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SCHOOL DEVELOPMENT PLANNING AND ITS IMPLEMENTATION
IN SCHOOLS OF OROMIA SPECIAL ZONE SURROUNDING FINFINE

BY

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ADDIS ABABA UNIVERSITY

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**SCHOOL DEVELOPMENT PLANNING AND ITS
IMPLEMENTATION IN SCHOOLS OF OROMIA SPECIAL ZONE
SURROUNDING FINFINE**

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ABSTRACT

The purpose of this study was to assess the practices of developing and implementing school level plans: The case of Oromia Special Zone Surrounding Finfinne. The primary sampling units were 3 woredas which were taken out of 6 total woredas by using simple random sampling techniques and 1 town administrative by using availability sampling techniques. The target woredas encompasses 160 teaching staff taken out of 255 teaching staff by using simple random techniques. And 106 KETB were selected taken out of 160 by simple random sampling method. 10 Principals, 10 Supervisors and 8 Vice principals were included in the study using availability sampling techniques.

To this end a descriptive survey design was employed for the study: both quantitative and qualitative data were gathered through questionnaire, interviews and document review. Close ended and open ended item questionnaire was distributed to 160 (100%) of teachers and 106(100%) of Parent Teachers Associations (PTA) and Keble Education and Training Board (KETB) members, 10(100%) principal, 8(100%) of Vice principals and 10(100%) of supervisor who filled in and returned the questionnaire. In addition, 10 principals and supervisor of schools were interviewed. The collected data were analyzed using number and percentage.

Some of the major findings were: the practices of identifying priority areas to develop school plan was not conducted through evidence based assessment of the existing situation and self-assessment before beginning to decide on school improvement goals, to plan and implement properly. The participation of stakeholders in developing and implementing school level plan was not up to the expectation and lack coordination and integration. The level of monitoring and evaluation was low, whether the school level school plans are implemented as they are intended. Furthermore, the reward system was not enough. Therefore, it is concluded that the above mentioned problems are major factors that hampered school planning and implementation activities of school level plans. Hence, it is suggested that the coordinated efforts of Regional Education Biro(REB), WEO/TEO and schools is needed to minimize these problems at their infancy stage and ensure the implementation of school level plans by giving continuous training, technical support and reward best performing stakeholders and school community.

LIST OF ABBREVIATIONS AND ACRONYMS

ERGES	Evaluate Research of the General Education System
ESD	Education Sector Diagnosis
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Package
KETB	Kebele Education and Training Board
MoE	Ministry of Education
OSZSF	Oromia Special Zone Surrounding Finfine
PTA	Parent Teacher Association
TGE	Transitional Government of Ethiopia
TEO	Town Education Office
WEO	Woreda Education Office

CHAPTER ONE: INTRODUCTION

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

1.1. Background of the Study

Education is a work of preparing a generation for life aiming at helping human being in solving problems ranging from day to day activities to complex social, economic and political challenges (UNESCO, 2010). It is an endeavor that develops skill and capacity, eradicates harmful practices and enhances science and technology (MoE, 1994). Schools play a central role in the realizing these purposes of education, as they are institutions where the formal teaching and learning activity takes place.

UNESCO (2002) stated that, education is any social activity by which an individual gains knowledge; develop skills, ability, and attitude. It is therefore understood as a basic means of economic, social and cultural changes of a society as a whole. This means it enables individuals and society to acquire the necessary knowledge, skill, and attitude that helps to improve their lives. According to Hopkins and McKeown (2002) people around the world recognize that the current economic development trends are not sustained and that public awareness, education and training are the key to moving society toward sustainability. According to Adegbesan (2010), education has been described as the bedrock of every society and tool for nation building. From this idea, it is not difficult to think that development of nation cannot be believed without education.

According to definition of North Carolina School Improvement Planning Implementation Guide a school development plan is a “road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. An explanation adds that school improvement involves “quality improvement,” which it defines as “the disciplined use of evidence- based quantitative and qualitative methods to improve the effectiveness, efficiency, equity, timeliness, or safety of service delivery processes and systems (North Carolina School Improvement Planning Implementation Guide, 2013).

According to Fides (2015) one of the school management tool that has been acclaimed internationally as effective in improving the performance of state owned and non-state owned schools as well as other government departments is the use of school development planning. School Development planning is important to any organizational work performance because it determines the schools' success or failure.

The educational development planning that can be carried out by the decentralized school management is an integrated development plan which takes a longer term view in order to achieve school needs by combining and directing the collaborative effort of the school human and material resources in order to improve school effectiveness and efficiency. In support of this idea, Wallace and Mc Mahon (1994) stated that, development planning has recently become an increasingly popular strategy for school improvement. This shows that SDP is a strategic plan for improvement.

Moreover, SDP is also known as school growth planning. Although it has different name and defined differently by different authorities, the ultimate goal or the main focus of them is to improve the students learning and teaching outcomes. They are continuous strategic planning process used to ensure that all students are achieving at high levels by encouraging students input in to the planning and development process. School Development Planning enables those who govern to concentrate on policies and those who manage to manage effectively; it combines energies to governors and managers in searching for greater effectiveness, efficiency and community satisfaction (Davis, 19992).As districts engage in school improvement and continuous improvement planning processes, they must embed this concept of quality improvement into the daily activities and tasks of its various actors.

In developing countries like Ethiopia, education is the key to lift out of poverty, allow students to understand the world beyond their own cultures, communities and families and help mother to raise healthier children and to improve their lives. Therefore, efforts should be made in order to give better and quality education which allows children to reach.

In the year 2007 the Ministry of Education (MoE) introduced the General Education Quality Assurance Package to the education system of our country. The package consists of different

programs (MoE, 2007). The School Development Program is one of the components in the package. Now a day the School Development Planning (SDP) is being implemented in all schools of the country which is not adequate and satisfactory according to FrewAmsale (2010).

(Cunningham,1982).This implies that educator needs to plan in order to make better use of change for effective planning ensure survival and growth.Educational planning is the application of rational, systematic analysis to the process of educational development with aim of making education more effective and efficient in responding to the need of its students and society. Accordingly, successful educational development planning practices need the participation of parents and teachers in general and the beneficiaries in particular. This is the subscription to a bottom and up approach of reform that strongly advocates participation at grass root level (Seyoum, 1996) .In practice, however the nature of education service, together with its complexity administration, financial and legislative constraints on the system makes workable planning difficult to implement (UNESCO, 1979). The systematic school operational plan would be one of the factors for success and/or failure of the school performance.

Moreover, planning is taken as management task at all level of the education system and its central part of the whole process of educational management. To this effect, the role of educational managers and their functions are quite important. Among these managerial functions, such as planning, organizing, commanding, coordinating and controlling, planning is the first and the most important which gives direction to educational institutions. In support of this issue, Cunningham (1982) has stated that although there is much debatable as to which of these functions is most important in determining management success, there is much agreement that planning is the foundation upon which the other four functions rest.

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

school development planning that can ensure the development and growth of their mission and goal can well match with the environmental growth which the school operates. A school development plan is considered as the key aspect of strategic management in determining the developmental direction of the school, since SDP views the school as a whole dynamic organism within which, "People" resource, system and culture interact to bring about changes (Chambers, 2001). Besides the preparation for implementation of SDP is identified as one of the management functions that is involved in an outline of the planning components that must be accomplished and the method of accomplishing them as well as forecast the future proactive action and directions of the school.

Education Sector Development Program (ESDP) as part of a twenty year Education Sector Plan has developed and is being implemented starting from 1997. The main objective of ESDP is to improve quality, relevance, efficiency and access of education under the framework of ETP. Accordingly, the country has started to implement the School Improvement Program (SIP) to improve the quality of education throughout the country. The School Improvement Program (SIP) has launched in 2006 aiming at improving the quality of education through enhancing students learning achievement and outcomes (MoE, 2007). Ethiopia has also a serious international commitment with regard to Millennium Development Goals (MDG) and Education for All (EFA). Therefore, in order to achieve these desired goals, it requires implementing SDP that can coordinate and combined the school community, as well as external stake holders in the improvement of education quality to produce competent, knowledgeable and skilled man power that can take part in the sustainable development of the country. Consequently, the schools were started school development planning process, from the beginning of 2000 E.C.

1.2. Statement of the Problem

Education and human resources development is long term investment which requires stability and continuity over a period of time. Improving education quality helps to achieve a wide range of economic and social development goals. However, the quality of education depends on planning and its implementation. This is because the act of planning involves high level of intellectual activity and those who plan must deal with obstacles and uncertain ideas and

information. According to Bryson (1998), school planning important to any organizational work performance, because it determines the organization's success or failure.

Planning implies that managers should be proactive and make things happen rather than reactive and let things happen. They can adjust what, when, where, how and how much they do according to their intended goals. Planning helps managers to consider seriously the present status of the organization and environment in which it operates. Besides, Forojalla (1993) noted that the current task in educational planning is to recognize in present conditions inadequacies that point to the desirability of change. Therefore, educational planning contributes to the process of policy formulation by identifying the critical areas and the various policy options which are available to address problems.

The evolution of decision making power to local authorities is believed to enhance local participation, promote good governance and better service delivery, and as an opportunity for the proper functioning of the education system. The major decision makers at school level are woreda education/ town office, educational board, Parent Teacher Association. However, human resource and logistic constraints is characteristic feature of the education system limiting planning and implementation of development activities.

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

Even though schools have been given the rights and responsibilities of planning and implementation of educational activities, a number of limitations are observed. These limitations include inability of identifying activities that to be planned as short term and school plan, inability of plan in terms of the actual situation of the school, preparing plan which does not consider events of things that facilitate or affect the implementation of the plan. Reference as repeatedly stated virtuous school planning and implementation is one of the decisive grounds that play a great role in enabling schools to achieve the goals of quality education.

Giles (1995), Aldehyyat et al. (2011) and Ngware et al. (2006) have pointed out that a school that formulates and implements plan derives benefits such as having negotiated and agreed clear goals and objectives, communication of the set goals to various stake holders, providing a base upon which progress can be measured, building strong and functional teams in management staff who have clear vision on how the school will be in future, providing the school management with new ideas which can steer the school to greater heights of excellence and lastly commits the school funds to a well-organized and coherent development agenda.

However, efforts towards formulating reasonable plans and subsequent attempts to implement the plans do not move well a head responding to what the school is intended. They are constrained by a great deal of challenges that intervene at each stage of the preparation process including execution. To come up with plans, therefore, it is necessary on the part of secondary school to address the circumstances at which they are found in terms of resource (manpower's, finance and material) and other problems they encounter while running educational tasks.

There is a research conducted by Abebe (2007) that is related to the assessment of school level plan development and its implementation at primary and secondary school level. However, the area of practice of school plan development and its implementation at primary and secondary school was not well studied. As a result the researcher does not see studies on the practices of school plan development and its implementation particularly in Oromia Special Zone Surrounding Finfine (OSZSF). Thus the researcher believes that the existing gap can be filled through this study.

According to Carlson (1996) there are always expected challenges, whenever new programs such as SIP (school improvement program) are being introduced and implemented. According to Dimmock (1993), these challenges may stem from different sources. First of all, the fact that new insights fail to get put in to practice because they conflict with deeply held internal images of how the world works, images that limit us familiar ways of thinking and acting can be the major one. Resisting change can be considered as the nature of human being which appears that, no one is free from. Neither noted scientists nor students playing on school play grounds (Senge in Carlson, 1996). Secondly, in poor countries there are financial, social, and technical constraints that put forward undesired influence towards the implementation of new programs.

In Ethiopia too the presence of such constraints is inevitable, hence affect the implementation of SDP.

The School Development planning is primarily a working document for use by the school. It will be based on the schools analysis of current levels of performance, its assessment of how current trends and future factors may impact on the school and set out priorities and targets for improvement for the period ahead. An effective planning process is an essential feature of every successful organization (DENI, 2005:1). However, now day's absence of proper planning and weak capacity of the implementing organizations come to be the major and most frequently recurring problem that have been tested in a number of developing countries. This may be caused by insufficient exploration of the requirements which must be met to make planning for implementing the plan. Lacks of monitoring from high level, the involvement of a limited spectrum of stake holders, inadequate knowledge about plan, the technical language of plan was cited as being difficult to understand and use (Xaba, 2006). In addition to these problems, lack of adequate resources, effective management system, information and communication system in planning process and preparation for implementing educational activities could be considered as series challenges.

Moreover, in Ethiopian school context the problem of human, material and financial resources, the way of planning process of school review, and the plan implementation process would be of the problems that challenge the SDP process to be practiced effectively in the schools. The problem of conducting school review and determination of priorities by participating teachers, students, parent and community as well as other resources such as using data gathering instruments, available financial and other physical resources similarly, action planning and its implementation is the other due to shortage of planning skill, knowledge and experience. Therefore, SDP is not an easy task to be performed, but Davis (1992:5), explained that SDP process is relatively easy to plan the immediate future for one self but, the further away the plans must move from oneself and the present, the more difficult planning becomes. This is because of the introduction of more and more unknown factors. Many teachers have felt considerable frustration when uncertainty.

School development planning is essentially a collaborative process that draws the whole school Community together in shaping the school's future. While it depends largely on the collaboration

of the principal and the teaching staff, it should also include appropriate consultation with all stake holders in the school community (SDPI, 1999:26). Educational planning and its implementation should get due attention at every level of policy and decision making. In this regard, a hierarchy of administrative organizations for plan implementation with clearly defined limits of authority and responsibility that developed to the local levels is essential for success. In most countries, however, making secondary education planning and its implementation participatory have been mainly challenged by lack of organizational capacity and undeveloped communication and coordination mechanisms at the grass roots levels. These means lack of adequate personnel, finance, materials, and method and information system has been identified as further implementation barriers, which school activities planning and implementing organizations need to tackle (Davis, 1980; Hussein, 2002 in Abdu, 2005).

In 1997 the government of Ethiopia launch a five year educational sector development plan (ESDP) within the frame work of the 1994 education and training policy(ETP) as a part of twenty education sector indicative plan which has been translated in to a serious of national educational sector development plan (ESDP).

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

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

Hence, this study is to investigate the practice of school level development planning and its implementation in primary and secondary schools of Oromia Special Zone Surrounding Finfinne

and to forward suggestions for solutions. In this line, the researcher formulated the following research questions and will attempt to answer them in the course of the study.

1.3. Basic Research Questions

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

1. How school development planning initiated and what are the priorities?
2. To what extent stakeholders are involved in the process of school plan development and its implementation?
3. To what extent is school development planning implemented in the selected school.
4. What is the level of monitoring, evaluation and implementation of school plans?
5. What are the factors that hinder the school level plan development and implementation activities?

1.4. Objectives of the Study

1.4.1. General Objective of the Study

The main objective of the study was to assess practices related to developing and implementing school plans of Oromia Special Zone Surrounding Finfine.

1.4.2. Specific Objective of the Study

More specifically, this study was aimed at:

1. To examine how school development planning initiated and identify its priorities in selected school in Oromia special Zone around Finfine.
2. To evaluate the extent of involvement of stakeholders in planning and implementing school plans.
3. To evaluate the extent to which school development planning is implemented.
4. To assess the level of monitoring and evaluation in implementing school plans.
5. To investigate problems encountered in planning and implementing school plans and recommended positive solution.

1.5. Significance of the Study

The outcome of this study is expected to have the following contributions after it is completely conducted. It assesses the challenges related to developing and implementing school plan which is very helpful in identifying the possible challenges and point out the coping up mechanisms. The coping up mechanisms would be very important to be incorporated in the school development planning programs. As a result, education offices (schools, woredas and zonal level) to pay attention to the practice of SDP at primary and general secondary school level, on the way of school development planning program will find it and use it, such as teachers, to identify the problems repeatedly encountered and avoid them for real. This study might help policy makers to see the ground challenges of school development planning and it nourishes them with evidenced analyzed information and gives them some ideas about the solutions. It might also be a source of a question for other researchers who are interested in carrying out further study on this area.

Moreover, the research can provide information about the practices of planning and implementation of school plans to school principals. It may also help to develop the awareness of different stakeholders. Besides, the findings of the study can provide insights regarding the problem of planning at school and higher levels and give due consideration to solve the problems. Finally, this study can be used as an additional source of information for future studies.

1.6. Delimitations of the Study

The study did not incorporate all aspects of school planning development and did not include would be more exhaustive if it has been conducted at Regional or National level. For this reason, the study was limited only to the assess the challenges related to developing and implementing school plan, stakeholder's involvement, level of monitoring and evaluation and problems encountered while developing and implementing school plans of selected government primary and secondary schools in Oromia special zone surrounding Finfinne.

Moreover, the study was delimited to assess the school development planning process by the consideration of the key operations of the planning cycle, the involvement of teachers, students and parents and other resources in the planning, plan implementation strategies, monitoring mechanism and

system of evaluation of school development plan and potential challenges of SDP. The data gathered focused on the school development planning from the beginning of last three years.

The main reason to select government primary and secondary schools as centers of the study was that, since 2008, schools have been preparing and implementing their own school improvement school planning. These schools were established before the introduction of school planning to schools in the zone.

1.7. Limitations of the Study

The researcher could get less support from respective school leaders during data collection. The researcher selected facilitators and repeatedly persuaded the respondents to genuinely participate in responding to items at the time of data collection but he would not claim the exhaustiveness. For this reason, although, the researcher somehow managed to bring the research to an end, it has to be mentioned that this was a challenge.

1.8. Operational Definitions of Key Terms

Plan: is a detailed proposal for doing or achieving something, an intention and a scheme for making regular payments towards pension, insurance policy, etc.

Action plan: is a plan which is a translation of the strategic plan and helps to direct the day to action.

Strategic Planning: is the process of determining schools long-term goals and then identifying best approach for achieving those goals. Most of the time it takes three to five years (Cassidy, 2006).

Implementation: is putting the designed school activities in to effect in order to attain school objectives (Forojalla:1993)

Oromia Special Zone Surrounding Finfine: is one of the Zonal Administrative levels of Oromia Regional State which encompasses Woredas and Administrative towns that are found surrounding Addis Ababa.

Woreda: is the lower administrative structure next to the zonal administrative level.

Town administration: is the lower administrative structure next to the regional administrative level.

Educational officials: Those personnel found in the zone education office and responsible for leading and managing overall educational activities in the zone (MoE;2002).

Primary school: Schools found in the city whose grade ranging from grade 1 to 8 and run by the government (MoE: 2002).

Principals: people who are responsible for leading school through, directing, organizing, evaluating and etc (MoE: 2002).

Program: A School Development Planning program that is being implemented.

School development program: A program which was launched by MoE in the education system of Ethiopia and being implemented in primary school having four different domains (MoE; 2007).

Secondary School – Schools found in the city whose grade ranging from grade 9 to 10 and run by the government (MoE: 2002).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter of the research project different literatures have been reviewed and were presented in the titles headed just above them. The purpose of this section is to examine the research studies that investigated the problems of school plan implementation in various capacities elsewhere. Abdulkareem et al. (2011) examined the relationship between school plan implementation and internal efficiency in secondary schools and found that it was low. The study by Jackson (2011) conducted was aimed at exploring the impact of communication during strategy formulation and implementation, and investigating effective ways of communicating the formulation and implementation of plans in the Public Service of Namibia It was found out that, effective communication did not take place during strategic planning process; hence majority of the employees who participated in this study felt excluded in the whole process and contributed less toward the implementation of the plan.

2.2. Theoretical Review

2.1.1. Concept of Education Planning

Planning is almost ambiguous activity, engaged in by individuals, organizations, communities and nations. It is pursued for a variety of purposes in variety of ways, depending on what is being planned, who is doing the planning, and what assumptions are being made about the context and constraints of planning. Every country designs its development plan for some years. Similarly, different sectors of the country draw their plan to achieve the development objectives. So, education, as a sector designs its own plan to accomplish its purpose in order to achieve the long-term development goals of the country. Besides, the quality of education depends on managers who have good skills in planning. They can adjust what, when, where, how and how much they do according to their intended goals. Conversely, planning helps educational managers to consider seriously the present status of the organization and the environment in which it operates. Similarly, Forojalla (1993) noted that the central task in educational planning is to recognize in present conditions in adequacies that point to the desirability of change.

Definitions of educational planning have been offered by different authorities as it is a means to achieve the ends of the education system. Among these Williams quoted by Forojalla (1993) states that” planning in education, as in anything else, consists essentially of deciding in advance what you want to do and how you are going to do it.” In addition Hatland and Ishumi (1984) suggested that educational planning is not a discipline but rather a technique that seeks to make full use of an understanding to several disciplines in combination with a clear awareness of particular realities. To sum up, educational planning is much more than the drafting of a blue print. It is a continuous process and used as a spring board for future decision and action of the education system.

Furthermore, it is defined as the process by which an analysis of the present condition of an educational system is made in order to determine and devise ways of reaching a desired future state. It basically aims at the coordination and direction of all the different part of an education system towards the achievement of long term goals of a country or region /state within it (Forojalla, 1993). Thus, the lesson to be drawn from the above mentioned definition is that, educational planning is the process that involves analyzing the existing situation (structure, resources and the current educational performance) of an educational organization and forecasting the future goals and objectives based on reasonable decision-making for the development of a society.

2.1.2. Purpose of Educational Planning

Planning gives managers some purposes and direction, since planning is future oriented, it forces managers to look beyond the present. It also creates a unity of purposes, since the objectives are formally expressed and the methods are produced to obtain these objectives clearly defined (Caldwell, 2005). In addition, proper planning helps in the process of the organization, then everyone can feel involved in carrying them out. When people get involved, their sense of belonging increases and thus they are highly motivated.

Planning provides a framework for decision making. Knowing the organizations objectives and the methods to achieve these objectives eliminates ambiguity in decision making process. Planning also provides feedback, periodic evaluation of programs and indication for any deviation so that corrective actions can be taken.

According to Caillods (2005) education and human resource development is a long term investment which requires stability and continuity over a period of time. Unlike material investment, investment in human capital is not a shot-operation and for many of the efforts undertaken to bear fruits. They need to be protected from undue fluctuations. Providing a long-term views of education to which the various players can subscribe is one of the ways in which such continuity can be provide. In addition, in the new context, where the state is delegating a great deal of managerial responsibilities to local governments, administrative units and institutions, and whenever it runs the system in partnership with so many actors, educational planning does not disappear: it is carried out by different operators and at different levels, at central, regional and municipal levels, as well as at institutional, school and university levels. The focus and the scope of educational planning are changing however. Therefore, educational planning at different levels has different purposes.

According to UNESCO (2006) the process of preparing the provincial (decentralized) education plan has several main purposes. These are to ensure that national education policies are effectively implemented and that national goals and targets are reached, to ensure that targets are set and reached which respond to particular needs of the provinces, to convince ministries, provincial education authorities, teachers and parents to implement education reforms, to convince the ministry of finance and other public funding sources to provide the required funds and to mobilize private sector and community contribution, particularly for education sub-sector that are not compulsory and not free. Moreover, proper planning results in proper and effective utilization of organizational resources.

2.3. Characteristics of Educational Planning

For every development of a country/ society/, whether it is economic, social, or technological, the benefit of planning is unquestionable. Gatewood et al. (1995) state that planning can benefit organizations by forcing them in to focus, helping to coordinate activities and people, and motivating employees and managers. It has numerous advantages, for educational organizations as of others. In addition, planning generates goals and sets the foundation for organizing resources and activities to achieve those goals. It also provides senses of direction for all members of the organization. There are some characteristics of planning which makes it differ

from other managerial activities. In relation to this, Nair (2004) identified the characteristics of good plan as: it is based upon clear, well defined and easily understandable objectives, must be simple and comprehensive, should be time bounded, should involve participation of stakeholders and strives for optimal utility of physical as well as human resources in unison and harmony.

According to Forojalla (1993) planning in general and educational planning in particular can be identified by the following characteristics. These are; planning is concerned with the future with development, planning deals with the consequences of active interaction, that is, with actions that will change the present in to something better in the future and planning is closely not only with policy making but also with making decisions.

In general, educational planning has its own peculiar characteristics that every manager and planner of the education system should consider. Following these characteristics and propositions help to attain the intended educational objectives effectively and efficiently.

2.4. The School Improvement Program

According to Terry (2005) school improvement is a continuous process school use to ensure that all students are achieving at high levels. All schools, in collaboration with families, students, and communities, can create better environments so that all students are successful. Continuous improvement of public schools is essential to providing increased students' performance and quality results. Innovative, exemplary, and research based programs, coupled with staff development, focused and aligned resources, and public participation in plan sustained quality improvement demands that school can play a role in defining their own priorities, in planning for improvement to address these and in obtaining the necessary resources to realize these plans.

In ESDP IV, (MOE) stated, The General Education Quality Improvement Package (GEQIP), which was launched in Ethiopia since 2006, has been designed to promote six programs including School Improvement. Education policy aimed at improving quality will build on GEQIP and further develop the package.

The objective and strategies for the quality improvement of general education have been clearly spelled out by the MoE in the General Education Quality Improvement Package (GEQIP). The package is composed of a number of components and sub-components which are complementary

to each other and from part of an integrated school effectiveness Model. The presentation hereafter is critical around several components of the packages, namely: School Improvement Program (SIP). Teachers Development Program (TDP), Civic and Ethical Education Program , Curriculum Improvement Program .. Information and Communications Technology Program (ICT) and. Leadership and Management Program.

2.4.1. The School Improvement Frame Work

Effective implementation of the school improvement frame work will see school developing a cyclic approach to achieving and sustaining school improvement: learning & Teaching; Leading & Managing; student environment; and community (Canberra, 2009).

The domains represent the four key areas in which school improvement take pace. They describe the essential characteristics of an effective school. They form a structure with which schools can review questions and analyze their systems and processes school improvement relies on having sound measuring, monitoring and reporting processes in place of each of the domains. Associated with each other domain is a set of three related elements of school improvement that further in form the nature of research and planning required by a school committed to ongoing improvement (Canberra, 2009)

2.4.1.1. Teaching and Learning Domain

Teaching and learning are key domain area in school improvement effort. Hopkins et al. (1994) have noted that teaching and learning are the prime focus for school improvement effort. Teachers, “strategies teaching have direct influence on student’s achievement.” Therefore the use of appropriate teaching strategies on dramatically increases student’s achievement. Therefore, according to Hopkins a major goal for school improvement for teachers who are professional flexible that they can select from a repertoire of models the teaching approach most suited to a particular content area and their students age and ability.

2.4.1.2. Leadership and Management Domain

Canberra (2009) stated that school improvement involves building leadership capacity for change by creating high levels of involvement and leadership. The crucial point is that in order to

build leadership capacity there needs to be focus and continued emphasis on leadership capabilities of these within the school community, parents, pupils and teachers.

2.4.1.3. Student Environment Domain

According to Canberra (2009) the student environment domain described the promotion of positive and respectful relationship which is stable, welcoming and inclusive. In safe and productive learning environments students willingly engage and participate in the broad range of learning opportunities, they contribute to decisions their learning and their contributions are valued. These describe how: quality learning environment are created to focus on student needs and foster potential skills and interests, school creates opportunities for student to develop in to self-regulating learners within and beyond the class room and schools value participation, and encourage student expression of new knowledge and understanding.

2.4.1.4. Community Involvement Domain

The community involvement domain describes the different of quality ongoing community partnership and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive future and culture of success are promoted as educational outcomes.

According to Canberra (2009) these elements describe how; schools develop effective relationships with parents or careers to support student Engagement with learning, the school enriches the curriculum through partnership and activities involving the local community and resources and the school elaborates successful learning out comes and promotes its achievements across the wider community.

2.5. The Process of Educational Planning

Planning is a continuous process, concerned not only with where to go but with how to get there and by what best route. It has different steps that the planners should have to follow while planning from the beginning to a particular activity. Going through the steps help organizations to determine in advance what it is required to be and how it can best get there. The steps have some modification and retirement to fit the specific circumstance of the organizations and

purpose of the plan. Otherwise, there is a good deal of agreement by planners to what the steps of planning process should be. In general there are three major phases in the process of educational planning at any level of the education system. These are plan formulation, preparation, plan implementation and plan evaluation. A more comprehensive planning process adopted from defining the planning problem, analyzing the planning problem area, conceptualizing and designing plans, evaluating plans, specifying the plan, complementing the plan and feedback on the plan(Gamage, 2006). Thus, the planning requires that activities that need to be done initially taken up first and brought to execution, monitoring and evaluation and feedback.

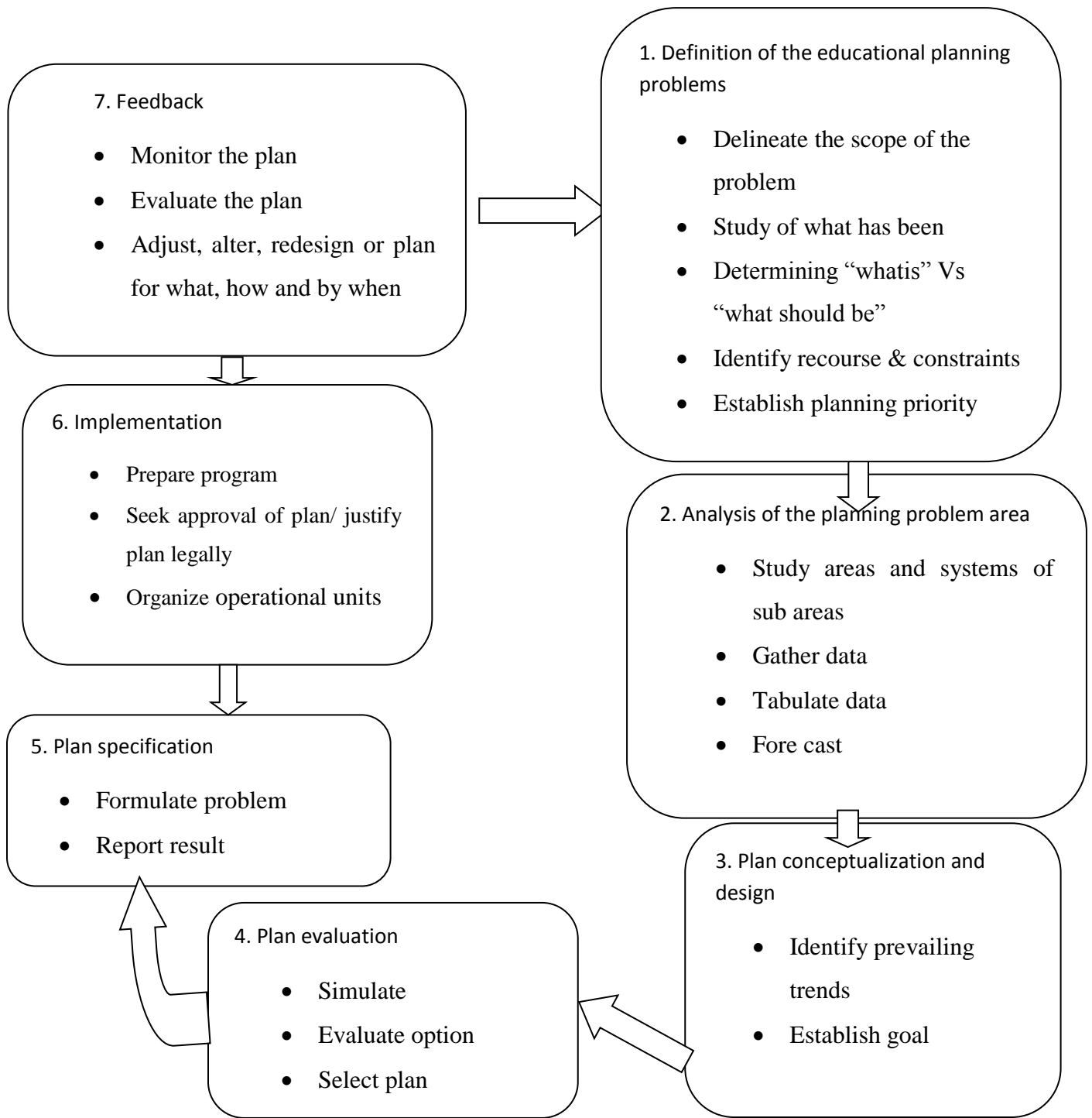


Fig. 2. Different strategies of a planning process Source: Gamage, (2006)

2.6. Participation of Stakeholders in School level Plans

The basic idea in introducing institutional planning is to insure involvement of all agencies concerned with education especially the class room, teacher, pupil and parents in the planning process. The very persons who had been involved in the plan process at the beginning will be responsible for monitoring and evaluating the plans. In that way the whole process becomes free and self-sufficing (Nair, 2004).

According to MOE (2006), everyone involved or interested in the work of the school has a role to play in the process of assessment leading to improvement planning. The most important involvement is that of the school community itself. The most effective school improvement plan results who head teachers, teachers, students and other group such as parents and other community members work together as a team. Organizational development through effective plan and, therefore, happen if it provides a chance for those implementers to take part in the preparation of the plan to inject them views and feelings, which in turn the last stage is act as a lubricant. Similarly, schools can be successful when they let concerned bodies to meaningfully participate in planning and implementing school functions. Therefore, the community should know what should happen and what is happening inside the school. The parents, teachers, association or school wale fare committees do help to some extent in this respect (Nair, 2004). Educational institution influenced by stakeholders from within and without the education system. The influence arms from within is that of ‘ownership’ staff feel more in control and committed to the different they are involved in and responsible for. Moreover, the plan should include the views of local education authorities, the education policies and legislation.

Generally, for successful and effective school improvement process the involvement of stockholders needs to be meaningful. The school leadership and management will have to insure that structures are in place to facilitate the meaningful involvement to the school community.

2.7. School Development Planning and Implementation

Planning is a continuous process, concerned not only with where to go but with how to get there and by what best route. It has different steps that the planners should have to follow while planning from the beginning to a particular activity. Going through the steps help organizations

to determine in advance what it is required to be and how it can best get there. The steps have some modification and retirement to fit the specific circumstance of the organizations and purpose of the plan. Otherwise, there is a good deal of agreement by planners to what the steps of planning process should be. In general there are three major phases in the process of educational planning at any level of the education system. These are plan formulation/ preparation, plan implementation and plan evaluation.

2.7.1. Planning

Planning is not the responsibility of the top management or the staff of planning departments only; all those who are responsible for the achievement of results, have an obligation to plan to the future. Agrawal (2004) plan formulation is the most important phase in the planning process. Analyzing the current situation, determining the objectives, specifying need, analysis of opportunities and threats, securing support from stockholder as much as possible, approving the content of funding organization, and the like are activates that need attention in this phase. This is because the next step that is implementation and evaluation depend on the critical investigation at formulation stage. In proper plan formulation brought difficulty complexity and chaos for implementation and lack of inadequate yardsticks (standards) later for evaluation.

Plan formulation should consider possible situations in advance to tackle some problems in the future. It follows steps that will help to minimize the interference of such problems. Accordingly, DegargeMinale (1998) propose certain steps to be followed in this phase as: identification of the main educational problems, prioritizing the problems, determining the general and specific objectives for the activities make an implementation strategy, drafting the plan documents and getting approval and check the support of stakeholders. However, the plan to be sound and implemented willingly, it should be prepared by group of planners and stakeholders. A balance between quality and quantity should be maintained whole preparing the plan document. A plan document is a means to communicate the highest officials, funding organizations, teachers and other parties. So it must be smart enough to get acceptance and partners feel as their own plan. Based on the validity, feasibility and other factors the plan document approved or disapproved by the higher body and then back for implementation or revision.

2.7.2. Organizing

When the school development plan is ensured that priorities are well identified and the plan is ready, the school improvement plan comes to effect. Here, the important thing is assuring whether, the existing practices and ways of doing are in harmony with the new plan. Besides, the school leadership needs to ensure the availability of necessary resources from the external and internal sources so as to realize the effective implementation of the plan which needs the coordination of the plans. Moreover, the schools need to provide a progress report while the program is taking place. Through the communication the school bridges with its stakeholders, it can draw continuous support from its stakeholder. Magazines, bulletins, posters and stickers can be used for the purpose of communication so as to ensure the genuine participation of stakeholders (MoE, 2007).

2.7.3. Plan Implementation

Implementation of plan document depends largely on the critical analysis and attention made during formulation. Besides, administrator should make an effort to communicate the plan to those who implement in connection to this point Forojalla (1993) stresses as: Educational administrators need to educate the population on the objective and targets as well as the rationale behind the choice of priorities, so as to enlist their support and generate enthusiasm for the successful implementation of the plan. If the plan is well concerned and its formulation guided by sufficient consideration and popular aspiration, it should not prove too difficult to attract public support.

In relation to this, Mbamba (1992) states that unless plans are implemented, they remain mere statement of intent or platitudes plans are basic for action, but do not in themselves produce action. Leadership is important to the process of implementation in order to ensure timely availability or required resources and that the plans are in the line with the intended goals. Involvement of implementers in planning is important in order to insure continuous support.

Thus, for effective implementation of the plan, managers should properly envisage and anticipate where to go, how to get there with what best resources and in how much resources in the initial steps. As it stated before the idea of planning should not be conceived in isolation to its

implementation. The difference between the two is that planning is intellectual or thinking activity and implementation is action. For instance, the implementation of the national Education for All plans must be undertaken by transposing the national plan to regional context. To do so the regions must prepare their own regional and sub-regional education plans. Goals and targets sets in the national plan have to be broken down and adopted to the specific situation and needs in each region and sub region through a process of decentralized planning.

Implementation involves mobilizing resources, structuring work relationship integrating similar functions, controlling activities and so on in light of previously set policies, plans procedures and rules. Here it is appropriate to emphasize some of educational plans.

2.7.4. Monitoring and Evaluation

School improvement program is not a linear rather it is cyclical. Hence, it requires continuous evaluation and thereby possible modification. Evaluation of the program is conducted in two ways. On the one hand, the school itself conducts annual evaluation on the implementation of the program. On the other hand, external bodies conduct an evaluation at the end of the third year. Hence, based on the data and information obtained from both evaluations schools make possible modifications of the program (MoE, 2007:03). The information obtained from both evaluations could serve as a basis for further planning.

Monitoring and evaluation can be carried out in different times based on the type of information required. Besides, monitoring refers to continuous follow up of the programs implementation in order to identify problems and to make important modifications whereas evaluation mainly concerned with evaluation of the success or failure of the program. Here, monitoring can be considered as a continuous evaluation while evaluation could be a summative aspect. In this regard the time gap of monitoring and evaluation adopted by SIP committee was a relatively wider in that the committee could not provide timely and immediate solutions to even simple problems the implementation of the program faces (Frew 2010).

2.8. The Participants of School Development Planning

The characteristics of school as a social institutions combine to create a particular ethos or set of values, attitudes and behaviors which are representative of the school as a whole, which are open to modification by the staff, rather than being fixed by external constraints (Ribbins and Burridge, 1994:86). In support of this idea, Holly (1989:25) has stated that, school development grows from the inside tempered by what is happening on the outside. Hence, School development planning is essentially a collaborative process that draws the whole school community together in shaping the school's future. Accordingly, it requires the appropriate involvement of all the key stakeholders: Board of Management, Principal, teaching staff, support staff, parents, students, and local community. Their interest in working for the school will increase if they feel that they would be heard. This may lead to the generation of ideas that might ultimately help the instructional process (Bagin and Donald, 2005). Thus, having well trained school leaders and board of management to organize the activities of implementation where rapid technological progress is taking place is the major prerequisites for plan implementation.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This part of the study includes research design and methodology, source of data, sample and sampling techniques, instruments of data collection, procedures of data collection and methods of data analysis.

3.1. Research Design

For this study, the descriptive survey design was employed by using both qualitative and quantitative approach in order to describe the data collected through questionnaire and interviews. This method was used recognizing that all methods have limitations; researchers felt that biases inherent in any single method could neutralize or cancel the biases of other methods Koual (1996). Moreover, this descriptive survey design was used since it helps to understand the practices related to plan formulation and implementation activities of the schools of the zone. This design helps to gather large variety of data related to a problem under the study. Besides, Kothari (2004) stated that descriptive survey is description of the state of affairs and the researcher reports what is happening.

3.2. Source of Data

Data were gathered from sources that were expected to have adequate exposure to the current practice of school level plan development and its implementation in government school of the zone under study.

3.2.1. Primary Sources of Data

Supervisor, Principals and Vice principals, Kebele Education Board (KETB), Parent Teacher (PTA) members and teachers were used as source of primary data using questionnaires and interviews.

3.2.2. Secondary Sources

Secondary data were collected from documents like school plans, strategic plans and planning related school plan development.

3.3. Population and Sample Technique

3.3.1. Sampling Population

The sampling population of this study was 255 Teachers, 140 KETB, 10 Principals, 10 Supervisors and 8 Vice principals in six Woreda and in an administrative town. Accordingly, the total populations of this study were 423. Teachers, KETB, Principals, Supervisors and Vice principals were selected because they were more familiar with the school plan development and implementation.

3.3.2. Sampling Technique

In Oromia special zone surrounding Finfinne., there are six woredas and 1 town administration with 19 Secondary School and 293 primary schools of the zone, Concerning the population of the study, teachers, school principals, Vice Principal, PTA member, Kebele Education and Training Board (KETB), and supervisors were the population of the study. This was because, the researcher believed that these members of the school community can provide relevant information to understand the issue under the study considered.

In order to make the study manageable it was necessary to determine and identify number of school that were serving as representative sample to generalize the finding of the study population. The primary sampling units were 3 woredas which were taken out of 6 total woredas by using simple random sampling techniques and 1 town administrative by using availability sampling techniques because of there was only 1 town administration in the zone. The target woredas encompasses 255 teaching staff . To represent these sample woredas 6 secondary schools and 4 primary schools that encompasses 160 teaching staff,: Chanco Aba Geda, Segno Gebeya, Gorfo, Sendafa, Dire Sokoru and Debra Secondary Schools and Chanco No 1, Chanco No 2, Duber, and Moye Gajo Primary Schools were selected by using simple random sampling and purposive sampling techniques respectively in the study. And 106 KETB were selected by simple random sampling method. Similarly, 160 teachers were selected by simple random sampling techniques in the study. The reason for selecting the total population was that Singh (2007) stated that a descriptive type of research needs greater amount `of participants to generalize for the total population. These samples were selected using simple random sampling technique from the total population so as to obtain best representative sample of a population for

it gives an equal and independent chance of being selected for each and every population. Furthermore, in these woreda and an administrative town, 10 Principals, 10 Supervisors and 8 Vice principals were included in the study using purposive sampling technique.

Table 1: Population selected school of the study

No	Woreda/ town administration	School name	Teacher		PTA		KETB		Supervisor		Principal and V. Principal	
			Po	Sa	Po	Sa	Po	Sa	Po	Sa	Po	Sa
1	Sululta woreda	Chancho Aba Geda secondary school	46	29	7	6	7	5	1	1	2	2
2	Mulo woreda	Segno Gebeya secondary school	28	18	7	6	6	5	1	1	2	2
3	Sululta woreda	Derba secondary school	16	10	7	6	7	5	1	1	1	1
4	Sululta woreda	Gorfo Secondary school	12	7	7	6	7	5	1	1	1	1
5	Berek Woreda	Dire Sokoru secondary school	12	7	7	6	8	5	1	1	1	1
6	Sandafa city administration	Sandafa general secondary school	44	28	7	6	7	5	1	1	3	3
7	Sululta woreda	Chancho #1 Primary School	37	23	7	5	7	5	1	1	3	3
8	Sululta Woreda	Chancho#2 Primary School	38	24	7	5	7	5	1	1	3	3
9	Sululta Woreda	Duber Primary School	10	6	7	5	7	5	1	1	1	1
10	Sululta Woreda	Moye-Gajo Primary School	12	8	7	5	7	5	1	1	1	1
	Total population		255	160	70	56	70	50	10	10	18	

3.4. Instruments of Data Collection

Both quantitative and qualitative data gathering tools were employed in order to get relevant and reliable data for the study. For this effect, the three instruments of data collection: questionnaire, interview and document were used to elicit both primary and secondary data at different levels.

3.4.1. Questionnaire

The questionnaire designed for this paper was based on the review of related literature; the close ended questionnaire was prepared using from strongly disagree; strongly agree for supervisors, principals, vice principals, KETB and PTA members and teachers. The reason why the researcher used closed-ended questions is just to reduce respondents' confusion while filling out the questionnaire. The purpose of this questionnaire was to assess problems related to developing and implementing school planning and forward possible solutions. Open ended questionnaires were prepared for all categories for further clarification of their views. The questionnaire for KETB and PTA was prepared first in English and later on translated into Afan Oromo for the purpose of clarity and make it easily understandable by the respondents.

Before distributing the questionnaire, respondents were advised carefully to read the questions first and ask for further explanation on points they might not be clear with. Accordingly, some respondents asked for clarification of certain items as they filled out the questionnaires. At the end, all the questionnaires distributed to the respondents were returned. The scores of the item in each category when also summed up.

3.4.2. Interview

Interview was designed to elicit respondents the collection of primary data for the study. It was very helpful to supplement inadequate information gather with other instruments. Thus, there are nine semi-structured interview questions were prepared to gather information from supervisor and principals on the issues of plan formulation like resource availability, stakeholders' participation, plan implementations, monitoring and evaluation.

Interview was difficult interviewee all of the respondents who filled the questionnaire so that some respondents were selected randomly were interviewed. Such interview was found to be useful in obtaining information pertinent to the research problem.

3.4.3. Documents Analysis

The other instrument of data collection was document analysis. Document analysis was used to gather secondary data. Therefore, reliable information obtained from annual and strategic plan.

3.5. Methods of Data Analysis

The data were analyzed both qualitatively and quantitatively since the approach of the study was mixed. Data analysis was used to assess the practice related to developing and implementing school level plan. Data that were gathered through questionnaire were analyzed by dividing into two parts. The first part was the questionnaire related to factual information that was about the background of the informants. The second part of questionnaire was related to the basic research questions. These data were tabulated and expressed in simple statistical descriptions like number and percentage that described the background of the respondents. The tables were presented before the analysis and interpretation. Each sub category under the main category was analyzed and interpreted separately. Data obtained through interview, responses obtained from open-ended items and documents were analyzed and discussed using narration.

CHAPTER FOUR: DATA ANALYZE AND INTERPRETATION

4.1. Characteristics of the Respondents

The characteristics of the respondents were described in terms of sex, qualification, and experience in teaching and in school management. The analysis and interpretation of the data are presented here under.

As the main source of information, respondents of this study were supervisors; school Principals, vice Principals, teachers, KETB and PTA members.

In general, a total of 294 copies of questionnaires (160 for teachers, 10 for supervisor, ten principals, eight for Vice principals and for PTA and KETB members) were prepared and distributed. All the groups of respondents of the selected secondary and primary schools were asked to indicate their personal information in the questionnaire. Personal characteristics of these respondents are summarized as follows.

Table: 2. Respondents by work experience, Sex, Age and Educational Level.

No	Item	Schools Respondents						
		Supervisor	Principal	Vice-Principals	Teachers	PTA and KETB	Total	%
1	Sex Male	10	10	8	103	93	224	76.19
	Female	-	-	-	57	13	70	23.81
	Total	10	10	8	160	106	294	100
2	Service 5 years/below	-	-	-	23	82	105	35.71
	6-10 years	-	2	-	36	24	62	21.1
	11-15 years	10	6	8	60	-	84	28.57
	16-20 years	-	-	-	30	-	30	10.2
	21 and above	-	2	-	11	-	13	4.422
	Total	10	10	8	160	106	294	100
3	Educational level M.A/ M.Ed	6	-	-	3	-	9	3.1
	B.A/ B.Ed	4	10	8	122	14	158	53.74
	Diploma	-	-	-	35	6	41	13.94
	10+TTI/ 12+TTI	-	-	-	-	-	-	-
	Others	-	-	-	-	86	86	29.25
	Total	10	10	8	160	106	294	100

This part focuses on the analysis of the demographic characteristics of the respondents. As it is indicated in Table 2, 100% of supervisor, 100 % of principals and vice principals, 64.37 % of teachers and 87.73 % of KETB and PTA members were respectively almost males. This shows that there was no participation of females at principals and supervisors. The proportion of females in teaching profession and in committee members was also very low.

Regarding the respondents' educational level, almost teachers and all principals and vice principals were first degree holders. However, 21.87 % of teachers were qualified in diploma. 1.02% of teachers and 100 % of supervisor were M.A holders. This indicates that school supervisor and teachers were in a better position in qualification when compared with principals and vice principals. Concerning the remaining education leaders, 13.21 % of PTA and KETB were first degree holders. This shows that the respondents could significantly contribute in

schools, school planning process provided that respective schools created appropriate opportunities for their involvement in the process.

Concerning experience of the respondents, 56.25 % of the teachers had served from 11-20 years. However, 77.77 % of the principals and vice principals had served for 11-20 years. From these data, one can infer that most of the principals and vice principals were relatively well experienced. This in turn, implies that they were in a better position to lead school planning process in schools level, if this experience was accompanied by proper training and technical support from concerning bodies in education sector.

4.2. The School Development Planning Priority Areas

4.2.1. Ranking of Priority Areas

For effective and successful school level school planning, prioritizing the problem areas is the first task. Schools are expected to identify their priority areas, and then they are expected to group their problems under the six programs. The respondents were requested to indicate the emphasis that was given to priority areas in their respective schools by ranking.

Table. Ranking of Priority Areas

Item	Respondents	1 st		2 nd		3 rd		4 th		5 th		6 th		Total	%
		N	%	N	%	N	%	N	%	N	%	N	%		
1. School Improvement program (SIP)	1	68	42.5	40	25	20	12.5	16	10	4	2.5	12	7.5	160	100
	2	74	55.2	39	29.1	13	9.7	4	3	-	-	4	3	134	100
	T	142	48.8	79	27	33	11.1	20	6.5	4	1.4	8	5.25	294	100
2. Teachers Development program (TDP)	1	26	16.3	40	25	60	37.5	20	12.5	8	5	6	3.8	160	100
	2	18	13.4	52	38.8	43	32.8	10	7.5	6	4.5	4	3	134	100
	T	44	15	92	31.29	103	35.03	30	10.2	14	4.8	10	3.4	294	100
3. Curriculum	1	36	22.5	26	16.3	28	17.5	20	12.5	42	26.3	8	5	160	100
	2	18	13.4	27	20.1	37	27.6	17	12.6	29	21.6	6	4.5	134	100
	T	54	18.4	53	18	65	22.1	37	12.5	71	24.1	14	4.8	294	100
4. Civic and Ethical Education	1	6	3.8	34	21.3	10	6.3	46	28.8	40	25	24	1.5	160	100
	2	6	4.5	13	9.7	17	12.6	41	30.6	39	29.1	18	13.4	134	100
	T	12	4.1	47	15.9	27	9.1	87	29.7	79	26.9	42	14.5	294	100
5. Information Communication Technology (ICT)	1	2	1.3	6	3.8	12	7.5	36	22.5	44	27.5	62	38.8	160	100
	2	2	1.5	-	-	2	1.5	33	24.6	52	38.8	45	33.6	134	100
	T	4	1.2	6	2.1	14	4.8	69	23.4	96	30.3	107	37.9	145	100
6. Leadership and Management	1	24	15	14	8.8	26	16.3	22	13.8	20	12.5	54	33.8	160	100
	2	17	12.6	6	4.5	21	15.6	29	21.6	14	10.4	47	35.1	134	100
	T	41	13.9	20	6.8	47	15.9	51	17.3	34	11.6	101	34.4	294	100

Respondents Column: 1. Teachers 2- Educational leaders

Teachers were at first School Improvement Program with 42.5% and similarly educational leaders also at first with 55.2%. On the same table, Teachers were at third Teachers Development Program with 37.5%. But, Educational Leaders were at second Teachers Development Program with 32.5%. This shows that, they have no common perception on the issue. Concerning curriculum, teachers at fifth with 26.3%. But, educational leaders were rated at third rank with 27.6%. However, teachers and educational leaders were Civic and Ethical

Education as fourth with 28.8% and 30.6% respectively. Moreover, Teachers were Information Communication Technology as sixth with 38.8%. But, Educational Leaders were at fifth with 38.8%. Finally, teachers were Leadership and Management at second with 33.8% but, Educational Leaders at sixth with 35.1%.

The response indicated the priorities were not similarly emphasized by teachers and educational leaders. This can be the result of less communication and proper awareness at school level by concerned bodies in education sector.

According to Terry Bergson (2005) school level plans are a continuous process school use to ensure that all students are achieving at high level. All schools, in collaboration with families, students, and communities can create better environments so that all students are successful.

4.3. School Activities in Developing and Implementing School Plans

To develop and implement school plan properly schools need to prioritize the area that they want to focus for a years to help them to be fully involved in the process of plan development and implementation. In this regard, the responses of the group of respondents indicated here below in the table 3, and the response were discussed as follows.

Table: 4. School Activities in Prioritizing School Activities to Developing and Implement

Item	Respondents	Strongly disagree %		Disagree %		Undecided %		Agree %		Strongly agree %		Total
1.School level plans are based on assessment of existing situations	1	20	12.5	58	36.3	46	28.8	28	17.5	8	5	160
	2	33	24.6	33	24.6	64	47.7	4	3	-	-	134
	To	53	18	91	31	110	37.4	32	11	8	2.8	294
2. schools has the capacity to prepare and implement their school plans	1	4	2.5	44	27.5	4	2.5	98	61.3	10	6.3	160
	2	13	9.7	94	70.1	17	12.6	10	7.5	-	-	134
	To	17	5.7	138	46.9	21	7.1	108	36.7	10	3.4	294
3. Schools have financial resources to implement their school plans.	1	34	21.3	78	48.8	40	25	8	5	-	-	160
	2	39	29.1	60	44.7	29	21.6	6	4.5	-	-	134
	To	73	24.8	138	46.9	69	23.5	14	4.8	-	-	294
4. your school plan is developed based on proper analysis of the existing situation	1	40	25	78	48.8	36	22.5	4	2.5	2	1.3	160
	2	43	32.1	48	35.8	43	32.1	-	-	-	-	134
	To	83	28.2	126	42.8	79	26.9	4	1.4	2	0.7	294
5. Your school plan has problems of identifying needs.	1	16	10	72	45	46	28.8	24	15	2	1.3	160
	2	36	26.8	49	36.6	45	33.6	4	3	-	-	134
	To	52	17.6	121	41.2	91	31	28	9.5	2	0.7	294

school plan. (To= Total)

Respondents Column: 1. Teachers 2- Educational leaders

The 46(28.8%) of teachers shows that assessment of existing situation to prioritize school problems/ activities/ was responded undecided. However, 33(24.6) and 91(31) educational leaders and the total respondents respectively shows respondents ratified their position with disagreement. The response of the participants shows that school plan was not developed based on proper analysis of existing situations to identify their priority areas.

In the school plan document analysis made by the student researcher revealed that limited number of schools made self-assessment giving training to stakeholders, gathering and considering the parents, teachers and other stakeholders, views and perception about the quality of the school provision through surveys; monitoring and interpreting students achievement trends over time, and other performance indicators. The SWOT analysis made also was not based on the school existing situation, but based on the REB (Regional Education Bureau) school plan SWOT analysis. Other than this, document analysis showed that school did not analyze their situation and identify their school problems with the stakeholders. This shows that schools did not prioritize their school activities properly according to the problems of the schools. Hence, self-assessment is only effective if it is based on existing situation,

In open ended questions one of the respondents revealed that analyzing the existing situations was a serious problem since most school level planners lack the capacity of assessment of the situation. Lack of skills to conduct in depth assessment in school level plan arises from lack of short term training to the school community. The respondent also depicted that training provided by TEO/WEO and schools was rare and the limited trainings given by REB lack practicality. The information obtained through interview from one principal also revealed that the activity assessing the existing situations undertaken in the schools was not satisfactory. He further explained that the assessment was conducted for the sake of making school plan assessment.

Forojalla (1993) considered the analysis of existing situation (structure schools, resources and the current educational performance) in educational planning a crucial process at school level planning. This leads to forecast the future goals and objectives based on reasonable decision-making, and important for prioritizing school activities.

The 4(2.5%) of teachers respondents indicates the capacity of schools to prepare and implement school level plan falls on undecided and their position fall as neutral. The 94(70.1%) of

educational leaders shows respondents ratified their position with disagreement. However, the total respondents 138(46.9) of the total respondents shows respondents indicate their position was neutral. This indicates that the perception of teachers and educational leaders on the item was different.

One of the respondents to open ended items said “people assigned to plan sometimes copy related plans without considering the existing situation”. This shows that they did not have proper capacity to plan. The result of document analysis similarly shows the practice of copying regional / woreda plan in some schools that may not fit schools existing situation.

As indicated in table above 78((48.8%), 60(44.7%) and 138(46.9%) of teachers, educational leaders and total respondent respectively shows that school financial to implement their school plan was very low and their position was disagreement. As principals and supervisor responded that there was a great problem of financial resources at school level to implement their school plan. One of the principal for interview responded “TEO could not support school principals on how to mobilize resources since they did not have sufficient skills on the issue”.

According to Mbamba(1992), the planning process in an organization needs sufficient amount of financial resources for its accomplishment. The system will be paralyzed unless the necessary financial resources are readily available. Additionally Mbamba states that financial resource is explained as financial programming relates to the costs of executing the plan and usually takes in to account the running cost and investment costs, and the monetary flow coming from various sources intended to cover thus expenditures.

On the other hand, document analysis indicated that schools did not have a diversified source of income to supplement their school activities. Their financial management system was also poor. They were unable to utilize their budget effectively and efficiently, because they lack financial management skills.

As indicated in the above table the 78(48.8%), 48(35.5%) and 126(42.8%) of teachers, educational leaders and total respondents respectively indicates that proper analysis of existing situation at school level was very low and their position fall in to disagreement. This indicates

that schools were not identifying their existing situation based on the existing situation to prepare their school plans.

As indicated in table above 72(45%) of teacher's respondents that problems of identifying need for the development of plan at school level was low and their position also shows disagreement. Additionally the value of 49(36.6) and 121(41.2%) of educational leaders and total of the respondents on identifying needs for the development of plan at school level ratified their position with disagreement. One of the respondents to open ended items regarding identifying needs replied "Needs were not properly identified in schools. Planners and school principals took responsibilities to identify school need. They did not let stakeholders to share their ideas in identifying needs. Due to this the needs are there within the understanding range of planners and principals" this shows that need assessment is not exhaustive in schools due to less participating stakeholders in it. This may create challenges to properly link the existing need in line with regional needs.

The objectives of school level plans are basically the same as the aims of educational planning. But, immediate objectives and specific purpose of the program of its action at school level differ in order of priority and degree of importance with respect to the national and regional program (Talsera, 2002).

In general, 37.4% of the total respondents confirmed that school level plan in the zone was not prepared through assessment of existing situation in order to prioritize their school activities. About 46.9% of the total participant's responses that school has no capacity to prepare and implement the school plans. As indicated on the same table 42.8% total respondents shows that school plan is not developed based on proper analysis of existing situation to identify their priority areas and to prepare their school plans at school level, and 41.4% of respondents confirmed that school have problem of identifying needs to prioritize school activities properly.

4.4. The Level of Stakeholder Participation

For a successful and effective school level plan development and its implementation process the involvement of all stakeholders should be meaningful. The school leadership and management have to ensure that structures are in place to facilitate the meaningful involvement of the school community.

Table 5.The Level of Stakeholder Participation

Item	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total
		%		%		%		%				
1. Parents participate in developing school plan	1	50	31.3	74	46.2	18	11.3	12	7.5	6	3.8	160
	2	39	29.1	63	47.1	8	6	10	7.5	14	10.4	134
	To	89	30.3	137	46.5	26	9	22	7.5	20	6.8	294
2. PTA members participate in developing school plan	1	104	65	42	26.3	4	2.5	6	3.8	4	2.5	160
	2	37	27.6	50	37.3	14	10.4	23	17.1	10	7.5	134
	To	141	48	92	31.2	18	6.1	29	9.8	14	4.8	294
3. KETB members participate in developing school plan	1	16	10	70	43.8	12	7.5	56	35	6	3.8	160
	2	9	6.7	54	40.3	10	7.5	51	38.1	10	7.5	134
	To	25	8.5	124	42.1	22	7.6	107	36.4	16	5.4	294
4. Teachers always participate in developing and implementing school plan	1	44	27.5	48	30	36	22.5	24	15	8	5	160
	2	35	26.1	56	41.7	13	9.7	22	16.4	8	6	134
	To	79	26.9	104	35.3	49	16.6	46	15.6	16	5.4	294

Respondents Column: 1. Teachers 2- Educational leaders

As indicated in the above table 74(46.2%), 63(47.1%) and 137(46.5%) of teachers, educational leaders and total respectively shows respondents ratified their position with disagreement. This indicates participation of parent in developing school level plan was very low.

One of the respondents to open ended items replied “plans of schools are the sole property of school principals. They do not properly communicate to stakeholders to make them involve in it.” This shows that there is less opportunity for stakeholders to participate in school planning. Stakeholders are not in position to identifying needs, prioritize needs and get the proper support of stakeholders.

According to Degarge (1998), plan formulation should consider possible situation in advanced to tackle some problems in the future. It follows steps that will be help to minimize the interference of some problems, and purpose certain steps to be followed in this phase as; identification of main educational problems, prioritizing the problems, determining the general and specific objectives for the activities, make an implementation school plan, drafting the plan documents, and getting approval and cheek the support of stakeholders. However, the plan to be sound and implemented willingly, it should be prepared by group of planners and stakeholders. MoE (2006) also stated that everyone involved or interested in the work of the school has a role to play in the process of assessment leading to improvement planning. The most important involvement is that of school community and parents.

As indicated in above table, the respondent 104(65%) of teachers indicated that participation of PTA members in developing school plan was very low and their position shows disagreement. The 37(27.6%) of educational leaders shows respondents ratified their position with disagreement. Finally, the total respondent 141(48%) also fall in to disagreement position.

Aggrwal (2004) considered that, planning is not the responsibility of the top management or the staff of planning departments only; all those who are responsible for the achievement of results have obligations to plan to the future, and plan formulation is most important phase in the planning process by considering of analysis the current situation, determining the objectives, specifying needs, analysis of opportunities and threats, securing support from stakeholders as much as possible, approving the content of funding organizations, by participating all the stakeholders.

The 12(7.5%), 10(7.6%), and 22(7.6%) of teachers, educational leaders and aggregate percent of the respondents shows that participation of KETB members fail on undecided while they have no awareness on the issue. The information obtained from the respondents indicated the participation of KETB members in developing school plan was low. As one of respondent responds on open ended item, "If the PTA and KETB members were not made actively participate in school plan development they may not focus on their major duties and responsibilities, their participation in identifying school problems and prioritize them accordingly. This can be the major source of the problem of school level plan development".

As indicated in above table, the respondent 48(30%) of teachers on participation of teachers in developing and implementing school plan was not always and their position also indicates disagreement. The above respondents 56(41.7%) of educational leaders in developing and implementing school plan was not always and their position was also disagreement. This indicates teachers were not always participating in developing and implementing of school plans. Additionally 104(35.3%) of the total respondents respectively shows their position was disagreement. This indicates participation of teachers in developing and implementing of school plan was low.

Interviews conducted with supervisor and Principals also revealed that their participation was limited to filling questionnaires of school self-assessment through their representatives. Stakeholder's commitment and dedication to develop SMART plans and to monitor and evaluate its progress timely was found minimal. It also lacked coordination and integration. Respondents the participation of parents, PTA, KETB members and teacher's participation were low. When the response of the participants to open-ended item was checked, it also supports this result. There is no communication and similar commitment among all stakeholders. Teachers should be asked to participate in developing school plan rather calling them to decide. School principals were act as owners rather acts as facilitator and share the activities for all concerned bodies according to their responsibilities.

In short, 46.5% of the total respondents show that the participation of parents in developing school plan was low. About 48% of the total participants show that PTA member's participation

in school level plan development was poor. Finally, 35.3% of respondents indicate participation of teachers in developing and implementing school plan was low.

As presented in the review literature, if teachers are not made actively participation in developing plan, they do not have opportunity to make their active participation. Their participation in developing school plan is the key and major function and it can be meaningful if they are made to participate from the beginning of plan development. Leadership is important to the process of implementation in order to ensure timely availability or required resources and that the plans are in line with the intended goals. The involvement of stakeholders in planning is important in order to insure continuous support, and for effective implementation of the plan. Additionally plan implementation at school level involves mobilizing resources, structuring work relationship, integrating similar functions, controlling activities by involving all the stakeholders. According to Nair, (2004) the basic idea in introducing planning is to insure involvement of all agencies concerned with education specially teachers, pupil, and parents in the planning process. The very person who had been involved in the plan process at the beginning will be responsible for monitoring and evaluating the plans. In that way the whole process becomes free and self-sufficing. However, the existing situation in the school contradicts this assumption.

4.5. Monitoring and Evaluation

To implement school level plans as they are intended, there should be monitoring and evaluation practices with stakeholders on a regular basis by identifying the problems and bottleneck that would have arisen. Recommending or taking the best solution as immediately as possible for corrective measures can be affected with monitoring of plan implementation at the spot.

Table: 6. Monitoring and Evaluation

Item	Respondents	Strongly disagree %		Disagree %		Undecided %		Agree %		Strongly agree %		Total
1. Teachers never participate in monitoring and evaluation the school plan	1	44	27.5	78	48.8	36	22.5	2	1.3	-	-	160
	2	25	18.6	62	46.2	41	30.8	4	3	2	1.5	134
	To	69	23.5	140	47.6	77	26.2	6	2.1	2	0.7	294
2. Parents participate in monitoring and evaluation the school planning	1	30	18.8	86	53.8	34	21.3	10	6.3	-	-	160
	2	17	12.6	68	50.7	43	32.1	6	4.5	-	-	134
	To	47	15.9	154	52.4	77	26.2	16	5.4	-	-	294
3. PTA members participate in monitoring and evaluation the school planning	1	28	17.5	82	51.3	40	25	8	5	2	1.3	160
	2	9	6.7	66	49.2	43	32.1	14	10.4	2	1.5	134
	To	37	12.5	148	50.3	83	28.2	22	7.5	4	1.4	295
4. KETB members participate in monitoring and evaluation the school strategic plan	1	22	13.8	88	55	26	16.3	16	10	8	5	160
	2	17	12.6	78	58.2	33	24.6	6	4.5	-	-	134
	To	39	13.2	166	56.5	29	20	22	7.5	8	2.7	294

Respondents Column: 1. Teachers 2- Educational leaders

The respondent 78 (48.8%) and 62(46.2%) of teachers and educational leaders and 140(47.6%) total shows respondents ratified their position with disagreement. The responses of the participants show that teachers did not participate in monitoring and evaluation of school plans. The interview conducted with principals indicated that teachers' participation in monitoring and evaluation of school plan was very low. One of the principals said "they did not give attention

for this kind of activity rather than they teach only in classrooms. Even when they plan their monthly plan or annual plan they simply copy from the past plan". This indicates their attention for proper monitoring and evaluation of school plan was very low.

The respondent 86(53.8%), 68(50.7%) and 154 (52.4%) of teachers, educational leaders and total respondent respectively shows that participation of parents in monitoring and evaluation of school plan was low and their position fall in disagreement. This indicates that participation of parents at school for monitoring and evaluating school plan was very low.

The 82(51,3%), 66(49.2%) and 148(50.3%) of teachers, educational leaders and total respondents respectively shows that participation of PTA members in monitoring and evaluation of school plan was low and their position fall in disagreement. This indicates participation of PTA members in monitoring and evaluation of school plan was low.

As it is depicted in table, 88(55%), 78(58.2%), and 166(56.5%) of teachers, educational leaders and aggregate mean of the respondents shows that their position on participation of KETB members in monitoring and evaluation of school participation is disagreement.

To sum up, 47.6% of total respondents show that most of the time teachers were participate in monitoring and evaluation of the school plan. On the same table about 52.4% total respondents indicates parents were not participate in monitoring and evaluation of school plans. Again, 50.3% total respondents confirmed that PTA members were not participating in monitoring and evaluation of school plans. Finally, 56.5% of the total respondents indicate that KETB members' participation in monitoring and evaluation of school plan was low.

In line with this, Mbamba (1992) considered plan evaluation is a continuous process that conducted from the scratch to the end of certain program. Evaluation constitutes on essential strategy for monitoring the degree of execution of plans and the problems encountered during implementation. Additionally, plan evaluation facilitates collection of data and measuring the efficiency of a plan or plans in its social and economic needs and is valuable in generating data that will provide feedback on the impact of educational plans. So, participation of PTA and KETB members on monitoring and evaluation of the implementation of school plan is the most important and they have a great role.

4.6. Communication with Stakeholders

It is important to ensure all stakeholders understand their role in the process and are clear on how they can participate. They need to know how their contribution would be used and what the impact of it would have in the self-assessment and improvement planning process, the responsibility they have to provide accurate and honest information, the steps in the process, time scales and how progress would be communicated are discussed here under.

Table: 7. Communication with Stakeholders

Item	Respondents	Strongly disagree %		Disagree %		Undecided %		Agree %		Strongly agree %		Total
1.School plans are communicated with school community	1	24	15	58	36.3	58	36.3	16	10	4	2.3	160
	2	5	3.7	36	26.8	79	58.9	14	10.4	-	-	134
	To	29	9.8	94	32	137	46.5	30	10.2	4	1.4	294
2. Contribution from the local community plays important role in implementing school plans.	1	12	7.3	58	36.3	32	20	36	22.5	22	13.8	160
	2	10	7.5	64	47.7	32	23.8	22	16.4	6	4.5	134
	To	22	7.5	122	41.4	64	21.7	58	20	28	9.5	294
3.School community hold level discussion to evaluate implementation of school plans	1	12	7.5	64	40	46	28.8	32	20	6	3.8	160
	2	14	10.4	52	38.8	45	33.6	18	13.4	5	3.7	134
	To	26	8.8	116	39.4	91	31	50	17	11	3.7	294

Respondents Column: 1. Teachers 2- Educational leaders

The 58(36.3%) of teachers shows that communication on school plan with school community was low and their shows disagreement. The 79(58.9%) of educational leaders shows that communication on school plan with school community was fail on undecided. This shows that perception of teachers and educational leaders towards communication of school plan with school community was different. Teachers confirmed that communication on plan with school

community was very low. However, the total respondent 94(32%) of respondents ratified their position with disagreement.

Giving the necessary information about what to do, how to do, when to do, and so forth to stakeholders are important in order to implement the plan. Information about implementation includes not only an assessment of the competency of various actors to do what is expected of them, but also information about their disposition to do what is desired. Besides, communication of various groups in an organization is paramount important for the exchange of information and the realization of the plan. However, this did not get emphasis in primary and secondary schools. Nair (2004) points out the importance of communication as is base for implementation of plan.

The 58(36.3%), 64(47.7), and 122(41.4%) of teachers, educational leaders and aggregate respondents respectively confirmed that the contribution of community for school is not satisfactory.

The 46(28.8%), 45(33.6%), and 91(31%) of teachers, educational leaders and grand mean respectively shows that school hold community level discussion to evaluate implementation of school plan was responded with neutral position.

In open ended items concerning communication with stakeholders in implementing school plan at school level majority of the respondents of supervisor that implementation of plans are not reviewed and discussed with community at school level. One of the respondents to open ended item stated “plans communicated to teachers in the school when reported it to TEO/WEO. But, they did not go through the steps in the process with all members of schools and wider community. The school community could not notify through staff meetings and meetings with school community as well as brief summary reports to parents and wider community”. To this effect, the existence of poor information and communication system could hamper the actual development and implementation of school level plans of primary and secondary schools.

Generally, 46.5% of the total respondents show that communication on school plan fail on undecided level. On the same table about 21.7% of total respondents the contribution of community for school on undecided level. Finally, 31% of the total respondents show that school community level discussion to evaluate implementation was fail in neutral position. Nair (2004) considered that school can be successful when they let concerned bodies to meaningfully

participate in planning and implementing school functions, the community should know what happen and what is happening inside the school. The parents, teacher association or KETB or welfare committees do help to some extent in this respect.

4.7. Formulating and Implementing School Level Plans

Many factors in one way or the other, act as impediments to plan formulation and implementation in both plan formulation and implementation.

Table: 9. At the School Level Plan Formulation and Implementation

Item	Respondent	Strongly disagree %		Disagree %		Undecided %		Agree %		Strongly agree %		Total
		1	2	1	2	1	2	1	2	1	2	
1. Teachers' and educational leaders' system of monitoring and evaluation help to draw clear picture of the problem.	1	20	12.5	58	36.3	38	23.8	30	18.8	14	8.8	160
	2	10	7.5	47	35.1	62	46.2	13	9.7	2	1.5	134
	To	30	10.2	105	35.7	100	34	43	14.6	16	5.4	294
2. TEO/WEO education office provides sufficient technical support in developing school level plans.	1	32	20	86	53.8	30	18.8	10	6.3	2	1.3	160
	2	31	23.1	37	27.6	35	26.1	27	20.1	4	3	134
	To	63	21.4	123	41.8	65	22.1	37	12.5	6	2	294
3. TEO/WEO education office provides supervision to help proper implementation of school plans.	1	24	15	72	45	48	30	10	7.7	6	3.8	160
	2	14	10.4	56	41.7	43	32.1	17	12.6	4	3	134
	To	38	13	128	43.5	91	31	27	9.2	10	3.4	294

Respondents Column: 1. Teachers 2- Educational leaders

The 38(23.8%), 62(46.2%), and 100(34%) of teachers, educational leaders and the total of respondents on system of monitoring and evaluation to draw clear picture of problems at school level was fall on undecided and respondents respectively confirmed neutral position .

In open ended item one of the participant replied “practice of school planning is filled with problems. Monitoring and evaluation is not conducted periodically. School planners or principals produce the plans without the involvement of concerned bodies. They could not do deep analysis of need. They are not in a position to set realistic goals. The practice of planning is becoming a paper work. School leaders do not use as guide in their day to day activities”. This shows less involvement of stakeholders and less consideration given by school leaders to follow the planned activity hindered effectiveness of school plans.

In line with this, UNESCO (1983), Mc Kinnon (1994) considered that problems in formulating school level plans are; problems of identifying needs, emphasis on quantitative goals, lack of flexibility in subject, lack of realism in objectives, contradictory interests, the problem of information and orientation, lack of educational knowledge, administrative constraints, resource constraints, problem of organization and staffing and problems of sustaining commitment. The great constraint up on school level planning is the inevitability of starting from where you are virtue in planning consists partly in acquiring and making use of profound understanding of the existing system and partly in accepting realistically the most change. In this case, carefully planned educational activities will be better implemented. This indicates that there was a problem of clearly monitoring and evaluating school activities before planning and after planning to overcome problems encountered at school level.

The 86(53.8%) of teachers on technical support given from TEO/WEO for schools to develop school level plan was very low and their position fall in disagreement. The 35(26.1%) of educational leader on technical support give from TEO/WEO for schools to develop school level plan was satisfactory and their position respectively related with neutral. This indicates that the perception of teachers and educational leaders towards technical support from TEO/WEO for school to develop school plan was different. However, the respondent of teachers shows that technical support given from TEO/WEO for schools to develop school level plan is one constraint. This shows that technical support given for schools was very low and did not solve

school problems. Finally, 123(41.8%) of total respondent on technical support from TEO/WEO for developing school level plan ratified with disagreement and the support was low.

One of the respondents stated “TEO/WEO does not give enough technical and knowledge based support. They gave awareness sometimes only for principals rather than school community.” Similarly, the interview conducted with one school principals indicated “TEO/WEO does not give technical support rather enforcing the schools to do every activity within short time.”

The 72(45%) of teachers confirmed that TEO/WEO did not provide supervision to help proper implementation of school level plans. However, 56(41.7%) of educational leaders on supervision of TEO/WEO was satisfactory, and 128(43.5%) of the total respondents shows that their position on supervision of TEO/WEO for school to prepare and implement school level plan was low and their position fall in disagreement.

To sum up, 34% of the total respondents rated the system of monitoring and evaluation in order to draw clear picture of the problem on undecided level. As indicated on the same table 41.8% of the total respondent on technical support from TEO/WEO for schools to develop plans ratified undecided. Finally, 43.5% of total respondents show that supervision from TEO/WEO for school in preparing and implementing school level strategic plan was low.

In open-ended items concerning supervision of TEO/WEO for implementation of their school plan, one of the respondents explained “TEO/WEO does not support schools and they do not know the need of their schools. Supervisor has no role in supporting or supervising for proper implementation of their activities at school level. They do not have enough awareness or knowledge about school plan.” This shows that supervision of TEO/WEO for schools was poor.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In this chapter, the summary of the major findings of the study, conclusions and recommendations have been presented.

5.1. Summary

The purpose of this study was to assess the practices related to developing and implementing school level plans in government school of Oromia special zone surrounding Finfine. The general objective of the study was to assess practices related to developing and implementing school plans in Oromia special zone surrounding Finfine.

More specifically, the study was aimed to: examine the proper identification of priority areas in developing school plan at school level, evaluate the extent of involvement of stakeholders in planning and implementing plan, assess the level of monitoring and evaluation in implementing school level plan and investigate problems encountered in development planning and implementing plans.

The research attempted to answer the basic questions; what are the priority areas in school level planning process, to what extent stakeholders are involved in the process of plan development and its implementation, To what extent school development planning is implemented in the selected school.

What is the level of monitoring, evaluation and implementing of plans and what are factors that hinder the school level plan development and implementation activities.

The study was conducted at zonal level which includes the one town administration six woreda and one school from and administration town and nine schools from three woreda.

The population of the study were teachers, PTA and KETB members, Supervisor, vice principals, and principals in government school of the zone. Based on the analysis made the following findings were identified:

1. This study indicates school level activities in prioritizing school activities in developing plan were very low.
2. Most of educational leaders and teachers recognized that assessment of existing situation to prioritize school problem areas was not satisfactory.
3. Schools lacked the capacity of identifying problems to plan.

4. The involvement of stakeholders in developing and implementing school level plan was poor.
5. School monitoring and evaluation system on plan was very low.
6. Majorities of respondents indicated that there was a problem of identifying needs, emphasis on quantitative goals, problems of information and orientation, lack of skill on area, and a problem of clearly monitoring and evaluation of school activities.
7. Shortage of technical support and control in the development planning process from the TEO/WEO.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn.

The practices of identifying priority areas to develop school plan was not conducted through evidence based assessment of the existing situation and self-assessment before beginning to decide on school improvement goals and implement properly. This may emanate from lack of the necessary skills to conduct in depth assessment. It also shows gaps in supporting school leaders to properly conduct critical assessment. For this reason, it is possible to conclude that the school plans developed in schools cannot lead schools for better improvement.

Basically, successful implementation of plan requires meaningful involvement of stakeholders in planning and implementing activities. Everyone involved in or interested in the work of the school has a role to play in the process of assessment leading to improvement planning. Communication with stakeholders on school plan also helps for the participation and giving necessary information about what to do, how to do, when to do, and so forth to stakeholders are important in order to implement plan. The most effective school plan result when stakeholders work together as a team. The study revealed that stakeholder's participation in developing and implementing school level plans was limited. This may affect the sense of ownership and genuine involvement of the stakeholders which is stepping stone for the success of schools.

Monitoring and evaluation in implementing school plan is most effective instrument of continuous monitoring and feedback of implementation. However, schools monitoring and evaluation system of their school plan found out low. Thus, it is possible to conclude that the interaction that exists between and among school community to evaluate school level plan is

minimal that the possibility of pooling ideas to recommend timely remedy to solve educational problems is low.

The school plan development and implementation was not made based on identifying needs, assessment of existing situation, problem of communication and orientation, lack of skill on areas and problems of school activities before planning and after planning hampered effective planning, implementation and evaluation of plan in the schools. The reward system at school level was also low. This shows that technical support and supervision given was not enough.

5.3. Recommendations

Based on the finding of the study and conclusion drawn, the following recommendations are forwarded.

- Adequate information and orientation and short term training opportunities on school level school plan development and its implementation should be given for school communities, PTA and KETB members and other stakeholders by Regional Education Bureau,
- Schools should be able to conduct assessment on existing situation by participating all stakeholders specially teachers to have clear picture of their school problems by considering views of different stakeholders.
- Stakeholders had better understand their role in the process of how they can participate through plan development and implementation.
- Schools leaders are expected to maintain proper participation of stake holders while planning, implementing and evaluating their school plans.
- Schools need to provide assessment practices with school community on regular bases by providing time table and by reaching on common agreement to detect problems at early stage.

- TEO/WEO expected to give technical support on process of monitoring and evaluating at school level. Schools must assign responsible committee those who conduct monitoring and evaluation of their school level plan development and its implementation, as well as the whole activities.
- The school leaders ought to notify through staff meetings to teachers, parent and community representative quarterly.
- TEO/WEO and school should give continuous and short term training, technical support, reward best performing stakeholders and school community.

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APPENDICES

Appendix A Questionnaires to be filled by Teachers

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by Teachers

Dear teachers the purpose of this questionnaire is to assess problems related to developing and implementing school planning and forward possible solutions.

This study is purely academic and never affects you personally. Moreover, the success of this study depends on your honest, accurate and timely responses requested to answer each question. You are therefore kindly requested to answer all questions genuinely and return the Questionnaires as soon as it is completed being dedicated to the study. The time and effort you scarified is highly appreciated.

Remark

- a. No need of writing your name on the questions.
- b. The information that you provide remains confidential.
- c. For the options agree put “√” mark in the box against the choice given.
- d. For questions that require response in writing, brief answers in the space provided.

Thank you very much for your cooperation!

General information

1. School name _____

2. Woreda or Town Administration _____

3. Sex M _____ F _____

4. Educational qualification

a. MA./ M.Sc/ M.Ed _____

b. B.A/ B.Sc/ B.Ed _____

c. Diploma/ 12+2/ 10+3 / _____

d. 10+TTI/ 12+TTI _____

e. Other (specify) _____

5. Year of experience in teaching _____

a, 0-5 b, 6-10 c, 11-15 d. 15-20 e. 21 and above

6 Year of experience in teaching -----

h, Please write three most short term trainings you participated.

Instruction I

Please indicate the extent to which these function are done in your Woreda and Town school by putting “√” marks in the box given against the chaise strongly disagree- strongly agree.

/SD- strongly disagree=1, D – disagree=2, UD- undecided=3, A- agree=4 and SA- strongly agree=5/

NO	Items	SD	D	UD	A	SA
1	focus areas of school planning					
1.1	Your school planning objective focus on School Improvement Program.					
1.2	Your school plan objective focus on Teachers Development Program.					
1.3	Your school plan objective focus on Curriculum.					
1.4	Your school planning objective focus on Civic and Ethical Education.					
1.5	Your school planning objective focus on Information Communication Technology.					
1.6	Your school planning objective focus on Leadership and Management.					
1.7	Your school planning can help to inspire a spirit of achievement.					
2.	school planning development					
2.1	Schools level plans are based on thorough assessment of existing situations.					
2.2	School has the capacity to develop and implement their school plans.					
2.3	School has financial resources to implement their school plans.					
2.4	Your school planning is developed based on proper					

	analysis of the existing situation.					
2.5	Your school strategic plan has problem of identifying needs.					
3	participants of school planning development					
3.1	Parents participate in developing school planning.					
3.2	PTA members participate in developing school plans.					
3.3.	KETB members participate in developing school planning.					
3.4	Teachers always participate in developing and implementing school planning.					
3.5	Teachers sometimes participate in developing and implementing school planning.					
3.6	Teachers never participate in developing and implementing school planning.					
3.7	Teachers always participate in monitoring and evaluation the school plan.					
3.8	Teachers sometimes participate in monitoring and evaluation the school plan.					
3.9	Teachers never participate in monitoring and evaluation the school plan.					
3.10	Parents participate in monitoring and evaluation the school plan.					
3.11	PTA members participate in monitoring and evaluation the school plan.					
3.12	KETB members participate in monitoring and evaluation the school plan.					
3.13	School planning is communicated with school community.					
4.	Implementation of school planning					
4.1	Contributions from the local community plays important role in implementing school planning.					

4.2	School hold community level discussions to evaluate implementation of school plans.					
4.3	Your school planning is always implemented in your school activity.					
4.4	Your school planning is sometimes implemented in your school activity.					
4.5	Your school planning is never implemented in your school activity.					
4.6	Your school system of monitoring and evaluation does not help to draw clear picture of the problem.					
4.7	Your school leaders properly mobilize the available resource to preparing plan.					
4.8	Your school plan monitoring and evaluation is conducted based on proper established criteria.					
4.9	Woreda/ town education office provide sufficient technical support in developing school planning.					
4.10	Woreda/town education office provides supervision to help proper implementation school planning.					
4.11	Progresses on proper implementation of school planning are accurately reported to woreda/ town education offices.					
4.12	There exists a system to reward to best performing stakeholders at the level of a school.					
4;13	Woreda/ town education office reward best performing schools.					

Instruction II

Please prioritize the following areas of your school planning by giving ranks from 1- 6. The highest priority should be given II.

No.	Priority Areas	Rank
1	School Improvement Program / SIP/	
2	Teachers Development Program / TDP/	
3	Curriculum	
4	Civic and Ethical Education	
5	Information Communication Technology	
6	Leadership and Management	

Please add any priority areas identified in your school planning other than mentioned under instruction number II.

1. What is the role of woreda/ town education offices in supporting the planning and implementation activities of school level plans?

- a. -----
- b. -----
- c. -----
- d. -----
- e. -----

2. What do you think the solution for the problems in school planning formulation and implementation?

- a. -----
- b. -----
- c. -----
- d. -----

e. -----

3. What are the supports given from the woreda/town education office in planning implementing school planning activities?

a. -----

b. -----

c. -----

d. -----

e. -----

4. Please add stakeholders who participate and involving on monitoring and evaluation school planning .

a. -----

b. -----

c. -----

5. Please add any problems observed in your school plan development, proper implementation, monitoring and evaluation.

a. -----

b. -----

c. -----

d. -----

e. -----

6. Please add any comment you have regarding the practice of planning of your school.

a. -----

b. -----

c. -----

Appendix B
Questionnaires to be filled by Principal, Vice Principal and supervisor
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by Principal, Vice Principal and supervisor

Dear Principal /school director the purpose of this questionnaire is to assess problems related to developing and implementing school plans in School and forward possible solutions.

This study is purely academic and never affects you personally. Moreover, the success of this study depends on your honest, accurate and timely responses requested to answer each question. You are therefore kindly requested to answer all questions genuinely and return the Questionnaires as soon as it is completed being dedicated to the study. The time and effort you scarified is highly appreciated.

Remark

- e. No need of writing your name on the questions.
- f. The information that you provide remains confidential.
- g. For the options agree put “√” mark in the box against the choice given.
- h. For questions that require response in writing, brief answers in the space provided.

Thank you very much for your cooperation!

General information

School name _____

Woreda or Town Administration _____

Sex M_____ F_____

Educational qualification

a. MA./ M.Sc/ M.Ed _____

b. B.A/ B.Sc/ B.Ed _____

c. Diploma/ 12+2/ 10+3 / _____

d. 10+TTI/ 12+TTI _____

e. Other (specify) _____

f. Year of experience in teaching _____

a, 0-5 b, 6-10 c, 11-15 d. 15-20 e. 21 and above

g, Year of experience in teaching ----- as v-principals-----as Principals ---as Supervisor -----Total -----

h, Please write three most short term trainings you participated.

Instruction I

Please prioritize the following areas of your school planning by giving ranks from 1- 6. The highest priority should be given 1.

No.	Priority Areas	Rank
1	School Improvement Program / SIP/	
2	Teachers Development Program / TDP/	
3	Curriculum	
4	Civic and Ethical Education	
5	Information Communication Technology	
6	Leadership and Management	

Please add any priority areas identified in your school plan other than mentioned under instruction number I.

Instruction II

Please indicate the extent to which these function are done in your Woreda and Town school by putting “√” marks in the box given against the chaise strongly disagree- strongly agree.

/SD- strongly disagree=1, D – disagree=2, UD- undecided=3, A- agree=4 and SA- strongly agree=5/

No.	Items	SD	D	UD	A	SA
1	Your school plan objective focus on School Improvement Program.					
2	Your school plan objective focus on Teachers Development Program.					
3	Your school strategic plan objective focus on Curriculum.					
4	Your school plan objective focus on Civic and Ethical					

	Education.					
5	Your school plan objective focus on Information Communication Technology.					
6	Your school plan objective focus on Leadership and Management.					
7	Your school plan can help to inspire a spirit of achievement.					
8	Schools level plans are based on thorough assessment of existing situations.					
9	School has the capacity to prepare and implement their plans.					
10	School has financial resources to implement their plans.					
11	Your school plan is developed based on proper analysis of the existing situation.					
12	Your school plan has problem of identifying needs.					
13	Parents participate in developing school plans.					
14	PTA members participate in developing school plans.					
15	KETB members participate in developing school plans.					
16	Teachers always participate in developing and implementing school plans.					
17	Teachers sometimes participate in developing and implementing school plans.					
18	Teachers never participate in developing and implementing school plans.					
19	Teachers always participate in monitoring and evaluation the school plan.					
20	Teachers sometimes participate in monitoring and evaluation the school plan.					
21	Teachers never participate in monitoring and evaluation the school plan.					

22	Parents participate in monitoring and evaluation the school plan.					
23	PTA members participate in monitoring and evaluation the school plan.					
24	KETB members participate in monitoring and evaluation the school plan.					
25	School strategic plans are communicated with school community.					
26	Contributions from the local community plays important role in implementing school plans.					
27	School hold community level discussions to evaluate implementation of school plans.					
28	Your school plan is always implemented in your school activity.					
29	Your school plan is sometimes implemented in your school activity.					
30	Your school plan is never implemented in your school activity.					
31	Your school system of monitoring and evaluation does not help to draw clear picture of the problem.					
32	Your school leaders properly mobilize the available resource to preparing plan.					
33	Your school plan monitoring and evaluation is conducted based on proper established criteria.					
34	Woreda/ town education office provide sufficient technical support in developing school plans					
35	Woreda/town education office provides supervision to help proper implementation of school plans.					
36	Progresses on proper implementation of school plan are accurately reported to woreda/ town education offices.					

37	There exists a system to reward to best performing stakeholders at the level of a school.					
38	Woreda/ town education office reward best performing schools.					

7. What is the role of woreda/ town education offices in supporting the planning and implementation activities of school level plans?

a. -----

b.-----

c -----

d. -----

e. -----

8. What do you think the solution for the problems in school plan formulation and implementation?

a. -----

b. -----

c. -----

d. -----

e. -----

9. What are the supports given from the woreda/town education office in planning and implementing school plan activates?

a. -----

b. -----

c. -----

d. -----

e. -----

10. Please add stakeholders who participate and involving on monitoring and evaluation of school planning.

a. -----

b. -----

c. -----

11. Please add any problems observed in your school plan development, proper implementation, monitoring and evaluation.

a. -----

b. -----

c. -----

d. -----

e. -----

12. Please add any comment you have regarding the practice of planning of your school.

a. -----

b. -----

c. -----

Appendix B-2

Gaafannoowwan Gamtaa Maatii Barsiisotaafi Miseensota Boordii Barnoota

Leenjii Gandaatin Guuttaman.

UNIVARSITII ADDIS-ABABAA

BARNOOTA DIGRII LAMMAFFAA

Sagantaa: Hoggansa Barnootaa

Gaafannoowwan Gamtaa Maatii Barsiisotaafi Miseensota Boordii Barnoota Leenjii Gandaatin Guuttaman.

Kabajamtoota koree GMB fi BBLG kaayyoon gaafannoolee kanaa rakkoolee karoora sadarkaa mana barumsaa keessatti karoorsuf hojiirra oolchuun walqabatee sakata'uun deebii laachudhafi.

Qorannoon Kun guutumaan guututti barnoota waan ta'eef dhuunfa keessan kan hubuu miti. Irra caalaas, bu'aa qabeessummaan qo'aanicha kanaa haqummaa, sirrummaa fi gaafatamummaa tokkoon tokkoon gaaffii gaafatamte yeroon deebisuun irratti waan hundaa'eef, isinis ijaa kanaaf gaaffilee hunda ciminaan deebisuun akkuma xumuurtaniin laachuun akka aarsaa qoo'annoo kanaaf kennitan gara laafinaan yemmuu gafatamtan yeroofii carraaqii nuulaattaniif galata guddaa galchina.

Yaada

Maqaa keessan gaaffilee kana irratti barreessuun hin barbaachisu.

Odefannoo kennitan amansiisaa ta'uu qaba.

Yaadolee deegartaniif mallattoo “√” sanduqa sirrii filannoo keessatti argamu keessatti kaa'a.

Gaaffilee deebii barreeffamaa barbaadaniif, iddoo duwwaa kenname irratti gabaabinaan ibsi.

Gargaarsa gootaniif baayisneet isin galateefanna!

Odeefannoo Dhimshaashaa

Maqaa Wajjira Barnoota Magaala/ Aanaa _____

Sala: Dhiira _____ Dhalaa _____

Sadrkaa Barnootaa

- a. MA. / MSc./ MEd _____
- b. BA/ BSc/ BEd _____
- c. Diplomaa/ 12+2/ 10+3 _____
- d. 10+TTI/ 12+TTI _____
- e. Kanbiro (addabaasi) _____
- f. Lenjiwwan gaggabaaboo hirmaatte

Ajaja I

Toora xiyyeeffannoo karoora mana barumsa keessanii sadrkaalee Toora xiyyeeffannoo 1-6 ta'aan dura aantumma dhan kaa'a. dura antummaa irra guddaadhaf 1 yaa kennamu.

lakka	Toora xiyyeeffannoo	sadarkaa
1	Sagantaa Fooyya'insa Mana Barumsaa / SIP/	
2	Dagaagina Ogummaa Barsiisotaa/ TDP/	
3	Sirna Barnootaa	
4	Barnoota Lamummaa fi Amala gaarii	
5	Qunnamtii Teeknoolojii fi Odeefannoo	
6	Hogansa fi Bulchiinsa	

Toora xiyyeeffannoo karoori mana barumsa irratti xiyyeeffannoo jahan ajaja lakkofsa I jalatti ibsamaniin ala yoo jirate ibsa.

Ajaja II

Mana Barnoota Aanaa fi Magaala keessatti hojiiwwan kunneen hammam akka hojjataman mallattoo “√” sanduqa sirrii isaa keessatti ciminaan hin deegaru- ciminaan deegara jedhu jalatti guuti.

/ CHD- ciminaan hin deegaru=1, H- hin deegaru=2, HM- hin murtefaane=3, ND- nan deegra=4 fi CD- ciminaan deegra=5./

lakka	Tarreeffama	CHD	H	HM	ND	CD
1	Kaayyoon karoora mana barumsaa keetii Sagantaa Fooyya'insa mana barumsa keettiratti xiyyeeffata					
2	Kaayyoon karoora mana barumsaa keetii Sagantaa Misooma Barsiisota mana barumsa keettiratti xiyyeeffata.					
3	Kaayyoon karoora mana barumsaa keetii Sirna Barnootaa irratti xiyyeeffata.					
4	Kaayyoon karoora mana barumsaa keetii Barnoota Lammummaafii Amala Garii irratti xiyyeeffata.					
5	Kaayyoon karoora mana barumsaa keetii Walqunnamtii Teeknooloojii fi Odeeffannoo irratti xiyyeeffata.					
6	Kaayyoon karoora mana barumsaa keetii Hogansaa fi Bulchinsa mana barumsaa irratti xiyyeeffata.					
7	karoora mana barumsaa keetii yaada argannoo keetitiin deegrama.					
8	Karoorri yeroo qopha'uu haala jiruu qorachuu irratti hundaa'a.					
9	Manni Barnoota humnaa karoora qopheffachuu qaba.					
10	Mani Barumsaa Karoora isa hojii irra oolchuf qabeenya qaba.					
11	Guddinni karoora mana barumsa kee xiinxala haala jiru irratti					

	hundaa'a.					
12	karoora mana barumsa yeroo bahuu fedhii qoachuu irratti rakkoo qaba					
13	Maatin karoora baasuu irratti ni hirmaatu.					
14	GMBn karoora baasuu irratti ni hirmaatu.					
15	BBLGn karoora baasuu irratti ni hirmaatu.					
16	Barsiisonni yeroo hunda karoora baasuu fi hojii irra olchuu irratti ni hirmaatu.					
17	Barsiisonni si'a tokko tokko karoora baasuu fi hojii irra olchuu irratti ni hirmaatu.					
18	Barsiisonni karoora baasuu fi hojii irra olchuu irratti gonkumaa hin hirmaatan.					
19	Barsiisonni yeroo hunda karoora mana barumsaa to'achuu fi madaaluu keessatti ni hirmaatu.					
20	Barsiisonni yeroo tokko tokko karoora mana barumsaa to'achuu fi madaaluu keessatti ni hirmaatu.					
21	Barsiisonni gonkumaa karoora mana barumsaa to'achuu fi madaaluu keessatti ni hirmaatu.					
22	Barsiisonni karoora mana barumsaa to'achuu fi madaaluu keessatti gonkumaa hin hirmaatan.					
23	GMBn karoora mana barumsaa to'achuu fi madaaluu keessatti ni hirmaatu.					
24	BBLGn karoora mana barumsaa to'achuu fi madaaluu keessatti ni hirmaatu.					
25	Karoora mana barumsaa hawaasa mana barumsan wal beksifama.					
26	karoora mana barumsaa hojii irra olchuf hawaasnii naannoo gumaacha barbaachisaa gocha jira.					
27	Mani barumsaa karoora maadaaluufi hojiirra oolchuu irratti marii sadarkaa hawaasa naannootti ni gageessa.					
28	karoora mana barumsaa kee gochaalee mana barumsaa keessaatti yeroo hunda rawwatamaniin hojira ola jira.					
29	Karoora mana barumsaa kee si'a tokko tokko gochaan mana					

	barumsaa keessaatti mulata					
30	Karoora mana barumsaa kee gonkuma gochan mana barumsaa keessaatti hin mulatu.					
31	Sirni To'anno fi Madaallii mana barumsa keetii rakkoo jiru sirriin adda baasuf ni gargaara					
32	Sirni To'anno fi Madaalii mana barumsaa keetii rakkoo jiru sirriin adda baasuf hin gargaaru.					
33	Hogantoonni mana barumsa keetii karoora qopheessan hojii irra olchuuf qabeenya haalan sochoosu.					
34	To'annoo fi madaalin karoora mana barumsa kee ulaagaa sirrii ta'ee fi dhaabata ta'ee irratti hundaa'uudhan hojjatama.					
35	Waajjiri Barnota Aanaa /Bulchinsa Magaalaa karoora mana barumsaa baasuu irratti deegarsa ogummaa ni kennu.					
36	Waajjiri Barnota Aanaa /Bulchinsa Magaalaa karoora mana barumsa hojjitti hiikuu irratti deegarsa ogummaa ni kennu.					
37	Fooya'insa hojii irra olmaa karoora mana barumsa Waajjiri Barnota Aanaa /Bulchinsa Magaalaattif yeerotti ni gabafama.					
38	Sirni badhaasa dhimmamtoota mana barumsatti hojii cimaa hojjatanif ni taasifama.					
39	Waajjiri Barnota Aanaa /Bulchinsa Magaalaa mana barumsa ciminaan hojjete ni badhaasa.					

1. Karoora sadarkaa mana barumsa hojittii hiikuf Waajjirri Barnota Aanaa /Bulchinsa Magaalaa gaheen isani maali?

- a. -----
- b. -----
- c. -----
- d. -----
- e. -----

2. Karoora sadarka mana barumsaatti sirriitti qopheesuf rakkoolee jiraniif furmanni maal jettee yaada?

- a. -----
- b. -----
- c. -----
- d. -----
- e. -----

3. Karoora sadarka mana barumsa baasuuf Waajjiri Barnota Aanaa /Bulchinsa Magaalaa gargaarsonni keenaman maal faadha?

- a. -----
- b. -----
- c. -----
- d. -----
- e. -----

4. Dhimamtoota Karoora mana barumsaa to'achuuf madaalu kessatti hirmachuu qaban jettu dabalataan ibsa.

- a. -----
- b. -----
- c. -----

5. Karoora mana barumsaa kee baasuuf, ciminaan hojii irra oolchuuf, to'achuuf madaaluu keessatti rakkoolee argitan ibsa.

- a. -----
- b. -----
- c. -----

d. -----

6. Karoora mana barumsaa illalchise yadaa qabdan kamiyu ibsa

a. -----

b. -----

c. -----

APPENDIX C-1
Interview Questions
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT

Interview Questions II

Interview Questions for school principals, vice Principal and Supervisor

Date of interview _____

Starting time _____

Ending time _____

Objectives

The objective of this interview is together necessary information about the related to developing and implementing school level plans of school of OSZSF. Therefore, you are kindly requested to give your responses for the following questions.

1. How do you identify your school priority areas? Please list the priority areas.
2. How do you plan your school activities?
3. To what extent stakeholders participate in developing school plan?
4. The availability of resource (human, financial, material etc) for the proper implementation of the plan?
5. How do you evaluate the support given from WEO, REB, community and non-governmental organizations?
6. What are the problems hinder your school from utilization of resource efficiently?
7. What problems hinder your school from making its plan flexible?
8. How do you integrate your activities within the school and external organizations?
9. How do you promote your students' academic performance based on the school plan

Appendix C 2 Gaafannoo : Suppervayizerootaaifi Ittii Gaaftamoota Mana

Barumsaaf dhiyaatu

UNIVARSITII ADDIS ABABAA

BARNOOTA DIGRII LAMMAFFAA

Sagantaa: Hoggansa Barnootaa

Gaafannoo I

Gaafannoo : Suppervayizerootaaifi Ittii Gaaftamoota Mana Barumsaaf dhiyaatu

Guyyaa gaafannoo: _____ Sa'atti jalqabame: _____ Yeroo xumurame: _____

Kaayyooolee gaafannoo kanaa odeeffannoo karooraawwan sadrkaa mana barumsa GAONF guddisuu fi hojii irra oolchudhaan rakkoolee walqabataniif odeeffannoo barbaachisoo ta'an funaanuufi. kanaafuu, gaaffile armaan gadiitiif deebii akka kennitu kabaja waliin gaafatamtan.

1. Manneen Barnoota Karoora yeroo qopheessan toora xiyyeeffannoo isanii waldura duuban adda baasani ni kaa'uu?
2. Manneen Barnootaa Karoora isaanii qopheefatanii akka hojii iraa olchan akkamiin deegartu?
3. Karoora manneen barnoota akkamiin to'aatu, haala kamiin hoo madaaltu?
4. Karoora manneen barnootaa qophaa'an ilaalun dub-deebii ni laattuu?
5. Manneen barnootaa akkataa karoorfatanifi kaayyoo barbaadan bira akka gahan karaa kamiin gargaartu?
6. Barsiisotaafi Itti gaafatamtootni karoora akka mana barumsaatti baafatan akka hojiitti hiikan karaa kamiin gargaartu? Hubannoo isanii cimsuun
 Barsiisota sissi'eessuun/akka badhaafaman haala mijeessuun/
 Deegarsa ogummaa kennuu fi kan biroo
7. Rakkoowwan manneen barnootaa yeroo karoora qopheffatan mudatan maal faadha?
8. Furmatawan rakkoo kanaaf ta'an fi akkamin akka rakkichi hiikkamuu danda'u ibsa?