parents' participation in the school issues, professional support of the sub city education office and lack of adequate training and orientation in school strategic plan formulation were some other problems in preparation of school strategic plan in the area. Similarly, study conducted by Forajalla (1993) points out that the concern of planners is mainly the technical formulation of educational programs for systematic putting into practice, according to priority, for the realization of national educational objectives.

On the other hand, key informant interview also indicated that there is visually look as if a complex and difficult since their needs, interest, attitude and values vary from time to time. Due to this, educational managers should make some initiatives mechanisms to remain qualified and experienced professional within the system to execute the plan as intended otherwise attrition and continuo's reshuffling will have hampered the implementation process. Drawing on the above analysis, it is understood that that strategic plan implementation was more challenged by the absence timely monitoring and evaluation, lack of coordination among stakeholders, and shortage financial resource in the secondary schools where this study was administered.

CHAPTER FIVE

5. Conclusion and Recommendation

5.1. Conclusions

The current study deals with the existing practice in the school towards stakeholders' participation in strategic planning. The collaboration and coordination of stakeholders in the plan preparation of strategic plan is crucial in the generating of monitoring, evaluations and preparations through analysis and they prioritize things to be done for the foundation of the actions based on challenges.

According to the study result regarding to Practice of Stakeholders participation in school strategic planning was found medium in Average Mean of 2.8668 which is school strategic planning practice in over all said to be partially successful and effective school enhancement process the involvement of strategic planning preparations of stakeholders needs to be meaningful. The school leadership and management will have to insure that structures are in place to facilitate the meaningful involvement to the school community.

According to key informant interview with school principal regarding to how was their participation in the development of the school strategic plan. Majority of respondent preparing the school strategic plan depend primarily on three types of objectives; increase in enrolments entails proportional increase in the number of teachers, premises, and quantities of equipment hence, budgeting increase, improvement of quality of education can be brought through better qualified teachers, adequate and concussive teaching materials, equipment's, space, increase use of action or applied research and thus, in turn calls for modification of government policies, school structure and procedure.

It was found that from descriptive Statistics Result Stakeholders Participation Strategic Plan Monitoring which it was asked the respondents showed medium Ostentatious Mean of 2.8298 which there is partial involvements of mobilizing school resources, structuring work relationships, integrating similar functions, controlling activities and so on in slightly checking of previously government set policies, plans procedures and rules during monitoring.

Similarly, the study revealed that the descriptive Statistics Result Stakeholders Participation Strategic Plan which it was asked the respondents if private secondary school evaluation mechanism was found that underprivileged awareness creation of the school about strategic plan evaluations in Amidst Mean of 2.5915. And interview also confirmed and revealed that there was low participation of teachers, students and parents in the strategic plan evaluations poor performance of principals, teachers and strategic planning evaluations team, as a whole the schools in taking poor corrective action and timely monitoring and evaluation of strategic plan evolutions.

It finally, study has seen from the analysis of Descriptive Statistics result regarding to challenges that faced the stakeholder participations on Monitoring and Evaluation of Strategic Plan challenge which respondents were asked to indicate how much they agree or disagree regarding aspects of school strategic plan monitoring and evaluation mechanisms challenge found that it was lack of trained human resource on planning, inadequacy of reliable data about the school and low stakeholder's awareness on how to prepare strategic plan were major problems encountered in developing strategic plan on those schools in modest Mean of 3.7418.

In general, the study revealed that stakeholder's participation in private secondary school level strategic plans was found limited. This may affect the sense of ownership and genuine involvement of the stakeholders which is stepping stone for the success of private secondary

schools in Addis Ababa. Because, monitoring and evaluation in applying strategic plan is most effective instrument of continuous monitoring and feedback of putting into practice. However, private secondary schools monitoring and evaluation system of their strategic plan found out low. Thus, it is possible to conclude that the interaction that exists between and among school community to evaluate school level strategic plan is minimal that the possibility of pooling ideas to recommend timely remedy to solve educational problems is low.

5.2. Recommendations

From the findings the study recommends the following as possible ways through which some of the challenges revealed can be overcome:

- Private school basically need to put strategic plan evaluations in place timely and adequate employee training programs to enhance skills, then the private schools Directors to ensure there are sufficient resources to implement the strategic plans and School Management to carry out employee sensitization throughout the implementation process.
- Once the plan is approved it should be split in to operational programs and projects so as to determine the sources to be mobilized. Human, financial, time, technology and material, physical, administrative and leadership, and information are some of necessary resources of educational plan. Some of these resources are needed for the formulation of the plan or the implementation if it and some others may be used for both.
- The government could utilize this study to identify the status of private secondary schools in Addis Ababa which can then make and appliance policies towards creating an environment that will aid to the schools to be successful in strategy execution.

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Appendix1
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

Questionnaire to be filled by Principals, teachers, core process owner. **Dear Respondents** The purpose of this questionnaire is examine “the Practice and challenges preparing strategic planning in private secondary schools of Addis Ababa.” The success of this study entirely relied on your sincere and timely response to each question. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly. It would really be most meaningful if you would answer all the question items in the questionnaire. Moreover, the study is purely academic so that all the information will be kept confidential.

Note

- No need of writing name.
- Follow the directions given under each part.
- Give brief and concise response or opinion for open ended questions on the provided space.
- If you want to change any of your response, make sure that you have cancelled the unwanted ones

Thank you for your cooperation

Part One: Demographics of respondents

1. Department _____
2. Position _____

Please circle or underline for the below questionnaires’

1. Gender:
 - a) Male
 - b) Female

2. Age

- a) Age: 21 – 25 years
- b) 26 – 30 years
- c) 31 – 35 years
- d) 36 – 40 years
- e) 41 – above years

3. Marital Status

- a) Single
- b) Married
- c) Divorced

4. Level of Education:

- a) Diploma
- b) Bachelor degree
- c) Master degree
- d) Others, please specify _____

5. How many years have you spent in private secondary schools of Addis Ababa?

Service in years

- a) 1 – 5 years
- b) 6 – 10 years
- c) 11 – 15 years
- d) 16 – 20
- e) Above 20 years

6. Have you received the training regarding to strategic planning from leaders since you occupied your present post related to the tasks you are expected to perform?

- a. Yes, very much
- b. Yes, but only somewhat
- c. No, not related
- d. No training received

7. Since you have occupied your present post, have you tried to obtain another post?

- a. Yes, a post within the same office of private secondary schools of Addis Ababa
- b. Yes, a post within private secondary schools of Addis Ababa
- c. Yes, a post outside of private secondary schools of Addis Ababa
- d. No

8. Please indicate the most difficult challenges you face to perform strategic planning effectively and efficiently (more than one answer is possible):

- a. Lack of coordination
- b. Lack of guidelines
- c. Lack of reliable data
- d. Lack of knowledge and skills in strategic planning
- e. Lack of familiarity of tasks
- f. Lack of adequate resources (computers, paper, etc.)
- g. Lack of support
- h. Lack of job security
- i. Lack of time (work overload)
- j. Others: _____

Part Two: Questionnaires' for School staff (Principals, vice principals, Heads of Departments and Teachers

Entitled: practice of Stakeholders participation in school strategic planning

Direction: show your response by putting "x" in the space provided.

Keys: 5=Strongly Agree 4= Agree, 3=Undecided, 2=Disagree 1=Strongly Disagree

STAKEHOLDERS PARTICIPATION IN STRATEGIC PLAN PREPARATION	1	2	3	4	5
1) The school has created the necessary awareness to the stakeholders about strategic plan development.	1	2	3	4	5
2) The principals actively participate in preparation of strategic plan.	1	2	3	4	5
3) Students are actively involved in preparation of strategic plan.	1	2	3	4	5
4) Parents are meaningfully involved in preparation of strategic plan.	1	2	3	4	5
5) The school leadership effectively coordinates stockholders and strategic planning team in preparation of strategic plan.	1	2	3	4	5
6) The strategic planning team contributes a lot in preparation of strategic plan.	1	2	3	4	5
STRATEGIC PLAN MONITORING AND EVALUATION	1	2	3	4	5
Monitoring	1	2	3	4	5
7) The monitoring mechanism of the school plays significant role in the strategic planning	1	2	3	4	5
8) The monitoring mechanism facilitates effective operation of the strategic plan.	1	2	3	4	5
9) Timely monitoring of strategic plan is carried out in the school.	1	2	3	4	5
10) Timely feedback is given after monitoring is carried out to take corrective action.	1	2	3	4	5
11) The school strategic planning team take corrective action after monitoring.	1	2	3	4	5
12) The school principal takes corrective action after monitoring.	1	2	3	4	5
Evaluation	1	2	3	4	5
13) The evaluation mechanism of the school plays significant role in the	1	2	3	4	5

strategic plan development and implementation.					
14) The school evaluates itself in relation to the strategic plan	1	2	3	4	5
15) The result of evaluation feed in to the next planning cycle	1	2	3	4	5
16) The school evaluate the strategic plan in relation to students' academic and behavioral achievement.	1	2	3	4	5
17) The strategic plan of the school includes monitoring and evaluation system.	1	2	3	4	5

18. What are the priority areas of private secondary school's level strategic planning?

- a) Education structure and educational quality
- b) Education measurement and evaluation
- c) Teachers and education management
- d) School supervision
- e) All the policy program

Part three: Challenges encountered in mounting the strategic plan Direction: show your response by putting “x” in the space provided.

Keyes: 5=most serious 4= more serious 3= Serious 2= less serious 1= least serious

Challenges encountered in developing the strategic plan	1	2	3	4	5
1) Lack of reliable data /information/ about the school that help to prepare strategic plan	1	2	3	4	5
2) Lack of commitment of principals	1	2	3	4	5
3) Lack of commitment of strategic planning team	1	2	3	4	5
4) Low stakeholder's awareness on how to prepare educational strategic plan	1	2	3	4	5
5) Lack of trained human resource on planning	1	2	3	4	5

6. If there are additional challenges encountered while developing the school strategic plan, please write down under the space provided.

.....

Part Four: Key informant Interview for Strategic planning presetting for private secondary school principal.

The main objective of this discussion is to collect data for the study on the assessment of practice and challenges of strategic planning in private secondary school, mean in your school. You are, therefore, kindly requested to provide necessary information on different issues related to the study. It is very important that you provide honest responses as frankly as possible. Thank you in Advance.

- 1) Have you got any training on strategic plan development?
- 2) How was your participation in the development of the school strategic plan?
- 3) Do you think that you were having meaningful participation in such important activity?
- 4) How was your participation in the school strategic plan? How do you see your level of involvement in the strategic plan?
- 5) What monitoring and evaluation mechanism are used in your school?
- 6) What are the challenges encountered in developing school strategic plan?
- 7) What do you suggest to overcome the challenges mentioned above?