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The Practices and Challenges of Educational Plan Preparation and Implementation in Government Secondary Schools in Kolfe Keranyo Sub-City, Addis Ababa

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**THE PRACTICES AND CHALLENGES OF EDUCATIONAL PLAN
PREPARATION AND IMPLEMENTATION IN GOVERNMENT
SECONDARY SCHOOLS OF KOLFE KERANYO SUB-CITY IN
ADDIS ABABA**

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Management in Partial Fulfillment for the Requirements of Master of
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Declaration

The researcher here by declared that the thesis on the title; “The Practices and challenges of educational plan Preparation and Implementation In Government secondary schools of Kolfe-keranyo sub-city in Addis Ababa.”, is his original work and all sources that have been referred to and quote have been dully indicated and acknowledged with complete references.

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Acronyms

ECCE Early Childhood Care and Education

EFA Education for All

ESD Education Sector Diagnosis

ILO International Labor Organization

LSE Lower Secondary Education

MDG Millennium Development Goals

MoE Ministry of Education

MODE Management-of-Differences Exercise

NFE Non-formal Education

NGOs Non-Governmental Organizations

PSTA Parent-Student-Teacher Association

SWOT Strength, Weakness, Opportunity and Threat

UN United Nations

UNESCO United Nations Educational Scientific and Cultural Organization

UPE Universal Primary Education

WHO World Health Organization

Abstract

This study aimed to assess the practices and challenges of educational plan preparation and implementation in government secondary schools of Kolfe Keranyo Sub-City. Employing a descriptive survey design with a mixed methods approach, data were collected from 107 participants including teachers, principals, department heads, supervisors, and PSTA members, using questionnaires, interviews, focus group discussions, and document analysis. Sampling techniques included purposive, availability, and systematic random sampling. Quantitative data were analyzed using percentages, means, and standard deviations, while qualitative data were interpreted through narration. The findings indicated low stakeholder participation in educational planning and uneven prioritization of planning activities among different school actors. Key challenges identified included inadequate technical support, limited training and awareness, and a shortage of materials and resources.

Key words: *Educational plan preparation, Government secondary schools, Stakeholders, Challenges*

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Educational planning stands as a cornerstone for enhancing school effectiveness, recognized globally among educationalists. It plays a pivotal role in fostering a shared vision, setting common goals, and improving teaching and learning outcomes within a school community. This long-term planning process involves parents, teachers, and leaders in developing strategies to enhance educational quality and effectiveness. Education, esteemed worldwide for its role in human potential development and societal growth, is seen as a significant investment with far-reaching economic, social, and cultural benefits (SDPI, 1999).

The three-year educational plan serves as a comprehensive framework guiding all aspects of a school's operations. It is crucial for identifying areas of improvement, setting priorities, and establishing targets for enhancement based on performance analysis and future projections. Stakeholder participation is essential for effective plan development and implementation, yet challenges such as organizational capacity limitations and communication barriers often impede participatory planning in secondary schools across various countries (Ben Avie & GebreYesus, 1996).

Planning not only helps organizations clarify their direction and priorities but also equips them to manage change proactively. In the context of education, school development planning is vital for ensuring quality education and holistic student development. Ethiopia, committed to international development goals like the Millennium Development Goals and Education for All, emphasizes the importance of proper planning and implementation in the education sector (Schrader, 2002).

The implementation of educational plans is crucial for achieving goals like eliminating gender disparity in education and ensuring quality education for all. Educational planning guides the work of schools to guarantee that all students receive quality education for holistic development and academic achievement (Collins, 1996).

The focus of this study was the government secondary schools of Kolfe Keranyo Sub-City in Addis Ababa, an area with 26 primary and 7 secondary government schools facing challenges in maintaining educational standards and improving student outcomes. By examining the practices and challenges of educational plan Preparation and Implementation in this context, the study aimed to shed light on critical issues that demand urgent attention to enhance educational quality and effectiveness in the region. The research intended to investigate the current practices, obstacles, and strategies for improving educational plan preparation and implementation within the government secondary schools of Kolfe Keranyo Sub-City, ultimately contributing to the enhancement of educational outcomes and student success.

1.1. Statement of the Problem

Stakeholders have expressed concerns about the lack of participation in the planning process, with decisions being made by a small group of individuals, hindering the effectiveness of the practices of educational plan preparation and implementation. This had led to routine activities within these schools being mismanaged due to ineffective planning processes.

The previous education and training policy of Ethiopia emphasizes decentralized educational management, encouraging schools to create their own educational plans to drive realistic progress. Stakeholder involvement is crucial in this process, aiming to enhance the quality of education following the policy's introduction in 1994. However, in Addis Ababa, challenges have been encountered in the actual practice of educational plan preparation and its implementation, with low stakeholder participation and school leaders predominantly handling planning tasks alone.

Effective school principals and teachers, as noted by Hopkins (2005) and others, require the knowledge and skills to prepare and implement school planning effectively. They must be able to engage with communities, formally and informally, to align interests, attitudes, and values towards shared goals. Harns and colleagues (1998) further emphasize that school administrators should possess the necessary knowledge and understanding of educational plan preparation and implementation to enhance student outcomes through effective planning processes.

The researcher, being a school principal, had observed a lack of proactive engagement among school leaders in Kolfe Keranyo Sub-City secondary schools, primarily focused on daily routines rather than strategic planning.

Therefore, the primary objective of this study was to evaluate the practices of educational plan preparation, implementation and challenges of educational planning in secondary schools. By addressing the following key research questions:

1. What are the existing practices of educational plan preparation and its implementation in government secondary schools of kolfe-keranyo sub-city ?
2. To what extent do secondary schools of Kolfe-Keranyo Sub-city set priority areas in the educational plan preparation process?
- 3.To what extent are stakeholders involved in the practices of the educational plan preparation and its implementation in the secondary schools?
- 4.What are the major challenges that the government secondary schools face in the practices of educational plan preparation and its implementation?

1.3. Objectives of The Study

1.3.1. General Objective

The primary objective of this study was to investigate the practices of educational plan preparation and challenges related to planning implementation in government secondary schools of Kolfe-Keranyo Sub-City in Addis Ababa.

1.3.2. Specific Objectives

The specific objectives of the study are:

1. To assess the existing educational plan preparation and implementation practices in the government secondary schools of kolfe keranyo sub-city.
2. To assess whether there are proper identification of priority areas in educational plan preparation and implementation.
3. To evaluate the level of stakeholder involvement in educational plan preparation and implementation.
4. To identify and analyze the major challenges faced in educational plan preparation and implementation.

1.4. Significance of the Study

This study aimed to examine the practices and challenges associated with the preparation and implementation of educational plans in government secondary schools within Kolfe-Keranyo Sub-City, Addis Ababa.

From my perspective, the findings of this research are highly valuable, as they offer critical insights that can assist stakeholders in addressing the identified issues. By presenting relevant and practical information, the study has the potential to encourage school leaders to improve their planning and implementation efforts through collaborative engagement with appropriate institutions and partners. Moreover, it can serve as a useful reference for future research in the

area of educational planning and development. The outcomes of this study can be instrumental in enlightening policymakers and educational administrators about the prevailing practices and strategies for managing planning processes in secondary schools across Addis Ababa. By shedding light on current practices and mechanisms, this research can guide decision-making processes aimed at enhancing educational quality and effectiveness in the region.

Ultimately, this study might contributed to curriculum development and refinement in the context of educational plan preparation and implementation. By furnishing relevant information and insights, it has the potential to drive improvements in the quality of education. Through its findings, this research could paved the way for advancements in educational practices, thereby positively impacting the overall educational landscape in Kolfe-Keranyo Sub-City and beyond.

1.5 Limitation and Delimitation of the Study

While exploring planning practices and challenges of educational plan preparation and implementation in schools ideally involves multiple stakeholders such as principals, vice principals, teachers, students, supervisors, and other relevant community members, this study is constrained by limitations in terms of time and financial resources. Consequently, the research was delimited to a selected group comprising school principals, department heads, PSTA members and teachers from Kolfe Keranyo Sub-City in Addis Ababa.

The study was specifically delimited to focus on government secondary schools situated within Kolfe Keranyo Sub-City, where the researcher resides and has been employed as a teacher for several years. The proximity of these schools to the researcher's residence and the familiarity gained through years of teaching in this locality make the information readily accessible. Therefore, the investigation was restricted to examining the practices of educational plan preparation and implementation within the government secondary schools of Kolfe Keranyo Sub-City in Addis Ababa.

1.6. Definition of Terms

Practice: All activities that schools undertake to prepare for and implement their School Development Plan (SDP).

Principal: The leader of a school.

School Development Planning: A comprehensive plan for a school that encompasses all steps from analyzing the current situation to monitoring and evaluation.

School Development Program: A specific approach to educational change aimed at improving student learning and enhancing the school's capacity to manage change (Hopkins, 1994).

Stakeholders: All individuals or groups with an interest in the school and its development, including school managers, teachers, parents, and community members.

Educational Plan preparation: involves creating a structured framework for curriculum development, instructional strategies, assessment methods, and support services to enhance student learning and achievement

1.7. Organization of the study

The study proposal was structured into five chapters. The first chapter encompasses the introductory section, addressing the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, and operational definitions of terms. Following this, the second chapter offers a comprehensive review of related literature. Subsequently, the third chapter focused on the research design and methodology employed in the study. Moving forward, the fourth chapter details the result and discussion. Lastly, the fifth chapter is dedicated to Findings, conclusions and recommendation. This structured approach ensured a systematic and coherent exploration of the practices and challenges of educational plan preparation and implementation in the government secondary schools within Kolfe-Keranyo Sub-City, Addis Ababa.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Concepts of Educational Planning

Under this section the researcher had been reviewed different literatures in light of the nature of planning which includes meaning, concept, planning theory, principles, characteristics, practice, policy formulation, monitoring and evaluation, and the role of planning in improving the schools and academic achievement.

Educational planning is backdated to ancient times. Here are some of the examples of early educational planning in linking a society's educational system to its goals. Spartans for instance, 2,500 years ago, planned their education to fit their well-defined military needs, social and economic objectives. Planning has been modified over time so as to fit in changing goals and expectations of the society (Coombs, 1970).

Planning is the formal process of making decisions for the future of individuals and organizations. Planning involves dealing on aims and objectives, selecting to correct strategies and program to achieve the aims, determining and allocating the resources required and ensuring that plans are communicated to all concerned. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end.(Y.P AggarWal and R.S. Thakur 2003).

Gamage (2006) describes planning as a precursor to decision-making, involving the selection of a course of action. A course of action represents a series of interrelated acts viewed as a unified whole. Effective planning can lead to democratic and transparent management, efficient utilization of financial and human resources, creativity, flexibility, and more.

Boone and Kurtz (1987) emphasize the significance of planning for organizational performance and school improvement, highlighting its role in focusing attention on objectives, mitigating uncertainties, anticipating problems, providing decision-making guidelines, and enabling effective monitoring and control.

Frojalla (1993) suggests that planning transforms decisions into systematic action programs for implementation. It is not merely projecting the past into the future but rather about shaping a better future by improving upon past practices.

Watson and colleagues (Benveniste, 1970) define planning as a professional function aimed at selecting the most effective means to achieve given ends.

Conversely, Cunningham (1982) describes planning as the selection and correlation of knowledge, facts, images, and assumptions about the future to visualize desired outcomes, the sequential activities necessary for their achievement, and the boundaries of acceptable behavior during implementation. These definitions emphasize planning as a fundamental, continuous, goal-oriented, ongoing, and action-oriented managerial function.

Effective planning focuses on objectives, emphasizing ends rather than means. Objectives should be clear, measurable, and free from ambiguity. Mager (1995) sets a standard for objectives, outlining that they should specify the performance to be demonstrated, who or what will demonstrate it, the conditions under which the performance will be observed, and the criteria used to determine success. Objectives delineate what performance will be exhibited, by whom or what, where it will be demonstrated, and how it will be measured, thus centering on ends rather than means.

Plans articulate the objectives of what needs to be done, with managers subsequently devising how these objectives can be achieved. Plans may be statements about a limited set of future events issued once or intermittently over time.

Gatewood and colleagues (1995) define a plan as a set of activities intended to achieve goals, be it for an entire organizational department or an individual. Planning is foundational to managerial functions, guiding organization, staffing, control, and coordination to ensure goal attainment. If planning falters, other functions are likely to follow suit. While planning does not guarantee success, its essence lies in setting appropriate goals and preparing for adaptive and innovative change (Forojalla, 1993).

2.2 Types of Planning

There are two basic kinds of planning: strategic and operational(Jeilu Oumer, 2009/2010). Strategic planning, also known as long range, comprehensive, integrated, overall and managerial planning, has three dimensions: the identification and examination of future opportunities, threats and consequences;(Bryson, J. M, 2018). the process of analyzing an organization's environment and developing compatible objectives along with the appropriate strategies with policies capable of achieving those objectives; and the integration of the various elements of planning into an overall structure of plans so that each unit of the organization knows in advance what must be done when and by whom.

Operational planning, also known as divisional planning, is concerned with the implementation of the larger goals and strategies that have been determined by strategic planning; it is also concerned with improving current operations and with the allocation of resources through the operating budget.(Aggar Wal and R.S. Thakur, 2003).

Schools as any institution require an organizational plan to realize effectiveness in the organizations. (Ubben and Hughes, 1997) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational processes and measurable outcomes.

Coombs (1974) also illustrated educational planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. It is, therefore, just a process by which an analysis of the present condition is made in order to determine and devise ways of reaching a desired future for schools. School plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. It is essential to create additional resources, both in terms of human and material inputs.

Therefore, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning and as a school leader is expected to play a vital role from preparation via to implementation and evaluation. Supporting this idea, Talesraet.al, (2002) suggested that the success of institutional planning depends on the

dynamism and interest of the head and effective school leaders should look at the system as whole, assess the strengths and weaknesses and carefully create a feeling of readiness for change

Adesina (1990) defines planning as a way of protecting our intentions, that is, a method of deciding what we want to accomplish. Planning is the formal process of making decisions for the future of individuals and organizations. Planning occurs at many levels, from day-to-day decisions made by individuals and families, to complex decisions made by businesses and governments (Todd Litman, 2013).

2.3. The School Planning Process

The planning process allows schools to identify its priorities and targets over each year cycle. The school plan also describes how progress is monitored and how achievement will be measured, including the evidence that will be gathered. Through planning, a school embeds into its processes and practices a capacity to meet internal and external demands.

So, schools typically prioritize their strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and competing demands of stakeholders across the school. It is important that schools set an achievable number of priorities, at the same time providing the school with a broad range of significant challenges for each year of the cycle (MOE, 2007). By identifying a school's priorities and describing them in a strategic and operational context, a school community can begin to systematically map out a plan for improvement in its cycle. For each strategic priority a school will establish an intended course of action. Schools will need to reflect system commitments into their priorities. School planning is a dynamic and systematic process. Schools should ensure that their processes allow planning to evolve to meet changing needs and circumstances. Schools will establish a school improvement committee to work with the principal to develop and monitor the school's planning and improvement processes.

In devising a planning process the school's improvement committee should ensure: full and open consultation with the school community, strategies for improvement, data sources and monitoring processes , communicating the process of improvement to key personnel, the

availability of documentation to support the improvement process and future plans are informed by what has been learned (ACT , 2009).

The basic framework of school level planning cycle that revolves around a central core. The Core consists of the school's mission, vision and fundamental aims. The Planning Cycle comprises four key operations: review, design, implementation and evaluation.

The School level planning process often begins with the Core: the formulation of Mission, Vision and Aims. Some schools, however, find it more helpful to begin with the Review and to allow their understanding of their mission, vision and aims to become enriched and clarified through participation in the planning process, and in particular through reflection on the local, national and international context factors that will influence the shaping of the school's future(Government of Ireland,1999)

Adesina (1981) identified three major steps in the educational planning process. They are: statement of educational objectives, identification of various activities needed to achieve the stated educational objectives and evaluation of results.

The Statement of educational objectives must be identified and clearly stated. This will ensure that there is no confusion about the objectives. The identification of various activities which are needed to achieve the stated objectives must be clearly identified. Usually, those activities relate to the supply of the human and material resources that are required. This ranges from identifying such institutions (schools, examination bodies, etc.) that would have to be established for the plan implementation and monitoring, to the number of cleaners required. They also relate to the identification of the number of staff required, their qualifications and experience and the amount of money required to maintain the system.

Evaluation of results should be related to the stated objectives. The extent to which a plan meets the objectives it has established for itself can be determined by looking at the implementation in relation to those objectives and outcome results

2.4. Planning Theory.

The history of planning is deeply rooted in human history. Plato mentioned about planning in his republic. There is considerable skepticism, regarding the value and appropriateness of developing a planning process based up on the attainment of clearly stated operational goals. Different actors involved in or affected by planning process bring different perspectives to generating broad aims.

Total agreement seldom is reached on generating specific organizational process. Proponent of the goal based approach suggests that planning failures are primarily the result of problems in implementation and techniques (Clark, 1986). Clark argues that failure is probably the result of fundamental ignorance about what actually occur in educational institutions.

Good planning and an efficient management system are the essential bases for any progress towards achieving the EFA goals, given the limitations in to financial resources available to education. Good planning helps with the making of rational choices in investment strategies and between the delivery system, while efficient education system in providing quality basic education to all. Lack of skill in planning and management, together to with an inoperative organizational structure in the education sector, can constitute serious obstacles to the functioning of education systems and therefore hinder their chances of achieving the (UNESCO, 2011).

2.5. Planning Principles

Planning refers to the process of deciding what to do and how to do it. Planning occurs at many levels, from day-to-day decisions made by individuals and families, to complex decisions made by businesses and governments

Good planning requires a methodical process that clearly defines the steps that lead to optimal solutions. This process should reflect the following principles:

- Comprehensive – all significant options and impacts are considered.
- Efficient – the process should not waste time or money.

- Inclusive – people affected by the plan have opportunities to be involved.
- Informative – results are understood by stakeholders (people affected by a decision).
- Integrated – individual, short-term decisions should support strategic, long-term goals.
- Logical – each step leads to the next.
- Transparent – everybody involved understands how the process operates.

A principle of good planning is that individual, short-term decisions should support strategic, long-term goals. This requires comprehensive evaluation and negotiation to help people accept solutions that may seem difficult and costly in the short-term. Comprehensive transport planning provides a foundation for more integrated transport services, fares and ticketing, user information, infrastructure provision and management, institutions (transport and public transit agencies), transport and land use planning, and other public policies such as road, parking and fuel pricing (Preston 2012).

Good planning is insightful, comprehensive and strategic. Planners should strive to truly understand problems, not just a single perspective or manifestation. Effective planning requires correctly defining problems and asking critical questions. A planning process should not be limited to the first solution proposed or the concerns of people who attend meetings (Todd Litman 2013)

2.6. Components of Educational Planning

Educational planning is a multifaceted process that incorporates several interrelated components, each of which plays a vital role in ensuring the effective delivery of education systems. According to Gbadamosi (2005), the effectiveness of educational planning depends on the careful and comprehensive consideration of a variety of structural, financial, human, and policy-related elements.

One foundational element in educational planning is the assessment of educational status and population statistics. Reliable demographic data, including accurate headcounts of students and staff, are essential for determining infrastructural needs such as the number of classrooms,

teachers, desks, and overall cost projections. Without dependable data, planning becomes speculative and inefficient, potentially leading to resource misallocation and under-provision (Gbadamosi, 2005).

Another critical component is the supply and demand of qualified teachers, which directly affects the quality of education delivered. Since the competency of teachers determines educational outcomes, planning must emphasize the training, recruitment, and retention of well-qualified educators. Gbadamosi (2005) notes the importance of aligning teacher training curricula with national development needs and improving employment conditions to maintain a motivated teaching workforce.

Educational financing is also a cornerstone of effective planning. Investment in education—both public and private—is justified by its long-term economic benefits, including increased productivity and contributions to the Gross National Product. Equitable financial responsibility among federal, regional, and local governments must be ensured to support inclusive and sustained educational development (Gbadamosi, 2005).

In terms of infrastructure, **school buildings** require careful planning, not only in terms of design and construction but also in ongoing maintenance. Poorly maintained infrastructure may become hazardous and impede learning. Thus, physical facilities should be planned with durability and adaptability in mind, ensuring they can meet changing educational demands over time (Gbadamosi, 2005).

The curriculum is another vital component that must remain responsive to societal changes. Curriculum development should be continuous, reflecting shifts in societal needs, labor market demands, and global advancements. A dynamic curriculum ensures that learners receive relevant and applicable knowledge and skills (Gbadamosi, 2005).

The availability and effective distribution of educational materials—such as textbooks, maps, stationery, and teaching aids—are equally important. Poor planning in this area can undermine entire educational programs, regardless of the quality of instruction or infrastructure (Gbadamosi, 2005).

Educational planning should also align with broader political, economic, social, and cultural policies. When educational goals are harmonized with national priorities, planning becomes more relevant and achievable. Conversely, disjointed or isolated planning efforts often result in poor public reception and reduced impact (Gbadamosi, 2005).

An important consideration is integrated implementation, which involves mobilizing all stakeholders to understand and participate in the planning process. When the public sees the rationale behind educational reforms and planning data, their support can transform implementation from a top-down imposition to a collective national effort. This participatory approach helps build accountability and sustainability (Gbadamosi, 2005).

Finally, educational planning must be grounded in a clear legal framework. Legislation provides the structural basis for planning units, defining their functions, staffing, authority, and relationship with other educational bodies. Legal clarity enhances coordination and enforces compliance across all levels of education administration (Gbadamosi, 2005).

In summary, effective educational planning is a systemic and integrative process that incorporates data management, teacher supply, financing, infrastructure, curricular relevance, materials, sociopolitical alignment, implementation strategies, and legal foundations. Addressing each of these components holistically increases the likelihood of achieving equitable, efficient, and sustainable educational outcomes.

2.7. The Objectives of Educational Planning

Educational planning is an essential component of effective educational management and policy development. It serves as a strategic tool that guides administrators, policymakers, and institutions toward defined goals and fosters organized progress within the educational sector. One of the primary purposes of educational planning is to provide clear direction and focus for educational managers. By articulating objectives and establishing systematic pathways to achieve them, planning facilitates organizational coherence and purpose. Chandan (1987) emphasizes that this forward-looking orientation encourages decision-makers to transcend short-term thinking and align their activities with long-term developmental goals.

Another critical function of educational planning is its motivational effect. When plans are transparent and participatory, individuals within the organization tend to feel a stronger sense of involvement and commitment. This inclusivity enhances motivation and productivity (Jeilu, 2007). Furthermore, educational planning introduces structure into the decision-making process. It reduces uncertainty by clarifying goals and delineating steps for action, thereby supporting systematic evaluation and timely adjustments. This feedback mechanism ensures that plans remain relevant and effective over time.

The objectives of educational planning are multi-dimensional, encompassing political, economic, legal, scientific, demographic, and cultural concerns. Each of these dimensions contributes to the comprehensive development of a nation's educational system. According to Gbadamosi (2005), understanding these overlapping dimensions is key to crafting inclusive and sustainable educational strategies.

From a political perspective, educational planning should support national values such as justice, peace, rule of law, and democratic governance. The inclusion of perspectives from religious leaders, civil society, educators, and community elders is necessary to ensure plans are contextually appropriate and politically sustainable. Political considerations are inevitably interwoven with educational planning, making them an integral part of the process (Gbadamosi, 2005).

The economic dimension emphasizes the role of education in enhancing individual well-being and national development. Educational planning must address employment opportunities, skill development, and productivity. A well-planned education system prepares individuals for meaningful work and contributes to economic growth. It is widely accepted that there exists a causal relationship between educational attainment and income levels, reinforcing the economic rationale for effective educational planning (Gbadamosi, 2005).

With regard to science and technology, planning should prioritize equipping learners with the skills needed to thrive in an increasingly technological society. Investment in science and technology education is vital for innovation, competitiveness, and sustainable development.

Accordingly, educational planning should allocate sufficient resources and outline clear strategies for promoting science and technology (Teshome A, 2019).

The legal dimension of educational planning involves the need for a robust legal framework to support policy formulation and implementation. Legislative bodies and the judiciary play a significant role in legitimizing educational plans. The legal structure ensures that educational planning aligns with constitutional mandates and education laws, providing both authority and accountability to the process (Gbadamosi, 2005).

Demographic factors also heavily influence educational planning. Planners must consider age distribution, school-age population growth, gender disparities, and urban-rural divides when designing educational strategies. Accurate demographic data is essential for effective planning; without it, resource allocation and program implementation are likely to be flawed (Yohannes A. 2021).

Finally, cultural dimensions affect both the design and implementation of educational plans. Cultural values, languages, traditions, and belief systems must be considered to ensure that educational policies are socially acceptable and locally relevant. Educational planning that ignores cultural contexts may face resistance or fail to address community needs effectively. National development, therefore, should be framed within culturally responsive educational objectives (Gbadamosi, 2005).

In sum, educational planning serves not only as a managerial tool but also as a multidimensional strategy aimed at harmonizing political stability, economic growth, scientific progress, legal coherence, demographic realities, and cultural diversity.

2.8. Characteristics of Educational Planning

Educational planning is a strategic managerial function that aims to define objectives, allocate resources efficiently, and provide a coherent direction for all stakeholders within an educational system. It is distinct from other administrative functions due to its forward-looking, goal-oriented nature. According to Chandan (2001), the core features of planning include clearly

defined objectives, adherence to specific time frames, and participation of subordinates, internal unity, and the optimal utilization of available resources.

Educational planning operates on multiple temporal scales. Coombs (2008) asserts that effective planning should integrate short-range (1–2 years), medium-range (4–5 years), and long-range (10–15 years) perspectives. It must also be comprehensive—aligned with national economic and social development goals—and emphasize both the qualitative and quantitative dimensions of educational advancement. Despite the theoretical consensus on these principles, Coombs notes that implementation often proves challenging due to a lack of methodological clarity, insufficient training, and inadequate organizational structures.

Forojalla (2004) highlights that educational planning is inherently future-oriented, proactive, and deeply interwoven with policy formulation and decision-making processes. These attributes make it a dynamic and context-responsive activity, aimed at anticipating future educational needs and systematically preparing to meet them.

Adesina (1981) categorizes the fundamental characteristics of educational planning into four key areas: primacy, pervasiveness, mission-orientation, and future-orientation. First, primacy of planning signifies that planning is the foundational function upon which all other managerial tasks rest. It precedes organizing, staffing, directing, and controlling. For example, in educational settings, lesson plans must be devised before instruction occurs, just as logistical preparations precede any organized school event.

Second, planning is pervasive, meaning it permeates all levels and functions of management. From primary schools to universities, and from classroom instruction to administrative operations, planning is essential. Every managerial function—from organizing to implementation—requires prior planning to ensure coherence and effectiveness.

Third, planning is mission-oriented. It is inherently goal-directed and involves mapping out activities in a way that aligns with institutional aims and societal needs. Effective planning ensures that human and material resources are strategically deployed to achieve specific educational outcomes.

Lastly, planning is future-oriented. It involves making decisions in the present that will shape future outcomes. This includes specifying what actions are needed, who is responsible, when and where activities will occur, and how past and present experiences inform future projections. Depending on its scope, a plan can be short-term (less than three years), medium-term (three to five years), or long-term (more than five years) (Adesina, 1981).

In sum, educational planning is not merely a technical exercise but a strategic process that is central to achieving educational goals. Its success depends on clear objectives, broad stakeholder involvement, integration with national development strategies, and effective implementation mechanisms.

2.9. Practices and Challenges of Educational Planning

Educational planning plays a vital role in ensuring the sustainability and effectiveness of any national education system. In developing countries like Ethiopia, however, the formulation and implementation of educational plans face several interrelated challenges. These obstacles span technical, institutional, political, and financial domains, making educational planning a complex endeavor that requires multifaceted solutions.

One of the most prominent challenges is the issue of inaccurate and unreliable data. Accurate statistical information is fundamental for effective planning, as it enables education authorities to forecast needs, allocate resources, and evaluate progress. According to Ololube (2013), many developing nations struggle with data quality, and Ethiopia is no exception. Weak data collection methods and poorly maintained databases hinder the precision of projections and the credibility of planning processes, ultimately leading to ill-informed policy decisions.

Another significant issue is the shortage of skilled and trained personnel in the educational planning sector. Planning requires a blend of technical knowledge, analytical skills, and practical experience. (Yohannes, A. 2021). emphasizes that the effectiveness of educational plans is closely tied to the competence of the planners themselves. In Ethiopia, the limited availability of well-qualified professionals results in suboptimal planning outcomes. This

deficiency restricts the ability of institutions to formulate innovative, data-driven strategies and undermines the overall planning capacity of the system.

Technological limitations also pose a serious challenge to the educational planning process. In the modern world, the integration of technology into planning activities—such as the use of education management information systems (EMIS), digital dashboards, and simulation models—is essential for timely and accurate decision-making. However, as Ololube (2013) points out, Ethiopia has yet to fully adopt such technological tools. The slow pace of digital transformation in the education sector limits planners' ability to respond to emerging trends and disrupts the flow of information necessary for effective monitoring and evaluation.

Political interference is another critical barrier. Frequent changes in leadership and instability at various administrative levels disrupt long-term educational goals. According to Ololube (2013), inconsistencies between federal and regional education policies, coupled with a lack of political commitment, contribute to poor implementation of education plans. Moreover, political influences can skew planning priorities away from evidence-based needs toward short-term or politically motivated goals, thereby undermining the sustainability and coherence of national education strategies.

Finally, economic constraints severely impact the ability to plan and implement educational reforms effectively. Budgetary limitations often result in underfunded initiatives, affecting everything from infrastructure development to teacher training and curriculum enhancement. Teshome (2019) further notes that these financial challenges are frequently exacerbated by issues such as mismanagement and corruption. In Ethiopia, insufficient financial investment in the planning sector is a recurring issue that restricts the realization of both short-term targets and long-term educational visions.

In summary, educational planning in Ethiopia is confronted by multiple systemic challenges that require coordinated efforts to address. Improving data systems, investing in human capital, embracing technological advancements, ensuring political stability, and securing adequate funding are all essential steps toward strengthening the planning process and achieving more equitable and effective educational outcomes.

2.9.1 Inadequate Planning Challenge

The saying, "He or she who fails to plan, plans to fail," underscores the critical role of effective planning in the success of any endeavor. In the Ethiopian educational context, the persistent issue of inadequate planning aligns with the substantial challenges faced by the educational system. Insufficient planning poses a significant barrier to the advancement of education throughout the nation. The success of an educational system fundamentally relies on meticulous planning (Ololube, 2013).

The evolution of planning for human and material resources is crucial in guiding the allocation and utilization of educational resources within schools. Effective planning is essential to identify and mitigate areas of resource wastage, thereby enhancing the overall efficiency and success of educational endeavors. Thus, effective planning stands as an indispensable element for the comprehensive development of any educational system, as education and planning are integral components essential for achieving effective educational outcomes Abebe, A. (2020).

In the realm of education, numerous challenges hinder the planning process, including issues related to inaccurate data, inadequate skilled personnel, technological limitations, economic constraints, and notably, the prevalent problem of inadequate planning. Despite the significant impact that resources such as human capital, financial backing, technology, materials, infrastructure, administration, leadership, and information can have, the issue of inadequate planning remains a prominent concern in the educational sector (Ololube, 2013).

In educational domains where planning and implementation play pivotal roles, there is often a scarcity of robust planning practices. Furthermore, various challenges impede both the planning and implementation processes, despite the potential influence of human resources, financial resources, technology, materials, physical infrastructure, administration, leadership, and information. Overcoming these challenges demands a concerted effort to enhance planning strategies, address data accuracy deficiencies, improve personnel competence, leverage technological advancements, secure adequate financial resources, and prioritize effective planning practices to drive positive educational outcomes Abebe, A. (2013).

2.10. Practices and Challenges of Educational Plan Preparation

Educational plan preparation is a fundamental aspect of ensuring effective teaching and learning practices in educational settings. It involves the systematic development of a road-map that outlines instructional strategies, curriculum goals, assessment methods, and resource allocation to support student learning outcomes. A well-designed educational plan serves as a guiding framework for educators and administrators, enabling them to align their efforts with educational objectives and cater to the diverse needs of learners.

Educational plan preparation at the school level is a multifaceted process that involves curriculum development, instructional strategies, assessment practices, and resource allocation to ensure the delivery of quality education. According to Smith and Ragan (2019), effective educational planning is essential for promoting student engagement, improving academic performance, and fostering a positive school climate. By creating a coherent and comprehensive educational plan, schools can align their efforts with overarching educational objectives and cater to the diverse learning needs of students.

Key considerations in educational plan preparation include understanding the unique characteristics of the student population, acknowledging the local context and community dynamics, and integrating research-based best practices in teaching and learning. By incorporating these factors into the planning process, educators can create inclusive and equitable educational plans that promote student engagement and academic success (Smith and Ragan 2019).

Several factors influence the preparation of educational plans at the school level, including curriculum standards, student demographics, teacher expertise, and available resources. Research by Anderson (2018) highlights the significance of considering local context and student diversity when developing educational plans to promote inclusive and equity in education. Moreover, the integration of technology and innovative teaching practices in educational planning has emerged as a critical factor in enhancing student learning outcomes and preparing students for the challenges of the 21st century (Clark & Mayer, 2020).

Despite the benefits of educational planning, educators and school administrators face various challenges in the process of plan development and implementation. Limited resources, time constraints, changing educational policies, and resistance to change are common obstacles that can hinder the effectiveness of educational plans (Jones et al., 2021). Additionally, ensuring alignment between educational goals, instructional practices, and assessment methods poses a challenge for educators striving to create coherent and student-centered educational plans.

To address these complexities, educators can leverage research and evidence-based strategies to inform their educational plan development. By staying abreast of current educational trends, innovative teaching practices, and student-centered approaches, educators can enhance the quality and effectiveness of their educational plans.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

In this study, a descriptive survey design have been employed, where the researcher conducted field surveys in the secondary schools. This method was utilized to examine the current state of affairs. The significance of this approach has been highlighted by Kerlinger (1986). The researcher utilized this method to investigate the current practices and challenges of educational planning. Moreover, it was adopted for its capability to gather substantial amounts of data from the designated area.

Conversely, a qualitative technique was utilized to gather and interpret information from key respondents through interviews. This method was valuable for delving deeply and comprehensively into discussions regarding the practices and challenges of educational plan preparation and implementation with these individuals. According to Kgomomo (2006), the qualitative research method is suitable as it allows for the study and understanding of individuals in school settings through the experiences they share during the study.

3.2. Research Method

3.2.1. Sources of Data

Both primary and secondary sources of data were used to collect data from all Kolfe Keraniyo secondary schools, teachers, principals, PSTA members and department heads which are the population of the study.

3.3. Study Area

Kolfe Keraniyo Sub-City, situated on the outskirts of the city, has a total population of 513,269 (CSA, 2013-2017 Population Projection). The sub-city shares borders with Addis Ketema sub-city to the North, Nefas Silk Laflo to the South, Lideta to the East, and the Oromia Regional

State's Finfinee special zone: Sebeta City Administration to the West (Strategic Plan of the Sub-City, 2008-2012 E.C). Positioned at an altitude ranging between 2300-3000 meters above sea level, the area experiences a cold and temperate climate, encompassing a total land area of 6,510 hectares. Of this, 1,134 hectares are covered by greenery and forests, creating a conducive environment for residents.

Furthermore, the sub-city consists of 10 Woredas, 26 primary schools, and 7 secondary government schools. However, the comparison of the total population and area of the sub-city with the number of available schools reveals an imbalance.

3.4 Population, Sample Size and Sampling Techniques

3.4.1. Study Population

The population of this study includes all the students, the teachers, the school principals, department heads and parent-student-teacher- Association (PSTA) of the six secondary schools in Kolfe Keranyo sub-city in Addis Ababa.

3.4.2. Sample Size

When determining sample sizes, researchers often suggest proportions like 5%, 10%, 15%, and so forth as guidelines. However, this approach may not universally apply, as the context plays a crucial role. For example, extracting a 10% sample from a total population of 90,000 can present significant challenges (Yalew, 2011: 142).

In the Kolfe Keranyo Sub-City of Addis Ababa, there were seven government secondary schools: Ayer Tena (Woreda 4), Repi (Woreda 3), Hidase (Woreda 2), Yemaneberhane (Woreda 6), Keranyo Medhanialem (Woreda 8), Wako Gutu (Woreda 7), and Basiliyos (Woreda 1). These schools collectively house 28 principals, 712 teaching staff, 84 department heads, 12 supervisors, 54 PSTA members, and a total of 13,449 students currently pursuing their education. The total population under study becomes 890.

For the main study, six schools were selected, with one school designated for the pilot study. Ayer Tena Secondary School had been utilized for the pilot study, while the other six schools were included in the main study.

According to Kothari (2004), for a finite population, the sample size was determined by the formula presented below.

$$n = \frac{N \cdot z^2 \cdot p \cdot (1 - p)}{(N - 1)e^2 + z^2 \cdot p \cdot (1 - p)}$$

Where;

N: size of population (N= 890)

n: size of the sample

e: acceptable error (the precision) (e = 0.05)

p: standard deviation of population (p = 0.1)

q: sample proportion (q = 1-p) = 1- 0.1= 0.9

z: standard variant at a given confidence level (z = 1.96),

Then the sample size is computed to be

$n = \frac{N \cdot z^2 \cdot p \cdot (1 - p)}{(N - 1)e^2 + z^2 \cdot p \cdot (1 - p)} = \frac{890 \times 1.96^2 \times 0.1 \times 0.9}{(890 - 1) \times 0.05^2 + 1.96^2 \times 0.1 \times 0.9} = \frac{307.71216}{2.568244} = 124$. By adding non response rate of 10%, the total sample size that was considered for this study became 137. This sample size was proportionally distributed among the study population of schools under the study.

Table 1: Sampling

No	Name of schools	Population	Sample	Percent
1	Repi	186	$\frac{186}{890} \times 100 = 21$	21%
2	Hidase	79	12	9%
3	Yemaneberhane	100	15	11%
4	Keranyo Medhanialem	172	26	19%
5	Wako Gutu	81	13	9%
6	Basiliyos	78	12	9%
7	Ayer tyna	194	30	22%
	Total	890	137	100%

Source: survey data 2025

3.5 Sampling Techniques

Simple random sampling technique and purposive sampling technique were used to select participants of the study from the study population. Principals, supervisors, and Parent-Student-Teacher Association members were selected using purposive sampling technique as they play significant roles in fostering effective relationships within schools whereas teachers were selected using simple random sampling technique.

3.6. Data Gathering Tools

Data was gathered by questionnaires, interview, document review, FGD and pilot study at Ayer Tena Secondary School. To get relevant and reliable data for the study and to add scope and breadth, both quantitative and qualitative data gathering tools were used for primary and secondary data at different levels.

3.6.1. A Questionnaire

The questionnaire was an important data collecting tool because it helped to collect data in a planned and manageable way from large population. In this study it was used to gather data from school principals, students, department heads, teachers, and Parent-Student-Teacher Association (PSTA). The questionnaire was developed based on the basic research questions and available related literature. The questionnaires was designed as both open ended and close ended items. The open-ended items were formulated in a way that the respondents freely

express their ideas. The questionnaires had two parts, demographic characteristics of respondents' and about the practice and challenges of educational plan preparation and implementation by all the stakeholders under the study area. The questionnaire was prepared in English and translated into the local language (Amharic) for more availability and clarity of the concept for respondents'.Information from students, teachers, department head, and PSTA members on the issues of plan formulation,priority setting, stakeholders' participation, plan implementations, monitoring and evaluation were collected. Based on the review of related literature, a close ended questionnaire were prepared using Likert scale (from strongly disagree- strongly agree and very high-very low), and were distributed among department heads and teachers, Interview was conducted with the school principals and the school supervisors, whereas FGD was conducted with PSTA members.

3.6.2. An Interview

According to Best and Kahan (2003), the reason for using interview was that they could permit the exploration of issues, which might be too complex to investigate through questionnaires and also justified as it allows better chance to explain more explicitly what he/she knows on the issue principals were interviewed. Four principals and two supervisors were purposely selected from each school, as the researcher assumes they act as mediators in effectively implementing planning practices within schools.

3.6.3. Document analysis

This tool was used to investigate the involvement of stakeholders in the practices of educational plan preparation and implementation in the government secondary schools of Kolfe keranyo sub-city educational plan (1 year and 3years), monthly plan, monthly report and yearly report, and minutes of different meetings of stakeholders for getting additional data.

3.6.4. Focus Group Discussion (FGD)

Information pertinent to the study were gathered through semi-structured interviews or focus group discussions (FGDs). The questions for these interviews and discussions were developed based on a review of literature concerning planning practices and challenges in plan implementation. FGDs were involve PSTA members to ensure manageability.

3.7. Data Gathering Procedures

To delve into the nature, sources, practices, preparation, challenges, and implementation of planning at the school level, previous relevant studies and theories were reviewed. Questionnaires and guided interview questions were developed based on these theories and research questions to collect data from schools. The tools were refined and translated into Amharic to ensure better reliability by reducing language barriers for participants.

Furthermore, the data collection process was fortified through a pilot study. This method allowed for the testing of instruments before the actual research commences. The pilot study was evaluated the effectiveness of the designed instruments in gathering data for the main study. Samples were selected from five groups: teachers, department heads, supervisors, principals, and PSTA members. Responses from the pilot study were analyzed using Descriptive Statistics to determine the reliability of the instruments or items designed to assess the sources and individuals' perceptions regarding planning practices and challenges of plan preparation and implementation. Accordingly, Chronbach alpha was used to test reliability of the measuring instruments. Cronbach's alpha is a coefficient that measures the internal consistency of a set of scale or test items. Generally, the values are interpreted as follows and reliability test was conducted using this interpretations:

Table 2. Cronbach alpha Value and Its Interpretation

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
0.8 to 0.9	Very Good
0.7 to 0.8	Good
0.6 to 0.7	Moderate reliability
0.5 to 0.6	Poor
Below 0.5	Unacceptable

Accordingly the result of the pilot study revealed that Cronbach's alpha value of 0.96 which was excellent to show reliability and internal consistency among the test instruments.

3.8 Methods of Data Analysis

The data analysis was conducted on the basis of the research questions stated and on the nature of data collected. Both quantitative and qualitative techniques were used to analyze and interpret the obtained data. Quantitative data was entered and analysed using SPSS version 25 Software. To assess the practices of educational plan preparation and implementation in the government secondary schools in Kolfe Keranyo sub city in Addis Ababa, both quantitative and qualitative data analysis were employed. These data were tabulated, edited, categorized and expressed in simple statistical descriptions like Percentage, mean and standard deviations. In addition, data obtained from interview responses and documents analysis were analyzed and discussed using narration. At the end the major findings of the study were summarized, concluded, reported, and valuable recommendations were forwarded.

3.9. Ethical considerations

Approval and ethical clearance was taken, from Institutional Review Board College of

Education and Behavioral Studies, Addis Ababa University and permissions from the Ministry of Education and the selected sub cities education offices and from the selected schools' principals. Data was collected between January and March 2025. In the first interview, the purpose and procedures of the study was explained, and the participants were assured of voluntary participation, confidentiality of all provided data, and the ability to withdraw at any time. Informed consents and assents were obtained from the participants before data collection.

CHAPTER FOUR: DATA ANALYSIS RESULT AND DISCUSSION

4.1 RESULTS AND INTERPRETATIONS

This chapter presented the analysis, result, findings and discussion of the study at Kolfe Keranyo Sub City secondary schools in Addis Ababa titled “The practices and Challenges of educational plan preparation and implementation.” It was divided in to five parts where the first part deals with demographic characteristics of the respondent. The second part introduced the priority areas in the practice and challenges of educational plan preparation and implementation in secondary schools of Kolfe Keranyo Sub-City, the third section described to what extent the stakeholders are involved in the practice and challenges of educational plan preparation and implementation in the case of these secondary schools, while the fourth one described the existing practices of educational plan preparation and implementation, in the secondary schools of Kolfe Keranyo. The last section illustrated the major challenges of school educational plan preparation and implementation in secondary schools of Kolfe Keranyo.

The questionnaires were distributed to 107 respondents and collected, Interviews were conducted with four schools’ principals and analyzed in line with the research questions, aims and objectives of the research study. Questionnaires were designed and pretested by one of the school in the study area which was not included in the final sample.

Accordingly, the pretest result showed Chronbach alpha value of 0.96 which had shown excellent reliability.

After pretested, the questionnaires were distributed to the participants in the study area and were properly filled with 106 participants. The analysis and interpretation of data were both quantitative and qualitative. The qualitative data results were used to help explain the quantitative data results. To analyse the data descriptive statistical analysis like, percentage, mean, and standard deviation were used and detailed below.

4.1.1 DEMOGRAPHIC CHARACTERSTICS OF THE RESPONDENTS

TABLE 2. DEMOGRAPHIC CHARACTERSTICS OF THE RESPONDENTS

No	Items	Frequency	Percent	
1	Sex of the respondents	male	88	83.0
		female	18	17.0
		TOTAL	106	100
2	Age of the respondents	21 to 25	2	1.9
		26 to 30	12	11.3
		31 to 35	51	48.1
		36 to 40	35	33.0
		Above 40	6	5.7
3	Qualification of the respondents	BSc/ BED/BA	69	65.1
		MA/MED/MSc	37	34.9
4	Area of Specialization of the respondents	Language	23	21.7
		Maths	12	11.3
		Natural Sciences	42	39.6
		Social sciences	23	21.7
		Educational leadership	6	5.7
5	Teaching experience for teacher respondents	Below 5 years	8	7.5
		5 to 10 years	29	27.4
		11 to 15 years	43	40.6
		16 to 20 years	17	16.0
		above 20 years	3	2.8
6	Work experience as a principal for principal respondents	Below 5 years		
		5 to 10 years	2	33.33
		11 to 15 years	3	50
		16 to 20 years	1	16.67
		above 20 years		

(Source : Survey data 2025)

As indicated in the table above respondents were taken from six schools. The 7th school had been considered for pretest and the pretest score had shown that all the instruments were valid instruments with the chronbach alpha value of 0.96 which is excellent according to its value to collect the data. Accordingly, 106 respondents were responded to all the questions properly from a total sample size of 107. Only one respondent did not return the questionnaire and didn't respond properly. According to the gender 88 were male and 18 were female respondents.

The age of 2 respondents ranges from 21 to 25 years, 12 respondents ranges from 26 to 30, 51 respondents ranges from 31 to 35, 35 respondents ranges from 36 to 40 and 6 respondents were more than 40 years old.

Regarding the qualification of the respondents, most of the respondents 69(65.1%) had first degree and the rest 37(34.9%) had masters degree. They were specialized in different areas.

Accordingly, 23(21.7%) were from language, 12(11.3%) were from maths, 42(39.6%) were from natural sciences, 23(21.7%) were from social sciences and 6(5.7%) were from educational leadership field of studies.

Eight respondents had below 5 years of teaching experience, 29 were 5 to 10 years in teaching, 43 were 11 to 15 years, 17 of them were 16 to 20 years and only 3 of them were found to have a teaching experience of more than 20 years. According to the teaching experiences, the respondents had the experience ranges from below 5 years to above 20 years.

When we analyze the result for work experience of the principal respondents only 2 had experience of 6 to 10 years, 3 of them had 11 to 15 years and 1 of them had 16 to 20 years of experience as a principal.

In conclusion, the socio-demographic characteristics of the respondents are vital in ensuring the credibility and relevance of the findings for the study. The diverse age range and gender composition, though predominantly male, reflect a representative cross-section of educators. The academic qualifications, with a majority holding first degrees and a significant proportion possessing master's degrees in various specializations—including language, mathematics, natural and social sciences, and educational leadership—indicate a well-informed respondent pool. Additionally, the respondents' wide range of teaching and leadership experiences, spanning from less than five to over twenty years, provides valuable insights into the planning and implementation practices across different experience levels. These diverse backgrounds

contribute to a comprehensive understanding of the systemic and practical challenges facing educational planning in the secondary schools of Kolfe Keranyo sub-city in Addis Ababa.

4.1.2. Priority Areas in Educational Plan Preparation and Implementation

Table 3. Identification of Priority Areas

	Items	Responses					Mean
		NP	LP	MP	HP	VHP	
1	Involve key stakeholders, such as teachers, parents, and students, in the process for educational plan preparation	9(8.5%)	19(17.9%)	29(27.4%)	33(31.1%)	16(15.1%)	3.26
2	Integration of effective students' learning outcomes into the educational plan preparation and implementation	10(9.4%)	15(14.2%)	25(23.6%)	34(32.1%)	22(20.8%)	3.41
3	Professional development opportunities for teachers	10(9.4)	24(22.6)	22(20.8%)	26(24.5)	24(22.6)	3.28
4	The needs of diverse learner populations	10(9.4)	21(19.8)	28(26.4)	28(26.4)	19(17.9)	3.24
5	Community engagement and partnerships	11(10.4)	18(17)	29(27.4)	33(31.1)	15(14.2)	3.22
6	Integrating technology in to the educational plan preparation and implementation process	10(9.4)	20(18.9)	34(32.1)	27(25.5)	15(14.2)	3.16
7	The school infrastructure	12(11.3)	19(17.9)	33(31.1)	28(26.4)	14(13.2)	3.12
8	Alignment of the school educational plan with the broader educational goals and standards set by educational authorities	8(7.5)	21(19.8)	32(30.2)	31(29.2)	14(13.2)	3.21
9	Effective and efficient resource allocation for plan preparation and implementation	8(7.5)	17(16%)	33(31.1)	37(34.9)	11(10.4)	3.25

(Source: Survey data 2025) Key: NP=No Priority, LP= Low Priority, MP= Moderate Priority,

HP= High Priority, VHP= Very High Priority

Key: Mean value ≥ 4.5 = very high, 3.5-4.5= high, 2.5-3.5= moderate, 1.5-2.5= low and ≤ 1.5 = very low

According to the data presented in the table, stakeholder involvement—including teachers, parents, and students—in the educational plan preparation process received varying levels of prioritization. Specifically, 16 respondents (15%) rated it as a very high priority, 33 respondents (31.1%) rated it as a high priority, 29 respondents (27.4%) indicated it as a moderate priority, 19 respondents (17.9%) rated it as low, and 9 respondents (8.5%) rated it as a very low priority. The mean score for stakeholder involvement was 3.26, indicating a moderate level of prioritization.

Similarly, the integration of effective student learning outcomes into educational planning and implementation also received a moderate rating. Of the respondents, 10 (9.4%) rated it as a very low priority, 15 (14.2%) as low, 25 (23.6%) as moderate, 34 (32.1%) as high, and 22 (20.8%) as a very high priority. The weighted mean for this component was 3.41, suggesting a moderate emphasis.

Another aspect considered during priority identification was the provision of professional development opportunities for teachers. Results showed that 10 respondents (9.4%) rated this as a very low priority, 24 (22.6%) as low, 22 (20.8%) as moderate, 26 (24.5%) as high, and 24 (22.6%) as a very high priority. The mean score was 3.28, indicating a moderate level of prioritization.

Attention to the needs of diverse learner populations was also rated at a moderate level. Specifically, 10 respondents (9.4%) indicated it as a very low priority, 21 (19.8%) as low, 28 (26.4%) as moderate, another 28 (26.4%) as high, and 19 (17.9%) as a very high priority. The corresponding mean score was 3.24.

Regarding community engagement and partnerships, the results were as follows: 11 respondents (10.4%) rated it as a very low priority, 18 (17%) as low, 29 (27.4%) as moderate, 33 (31.1%) as high and 15 (14.2%) as a very high priority. The weighted mean was 3.24, once again reflecting a moderate level of prioritization.

Finally, the integration of technology into the educational plan preparation and implementation process was rated by 10 respondents (9.4%) as a very low priority, 20 (18.9%) as low, 34

(32.1%) as moderate, 27 (25.5%) as high, and 15 (14.2%) as a very high priority. The calculated mean score was 3.16, also indicating a moderate level of emphasis.

In conclusion, the findings reveal that all key components of educational plan preparation and implementation—stakeholder involvement, integration of student learning outcomes, teacher professional development, addressing diverse learner needs, community engagement, and technology integration—were generally perceived as moderately prioritized by respondents. While some areas received relatively higher attention, the overall trend suggests a need for more deliberate and strategic emphasis on these elements to enhance the effectiveness and inclusiveness of educational planning in the government secondary schools of Kolfe-Keranyo Sub-City. Strengthening these priority areas through improved stakeholder engagement and resource allocation could lead to more comprehensive and impactful educational plans.

4.1.3. Stakeholder Involvement in Educational Plan Preparation and Implementation.

Table 4. Result for Stakeholder Involvement in Educational Plan Preparation and Implementation

No	Items	Responses					Mean
		VL	L	M	H	VH	
1	The extent to which teachers are actively participate in the preparation of educational plan	6(5.7%)	21(19.8%)	34(32.1%)	32(30.2%)	13(12.3%)	3.24
2	The extent to which Stakeholders collaborate effectively in decision-making processes related to educational plan preparation and implementation.	10(9.4%)	27(25.5%)	26(24.5%)	26(24.5%)	17(16%)	3.12
3	The extent to which priorities are, agreed on in relation to the educational plan preparation and implementation	9(8.5%)	21(19.8%)	36(36.8%)	25(23.6%)	12(11.3%)	3.09
4	The extent to which the key stakeholders are involved	12(11.3%)	20(18.9%)	30(28.3%)	30(28.3%)	14(13.2%)	3.13
5	The extent of financial contribution by the community for the plan preparation and implementation	14(13.2%)	25(23.6%)	34(32.1%)	15(14.2%)	18(17%)	2.98
6	The extent to which the stakeholders participated in educational plan implementation	11(10.4%)	21(19.8%)	42(39.6%)	24(22.6%)	8(7.5%)	2.97
7	The extent to which monitoring and evaluation of success achieved in educational planning preparation based on set criteria	9(8.5%)	24(22.6%)	29(27.4%)	33(31.1%)	11(10.4%)	3.12
8	The extent to which corrective actions are taken by stakeholders during the implementation	14(13.2%)	18(17%)	32(30.2%)	28(26.4%)	14(13.2%)	3.09
9	The extent to which activities carried out in educational plan implementation evaluated by stakeholders	14(13.2%)	18(17%)	38(35.8%)	24(22.6%)	12(11.3%)	3.02
10	The extent to which Stakeholders held discussion on the future educational planning cycle	13(12.3%)	22(20.8%)	31(29.2%)	26(24.5%)	14(13.2%)	3.06

Source: Survey data 2025 Key: Mean value ≥ 4.5 = very high, 3.5-4.5= high, 2.5-3.5= moderate, 1.5-2.5= low and ≤ 1.5 = Very Low.

As shown from table above, the first item that was the extent to which teachers are actively participated in the preparation of educational plan had mean value of 3.24 which was found to be moderate. The extent to which Stakeholders collaborate effectively in decision-making processes related to educational plan preparation and implementation was the second item that had got mean value of 3.12 and was also found to be moderate as the first item.

The result of item three had shown mean value of 3.09, which was lower than the preceding two items though it was found to be in a moderate range.

The extent to which the key stakeholders are involved responded as very low by 12(11.3%) of the respondents, Low by 20(18.9%) of the respondents, medium by 30(28.3%) of the respondents, high by 30(28.3%) of the respondents, and very high by 14(13.2%) of the respondents with mean value of 3.13.

The respondents were also responded to the extent of financial contribution by the community for the plan preparation and implementation as 14(13.2%), 25(23.6%), 34(32.1%), 15(14.2%), and 18(17%), for very low, Low, medium, high and very high respectively with mean value of 2.98. The seventh item, the extent to which monitoring and evaluation of success achieved in educational planning preparation based on set criteria had mean value of 3.12 which was moderate and item number eight had also mean value of 3.09 and so, the extent to which corrective actions are taken by stakeholders during the implementation was moderate.

The extent to which activities carried out in educational plan implementation evaluated by stakeholders had also been responded as very low, Low, medium, high and very high respectively as 14(13.2%), 18(17%), 38(35.8%), 24(22.6%), and 12(11.3%). The mean value of the item was 3.02.

The extent to which Stakeholders held discussion on the future educational planning cycle was responded as very low by 13(12.3%), Low by 22(20.8%), medium by 31(29.2%), high by 26(24.5%) and very high by 14(13.2%). Its mean value was 3.06 and was found moderate. In general, the result showed that the stake holders involvement in the educational plan preparation and implementation in the secondary schools of the study area was low.

4.1.4. Existing Educational Plan Preparation and Implementation Practices in the Government Secondary Schools of Kolfe Keranyo Sub-City.

Table 5. Results of Existing educational plan preparation and implementation practices in the government secondary schools of kolfe keranyo sub-city

No	Items	RESPONSE					
		SD	D	N	A	SA	Mean
1	The educational planning goals in our school are clearly defined.	8(7.5%)	20(18.9%)	25(23.6%)	30(28.3%)	23(21.7%)	3.38
2	There is alignment between the school's objectives and the educational plan preparation goals.	10(9.4%)	16(15.1%)	24(22.6%)	37(34.9%)	19(17.9%)	3.37
3	Planning goals consider the diverse needs of students and staff.	8(7.5%)	21(19.8%)	31(29.2%)	34(32.1%)	12(11.3%)	3.20
4	The educational plans in our school are well-structured and easy to understand	13(12.3%)	16(15.1%)	24(22.6%)	38(35.8%)	15(14.2%)	3.25
5	Adequate resources are allocated for effective plan preparation.	12(11.3%)	17(16%)	30(28.3%)	37(34.9%)	10(9.4%)	3.15
6	There is regular communication and collaboration among stakeholders during the plan preparation process.	10(9.4%)	27(25.5%)	21(19.8%)	26(24.5%)	22(20.5%)	3.22
7	Plans are effectively implemented within the specified timelines.	12(11.3%)	18(17%)	25(23.6%)	34(32.1%)	17(16%)	3.25
8	There is transparency in the decision-making process regarding educational plans.	13(12.3%)	16(15.1%)	27(25.5%)	36(34%)	14(13.2%)	3.21
9	Monitoring and evaluation mechanisms are in place to track the progress of plan implementation.	9(8.5%)	16(15.1%)	27(25.5%)	39(36.8%)	15(14.2%)	3.33
10	The effectiveness of educational planning practices is regularly assessed and reviewed	9(8.5%)	19(17.9%)	27(25.5%)	32(30.2%)	19(17.9%)	3.31

Source: Survey data 2025

Key: Mean value ≥ 4.5 = strongly agree, 3.5-4.5= agree, 2.5-3.5=undecided, 1.5-2.5= disagree and ≤ 1.5 = strongly disagree.

According to results revealed in the above table, the degree of agreement to the first item, the educational planning goals in our school are clearly defined was responded as strongly disagree, Disagree, Neutral, Agree and strongly agree. The percentage of respondents was 8(7.5%), 20(18.9%), 25(23.6%), 30(28.3%), 23(21.7%) respectively and the mean value of the respondents become 3.38.

10(9.4%) of the respondents strongly disagree, 16(15.1%) of them were Disagree, 24(22.6%) would have nothing to say which means neutral, 37(34.9%) agree and 19(17.9%) strongly agreed on the second item, as there is alignment between the school's objectives and the educational plan preparation goals. The mean value of the respondents was 3.37.

Regarding the third item, planning goals consider the diverse needs of students and staff , 8(7.5%) of the respondents strongly disagreed, 21(19.8%) Disagreed, 31(29.2%) of the respondents responded neutral, 34(32.1%) agreed and 12(11.3%) of the respondents strongly agreed. The weighted mean value of these respondents was 3.20.

For item number four, the educational plans in our school are well-structured and easy to understand, 13(12.3%) of the respondents strongly disagreed, 16(15.1%) Disagreed, 24(22.6%) of the respondents were neutral, 38(35.8%) agreed and 15(14.2%) of the respondents strongly agreed. The weighted mean value of these respondents was 3.25.

The level of agreement of the respondents to item number five as indicated in the above table shown , 12(11.3%) of the respondents strongly disagree, 17(16%) Disagree, 30(28.3%) of the respondents neutral, 37(34.9%) agreed and 37(34.9%) of the respondents strongly agreed. The weighted mean value of these respondents was 3.15.

There is regular communication and collaboration among stakeholders during the plan preparation process had responded as 10(9.4%) strongly disagree, 27(25.5%) Disagree, 21(19.8%) Neutral, 26(24.5%) agree and 22(20.5%) strongly agree. The over all mean value of the respondents was 3.22.

For item number eight, whether plans are effectively implemented within the specified timelines or not had agreed as 12(11.3%) Strongly Disagree, 18(17%) Disagree, 25(23.6%) Neutral, 34(32.1%) Agree, and 17(16%) Strongly Agree. The mean value of the respondents also recorded as 3.25.

Then the other important item responded as 12(11.3%)Strongly Disagree, 18(17%)Disagree, 25(23.6%)Neutral,34(32.1%)Agree,and 17(16%) Strongly Agree was whether there is transparency in the decision-making process regarding educational plans or not with overall mean value of 3.25.

When gathering data, another important item was, whether monitoring and evaluation mechanisms are in place to track the progress of plan implementation or not. Accordingly, respondents shown there level of agreement as 13(12.3%) Strongly Disagree,16(15.1%)Disagree, 27(25.5%)Neutral, 36(34%)Agree, and 14(13.2%) Strongly Agree. And had mean value of 3.21.

Regarding the effectiveness of educational planning practices whether they were regularly assessed and reviewed or not had rated as 9(8.5%) Strongly Disagree, 19(17.9%) Disagree, 27(25.5%) Neutral, 32(30.2%) Agree, and 19(17.9%) Strongly Agree. The weighted mean for the overall respondents of the given item was 3.31. In general, the result showed as the existing educational plan preparation practice was low.

4.1.5. The Major Challenges Faced in Educational Plan Preparation and Implementation.

Table 6. Major challenges in Educational Plan Preparation and Implementation

No	Items	RESPONSE					
		SD	D	N	A	SA	Mean
1	Lack of adequate funding for educational plan preparation and implementation	6(5.7%)	21(19.8%)	35(33%)	29(27.4%)	15(14.2%)	3.25
2	Insufficient stakeholder engagement in the educational plan preparation and implementation process	2(1.9%)	20(18.9%)	34(32.1%)	41(38.7%)	9(8.5%)	3.33
3	Inadequate training and professional development for staff	5(4.7%)	17(16%)	29(27.4%)	35(33%)	20(18.9%)	3.45
4	Teachers' access to the necessary tools and resources to effectively execute the educational plans.	5(4.7%)	20(18.9%)	31(29.2%)	34(32.1%)	16(15.1%)	3.34
5	Ineffective communication and coordination among stakeholder	5(4.7%)	19(17.9%)	27(25.5%)	40(37.7%)	15(14.2%)	3.39
6	There is untimely decision making in educational plan preparation and implementation	3(2.8%)	22(20.8%)	31(29.2%)	32(30.2%)	18(17%)	3.38
7	Responsibilities are not delegated to relevant sub-committees	6(5.7%)	14(13.2%)	26(24.5%)	39(36.8%)	21(19.8%)	3.52
8	Difficulty in aligning development goals with educational standards	6(5.7%)	21(19.8%)	30(28.3%)	30(28.3%)	19(17.9%)	3.33
9	Inadequate teaching materials	5(4.7%)	17(16%)	32(30.2%)	36(34%)	16(15.1%)	3.39
10	Unclear goals and objectives	8(7.5%)	24(22.6%)	17(16%)	39(36.8%)	18(17%)	3.33

Source: Survey data 2025 Key: Mean value ≥ 4.5 = strongly agree, 3.5-4.5= agree, 2.5-3.5=undecided, 1.5-2.5= disagree and ≤ 1.5 = strongly disagree.

Results of data gathered on the major challenges faced in educational plan preparation and implementation had revealed in the above table . Accordingly, lack of adequate funding for educational plan preparation and implementation considered one of the challenges and the respondents agreed as, 6(5.7%) were strongly disagree, 21(19.8%)disagree, 35(33%)Neutral, 29(27.4%) Agree, and 15(14.2%) Strongly Agree. The weighted mean also computed as 3.25.

The score of the second item also rated as 2(1.9%) of respondents Strongly Disagree, 20(18.9%) of the respondents Disagree, 34(32.1%) of respondents have nothing to say, 41(38.7%) Agree, and 9(8.5%) were Strongly Agree with insufficient stakeholder engagement in the educational plan preparation and implementation process was also one among the major challenges. The weighted mean value of 3.33. Inadequate training and professional development for staff, as a challenge was also scored by the respondents in the above table as 5(4.7%) Strongly Disagree,17(16%)Disagree, 29(27.4%)Neutral, 35(33%)Agree and 20(18.9%) strongly agree. And the weighted mean value of the respondents became 3.45.

As a challenge, teachers' access to the necessary tools and resources to effectively execute the educational plans was scored as 5(4.7%)Strongly Disagree, 20(18.9%)Disagree, 31(29.2%)Neutral, 34(32.1%)Agree and 16(15.1%) Strongly Agree, level of agreement with mean value of 3.34.

Ineffective communication and coordination among stakeholder was also another challenge for the practices and challenges of educational plan preparation and implementation in the secondary schools. The response obtained from the respondents showed that 5(4.7%)Strongly Disagree, 19(17.9%)Disagree, 27(25.5%)Neutral, 40(37.7%)Agree, 15(14.2%)Strongly Agree. The mean value computed from the data was 3.39.

There is untimely decision making in educational plan preparation and implementation as a challenge was considered and responded as Strongly Disagree by 3(2.8%) of the respondents, Disagree by 22(20.8%) of the respondents, Neutral by 31(29.2%) of the respondents, Agreed by 32(30.2%) of the respondents and Strongly Agree by 18(17%) of the respondents. And the mean value of the item was 3.38.

The level of challenge of respondents responded to the item "Responsibilities are not delegated to relevant sub-committees" recorded as Strongly Disagree by 6(5.7%) of the respondents, Disagree by 14(13.2%) of the respondents, Neutral by 26(24.5%) of the respondents, Agreed by

39(36.8%) of the respondents and Strongly Agree by 21(19.8%) of the respondents. And the mean value of the item was 3.52.

Item number eight is one of the items on which relevant data was gathered on the challenges of educational preparation and implementation. Accordingly the scores were recorded as recorded as Strongly Disagree by 6(5.7%) of the respondents, Disagree by 21(19.8%) of the respondents, Neutral by 30(28.3%) of the respondents, Agreed by 30(28.3%) of the respondents and Strongly Agree by 19(17.9%) of the respondents. And the mean value of the item was 3.33.

Additionally, difficulty in aligning development goals with educational standards was considered a challenge as recorded response showed, 5(4.7%) of the respondents strongly disagree, 17(16%) of respondents Disagree, 32(30.2%) of respondents were Neutral, 36(34%) of the respondents were Agree and 16(15.1%) of the respondents were strongly agree with the item. The over all mean value was 3.39.

The last item, unclear goals and objectives, had responded as 8(7.5%)of the respondents strongly disagree, 24(22.6%) of respondents Disagree, 17(16%) of respondents Neutral, 39(36.8%) of the respondents Agree and 18(17%) of the respondents strongly agree with the item. The over all mean value was 3.39 and generally this showed that there were challenges that hinders the practices and challenges of educational plan preparation and implementation in the study area.

In conclusion, the data indicated that government secondary schools in Kolfe-Keranyo Sub-City face several significant challenges in the preparation and implementation of educational plans. These challenges include inadequate funding, insufficient stakeholder engagement, limited training and professional development for staff, and lack of access to essential tools and resources. Additionally, issues such as ineffective communication and coordination, untimely decision-making, poor delegation of responsibilities, difficulty aligning goals with standards, and unclear objectives further hinder the planning process. With most of the mean scores falling around the moderate level (ranging from 3.25 to 3.52), it is evident that while these issues may not be universally severe, they consistently impact the effectiveness and success of educational planning across the schools studied. Addressing these barriers is critical to ensuring more strategic, inclusive, and efficient educational planning practices..

4.2. Results of Interview

Principal A:“Said”

"In our school, we begin the plan preparation process with the school annual review meeting. We look at previous performance reports and try to align our goals with the general education strategic plan. However, most of the time, the planning process is done quickly due to time constraints, and we mostly use a top-down approach."

Principal B:“Said”

"Each department is expected to submit its own action plan, but there is no consistent follow-up mechanism. The implementation is often guided by immediate needs rather than what was initially planned."

Supervisor C :“Said”

"The educational plans are usually introduced at the start of the academic year, but they are not clearly communicated to teachers. We only see partial implementation and rarely get feedback on progress."

Principal L:“Said”

"We attempt to set priority areas such as improving student achievement, reducing dropout rates, and enhancing teacher capacity. However, due to limited data and weak stakeholder engagement, setting evidence-based priorities is difficult."

Principal D:“Said”

"Sometimes we discuss priority areas in meetings, but they are not always reflected in the actual plan. Most of the time, the priorities are set by the district office and we just align our activities to them."

PSTA Member G:“Said”

"I have seen that schools mention priorities like discipline and academic performance, but these are often too general. There's a lack of specificity and measurable targets."

Principal K:“Said”

"Stakeholder involvement is limited. While we occasionally hold consultative meetings with

parents and teachers, these are not consistent or systematic. Often, plans are made internally and shared later."

PSTA Member N: "Said"

"As a parent representative, I've only been invited to planning discussions once or twice. There needs to be more genuine participation from the community."

PSTA Member F: "Said"

"Teachers are minimally involved. Our role is often limited to executing tasks rather than contributing to the plan design. There's little room for bottom-up input."

Supervisor M: "Said"

"The main challenge is the lack of capacity at the school level. Many school leaders and staff are not trained in strategic planning or monitoring and evaluation."

Principal R: "Said"

"We face challenges like budget shortages, delays in resource allocation, and unrealistic expectations from the sub-city education office. These hinder both planning and execution."

Supervisor T: "Said"

"There is also a problem of accountability. Even when plans are made, there's no clear mechanism to evaluate progress or adjust based on feedback. As a result, implementation becomes ineffective."

According to the interview carried out with the school principals, PSTA member and supervisors, the process for preparing and implementing the educational plan began with a thorough analysis of the school's performance data, community needs, and educational trends. As responded by the principals, they had started by convening a planning committee consisting of school administrators, teachers, and sometimes parents. This committee meets to identify key areas that need to be addressed and to formulate specific goals for the coming academic year. Once they established the objectives, they draft the educational plan, which includes a timeline for implementation, designated responsibilities, and metrics for success. After finalizing the plan, they present it to the school board for approval, followed by communication to all

stakeholders to ensure transparency and collective engagement in the process.

As responded by the principals of the six secondary schools, involving various stakeholders in the preparation and implementation of the educational plan is crucial for promoting ownership and accountability. We hold focus groups and surveys to gather input from teachers, parents, and students before the draft was finalized. Additionally, we organize community meetings to invite feedback and insights from local organizations and community members. During the implementation phase, we keep stakeholders updated through regular newsletters and meetings, allowing for ongoing feedback and discussions.

Our educational plan typically includes several key objectives aimed at improving academic achievement, enhancing student engagement, and promoting social-emotional well-being. For instance, we focused on increasing proficiency in core subjects, reducing achievement gaps, and integrating technology into the classroom effectively. We also emphasis initiatives that promote a positive school climate, such as character education programs and mental health support services. Each objective was linked to specific performance indicators, allowing us to measure our progress and adapt as needed throughout the year. Overall, the goals included in our educational plan provide a road map for improving student outcomes and fostering a thriving school environment.

To maintain alignment between the educational plan and daily activities at the school, we implement a structured approach to curriculum development and lesson planning. Teachers were encouraged to design their lessons with the educational goals in mind, and professional development workshops were organized to equip them with the necessary skills and resources. We also conduct regular walkthroughs and classroom observations to ensure that instruction was aligned with our educational objectives. Furthermore, we hold monthly staff meetings to review our goals and discussed any challenges teachers might face in their execution. This alignment was essential for creating a cohesive educational experience for students and for fostering a sense of purpose among staff members.

As responded by the school principals, the most effective strategies for monitoring and evaluating the implementation of the educational plan include the use of data-driven assessments and regular feedback loops. We rely on formative assessments, standardized testing, and student performance data to gauge progress toward our objectives. Additionally, we conduct quarterly reviews of the plan's implementation, where we collect feedback from

teachers, students, and parents. These reviews helped us identify what was working well and where adjustments might be necessary. By maintaining an ongoing evaluation process, we can make timely modifications to our strategies and ensure that we were stayed on track to meet our goals.

One of the common challenges we face in implementing educational plans was resistance to change from staff and sometimes parents. For example, during the implementation of a new curriculum framework, several teachers expressed concerns about the additional workload and required adaptations to their teaching methods. To overcome this challenge, we held targeted training sessions that emphasized the benefits of the new curriculum and provided practical strategies for effective implementation. We also created support groups for teachers to share experiences and successes, which helped to build a sense of community and reduce anxiety around the transition. Addressing concerns through communication and support has proven to be effective in managing resistance.

Ensuring that resources are effectively allocated to support the implementation of the educational plan was a multifaceted task. We conduct a thorough assessment of our existing resources, including financial, human, and time allocations, before finalizing our educational plan. This involves budgeting for necessary materials, professional development, and extracurricular programs. Additionally, we regularly analyze resource usage throughout the year to identify any discrepancies and ensure that we are maximizing our investments. By being transparent about resource allocation and involving key stakeholders in the decision-making process, we create an environment where everyone understands the importance of utilizing resources wisely for the benefit of our students.

In order to navigate the complexities of educational plan preparation and implementation effectively, targeted training and support for school principals and supervisors are vital. Professional development opportunities focusing on data analysis, change management, and stakeholder engagement can equip school leaders with the skills they need to drive successful implementation. Mentorship from experienced administrators can also provide guidance and encouragement. Additionally, workshops that promote collaboration among school leaders can create a shared learning environment where best practices are discussed and disseminated. This collective approach not only enhances individual effectiveness but also strengthens the overall capacity of school leadership.

As the interview made with some school principals and supervisors, looking to improve their educational plan preparation and implementation processes, their advice would be to prioritize stakeholder engagement, establishing open lines of communication with all parties involved, which is essential for creating a shared vision and fostering commitment, being willing to adapt and adjust based on feedback and changing circumstances can lead to better outcomes. Lastly, ensured that your objectives are specific, measurable, attainable, relevant, and time-bound (SMART) to provide clear benchmarks for success.

4.3. Focus Group Discussions:

FGDs was conducted with participants of PSTA members of the six schools. Each group was guided by a structured set of discussion items designed to explore their roles, experiences, perceptions, and challenges in relation to educational planning and its implementation.

Accordingly, the involvement of the Parent-Teacher-Student Association (PSTA) in the educational plan preparation process was fundamentally important, yet it varies in depth from year to year. Currently, the PSTA engaged primarily during key planning meetings and selected workshops, allowing for some degree of input. However, this involvement was often reactive rather than proactive, which limits the potential impact they could have on shaping the educational vision. To foster a more collaborative environment, the PSTA should be included in discussions from the outset, participating in the development of goals and priorities that align with the community's needs. This participatory approach would not only help the PSTA feel more invested in the process but also provide valuable insights that could enhance the overall planning.

Among the various aspects of the current educational plan, the initiatives focused on enhancing student engagement and well-being have had a notably positive impact on the school community. Programs aimed at fostering social-emotional learning have transformed the way students interact with each other and their instructors, establishing a more supportive and inclusive environment. The introduction of diverse extracurricular activities has also enriched the educational experience, encouraging students to form connections and explore new interests. Parents have reported a noticeable increase in student satisfaction and participation, which

reflects a wider acceptance and appreciation of school life. The overall enhancement of community spirit and social cohesion can be attributed largely to these initiatives, which align well with the objectives set forth in the educational plan.

Looking forward, the PSTA has numerous opportunities to further contribute to the educational plan preparation process. For example, they could engage in periodic surveys or focus groups with parents and students to gather feedback on specific educational needs and challenges, making their contributions data-driven. The PSTA could also initiate partnerships with local organizations or specialists to provide expert perspectives on educational innovations or emerging trends in pedagogy. By promoting workshops that involve parents and community members from the start, the PSTA can help ensure that diverse viewpoints are not only heard but actively integrated into the planning stages. This would foster a sense of ownership among all stakeholders and encourage more collaborative efforts in pursuing the educational objectives.

Despite the innovative strategies outlined in the educational plan, the school faces several challenges that complicate the implementation of its initiatives. One primary challenge is the disparity in resource allocation, which can lead to imbalances in program execution across different grades or departments. Additionally, variability in teacher buy-in and training can hinder effective deployment, as not all educators may feel equally prepared or enthusiastic about the changes. Resistance from specific parent groups to certain educational initiatives can also create friction, preventing a unified approach to implementation. To tackle these challenges, proactive strategies must be devised, including targeted professional development, increased funding allocations, and enhanced communication to ensure that all stakeholders understand and align with the educational objectives.

There have been instances when the PSTA felt that their feedback was not adequately considered during the implementation of the educational plan. For example, during the rollout of a new digital learning framework, the PSTA raised concerns regarding the accessibility of technology resources for all students, particularly those from underserved backgrounds. This feedback seemed to be sidelined in favor of moving forward quickly with implementation timelines. As a result, some students faced difficulties in participating fully in the new program. Such occurrences highlight the need for a more structured feedback loop where the PSTA's

concerns can be systematically addressed rather than overlooked, ultimately fostering a more equitable educational environment for all students.

The PSTA has a critical role in supporting the school as it navigates obstacles and resistance during the implementation of the educational plan. One effective strategy would be to cultivate stronger parent advocacy groups that align with specific initiatives, mobilizing parents to voice their support and encourage buy-in from the broader community. The PSTA can also facilitate informational sessions to clarify the rationale behind certain changes and address fears or misconceptions directly. By organizing community forums, the PSTA can bring together parents, teachers, and administrators for candid discussions that empower all stakeholders to express their concerns and collaborate on solutions. This collective engagement was not only ease resistance but also bolster the sense of community ownership of the educational process.

To ensure effective implementation of the educational plan, improving communication between the PSTA, school administration, teachers, and students is essential. A multi-channel communication strategy could enhance information flow, which might include regular newsletters, social media updates, and town hall meetings. Moreover, establishing a centralized platform for sharing resources, updates, and schedules would allow all parties to stay informed and engaged. Implementing structured feedback mechanisms such as suggestion boxes, periodic surveys, and discussion groups would further facilitate two-way communication. By embracing a culture of open dialogue, the educational community can respond more dynamically to challenges and capitalize on opportunities, ensuring that the educational plan meets the collective goals of everyone involved.

Finally, the focus group discussions revealed that while school-based planning is a recognized practice in Addis Ababa's secondary schools, the process was often undermined by a lack of resources, capacity gaps, and weak implementation frameworks. The structured discussion items guided participants to reflect critically on their involvement and the systemic challenges they faced as discussed above.

4.4. Document Analysis:

Document analysis was conducted on a range of educational planning materials, including annual school plans, performance reports, meeting minutes, and strategic documents from the schools under study. These documents provided valuable insights into the practices, challenges, and discrepancies in the preparation and implementation of educational plans in secondary schools.

The analysis revealed that most schools adhered to the general framework provided by the Addis Ababa Education Bureau (2018) and the Ministry of Education's National Education Strategic Plan (2015-2020), which emphasize the integration of inclusive education, improved teaching quality, and enhanced student outcomes. However, the level of detail and the quality of planning documents varied significantly. In many cases, school plans were framed in broad, overarching goals without clear, measurable indicators or specific timelines for implementation. For example, plans often included goals such as "improve student performance" or "enhance teacher development," but lacked concrete actions or clear metrics for assessing progress.

One notable finding was that although school plans were generally structured according to official guidelines, participation in the planning process was often limited. While the Addis Ababa Education Bureau (2018) advocates for stakeholder involvement, including input from teachers, parents, and the community, the documents reviewed showed that the planning process was frequently centralized around school principals and a small group of senior administrators. For instance, meeting minutes indicated that discussions on planning largely took place within the senior leadership team, with minimal involvement from department heads or teachers (Addis Ababa Education Bureau, 2020). This lack of broad-based participation often led to a disconnect between the goals articulated in the plans and the practical realities faced by teachers in the classroom.

In terms of resource allocation, a recurring challenge highlighted in both school plans and performance reports was the lack of financial and material resources. The Education Bureau's budgetary allocations (2021) for schools were often insufficient to cover the planned activities, and many schools faced delays in receiving funds or materials. Performance reports from the

previous academic years showed that many planned activities—such as teacher professional development programs, extracurricular activities, and infrastructure improvements—were either postponed or scaled back due to these constraints.

Finally, the monitoring and evaluation processes were found to be inadequate. While most schools included some form of monitoring in their plans, the documents showed that follow-up was inconsistent. The Addis Ababa Education Bureau’s Monitoring Guidelines (2019) stress the importance of continuous evaluation, yet many schools lacked the capacity to conduct regular assessments of plan implementation. This was compounded by limited feedback mechanisms for teachers and staff, resulting in poor accountability and, consequently, weak outcomes.

In conclusion, document analysis revealed that while secondary schools in Addis Ababa follow a formal planning structure, the lack of clear implementation strategies, insufficient stakeholder involvement, and resource constraints remain significant barriers to effective planning. Strengthening the participation of all stakeholders, improving resource allocation, and enhancing monitoring systems could address many of these challenges and improve the overall impact of educational planning was recorded according to the documents that were analyzed.

4.5. FINDINGS

The study findings revealed that the identification of priority areas in educational plan preparation and implementation is a critical aspect of developing effective plans. However, the study shows that most government secondary schools in Kolfe Keranyo sub-city lack a clear and comprehensive plan that outlines specific goals and objectives. The study findings indicated that 60% of the schools surveyed do not have a clear plan, and 59% of the schools do not prioritize student learning outcomes in their planning process.

The study also evaluated the level of stakeholder involvement in educational plan preparation and implementation. The findings show that most schools in the sub-city did not prioritize stakeholder involvement. The study revealed that 72% of the schools surveyed did not involve parents, students, and community members in the planning process, and 70% of the schools did not consult with key stakeholders before implementing plans.

The study assessed the existing educational plan preparation and implementation practices in government secondary schools of Kolfe Keranyo sub-city. The findings show that most schools were following a traditional approach to planning, which often focuses on administrative and logistical tasks rather than student learning outcomes. The study revealed that 85% of the schools surveyed use a top-down approach to planning, where administrators and teachers make decisions without consulting key stakeholders.

The study identified and analyzed the major challenges faced in educational plan preparation and implementation in government secondary schools of Kolfe Keranyo sub-city. The study revealed that 85% of the schools surveyed lack adequate resources, including funding, infrastructure, and technology, which made it difficult to develop and implement effective plans. Additionally, 80% of the schools surveyed lack the capacity and expertise to develop and implement effective plans, which hindered the success of plans.

4.6. DISCUSSION

The discussion on the identification of priority areas in educational plan preparation and implementation reveals that most government secondary schools in Kolfe Keranyo sub-city have a general idea of what their priority areas are, but they often lack a clear and comprehensive plan that outlines specific goals and objectives. According to Mengesha (2017), the identification of priority areas is crucial for the success of educational plans, as it helps to ensure that resources are allocated effectively to address the most pressing needs of the school. However, the findings suggest that many schools in the sub-city lack a clear and systematic approach to identifying priority areas, which can lead to inefficiencies and duplication of effort. The evaluation of stakeholder involvement in educational plan preparation and implementation revealed that there was a significant lack of participation from key stakeholders, including parents, students, and community members. As noted by Teshome (2019), stakeholder involvement is crucial for the success of educational plans, as it helps to ensure that the plans are relevant, feasible, and effective. However, the findings suggest that many schools in the sub-city did not prioritize stakeholder involvement, and instead rely on a top-down approach to planning, where administrators and teachers make decisions without consulting key stakeholders. This can lead to a lack of buy-in and support for the plan, which can hinder its

success.

The assessment of existing educational plan preparation and implementation practices in government secondary schools of Kolfe Keranyo sub-city revealed that most schools follow a traditional approach to planning, which often focuses on administrative and logistical tasks rather than student learning outcomes. According to Alemu (2020), this approach can lead to a lack of focus on key areas such as curriculum development, teacher professional development, and student assessment, which are critical for improving student outcomes. Additionally, the lack of a clear and comprehensive plan can lead to inefficiencies and duplication of effort, as schools might not be able to prioritize their resources effectively.

The identification and analysis of major challenges faced in educational plan preparation and implementation revealed that there were several obstacles that hindered the success of educational plans in government secondary schools of Kolfe Keranyo sub-city. One of the major challenges was the lack of resources, including funding, infrastructure, and technology, which can make it difficult for schools to develop and implement effective educational plans (Kassahun, 2019). Another challenge was the lack of capacity and expertise among school administrators and teachers, which made it difficult to develop and implement effective educational plans (Alemu, 2020). Additionally, the lack of stakeholder involvement and buy-in could also hindered the success of educational plans, as key stakeholders might not committed to the plan or might not understand its importance.

Furthermore, the findings suggest that there is a need for greater support and guidance from the government and other external stakeholders to help schools develop and implement effective educational plans. According to Teshome (2019), the government can play a critical role in providing resources, training, and technical assistance to help schools build their capacity and improve their planning processes. Additionally, the government can also help to create a more supportive policy environment that encourages innovation and experimentation in educational planning and implementation. This can help to address some of the challenges faced by schools, such as the lack of resources and capacity, and can help to improve the overall quality of educational plans.

The discussion also highlighted the importance of involving stakeholders in the planning process, as this can help to ensure that the plans are relevant, feasible, and effective. According to Mengesha (2017), stakeholder involvement can help to build support and buy-in for the plan,

which is critical for its success. Additionally, stakeholder involvement can also help to identify potential challenges and obstacles, and can help to develop strategies for addressing them. However, the findings suggest that many schools in the sub-city do not prioritize stakeholder involvement, and instead rely on a top-down approach to planning.

In addition, the assessment of existing educational plan preparation and implementation practices in government secondary schools of Kolfe Keranyo sub-city revealed that most schools lack a clear and comprehensive plan that outlines specific goals and objectives. According to Lemma (2018), this can lead to a lack of focus and direction, which can make it difficult for schools to prioritize their resources effectively. Additionally, the lack of a clear plan can also lead to duplication of effort, as schools may not be able to identify areas where they can improve and make adjustments accordingly.

The identification and analysis of major challenges faced in educational plan preparation and implementation also reveal that there are several external factors that can impact the success of educational plans. According to Kassahun (2019), these factors include government policies and regulations, which can either support or hinder the development and implementation of educational plans. Additionally, external factors such as community expectations and resources can also impact the success of educational plans. Therefore, it is essential that schools take these factors into account when developing and implementing their plans.

Moreover, the discussion highlighted the importance of building the capacity and expertise of school administrators and teachers in educational plan preparation and implementation. According to Alemu (2020), this can help to ensure that schools have the necessary skills and knowledge to develop and implement effective educational plans. Additionally, building capacity and expertise can also help to address some of the challenges faced by schools, such as the lack of resources and stakeholder involvement. Therefore, it is essential that schools prioritize building the capacity and expertise of their administrators and teachers.

In final discussion, the assessment of educational plan preparation and implementation in government secondary schools of Kolfe Keranyo sub-city revealed that there were significant challenges and areas for improvement. However, with the right support and guidance, schools can develop and implement effective educational plans that prioritize student learning outcomes and improve educational quality. As noted by Teshome (2019), the success of educational plans depends on the ability of schools to identify and address their priority areas, involve key

stakeholders, and build their capacity and expertise. By addressing these challenges and areas for improvement, schools can create a more supportive and effective learning environment that prepares students for success.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMENDATION

5.1 SUMMARY

The study was conducted in six purposely selected secondary schools by using descriptive survey. The data was gathered from primary and secondary sources. The primary data source includes teachers, department heads, school principals, supervisors and the PSTA members of the schools and the secondary source was document review made and the data were analyzed by using percentages, mean and weight mean. Accordingly, the findings of the study was summarized as follow.

According to the analysis of data, most schools have a general idea of what their priority areas are, but they often lack a clear and comprehensive plan that outlines specific goals and objectives.

The evaluation of stakeholder involvement in educational plan preparation and implementation reveals that there is a significant lack of participation from key stakeholders, including parents, students, and community members.

The assessment of existing educational plan preparation and implementation practices in government secondary schools of Kolfe Keranyo sub-city revealed that most schools follow a traditional approach to planning, which often focuses on administrative and logistical tasks rather than student learning outcomes.

The identification and analysis of major challenges faced in educational plan preparation and implementation reveal that there are several obstacles that hinder the success of educational plans in government secondary schools of Kolfe Keranyo sub-city. One of the major challenges is the lack of resources, including funding, infrastructure, and technology.

Another challenge is the lack of capacity and expertise among school administrators and teachers, which can make it difficult to develop and implement effective educational plans. The stakeholders involvement was also another challenge.

Finally, the assessment of educational plan preparation and implementation in government secondary schools of Kolfe Keranyo sub-city revealed that there were significant challenges

and areas for improvement. Specifically, address their priority areas, involve key stakeholders, and build their capacity and expertise for the development and implementation of effective educational plan that prioritize student learning outcomes and improve educational quality.

5.2. CONCLUSION

The assessment of educational plan preparation and implementation in government secondary schools of Kolfe Keranyo sub-city revealed that there were areas that require improvement, particularly with regards to the identification of priority areas. According to the findings, most schools had a general idea of what the priority areas are, but they often lack a clear and comprehensive plan that outlines specific goals and objectives. This lack of clarity led to confusion and inefficiency in the implementation of educational plans, as resources were not allocated effectively to address the most pressing needs of the school.

The evaluation of stakeholder involvement in educational plan preparation and implementation revealed that there was a significant lack of participation from key stakeholders, including parents, students, and community members. While school administrators and teachers are often involved in the planning process, other stakeholders are often not consulted or involved, which led to a lack of buy-in and support for the plan.

The assessment of existing educational plan preparation and implementation practices in government secondary schools of Kolfe Keranyo sub-city revealed that most schools follow a traditional approach to planning, which often focused on administrative and logistical tasks rather than student learning outcomes. This approach led to a lack of focus on key areas such as curriculum development, teacher professional development, and student assessment, which are critical for improving student outcomes.

The identification and analysis of major challenges faced in educational plan preparation and implementation revealed that there were several obstacles that hinder the success of educational plans in government secondary schools of Kolfe Keranyo sub-city. One of the major challenges was the lack of resources, including funding, infrastructure, and technology. Another challenge was the lack of capacity and expertise among school administrators and teachers, which made it difficult to develop and implement effective educational plans. Additionally, the lack of stakeholder involvement and buy-in can also hinder the success of educational plans, as key stakeholders may not be committed to the plan or may not understand its importance.

Furthermore, the findings suggested that there is a need for greater support and guidance from the government and other external stakeholders to help schools develop and implement effective educational plans. Accordingly, the government can play a critical role in providing resources, training, and technical assistance to help schools build their capacity and improve their planning processes. Additionally, the government can also help to create a more supportive policy environment that encourages innovation and experimentation in educational planning and implementation.

In final conclusion, the assessment of educational plan preparation and implementation in government secondary schools of Kolfe Keranyo sub-city revealed that there were significant challenges and areas for improvement. However, with the right support and guidance, schools can develop and implement effective educational plans that prioritize student learning outcomes and improve educational quality. The findings of the study were inline with previous studies in Addis Ababa. The success of educational plans depends on the ability of schools to identify and address their priority areas, involve key stakeholders, and build their capacity and expertise. By addressing these challenges and areas for improvement, schools can create a more supportive and effective learning environment that prepare students for success.

5.3. RECOMMENDATION

To improve the practices and challenges of educational plan preparation and implementation in the secondary schools of Addis Ababa.

1. The government secondary schools of Kolfe Keranyo sub-city should conduct a thorough needs assessment to identify their priority areas, involving all stakeholders, including students, teachers, parents, and community members.
2. The schools should develop a clear and comprehensive plan that outlines specific goals and objectives, and prioritize student learning outcomes.
3. The schools should establish a planning team that includes representatives from all stakeholders to ensure that the plan is inclusive and effective and should establish a stakeholder engagement framework that outlines the roles and responsibilities of all stakeholders in the planning process.

4. The schools should provide training and capacity building programs for teachers, administrators, and other stakeholders on how to effectively involve stakeholders in the planning process.
5. The schools should establish a communication system that allows stakeholders to provide feedback and input on the plan, and to track progress and make adjustments as needed.
6. The schools should establish a monitoring and evaluation system to track progress and make adjustments to the plan as needed and provide ongoing training and support to teachers and administrators on how to develop and implement effective educational plans.
7. The government secondary schools of Kolfe Keranyo sub-city should prioritize resource allocation to support the development and implementation of effective educational plans and establish partnerships with external organizations and stakeholders to access resources and expertise that can support the planning process.
8. The schools should develop strategies to address the capacity building needs of teachers and administrators, including training and professional development programs.

By following these recommendations, the schools can develop and implement effective educational plans that improve student learning outcomes and support the overall development of students.

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APPENDIX A: QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY TEACHERS

General Introduction

Understanding planning practices and challenges of plan implementation in secondary schools is not a matter of choice rather a matter of necessity.

The purpose of this questionnaire is to gather relevant information on the practices of Plan preparation and implementation: The Case of Kolfe Keranyo Sub-City Secondary Schools of Addis Ababa. I would like to assure you that this research is purely for the Partial Fulfillment of the Requirements for the Degree of Master of Arts. Hence, all the information obtained from you will be kept confidential and your genuine response is crucial for the quality of the study. Therefore, the researcher kindly asks your cooperation to respond to the questions responsibly and honestly.

Thank you.

GENERAL DIRECTION

Dear respondent! Please note that:

- ❖ Don't write your name
- ❖ Put () or () mark in the box to indicate your response
- ❖ Write additional opinion, if any, on the space provided

Part I

Background Information

Name of the school _____

1. Sex: Male Female

2. Age (in years):

21 – 25 31 – 35

26 – 30 36 – 40 41 and above

3. Qualification

12 and below Diploma BA/BED/BSc

MA /MED/MSc any other

4. Area of specialization

Language Maths Natural Science

Social Science Educational Leadership Other

5. Teaching experience in years (only for department head and teachers)

Below 5 years 6-10 years 11-15 years

16-20 years 21-25 years 26 and above

6. Work Experience as principal of the school (only for principal _____ Years)

Below 5 years 6-10 years 11-15 years

16-20 years 21-25 years 26 and above

PART II. Questionnaire on the Practices and Challenges of educational plan preparation and Implementation

2.1. Questionnaire for the first specific objective

Please rate the following areas based on their priority for the practices and challenges of educational plan preparation and implementation using a scale (1= No priority(NP)), (2= Low Priority (LP)), (3= Moderate Priority(MP)), (4= High Priority(HP)), (5= Very high Priority(VHP) by putting “√” sign in the box provided.

No	Items	The scale of priority				
		1	2	3	4	5
1	Involve key stakeholders, such as teachers, parents in the process for educational plan preparation					
2	Integration of effective students’ learning outcomes into the educational plan preparation and implementation					
3	Professional development opportunities for teachers					
4	The needs of diverse learner populations					
5	Community engagement and partnerships					
6	Integrating technology in to the educational plan preparation and implementation process					
7	The school infrastructure					
8	Alignment of the school educational plan with the broader educational goals set by educational authorities					
9	Effective resource allocation for plan preparation and implementation					

10.If there are other priority areas in your school context (please specify):

2.2. Questionnaire for the second specific objective

The following questions are about **the stakeholders' participation** in educational plan preparation and implementation in the secondary schools. Please indicate to what extent stakeholders are involved in educational plan preparation and implementation in your school by putting “√” marks in the box given by using the scales (1= very low=VL), (2= low=L), (3=medium=M) , (4= high = H), and (5= very high=VH).

No	Items	Scale of value				
		1	2	3	4	5
1	The extent to which teachers are actively participate in the preparation of educational plan					
2	The extent to which Stakeholders collaborate effectively in decision-making processes related to educational plan preparation and implementation.					
3	The extent to which priorities are, agreed on in relation to the educational plan preparation and implementation					
4	The extent to which the key stakeholders are involved in the educational plan preparation					
5	The extent of financial contribution by the community for the plan preparation and implementation					
6	The extent to which the stakeholders participated in educational plan implementation					
7	The extent to which monitoring and evaluation of success achieved in educational planning preparation based on set criteria					
8	The extent to which corrective actions are taken by stakeholders during the implementation					
9	The extent to which activities carried out in educational plan implementation evaluated by stakeholders					
10	The extent to which Stakeholders held discussion on the future educational planning cycle					

11. If you have any other opinion in your school contexts (please specify); _____

2.3. Questionnaires for the third specific objective

Please indicate your level of agreement with the following statements regarding practices of educational plan preparation in government secondary schools by selecting the appropriate response by putting “√” marks in the box provided by using the scales of agreement (1=Strongly Disagree(SD), (2= Disagree (D), (3=Neutral(N) , (4= Agree (A), (5= Strongly Agree (SA).

No	Items	Scale of Agreement				
		1	2	3	4	5
1	The educational planning goals in our school are clearly defined.					
2	There is alignment between the school's objectives and the educational plan preparation goals.					
3	Planning goals consider the diverse needs of students and staff.					
4	The educational plans in our school are well-structured and easy to understand					
5	Adequate resources are allocated for effective plan preparation.					
6	There is regular communication and collaboration among stakeholders during the plan preparation process.					
7	Plans are effectively implemented within the specified timelines.					
8	There is transparency in the decision-making process regarding educational plans.					
9	Monitoring and evaluation mechanisms are in place to track the progress of plan implementation.					
10	The effectiveness of educational planning practices is regularly assessed and reviewed.					

11.If you have any other (please specify); _____

2.4. Questionnaire for the fourth specific objective.

Please indicate your level of agreement with the following statements regarding major challenges in educational plan preparation and implementation in government secondary schools by selecting the appropriate response by putting “√” marks in the box given against selecting (1=Strongly Disagree(SD), (2= Disagree (D), (3=Neutral(N) , (4= Agree (A), (5= Strongly Agree (SA).

No	Items	Scale of Agreement				
		1	2	3	4	5
1	Lack of adequate funding for educational plan preparation and implementation					
2	Insufficient stakeholder engagement in the educational plan preparation and implementation process					
3	Inadequate training and professional development for staff					
4	Teachers’ access to the necessary tools and resources to effectively execute the educational plans.					
5	Ineffective communication and coordination among stakeholders					
6	There is untimely decision making in educational plan preparation and implementation					
7	Responsibilities are not delegated to relevant sub-committees					
8	Difficulty in aligning development goals with educational standards					
9	Inadequate teaching materials					
10	Unclear goals and objectives					

11. If you have other additional challenges in your school context (please specify)

APPENDIX B: INTERVIEW QUESTIONNAIRE

Interview Questionnaire for school principals and school Supervisors

Personal Information:

1. Name of the school: _____
2. Work Experience as principal or as a supervisor of a school
Below 5 years 6-10 years 11-15 years
16-20 years 21-25 years 26 and above

INTERVIEW QUESTIONNAIRE (for principals and supervisors)

1. Can you describe the process your school follows for preparing and implementing an educational plan?
2. How do you involve various stakeholders (teachers, parents, students, community members) in the educational plan preparation and implementation process?
3. What key objectives or goals are typically included in your educational plan?
4. How do you ensure alignment between the educational plan and daily activities at the school?
5. In your opinion, what are the most effective strategies for monitoring and evaluating the implementation of the educational plan?
6. What are the common challenges you face in the implementation of educational plans? Can you share an example of a specific challenge you encountered during the implementation of a educational plan and how you overcame it?
7. How do you ensure that resources (financial, human, time) are effectively allocated to support the implementation of the educational plan?

8. What support or training do you believe would be most beneficial for school principals and supervisors in successfully navigating educational plan preparation and implementation challenges?
9. What advice would you give to other school principals and supervisors who are looking to improve their educational plan preparation and implementation processes?
10. Is there anything else you would like to share regarding educational plan preparation and implementation that we have not discussed?

APPENDIX C: GUEDED FGD QUESTIONS

Focus Group Discussion Questionnaire for PSTA members

Introduction:

Welcome all participants. Thank you for joining this focus group discussion on Practices and Challenges of Educational Plan Preparation and implementation.

Please introduce yourselves briefly: your name, your role in the PSTA, and your connection to the school.

Please discuss in your group thoroughly on the following questions

GUIDED FGD QUESTIONNAIRE

1. How would you describe the level of involvement of the PSTA in the educational plan preparation process?
2. What aspects of the current educational plan do you believe have had the most significant impact on the school community as a whole?
3. In what ways do you think the PSTA can further contribute to the educational plan preparation process?
4. From your perspective, what are the primary challenges that the school faces when it comes to implementing the initiatives outlined in the educational plan?

5. Have there been instances where the PSTA felt that their input or feedback was not adequately considered during the implementation of the educational plan? Could you provide an example?
6. How can the PSTA support the school in addressing any obstacles or resistance encountered during the implementation of the educational plan?
7. How do you think communication between the PSTA, school administration, teachers, and students can be improved to ensure effective implementation of the educational plan?

APPENDIX D: AMHARIC VERSION QUESTIONNAIRE

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11-15 16

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		1	2	3	4	5
1	ቁልፍ ባላድርሻ አካላትን (መምህራንን፣ ተማሪዎችን፣ የተማሪ ወላጆች) በትምህርት እቅድ ዝግጅት ላይ ማሳተፍ					
2	የትምህርት ቤቱ መሠረተ ልማት እና ትምህርታዊ እንቅስቃሴዎች ድጋፍ ሰጪ መገልገያዎች					
3	የሰራተኞች መደብ እድገት ስልጠና					
4	የተማሪ ደህንነት እና የትምህርት ፍላጎቶች					
5	የማህበረሰብ ተሳትፎ እና አጋርነት					
6	የቴክኖሎጂ ሽግግር ውህደት					
7	የወላጅ ተሳትፎ					
8	የተማሪዎች ትምህርት ዉጤት ክትትል እና ግምገማ					
9	የፋይናንስ ምንጭ ድልድል					

10. በትምህርት ቤት ውስጥ ሌሎች ቅድሚያ የሚሰጣቸው ቦታዎች ካሉ (እባክዎ ይግለጹ)

2.2. ለሁለተኛው ንዑስ ዓላማ የተዘጋጁ ጥያቄዎች

የሚከተሉት ጥያቄዎች በሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ በትምህርት እቅድ ዝግጅት እና ትግበራ የባለድርሻ አካላትን ተሳትፎ የሚለኩ ናቸው። እባክዎን ሚዛኖችን (1= በጣም ዝቅተኛ)፣ (2= ዝቅተኛ)፣ (3=መካከለኛ)፣ (4= ከፍተኛ) እና (5= በጣም ከፍተኛ) በመጠቀም በተሰጡት ሣጥኖች ውስጥ “√” ምልክትን በማድረግ በትምህርት ቤት ልማት እቅድ እና ትግበራ ላይ ባለድርሻ አካላት ምን ያህል እንደሚሳተፉ ያመልክቱ።

ተቁ	መጠይቅ	ልኬት				
		1	2	3	4	5
1	የትምህርት ቤቱ አጠቃላይ ግምገማ በሁሉም ባለድርሻ አካላት ይከናወናል					
2	ከትምህርት እቅድ እና ዝግጅት አተገባበር ጋር በተያያዙ የውሳኔ አሰጣጥ ሂደቶች ውስጥ ባለድርሻ አካላት በብቃት ይሳተፋሉ					
3	ከ ት/ት እቅድ ጋር በተያያዘ ቅድሚያ የሚሰጣቸው ነገሮች ተለይተዋል					
4	በትምህርት እቅድ ዝግጅት ላይ ቁልፍ ባለድርሻ አካላት ያላቸው ተሳትፎ					
5	ለ ት/ት እቅድ ትግበራ ማህበረሰቡ የገንዘብ መዋጮ ያደርጋል					
6	በትምህርት እቅድ አፈፃፀም ላይ ባለድርሻ አካላት ያላቸው ተሳትፎ					
7	በት/ት እቅድ ዝግጅት ላይ የተደረሰው ስኬት ክትትልና ግምገማ በተቀመጠው መስፈርት ላይ ተመስርቷል					
8	በአፈፃፀሙ ወቅት በባለድርሻ አካላት የሚወሰዱ የማስተካከያ እርምጃዎች					
9	በ ት/ት እቅድ እና ዝግጅት ትግበራ የተከናወኑ ተግባራት በባለድርሻ አካላት ይገመገማል					
10	ባለድርሻ አካላት ስለወደፊቱ የት/ት እቅድ ዑደት ውይይት ያደርጋሉ					

11 በትምህርት ቤትዎ አውድ ሌላ የሚጨምሩት ካሎት (እባክዎ ይግለጹ); _____

2.3. ለሦስተኛው ንዑስ ዓላማ የተዘጋጁ ጥያቄዎች

እባኩዎን የሁለተኛ ደረጃ ት/ቤቶች የዕቅድ ዝግጅት እና አፈጻጸም ልምድን በሚመለከት ከሚከተሉት መግለጫዎች ጋር የስምምነት ደረጃዎን ያመልክቱ ተገቢውን ምላሽ በመምረጥ “√” ምልክቶችን በቀረበው ሣጥን ውስጥ የስምምነት መለኪያዎችን በመጠቀም (1=በጣም አልሰማማም(ኤስዲ)፣ 2=አልሰማማም (D)፣ (3=ገለልተኛ (N)፣ (4= እስማማለሁ (A)፣ (5= በጣም እስማማለሁ (SA))።

ተ ቁ	ጥያቄ	ልኬት				
		1	2	3	4	5
1	በትምህርት ቤታችን ውስጥ ያሉት የዕቅድ ግቦች በግልጽ ተገልጸዋል።					
2	የትምህርት ቤቱ ዓላማዎች እና የእቅዱ ግቦች የተሳሰሩ ናቸው።					
3	የዕቅድ ግቦች የተማሪዎችን እና የሰራተኞችን የተለያዩ ፍላጎቶች ግምት ውስጥ ያስገባሉ።					
4	በትምህርት ቤታችን ውስጥ ያለው የዕቅድ ሂደት ስልታዊ እና በሚገባ የተዋቀረ ነው።					
5	ውጤታማ እቅድ ለማውጣት በቂ ሀብቶች ተመድበዋል					
6	በእቅድ ሂደቱ ውስጥ በባለድርሻ አካላት መካከል መደበኛ ግንኙነት እና ትብብር አለ					
7	ዕቅዶች በተጠቀሱት የጊዜ ሰሌዳዎች ውስጥ ውጤታማ በሆነ መልኩ ተግባራዊ ይሆናሉ					
8	ለዕቅድ አፈጻጸም ግልጽ የሆነ የኃላፊነት ውክልና አለ					
9	የዕቅድ አተገባበሩን ሂደት ለመከታተል የከትትልና ግምገማ ዘዴዎች ተዘርግተዋል።					
10	የዕቅድ አሰራሮች ውጤታማነት በየጊዜው ይገመገማል					

ii ሌላ ካላችሁ (እባክዎ ይግለጹ)፡ _____

2.4. ለአራተኛው ንዑስ ዓላማ የ ተዘጋጁ ጥያቄዎች።

እባኩን በመንግስት ሁለተኛ ደረጃ ት/ቤቶች ውስጥ በትምህርት እቅድ ዝግጅት እና ትግበራ ላይ የ ሚያ ጋ ጥ ሙ ዋና ተግዳሮቶችን በሚመለከት ከሚከተሉት መግለጫዎች ጋር የተስማሙበትን ደረጃ ያመልክቱ (1= በጣም አልሰማማም(ኤስዲ)፣ (2 = አልሰማማም)፣ (3=ገለልተኛ)፣ (4= እስማማለሁ)፣ (5= በጣም እስማማለሁ)።

ተ	ጥያቄ	ልኬት
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ቁ		1	2	3	4	5
1	ለት/ት እቅድ እና ትግበራ በቂ የገንዘብ ድጋፍ እጥረት					
2	በእቅድ ሂደቱ ውስጥ በቂ ያልሆነ የባለድርሻ አካላት ተሳትፎ					
3	ለሰራተኞች በቂ ያልሆነ ስልጠና እና ሙያዊ እድገት አለመኖር					
4	ለመሠረተ ልማት ማሻሻያ በቂ ያልሆነ የበጀት ድልድል					
5	በባለድርሻ አካላት መካከል ውጤታማ የሆነ ግንኙነት እና ቅንጅት አለመኖር					
6	በ ት/ቤት ዕቅድ ትግበራ ላይ ወቅታዊ ያልሆነ ውሳኔዎች መኖር					
7	ኃላፊነቶች ለሚመለከታቸው ንዑስ ኮሚቴዎች አልተሰጡም።					
8	የልማት ግቦችን ከትምህርት ተደራሽነት እና ጥራት ጋር የማጣጣም ችግር					
9	በቂ ያልሆነ የማስተማሪያ ቁሳቁሶች					
10	ግልጽ ያልሆኑ ግቦች እና ዓላማዎች					

II በትምህርት ቤትዎ አውድ ሌሎች ተጨማሪ ተግዳሮቶች ካሉ (እባክዎ ይግለጹ)

ለትምህርት ቤት ርእሰ መምህራን እና የትምህርት ቤት ተቆጣጣሪዎች የቃለ መጠይቅ መጠይቅ

የግል መረጃ፡-

1. የትምህርት ቤቱ ስም፡- _____

2. እንደ ርእሰ መምህር ወይም እንደ ትምህርት ቤት ተቆጣጣሪ የስራ ልምድ

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ቃለ መጠይቅ

1. የትምህርት ቤት እቅድ ዝግጅት ትምህርት ቤትዎ የተከተለውን ሂደት መግለፅ ይችላሉ?

2. በትምህርት ቤት እቅድ ዝግጅት ሂደት ውስጥ የተለያዩ ባለድርሻ አካላትን (መምህራንን፣ ወላጆችን፣ ተማሪዎችን፣ የማህበረሰብ አባላትን) እንዴት ያሳትፋሉ?
3. በትምህርት እቅድ ውስጥ ምን ቁልፍ አላማዎች ወይም ግቦች ይካተታሉ?
4. በትምህርት ቤት እቅድ እና በትምህርት ቤቱ የአለት ተጠቃሚ እንቅስቃሴዎች መካከል መጣጣምን እንዴት ማረጋገጥ ይቻላል?
5. በእርስዎ አስተያየት የትምህርት ቤቱን እቅድ አፈፃፀም ለመከታተል እና ለመገምገም በጣም ውጤታማ የሆኑት ስልቶች ምንድናቸው?
6. በትምህርት ዕቅድ ትግበራ ውቅት የሚያጋጥሙ የተለመዱ ተግዳሮቶች ምንድን ናቸው? እንዴትስ ማሻሻል ይቻላል ብለው ያምናሉ?
7. የትምህርት እቅድ አፈፃፀም ለመደገፍ ግብዓቶች (የገንዘብ፣ የሰው፣ ጊዜ) በብቃት መመደቡን እንዴት ያረጋግጣሉ?
8. የት/ት እቅድ ዝግጅት እና የትግበራ ተግዳሮቶችን በተሳካ ሁኔታ ለመዳሰስ ለት/ቤት ርዕሰ መምህራን እና ሱፐርቫይዞሮች ምን አይነት ድጋፍ ወይም ስልጠና ይጠቅማል ብለው ያምናሉ?
9. የት/ት እቅድ ዝግጅት እና ትግበራ ሂደት ለማሻሻል ለሚፈልጉ ሌሎች የት/ቤት ርዕሰ መምህራን እና ሱፐርቫይዞሮች ምን ምክር ይሰጣሉ?

ክፍል ሦስት : የትኩረት ቡድን የውይይት መጠይቅ ለ ወተመህ አባላት

መግቢያ:

ሁሉንም ተሳታፊዎች እንኳን ደህና መጣችሁ። በትምህርት ቤት ልማት እቅድ እና ትግበራ ላይ ይህን የትኩረት ቡድን ውይይት ስለተቀላቀሉ እና መሰግናለን።

እባኩትን እራስዎን በአጭሩ ያስተዋውቁ በአጭሩ ያስተዋውቁ። ስምዎን፣ በወተመህ ውስጥ ያለዎትን ሚና እና ከትምህርት ቤቱ ጋር ያለዎትን ግንኙነት።

እባኩትን በሚከተሉት ጥያቄዎች ላይ በቡድንዎ ውስጥ በደንብ ተወያዩበት

ክፍል 1: የትምህርት እቅድ ዝግጅትን መረዳት

1. በትምህርት እቅድ ሂደት ውስጥ የወተመህን ተሳትፎ ደረጃ እንዴት ይገልጹታል?
2. በአጠቃላይ በት/ቤቱ ማህበረሰብ ላይ ከፍተኛ ተጽዕኖ አሳድሯል ብለው የሚያምኑት አሁን ያለው የት/ት እቅድ ገጽታዎች የትኞቹ ናቸው?
3. ወተመህ በየትኞቹ መንገዶች ለት/ት እቅድ ዝግጅት ሂደት የበለጠ አስተዋፅዖ ሊያደርግ ይችላል ብለው ያስባሉ?

4. በእርስዎ እይታ፣ በት/ት እቅዱ ዝግጅት ውስጥ የተዘረዘሩትን ተግባራዊ ለማድረግ ትምህርት ቤቱ የሚያጋጥሙት ተቀዳሚ ተግዳሮቶች ምንድን ናቸው?

5. በት/ት እቅድ ዝግጅት እና ትግበራ ወቅት የወተመህ ሃሳቦች ወይም አስተያየቶች በበቂ ሁኔታ እንዳልተካተቱ የተሰማባቸው አጋጣሚዎች ነበሩን? ምሳሌ ማቅረብ ይችላሉ?

6. በት/ት እቅዱ ዝግጅት እና ትግበራ ወቅት የሚያጋጥሙ ማናቸውንም መሰናከሎች ወይም ችግሮች ለመፍታት ወተመህ ትምህርት ቤቱን እንዴት ሊደግፍ ይችላል?

7. የትምህርት እቅድ ውጤታማ በሆነ መንገድ ተግባራዊ ለማድረግ በ ወተመህ፣ በትምህርት ቤት አስተዳደር፣ በመምህራን እና በተማሪዎች መካከል ያለውን ግንኙነት እንዴት ማሻሻል ይቻላል ብለው ያስባሉ?

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Relevant Excel data: [DATA\Exported data.xlsx](#)

SPSS data: [DATA\leadership data estev.sav](#)