

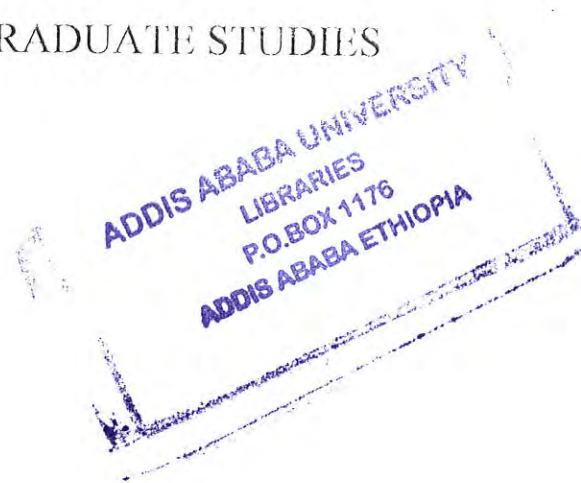
AN ASSESSMENT OF SCHOOL DEVELOPMENT PLANNING
PROCESS IN SECONDARY SCHOOLS OF EAST ARSI ZONE

BY

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



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PROCESS IN SECONDARY SCHOOLS OF EAST ARSI ZONE

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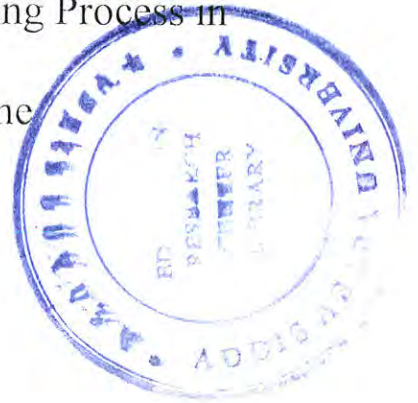
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ACRONYMS AND ABRIVATIONS

CDED	Continuing and Distance Education Division
DENI	Department of Education North Ireland
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
KETB	Kebele Education and Training Board
LEA	Local Education Authority
MDGs	Millennium Development Goals
MoE	Ministry of Education
MSTP	Management Support Training Project
NGO	Non-Government Organization
PTA	Parent Teacher Association
SASA	South Africa School Act
SCOT	Strength, Challenges, Opportunity and Threat
SDP	School Development Planning
SDPI	School Development Planning Initiative
SIC	School Improvement Committee
SIP	School Improvement Program
SMTs	School Management Teams
SWOT	Strength, Weakness, Opportunity and Threat
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office
WM	Weighted Mean

ABSTRACT

The main purpose of the study was to undertake an assessment of school development planning process in secondary schools of East Arsi zone in order to identify the strengths and weakness then to provide alternative recommendations to the identified problems. To this end, answers to the basic questions pertaining to the performance of the key operations of planning cycle of SDP, stake holders' involvement, implementation strategy and monitoring and evaluation mechanism, and potential challenges encountered in SDP process were sought in the study. A descriptive survey method of research was used in the study. Purposive and simple random sampling techniques were used in the study. The subjects of the study were 43 school leaders, 87 teachers, 32 students, 18 PTA members and 12 WEO experts of planning and statistics from 6 sample woredas out of 24 total woredas and 1 town administration. The data that collected through questionnaire, interview and document analysis were analyzed, interpreted and reported. The collected data were analyzed using percentage, mean scores, weighted mean values and chi-square test. The finding of this study indicated that the extent to which the schools performed key operations of planning cycle such as school review, designing, implementation and evaluation was found to be good, which implies good beginning in the practices of SDP process in secondary schools of the zone. However, the parents and community involvement in SDP process and utilization of data collection instruments was reported as low. Moreover, lack of sufficient and continuous training in the planning process, low commitment of school leaders and teachers, shortage of materials and equipments, low professional support and control, weak external cluster network, lack of collaborative working and over lapping of programs are the major challenges constraining the success of SDP process. Based on the major findings conclusion were drawn as ;the extent to which schools performed key operations of planning cycle was found to be good, weak involvement of parents and community in SDP process, in sufficient training in the planning process and there were various problems that constraints schools in the process of SDP. Therefore, it is recommended that providing sustainable training to improve the capacity of school leaders, teachers and parents, improving the involvement of parents and community, motivating and encouraging the teachers and leaders so as to improve their commitment and reporting the performance of the school to parents, community and concerned offices in order to improve their sense of belongingness and support of school.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

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

1.1. Background of the Study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations. Education enables individuals and society to take all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MOE, 2008). Therefore, education lies at the heart of social and economic development, through which the transmission of socially accepted values and norms takes place, reduce poverty, and realize the development of economic, social, cultural and democratic values of the society.

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.

Moreover, he emphasized that, without planned direction and policy limits for acceptable organizational behavior, the administrator has no reference points upon which to fix the course of organizational behavior.

Planning provides the fixed points of reference up on which all the other dynamic elements of the administrative process can be founded. It is the mechanism by which a system adapts to and implements change. Planning establishes the bases for intelligent direction, cooperation and adjustment. Planning helps to develop and facilitate objectives of the organizations. It provides better understanding about the future and how the organization should react if difficult condition occurs. It directs efforts that contribute to goal attainment.

School managers therefore, have the key task of planning how their institutions is to adapt and change to meet the challenge of providing effective education to pupils. Furthermore, in the development planning process, the school leadership requires to play a prominent role in articulating a school mission, vision and fundamental aims; in leading a collaborative efforts to prioritize curriculum, develop aligned assessments and plan instruction to improve student's achievement; in leading data analysis to identify improvement needs; in leading learning and performance development by strategically plan, organize, measure, monitor and manage school systems and processes necessary to school improvement and in leading change to drive and sustain change in collegial environment focused on continuous improvement in students achievement.

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 point, Wallace and Mc Mahon (1994) stated that, development planning has recent 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 Improvement Planning (SIP) or 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. In other words SDP and SIP are a comprehensive plan, covering all aspects of the school, identifying and prioritizing targets for improvement and allocating resources accordingly. They are a 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. However, in most cases SIP focus on pupils' academic performance, particularly in the core subject areas and also on teaching and learning. Whereas, SDP focus on the management and leadership within the school, the balance of the curriculum, pupil's personal and social development, the school's partnership and relationship with parents and the wider community and on buildings and facilities.

Davies (1992:2) also stated that school development planning enables those who govern to concentrate on policies and those who manage to manage effectively; it combines the energies to

governors and managers in searching for greater effectiveness, efficiency and community satisfaction. It is this approach, which has to be adopted to meet the needs of schools as increasing self-governing institutions. The major concern is that bearing in mind the available resources, an effective education must be provided for all pupils. To do this governors and staff should work together to prepare and carry out a development plan for the school. This needs to project the school forward over a three year period. So that change is anticipated and successfully managed.

The way we formulate the systematic schools operational plan and its implementation would be one of the factors for success and /or failure of the school performance. The way of mobilizing the stake holders and other resources in the formation process and implementation of the plan document such as poor organization and communication, problem of know how and shortage of capital could adversely affect the school performance in the fulfillment of social needs.

In Ethiopia, beside the need to increase access to education, the issue of education quality improvement was gained high attention, especially after the government has promulgated education and training policy (ETP) in 1994 E.C to improve access and contribution of education to country's development. Based on this, the country has tried a lot to realize the objectives of the policy in terms of access, efficiency, quality, relevance and equity at different level of education starting from ministry of education to 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, equality, efficiency and access of education under the framework of ETP.

Moreover, the country has started to implement the School Improvement Program (SIP) to improve the quality of education through out the country. According to MOE (2007:57), the school improvement program (SIP) has launched in 2006 aiming at improving the quality of education through enhancing students learning achievement and outcomes. 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 the school development plans that can coordinate and combine 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. As a result, East Arsi zone has started the three-year strategic planning, which concerned with a long term goals to be translated in to planned and prioritized short-term objectives and improvement actions.

The zone is found towards the south of East Showa, North of Bale, and West of West Harar and East of West Arsi zones. It had 25 woredas (24 rural woredas and 1 town administration). According to 2010/11 educational statistics, there were 50 secondary schools. There were also 12793 teachers population (10792 primary school teachers 1-8 and 2001 secondary school teachers 9-12) and 596,080 students population (533.372 primary school enrollment and 62707 secondary school enrollment). The zone has varied topographic features that encompass Dega, Woina Dega and Kolla types of climatic condition. It has also diversified people having different language, religious and ethical background. These people engaged in mixed-agricultural activities that is crop-cultivation and rearing animals. There is also the growing societal demand for the expansion and quality of education which requires developing the schools.

Hence, from the current situations of the education system of the country and the needs of the society to have successful schools, an assessment of school development planning process in secondary schools of East Arsi zone had a vital significance.

1.2. Statement of the Problem

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). This implies that the planning process requires smooth and productive relationship and communication of these stake holders. However, in reality, in most of our secondary schools, the lion share responsibility of planning process is

belongs to the principals. In other hand the economic, social and technological change creates increases a pressures and expectation on the schools.

To overcome or control the challenges of change the schools need to under took effective SDP. According to SDPI (1999:8), changing pupils needs necessitate ongoing educational innovation. To meet the challenges schools require a proactive approach to managing change. On top of this, Wallace and Mc Mahon (1994:108) explain that, development planning offered a procedure for managing some or all innovations and other changes at school level. This is clearly shows that a proactive planning approach is appropriate to the dynamic environment in which schools find themselves and their need to be responsive to pupils and to changing circumstances.

However, SDP process is not an easy task to be performed. Davies (1992:5) stated that it is relatively easy to plan the immediate future for oneself 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.

According to Mc Gilchrist and Mortimore (1995:207) cited in Xaba (2006:15) stated that school development planning can be a school improvement strategy although not all SDPs lead to school improvement. This is based on how SDPs are drawn up and mainly what they focus on. The development planning needs a deep understanding of what its intentions are and how it should be done. Schools would have to distinguish between planning for school improvement, innovation or change and simply planning for management aspects of the school, which could translate into simple operational planning (action planning); this against the background of schools generally being stable environments (Xaba, 2006:16). In fact, Hargreaves (1995:217) cited in Xaba (2006:16) argued that, unlike companies which operate in dynamic and uncertain environments, schools are remarkably stable for most of the time and are particularly difficult to change because parent clients want astonishingly stable schools, and while schools are under pressure to innovate, much of this innovation is externally shaped and imposed on educators who have very little choice in the matter.

From this exposition, it can be understood that SDP requires technical knowledge and skill for its execution. For example, determining and setting realistic objectives, time frames, performance indicators and costing are some of the activities that require knowledge and skill to determine (Xaba, 2006:16). This implies that, the formulation of SDP requires collective knowledge and experience of plan actors that is the planners should necessarily be equipped with the required planning knowledge, skill and experience. But, these issues are the major challenges in the effective process of SDP in many of our schools.

According to UNESCO (2007:17), some of the major problems identified in research reports and case studies are: focus on the product (the plan) rather than on the process; non-participatory approach- the plan being prepared by just a few (the principal and senior teachers) in order to save time; too high expectations at the beginning- introducing a new way of doing things bound to provoke some resistance and therefore will take time; not built on existing school practices and therefore too much seen as an additional burden; no linkage between school development plans and external supervision; no or not enough capacity- building of staff; no or not enough external support; and school development planning not taken seriously, simply because it has been introduced in a bureaucratic way as yet another assignment given to the school.

Moreover, in Ethiopian schools context the problem of human, material and financial resources, the way of planning process, the process of school review, the competence of school leadership and the plan implementation process would be of the problems that challenge the school development planning process to be practiced effectively in the schools. The problem of conducting school review and determination of priorities by participating teachers, students, parents 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 challenging due to shortage of planning skill, knowledge and experience.

Therefore, the researcher observed a wide gap between theoretical knowledge of school development planning process and the actual practice of the schools and this study tries to fill this

gap by raising the awareness to the school administration and other concerned bodies in the planning process.

Thus, from the above rationale, the researcher motivated to undertake the study at the secondary schools of East Arsi zone. Accordingly, the study was focused on answering the following basic research questions:

5. To what extent do the schools perform the key operations of the planning cycle of SDP?
6. To what extent do the schools involve teachers, students, community and mobilize other resources in the planning process?
7. What are the implementation strategies and monitoring and evaluation mechanisms of SDP in the schools?
8. What are the challenges regarding the school development planning experienced in the school?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this research was an assessment of school development planning process in secondary schools of East Arsi zone.

1.3.2. Specific Objectives

The specific objectives of this study were:

1. To evaluate how much the schools perform key operations of the planning cycle of SDP.
2. To see the extent of the teachers, students, and community participation and other resource mobilization in the implementation of planning process cycle.
3. To evaluate the implementation strategies and monitoring and evaluation mechanisms of SDP in the secondary schools.
4. To identify the major challenges experienced by school regarding the school development planning process.
5. To forward necessary recommendation on SDP process can be effective and efficient.

1.4. Significance of the Study

Planning is one of the most managerial functions that helps them to deal with both foreseen and unforeseen problems. Specifically, the fundamental purpose of school development planning is to enable the school to achieve and maintain the highest possible level of effectiveness in meeting the educational need of its pupils in a culture that is characterized by change. The way we formulate the systematic plan document and implement all intended activities determine the ultimate outcome of the school.

The findings of this study were helpful for the identification of the school development planning process prevail in the schools under study. The process needs well understanding of its concept, necessary knowledge and resources. Hence, the student researcher believes that the results of the study may help to:

3. Provide better awareness and understanding to schools administration and other concerned bodies to thinking and rethinking how to review, design, implement, monitor, and evaluate in the process of SDP.
4. Provide the issues to be stressed by the school principals, teachers, and other professionals in the process of the school development planning.
5. Serve as initial step to carry out other detailed studies on the area by other researchers.

1.5. Delimitations of the Study

The scope of the study was delimited to 6 (six) government secondary schools of East Arsi zone of Oromia region. The selected sample secondary schools involved in the study can represent the whole schools of the zone. Moreover, the study was delimited to assess the school development planning (SDP) process by considering 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 process.

The gathered data was focused to SDP process starting from the beginning of last three years, when the development planning was introduced in secondary schools of the zone.

1.6. Limitations of the Study

It is clear that, the research work could not be totally free from limitations. Due to this fact, the researcher was faced with reluctance of some respondents to fill and return the questionnaire, as a result, it was difficult to collect the entire distributed questionnaires, it was reduced the information which may be important to the study. In some schools it was difficult to get PTA members for the interview and involuntary during interviews discussion. During the data analysis and interpretation process there may be biases emanating from exaggeration or under estimation of some points by respondents, but every effort was employed to minimize the coming and going. Moreover, financial and time constraints had also their own influence in the process of conducting this research.

1.7. Definition of Key Terms

Change: Change is any event or action, which alters the level of completeness or equilibrium. It may be the action moving towards equilibrium or it may be building or it may be destroying (Havelock and Huberman, 1977:32).

Innovation: An innovation is an idea, project or practice perceived as a new by an individual or individuals (Ayalew: 2000).

Operational planning: Is a tactical planning. It is a planning that guides the day to day activities of the organization (CDEO, 2002:127).

Policy: A policy is a standing plan that establishes general guidelines for decision making (CDED, 2002: 129).

Efficiency: A short term measure of how well an organization uses its resources (Hitt and et al, 1989:13)

Effectiveness: How well an organization reaches its objectives over a period of time (Hitt and et al, 1989: 13)

1.8. Organization of the Study

This research report has been organized in to five chapters. The first chapter deals with the problems and its approach. The second chapter deals with review of the related literature. The research design and methodology is discussed in chapter three. The fourth chapter treats the presentation, interpretation and analysis of data. Chapter five contains summary of major findings, conclusion and recommendations. Finally, list of reference materials, questionnaires, interview questions and other important papers are annexed in the appendices of this thesis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the concept of planning and school development planning, the process of school development planning that dealing with strategies, school ethos, culture, aims and framework of the planning process. Moreover, the literature deals with practices and challenges in the school development planning process and the school development planning in Ethiopia.

2.1. The Concept of Planning and School Development Planning

2.1.1. The Definition of Planning

Different authorities define planning in different ways. Some of them are defined as follows:

Planning can be defined as selecting and relating knowledge, facts, images and assumptions regarding the future for the purpose of visualization and formulation of desired out comes to be achieved, sequential activities necessary to achieve those outcomes and limits on acceptable behavior to be used in their accomplishment (Cunningham, 1982:5).

Forojalla (1993:38-9) has defined that, educational planning as the process by which an analysis of the present condition of an education 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 parts of an education system towards the achievement of long-term goals of a country or region/ state within it. This involves the assessment of the existing situation, including institutional structures, financial and human resources and the evolution of strategy of action. As a management too, educational planning is a continuous process of acquisition and analysis of data from an empirical base for the provision of information to decision makers. In addition to this, CDED (2002:105) defined as planning is that function of management in which a conscious choice of patterns of influence is determined for decision makers. So that, the many decisions will be coordinated for some period of time and will be directed toward the chosen broad goals. A plan is a pre-determined course of action. It may be tailored to a specific project or may be established as standing scheme for any future actions. It also includes mentally searching for possibilities of future problems that might appear. It provides frames of reference for decisions of individuals in an organization.

2.1.2. Conceptualization of SDP

The concept of planning assumes that human society can be made to change in desirable ways through deliberate action. Implicit in this is the belief that such change will lead to progress or development; hence the emphasis on development planning, including the planning of education in Africa and other third world countries (Forojalla, 1993:1). This deals with development planning needed for the changing circumstance of human society.

Three distinct terms have grown up over the last few years to describe the plan document. In 1985, Enfield LEA introduce the term Institutional Development Plan (IDP) to cover both a process and a document (Goddard, 1992). This term was taken by Goddard from the work of per Dalin and IMTEC (International Movement towards Educational Change), where it stands for Institutional Development Program. It was also stated that, the more general national description of the document is school development plan, which recognizes its application to schools.

Goddard (1992:99) has also explained that, the advent of local management of schools (LMS) heralded the term management plan. The confusion caused by this label stems from the managerial as opposed to the developmental aspects of the process and document. In order to over come the unnecessary emphasis towards either development or management, we use the term school plan.

According to Holly (1989:31), the idea of school development plans was first raised to prominence by the ILEA's Report of the Committee on primary education (ILEA, 1985) which said:

We recommend that every school should have a plan for development, taking account of the policies of the LEA, the need of the children, the capacities of the staff and the known views of the parents. The plan should have an action sheet attached to it showing what the responsibilities of members of staff will be and setting target dates. The plan should also show what, if any outside assistance or special resources will be needed and indicate time scales; it should also show by what means the effect of the plan are to be assessed.

The central purpose should be expressed in terms of the improvements sought in the children's learning. Furthermore, Holly (1989:31) has explained that the development plans were further promoted when the House of Commons select committee (1986). This shows the starting and

introduction of school development planning around 1985 in the system of educational development and its main focus is to improve the children learning.

Therefore, school development plan is explained as a document which sets out the strategies the school will adopt to secure and sustain school improvement. It brings together, in one purposeful, practical and coherent plan, national, local and school priorities, reflecting the aims and values of the school (Bedfordshire, 2008:4; Hopkins et al., 1995:75).

Bedfordshire also explained that school development plans (also known as school improvement plans or single school plan) take many shapes and sizes. There is no one “correct” format but there are certain features which should be included. School development plans are not static and should be produced in a format that enables regular updating.

Ideally a school development plan will contain brief, contextual information (e.g. a review of last year’s plan including impact; key issues; national and local priorities of relevance to the school; relevant sections of SIP reports; summary of significant school data); a statement of the school’s value, aims and vision, which has been revisited annually (long term); a strategic plan, which shows proposed developments for the next two/ three years (medium term) and focused action plan for each current priority (short term).

Hence, the school development plan is primarily a working document for use by the school. It will be based on the school’s 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 (DENI, 2005:1).

Moreover, Jeilu (2002) defined school development planning as a process whereby a school reviews; the quality of provision; identifies strengths and areas for improvement; prioritizes area for improvement; plans and implements actions to address priorities and monitors and evaluates the outcomes. This implies that it is not a one shot activity. It is a continuous exercise in which the school revisits all its activities throughout the planning cycles.

Therefore, school development planning is a systematic, collaborative and inclusive, on going and progressive process undertaken by the school to promote whole school effectiveness, school

improvement, quality enhancement, staff development, partnerships, effective resource development, change management and the furtherance of aims and priorities of the national education system (SDPI, 1999:13-15).

According to Hopkins et al (1995), development planning is commonly called “School Growth Plan” that provides a generic and paradigmatic illustration of a school improvement strategy, combining as it does selected curriculum change with modifications to the school’s management arrangements or organization.

An effective planning process is an essential feature of every successful organization. In the case of schools, DENI (2005:1) has elaborated that, the process will involve; the confirmation of the school’s ethos, culture and aims, an assessment of the school’s current position, its strengths areas for improving the quality of learning and teaching and the various factors which will influence the management and development of the school over the next 3 years, the anticipated level of resources and its management, what the school wants to achieve within a defined number of years, in most cases expressed in terms of qualified targets for future performance, how it intends to bring about these achievements; and when, and how it will measure progress.

2.1.3. The Rationale for School Development Planning

The key purpose of school development planning is to contribute to the continuous improvement of the quality of learning and teaching through a process of regular and ongoing planning, evaluation and review. It is important to stress that school development planning is about the all aspects of the school that contributes to improvement (e.g. ethos, equal opportunities, staff development, behavior, buildings) (DENI, 2005:3-4 and Jeilu, 2002).

According to Ishare Ruffer and Colleagues (1979:178-9) cited in Ribbins and Burrige (1994:86) view that 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. 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, it may indicate that collaborate effort of school community is quit important in their school growth and quality improvement.

Moreover, school development planning promotes the school effectiveness and improvement in which the provision of quality education enhanced and the needs of all its pupils achieved. Regarding to this idea, Davies (1992:2) has stated that, school development planning enables those who govern to concentrate on policies and those who manage to manage effectively, it combines the energies of governors and managers in searching for greater effectiveness, efficiency and community satisfaction. DENI (2005:4) has also explained that, in particular school development planning promote school effectiveness and help ensure that all those involved in the planning process and delivery have a shared understanding of policies, procedures and practices with in the school. So that, school development planning provides an exemplary illustration of a school improvement strategy, combining as it does curriculum change with modifications to the school's managements.

Besides helping the schools organize what is already doing and what is a need to do in a more purposeful and coherent way, school development planning is also helping schools to manage innovation and change successfully. In this regard, SDPI (1999:15) stated that SDP helps the school community to manage change effectively by enabling it to control the pace and direction of internal change and to built a capacity to respond rapidly to new challenges. Additionally, the school development planning promotes teachers professional learning. Goddard (1992:107) has pointed out that, teachers can work collaboratively, share ideas and learn from experience. As a number of teacher commented the process we have been through is far more important than the finished document. This may indicate that the process is very important than product (plan document). On the other hand SDP promotes effective deployment of available resources. In relation to this SDPI (1999:15) has noted that, formalized school development planning enables the school to specify resources requirements and to target available resources meeting priority needs.

2.1.4. Characteristics of School Development Plan

The essential features of school development planning can be identified as follows:

A belief that the Development of Schools Grows from within

The school development is the responsibility of those who work within it. According to Holly (1989:32) there are three other reasons for school growing from within; 1st, ownership, staff feel

more in control and committed to developments they are involved with and responsible for. 2nd, School development, can in one sense be internal. For sure, "outsiders" can be involved, offer support, and help to set the agenda of change, but ultimately development rests upon teachers in classrooms, ancillary staff around the school, the head teacher in the school all working to make developments happen. Without their involvement very little else will change. 3rd, Much growth has come from using and spreading the talents of those working in the school. Teachers do not only teach children, teachers can teach teachers! Many teachers developed because they learned from their colleagues within their own schools and development plans should clearly continue this well known and valuable form of school and teachers development.

Hopkins et al., (1995:4) has stated also schools have the capacity to improve themselves, if the conditions are right. A major responsibility of those outside the school is to help provide these conditions for those inside.

The Plan Should be the Whole School Plan

Some teachers saw the need to develop the school development plan to ensure coherence and consistency across the school (Goddard, 1992:104). In other word Holly (1989:33) stated that the plan brings together the views, ideas and aspirations of all members of the school's staff and becomes the way forward for all of them. Thus, not only does the plan bring ideas together but it also becomes the staff's collective view of how and where the school should be developing.

Consideration of the Views of the LEA and Central Government

With the advent of the 'National curriculum' schools will also need to take account of developments at national level. Whilst schools should develop from within they need to be fully aware of and alert to the ideas and wishes of others who have a stake in school development. Also it might be risky (or even unprofessional) to ignore the views, inspections, the policies of the education committee and the work of the LEA advisors/ inspectors (Holly, 1989:34).

Consideration of the Known Views of Parents

Many head teachers are keenly aware of their schools reputation and image and are alert to parental views (Holly, 1989:34). In addition SDPI (1999:28) clarify that it is important that

parents are involved in the planning process. Through, the representation of the board of management and the parents association. Where one has been established, parents can readily be consulted in the clarification of the school's mission, vision and aims, the view of the school's current reality, the establishment of priorities, and the development of policies on issue such as discipline or home work. All parents should be kept informed of relevant outcomes of the planning process.

Moreover, it is both necessary and prudent to secure the agreement, indeed, support of governors to the school plan. The consideration of the views of the LEA, parents and governors is crucial to the successful management of the change (Holly, 1989:35).

The Plan should be derived from a Review of Current Practice

Schools' should set up arrangements to review where they are in relation to the many aspects of their internal and external environment (ILEA, 1985) cited in Holly (1989). The purpose of the review is to identify the needs of the school. If schools are to grow from within then schools need to know where they are reviews should provide a better view of where they are; hence they are a necessary step in the process of growing and developing.

Priorities

Priorities will be determined by each school, and will therefore, be tailored in accordance with the perceived circumstances, preferences requirements of the school as a whole. Priorities for development are selected and planned in detailed for one year and the supported by action plans or working documents for staff. The priorities for later years are sketched in out line to provide the longer term program (Hargreaves, et al., 1989:4).

The Central Purpose should be expressed in terms of the Improvements sought in the children learning

According to Bell (1998:453) cited in Xaba (2006:15), the purpose of development planning is to assist the school to introduce changes successfully, so that the quality of teaching and the standards of learning are improved. In support of this, Holly (1989:38) has express that a school

development plan should make that connection because the plan should record, at the start of the plan's implementation, the improvements sought in children's learning.

Time Schedule

The plan should indicate time schedules. Target dates should be set and everyone should be aware of them. A plan might well take more than a year; and could be one of a continuing series. It is also possible that schools prepare a plan for, say, three years, only the first year of which is prepared in detail with the other two years outlined. Then, as those years are approached they are updated and planned in greater detail.

Identification of Outside Help

Increasingly there are LEA support staffs available to help schools. Some of these staff operates as teams, others as individuals. Additionally, there might be colleagues in neighboring schools who have expertise in the schools priority areas, or the schools might approach LEA advisors / inspectors, teacher centers and higher education establishments (Holly, 1989:39).

Analysis resource implications

The plan should indicate any major shift required in the provision of books or other resources. Some kind of budgeting will be needed in order to provide some financial support for the plan. This budgeting decision should be made in the light of the plan, and should be communicated to all staff and agreed.

2.2. The Process of School Development Planning

2.2.1. Strategies in School Development Plans

How a school chooses to address a particular development objective is an issue of professional practice and the responsibility of school staff. Thus, school development is necessarily linked to professional development in schools. Dimmock (1993:153-155) has elaborated that, the strategies in school development plans that provides for exchange of information on the effectiveness of particular strategies for specific situation.

Training and Development to Support School Development

Schools need to evaluate the skills and knowledge required for planning and managing the development process. The planning process requires leadership, peer group communication and collaborative problem-solving skills. Further, interpersonal skills in providing feedback on performance between individuals and groups are required. In many cases schools develop internal cluster networks to share experience and expertise. Schools assess their training and development requirements in relation to the strategies that are specified in their school development plans.

Approval of School Development Plans

Area directors, and district superintendents as their advisers, are responsible for the approval of school development plans. Approval requires school development plans to conform to the guidelines that have been set by the department, and schools to set themselves realistic outcomes. Outcomes which embody high expectations, but which are attainable, are considered realistic in terms of school development.

Review of School Development Plans

The review process associated with school development plans consists of both internal and external reviews of progress and of the management of the development process. Schools conduct their own annual internal review of progress in terms of their school development plan. In addition, this internal review process assesses potential areas of development that the school needs to address in its current forward plan or at the end of the present three-year development cycle. This provides schools with time to plan and introduce new development strategies and coordinate them with the strategies contained in their current school development plan.

2.2.2. School Ethos, Culture and Aims

The plan should start with a clear statement of the school's ethos and underpinning values, together with any distinctive characteristics. The strategic aims of the school will flow from these statements. This part of the plan will normally remain fairly constant but nevertheless requires review as part of the development planning process to ensure that the aims and values of the school are up to date and relevant (DENI, 2005:9).

2.2.3. Framework of the School Development Planning Process

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

The process can be represented diagrammatically as follows:

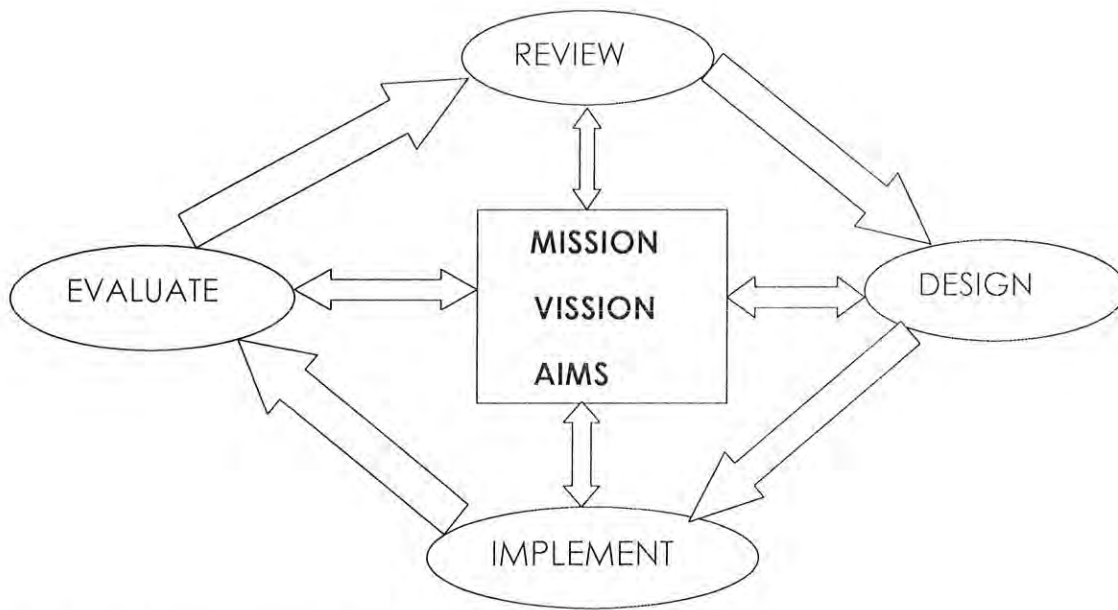


Fig1. Basic Framework of school development planning process

Source: SDPI (1999:16; Jeilu, 2002).

As a strategic planning device, school development planning is concerned with long-term goals (the mission) to be translated into planned and prioritized short term objectives and improvement actions (development planning), after careful analysis of the strength and weakness of the school (audit). Furthermore, the process itself of putting the improvement actions into practice (implementation) has to be systematically analyzed on the basis of appropriate indicators and followed by corrective action (monitoring) (NESCO, 2007:15).

The school development planning process often begins with the formulation of mission, vision and aims. Some schools, however, find it more helpful to begin with the review and to allow their understanding of their mission, vision and aims to become enriched and clarified through

participation in the planning process and in particular through reflection on the local, national and international context factors that will influence the shaping of the schools future (SDPI, 1999:16).

The school has to formulate its vision, mission and fundamental aims which articulate the reason for the school's existence, what it wants to create and achieve, and what it considers to be the fundamental purpose of education (MSTP, 1998; SDPI, 1999).

Mission: mission can be defined as a general statement of the over all *raison d'être* of the school. It should be brief enough to be memorable and challenging enough to make one think (SDPI, 1999:17). This explains that the school mission is a clear statement of the school it was, from which the strategic school aims will derived. The mission statement addresses the basic questions that show the reason for the schools existence. According to SDPI, (2003:2), the mission statement raised four basic questions like: Whom does the school serve? , What service does the school provide?, How is that service provided?, What are the key beliefs and values the school stands for?. The effective school mission should be clear, action oriented, invites people towards the achievement of school goals. In support of this, Jeilu (2002) has identified that, the effective mission statement as identifying, focused, value based, realistic, actionable, instructive, concise, readable and inspiring.

Vision: Can be defined as a statement of the desired future of the school, of how it wants and needs to be. It beckons towards betterment (SDPI, 1999:17). Dimmock (1993:101) has also defined that, a statement of what the organization ought to be: the ought, the should, the values, which guide practice. Colton (1985:18) and Duke (1990:26) cited in Dimmock (1993:101) have suggested that vision defines not what we are but rather what we seek to be or do. While on the one hand, it can make dreamers of us all by letting us 'see feelingly'; there is also a practical, purposeful role for vision to play. Vision expresses a view of what is desirable but it must do so in a way which can 'inspire and motivate people to work towards improvement'. Moreover, school vision also used as guides for decision-making and problem solving. In this respect, Dimmock (1993:102) has revealed that, a clear articulated vision guides decision-making and problem solving so that situations are resolved in a way that is consistent with the goals, priorities and direction of the school. Vision moves from a dream state to practical, daily hands on guide

when it includes the goals staff hopes to accomplish for and with students. Vision is a shared, public statement of values.

Aims: Can be defined as broad statements of the educational goals that the school seeks to attain. They flow from the mission and vision. In general, they will related to the promotion by the school of the intellectual, physical, social, personal, spiritual, moral and aesthetic development of all its pupils (SDPI, 1999:17).

The Planning Cycle

The planning cycle can be structured around a number of key questions, which can be related to the key processes or operations. According to UNESCO (2007:16) five basic questions has stated such as; that are we trying to achieve? Where do you stand? What changes do we require? How shall we implement these changes? And how well are we implementing our plan? These questions are directly focuses to key process of planning cycle such as mission, audit, development planning, implementation and monitoring respectively. Similarly SDPI, (1999:18) and Bell, (1998:452) identified that, the planning cycle addresses questions: where is the school now?, which focuses review of the current situation?, where do you want the school to be at the end of the cycle?, which focuses to priorities for development, how will we get there?, this is the issue of specification of targets and objectives, design detail action plans and implement the action plan, how will we check whether we are getting there?. that focuses to monitor the implementation and at the end how will we know if we have got there?, which directs the evaluation of the implementation. Furthermore, the planning process is based on annual cycles, each consisting of four sequential process or stages. In support of this idea, DES (1989:5) cited in Wallace and Mc Mahon (1994:10) identified four key stages:

1. **Audit:** a school reviews its strength and weaknesses;
2. **Plan Construction:** priorities for development are selected and then turned in to specific targets;
3. **Implementation:** of the planned priorities and targets;
4. **Evaluation:** the success of implementation is checked

In general, all these authorities commonly explain that the planning cycle as a whole starts from review (audit) the current situation, design, implement and monitoring & evaluate the output in the cycle which can be elaborated in the following.

2.2.3.1. Review (Audit) of Current Provision and Identification of Key Issues

According to DENI (2005:11), this stage involves a school in evaluating, in a constructively critical manner, the nature and quality of its provision across a wide range of areas especially the standards attained by its pupils. As a minimum, this review must examine the areas set out in the regulations. This exercise needs to involve an analysis of the performance of pupils, comparing Current performance, across the school and in each subject, with that of previous cohorts; the performance of the same cohort across different subjects and current performance against the performance of pupils in schools of similar size and /or characteristics.

The review of current school situation plays a vital role in the formulation of effective plan document. It helps the school SWOT analysis and to make decision for the effectiveness of its development planning process. In relation to this issue, SDPI (1999:18) has explained that, the purpose of the review is twofold:

***Description:** to compile a comprehensive account of the school's current situation with a view to heightening the awareness of the school community of how and why the school functions and of the context in which operates and providing data for analysis as a basis for decision making.*

***Analysis:** to establish the schools internal strength and challenges and the opportunities and threats presented by its external environment, with a view to identifying needs that must be addressed and factors that must be taken into account in planning for the development of the school and prioritizing areas for the development.*

Equally crucial in the review phase are the review instruments. SDPI (1999:20) cites survey, questionnaires, interview, checklists, and SCOT (Strengths, Challenges, Opportunities, and Threats) analysis. These instruments are meant to elicit school needs by eliciting information from stake holders. This phase is then followed by prioritization of needs that should be addressed and a number of possibilities for development (Xaba, 2006:17). This implies that school review should be conducted scientifically by using data collection instrument in order to

collect information to assess internal strength and weakness, external opportunity and threat and school needs.

Moreover, DENI (2005:11-18) has explained that, many internal and external factors will influence the effectiveness of provision within a school and as such need to be identified and their potential impact assessed. Regarding to internal environment, the audit should include a review of the performance of the school by focusing on its effectiveness in terms of the learning and the experiences of its pupils. The schools need to address the following questions like: how does our present performance compare with that of other schools operating in similar circumstances?, how does our present performance compare with the achievement of the school in previous years?, in schools, is there evidence that the pupils work and attainment in certain subjects /areas of study/ key stages/ year groups are better than others? If so why? Are some groups of pupils doing better than others? If so why? And how does the performance of boys compare with that of girls?

Moreover, many literature identified that internal review involves analyzing the statistical and other data available to the school, the extent to which the current organization and management of the school supports the delivery of the schools priorities, an assessment of teaching provided by the school, an assessment of the contribution of non-teaching staffs, review of curricular and extra-curricular provision, the effectiveness in promoting the pupils personal and social development and the effectiveness of leadership and management in promoting action to improve learning etc. regarding to the external environment the schools need to be aware of a range of factors that may impact on its work. These will include government policy and priorities related to education, local policies and their likely impact on school and changes in the community served by the school.

2.2.3.2. Design: Priorities for Action and Action Planning

Having identified, in a systematic manner, the school's strengths, areas for improvement, challenges and opportunities, the next stage is to determine priorities for the future and decide how the work will be taken forward.

Determining Priorities: In deciding on priorities for improvement the school might also wish to consider previously identified strength or areas for improvement, areas for improvement

identified during an inspection and areas relating to national or local initiatives; or an area of particular interest to parents such as pastoral care (DENI, 2005:18-19).

Due to scarce educational resources, the schools needs should be priorities. On the top of these issues, SDPI (1999:21) has explained that, the school's resources of personnel, expertise, energy, time and money are limited. Accordingly the needs and possibilities must then be prioritized in terms of their importance to the development of the school, in light of all the context factors; the current capacity of school to address them and the current commitment of the school to dealing with them.

Action Planning: In the design stage, the priorities identified in the review are translated into specific objectives or targets and action plans are designed to achieve those objectives (SDPI, 1999:21). Action plans have to be detailed and specify objectives to be achieved, action to be taken, persons responsible for auctioning those activities, costs involved, time frames and monitoring mechanisms. To ensure that implementation of the plans takes place, action planning has to be as detailed and realistic as possible (Xaba, 2006:17).

According to Wallace and Mc Mahon (1994:10), detailed plans are made for the year ahead and for the next two in outline. At the end of the initial cycle, detailed plans for the following year are made with reference to the outline plans made previously. Agreement on priorities and targets at the plan- construction stage is to be followed by the development of detailed action plans which include the identification of success criteria by which progress with implementation may be monitored. Moreover, action planning specified what is to be done who will do it? And when it will be done? Which stated in detailed objectives and targets to guides the day to day activities of the school? On the other hand, it is dealing with current school operations and allocation of resources.

2.2.3.3 Implementation and Monitoring

The implementation and monitoring of the action plan is the important stage. Many schools prepare good plans but fail to implement them effectively. Regarding to this issue, Napuk (1993) has stated that, it does not matter how well and great a plan seems to be it is useless if it fails to implemented.

During the implementation process, the tasks specified in the action plan are carried out. It is important to establish structures and procedures where by teachers involved can be supported in their work. Such support might include: the encouragement, affirmation, or advice of colleagues; secretarial, administrative or practical assistance; advice from educationalist with relevant expertise the support teams for specific programs are valuable source of advice; training in relevant skills and contact with schools involved in similar projects (SDPI, 1999:23).

Implementation is often regarded as something which is beyond the scope of planning or planners. This attitude can be explained by the fact that actual implementation of specific plan is the responsibility of technical and administrative personnel rather than planners. However, this does not mean that planners can ignore the implementation stage. On the contrary, implementation problems are widely recognized as one of the major weakness of planning in many parts of the 3rd world (Conyers and Hills, 1984:80). Grindle cited in Conyers and Hills (1984:156) suggest that nature of planning process, organization of planning and implementation, content of plans and management of the implementation process are some of the factors affecting plan implementation.

Monitoring and evaluation consists measuring the status of the activities against an expected target and allows judgment by continuous collection and analysis of information. In support of this, SDPI (1999:23) has also suggested that, constructive monitoring, or formative evaluation, facilitates effective implementation. It is a way of discovering if the plan is working and of assessing how well it is working, so that corrective action can be taken as soon as it becomes necessary. Thus, it can prevent waste of time and effort.

Monitoring procedures include: review meeting (full staff or small groups) to discuss progress in the light of the success criteria, highlight difficulties, suggest approaches to problems; informal discussion or more formal interviews with participants or stake holders to get feedback on the continuing appropriateness of targets tasks, remits, resource-specifications and time scales; observation by a mentor or critical friend (an outsider with relevant expertise) and use of formal review instruments at specified stages within the time scale of the plan.

Monitoring can lead to the adjustment of any aspect of the action plan. It is a process which the progress of implementation insures that it is operating properly or not. According to DENI

(2005:26-27), the principal will need to have internal arrangements in place to monitor progress so that he/she is in a position to report to the board of governors. As a minimum: all goals, objectives, strategies and measures outlined in the school development plan should be understood by teachers and where appropriate other staff; all staff should be aware of their responsibilities as specified in the school development plan; the senior management team should prepare and regularly review progress reports against actions and in large schools heads of department and other managers should supervise completion of tasks assigned to named individuals.

In addition to this DENI (2005:27) has summarized that, the principal's termly monitoring report offers simple headline facts in a number of areas including attendance, curriculum developments, pupil performance and summary reports from all heads of departments covering all areas of the curriculum. At year end the report also includes a section on staff performance management and staff development, and an overview assessment of progress across the development plan over the previous year.

2.2.3.4. Evaluation

Self-evaluation is the key to ongoing improvement. At the end of the planning cycle, it is important that the school community evaluate the success of the implementation in attaining the targets and addressing the school's development needs. According to Miron and Chinapah (1990:26) has defined evaluation as a process of analysis and control design to determine the relevance, effectiveness, significance and impact of specific activities and the degree of efficiency with which they are carried out. Moreover, the evaluation process reviews the extent to which it has been possible to achieve the objectives that were specified in each action plan or project: fully, partly, or not to any significant event (SDPI, 1999:24). The outcome of the evaluation feeds in to the next planning cycle.

Jeilu (2002) has also explained that, school self evaluation provides an accurate assessment of how well the school is performing and what it needs to do next, and leads naturally in to the school's development plan through the identification of school improvement priorities. As a whole one can generalize that evaluation is an exercise to assess the success and /or failure of planned objectives, programs impact and cost effectiveness to make adjustment for the next planning cycle.

The self-evaluation process is concerned with the collection of evidence in relation to the success criteria with a view to drawing conclusions and making recommendations. In relation to data gathering tools SDPI (1999:24) has also emphasized, the key tools as the evidence can be gathered from questionnaires, documents and records, discussions, interviews, pupils' work, observation, independent evaluation reports. Each action plan is evaluated in the light of the evidence, conclusions are drawn about its success, and recommendations are made in relation to future action.

2.2.4 The Participants in School Development Plans

The production of school development plan is not a task that can be undertaken by an individual working in isolation, rather it is a collaborative process that draws the whole school community together in shaping the school's future. Accordingly it requires close involvement of all the key stake holders, teaching staff, supporting staff, principal, students, parents and board of school management.

A. The Role of the Principal

The school's principal plays a vital role in the leadership and management of the planning process. They are responsible to plan all activities to be implemented throughout the year. The school principal should involve both internal school staff and students and external parents and community. Moreover, SDPI (1999:27) has stated that, the responsibility of principals under the direction of the board, with the collaboration of the in school management and the teaching staff such as initiation of the planning process, creation of a climate conducive to collaboration, motivation of the staff; establishment of the planning infrastructure; organization of activities and resources; arrangement of consultation, communication and approval procedures; and management of the plan's implementation and evaluation. Mohanty. (1990:301) has emphasized the role of principals as the principals should involve management committee and PTA members by convene meetings and holding discussion and arriving at the decision for the implementation.

B. Participation of School's Staff

The inclusion of the school's staff in both the planning process and its implementation is crucial to its success (DENI, 2005:6). In this respect, Wallace and Mc Mahon (1994:101) have suggested that within their management roles, staff led planning for the implementation of particular changes through structures and procedures developed in each school. They would draft policies for discussion by colleagues, lead meetings of staff, attend in service training courses provided in the main by LEA staff, run development activities for colleagues, procedure resources and give informal encouragement to individuals. These show that the staff plays a prominent role in the development planning process so as to make its implementation more effective.

Furthermore, DENI (2005:6) has explained that, if development planning is to lead to higher standards of pupils attainment and improvement in the quality of learning and teaching, staff must: understand the planning process; take ownership of the process and be involved at all stages; recognize that the focus is on the pupils' attainments, progress and experiences and how practice not only within but also beyond the classroom. contributes to the improvement of both attainment and enjoyment of learning; engage in appropriate professional development; be prepared; if necessary, to change their approaches to learning and teaching.

In general the school's staff including supportive staff should be involved from the beginning of the clarification of schools etho's and underpinning values as well as in the review of schools current situation. In this regard SDPI (1999:29) has suggested that, the school should be actively involved in the clarification of the school's mission, vision and aims in the review of the school's current situation, and in the establishment of development priorities. The process should be designed to enable all members of staff to participate in discussion and decision making. And also suggested that it is advisable that the support staff be consulted during the review process on aspects of school life that are relevant to their work. They should also be kept informed of the school's development plans.

C. Students Participation

As part of school's community and the primary beneficiary of school activities the students are expected to be involved in the SDP process. SDPI (1999:28) has indicated that, the education Act 1998 provides for consultation with students in the preparation of the school plan. Moreover,

students will have their views on school provision and education quality improvement. According to DENI (2005:6), older pupils can be also expected to have views on issues such as curricular choices, careers education and guidance and enrichment courses or activities. The quality and value of pupils' contribution to improving the life of the school is potentially very great, even among the younger children. The student's participation is based on the extent to which the principals and the staff are able to create opportunities and conducive climate for positive debate. On top of this, DENI (2005:7) has suggested that, consultation can be organized in a variety of ways such as by speaking directly with the pupils, the establishment of a school council, and the discussion of a particular area as a class activity, the setting up of focus groups for the particular purpose or the use of feedback sheets or questionnaires.

Taking this reality in mind, school principals and teachers have created conducive environment for active participation of the students in the school review, prioritization, implementation, and evaluation of the SDP.

D. Board of Management

Effective planning requires effective leadership from the board of governors and the principal. It is essential that both demonstrate a strong commitment to the principle of school development planning and continuous improvement. They can do this through: being actively involved with, and engaged in, the process of improvement; understanding the process and the contribution required of governors, management and members of staff and establish and agreeing the process for monitoring and review and ensuring that the arrangements put in place fulfill their function (DENI, 2005:5). Under the terms of the 1998 Education Act, it is the responsibility of the board of management to arrange for the preparation of the school plan, and to ensure that it is regularly reviewed and up dated. Accordingly, the board must ensure that the planning is done. Most of the work involved will be delegated to the principal and teaching staff, who will keep the board informed on progress. It is likely that the board will to be closely consulted on matters relating to its statutory and legal responsibilities and on aspects of the plan that have a significant financial dimension and it may wish to highlight particular issues as planning priorities. The board may participate directly in the planning process through its establishment of or representation on planning teams (SDPI, 1999:26).

E. Parents and Community Participation

The participation of the community in school planning enable them to feel a sense of belonging and be honored that they are invited to help improved the school. According to Kaufman (1995:23) when parents and community do not feel they are parts of planning the results usually will be ignored. So, parents, school board members have to be part of thinking and planning. This will help to be responsible and create a better future for tomorrow's child.

School planning, therefore, needs to incorporate the parents and community that will be affected by the plan. Thus, PTA and school board need to be consulted about their own needs. According to UNESCO (1985:23) the participation of the community in preparing educational plan takes different forms. In addition to this, SDPI (1999:28) has elaborated that, parents involvement through their representation on the board of management and through the parents' association, where one has been established, parents can readily be consulted in the clarification of the school's mission, vision and aims, the review of the school's current reality, the establishment of priorities, and the development of policies on issue such as discipline or homework. All parents should be kept informed of relevant outcomes of the planning process. In general, whatever form or ways of participation, the main idea is that the school has participated the school board and PTA in the planning of school activity (MoE, 1994:33). Lack of support on the part of parents and community to plan implementation is resulted from lack of participation from the starting of planning.

Therefore, the participation in the development of the plan from the beginning will enable not only to get the necessary resources, rich ideas and experiences that developed the plan, but also increase the quality and relevance of decisions, increase chance of success, develop sense of ownership, create smooth way for implementation and reduce the risk of remaining at a wish.

2.3 Practices of School Development Planning

It is clear that school development planning is a powerful instrument and ensures a coherent action planning process for school renewal, innovation and change in other word it is a school improvement strategy. The school development planning has been practiced in many countries to improve quality of education and learning standards. Thus, the experiences of SDP in some countries are as follows:

South Africa has some experience in the school development process and in introducing the planning by providing training for school actors. Xaba (2006) has explained that South African School Act No. 84 of 1996 requires that school governing bodies develop school mission statements and, by implication, school development plan. And he also emphasized that the training in development planning has been provided to school management teams and educators by strict officials using training manual prepared by NGOs (MSTP). However, the training varied from district, with most districts taking two days to conduct the training. This implies that even if the training was taken as the initial stages of the process, it would be cascaded to the other staff members and stake holders.

Similarly, the development planning has started in England since 1985. According to Goddard (1992) the London Borough of Enfield has required each school to produce an annual Institution Development Plan since 1985. There is, therefore, a long history of their use. Each school has adapted to its own approach to development planning adapted to its own needs and culture. This also shows that wide variation in the styles of plan produced and the process of production.

Moreover, in Ireland, Green paper (1992) and the White paper (1995) those official guidelines were issued to assist schools in the process of preparing their school development plans. SDP (1999:11) has stated that this booklet offers an introduction to school development planning process and product. It will be complemented by more detail and specific guidelines on the structure and implementation of the planning process. In similar to SASA of 1996 the education Act of 1998 of Ireland specify that it is the responsibility of the board management to arrange for preparation of the school plan and to ensure that it is regularly reviewed and updated. SDPI (1999:11) has also explained that they allow flexibility in the operation in the school development planning process and they encourage school community to customize the process to suit their own particular circumstances.

2.3.1. Lesson Learned

The practices of school development planning may vary according to the particular circumstances of the country. In this regard, Goddard (1992) has stated that, schools need to build their own SDP process to meet their own need and their own culture. However, the main focuses of SDP is improving the student's achievement and learning outcomes. In most cases, in the plan

development process, the school governing body was responsible for the preparation of SDP. Goddard (1992) has explained that, in consultation with the head teacher the governing body has clear responsibilities for the setting of schools aims, policies and resources allocation.

The school development plan, however, is needed to help the school development. Ideally, the plan should refer back to the schools vision and mission; should be detailed and realistic and the outcomes measurable; the activities should concrete and doable; the plan should not be too ambitious; should relate to the school need and address the core problems faced by the school.

2.3.2. Challenges in the SDP Process

Although school development planning has been introduced in many countries it cannot be seen as a quick fix, an easy way out of the quality problems that schools are facing. In some countries or schools within countries it is working rather well, while in many others it is just an empty shell. In support of this, Mbua (2002:93) explained that, many African countries now have educational plans. The main difficult with most of these plans is that they too rarely get off paper and into action.

Moreover, one of the major problems in the planning process is the plan preparation which can be caused by lack of skill and knowledge of planners, attitudinal problems and lack of resources. In this regard, Forojalla (1993) has identified the major problems in educational planning as highly centralized (not participative), lack of healthy communication, command oriented, lack of knowledge and understanding of planning by most of officials, limited and short time given to prepare plans, lack of educate experiences, and inadequate arrangement for coordination. Moreover, he has also pointed out the political, economic and administrative constraints are the three main factors which are affecting educational planning in Africa today. Lack of proper comprehension of the respective roles of the political and educational administrators and the planner in the systematic development of education have tended to affect educational planning in many countries.

There are also many other problems that affect the process of development planning; schools in general tend to be static. They only take action where there is a problem. Planning should take place not only to address problems, but as part of forward planning to improve the schools performance and anticipate change. In most schools the vision and mission statements are mostly

still very general and need to be elaborated in more detail and accompanied by programs of action matched to the schools capacity and needs. Many schools do not have a program relevant to their vision and mission.

2.4. School Development Planning in Ethiopia

The development of any policy and educational development plan should be based on systematic, comprehensive and in depth knowledge of the reality. In Ethiopian context, in general, education sector analysis is one of the important aspects for educational planning. The preparation and comprehensive overview of the present situation of the education sector is the first step in the planning process. Situational analysis reveals strength, weakness and helps to identify their causes, there by pointing to possible solutions for which targets and action programs should be included in the plan. According to MOE (2006:38), education sector diagnosis is a critical examination of the status, functioning and results of the education system, designed to identify its strength, weakness and opportunities for improvement.

The improvement of education quality is the current and crucial issue in the today education system of Ethiopia. Hence, to improve the quality of education much effort has been exerted in the education system of the country, specially, after 1994 promulgation of ETP by organizing (steering) the internal and external stack holders. MOE (2002:7) has stated that, after the current education and training policy is promulgated in the 1994, the education system is decentralized to the localities. Different guide lines, roles and responsibilities of different stake holders were developed to ensure successful implementation of the policy.

Moreover, the country has adopted different educational programs and an innovative strategy such as GEQIP project and SIP in order to achieve the educational objectives and meets the needs of the country. The school improvement program was introduced to the education system of the country since the last three year, in order to overcome the education quality problem of the country. According to MOE (1999), different studies conducted at different times indicated that poor student's performance at all level of education due to the school simply engaged in performing routine practice rather than systematic. Therefore, to change this condition and the quality of education MOE and regional experts were organized the schools best practices with the

best practices gained from abroad and later introduce the school improvement program to be practiced in each school since 2006.

School improvement is essential and periodical issue that focuses to improve the educational goals and process in order to the learning achievement of the students by assessing the schools domains and conducting self-evaluation (MOE, 1999). This implies that the fundamental aims of the introduced school development program are to improve students' learning achievement and the outcomes of the school in general.

Furthermore, since the main focus of the improvement is student learning and learning outcome. Therefore to this effect, first the schools have identified their weakness and strength and setting objectives and priorities by involving schools communities and other stake holders in the improvement of students learning and learning outcomes. MOE (2005) has also stated that, decentralization and the creation of PTAs is expressed in different forms which include; planning the future growth of the school together with the school community.

In this regard, the school development / improvement planning was introduced in the 2006 as strategic device to ensure the quality of education that improving the school effectiveness and efficiency. The current education and training policy (ETP) of Ethiopia encourages the decentralization educational management in which the schools produces its own development plan in its level to bring realistic improvement in the school and enhances the sense of ownership. The school community and other stake holders are highly encouraged in the process of development plan of the school.

2.4.1. The School Improvement Planning Process

The three year strategic planning of the school was started in the country from the beginning of 2000 E.C and lasted the first cycle of planning process at the end of 2002 E.C. This process was started by school self evaluation and determining priorities for implementation and believed to be a continuous school development planning. According to MOE (1999), the schools follow the process of formulation of a plan that includes the school priorities, objectives, strategies, outcomes, time frame, responsible body and evaluation mechanism, ensuring that the plan should be continuous school improvement plan and ensure school improvement, ensuring that school

improvement plan based on the feedback of school self evaluation and its implementation will ends with the achievement of the goals, filling and returning questionnaires that comes from each level of educational offices in order to support the improvement more effective, and formulating action plan that can respond to the key questions putted by the government and school improvement plan.

2.4.2. School Improvement Plan Formulation Process

MOE (1999) has explained that by considering their applicable situation, the schools should have passes through the following conditions. First, creating the awareness and understanding the readiness level of stake holders; to make participative and inclusive development plan in each planning stages, the stake holder should have good awareness, capacity and involvement readiness. Second, collecting, organizing and interpreting information: collecting information regarding to the schools current situation; strength and weakness is very important in understanding the students learning condition; periodical and current figure of the school; to formulate action plan; to indicate the school where to be achieve. Third, Goal Setting and Prioritizing; School improvement committee should have evaluate the collected information in order to setting an achievable goals and prioritizing issues that they expected to be a challenging and decided the possible solution for the problem that may faced in the implementation process. Fourth, Studying and Selecting Fruitful or Best Practices; the school improvement committee should summit to discuss the methods of studying and selecting best practices or determine the strategy to be used. However, this type of plan formulation requires collective knowledge and experiences of plan actors at school level, that is the planners should necessary be equipped with the require planning knowledge, skill and experience which make the plans effective and achievable. In this regard, MoE (2005:64) has clearly indicated that, the challenges as inadequate planning and management capacities at the lower level of the organizational structure is a critical problem in realizing the goals of education. Skills to interpret policies collect and analyze an appropriate data and enabling schools to make appropriate action to meet the minimum quality standards defined for local situation are critically lacking at the lower levels of the organizational structure.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter has been presented the research method, sources of data, sampling techniques and sample size, data collection instruments procedure of data collection and methods of data analysis.

3.1. Method of the Research

To accomplish the objectives of this study, descriptive survey research method was employed in order to assess the SDP process. Thus, descriptive survey method of research appears to be suitable for gathering and refining ample information related to the issue under study. According to Best and Kahn (1999), descriptive survey method is more effective to investigate the phenomena in assessing the performance in their natural setting. Basically, survey method helps to obtain first hand information from small samples representing large size population and also enables the researcher to have multiple methods of collecting information to access the existing situation or the current practices of SDP process. Descriptive survey method focuses on investigating the issues, practices and problems of the target schools.

3.2. Sources of Data

Both primary and secondary sources of data were used in the study. The primary data were gathered from key informants such as school leaders (principals, vice principals, unit leaders, and department heads), teachers, students (student council), PTA and expertise of planning and statistics from Woreda Education Office (WEO). The selection of these respondents as sources of data was based on the expectation that they may have better information and experience in relation to the SDP process. The secondary resources of data include the plan documents such as the three years development plans and action plans and implementation reports in order to substantiate the data obtained from primary sources.

3.3. Sampling Techniques and Sample Size

East Arsi zone has 24 woredas and 1 town administration which encompasses 50 secondary schools, out of which 16 secondary and preparatory schools (9-12), 1 preparatory school (11-12) and 34 general secondary schools (9-10), with 2001 teaching staff and 62,707 students in secondary schools of the zone, according to enrollment statistics of 2003 E.C. It would be difficult and unmanageable to include all then school population in the study, so that, it was very important to determine and identify the number of woredas and schools that would serve as representative sample to generalize the findings to the study population.

The primary sampling units were five woredas, which taken out of 24 total woredas by using simple random sampling and one town administration using purposive sampling techniques. Accordingly, 5 woredas (Dodota, Digelu and Tijo, Hetosa, Munnesa and Tiyo) and Bekoji town, which encompasses 14 secondary schools (9 general secondary school and 5 secondary and preparatory schools) with their 670 teaching staff and 19,674 students population were taken as primary sampling units for this study. To represent these sample woredas and town administration, 6 secondary schools were selected randomly, that is 1 secondary school from each selected woredas (5 secondary and preparatory school and 1 general secondary school).

To make the study more comprehensive the information was collected from various sources such as school leaders, teachers, students, woreda education office experts and PTA. Based on the assumption that they can give relevant and necessary information due to their involvement in school management and leadership activities as well as in the school improvement committee (SIC) those have well experience and understanding of the process of SDP, thus respondents were included by using purposive and simple random sampling methods. Moreover, the school principals, vice principals, unit leaders, PTA members, WEO experts of planning and statistic and student council were selected by using purposive sampling technique. The students' council was taken purposively on the assumption that they participate in school management, SIC and school development planning process whereas, teachers and department heads were included by simple random sampling technique. This is led to give each teacher and department head an equal chance of being included in the sample. On top of this, Koul (1996:109) has stated that, simple random sampling gives each units of population equal opportunity of being selected.

Generally, a total; of 222 respondents were selected for the study. Out of which 192 respondents (48 school leaders, 36 students, and 108 teachers) were selected to fill the questionnaires, 12 planning and statistics expertise from WEO, 18 PTA members were selected for interview.

3.4. Data collection Instruments

Quantitative and qualitative data were used in the study. The data were collected by using questionnaires, interview and document analysis.

A. Questionnaire

The questionnaires were designed to collect data from school leaders, teachers, and students. In order to collect data from these groups of respondents, two types of questionnaires were employed for school leaders and teachers and for students in order to provide an appropriate question according to their characteristics. The questionnaire is very important to collect information from large number of respondents and can be easily and quickly analyzed after data gathering work completed. The questionnaire was developed on the bases of basic research questions and available related literature. The questionnaires were designed as both open-ended and close-ended items. Most of closed-ended items were formulated in five point likert scales manner and very few items were designed with multiple choice. Open- ended item were formulated in a away that they let the respondents to freely expresses their idea.

The questionnaire has two major categories: the first part was about the respondents personal characteristics and the second part was about the school development planning process, which sub divided in to 4 domains such deals with key operations of planning cycle, involvement of stake holders, strategies and mechanism of implementation, monitoring and evaluation and the potential challenges in the process of SDP.

The designed questionnaires were piloted at one of the government school, Gunguma general secondary school found in Munnesa woreda of East Arsi zone which was not included in the sample schools. A total of 18 randomly selected respondents were participated in the process of pilot study. These respondents were including 4 school leaders, 10 teachers and 4 students. The purpose of the pilot study is to assess the relevance and reliability of the instruments designed to collect data for the study. Cronbach's alpha is often used to measure the internal consistency. By

using this measurement, the reliability coefficient of questionnaires was tested. As a result, the reliability coefficient for school leaders and teachers was 0.83 and 0.65 for students. This shows that the tools (designed questionnaires) were reliable. This is often the case with attitude instruments that use the Likert scale and the Cronbach's alpha is usually used for scores which fall along a continuum. On the bases of the information obtained from the pilot study, three difficult items were avoided from student's questionnaire, one some vague statement was made clear and writing errors were corrected.

B. Interview

Semi-structured type of interview was employed in the study to collect data from PTA members and expertise of WEO by the researcher himself on face to face communication bases. Unstructured type of interview was also employed to collect information from school principals. This instrument helps the researcher to have more relevant and valid information for triangulating and supplementing the quantitative data gathered through questionnaires.

C. Document Analysis

Document review enables the researcher to observe the subject of the study in their natural setting and obtaining more accurate, valid and reliable information. Based on this reality, the researcher has reviewed the three years plan documents i.e. the first cycle (2007/8 -2009 /10) and the current (2010/11 – 2012/13), the present academic year action plan (2010/11) and performance reports as well as evidences of school development plans.

The central purpose of the document review was to assess what has planned, how it was planned, its involvement and its implementation manner.

3.5. Procedures of Data Collection

To gather accurate data the researcher was followed the following procedures. After the pilot study, the field work activities were carried out. During the field work activities, the first contact was made with the school principals and units coordinators in order to establish smooth relationship with the individuals as well as to achieve the purpose of the study. The objectives of the study were explained to all of the respondents in the target schools. Before utilizing any of the instruments, brief explanation was provided to the respondents for ensuring transparency and clarity. Next, the prepared questionnaires were distributed and decisions made regarding a time

for collecting questionnaire were done through mutual discussions between the researcher and the respondents.

The interview was conducted with all selected participants for interview in a conversational and friendly atmosphere using Afan Oromo language so that it would be easy to communicate. By starting with a few outlined questions, intensive interview was held as further issues immersed in the process.

The observation was made to gain information that can not be obtained through questionnaires. The researcher, requested the school principals in order to gain the available and necessary documents and critical observation was made by using checklist and rough paper to record what observed on the bases of the issues to be assessed. During document analysis the unstructured interview was made with school principals on the important issues observed. Finally, the distributed questionnaires were collected carefully from respondents and data collected through interview and observation were made ready for next process.

3.6. Methods of Data Analysis

In this study, both quantitative and qualitative data were used and analyzed accordingly. Mixed methods approach (quantitative and qualitative methods) was used so that it can be helpful to come up with well validated and substantiated findings (Creswell, 2003).

The quantitative data was analyzed using suitable techniques. After collecting the quantitative data, the responses were coded on designed coding sheet. The result of each item were tabulated, arranged, summed up and treated using statistical analysis such as percentage, mean score, weighted mean vales and an independent Chi-square test to check if there is statistically significant difference among the responses of the respondents in terms of responding to the given items. These statistical tools were selected because it is probably the most important measures to describe the extent of practices in the process of SDP. The response categories on attitude scale having five (5-1) levels were collapsed to below average (1-2.5), average (2.5-3.5) and above average (3.5-5). This was to make the interpretation easier based on a few response categories.

The qualitative data which obtained from interview document analysis and open-ended questions were analyzed by descriptive narration following the analysis of each of the quantitative data as needed.

Finally, depending on the results of the analysis, interpretations and discussions were made to clarify the issues and based on the major finding of the study, the conclusions was drawn and the necessary and workable recommendations were forwarded.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter has six parts. The first part reports on the characteristics of respondents. The second part deals with the presentation, analysis and interpretation of data collected on school development planning process from different groups of respondents in four sub parts.

4.1. Characteristics of Respondents

Different groups of respondents were included in the study to diversify the sources of information. Accordingly, 12 planning and statistics experts from WEO, 18 PTA members, 48 leaders (6 principals, 12 vice principals, 12 unit leaders and 18 department heads), 108 school teachers and 36 students' council, those may involved in school management were selected for the study from six secondary schools of six sample woredas of East Arsi zone. From the total respondents (222), the questionnaires were distributed for 192 (86.5%) respondents such as school leaders, teachers and students. Whereas 30 (13.5%) of respondents (planning and statistics experts of WEO and PTA members) were interviewed.

However, of the total of 192 questionnaire distributed for the school leaders, teachers and students 84.4% (162) of the questionnaire were filled and returned correctly, but 15.6% (30) of the respondents did not return the distributed questionnaire, some of them did not complete the questions and some of them did not return totally. From the total respondents those filled and returned questionnaire the school leaders comprises 26.54% (43), teachers 53.7% (87) and students were 19.75 (32).

Furthermore, in order to get other basic information of the schools practices regarding to the planning process, the available document analysis was conduct by using checklist. So that the data collected from different groups of respondents through different tools was analyzed and interpreted. Concerning the characteristics of study population (sample respondents) the following tables portrays the respondent's responsibility, sex, qualification and service year consequently.

Table 1: Respondents Distributed by Responsibility and Sex

Responsibility	Sex				Total (N=162)	
	Male		Female		No	%
	No	%	No	%		
School Leaders	36	83.72	7	16.28	43	26.54
Teachers	69	79.31	18	20.69	87	53.70
Students	21	65.63	11	34.37	32	19.75
Total	126	76.22	36	23.78	162	100

N= Number of respondents, % percentage calculated for N.

Table 1, shows that 83.72% (36) of school leaders were males and only 16.28% (7) were females. In the same way the sex distribution of teachers indicates that 79.31% (69) were males and 20.69% (18) were females. Whereas 65.63% (21) were male students and 34.37% (11) were females. This implies that both the school leaders' positions and secondary school teachers were dominated by male, yet the females were not becoming to the position of school leadership and secondary school teachers. Similarly, in the school the student's council and committee leaders were dominated by male students. Generally, the data reveals that there is a gap of the gender equality with regards of the leadership position in the schools under consideration.

Table 2, shows educational level / qualification of the respondents. The educational qualification distribution of respondents shows that the large number of school leaders 93% (40) were BA/BEEd, low number 4.65% (2) were Diploma holders and very low number 2.32% (1) were MA/MSc. Similarly, 88.5% (77) teachers were BA / BSc/BEEd, 8.04% (7) were Diploma and 3.45% (3) of teachers were MA/MSc holders.

Table 2: Respondents Distribution by Education Level /Qualification

Variables		Respondents						Total (N=162)	
		School Leader (N=43)		Teachers (N=87)		Students (N=32)			
		No	%	No	%	No	%	No	%
School Leaders and teachers qualification	MA/ MSc	1	2.32	3	3.45	-	-	4	2.47
	BA/BSC/BEd	40	93	77	88.5	-	-	117	72.22
	Diploma	2	4.65	7	8.05	-	-	9	5.55
	Total	43	100	87	100	-	-	130	80.25
Students Education Level	Grade 12	-	-	-	-	10	31.25	10	6.17
	Grade 11	-	-	-	-	8	25	8	4.93
	Grade 10	-	-	-	-	10	31.25	10	6.17
	Grade 9	-	-	-	-	4	12.5	4	2.47
	Total	-	-	-	-	32	100	32	19.75

N= number of respondents, % percentage calculated for N.

This implies that there are good human power / potential in the schools that can practice the process of school development planning and teacher’s qualification standards set for secondary schools.

Whereas, 31.25% (10) of students were taken from grade 12, 31.25% (10) were from grade 10, 10.25% (8) were from grade 11 and low percent 12.5% (4) of students were taken from grade 9. This indicates that the majority of the students were taken from upper grade level for the assumption that they have good understanding on the process of school development planning.

Table 3, portrays respondents distribution by work experience and training on school improvement planning. Regarding to work experience majority of school leaders 37.20% (16) were in service year group 6-10, and 20.93% (9), 13.95% (6) and 11.63% (5) were in year group between 11 & 15, 16 & 20 and above 20 years respectively. This implies the majority of the school leaders have good work experience. 49.42% (43) of the school teachers were in 5 and below years work experience, 31.03% (27) of teachers were in service year group between 6 & 10 and the remains percentage were above 11 service year.

Table 3: Respondents Distribution by Work Experience and Training on School Improvement Planning

Variable		Respondents							
		School Leader (N=43)		Teachers (N=87)		Students (N=32)		Total (N=162)	
		No	%	No	%	No	%	No	%
1. Work experience for school leaders and teachers	5 or below 5 years	7	16.28	43	49.42	-	-	50	38.46
	6-10 years	16	37.20	27	31.03	-	-	43	33.08
	11-15 years	6	13.95	-	-	-	-	6	4.62
	16-20 years	9	20.93	7	8.05	-	-	16	12.30
	Above 20 years	5	11.63	10	11.49	-	-	15	11.54
Total		43	100	87	100	-	-	130	100
2. Training on school improvement planning	Yes	22	51.16	35	40.23	10	31.25	67	41.36
	No	21	48.84	52	59.77	22	68.75	95	58.64
Total		43	100	87	100	32	100	162	100

N= Number of respondents, % percentage calculated for N

This reveals that the majority of the school teachers were in the service year below 10, which indicates the majority of the school teachers have fresh mind. Even though they have low work experience, they have better motivation and interests than teachers with better work experience. They need consultative and supportive leadership than directive leadership style.

Item 2 reveals that more than half 58.64% (95) of the respondents were not participated on any training related to school improvement planning process. But 41.36% (67) of them were obtained training related to development planning issues. As the trained respondents were identified, the training was given on the issues such as four domains of school improvement program (school management, health school environment, teaching-learning process and community participation), how to improve students achievement, how to plan and implement the three-year plan of the school, teachers development program, the role of students in education quality improvement and on the six packages of education quality improvement program. Although, the training was given on these issues for school leaders, teachers and students at woredas and

level, these actors were not satisfied with the training given for them. This data may show that more than average of the school community's were not obtained training on the issues related to school development planning process and the given training by itself was not enough (sufficient).

4.2. Analysis of School Development Planning Process

This section deals with the analysis of school development planning cycle operations. The involvement of teachers, students and community and resource utilization, implementation strategies and monitoring and evaluation mechanism of SDP in the schools and potential challenges regarding to school development planning process.

4.2.1. Analysis of the School Development Planning Cycle

The school development planning cycle comprises four key operations: review (audit) of their current status and identification of the key issues, design, implementation and evaluation. Thus, the following part reports on the extent to which the schools performed these key operations of the planning cycle of SDP.

4.2.1.1. Key Areas of the School Review/ Audit of Current Status and Identification of Key Issues

In order to design effective school development plan, the schools need to review (audit) their current status, internal and external environment weakness and strength, identify issues (conditions) of external opportunities and threats. School internal conditions refers to the internal features of the school that enables the school to be effective in its work and the external conditions refers to the existence of supportive external environments for school improvement that involves policy context, strategies and commitment and capacity of external community.

The school internal and external review of its performance is also focuses on its effectiveness in terms of the learning and the experience of its pupils. So that it is very important to assess the key areas of the school review.

The information pertaining to these conditions (key areas of review) was gathered by using a five point Likert scale and analyzed by using mean and weighted mean values. The following table shows the informants response on items related to key areas of the school review.

Table 4: Rating of responses on the key areas of the review

No	Items / Statements	Mean value (\bar{x}) of respondents			WM
		SL (N=43)	Teachers (N=87)	Students (N=32)	
1	Schools internal and external review of current status	4.3	3.87	3.46	3.87
2	Identification of the weakness and strength of organization and management	4.18	3.59	4.46	3.74
3	Identification of the weakness and strength of teaching-learning process	4.27	3.90	3.46	3.87
4	Reviewing the existence resources	3.79	3.45	3.43	3.55
5	Reviewing the condition of the school environment	4.34	3.90	4.03	4.09
6	Assessing of community participation	3.62	3.34	3.25	3.40
7	Reviewing government policies and priorities	4.2	3.75	3.65	3.86
8	Assessing the commitment of stake holders	4.04	4.12	3.18	3.78
Agr. Mean		4.09	3.74	3.49	3.77

NB. Detail of rating of responses is attached in the appendix G-1. Mean < 1.5 strongly Disagree; 1.5 ≤ Mean < 2.5 Disagree, 2.5 ≤ Mean < 3.5 undecided, 3.5 ≤ Mean < 4.5 Agree, Mean ≥ 4.5 strongly Agree. Mean value calculated for each groups of the respondents.

An illustrated in Table 4, respondents were requested to rate the listed items of the key areas of school review. Accordingly, the respondents were show their agreement that the schools were conducted their internal and external review of the current status so as to identify weakness and strength in the preparation of school development plan with weighted mean value of 3.87. Beside this, the researcher was observed the available evidences which show as the schools were conducted internal and external conditions assessment in order to identify the priorities for planning.

Similarly, as it can be seen from the Table 4, the schools were conducted the review of their current status on the domains of school improvement program, before the preparation of their SDP documents. Thus, the respondents were agreed that the schools were identified the weakness and strength of the school organization and management with weighted mean value of 3.74, the strengths and weaknesses of the teaching-learning process with weighted mean value of 3.87,

reviewing (auditing) the availability of existing resources with weighted mean value of 3.55 which helps to ensure the resource feasibility in the planning process and reviewing the condition of the school environment with weighted mean value of 4.09, which also helps the schools to create conducive school environment. But, the respondents were unable to decide whether or not the schools were conducted an assessment of community participation with weighted mean value of 3.40. This may be due to the fact that the schools were give low emphases to community participation. However, participating of the community in the school affairs has a far greater opportunity to understand the complexity of the learning process in schools and improvement the willingness and commitment of community to support the school. In support of this idea, ESDP Implementation Manual (MoE, 1998:43) stated that community participation is one of the strategies that should be used to achieve the goals. This shows that the importance of community participation in the achievement of educational goals.

Beside the assessment of internal condition, the schools need to identify the external opportunities and threats. In this regard, items of the Table 4, show that reviewing the government policy and priorities related to education was agreed by all groups of respondents with weighted mean value of 3.86. This implies that the school development plan is prepared under the frame work of government education policy and emphasized the priorities of the education system of the country. In the same way, the respondents were agreed that an assessment of the community and other stake holders' commitment with weighted mean value of 3.78. This also helps the schools to identify the external opportunities with regards to commitment of community, parents and other external and internal school community.

Generally, the data clearly implies that the strength of the schools under study in the identification of their internal weakness and strength in school organization and management, teaching-learning process, school environment, the availability of existing resources and their external opportunity and threat regarding to government policy and priorities, community commitment and potential in the design of their school development plan.

4.2.1.2. Design Priorities for Action and Action Planning

The review of literature revealed that the priorities for development are selected and planned in detailed for one year and supported by action plans or working documents for staff. Due to the limited resources of the schools, such as financial, human and material resources, the needs and

possibilities of the school must be prioritized in terms of their importance to the improvement of the school and to ensure the quality of education, in light of the context factors.

Accordingly, the action plans should contain the detailed objectives and activities to be achieved for the year ahead. The priorities of the school were properly communicated to key actors and partners (creating awareness) for success of implementation.

Table 5: Rating of responses on the design stage / priorities for action planning

No	Items	Respondents mean value (\bar{x})			WM	X ²
		SL (N=43)	Teacher (N=87)	Students (N=32)		
1	Prioritization of the needs.	3.97	3.68	3.71	3.78	13.34
2	Prioritization of the needs in terms of their importance to school development.	4.72	3.88	3.78	4.12	9.64
3	Prioritization of the needs in terms of current school capacity.	4.11	3.88	3.71	3.88	16.68
4	Needs prioritization in terms of current commitment.	3.88	3.67	3.56	3.74	9.91
5	Priorities translated into specific and detailed objectives and targets.	3.86	3.41	3.75	3.67	11.92
6	Action plan includes clear strategies, indicators of success, time line, responsibility and cost.	3.76	3.62	3.56	3.64	19.32
7	The involvement of key stake holders in the determination of priorities.	4.02	3.71	3.65	3.81	10.21
	Agr. Mean	4.06	3.69	3.67	3.89	

NB. Details of rating responses are attached in the appendix G-2. Mean < 1.5 very poor, 1.5 < Mean <= 2.5 poor, 2.5 < Mean < 3.5 fair, 3.5 < X < 4.5 good, Mean ≥ 4.5 very good. Chi-Square tabul. Value = 15.51, at df=8, and alpha 0.05 level of significant.

Regarding to this issues, the responses were gathered from different groups of respondents in order to assess the extent to which the school determined and planned the priorities for school development by using the five point Likert scale of every good (5), good (4), fair (3), poor (2), very poor (1). The mean scores below 2.5 were taken as weakness and above 2.5 were taken as strength.

Table 5, illustrates that the extent to which the school prioritize its needs in terms of their importance to the school development, current capacity of the school and current commitment to dealing with them was good as rated by all groups of the respondents which indicated in items 1,2,3, and 4 with their weighted mean values of 3.78, 4.12, 3.88 and 3.74 respectively. Similarly, as indicated in items 5 and 6 the extent to which the priorities translated into specific or detailed objectives and targets in the action plan and the action plan includes clear strategies, indicators of success, time line, responsibility and cost to address the priorities were rated as good with the weighted mean values of 3.67 and 3.64 respectively. This shows that, not detailed as expected in the action plan.

Beside this the researcher was observed the schools action plans and realized that as it contain detailed objectives and targets and clear strategies, indicators of success, responsible body and evaluation strategies in some extent due to the fact that shortage of planning technique or skill of the planning body. This may indicates shortage of continuous training regarding to school development planning process.

As it can be seen from item 7 of Table s the extent to which the school involve the key stake holders (i.e. students, teachers, parents and management of school in the determination of the school priorities was rated as good with weighted mean value of 3.81. This shows that the schools were emphasized the needs of the key stake holders in its development planning.

In order to test the significance difference among the responses of the respondents, chi-square test (X^2) was applied. Hence, the calculated chi-square test (X^2) for items 3 and 6 is 16.68 and 19.32 respectively, which are greater than the critical value ($x^2_{cv}=15.51$) at alpha 0.05 level, then there is significance of difference among the responses of the respondents. But for the other items of table 6 above, the chi-square test (X^2) are less than the critical value ($x^2_{cv}=15.51$) at alpha 0.05 level, that indicates there is no significance difference among the responses of respondents. The respondents have the same opinion regarding to the issues raised in Table 5 above.

Furthermore, the majority of the respondents were listed down their schools' current priorities to be addressed. These are improving the students result, reducing dropout rate, fulfilling the schools material and facilities, creating good school environment, enhancing the teachers Continuous Professional Development (CPD), improving the students discipline and improving

community participation are the most common priorities in the schools under consideration in order to improve the quality of education.

4.2.1.3. Plan Implementation

It is clear that school development planning is a powerful instrument for school improvement and ensures a coherent action planning process for school renewal, innovation and change (Xaba, 2006:23). This is realized only if the workable action plan designed. The integral to the school development plan is an action plan which supports the targets and set out clearly the actions required to achieve them.

The action plans are therefore, the formal expression of a school's strategies for improvement. It is especially important that, once created, appropriate attention should be given to ensure that they are implemented effectively and efficiently.

Therefore, the information pertaining to the implementing issues was gathered by using a five point Likert scale and the mean weighted mean values and chi-square test (X^2) were used for analysis. As a result, the mean values that found below the average were taken as a weakness and above the average were taken as strength of the school in the implantation issues. The following Table show the informants response on items related to implementation.

Table 6: Rating of the responses on the plan implementation issues

No	Items	Respondents mean value (x)			WM	X ²
		S.L (N=43)	Teachers (N=87)	Students (N=32)		
1.	Collaboration and consultation for plan implementation.	4.09	3.87	3.90	3.95	11.22
2.	Awareness and training in the implementation.	3.95	3.62	3.46	3.67	8.24
3.	Stake holders know their responsibility.	3.76	3.62	2.94	3.43	14.21
4.	The school develop external cluster network.	3.51	3.27	3.12	3.3	9.24
5.	The school uses a guide line for plan implementation.	3.93	3.67	3.65	3.75	17.04
6.	All intended activities are implemented within its limited time.	3.67		3.53	3.57	12.48
7.	Plan implementation meets objectives of the school.	3.90	3.74	3.71	3.78	11.35
	Agr. Mean	3.83	3.61	3.47	3.63	

NB. Detail of rating responses is attached in the appendix G-3. Mean < 1.5 strongly disagree, 1.5 ≤ Mean < 2.5 disagree, 2.5 ≤ Mean < 3.5 undecided, 3.5 ≤ Mean < 4.5 agree, Mean ≥ 4.5 strongly agree. Chi-square tabul value = 15.51, at df = 8 and alpha 0.05 level of significant.

As illustrated in Table 6, respondents were requested to rate the level of plan implementation practice in their schools. So that, the respondents were agreed that the implementation of the plan was assisted by an appropriate structures for collaboration and consultation with weighted mean value is of 3.95. Thus, the increased collaboration and participation by all staff is generally central to successful planning. The respondents also agreed that the participants gained information and training relation to plan implementation with mean weighted value of 3.67. In order to sustain and reproduce the effort of participants of the achievement of school goals, it is quite important to strength the capacity building activities in the school development plan implementation. Similarly, respondents were agreed that the school use a guide line for implementation of the plan with weighted mean value of 3.75, the school implement all intended activities within its limited period of time with weighted mean value of 3.57 and the school plan implementation meets the objectives of the school with weighted mean value of 3.78.

On the other hand, as it can be seen from items 3 and 4 of Table 6, the respondents were unable to decide whether or not all stake holders know their responsibility as specified in the plan with weighted mean value of 3.43, but the mean values calculated for school leaders and teacher indicate as they agree with the issue of item 3. Similarly, respondents were unable to decide either or not the existence of external cluster network with 3.3 weighted mean value of item 4.

The Chi-square test was also employed to test significance differences of responses among the groups of respondents, in rating the plan implementation issues. Hence, the calculated chi-square value (X^2) for all items of Table 6, except item, 5 are less than the critical value ($X^2_{cv}=15.51$) at $df=8$ and $\alpha= 0.05$ level of significance. These indicates there is no a statistical significant difference between the opinions of the respondents. But on item 5 the calculated chi-square are value (X^2) is 17.04, which is greater than critical value ($X^2_{cv}=15.51$). This shows there is different opinion among the responses of the respondents.

Generally, the analysis of the indicators information which indicates that the extent to which the schools under study practiced (implemented) all the intended activities for the achievement of the school goals were rated as good. But, as the interview made with some school principals, there is the problems of resistance and commitment of the staff. This due to the fact that basically the plan did not involved these actors in its formulation process.

4.2.1.4. Evaluation

Evaluation is an exercise to assess the success and/or failure of the planned objectives, impact of programs and the degree of efficiency with which they are carried out. It is the last step of the planning cycle. It is very important that the school community evaluate the success of the implementation in attaining the targets and addressing the school development needs at the end of the planning cycle. The school self evaluation provides an accurate assessment of how well the school is performing and what it needs to be next and leads naturally in to the school improvement priorities.

Table 7; illustrate the information /responses on the evaluation system of the school development plan implementation. The respondents were requested to rate how much time their school practices the items given in the Table 7, below.

As it can be seen in Table 7, for item 1, the school evaluates itself in relation to the success criteria was rated as sometimes by 52.4% (85) and mostly by 45.1 % (73) of the respondents. For the item 2, the outcomes of the evaluation feeds in the next cycle of planning was rated as sometimes and mostly by almost equal percent of the informants 46.9 % (76) and 46.3% (75) respectively. This shows the schools under consideration uses the feedback of evaluation for the betterment of the next planning cycle. Similarly, items 3, 4 and 5 were rated as sometimes that is the action plan is evaluated in light of evidence gained through data collection tools by 46.3% (75), the community participation in the evaluation of the school performance by 51.9% (84) and the outcomes of the evaluation is reported to the school community and parents by 55.5% (90) of respondents.

Table 7: Rating responses on the evaluation system of the school development

Planning process

No	Items	Rating	Respondents								X ²
			SL (N=43)		Teacher (N=87)		Students (N=32)		Total (N=162)		
			No	%	No	%	No	%	No	%	
1	The school evaluate itself in relation to the success criteria	Mostly	21	48.84	41	47.13	11	34.4	73	45.1	3.48
		Sometimes	21	48.84	43	49.43	21	65.6	85	52.4	
		Never	1	2.33	3	3.45	0	0	4	2.5	
2	The outcomes of the evaluation feeds in the next planning cycle	Mostly	18	41.86	42	48.28	15	46.88	75	46.3	1.54
		Sometimes	22	51.16	38	43.68	16	50	76	46.9	
		Never	3	6.98	7	8.04	1	3.12	11	6.8	
3	Action plan is evaluated in light of evidence gained through data collection tools	Mostly	15	34.88	30	34.48	11	34.4	56	34.6	2.7
		Sometimes	23	53.49	39	44.83	13	40.6	75	46.3	
		Never	5	11.63	18	20.68	8	25	31	19.1	
4	Community participation in the evaluation	Mostly	16	37.2	25	28.7	9	28.12	50	30.9	3.6
		Sometimes	24	55.8	43	49.4	17	53.13	84	51.9	
		Never	3	6.98	19	21.8	6	18.75	28	17.2	
5	The out come of the evaluation is reported to the community and parents	Mostly	15	34.88	20	22.99	10	31.25	45	27.8	6.57
		Sometimes	25	58.14	51	58.6	14	48.75	90	55.5	
		Never	3	6.98	16	18.4	8	25	27	16.7	

Chi-square tabul value = 9.49, at df = 4 and alpha = 0.05 level of significant

Generally, the rating responses of these indicators of evaluation system shows that the schools under study were performed the activities, sometimes, but, regularly and systematically

evaluation of schools activities and results by comparing to the reference model is used to define the strength and weakness to be improved and set up action plan.

For the items of Table 7, the chi-square test (X^2) was applied in order to determine the significance difference among the responses of the groups of respondents. Hence, the calculated chi-square values (X^2) for each items are less than the critical value ($X^2_{cv} = 9.49$) at $df = 4$ and $\alpha = 0.05$ levels. This comparison of chi-square (X^2) and critical value indicates there is no statistically significance difference between the opinions of the respondents. There are in agreement on the evaluation system of the SDP process.

Moreover, the interview held with WEO department of planning and PTA members reveals that the existence of gap in the report of school self-evaluation results to the community and parents and the involvement of parents and community in the evaluation of school performance. The schools reports its performance, problems that faced the school and its evaluation result only once at the end of the year for parents and community.

4.2.2. The Involvement of Teachers, Students, Community and Mobilize Other Resources in the Planning Process

This part deals with the participants in the school review process and utilization of data collection tools and other resources.

4.2.2.1. The Participants in the School Review and Data Collection Tools

The collaboration and coordination of the stake holder in the school development planning is crucial in the generation of shared vision, mission, goals, SWOT analysis, and identification of priorities and create bases for action. Similarly, equally crucial in the review phase are review instruments. These instruments used to elicit information from students, teachers, parents and community to identify their needs and incorporate in the school development planning.

As illustrated in the Table 8, the respondents were requested to rate the extent to which the school involve the key participants in the review process and the extent to which the schools uses various data collection instruments by using five point of Likert scale.

Table 8: Rating of Responses on Participant Involvement and Data Collection Tools in the School Review

Items	Mean vale (\bar{x}) of Respondents			WM
	SL (N=43)	Teachers (N=87)	Students (N=32)	
1. The extent to which key participants involved in the school review process				
• Teachers	4.55	4.31	4.25	4.37
• Students	4.06	3.71	3.68	3.81
• Parents	3.18	3.10	3.46	3.24
• Community	3.11	3.12	2.93	3.05
• Board of management	3.88	3.40	3.46	3.58
Agr. Mean	3.75	3.52	3.55	3.61
2. Data collection instrument				
• Questionnaire	3.03	2.37	2.03	2.47
• Interview	3.41	2.71	2.31	2.81
• Observation check list	3.81	3.37	3.28	3.49
Agr. Mean	3.42	2.81	2.54	2.92

NB. Detail of rating responses is attached in the appendix G-4. Mean < 1.5 V.P, 1.5 ≤ Mean < 2.5 P, 2.5 ≤ Mean < 3.5 F, 3.5 ≤ Mean < 4.5 G, Mean ≥ 4.5 V.G. Mean value calculated for each groups of the respondents.

As a result, each group of respondents were indicated that the extent to which the schools involved the teachers, students and board of management as good with weighted mean values of 4.37, 3.81 and 3.58 respectively. However, the participation of the parents and community were respond as fair with weighted mean value of 3.24 and 3.05 respectively. This data show the schools did not effectively involved the parents and community in the review for school development plan formulation.

Moreover, the interview held with PTA and unstructured interview held with school principals revealed that the parents and community were not participated in the review of the schools current status to identify the strength and weakness of the schools for purpose of school development plan formulation. Community and parents participated through their representative (PTA and KETB) most of the time when the schools were faced with a disciplinary problems and

budgeting issues, unless articulating the school vision, mission and aims and the plan document being prepared by just a few (the principals and vice principals).

According to the opinion of school principals, it is time consuming to involve parents and communities in all activities of planning. The point is that the more people are participating, the more representative the plan will be and the stronger the commitment, but also the more complex and the time consuming will be the procedure (UNESCO 2007:15). This is to show that the involvement of parents and community in the planning process will improve the commitment and produce better results unless; the process will be complex and time consuming.

On the other hand the production of school development plan is not a task that can be undertaken by an individual working in isolation. Therefore, it requires close involvement of all staff, particularly teaching staff in the process and consultation with others, especially parents and pupils.

As indicated in item 2, of Table 8, the extent to which the schools use questionnaire to collect data from teachers, students, parents and others was rated by respondents as poor with weighted mean values of 2.47. The utilization of interview and observation check list was rated as fair with WM value of 2.81 and 3.49 respectively. This data clearly implies that weak utilization of data collection tools in the school review process.

4.2.2.2. Utilization of Human and Financial Resources in School Development Plan Implementation

The other aspect of plan implementation is ensuring the availability and utilization of the resources which is very important to implement the intended activities. In this regard, Seyoum (1996:25) has indicated that, the availability of resources is quite indispensable to the effective implementation of educational reform. Without sufficient allocation and wise use of financial resource, required man power and material, good implementation of plan cannot be expected.

Accordingly, the following Table portrays, the responses of respondents on the resource utilization issues raised for rating.

Table 9: Rating of Responses on Resource Utilization

No	Items	Respondents mean value (\bar{x})			WM
		S.L (N=43)	Teachers (N=87)	Students (N=32)	
1.	Utilization of Human Resources Effectively.	4.11	4.02	4.03	4.05
2.	The involvement of community and parents in the day to day schools operations.	3.09	2.88	2.46	2.81
3.	Fairly allocation and properly utilization of the available financial resources.	3.9	3.6	3.59	3.6
4.	All budgets are used for anticipated educational objective.	4.06	3.55	3.34	3.65
5.	Transparency of financial utilization.	3.88	3.27	3.5	3.55
6.	Utilization of available physical resources.	3.97	3.56	3.59	3.70
Agr. Mean		3.83	3.48	3.41	3.57

NB. Detail of rating responses is attached in the appendix G-5. Mean < 1.5 strongly disagree, 1.5 ≤ Mean < 2.5 disagree, 2.5 ≤ Mean < 3.5 undecided, 3.5 ≤ Mean < 4.5 agree, Mean ≥ 4.5 strongly agree

As a result the respondents were agreed that their schools was utilized their human resource (teachers, students and school management) effectively with weighted mean value of 4.05. Whereas, the respondents unable to decide whether the parents and communities are involved in the day to day school operations or not with weighted mean value of 2.81. The data shows that the schools under study were highly utilized the internal stake holders (teaching staff and students) rather than external stake holders (parents and community).

Regarding to financial resources the respondents were agreed with that their school is fairly allocate and properly utilize the available financial resource with weighted mean value of 3.6. As a result, all the educational budget is used for anticipated educational objectives of the school which respondents were showed their agreement with weighted mean value of 3.65 and they were also agree with the existing of good transparency of financial utilization in the school with weighted mean value of 3.55. Similarly, the respondents were agreed that the school uses the available physical material resources (physical buildings, furniture's and equipments) effectively with weighted mean of 3.70.

Concerning to financial administration, the interview held with the experts of WEO and PTA members was identified that the activities of budget preparation was rests to the school principals and appraisal of how it spent is sometimes made by school board and PTA. To participate the community in the financial management of the school, specially, they are ensure, follow up and control the school guarantee and internal income budget whether schools are properly utilizing it.

The aggregate mean value shows that (Table 8) the difference among the aggregate mean values of the groups of respondents. This enable the researcher to realize that the aggregate mean values of the school leaders (3.83) were found far greater than the aggregate mean values of teachers (3.48) and students (3.41), which shows the opinion differences among the school leaders and teaching staff and students. This is due to the fact that the school leaders were over rated the extent of practices above the existing reality as they performing more.

4.2.3. Implementation Strategies and Monitoring and Evaluation Mechanisms of SDP

Schools need effective leadership that can design good strategies in the achievement of school development goals. Training and development of the concerned actors for effectiveness of the plan implementation, good peer group communication, collaborative problem solving skills (inter personal skills), the approval of the formulated development plan and appropriateness of budget for implementation and short-term evaluation and continuous monitoring of the school development planning process are some of the strategies in its effectiveness.

Regarding to implementation strategies, the respondents were identified different plan implementation strategies in the open end question qualitatively. The work delegation was point out as the most strategy in the plan implementation by forming different committees based on their specialization and nature of work (activities), by forming different clubs and teams (i.e. raayyaa barnootaa) which support teaching-learning process from both teaching staff and students. Preparing experience sharing forum and scaling up good experiences, promoting internal and external supervision, division of authority for teacher's that equal to their responsibility are some other strategies identified in the schools under study.

Moreover, the interview held with experts of WEO revealed that, the strengthening the external and external schools supervision and Continuous Professional Development program (CPD) are pointed out as crucial strategies of plan implementation in the schools.

The other integral issues for effective implementation of the plan are regular monitoring and formative evaluation mechanism. The focuses of monitoring and formative evaluation are on relevance, performance and success of plan thus ensuring the production of sustainable result in the achievement of school development planning goals. Regular monitoring and evaluation can lead to the adjustment of any aspect of the action plan, to judge the progress, ensure that the action plan implementation is on track and to make any necessary correction.

Concerning to monitoring and evaluation issues, Table 10, depicts the responses of informants to rate whether or not the schools principals, supervisors, improvement committee monitor and evaluate the plan implementation, day to day school operation regularly monitored and evaluated and the result of evaluation and monitoring make the plan to be flexible or leads to adjustment.

As a result, items 1, 2, and 3 of Table 10 below, shows that the schools principals, supervisors and School Improvement Committee (SIC) evaluate and monitor regularly the plan implementation progress that respondents were agreed with weighted mean value of 3.78, the day to day operations of the school usually evaluated and monitored with weighted mean value 3.54 and the result of the evaluation and monitoring make the school development plan to be flexible with weighted mean value 3.63. This data shows that, the schools used external and internal supervisors in the evaluation and monitoring the implementation of all intended activities and formative evaluation and regular monitoring enables the school to adjust a plan with a changing condition. In support of this, Chalam (2003:8) has stated that a constant monitoring enables the planner to make alterations in the plan so that the plan is appropriately adapted to the changing conditions.

Table 10: Rating Responses on the Monitoring and Evaluation Issues

Items	Rating Scale	SL		Teacher		Students		WM	X ²
		No	%	No	%	No	%		
2. Principals, supervisors and implementation committee participate on evaluation and monitoring	Strongly agree	12	27.9	15	17.24	9	28.13	3.78	10.11
	Agree	22	51.16	46	52.87	13	40.63		
	Undecided	5	11.63	10	11.49	8	25		
	Disagree	4	9.3	14	16.09	2	6.25		
	Strongly disagree	-	-	2	2.3	-	-		
Total		43	100	87	100	32	100		
Mean values (\bar{X})		3.97		3.49		3.9			
3. Day to day activities usually evaluated and monitored	Strongly agree	9	20.93	14	16.09	5	15.63	3.54	11.85
	Agree	24	55.81	38	43.68	12	37.5		
	Undecided	7	16.28	16	18.39	5	15.63		
	Disagree	2	4.65	16	18.39	6	18.75		
	Strongly disagree	1	2.33	3	3.45	4	12.5		
Total		43	100	87	100	32	100		
Mean values (\bar{X})		3.88		3.5		3.25			
4. Evaluation and monitoring result make the plan to be flexible	Strongly agree	12	27.9	16	18.39	6	18.75	3.63	10.47
	Agree	21	48.84	36	41.38	12	37.5		
	Undecided	7	16.3	18	20.69	5	15.63		
	Disagree	3	6.97	15	17.24	6	18.75		
	Strongly disagree	-	-	2	2.3	3	9.38		
Total		43	100	87	100	32	100		
Mean values (\bar{X})		3.97		3.56		3.37			

Mean < 1.5 strongly disagree, 1.5 ≤ mean < 2.5 disagree, 2.5 ≤ mean < 3.5 undecided, 3.5 ≤ mean < 4.5 agree, mean ≥ 4.5 strongly agree. Chi-square tabul value = 15.51, at df = 8 and alpha = 0.05 level of significance

To examine the significance difference among the responses of the respondents, chi-square test (X^2) is applied. Hence, the calculated chi-square values (X^2) of all items (item 1,2 and 3) are less than the critical value ($X^2_{cv}=15.51$) at alpha = 0.05 and df = 8. Therefore, here is no a statistical significant difference between the opinions of the respondents.

4.2.4. Potential Challenges in Process of SDP

This part consists the potential challenges in the implementation (practice) of the school development planning process including problems of stake holders commitment in the planning process, training and understanding regarding to SDP as well as resource related challenges.

Beside assessing of he school development planning process, it is also very helpful to make analysis of potential barriers or challenges that may challenge the success of school development process in the secondary schools of East Arsi zone.

In the following Tables, the potential problems were listed to be rated using the five point Likert scale of extremely serious (1), very serious (2), somewhat serious (3), observed but not serious

(4), not observed (5). The respondents were also asked to add some other potential challenges that have been left out. Therefore, the following three Tables present the potential challenges.

Table 11: Rating on Potential Problems of Commitment

No	Problems	Mean (\bar{x}) of respondents			WM
		School Leaders (N=43)	Teachers (N=87)	Students (N= 32)	
1	Low commitment of leaders and teachers	3.42	2.9	3.09	3.14
2	Lack of commitment and resistance of change by the staff	3.32	3.13	2.87	3.1
3	Low commitment of local political leaders /community leaders.	2.95	2.81	2.88	2.88
Agr. Mean		3.23	2.95	3.1	3.09

NB. Details of rating of responses is attached in the appendix G-8 Mean < 1.5 extremely serious, 1.5 ≤ Mean < 2.5 very serious, 2.5 ≤ Mean < 3.5 somewhat serious, 3.5 ≤ Mean < 4.5 observed but not serious, Mean ≥4.5 not observed.

As can be seen from Table 11, the respondents were rated that low commitment of school leaders and teachers with weighted mean value of 3.14, lack of commitment and resistance of change by the staff with weighted mean value of 3.1 and low commitment of local political leaders or community leaders with weighted mean value 2.88 were rated as somewhat serious problems. These may shows that in some extent the existence of problems of commitment in the schools under study in the development planning process.

Similarly, Table 12 also depicts that other potential problems regarding to training in the SDP process.

Table 12: Rating on Problems Related to Training

No	Problems	Mean value (\bar{X}) of respondents			WM
		School Leaders (N=43)	Teachers (N=87)	Students (N=32)	
1	Lack of sufficient training	2.41	2.38	2.5	2.43
2	Shortage of training manual or guidelines	2.77	2.56	3	2.77
3	Training is not includes all the stake holders	2.81	2.63	2.5	2.65
4	Training focuses on the product (plan) rather than on the process	2.95	2.63	2.34	2.64
Agr. Mean		2.74	2.55	2.59	2.62

N.B. See appendix-G-8 for detail information of rating responses. Mean < 1.5 extremely serious, 1.5 ≤ Mean < 2.5 very serious, 2.5 ≤ Mean < 3.5 somewhat serious, 3.5 ≤ Mean < 4.5 observed but not serious, Mean ≥ 4.5 not observed.

As indicated in the Table 12 above, the respondents were requested to rate how much the stated problems are challenging the schools in the planning process. As a result, each group of respondents were rated the shortage of training in the planning process as very serious problem in the schools under consideration with weighted mean value of 2.43. Whereas, shortage of expertise and training manual or guideline with weighted mean value of 2.77, the training is not includes all the stake holders with weighted mean values of 2.65 and the training focuses on the product (plan) rather than on the process with weighted mean values of 2.64 were rated as somewhat serious problems in the schools under consideration. These may indicate that the existence of training problem with regards to school development planning process in secondary schools of East Arsi zone.

Moreover, from the interview held with WEO planning and statistics experts and PTA members of the schools revealed that the training given for the school leaders and other stake holders did not create good understanding /awareness, especially, it was a very serious problem in the first cycle of school development planning process that had lasted from 2000 E.C to 2002 E.C. Even the given training had not continuity.

In the same way, Table 13 depicts the rating responses on resources related problems in school development planning process.

Table 13: Rating Responses on Resource Related Problems

No	Problems	Mean Values (X) of respondents			WM
		SL (N=43)	Teachers (N=87)	Students (N=32)	
1.	Absence of good school leadership	3.48	2.77	2.66	2.97
2.	Shortage of supportive staff	3.09	2.85	2.84	2.93
3.	Lack of capable students to be involved	2.7	2.63	2.53	2.62
4.	Shortage of capable school involvement committee	2.56	2.34	2.63	2.5
5.	Teachers work load	2.79	2.63	3.09	2.83
6.	Shortage of material and equipment	2.2	2.37	2.25	2.27
7.	Poor economic capacity of parents	2.53	2.62	2.62	2.59
8.	Scarcity of financial resource	2.74	2.54	2.56	2.61
	Agr. Mean	2.76	2.59	2.64	2.66

NB Mean < 1.5 extremely serious, 1.5 ≤ Mean < 2.5 very serious, 2.5 ≤ Mean < 3.5 somewhat serious, 3.5 ≤ Mean < 4.5 observed but not serious, Mean ≥ 4.5 not observed. See appendix G-8 for detail of rating responses.

As it can be seen from Table 13 above, shortage of materials and equipments was rated as very serious problem with weighted mean value of 2.27. But, regarding to human resources, such as absence of good school leadership with weighted mean value of 2.97, shortage of supportive staff with weighted mean value of 2.93, lack of capable students to be involved in the planning process with weighted mean value of 2.62 and shortage of capable school improvement committee with weighted mean value of 2.5 as well as teachers work load with weighted mean value of 2.83 were rated as somewhat serious problems in the schools under study. Similarly, concerning to financial problems, poor economic capacity of parents and scarcity of financial with resources were rated as somewhat serious problems with weighted mean values of 2.59 and 2.61 respectively.

Moreover, the interview held with WEO planning experts, PTA and the responses of respondents for open ended question revealed that, the existence of other problems such as lack of collaborative work among internal school community and external stake holders, over lapping of certain program in plan implementation, weak parents involvement in the schools affair and weak professional support and control from higher level stack holders are some other problems in the school development planning process in the secondary schools of East Arsi zone.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

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

5.1. Summary

All educational organizations are striving for the improvement of education quality improvement. But, the quality improvement process needs the strong effort of all stake holders, good commitment of resources, designing effective plans and strategies, effective school leadership which can direct all educational resources to the attainment of educational objectives and good school development planning. This improving the quality of education through enhancing students learning achievement and out comes is challenging by various constraints. The actual challenges of education system in the schools of the country and the society need to have successful and effective schools which help to improve students achievement and out comes require the assessment of school development planning process.

Thus, the basic objective of this study was to assess the school development planning process in secondary schools of East Arsi zone, in order to assess the strength and weakness of the school in the process and to identify the major challenges of the schools in the process, as well as to give timely and valuable suggestion to the success of schools in their development planning process. To achieve this objective successfully, the study has followed and treated with the following basic questions:

1. To what extent do the schools perform the key operations of the planning cycle of SDP?
2. To what extent do the schools involve teachers, students, community and mobilize other resources in the planning process?
3. What are the implementation strategies and monitoring and evaluation mechanisms of SDP in the schools?
4. What are the challenges regarding the school development planning experienced in the school?

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

The data gathering instruments were questionnaires, interview, and observational check list. The total number of the respondents were 222 (100%), out of which 192 (86.5%) of respondents were participated in the study and 30 (13.5%) were not filled and returned the questionnaire. From 192 (100%) of total respondents included in the study 162 (84.4%) were participated through filling the questionnaire and 30 (15.6%) of respondents were interviewed.

The data gathered mainly through questionnaire were analyzed using percentage, mean, weighted mean and chi-square test (X^2) and data gathered through interview and observation were interpreted qualitatively. On the basis of the analysis made in the preceding chapter, the findings of the study have been summarized under two basic parts (categories) as presented here under.

5.1.1. The Characteristics of Respondents

The respondent's data shows that male domination in each groups of respondents. This may implies that yet the females were not becoming to the school leadership position and secondary school teachers and even female students were not be the students counsel and committee leaders in the schools. Generally, the data reveals that there is a gap of the gender equality with regards of the leadership position in the schools under consideration.

Concerning educational level / qualification, the large number of school leaders 93% (40) were BA/BSc/BEd, low number 4.65% (2) were diploma holders and very low number 2.32% (1) were MA. Similarly, 88.5% (77) teachers were BA/BSc/BEd, 8.04% (7) were diploma and 3.45% (3) of teachers were MA/MSc holders. This may that there are good human power / potential in the school that can practice the process of school development planning and teachers qualification standards set for secondary schools. Also, 31.25% (10) of students were taken from grade 12,

31.25% (10) were from grade 10, 10.25% (8) were from grade 11, and low percent 12.5% (4) were taken from grade 9. This implies that the majority of students were from the upper grade level.

Regarding to work experience the majority of school leaders 83.7% (36) were in service year 6 and above. Whereas, 80.6% (70) of schools teachers were 10 and below service years. Concerning to training, more than half 58.64% (67) of the respondents were not participated on any training related to SDP process. But, 41.36% (25) of them were obtained training related to development issues.

5.1.2. Major Findings

5.1.2.1. School Performance Regarding Key Operations Of SDP Cycle

The key operations of the SDP cycle are review (audit) of current school status, design, implementation and evaluation of SDP that the analyses of the major findings were summarized here below.

- a. Regarding to key areas of school review the data shows the level of school practices the internal and external review/audit in the planning process. Accordingly, the respondents were showed their agreement that the schools were conducted their internal and external review of the current status with weighted mean value of 3.87, so as to identify weakness and strength for the preparation of school development plan, such as identification of weakness and strength of school organization and management, teaching learning process, reviewing the existing resources, condition of the school environment, reviewing government policies and assessing the commitment of stake holders with weighted mean values ranging from 3.55 to 4.09 for each items, except item 6 of Table 4, which the respondents unable to decide whether the school assess the community participation in the school or not with weighted mean value of 3.40.

The data shows that the strength of the schools under study in the identification of their internal weakness and strength in school organization and management, teaching learning process, school environment, the availability of existing resources and their external opportunity and threat regarding to government policies and priorities and the community commitment and potential in design of school development plan.

b. Concerning to designing stage, the priorities for action requires determining based on the needs and productive action planning should also be designed. Regarding to this issues, the data shows that the extent to which the school prioritize its needs in terms of their importance to the school development, in terms of current capacity of the school, and current commitment to dealing with them was rated as good with their weighted mean values of 3.78, 4.12, 3.88 and 3.74 respectively. Similarly the extent to which the priorities translated into specific or detailed objectives and targets in the action plan and the action plan includes clear strategies, indicators of success, time lines; responsibility and cost to address the priorities were rated as good with the weighted mean values of 3.67 and 3.64 respectively.

On the other hand, the unstructured interview held with principals and observation of schools action plans revealed that the existing of gap in translation of priorities in to specific objectives and targets in the action plan due to the fact that shortage of planning techniques or skills of the body.

- c. It has also been reported that, the extent to which the schools participate teachers, students, parents and school management in the determination of the school priorities was rated as good with WM value of 3.81. Moreover, the majority of the respondents listed their schools' current priorities to be addresses, such as improving the students result, reducing dropout rate, fulfilling the schools material and facilities, creating good school environment, enhancing the teachers Continuous Professional Development (CPD), improving the students discipline and improving community participation.
- d. Concerning to plan implementation practices in the school, respondents were agreed with five listed issues with their school with their WM values ranging between 3.75 and 3.95 such as the collaboration and consultation in plan implementation, the awareness and training in plan implementation, the utilization of guideline and the implementation of all intended activities within its limited period of time as well as the plan implementation meets the objectives of the schools.

On the other hand, the respondents unable to decide whether all stake holders now their responsibility as specified in the plan (WM = 3.43) and the school develop external cluster network to share information, experience and expertise (WM =3.3) or not in the schools.

On the other hand, the respondents unable to decide whether all stake holders now their responsibility as specified in the plan (WM = 3.43) and the school develop external cluster network to share information, experience and expertise (WM =3.3) or not in the schools.

Moreover, as the interview held with some schools principals, there is problems of resistance and commitment of the staff. This is due to the fact that basically the plan did not involve them in its formulation process.

- e. Regarding to the selected indicators of evaluation system, the analysis of data shows, the schools under study performing the listed activities sometimes such as, the schools evaluate itself in relation to the success criteria was rated as sometimes by 52.4% (85) and mostly by 45.1% (73) of the respondents, the outcomes of the evaluation feeds in the next cycle of planning was rated as sometimes and mostly by equal percent of informants 46.9% (76) and 46.3% (75) respectively. Similarly, the action plan evaluated in light of evidence gained through data collection tools by 46.3% (75), the community participates in the evaluation of school performance by 51.9% (84) and the outcomes of the evaluation is reported to the school community and parents by 55.5% (90) of respondents were rated as performing sometimes.

Moreover, the interview held with WEO planning experts and PTA members reveals that the existence of gap in the report of school self-evaluation results to the community and parents and the involvement of parents and community in the evaluation of the school performance. The schools report their schools performance, problems that feed the school and its evaluation result only once at the end of the year for parents and community.

5.1.2.2. Extent to which School Involve Teachers, Students, Community and Mobilize other Sources

This deals with the participants in the school review process and utilization of data collection tools and school resources and utilization of other resources such as human financial and material resources.

- a. Regarding to the involvement of key stake holders such as teachers, students and school management in the school review process was rated as good with weighted mean values of

4.37, 3.81 and 3.58 respectively. However, the participation of the parents and community was rated as fair with WM values of 3.24 and 3.05 respectively.

Moreover, the interview held with PTA and school principals revealed that parents and community were not participated in the review of the schools current status to identify the strengths and weaknesses of the school for the purpose of SDP formulation. As the opinion of principals, it is time consuming to involve parents and communities in all activities of planning.

- b. Concerning data collection instruments, the extent to which the schools used the questionnaire was rated as poor with WM value of 2.47. But, the utilization of interview and observation checklist was rated as fair with WM values of 2.81 and 3.49 respectively.
- c. Regarding to human resources, the respondents were agreed that their schools were effectively utilized their human resource (teachers, students and school management) with WM values of 4.05. Whereas, the respondents were unable to decide whether or not the parents and communities are involved in day to day schools operations with WM value of 2.81.
- d. In relation to financial resource utilization, the respondents were agreed with the fairly allocation and properly utilization of available financial resource with WM values of 3.6, and all educational budgets is used for anticipated educational objectives of the school with WM values of 3.65. They were also agreed that the existence of good transparency of financial utilization with WM value of 3.55.

Moreover, the interview made with the experts of WEO and PTA members was identified that the activities of budget participation was rests to the school principals and appraisal of how it spent is sometimes made by school boards and PTA.

- e. Similarly, the respondents were agreed that the school uses the available physical and material resources (physical buildings, furniture, and equipment) effectively with WM value of 3.70.

5.1.2.3. Implementation Strategies, Monitoring and Evaluation Mechanism

- a. Regarding to implementation strategies, the respondents were identified some strategies in open-ended question. The most of these are, work delegation, forming different committees forming different clubs and teams from both staff and students, preparing experience sharing forum and scaling up good experiences, promoting internal and external supervision and division of authority for teachers that equal to their responsibility.

Moreover, the interview held with experts of WEO identified that the strengthening the external and internal schools supervision and continuous Professional Development Program (CDP) are pointed out as crucial strategies of plan implementation in the schools under study.

- b. Concerning to monitoring and evaluation mechanisms, the analyzed data shows that the schools principals, supervisors and School Improvement Committee (SIC) evaluate and monitor regularly the plan implementation progress that were agreed with WM values of 3.78, the day to day operations of the schools usually monitored and evaluated with WM values of 3.54 and the result of the evaluation and monitoring make the SDP to be flexible with WM values of 3.63. And also chi square test show that no statistical significant difference between the opinions of the respondents.

5.1.2.4. Potential Challenges

- a. Concerning the potential problems of commitment, the study identified that there is low commitment of school leaders and teachers in school improvement planning process with WM value of 3.14. Whereas, lack of commitment and resistance of change by the staff with WM value of 3.1 and low commitment of local political leaders with WM value of 2.88 were rated as somewhat serious problem.
- b. Regarding to problems of training, each groups of respondents were rated the shortage of training in the planning process as a serious problem in the school under consideration with weighted mean value of 2.43. Whereas, shortage of training manual or guidelines with WM values of 2.77, training is not included all stake holders with WM value of 2.65 and training focuses on the product (plan) rather than on the process with WM value of 2.64 were rated as somewhat serious problems.

Moreover, the interview held with WEO planning experts and PTA members of the schools revealed that the training given for the schools leaders and others did not create good understanding /awareness. Specially, it was a very serious problem in the first cycle of school development planning process that had lasted from 2000 E.C to 2002 E.C. Even the given training had not continuity.

- c. In relation to resource related problems, shortage of materials and equipments was rated as very serious problem with WM value of 2.27. However, regarding to human resources (absence of good school leadership, shortage of supportive staff, lack off capable students and school improvement committee as well as teachers work load) were rated as somewhat serious problems with WM values ranging from 2.5 to 2.97. Similarly,, scarcity of financial resources and poor economic capacity of parents were rated as somewhat serious problems in schools under study with WM values 2.61 and 2.59 respectively.

Moreover, the interview made with WEO experts, PTA and responses off open ended question revealed that the existence of problems such as lack of collaborative work among internal school communities and external stake holders, over lapping of certain program in plan implementation, weak parents involvement, and weak professional support and control from higher level stake holders are some other problems in SDP process in the secondary schools of East Arsi zone.

5.2. Conclusions

As a strategic planning device, school development planning is concerned with long-term goals, which can be achieved when basic frame works have practiced in the schooll successfully. This is a time, in which our school system is in a turbulence condition, due to the raising popular demand and desire to have effective schools, economic, social and technological change. Therefore, to cope up with this changes and needs, the school requires to developing its capacity in order to provide quality education and being responsive to pupils' needs and changiing condition. Hence, this study was discussed on the process of school development planning.

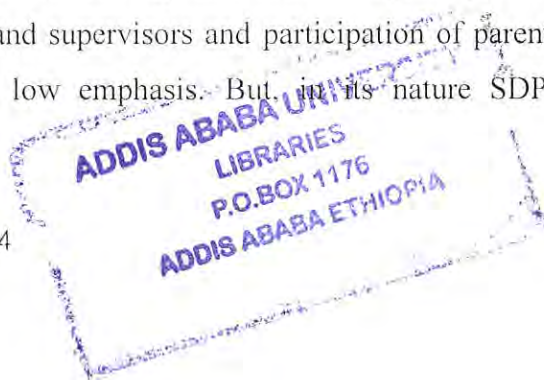
The findings of this study indicates that, the extent to which the school performed the key operations of the planning cycle of SDP such as internal and external of school review of current status, design (priorities for action and action planning), implementation and evaluation was

found to be good. This implies that the secondary schools of the zone were found at the best beginning in the SWOT analysis for the formulation of the SDP and at good stage in the prioritization of issues for the implementation in the three consecutive years of the plan, at good implementation of plan and evaluation the effectiveness of SDP process. It also indicate that the schools will achieve at optimum SDP process when efficient training given to the planning actors.

As revealed by the majority of the respondents the involvement of parents and community in the planning process and the utilization of data collection tools in the review process in the secondary schools of the zone were found to be low. This implies that the secondary schools did not effectively involve that parents and community in SDP process and weak utilization of data collection instruments in the school review process. This can be negatively affecting the SDP process and the schools unable to achieve their educational objectives.

Although, the schools have crucial priorities to be addressed as indicated in the findings of the study, some schools were not have effective, detail and specific action plan. This implies that shortage of planning techniques (skill of planning body) due to the fact that lack of continuous training in the planning process. Similarly, as good plan implementation strategy, most of the secondary schools of the zone did not developed external cluster network to share information, experience, expertise and sharing best practices. This shows that the secondary schools have weak relationship and communication among themselves in the effectiveness of their work or plan implementation process. There are also the existence of gap in the report of the school self-evaluation result to the community and parents and the involvement of parents and community in the evaluation of the school performance. This implies there are no adequate flow of information between the schools and parents and community that reduces their understanding about the school performance and problem and reduce support to the school.

The findings of the study also reveled that, there were shortage of sufficient training regarding to SDP process and weak involvement of parents and community. This shows that the planning activities were not well exercised. In conclusion one can say that the shortage of professional support and control from woreda level experts and supervisors and participation of parents and community in the school affairs was gained low emphasis. But, in its nature SDP is a



collaborative process that draws the whole school internal and external community together in shaping the school's future development. Moreover, the schools were not yet develop their internal capacity that enables them to solve so many problems that can be challenges them in the process of SDP.

5.3. Recommendations

Based on the summary of the major findings and conclusion drawn, the following possible recommendations are forwarded to minimize the observed wide gap between theoretical and the actual practice of the schools in the school SDP process.

1. The findings of the study revealed that, the shortage of training and problems of understanding with regard to SDP. As a result, most of the schools actors focus on product (the plan document) rather than on the process and others seen the SDP as an additional burden and they did not built on the existing school practices since its introduction to the schools and some of the schools follows non-participatory approach in its process. Therefore, in order to alleviate the problems of training and understanding of partners (actors), it is recommended that sustainable (continuous) training should be provided to school principals, teachers, students, parents and community on school development planning process at two levels, such as at zone and woreda level and at school level. Workshop and seminar programs and other short term training should be prepared to school principals and teachers at zone and woreda level by their respective planning experts and at school level meeting and discussion programs should be prepared to students, parents and community by WEO experts and school leaders. This will improve the required knowledge and skill in the development planning process.
2. In order to achieve long term goals the collaboration effort of both internal and external stake holders is indispensable. But, the findings of this study indicated that lack of meaningful involvement of potential stake holders in the process of SDP. Therefore, to have good planning process, the schools should involve all the potential stake holders in the assessment of the school review and determination of priorities, so as to participate them in the implementation and evaluation of the success. Internal school actors such as teachers, students and supportive staff can be involved by creating awareness, motivating

them by providing recognition and different award for good participants as well as creating good school environment to be attractive working place. External stake holders such as parents, community, individuals, organizations etc can be involved by preparing discussion programs, inviting them on different school celebration, organizing them through different community leaders in order to generate fund for the school etc. This can help them to develop the sense of ownership of the school and helps schools as a source of income to solve the problem of materials and equipments identified in the study on other hand.

3. The finding of the study was identified that, shortage of professional support and control in the development planning process from the higher expertise. In addition to offering sufficient training for school level actors, the higher level (zonal and woreda) planning expertise and supervisors should play a vital role in the giving professional support and control the activities of the schools so as to formulate workable and detail action plan and implement accordingly. This is because of the fact that effectiveness of the plan mainly based on how it is drawn up and what it focuses on.
4. Low commitment of school leaders and teachers for school improvement planning has been identified. Without good commitment of these key actors, the SDP process will be valueless, even the school development cannot be expected. Therefore, it is recommended that zonal and, woreda education offices should collaboratively work on the improvement of school leaders and teachers commitment by motivating them for their good practices, giving clear and appropriate direction, instruction, principles etc at zonal and woredas levels and clear identification of roles for each partners, good work delegation, good motivation and school leadership etc at school level. In such a case, the uncertainty and frustration of these key actors should be reduced and improve their commitment.
5. Data collection instruments are quite important in the school internal and external review and needs assessment. However, the study identified that less utilization of these tools. Therefore, the schools should make use of such important instruments as questionnaire, observational, interview, focused group discussion and educational panel discussion with parents and community.

6. The analysis of the finding also identified as the school self-evaluation results are not always report for the community and parents. Reporting system is very important to gain the feedback for further improvement. Thus, it is recommended that the schools should report the school self-evaluation result and other activities for concerned offices, parents and community at a time.

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Appendix-A

Addis Ababa University

School of Graduate studies, college of Education

Department of Educational planning and Management

A Questionnaire to be filled by school respondents (principals, vice principals, unit leaders and teachers).

General Instruction

This questionnaire is designed to assess the school development (improvement) planning process in secondary schools of Arsi zone.

The information gathered through this questionnaire (tool) will be used for academic research purpose only and treated confidentially. Hence, your genuine contribution and relevant information will be essential for the success of this study. Therefore, you are kindly requested to fill out the questionnaire carefully and honestly.

Please do not forget that:

- No need to write your name.
- To follow the directions given under each parts.
- To give brief and concise response or opinion, if any for open ended questions on the provided space.
- If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Part-1: Personal Information

1.1.Name of your Woreda _____

Name of your School _____

Direction: please put a tick mark “✓” on the space provided after each questions.

1.2.Sex : Female , Male

1.3.Age: From 20-30 From 41-50

From 31-40 Above 50

1.4.Educational Background

- MA/ MSC
- BA/ BSC/ BEd
- Diploma
- If other Specify _____

1.5.Current Position

- Principal
- Vice Principal
- Unit Leader
- Dept. Head
- Teacher

1.6.Work Experience

- 5 and below 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- above 20 years

1.7. Have you obtain any training on school improvement planning?

- Yes No

1.8.If your answer for Q1.8 is “yes” please list down the major areas or topics covered on the training:

- a. _____
- b. _____

Part-2: Review / Audit of current status and identification of key issues

2.1. key areas of the school review

The following statements are about school internal and external review, in which school review its current status, its weakness and strength, identify issues of external opportunities and threats. Please rate each statement according to your perception by putting tick mark “✓”below the number in the table. Use rating scale 1=strongly disagree , 2=disagree, 3=undecided, 4=agree 5=strongly agree.

No	Items / Statements	Rating scale				
		5	4	3	2	1
1	The school conduct its internal and external review of current status in order to develop the school improvement plan					
2	The school review the weakness and strength of school organization and management					
3	The school review its weakness and strength of teaching-learning process					
4	The school review the availability of existing resources					
5	The school reviews the condition of the school environment					
6	Assessing of community participation in the school affair					
7	Reviewing the government policy and priorities related to education					
8	Asses the commitment of the school community and other stake holders					

2.2. The Participants in the school review and data collection tools

The following are statements about the participants in the school review process and the tools or instruments used by school in the review. Please rate the extent to which the involvement of the participants and utilization of the data collection instrument by putting tick “✓”mark below the number.

Use Rating Scale 1= very poor, 2= poor, 3= fair, 4=good, 5= very good

No	Items	Rating scale				
		5	4	3	2	1
1	To what extent the school involve all stake holders in the review process					
	➤ Teachers					
	➤ Students					
	➤ Parents					
	➤ Community					
	➤ Board of management					
2	Data collection instrument					
	➤ Questionnaire					
	➤ Interview					
	➤ Observation check list					

Please specify if your school involve other participants and used other data collection instrument in the reviewing process

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

Part-3 Design: Priorities for Action and Action Planning

The following are statements explains how the school priorities are determined and planed as well as the involvement of the key stake holders in the process of priority determination. Please, rate to the extent to which it practiced in your school by putting tick mark “✓” below the number in the boxes.

Use Rating Scale 1= very poor, 2= poor, 3= fair, 4=good, 5= very good.

No	Items	Performance				
		5	4	3	2	1
1	To what extent the school prioritize its needs that identified by the school review to be addressed					
2	To what extent the school prioritize its needs in terms of their importance to the school development					
3	To what extent the school prioritize its need in terms of the current capacity of the school to address them					
4	To what extent the school prioritize its need in terms of the current commitment of the school to dealing with them					
5	To what extent the priorities translated into specific or detailed objectives and targets in the action plan					
6	The extent to which the action plan includes clear strategies, indicators of success, time line, responsibility, and cost to address the priorities.					
7	The extent to which the school involve the key stake holders (i.e. students, teachers, parents and management of school) in the determination of the school priorities					

Please list down the identified priorities of your school

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

Part-4 Implementation and Monitoring

The following items are describing the school development plan implementation and monitoring issues. Please, show your judgment by rating from strongly agree to strongly disagree and put tick mark "✓". Use 1=strongly disagree , 2=disagree, 3=undecided, 4=agree 5=strongly agree

No	Items	Rating scale				
		5	4	3	2	1
	Implementation Issues					
1	The implementation of the plan assisted by appropriate structures for collaboration and consultation					
2	The participants gained information and training in relation to plan implementation					
3	All stake holders know their responsibility as specified in the plan					
4	The school develop external cluster network to share information, experience and expertise.					
5	The school uses a guideline for implementation of the plan					
6	School implement all activities within its limited period of time					
7	School plan implementation meets the objectives of the school					
	Resource utilization					
8	The school is utilized its human resource (teachers, students and management) effectively					
9	Parents and communities are involved in the day to day school operations					
10	The school is fairly allocate and properly utilize the available financial resource					
11	All educational budget is used for anticipated educational objectives of the school					
12	Good transparency of financial utilization in the school					
13	The school uses the available physical material resources efficiently					
	Monitoring issues					
14	The school principals, supervisors and improvement committee evaluate and monitor the school improvement plan implementation					
15	The day to day operations of the school usually evaluated and monitored					
16	The results of evaluation and monitoring make the school improvement plan to remain flexible					

Please, you are kindly requested to list down some other issues of implementation and monitoring school improvement plan,

- a) _____
- b) _____
- c) _____

Part-5 Evaluation

The following items are indicates the evaluation system of the school improvement planning. Please, indicate the level, as being practiced currently by using tick “✓” mark in the box below the numbers indicates 3= mostly, 2=sometimes, 1=never.

No	Items	Practices		
		3	2	1
1	The school evaluate it self in relation to the success criteria.			
2	The outcomes of the evaluation feed in to the next planning cycle.			
3	Action plan is evaluated in the light of evidence gained through data collection tools.			
4	The school community participates in the evaluation of school performance.			
5	The outcomes of the evaluation is reported to the school community and parents.			

**Part-6: The potential Challenges Regarding to the School Development Planning
Experienced in the School**

This part consists the potential challenges in the implementation of the school development planning process including the training and commitment of stake holders, and the resource deficient. Please rate the magnitude of their challenging by putting “✓” mark below the number in the table. Use 1= extremely serious, 2= very serious, 3= somewhat serious, 4= observed but not serious, 5= not observed.

No	Items	Practice				
		5	4	3	2	1
1	Low commitment of school leaders and teachers					
2	Lack of commitment and resistance of change by the staff					
3	Low commitment of local political leaders or community leaders					
4	Shortage of training in the planning process					
5	Shortage of expertise and training manual/ guide lines					
6	Lack of clearly defined role of each implementing body					
7	Training is not includes all the stake holders					
8	Training focuses on the product (plan) rather than on the process					
9	Scarcity of financial resource					
10	Absence of good school leadership					
11	Absence of appropriate monitoring and evaluation					
12	Shortage of school facilities					
13	Poor economic capacity of parents					
14	Work load of teachers					
15	High turnover of school leaders					
16	Shortage of material and equipment					
17	Shortage of capable school improvement committee					
18	Lack of capable students to be involved in the planning					
19	Shortage of supportive staff					

Please, you are kindly requested to list down some other factors that constraints the success of school improvement planning process.

- a. _____
- b. _____

Thank you once again for your cooperation

Appendix-B

Addis Ababa University

School of Graduate studies, college of Education

Department of Educational planning and Management

A Questionnaire to be filled by students.

General Instruction

This questionnaire is designed to assess the school development (improvement) planning process in secondary schools of Arsi zone.

The information gathered through this questionnaire (tool) will be used for academic research purpose only and treated confidentially. Hence, your genuine contribution and relevant information will be essential for the success of this study. Therefore, you are kindly requested to fill out the questionnaire carefully and honestly.

Please do not forget that:

- No need to write your name.
- To follow the directions given under each parts.
- To give brief and concise response or opinion, if any for open ended questions on the provided space.
- If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Part-1 Personal Information

1.9. Name of School _____, Woreda _____

***Direction:** please put a tick mark “✓” on the space provided after each questions.*

1.10. Sex : Fema , Male

1.11. Age: 16 or below 16 years

16-20 years

21 or above

Grade level: 9th , 10th 11th 12th

1.12. Your position in addition to the formal learning

- Students Council
- School improvement
- Discipline committee
- Club leader
- Other specify

1.13. Have you obtain any training on school improvement planning?

Yes No

1.14. If your answer for Q1.8 is "yes" please list down the major areas or topics covered on the training:

c. _____

d. _____

Part-2: Review / Audit of current status and identification of key issues

2.1. key areas of the school review

The following statements are about school internal and external review, in which school review its current status, its weakness and strength, identify issues of external opportunities and threats. Please rate each statement according to your perception by putting tick mark "✓" below the number in the table. Use rating scale 1=strongly disagree , 2=disagree, 3=undecided, 4=agree 5=strongly agree

No	Items / Statements	Rating scale				
		5	4	3	2	1
1	The school conduct its internal and external review of current status in order to develop the school improvement plan					
2	The school review the weakness and strength of school organization and management					
3	The school review its weakness and strength of teaching-learning process					
4	The school review the availability of existing resources					
5	The school reviews the condition of the school environment					
6	Assessing of community participation in the school affair					
7	Reviewing the government policy and priorities related to education					
8	Asses the commitment of the school community and other stake holders					

2.2. The Participants in the school review and data collection tools

The following are statements about the participants ion the school review process and the tools or instruments used by school in the review. Please rate the extent to which the involvement of the participants and utilization of the data collection instrument by putting tick “✓”mark below the number.

Use Rating Scale 1= very poor, 2= poor, 3= fair, 4=good, 5= very good

No	Items	Rating scale				
		5	4	3	2	1
1	To what extent the school involve all stake holders in the review process					
	➤ Teachers					
	➤ students					
	➤ Parents					
	➤ Community					
	➤ Board of management					
2	Data collection instrument					
	➤ Questionnaire					
	➤ Interview					
	➤ Observation check list					

Please specify if your school involve other participants and used other data collection instrument in the reviewing process

- d. _____
- e. _____
- f. _____

Part-3 Design: Priorities for Action and Action Planning

The following are statements explains how the school priorities are determined and planed as well as the involvement of the key stake holders in the process of priority determination. Please, rate to the extent to which it practiced in your school by putting tick mark “✓” below the number in the boxes.

Use Rating Scale 1= very poor, 2= poor, 3= fair, 4=good, 5= very good

No	Items	Performance				
		5	4	3	2	1
1	To what extent the school prioritize its needs that identified by the school review to be addressed					
2	To what extent the school prioritize its needs in terms of their importance to the school development					
3	To what extent the school prioritize its need in terms of the current capacity of the school to address them					
4	To what extent the school prioritize its need in terms of the current commitment of the school to dealing with them					
5	To what extent the priorities translated into specific or detailed objectives and targets in the action plan					
6	The extent to which the action plan includes clear strategies, indicators of success, time line, responsibility, and cost to address the priorities.					
7	The extent to which the school involve the key stake holders (i.e. students, teachers, parents and management of school) in the determination of the school priorities					

Please list down the identified priorities of your school

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

Part-4 Implementation and Monitoring

The following items are describing the school development plan implementation and monitoring issues. Please, show your judgment by rating from strongly agree to strongly disagree and put tick mark "✓". Use 1=strongly disagree, 2=disagree, 3=undecided, 4=agree 5=strongly agree

No	Items	Rating scale				
		5	4	3	2	1
	Implementation Issues					
1	The implementation of the plan assisted by appropriate structures for collaboration and consultation					
2	The participants gained information and training in relation to plan implementation					
3	All stake holders know their responsibility as specified in the plan					
4	The school develop external cluster network to share information, experience and expertise.					
5	The school uses a guideline for implementation of the plan					
6	School implement all activities within its limited period of time					
7	School plan implementation meets the objectives of the school					
	Resource utilization					
8	The school is utilized its human resource (teachers, students and management) effectively					
9	Parents and communities are involved in the day to day school operations					
10	The school is fairly allocate and properly utilize the available financial resource					
11	All educational budget is used for anticipated educational objectives of the school					
12	Good transparency of financial utilization in the school					
13	The school uses the available physical material resources efficiently					
	Monitoring issues					
14	The school principals, supervisors and improvement committee evaluate and monitor the school improvement plan implementation					
15	The day to day operations of the school usually evaluated and monitored					
16	The results of evaluation and monitoring make the school improvement plan to remain flexible					

Please, you are kindly requested to list down some other issues of implementation and monitoring school improvement plan,

- d) _____
- e) _____
- f) _____
- g) _____

Part-5 Evaluation

The following items are indicates the evaluation system of the school improvement planning. Please, indicate the level, as being practiced currently by using tick “✓” mark in the box below the numbers indicates 3= mostly, 2=sometimes, 1=never.

No	Items	Practices		
		3	2	1
1	The school evaluate it self in relation to the success criteria.			
2	The outcomes of the evaluation feed in to the next planning cycle.			
3	Action plan is evaluated in the light of evidence gained through data collection tools.			
4	The school community participates in the evaluation of school performance.			
5	The outcomes of the evaluation is reported to the school community and parents.			

**Part-6: The potential Challenges Regarding to the School Development Planning
Experienced in the School**

This part consists the potential challenges in the implementation of the school development planning process including the training and commitment of stake holders, and the resource deficient. Please rate the magnitude of their challenging by putting “✓” mark below the number in the table. Use 1= extremely serious, 2= very serious, 3= somewhat serious, 4= observed but not serious, 5= not observed.

No	Items	Practice				
		5	4	3	2	1
1	Low commitment of school leaders and teachers					
2	Lack of commitment and resistance of change by the staff					
3	Low commitment of local political leaders or community leaders					
4	Shortage of training in the planning process					
5	Shortage of expertise and training manual/ guide lines					
6	Lack of clearly defined role of each implementing body					
7	Training is not includes all the stake holders					
8	Training focuses on the product (plan) rather than on the process					
9	Scarcity of financial resource					
10	Absence of good school leadership					
11	Absence of appropriate monitoring and evaluation					
12	Shortage of school facilities					
13	Poor economic capacity of parents					
14	Word load of teachers					
15	High turnover of school leaders					
16	Shortage of material and equipment					
17	Shortage of capable school improvement committee					
18	Lack of capable students to be involved in the planning					
19	Shortage of supportive staff					

Please, you are kindly requested to list down some other factors that constraints the success of school improvement planning process.

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

Thank you once again for your cooperation

APPENDIX-C

Interview Questions for Personnel of Woreda Education Office (WEO)

Department of planning and Statistics

This questions is designed to collect information about the secondary schools development planning process in their woreda

1. Is a sufficient training given for school leaders, teachers and community representatives (i.e PTA, KETB) in the process of school development planning?
2. Do you give necessary professional support in your secondary school development planning process?
3. Did you approve (check) the school development plan?
4. Do you have a copy of your secondary school development plan document?
5. How do you monitor and evaluate the SDP process in order to ensure the education quality?
6. Do you recommend or encourage the school to make their SDP/ SIP flexible?
7. Do you belief that the secondary school have effective SDP?
8. What are the major challenges you have observed in the school development / improvement planning process?
9. What possible solutions would you suggest for the challenges you observed?
10. Have you any other opinion, recommendation and suggestion regarding to the issue of school improvement planning process?

Thank you for your cooperation

APPENDIX-D

Interview Questions for PTA members

This is to collect data regarding to the involvement of community and parents through their representative in Parent Teachers Association (PTA) and kebele Education and Training Board (KETB) in the process of school planning process.

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

Thank you for your cooperation

APPENDIX-E

Observation Checklist

This check list uses to collect information through observation by the researcher regarding to the school development planning process.

No	Items	Yes	No
1	Is there school development (improvement) plan?		
2	Does the plan state the general ethos, vision and mission of the school?		
3	Are there clearly indicated general objectives of education?		
4	Has a whole school audit or review taken place?		
5	Have all the appropriate people been consulted?		
6	Does the plan clearly indicate the responsible body in the planning process?		
7	Is there an action plan for school development plan?		
8	Is an action plan contain targets, standards, indicators responsibility, time frame and evaluation strategies?		
9	Is there reporting system?		
10	Is there monthly report?		
11	Is there quarterly report?		
12	Is there six month report?		
13	Is there annual report?		
14	Is there any discussion on planning process?		
15	Is there any school improvement committee discussion document?		

Appendix G-1

Rating of Resources on Key Areas of the School Review

Items	Respondents																	WM	
	School Leaders (N=43)					Teachers (N=87)					Students (N=32)								
	1	2	3	4	5	(X̄)	1	2	3	4	5	(X̄)	1	2	3		4		5
1. Internal and external review	-	-	2	26	15	4.3	4	4	11	48	20	3.87	5	4	2	13	8	3.46	3.87
2. Identification of weakness and strength of organization and management.	1	1	4	20	17	4.18	5	13	15	33	21	3.59	5	3	7	6	11	3.46	3.74
3. Weakness and strength of teaching-learning process	-	3	2	18	20	4.27	1	8	13	41	24	3.9	4	2	6	15	5	3.46	3.87
4. Review of existence of resources	2	1	10	21	9	3.79	6	15	15	30	20	3.45	4	4	6	10	8	3.43	3.55
5. Review of school environment	-	-	4	20	19	4.34	1	13	10	32	31	3.9	2	2	4	9	15	4.03	4.09
6. Assessing community participation	-	6	9	23	5	3.62	6	19	16	31	15	3.34	5	6	5	8	8	3.25	3.4
7. Reviewing government policy and priorities	-	1	5	21	16	4.2	6	7	13	37	24	3.75	2	3	9	8	10	3.65	3.86
8. Assessing commitment	-	3	4	24	12	4.04	7	11	15	40	15	4.12	3	8	5	7	8	3.18	3.78
Agr. Mean						4.09						3.74						3.49	3.77

Mean < 1.5 strongly disagree, 1.5 ≤ mean < 2.5 disagree, 2.5 ≤ mean < 3.5 undecided, 3.5 ≤ mean < 4.5 agree, mean > 4.5 strongly agree

Appendix G-2

Rating of Responses on the Design Stage / Priorities for Action Planning

Items	Respondents																	WM		
	School Leaders (N=43)					Teachers (N=87)					Students (N=32)									
	1	2	3	4	5	(X̄)	1	2	3	4	5	(X̄)	1	2	3	4	5		(X̄)	
1. Needs prioritization	-	-	8	28	7	3.97	5	4	25	34	19	3.66	-	2	10	15	5	3.71	3.78	
2. Priority in terms of their importance	-	-	8	16	19	4.72	1	5	24	30	27	3.88	-	4	7	13	8	3.78	4.12	
3. Needs priority in terms of current capacity	-	2	3	26	12	4.11	-	8	20	33	26	3.88	2	3	6	12	9	3.71	3.88	
4. Needs priority in terms of commitment	1	1	10	21	10	3.88	1	11	20	38	17	3.67	3	3	7	11	8	3.56	3.74	
5. Priorities translated in to detailed objectives and targets	-	2	10	23	8	3.86	2	12	29	28	16	3.41	-	5	8	9	10	3.75	3.67	
6. Specification of action plan	1	3	11	18	10	3.76	2	10	24	34	17	3.62	4	6	3	6	13	3.56	3.64	
7. Involvement in the determination of priorities	-	3	5	23	12	4.02	4	10	19	28	26	3.71	3	3	4	14	8	3.65	3.81	
Agr. Mean																		3.69	3.6	3.89
																	7			

Mean < 1.5 very poor, 1.5 ≤ mean < 2.5 poor, 2.5 ≤ mean < 3.5 fair, 3.5 ≤ mean < 4.5 agree, mean > 4.5 good, mean ≥ 4.5 very good

Appendix G-3

Rating of Responses on the Plan Implementation Issues

Items	Respondents																			WM
	School Leaders (N=43)						Teachers (N=87)						Students (N=32)							
	1	2	3	4	5	(\bar{X})	1	2	3	4	5	(\bar{X})	1	2	3	4	5	(\bar{X})		
1. Collaboration and consultation	-	-	5	29	9	4.09	1	6	19	38	23	3.87	-	2	4	21	5	3.9	3.95	
2. Awareness and training	-	2	10	19	12	3.95	5	10	19	32	21	3.62	2	4	10	9	7	3.46	3.67	
3. Stake holders know their responsibility	1	6	7	17	12	3.76	4	12	19	30	22	3.62	4	7	12	5	4	2.94	3.44	
4. Developing internal cluster network	3	8	5	18	9	3.51	6	19	20	29	13	3.27	6	5	7	7	7	3.12	3.3	
5. Utilization of guideline	-	7	1	23	12	3.93	2	12	19	33	21	3.67	1	1	11	14	5	3.62	3.75	
6. Implementation of activities within its limited time	-	6	8	23	6	3.67	4	14	21	29	19	3.51	4	3	6	10	9	3.53	3.57	
7. Plan implementation meets school objectives	-	4	5	25	9	3.9	2	11	18	32	24	3.74	1	3	10	8	10	3.71	3.63	
Agr. Mean						3.83						3.61						3.47	3.63	

Mean < 1.5 very poor, 1.5 ≤ mean < 2.5 poor, 2.5 ≤ mean < 3.5 undecided, 3.5 ≤ mean < 4.5 good, mean ≥ 4.5 very good

Appendix G-6

Rating of Responses on the Potential Challenges

Items	Respondents																												WM
	School Leaders (N=43)											Teachers (N=87)											Students (N=32)						
	5	4	3	2	1	(\bar{X})	5	4	3	2	1	(\bar{X})	5	4	3	2	1	(\bar{X})	5	4	3	2	1	(\bar{X})					
1. Low commitment of leaders & teachers	13	3	18	7	2	3.42	18	12	20	17	20	2.9	1	10	9	5	7	3.09	1	10	9	5	7	3.09					
2. Lack of commitment & resistance by the staff	9	11	12	8	2	3.32	14	20	28	14	11	3.13	3	8	4	13	7	2.87	3	8	4	13	7	2.87					
3. Low commitment of local political leaders	5	6	18	10	4	2.95	8	17	27	21	14	2.81	7	2	10	6	7	2.88	7	2	10	6	7	2.88					
4. Lack of sufficient training	1	6	14	11	11	2.41	7	10	22	18	30	2.38	3	2	10	10	7	2.5	3	2	10	10	7	2.5					
5. Shortage of manual / guidelines	3	8	12	16	4	2.77	5	14	29	16	23	2.56	2	11	7	9	3	3	2	11	7	9	3	3					
6. Training is not include all stake holders	5	6	15	10	7	2.81	9	16	18	23	21	2.63	3	6	5	8	10	2.65	3	6	5	8	10	2.65					
7. Training focuses on product rather than on process	6	10	8	14	5	2.95	5	17	24	23	18	2.63	-	6	7	11	8	2.64	-	6	7	11	8	2.64					
8. Absence of good school leadership	16	7	7	8	5	3.48	11	19	15	23	19	2.77	5	5	4	10	8	2.97	5	5	4	10	8	2.97					
9. Shortage of supportive staff	6	9	16	7	5	3.09	11	15	26	20	15	2.85	2	8	10	7	5	2.93	2	8	10	7	5	2.93					
10. Lack of capable students	3	8	11	15	6	2.7	10	13	18	27	19	2.63	2	4	11	7	8	2.62	2	4	11	7	8	2.62					
11. Lack of capable school improvement committee	1	9	11	14	8	2.56	3	14	26	29	15	2.34	3	6	6	10	7	2.5	3	6	6	10	7	2.5					
12. Teachers work load	6	5	12	14	6	2.79	8	14	26	16	23	2.63	5	10	6	5	6	2.83	5	10	6	5	6	2.83					
13. Shortage of material & equipment	2	12	12	8	9	2.2	5	9	20	33	20	2.37	1	5	7	7	12	2.27	1	5	7	7	12	2.27					
14. Poor economic capacity of parents	2	9	11	9	12	2.53	8	16	22	17	24	2.62	4	4	8	8	8	2.59	4	4	8	8	8	2.59					
15. Scarcity of financial resources	6	5	13	10	9	2.74	9	15	17	19	27	2.54	3	2	12	8	7	2.61	3	2	12	8	7	2.61					
Agr. Mean												2.85												2.65	2.69	2.73			

Mean < 1.5 extremely serious, 1.5 ≤ Mean < 2.5 very serious, 2.5 ≤ Mean < 3.5 somewhat serious, 3.5 ≤ Mean < 4.5 observed but not serious, Mean ≥ 4.5 not observed.

Declaration

I, the undersigned, declare that this thesis is my original work, and that all sources of materials used for this thesis have been duly acknowledged.

Name Mestir Bedane

Signature 

Place Addis Ababa University

Date of submission 13/4/2011

This thesis has been submitted for examination with my approval as university advisor.

Name Dr. Jeilu Oumer

Signature 

Date of submission 13/4/2011



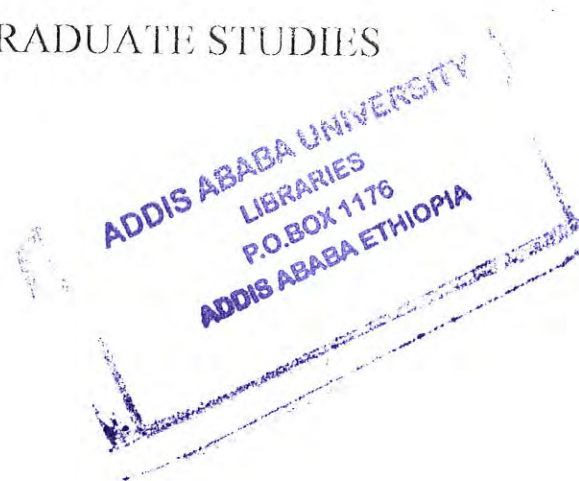
AN ASSESSMENT OF SCHOOL DEVELOPMENT PLANNING
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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



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A THESIS PRESENTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY



IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE MASTER OF ARTS DEGREE IN EDUCATIONAL
LEADERSHIP

BY

MESFIN BEDANE WOLDE

MAY 2011

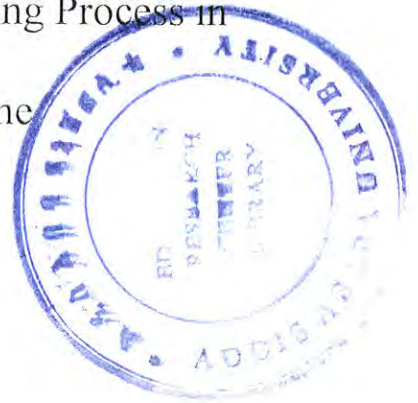
ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

An Assessment of School Development Planning Process in
Secondary Schools of East Arsi Zone

By

Mesfin Bedane Wolde



School of Graduate Studies, Department of Educational
Planning and Management

Approved by the Board of Examiners

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Mesfin Bedane Wolde

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ACRONYMS AND ABRIVATIONS

CEDED	Continuing and Distance Education Division
DENI	Department of Education North Ireland
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
KETB	Kebele Education and Training Board
LEA	Local Education Authority
MDGs	Millennium Development Goals
MoE	Ministry of Education
MSTP	Management Support Training Project
NGO	Non-Government Organization
PTA	Parent Teacher Association
SASA	South Africa School Act
SCOT	Strength, Challenges, Opportunity and Threat
SDP	School Development Planning
SDPI	School Development Planning Initiative
SIC	School Improvement Committee
SIP	School Improvement Program
SMTs	School Management Teams
SWOT	Strength, Weakness, Opportunity and Threat
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office
WM	Weighted Mean

ABSTRACT

The main purpose of the study was to undertake an assessment of school development planning process in secondary schools of East Arsi zone in order to identify the strengths and weakness then to provide alternative recommendations to the identified problems. To this end, answers to the basic questions pertaining to the performance of the key operations of planning cycle of SDP, stake holders' involvement, implementation strategy and monitoring and evaluation mechanism, and potential challenges encountered in SDP process were sought in the study. A descriptive survey method of research was used in the study. Purposive and simple random sampling techniques were used in the study. The subjects of the study were 43 school leaders, 87 teachers, 32 students, 18 PTA members and 12 WEO experts of planning and statistics from 6 sample woredas out of 24 total woredas and 1 town administration. The data that collected through questionnaire, interview and document analysis were analyzed, interpreted and reported. The collected data were analyzed using percentage, mean scores, weighted mean values and chi-square test. The finding of this study indicated that the extent to which the schools performed key operations of planning cycle such as school review, designing, implementation and evaluation was found to be good, which implies good beginning in the practices of SDP process in secondary schools of the zone. However, the parents and community involvement in SDP process and utilization of data collection instruments was reported as low. Moreover, lack of sufficient and continuous training in the planning process, low commitment of school leaders and teachers, shortage of materials and equipments, low professional support and control, weak external cluster network, lack of collaborative working and over lapping of programs are the major challenges constraining the success of SDP process. Based on the major findings conclusion were drawn as ;the extent to which schools performed key operations of planning cycle was found to be good, weak involvement of parents and community in SDP process, in sufficient training in the planning process and there were various problems that constraints schools in the process of SDP. Therefore, it is recommended that providing sustainable training to improve the capacity of school leaders, teachers and parents, improving the involvement of parents and community, motivating and encouraging the teachers and leaders so as to improve their commitment and reporting the performance of the school to parents, community and concerned offices in order to improve their sense of belongingness and support of school.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

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

1.1. Background of the Study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations. Education enables individuals and society to take all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MOE, 2008). Therefore, education lies at the heart of social and economic development, through which the transmission of socially accepted values and norms takes place, reduce poverty, and realize the development of economic, social, cultural and democratic values of the society.

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.

Moreover, he emphasized that, without planned direction and policy limits for acceptable organizational behavior, the administrator has no reference points upon which to fix the course of organizational behavior.

Planning provides the fixed points of reference up on which all the other dynamic elements of the administrative process can be founded. It is the mechanism by which a system adapts to and implements change. Planning establishes the bases for intelligent direction, cooperation and adjustment. Planning helps to develop and facilitate objectives of the organizations. It provides better understanding about the future and how the organization should react if difficult condition occurs. It directs efforts that contribute to goal attainment.

School managers therefore, have the key task of planning how their institutions is to adapt and change to meet the challenge of providing effective education to pupils. Furthermore, in the development planning process, the school leadership requires to play a prominent role in articulating a school mission, vision and fundamental aims; in leading a collaborative efforts to prioritize curriculum, develop aligned assessments and plan instruction to improve student's achievement; in leading data analysis to identify improvement needs; in leading learning and performance development by strategically plan, organize, measure, monitor and manage school systems and processes necessary to school improvement and in leading change to drive and sustain change in collegial environment focused on continuous improvement in students achievement.

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 point, Wallace and Mc Mahon (1994) stated that, development planning has recent 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 Improvement Planning (SIP) or 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. In other words SDP and SIP are a comprehensive plan, covering all aspects of the school, identifying and prioritizing targets for improvement and allocating resources accordingly. They are a 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. However, in most cases SIP focus on pupils' academic performance, particularly in the core subject areas and also on teaching and learning. Whereas, SDP focus on the management and leadership within the school, the balance of the curriculum, pupil's personal and social development, the school's partnership and relationship with parents and the wider community and on buildings and facilities.

Davies (1992:2) also stated that school development planning enables those who govern to concentrate on policies and those who manage to manage effectively; it combines the energies to

governors and managers in searching for greater effectiveness, efficiency and community satisfaction. It is this approach, which has to be adopted to meet the needs of schools as increasing self-governing institutions. The major concern is that bearing in mind the available resources, an effective education must be provided for all pupils. To do this governors and staff should work together to prepare and carry out a development plan for the school. This needs to project the school forward over a three year period. So that change is anticipated and successfully managed.

The way we formulate the systematic schools operational plan and its implementation would be one of the factors for success and /or failure of the school performance. The way of mobilizing the stake holders and other resources in the formation process and implementation of the plan document such as poor organization and communication, problem of know how and shortage of capital could adversely affect the school performance in the fulfillment of social needs.

In Ethiopia, beside the need to increase access to education, the issue of education quality improvement was gained high attention, especially after the government has promulgated education and training policy (ETP) in 1994 E.C to improve access and contribution of education to country's development. Based on this, the country has tried a lot to realize the objectives of the policy in terms of access, efficiency, quality, relevance and equity at different level of education starting from ministry of education to 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, equality, efficiency and access of education under the framework of ETP.

Moreover, the country has started to implement the School Improvement Program (SIP) to improve the quality of education through out the country. According to MOE (2007:57), the school improvement program (SIP) has launched in 2006 aiming at improving the quality of education through enhancing students learning achievement and outcomes. 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 the school development plans that can coordinate and combine 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. As a result, East Arsi zone has started the three-year strategic planning, which concerned with a long term goals to be translated in to planned and prioritized short-term objectives and improvement actions.

The zone is found towards the south of East Showa, North of Bale, and West of West Harar and East of West Arsi zones. It had 25 woredas (24 rural woredas and 1 town administration). According to 2010/11 educational statistics, there were 50 secondary schools. There were also 12793 teachers population (10792 primary school teachers 1-8 and 2001 secondary school teachers 9-12) and 596,080 students population (533,372 primary school enrollment and 62707 secondary school enrollment). The zone has varied topographic features that encompass Dega, Woina Dega and Kolla types of climatic condition. It has also diversified people having different language, religious and ethical background. These people engaged in mixed-agricultural activities that is crop-cultivation and rearing animals. There is also the growing societal demand for the expansion and quality of education which requires developing the schools.

Hence, from the current situations of the education system of the country and the needs of the society to have successful schools, an assessment of school development planning process in secondary schools of East Arsi zone had a vital significance.

1.2. Statement of the Problem

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). This implies that the planning process requires smooth and productive relationship and communication of these stake holders. However, in reality, in most of our secondary schools, the lion share responsibility of planning process is

belongs to the principals. In other hand the economic, social and technological change creates increases a pressures and expectation on the schools.

To overcome or control the challenges of change the schools need to under took effective SDP. According to SDPI (1999:8), changing pupils needs necessitate ongoing educational innovation. To meet the challenges schools require a proactive approach to managing change. On top of this, Wallace and Mc Mahon (1994:108) explain that, development planning offered a procedure for managing some or all innovations and other changes at school level. This is clearly shows that a proactive planning approach is appropriate to the dynamic environment in which schools find themselves and their need to be responsive to pupils and to changing circumstances.

However, SDP process is not an easy task to be performed. Davies (1992:5) stated that it is relatively easy to plan the immediate future for oneself 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.

According to Mc Gilchrist and Mortimore (1995:207) cited in Xaba (2006:15) stated that school development planning can be a school improvement strategy although not all SDPs lead to school improvement. This is based on how SDPs are drawn up and mainly what they focus on. The development planning needs a deep understanding of what its intentions are and how it should be done. Schools would have to distinguish between planning for school improvement, innovation or change and simply planning for management aspects of the school, which could translate into simple operational planning (action planning); this against the background of schools generally being stable environments (Xaba, 2006:16). In fact, Hargreaves (1995:217) cited in Xaba (2006:16) argued that, unlike companies which operate in dynamic and uncertain environments, schools are remarkably stable for most of the time and are particularly difficult to change because parent clients want astonishingly stable schools, and while schools are under pressure to innovate, much of this innovation is externally shaped and imposed on educators who have very little choice in the matter.

From this exposition, it can be understood that SDP requires technical knowledge and skill for its execution. For example, determining and setting realistic objectives, time frames, performance indicators and costing are some of the activities that require knowledge and skill to determine (Xaba, 2006:16). This implies that, the formulation of SDP requires collective knowledge and experience of plan actors that is the planners should necessarily be equipped with the required planning knowledge, skill and experience. But, these issues are the major challenges in the effective process of SDP in many of our schools.

According to UNESCO (2007:17), some of the major problems identified in research reports and case studies are: focus on the product (the plan) rather than on the process; non-participatory approach- the plan being prepared by just a few (the principal and senior teachers) in order to save time; too high expectations at the beginning- introducing a new way of doing things bound to provoke some resistance and therefore will take time; not built on existing school practices and therefore too much seen as an additional burden; no linkage between school development plans and external supervision; no or not enough capacity- building of staff; no or not enough external support; and school development planning not taken seriously, simply because it has been introduced in a bureaucratic way as yet another assignment given to the school.

Moreover, in Ethiopian schools context the problem of human, material and financial resources, the way of planning process, the process of school review, the competence of school leadership and the plan implementation process would be of the problems that challenge the school development planning process to be practiced effectively in the schools. The problem of conducting school review and determination of priorities by participating teachers, students, parents 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 challenging due to shortage of planning skill, knowledge and experience.

Therefore, the researcher observed a wide gap between theoretical knowledge of school development planning process and the actual practice of the schools and this study tries to fill this

gap by raising the awareness to the school administration and other concerned bodies in the planning process.

Thus, from the above rationale, the researcher motivated to undertake the study at the secondary schools of East Arsi zone. Accordingly, the study was focused on answering the following basic research questions:

5. To what extent do the schools perform the key operations of the planning cycle of SDP?
6. To what extent do the schools involve teachers, students, community and mobilize other resources in the planning process?
7. What are the implementation strategies and monitoring and evaluation mechanisms of SDP in the schools?
8. What are the challenges regarding the school development planning experienced in the school?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this research was an assessment of school development planning process in secondary schools of East Arsi zone.

1.3.2. Specific Objectives

The specific objectives of this study were:

1. To evaluate how much the schools perform key operations of the planning cycle of SDP.
2. To see the extent of the teachers, students, and community participation and other resource mobilization in the implementation of planning process cycle.
3. To evaluate the implementation strategies and monitoring and evaluation mechanisms of SDP in the secondary schools.
4. To identify the major challenges experienced by school regarding the school development planning process.
5. To forward necessary recommendation on SDP process can be effective and efficient.

1.4. Significance of the Study

Planning is one of the most managerial functions that helps them to deal with both foreseen and unforeseen problems. Specifically, the fundamental purpose of school development planning is to enable the school to achieve and maintain the highest possible level of effectiveness in meeting the educational need of its pupils in a culture that is characterized by change. The way we formulate the systematic plan document and implement all intended activities determine the ultimate outcome of the school.

The findings of this study were helpful for the identification of the school development planning process prevail in the schools under study. The process needs well understanding of its concept, necessary knowledge and resources. Hence, the student researcher believes that the results of the study may help to:

3. Provide better awareness and understanding to schools administration and other concerned bodies to thinking and rethinking how to review, design, implement, monitor, and evaluate in the process of SDP.
4. Provide the issues to be stressed by the school principals, teachers, and other professionals in the process of the school development planning.
5. Serve as initial step to carry out other detailed studies on the area by other researchers.

1.5. Delimitations of the Study

The scope of the study was delimited to 6 (six) government secondary schools of East Arsi zone of Oromia region. The selected sample secondary schools involved in the study can represent the whole schools of the zone. Moreover, the study was delimited to assess the school development planning (SDP) process by considering 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 process.

The gathered data was focused to SDP process starting from the beginning of last three years, when the development planning was introduced in secondary schools of the zone.

1.6. Limitations of the Study

It is clear that, the research work could not be totally free from limitations. Due to this fact, the researcher was faced with reluctance of some respondents to fill and return the questionnaire, as a result, it was difficult to collect the entire distributed questionnaires, it was reduced the information which may be important to the study. In some schools it was difficult to get PTA members for the interview and involuntary during interviews discussion. During the data analysis and interpretation process there may be biases emanating from exaggeration or under estimation of some points by respondents, but every effort was employed to minimize the coming and going. Moreover, financial and time constraints had also their own influence in the process of conducting this research.

1.7. Definition of Key Terms

Change: Change is any event or action, which alters the level of completeness or equilibrium. It may be the action moving towards equilibrium or it may be building or it may be destroying (Havelock and Huberman, 1977:32).

Innovation: An innovation is an idea, project or practice perceived as a new by an individual or individuals (Ayalew: 2000).

Operational planning: Is a tactical planning. It is a planning that guides the day to day activities of the organization (CDEO, 2002:127).

Policy: A policy is a standing plan that establishes general guidelines for decision making (CDED, 2002: 129).

Efficiency: A short term measure of how well an organization uses its resources (Hitt and et al, 1989:13)

Effectiveness: How well an organization reaches its objectives over a period of time (Hitt and et al, 1989: 13)

1.8. Organization of the Study

This research report has been organized in to five chapters. The first chapter deals with the problems and its approach. The second chapter deals with review of the related literature. The research design and methodology is discussed in chapter three. The fourth chapter treats the presentation, interpretation and analysis of data. Chapter five contains summary of major findings, conclusion and recommendations. Finally, list of reference materials, questionnaires, interview questions and other important papers are annexed in the appendices of this thesis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the concept of planning and school development planning, the process of school development planning that dealing with strategies, school ethos, culture, aims and framework of the planning process. Moreover, the literature deals with practices and challenges in the school development planning process and the school development planning in Ethiopia.

2.1. The Concept of Planning and School Development Planning

2.1.1. The Definition of Planning

Different authorities define planning in different ways. Some of them are defined as follows:

Planning can be defined as selecting and relating knowledge, facts, images and assumptions regarding the future for the purpose of visualization and formulation of desired out comes to be achieved, sequential activities necessary to achieve those outcomes and limits on acceptable behavior to be used in their accomplishment (Cunningham, 1982:5).

Forojalla (1993:38-9) has defined that, educational planning as the process by which an analysis of the present condition of an education 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 parts of an education system towards the achievement of long-term goals of a country or region/ state within it. This involves the assessment of the existing situation, including institutional structures, financial and human resources and the evolution of strategy of action. As a management too, educational planning is a continuous process of acquisition and analysis of data from an empirical base for the provision of information to decision makers. In addition to this, CDED (2002:105) defined as planning is that function of management in which a conscious choice of patterns of influence is determined for decision makers. So that, the many decisions will be coordinated for some period of time and will be directed toward the chosen broad goals. A plan is a pre-determined course of action. It may be tailored to a specific project or may be established as standing scheme for any future actions. It also includes mentally searching for possibilities of future problems that might appear. It provides frames of reference for decisions of individuals in an organization.

2.1.2. Conceptualization of SDP

The concept of planning assumes that human society can be made to change in desirable ways through deliberate action. Implicit in this is the belief that such change will lead to progress or development; hence the emphasis on development planning, including the planning of education in Africa and other third world countries (Forojalla, 1993:1). This deals with development planning needed for the changing circumstance of human society.

Three distinct terms have grown up over the last few years to describe the plan document. In 1985, Enfield LEA introduce the term Institutional Development Plan (IDP) to cover both a process and a document (Goddard, 1992). This term was taken by Goddard from the work of per Dalin and IMTEC (International Movement towards Educational Change), where it stands for Institutional Development Program. It was also stated that, the more general national description of the document is school development plan, which recognizes its application to schools.

Goddard (1992:99) has also explained that, the advent of local management of schools (LMS) heralded the term management plan. The confusion caused by this label stems from the managerial as opposed to the developmental aspects of the process and document. In order to over come the unnecessary emphasis towards either development or management, we use the term school plan.

According to Holly (1989:31), the idea of school development plans was first raised to prominence by the ILEA's Report of the Committee on primary education (ILEA, 1985) which said:

We recommend that every school should have a plan for development, taking account of the policies of the LEA, the need of the children, the capacities of the staff and the known views of the parents. The plan should have an action sheet attached to it showing what the responsibilities of members of staff will be and setting target dates. The plan should also show what, if any outside assistance or special resources will be needed and indicate time scales; it should also show by what means the effect of the plan are to be assessed.

The central purpose should be expressed in terms of the improvements sought in the children's learning. Furthermore, Holly (1989:31) has explained that the development plans were further promoted when the House of Commons select committee (1986). This shows the starting and

introduction of school development planning around 1985 in the system of educational development and its main focus is to improve the children learning.

Therefore, school development plan is explained as a document which sets out the strategies the school will adopt to secure and sustain school improvement. It brings together, in one purposeful, practical and coherent plan, national, local and school priorities, reflecting the aims and values of the school (Bedfordshire, 2008:4; Hopkins et al., 1995:75).

Bedfordshire also explained that school development plans (also known as school improvement plans or single school plan) take many shapes and sizes. There is no one “correct” format but there are certain features which should be included. School development plans are not static and should be produced in a format that enables regular updating.

Ideally a school development plan will contain brief, contextual information (e.g. a review of last year’s plan including impact; key issues; national and local priorities of relevance to the school; relevant sections of SIP reports; summary of significant school data); a statement of the school’s value, aims and vision, which has been revisited annually (long term); a strategic plan, which shows proposed developments for the next two/ three years (medium term) and focused action plan for each current priority (short term).

Hence, the school development plan is primarily a working document for use by the school. It will be based on the school’s 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 (DENI, 2005:1).

Moreover, Jeilu (2002) defined school development planning as a process whereby a school reviews; the quality of provision; identifies strengths and areas for improvement; prioritizes area for improvement; plans and implements actions to address priorities and monitors and evaluates the outcomes. This implies that it is not a one shot activity. It is a continuous exercise in which the school revisits all its activities throughout the planning cycles.

Therefore, school development planning is a systematic, collaborative and inclusive, on going and progressive process undertaken by the school to promote whole school effectiveness, school

improvement, quality enhancement, staff development, partnerships, effective resource development, change management and the furtherance of aims and priorities of the national education system (SDPI, 1999:13-15).

According to Hopkins et al (1995), development planning is commonly called “School Growth Plan” that provides a generic and paradigmatic illustration of a school improvement strategy, combining as it does selected curriculum change with modifications to the school’s management arrangements or organization.

An effective planning process is an essential feature of every successful organization. In the case of schools, DENI (2005:1) has elaborated that, the process will involve; the confirmation of the school’s ethos, culture and aims, an assessment of the school’s current position, its strengths areas for improving the quality of learning and teaching and the various factors which will influence the management and development of the school over the next 3 years, the anticipated level of resources and its management, what the school wants to achieve within a defined number of years, in most cases expressed in terms of qualified targets for future performance, how it intends to bring about these achievements; and when, and how it will measure progress.

2.1.3. The Rationale for School Development Planning

The key purpose of school development planning is to contribute to the continuous improvement of the quality of learning and teaching through a process of regular and ongoing planning, evaluation and review. It is important to stress that school development planning is about the all aspects of the school that contributes to improvement (e.g. ethos, equal opportunities, staff development, behavior, buildings) (DENI, 2005:3-4 and Jeilu, 2002).

According to Ishare Ruffer and Colleagues (1979:178-9) cited in Ribbins and Burrige (1994:86) view that 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. 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, it may indicate that collaborate effort of school community is quit important in their school growth and quality improvement.

Moreover, school development planning promotes the school effectiveness and improvement in which the provision of quality education enhanced and the needs of all its pupils achieved. Regarding to this idea, Davies (1992:2) has stated that, school development planning enables those who govern to concentrate on policies and those who manage to manage effectively, it combines the energies of governors and managers in searching for greater effectiveness, efficiency and community satisfaction. DENI (2005:4) has also explained that, in particular school development planning promote school effectiveness and help ensure that all those involved in the planning process and delivery have a shared understanding of policies, procedures and practices with in the school. So that, school development planning provides an exemplary illustration of a school improvement strategy, combining as it does curriculum change with modifications to the school's managements.

Besides helping the schools organize what is already doing and what is a need to do in a more purposeful and coherent way, school development planning is also helping schools to manage innovation and change successfully. In this regard, SDPI (1999:15) stated that SDP helps the school community to manage change effectively by enabling it to control the pace and direction of internal change and to built a capacity to respond rapidly to new challenges. Additionally, the school development planning promotes teachers professional learning. Goddard (1992:107) has pointed out that, teachers can work collaboratively, share ideas and learn from experience. As a number of teacher commented the process we have been through is far more important than the finished document. This may indicate that the process is very important than product (plan document). On the other hand SDP promotes effective deployment of available resources. In relation to this SDPI (1999:15) has noted that, formalized school development planning enables the school to specify resources requirements and to target available resources meeting priority needs.

2.1.4. Characteristics of School Development Plan

The essential features of school development planning can be identified as follows:

A belief that the Development of Schools Grows from within

The school development is the responsibility of those who work within it. According to Holly (1989:32) there are three other reasons for school growing from within; 1st, ownership, staff feel

more in control and committed to developments they are involved with and responsible for. 2nd, School development, can in one sense be internal. For sure, “outsiders” can be involved, offer support, and help to set the agenda of change, but ultimately development rests upon teachers in classrooms, ancillary staff around the school, the head teacher in the school all working to make developments happen. Without their involvement very little else will change. 3rd, Much growth has come from using and spreading the talents of those working in the school. Teachers do not only teach children, teachers can teach teachers! Many teachers developed because they learned from their colleagues within their own schools and development plans should clearly continue this well known and valuable form of school and teachers development.

Hopkins et al., (1995:4) has stated also schools have the capacity to improve themselves, if the conditions are right. A major responsibility of those outside the school is to help provide these conditions for those inside.

The Plan Should be the Whole School Plan

Some teachers saw the need to develop the school development plan to ensure coherence and consistency across the school (Goddard, 1992:104). In other word Holly (1989:33) stated that the plan brings together the views, ideas and aspirations of all members of the school’s staff and becomes the way forward for all of them. Thus, not only does the plan bring ideas together but it also becomes the staff’s collective view of how and where the school should be developing.

Consideration of the Views of the LEA and Central Government

With the advent of the ‘National curriculum’ schools will also need to take account of developments at national level. Whilst schools should develop from within they need to be fully aware of and alert to the ideas and wishes of others who have a stake in school development. Also it might be risky (or even unprofessional) to ignore the views, inspections, the policies of the education committee and the work of the LEA advisors/ inspectors (Holly, 1989:34).

Consideration of the Known Views of Parents

Many head teachers are keenly aware of their schools reputation and image and are alert to parental views (Holly, 1989:34). In addition SDPI (1999:28) clarify that it is important that

parents are involved in the planning process. Through, the representation of the board of management and the parents association. Where one has been established, parents can readily be consulted in the clarification of the school's mission, vision and aims, the view of the school's current reality, the establishment of priorities, and the development of policies on issue such as discipline or home work. All parents should be kept informed of relevant outcomes of the planning process.

Moreover, it is both necessary and prudent to secure the agreement, indeed, support of governors to the school plan. The consideration of the views of the LEA, parents and governors is crucial to the successful management of the change (Holly, 1989:35).

The Plan should be derived from a Review of Current Practice

Schools' should set up arrangements to review where they are in relation to the many aspects of their internal and external environment (ILEA, 1985) cited in Holly (1989). The purpose of the review is to identify the needs of the school. If schools are to grow from within then schools need to know where they are reviews should provide a better view of where they are; hence they are a necessary step in the process of growing and developing.

Priorities

Priorities will be determined by each school, and will therefore, be tailored in accordance with the perceived circumstances, preferences requirements of the school as a whole. Priorities for development are selected and planned in detailed for one year and the supported by action plans or working documents for staff. The priorities for later years are sketched in out line to provide the longer term program (Hargreaves, et al., 1989:4).

The Central Purpose should be expressed in terms of the Improvements sought in the children learning

According to Bell (1998:453) cited in Xaba (2006:15), the purpose of development planning is to assist the school to introduce changes successfully, so that the quality of teaching and the standards of learning are improved. In support of this, Holly (1989:38) has express that a school

development plan should make that connection because the plan should record, at the start of the plan's implementation, the improvements sought in children's learning.

Time Schedule

The plan should indicate time schedules. Target dates should be set and everyone should be aware of them. A plan might well take more than a year; and could be one of a continuing series. It is also possible that schools prepare a plan for, say, three years, only the first year of which is prepared in detail with the other two years outlined. Then, as those years are approached they are updated and planned in greater detail.

Identification of Outside Help

Increasingly there are LEA support staffs available to help schools. Some of these staff operates as teams, others as individuals. Additionally, there might be colleagues in neighboring schools who have expertise in the schools priority areas, or the schools might approach LEA advisors / inspectors, teacher centers and higher education establishments (Holly, 1989:39).

Analysis resource implications

The plan should indicate any major shift required in the provision of books or other resources. Some kind of budgeting will be needed in order to provide some financial support for the plan. This budgeting decision should be made in the light of the plan, and should be communicated to all staff and agreed.

2.2. The Process of School Development Planning

2.2.1. Strategies in School Development Plans

How a school chooses to address a particular development objective is an issue of professional practice and the responsibility of school staff. Thus, school development is necessarily linked to professional development in schools. Dimmock (1993:153-155) has elaborated that, the strategies in school development plans that provides for exchange of information on the effectiveness of particular strategies for specific situation.

Training and Development to Support School Development

Schools need to evaluate the skills and knowledge required for planning and managing the development process. The planning process requires leadership, peer group communication and collaborative problem-solving skills. Further, interpersonal skills in providing feedback on performance between individuals and groups are required. In many cases schools develop internal cluster networks to share experience and expertise. Schools assess their training and development requirements in relation to the strategies that are specified in their school development plans.

Approval of School Development Plans

Area directors, and district superintendents as their advisers, are responsible for the approval of school development plans. Approval requires school development plans to conform to the guidelines that have been set by the department, and schools to set themselves realistic outcomes. Outcomes which embody high expectations, but which are attainable, are considered realistic in terms of school development.

Review of School Development Plans

The review process associated with school development plans consists of both internal and external reviews of progress and of the management of the development process. Schools conduct their own annual internal review of progress in terms of their school development plan. In addition, this internal review process assesses potential areas of development that the school needs to address in its current forward plan or at the end of the present three-year development cycle. This provides schools with time to plan and introduce new development strategies and coordinate them with the strategies contained in their current school development plan.

2.2.2. School Ethos, Culture and Aims

The plan should start with a clear statement of the school's ethos and underpinning values, together with any distinctive characteristics. The strategic aims of the school will flow from these statements. This part of the plan will normally remain fairly constant but nevertheless requires review as part of the development planning process to ensure that the aims and values of the school are up to date and relevant (DENI, 2005:9).

2.2.3. Framework of the School Development Planning Process

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

The process can be represented diagrammatically as follows:

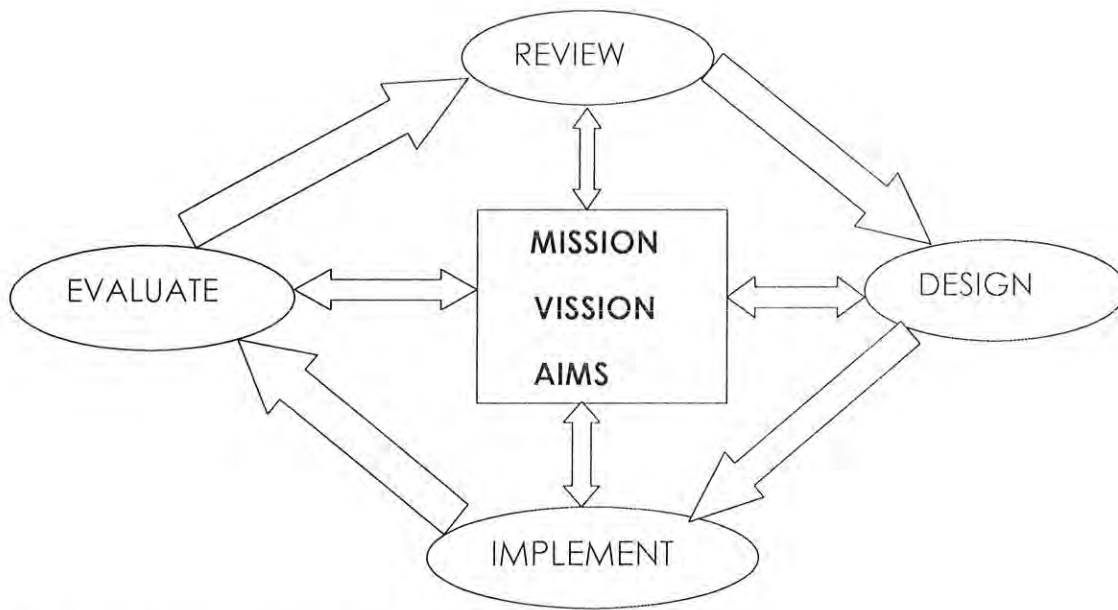


Fig1. Basic Framework of school development planning process

Source: SDPI (1999:16; Jeilu, 2002).

As a strategic planning device, school development planning is concerned with long-term goals (the mission) to be translated into planned and prioritized short term objectives and improvement actions (development planning), after careful analysis of the strength and weakness of the school (audit). Furthermore, the process itself of putting the improvement actions into practice (implementation) has to be systematically analyzed on the basis of appropriate indicators and followed by corrective action (monitoring) (NESCO, 2007:15).

The school development planning process often begins with the formulation of mission, vision and aims. Some schools, however, find it more helpful to begin with the review and to allow their understanding of their mission, vision and aims to become enriched and clarified through

participation in the planning process and in particular through reflection on the local, national and international context factors that will influence the shaping of the schools future (SDPI, 1999:16).

The school has to formulate its vision, mission and fundamental aims which articulate the reason for the school's existence, what it wants to create and achieve, and what it considers to be the fundamental purpose of education (MSTP, 1998; SDPI, 1999).

Mission: mission can be defined as a general statement of the over all *raison d'être* of the school. It should be brief enough to be memorable and challenging enough to make one think (SDPI, 1999:17). This explains that the school mission is a clear statement of the school it was, from which the strategic school aims will derived. The mission statement addresses the basic questions that show the reason for the schools existence. According to SDPI, (2003:2), the mission statement raised four basic questions like: Whom does the school serve? , What service does the school provide?, How is that service provided?, What are the key beliefs and values the school stands for?. The effective school mission should be clear, action oriented, invites people towards the achievement of school goals. In support of this, Jeilu (2002) has identified that, the effective mission statement as identifying, focused, value based, realistic, actionable, instructive, concise, readable and inspiring.

Vision: Can be defined as a statement of the desired future of the school, of how it wants and needs to be. It beckons towards betterment (SDPI, 1999:17). Dimmock (1993:101) has also defined that, a statement of what the organization ought to be: the ought, the should, the values, which guide practice. Colton (1985:18) and Duke (1990:26) cited in Dimmock (1993:101) have suggested that vision defines not what we are but rather what we seek to be or do. While on the one hand, it can make dreamers of us all by letting us 'see feelingly'; there is also a practical, purposeful role for vision to play. Vision expresses a view of what is desirable but it must do so in a way which can 'inspire and motivate people to work towards improvement'. Moreover, school vision also used as guides for decision-making and problem solving. In this respect, Dimmock (1993:102) has revealed that, a clear articulated vision guides decision-making and problem solving so that situations are resolved in a way that is consistent with the goals, priorities and direction of the school. Vision moves from a dream state to practical, daily hands on guide

when it includes the goals staff hopes to accomplish for and with students. Vision is a shared, public statement of values.

Aims: Can be defined as broad statements of the educational goals that the school seeks to attain. They flow from the mission and vision. In general, they will related to the promotion by the school of the intellectual, physical, social, personal, spiritual, moral and aesthetic development of all its pupils (SDPI, 1999:17).

The Planning Cycle

The planning cycle can be structured around a number of key questions, which can be related to the key processes or operations. According to UNESCO (2007:16) five basic questions has stated such as; that are we trying to achieve? Where do you stand? What changes do we require? How shall we implement these changes? And how well are we implementing our plan? These questions are directly focuses to key process of planning cycle such as mission, audit, development planning, implementation and monitoring respectively. Similarly SDPI, (1999:18) and Bell, (1998:452) identified that, the planning cycle addresses questions: where is the school now?, which focuses review of the current situation?, where do you want the school to be at the end of the cycle?, which focuses to priorities for development, how will we get there?, this is the issue of specification of targets and objectives, design detail action plans and implement the action plan, how will we check whether we are getting there?. that focuses to monitor the implementation and at the end how will we know if we have got there?, which directs the evaluation of the implementation. Furthermore, the planning process is based on annual cycles, each consisting of four sequential process or stages. In support of this idea, DES (1989:5) cited in Wallace and Mc Mahon (1994:10) identified four key stages:

1. **Audit:** a school reviews its strength and weaknesses;
2. **Plan Construction:** priorities for development are selected and then turned in to specific targets;
3. **Implementation:** of the planned priorities and targets;
4. **Evaluation:** the success of implementation is checked

In general, all these authorities commonly explain that the planning cycle as a whole starts from review (audit) the current situation, design, implement and monitoring & evaluate the output in the cycle which can be elaborated in the following.

2.2.3.1. Review (Audit) of Current Provision and Identification of Key Issues

According to DENI (2005:11), this stage involves a school in evaluating, in a constructively critical manner, the nature and quality of its provision across a wide range of areas especially the standards attained by its pupils. As a minimum, this review must examine the areas set out in the regulations. This exercise needs to involve an analysis of the performance of pupils, comparing Current performance, across the school and in each subject, with that of previous cohorts; the performance of the same cohort across different subjects and current performance against the performance of pupils in schools of similar size and /or characteristics.

The review of current school situation plays a vital role in the formulation of effective plan document. It helps the school SWOT analysis and to make decision for the effectiveness of its development planning process. In relation to this issue, SDPI (1999:18) has explained that, the purpose of the review is twofold:

***Description:** to compile a comprehensive account of the school's current situation with a view to heightening the awareness of the school community of how and why the school functions and of the context in which operates and providing data for analysis as a basis for decision making.*

***Analysis:** to establish the schools internal strength and challenges and the opportunities and threats presented by its external environment, with a view to identifying needs that must be addressed and factors that must be taken into account in planning for the development of the school and prioritizing areas for the development.*

Equally crucial in the review phase are the review instruments. SDPI (1999:20) cites survey, questionnaires, interview, checklists, and SCOT (Strengths, Challenges, Opportunities, and Threats) analysis. These instruments are meant to elicit school needs by eliciting information from stake holders. This phase is then followed by prioritization of needs that should be addressed and a number of possibilities for development (Xaba, 2006:17). This implies that school review should be conducted scientifically by using data collection instrument in order to

collect information to assess internal strength and weakness, external opportunity and threat and school needs.

Moreover, DENI (2005:11-18) has explained that, many internal and external factors will influence the effectiveness of provision within a school and as such need to be identified and their potential impact assessed. Regarding to internal environment, the audit should include a review of the performance of the school by focusing on its effectiveness in terms of the learning and the experiences of its pupils. The schools need to address the following questions like: how does our present performance compare with that of other schools operating in similar circumstances?, how does our present performance compare with the achievement of the school in previous years?, in schools, is there evidence that the pupils work and attainment in certain subjects /areas of study/ key stages/ year groups are better than others? If so why? Are some groups of pupils doing better than others? If so why? And how does the performance of boys compare with that of girls?

Moreover, many literature identified that internal review involves analyzing the statistical and other data available to the school, the extent to which the current organization and management of the school supports the delivery of the schools priorities, an assessment of teaching provided by the school, an assessment of the contribution of non-teaching staffs, review of curricular and extra-curricular provision, the effectiveness in promoting the pupils personal and social development and the effectiveness of leadership and management in promoting action to improve learning etc. regarding to the external environment the schools need to be aware of a range of factors that may impact on its work. These will include government policy and priorities related to education, local policies and their likely impact on school and changes in the community served by the school.

2.2.3.2. Design: Priorities for Action and Action Planning

Having identified, in a systematic manner, the school's strengths, areas for improvement, challenges and opportunities, the next stage is to determine priorities for the future and decide how the work will be taken forward.

Determining Priorities: In deciding on priorities for improvement the school might also wish to consider previously identified strength or areas for improvement, areas for improvement

identified during an inspection and areas relating to national or local initiatives; or an area of particular interest to parents such as pastoral care (DENI, 2005:18-19).

Due to scarce educational resources, the schools needs should be priorities. On the top of these issues, SDPI (1999:21) has explained that, the school's resources of personnel, expertise, energy, time and money are limited. Accordingly the needs and possibilities must then be prioritized in terms of their importance to the development of the school, in light of all the context factors; the current capacity of school to address them and the current commitment of the school to dealing with them.

Action Planning: In the design stage, the priorities identified in the review are translated into specific objectives or targets and action plans are designed to achieve those objectives (SDPI, 1999:21). Action plans have to be detailed and specify objectives to be achieved, action to be taken, persons responsible for auctioning those activities, costs involved, time frames and monitoring mechanisms. To ensure that implementation of the plans takes place, action planning has to be as detailed and realistic as possible (Xaba, 2006:17).

According to Wallace and Mc Mahon (1994:10), detailed plans are made for the year ahead and for the next two in outline. At the end of the initial cycle, detailed plans for the following year are made with reference to the outline plans made previously. Agreement on priorities and targets at the plan- construction stage is to be followed by the development of detailed action plans which include the identification of success criteria by which progress with implementation may be monitored. Moreover, action planning specified what is to be done who will do it? And when it will be done? Which stated in detailed objectives and targets to guides the day to day activities of the school? On the other hand, it is dealing with current school operations and allocation of resources.

2.2.3.3 Implementation and Monitoring

The implementation and monitoring of the action plan is the important stage. Many schools prepare good plans but fail to implement them effectively. Regarding to this issue, Napuk (1993) has stated that, it does not matter how well and great a plan seems to be it is useless if it fails to implemented.

During the implementation process, the tasks specified in the action plan are carried out. It is important to establish structures and procedures where by teachers involved can be supported in their work. Such support might include: the encouragement, affirmation, or advice of colleagues; secretarial, administrative or practical assistance; advice from educationalist with relevant expertise the support teams for specific programs are valuable source of advice; training in relevant skills and contact with schools involved in similar projects (SDPI, 1999:23).

Implementation is often regarded as something which is beyond the scope of planning or planners. This attitude can be explained by the fact that actual implementation of specific plan is the responsibility of technical and administrative personnel rather than planners. However, this does not mean that planners can ignore the implementation stage. On the contrary, implementation problems are widely recognized as one of the major weakness of planning in many parts of the 3rd world (Conyers and Hills, 1984:80). Grindle cited in Conyers and Hills (1984:156) suggest that nature of planning process, organization of planning and implementation, content of plans and management of the implementation process are some of the factors affecting plan implementation.

Monitoring and evaluation consists measuring the status of the activities against an expected target and allows judgment by continuous collection and analysis of information. In support of this, SDPI (1999:23) has also suggested that, constructive monitoring, or formative evaluation, facilitates effective implementation. It is a way of discovering if the plan is working and of assessing how well it is working, so that corrective action can be taken as soon as it becomes necessary. Thus, it can prevent waste of time and effort.

Monitoring procedures include: review meeting (full staff or small groups) to discuss progress in the light of the success criteria, highlight difficulties, suggest approaches to problems; informal discussion or more formal interviews with participants or stake holders to get feedback on the continuing appropriateness of targets tasks, remits, resource-specifications and time scales; observation by a mentor or critical friend (an outsider with relevant expertise) and use of formal review instruments at specified stages within the time scale of the plan.

Monitoring can lead to the adjustment of any aspect of the action plan. It is a process which the progress of implementation insures that it is operating properly or not. According to DENI

(2005:26-27), the principal will need to have internal arrangements in place to monitor progress so that he/she is in a position to report to the board of governors. As a minimum: all goals, objectives, strategies and measures outlined in the school development plan should be understood by teachers and were appropriate other staff; all staff should be aware of their responsibilities as specified in the school development plan; the senior management team should prepare and regularly review progress report against actions and in large school. heads of department and other managers should supervise completion of tasks assigned to named individuals.

In addition to this DENI (2005:27) has summarized that, the principals termly monitoring report offers simple headline facts in a number of areas including attendance, curriculum developments, pupil performance and summary reports from all heads of departments covering all areas of the curriculum. At year end the report also includes a section on staff performance management and staff development, and an overview assessment of progress across the development plan over the previous year.

2.2.3.4. Evaluation

Self-evaluation is the key to ongoing improvement. At the end of the planning cycle, it is important that the school community evaluate the success of the implementation in attaining the targets and addressing the school's development needs. According to Miron and Chinapah (1990:26) has defined evaluation as a process of analysis and control design to determine the relevance, effectiveness, significance and impact of specific activities and the degree of efficiency with which they are carried out. Moreover, the evaluation process reviews the extent to which it has been possible to achieve the objectives that were specified in each action plan or project: fully, partly, or not to any significant event (SDPI, 1999:24). The outcome of the evaluation feeds in to the next planning cycle.

Jeilu (2002) has also explained that, school self evaluation is provides an accurate assessment of how well the school is performing and what it needs to do next, and leads naturally in to the school's development plan through the identification of school improvement priorities. As a hole one can generalize that evaluation is an exercise to access the success and /or failure of planed objectives, programs impact and cost effectiveness to make adjustment for the next planning cycle.

The self-evaluation process is concerned with the collection of evidence in relation to the success criteria with a view to drawing conclusions and making recommendations. In relation to data gathering tools SDPI (1999:24) has also emphasized, the key tools as the evidence can be gathered from questionnaires, documents and records, discussions, interviews, pupils' work, observation, independent evaluation reports. Each action plan is evaluated in the light of the evidence, conclusions are drawn about its success, and recommendations are made in relation to future action.

2.2.4 The Participants in School Development Plans

The production of school development plan is not a task that can be undertaken by an individual working in isolation, rather it is a collaborative process that draws the whole school community together in shaping the school's future. Accordingly it requires close involvement of all the key stake holders, teaching staff, supporting staff, principal, students, parents and board of school management.

A. The Role of the Principal

The school's principal plays a vital role in the leadership and management of the planning process. They are responsible to plan all activities to be implemented throughout the year. The school principal should involve both internal school staff and students and external parents and community. Moreover, SDPI (1999:27) has stated that, the responsibility of principals under the direction of the board, with the collaboration of the in school management and the teaching staff such as initiation of the planning process, creation of a climate conducive to collaboration, motivation of the staff; establishment of the planning infrastructure; organization of activities and resources; arrangement of consultation, communication and approval procedures; and management of the plan's implementation and evaluation. Mohanty. (1990:301) has emphasized the role of principals as the principals should involve management committee and PTA members by convene meetings and holding discussion and arriving at the decision for the implementation.

B. Participation of School's Staff

The inclusion of the school's staff in both the planning process and its implementation is crucial to its success (DENI, 2005:6). In this respect, Wallace and Mc Mahon (1994:101) have suggested that within their management roles, staff led planning for the implementation of particular changes through structures and procedures developed in each school. They would draft policies for discussion by colleagues, lead meetings of staff, attend in service training courses provided in the main by LEA staff, run development activities for colleagues, procedure resources and give informal encouragement to individuals. These show that the staff plays a prominent role in the development planning process so as to make its implementation more effective.

Furthermore, DENI (2005:6) has explained that, if development planning is to lead to higher standards of pupils attainment and improvement in the quality of learning and teaching, staff must: understand the planning process; take ownership of the process and be involved at all stages; recognize that the focus is on the pupils' attainments, progress and experiences and how practice not only within but also beyond the classroom. contributes to the improvement of both attainment and enjoyment of learning; engage in appropriate professional development; be prepared; if necessary, to change their approaches to learning and teaching.

In general the school's staff including supportive staff should be involved from the beginning of the clarification of schools etho's and underpinning values as well as in the review of schools current situation. In this regard SDPI (1999:29) has suggested that, the school should be actively involved in the clarification of the school's mission, vision and aims in the review of the school's current situation, and in the establishment of development priorities. The process should be designed to enable all members of staff to participate in discussion and decision making. And also suggested that it is advisable that the support staff be consulted during the review process on aspects of school life that are relevant to their work. They should also be kept informed of the school's development plans.

C. Students Participation

As part of school's community and the primary beneficiary of school activities the students are expected to be involved in the SDP process. SDPI (1999:28) has indicated that, the education Act 1998 provides for consultation with students in the preparation of the school plan. Moreover,

students will have their views on school provision and education quality improvement. According to DENI (2005:6), older pupils can be also expected to have views on issues such as curricular choices, careers education and guidance and enrichment courses or activities. The quality and value of pupils' contribution to improving the life of the school is potentially very great, even among the younger children. The student's participation is based on the extent to which the principals and the staff are able to create opportunities and conducive climate for positive debate. On top of this, DENI (2005:7) has suggested that, consultation can be organized in a variety of ways such as by speaking directly with the pupils, the establishment of a school council, and the discussion of a particular area as a class activity, the setting up of focus groups for the particular purpose or the use of feedback sheets or questionnaires.

Taking this reality in mind, school principals and teachers have created conducive environment for active participation of the students in the school review, prioritization, implementation, and evaluation of the SDP.

D. Board of Management

Effective planning requires effective leadership from the board of governors and the principal. It is essential that both demonstrate a strong commitment to the principle of school development planning and continuous improvement. They can do this through: being actively involved with, and engaged in, the process of improvement; understanding the process and the contribution required of governors, management and members of staff and establish and agreeing the process for monitoring and review and ensuring that the arrangements put in place fulfill their function (DENI, 2005:5). Under the terms of the 1998 Education Act, it is the responsibility of the board of management to arrange for the preparation of the school plan, and to ensure that it is regularly reviewed and up dated. Accordingly, the board must ensure that the planning is done. Most of the work involved will be delegated to the principal and teaching staff, who will keep the board informed on progress. It is likely that the board will to be closely consulted on matters relating to its statutory and legal responsibilities and on aspects of the plan that have a significant financial dimension and it may wish to highlight particular issues as planning priorities. The board may participate directly in the planning process through its establishment of or representation on planning teams (SDPI, 1999:26).

E. Parents and Community Participation

The participation of the community in school planning enable them to feel a sense of belonging and be honored that they are invited to help improved the school. According to Kaufman (1995:23) when parents and community do not feel they are parts of planning the results usually will be ignored. So, parents, school board members have to be part of thinking and planning. This will help to be responsible and create a better future for tomorrow's child.

School planning, therefore, needs to incorporate the parents and community that will be affected by the plan. Thus, PTA and school board need to be consulted about their own needs. According to UNESCO (1985:23) the participation of the community in preparing educational plan takes different forms. In addition to this, SDPI (1999:28) has elaborated that, parents involvement through their representation on the board of management and through the parents' association, where one has been established, parents can readily be consulted in the clarification of the school's mission, vision and aims, the review of the school's current reality, the establishment of priorities, and the development of policies on issue such as discipline or homework. All parents should be kept informed of relevant outcomes of the planning process. In general, whatever form or ways of participation, the main idea is that the school has participated the school board and PTA in the planning of school activity (MoE, 1994:33). Lack of support on the part of parents and community to plan implementation is resulted from lack of participation from the starting of planning.

Therefore, the participation in the development of the plan from the beginning will enable not only to get the necessary resources, rich ideas and experiences that developed the plan, but also increase the quality and relevance of decisions, increase chance of success, develop sense of ownership, create smooth way for implementation and reduce the risk of remaining at a wish.

2.3 Practices of School Development Planning

It is clear that school development planning is a powerful instrument and ensures a coherent action planning process for school renewal, innovation and change in other word it is a school improvement strategy. The school development planning has been practiced in many countries to improve quality of education and learning standards. Thus, the experiences of SDP in some countries are as follows:

South Africa has some experience in the school development process and in introducing the planning by providing training for school actors. Xaba (2006) has explained that South African School Act No. 84 of 1996 requires that school governing bodies develop school mission statements and, by implication, school development plan. And he also emphasized that the training in development planning has been provided to school management teams and educators by strict officials using training manual prepared by NGOs (MSTP). However, the training varied from district, with most districts taking two days to conduct the training. This implies that even if the training was taken as the initial stages of the process, it would be cascaded to the other staff members and stake holders.

Similarly, the development planning has started in England since 1985. According to Goddard (1992) the London Borough of Enfield has required each school to produce an annual Institution Development Plan since 1985. There is, therefore, a long history of their use. Each school has adapted to its own approach to development planning adapted to its own needs and culture. This also shows that wide variation in the styles of plan produced and the process of production.

Moreover, in Ireland, Green paper (1992) and the White paper (1995) those official guidelines were issued to assist schools in the process of preparing their school development plans. SDP (1999:11) has stated that this booklet offers an introduction to school development planning process and product. It will be complemented by more detail and specific guidelines on the structure and implementation of the planning process. In similar to SASA of 1996 the education Act of 1998 of Ireland specify that it is the responsibility of the board management to arrange for preparation of the school plan and to ensure that it is regularly reviewed and updated. SDPI (1999:11) has also explained that they allow flexibility in the operation in the school development planning process and they encourage school community to customize the process to suit their own particular circumstances.

2.3.1. Lesson Learned

The practices of school development planning may vary according to the particular circumstances of the country. In this regard, Goddard (1992) has stated that, schools need to build their own SDP process to meet their own need and their own culture. However, the main focuses of SDP is improving the student's achievement and learning outcomes. In most cases, in the plan

development process, the school governing body was responsible for the preparation of SDP. Goddard (1992) has explained that, in consultation with the head teacher the governing body has clear responsibilities for the setting of schools aims, policies and resources allocation.

The school development plan, however, is needed to help the school development. Ideally, the plan should refer back to the schools vision and mission; should be detailed and realistic and the outcomes measurable; the activities should concrete and doable; the plan should not be too ambitious; should relate to the school need and address the core problems faced by the school.

2.3.2. Challenges in the SDP Process

Although school development planning has been introduced in many countries it cannot be seen as a quick fix, an easy way out of the quality problems that schools are facing. In some countries or schools within countries it is working rather well, while in many others it is just an empty shell. In support of this, Mbua (2002:93) explained that, many African countries now have educational plans. The main difficult with most of these plans is that they too rarely get off paper and into action.

Moreover, one of the major problems in the planning process is the plan preparation which can be caused by lack of skill and knowledge of planners, attitudinal problems and lack of resources. In this regard, Forojalla (1993) has identified the major problems in educational planning as highly centralized (not participative), lack of healthy communication, command oriented, lack of knowledge and understanding of planning by most of officials, limited and short time given to prepare plans, lack of educate experiences, and inadequate arrangement for coordination. Moreover, he has also pointed out the political, economic and administrative constraints are the three main factors which are affecting educational planning in Africa today. Lack of proper comprehension of the respective roles of the political and educational administrators and the planner in the systematic development of education have tended to affect educational planning in many countries.

There are also many other problems that affect the process of development planning; schools in general tend to be static. They only take action where there is a problem. Planning should take place not only to address problems, but as part of forward planning to improve the schools performance and anticipate change. In most schools the vision and mission statements are mostly

still very general and need to be elaborated in more detail and accompanied by programs of action matched to the schools capacity and needs. Many schools do not have a program relevant to their vision and mission.

2.4. School Development Planning in Ethiopia

The development of any policy and educational development plan should be based on systematic, comprehensive and in depth knowledge of the reality. In Ethiopian context, in general, education sector analysis is one of the important aspects for educational planning. The preparation and comprehensive overview of the present situation of the education sector is the first step in the planning process. Situational analysis reveals strength, weakness and helps to identify their causes, there by pointing to possible solutions for which targets and action programs should be included in the plan. According to MOE (2006:38), education sector diagnosis is a critical examination of the status, functioning and results of the education system, designed to identify its strength, weakness and opportunities for improvement.

The improvement of education quality is the current and crucial issue in the today education system of Ethiopia. Hence, to improve the quality of education much effort has been exerted in the education system of the country, specially, after 1994 promulgation of ETP by organizing (steering) the internal and external stack holders. MOE (2002:7) has stated that, after the current education and training policy is promulgated in the 1994, the education system is decentralized to the localities. Different guide lines, roles and responsibilities of different stake holders were developed to ensure successful implementation of the policy.

Moreover, the country has adopted different educational programs and an innovative strategy such as GEQIP project and SIP in order to achieve the educational objectives and meets the needs of the country. The school improvement program was introduced to the education system of the country since the last three year, in order to overcome the education quality problem of the country. According to MOE (1999), different studies conducted at different times indicated that poor student's performance at all level of education due to the school simply engaged in performing routine practice rather than systematic. Therefore, to change this condition and the quality of education MOE and regional experts were organized the schools best practices with the

best practices gained from abroad and later introduce the school improvement program to be practiced in each school since 2006.

School improvement is essential and periodical issue that focuses to improve the educational goals and process in order to the learning achievement of the students by assessing the schools domains and conducting self-evaluation (MOE, 1999). This implies that the fundamental aims of the introduced school development program are to improve students' learning achievement and the outcomes of the school in general.

Furthermore, since the main focus of the improvement is student learning and learning outcome. Therefore to this effect, first the schools have identified their weakness and strength and setting objectives and priorities by involving schools communities and other stake holders in the improvement of students learning and learning outcomes. MOE (2005) has also stated that, decentralization and the creation of PTAs is expressed in different forms which include; planning the future growth of the school together with the school community.

In this regard, the school development / improvement planning was introduced in the 2006 as strategic device to ensure the quality of education that improving the school effectiveness and efficiency. The current education and training policy (ETP) of Ethiopia encourages the decentralization educational management in which the schools produces its own development plan in its level to bring realistic improvement in the school and enhances the sense of ownership. The school community and other stake holders are highly encouraged in the process of development plan of the school.

2.4.1. The School Improvement Planning Process

The three year strategic planning of the school was started in the country from the beginning of 2000 E.C and lasted the first cycle of planning process at the end of 2002 E.C. This process was started by school self evaluation and determining priorities for implementation and believed to be a continuous school development planning. According to MOE (1999), the schools follow the process of formulation of a plan that includes the school priorities, objectives, strategies, outcomes, time frame, responsible body and evaluation mechanism, ensuring that the plan should be continuous school improvement plan and ensure school improvement, ensuring that school

improvement plan based on the feedback of school self evaluation and its implementation will ends with the achievement of the goals, filling and returning questionnaires that comes from each level of educational offices in order to support the improvement more effective, and formulating action plan that can respond to the key questions putted by the government and school improvement plan.

2.4.2. School Improvement Plan Formulation Process

MOE (1999) has explained that by considering their applicable situation, the schools should have passes through the following conditions. First, creating the awareness and understanding the readiness level of stake holders; to make participative and inclusive development plan in each planning stages, the stake holder should have good awareness, capacity and involvement readiness. Second, collecting, organizing and interpreting information: collecting information regarding to the schools current situation; strength and weakness is very important in understanding the students learning condition; periodical and current figure of the school; to formulate action plan; to indicate the school where to be achieve. Third, Goal Setting and Prioritizing; School improvement committee should have evaluate the collected information in order to setting an achievable goals and prioritizing issues that they expected to be a challenging and decided the possible solution for the problem that may faced in the implementation process. Fourth, Studying and Selecting Fruitful or Best Practices; the school improvement committee should summit to discuss the methods of studying and selecting best practices or determine the strategy to be used. However, this type of plan formulation requires collective knowledge and experiences of plan actors at school level, that is the planners should necessary be equipped with the require planning knowledge, skill and experience which make the plans effective and achievable. In this regard, MoE (2005:64) has clearly indicated that, the challenges as inadequate planning and management capacities at the lower level of the organizational structure is a critical problem in realizing the goals of education. Skills to interpret policies collect and analyze an appropriate data and enabling schools to make appropriate action to meet the minimum quality standards defined for local situation are critically lacking at the lower levels of the organizational structure.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter has been presented the research method, sources of data, sampling techniques and sample size, data collection instruments procedure of data collection and methods of data analysis.

3.1. Method of the Research

To accomplish the objectives of this study, descriptive survey research method was employed in order to assess the SDP process. Thus, descriptive survey method of research appears to be suitable for gathering and refining ample information related to the issue under study. According to Best and Kahn (1999), descriptive survey method is more effective to investigate the phenomena in assessing the performance in their natural setting. Basically, survey method helps to obtain first hand information from small samples representing large size population and also enables the researcher to have multiple methods of collecting information to access the existing situation or the current practices of SDP process. Descriptive survey method focuses on investigating the issues, practices and problems of the target schools.

3.2. Sources of Data

Both primary and secondary sources of data were used in the study. The primary data were gathered from key informants such as school leaders (principals, vice principals, unit leaders, and department heads), teachers, students (student council), PTA and expertise of planning and statistics from Woreda Education Office (WEO). The selection of these respondents as sources of data was based on the expectation that they may have better information and experience in relation to the SDP process. The secondary resources of data include the plan documents such as the three years development plans and action plans and implementation reports in order to substantiate the data obtained from primary sources.

3.3. Sampling Techniques and Sample Size

East Arsi zone has 24 woredas and 1 town administration which encompasses 50 secondary schools, out of which 16 secondary and preparatory schools (9-12), 1 preparatory school (11-12) and 34 general secondary schools (9-10), with 2001 teaching staff and 62,707 students in secondary schools of the zone, according to enrollment statistics of 2003 E.C. It would be difficult and unmanageable to include all then school population in the study, so that, it was very important to determine and identify the number of woredas and schools that would serve as representative sample to generalize the findings to the study population.

The primary sampling units were five woredas, which taken out of 24 total woredas by using simple random sampling and one town administration using purposive sampling techniques. Accordingly, 5 woredas (Dodota, Digelu and Tijo, Hetosa, Munnesa and Tiyo) and Bekoji town, which encompasses 14 secondary schools (9 general secondary school and 5 secondary and preparatory schools) with their 670 teaching staff and 19,674 students population were taken as primary sampling units for this study. To represent these sample woredas and town administration, 6 secondary schools were selected randomly, that is 1 secondary school from each selected woredas (5 secondary and preparatory school and 1 general secondary school).

To make the study more comprehensive the information was collected from various sources such as school leaders, teachers, students, woreda education office experts and PTA. Based on the assumption that they can give relevant and necessary information due to their involvement in school management and leadership activities as well as in the school improvement committee (SIC) those have well experience and understanding of the process of SDP, thus respondents were included by using purposive and simple random sampling methods. Moreover, the school principals, vice principals, unit leaders, PTA members, WEO experts of planning and statistic and student council were selected by using purposive sampling technique. The students' council was taken purposively on the assumption that they participate in school management, SIC and school development planning process whereas, teachers and department heads were included by simple random sampling technique. This is led to give each teacher and department head an equal chance of being included in the sample. On top of this, Koul (1996:109) has stated that, simple random sampling gives each units of population equal opportunity of being selected.

Generally, a total; of 222 respondents were selected for the study. Out of which 192 respondents (48 school leaders, 36 students, and 108 teachers) were selected to fill the questionnaires, 12 planning and statistics expertise from WEO, 18 PTA members were selected for interview.

3.4. Data collection Instruments

Quantitative and qualitative data were used in the study. The data were collected by using questionnaires, interview and document analysis.

A. Questionnaire

The questionnaires were designed to collect data from school leaders, teachers, and students. In order to collect data from these groups of respondents, two types of questionnaires were employed for school leaders and teachers and for students in order to provide an appropriate question according to their characteristics. The questionnaire is very important to collect information from large number of respondents and can be easily and quickly analyzed after data gathering work completed. The questionnaire was developed on the bases of basic research questions and available related literature. The questionnaires were designed as both open-ended and close-ended items. Most of closed-ended items were formulated in five point likert scales manner and very few items were designed with multiple choice. Open- ended item were formulated in a away that they let the respondents to freely expresses their idea.

The questionnaire has two major categories: the first part was about the respondents personal characteristics and the second part was about the school development planning process, which sub divided in to 4 domains such deals with key operations of planning cycle, involvement of stake holders, strategies and mechanism of implementation, monitoring and evaluation and the potential challenges in the process of SDP.

The designed questionnaires were piloted at one of the government school, Gunguma general secondary school found in Munnesa woreda of East Arsi zone which was not included in the sample schools. A total of 18 randomly selected respondents were participated in the process of pilot study. These respondents were including 4 school leaders, 10 teachers and 4 students. The purpose of the pilot study is to assess the relevance and reliability of the instruments designed to collect data for the study. Cronbach's alpha is often used to measure the internal consistency. By

using this measurement, the reliability coefficient of questionnaires was tested. As a result, the reliability coefficient for school leaders and teachers was 0.83 and 0.65 for students. This shows that the tools (designed questionnaires) were reliable. This is often the case with attitude instruments that use the Likert scale and the Cronbach's alpha is usually used for scores which fall along a continuum. On the bases of the information obtained from the pilot study, three difficult items were avoided from student's questionnaire, one some vague statement was made clear and writing errors were corrected.

B. Interview

Semi-structured type of interview was employed in the study to collect data from PTA members and expertise of WEO by the researcher himself on face to face communication bases. Unstructured type of interview was also employed to collect information from school principals. This instrument helps the researcher to have more relevant and valid information for triangulating and supplementing the quantitative data gathered through questionnaires.

C. Document Analysis

Document review enables the researcher to observe the subject of the study in their natural setting and obtaining more accurate, valid and reliable information. Based on this reality, the researcher has reviewed the three years plan documents i.e. the first cycle (2007/8 -2009 /10) and the current (2010/11 – 2012/13), the present academic year action plan (2010/11) and performance reports as well as evidences of school development plans.

The central purpose of the document review was to assess what has planned, how it was planned, its involvement and its implementation manner.

3.5. Procedures of Data Collection

To gather accurate data the researcher was followed the following procedures. After the pilot study, the field work activities were carried out. During the field work activities, the first contact was made with the school principals and units coordinators in order to establish smooth relationship with the individuals as well as to achieve the purpose of the study. The objectives of the study were explained to all of the respondents in the target schools. Before utilizing any of the instruments, brief explanation was provided to the respondents for ensuring transparency and clarity. Next, the prepared questionnaires were distributed and decisions made regarding a time

for collecting questionnaire were done through mutual discussions between the researcher and the respondents.

The interview was conducted with all selected participants for interview in a conversational and friendly atmosphere using Afan Oromo language so that it would be easy to communicate. By starting with a few outlined questions, intensive interview was held as further issues immersed in the process.

The observation was made to gain information that can not be obtained through questionnaires. The researcher, requested the school principals in order to gain the available and necessary documents and critical observation was made by using checklist and rough paper to record what observed on the bases of the issues to be assessed. During document analysis the unstructured interview was made with school principals on the important issues observed. Finally, the distributed questionnaires were collected carefully from respondents and data collected through interview and observation were made ready for next process.

3.6. Methods of Data Analysis

In this study, both quantitative and qualitative data were used and analyzed accordingly. Mixed methods approach (quantitative and qualitative methods) was used so that it can be helpful to come up with well validated and substantiated findings (Creswell, 2003).

The quantitative data was analyzed using suitable techniques. After collecting the quantitative data, the responses were coded on designed coding sheet. The result of each item were tabulated, arranged, summed up and treated using statistical analysis such as percentage, mean score, weighted mean vales and an independent Chi-square test to check if there is statistically significant difference among the responses of the respondents in terms of responding to the given items. These statistical tools were selected because it is probably the most important measures to describe the extent of practices in the process of SDP. The response categories on attitude scale having five (5-1) levels were collapsed to below average (1-2.5), average (2.5-3.5) and above average (3.5-5). This was to make the interpretation easier based on a few response categories.

The qualitative data which obtained from interview document analysis and open-ended questions were analyzed by descriptive narration following the analysis of each of the quantitative data as needed.

Finally, depending on the results of the analysis, interpretations and discussions were made to clarify the issues and based on the major finding of the study, the conclusions was drawn and the necessary and workable recommendations were forwarded.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter has six parts. The first part reports on the characteristics of respondents. The second part deals with the presentation, analysis and interpretation of data collected on school development planning process from different groups of respondents in four sub parts.

4.1. Characteristics of Respondents

Different groups of respondents were included in the study to diversify the sources of information. Accordingly, 12 planning and statistics experts from WEO, 18 PTA members, 48 leaders (6 principals, 12 vice principals, 12 unit leaders and 18 department heads), 108 school teachers and 36 students' council, those may involved in school management were selected for the study from six secondary schools of six sample woredas of East Arsi zone. From the total respondents (222), the questionnaires were distributed for 192 (86.5%) respondents such as school leaders, teachers and students. Whereas 30 (13.5%) of respondents (planning and statistics experts of WEO and PTA members) were interviewed.

However, of the total of 192 questionnaire distributed for the school leaders, teachers and students 84.4% (162) of the questionnaire were filled and returned correctly, but 15.6% (30) of the respondents did not return the distributed questionnaire, some of them did not complete the questions and some of them did not return totally. From the total respondents those filled and returned questionnaire the school leaders comprises 26.54% (43), teachers 53.7% (87) and students were 19.75 (32).

Furthermore, in order to get other basic information of the schools practices regarding to the planning process, the available document analysis was conduct by using checklist. So that the data collected from different groups of respondents through different tools was analyzed and interpreted. Concerning the characteristics of study population (sample respondents) the following tables portrays the respondent's responsibility, sex, qualification and service year consequently.

Table 1: Respondents Distributed by Responsibility and Sex

Responsibility	Sex				Total (N=162)	
	Male		Female		No	%
	No	%	No	%		
School Leaders	36	83.72	7	16.28	43	26.54
Teachers	69	79.31	18	20.69	87	53.70
Students	21	65.63	11	34.37	32	19.75
Total	126	76.22	36	23.78	162	100

N= Number of respondents, % percentage calculated for N.

Table 1, shows that 83.72% (36) of school leaders were males and only 16.28% (7) were females. In the same way the sex distribution of teachers indicates that 79.31% (69) were males and 20.69% (18) were females. Whereas 65.63% (21) were male students and 34.37% (11) were females. This implies that both the school leaders' positions and secondary school teachers were dominated by male, yet the females were not becoming to the position of school leadership and secondary school teachers. Similarly, in the school the student's council and committee leaders were dominated by male students. Generally, the data reveals that there is a gap of the gender equality with regards of the leadership position in the schools under consideration.

Table 2, shows educational level / qualification of the respondents. The educational qualification distribution of respondents shows that the large number of school leaders 93% (40) were BA/BEd, low number 4.65% (2) were Diploma holders and very low number 2.32% (1) were MA/MSc. Similarly, 88.5% (77) teachers were BA / BSc/BEd, 8.04% (7) were Diploma and 3.45% (3) of teachers were MA/MSc holders.

Table 2: Respondents Distribution by Education Level /Qualification

Variables		Respondents						Total (N=162)	
		School Leader (N=43)		Teachers (N=87)		Students (N=32)			
		No	%	No	%	No	%	No	%
School Leaders and teachers qualification	MA/ MSc	1	2.32	3	3.45	-	-	4	2.47
	BA/BSC/BEd	40	93	77	88.5	-	-	117	72.22
	Diploma	2	4.65	7	8.05	-	-	9	5.55
	Total	43	100	87	100	-	-	130	80.25
Students Education Level	Grade 12	-	-	-	-	10	31.25	10	6.17
	Grade 11	-	-	-	-	8	25	8	4.93
	Grade 10	-	-	-	-	10	31.25	10	6.17
	Grade 9	-	-	-	-	4	12.5	4	2.47
	Total	-	-	-	-	32	100	32	19.75

N= number of respondents, % percentage calculated for N.

This implies that there are good human power / potential in the schools that can practice the process of school development planning and teacher’s qualification standards set for secondary schools.

Whereas, 31.25% (10) of students were taken from grade 12, 31.25% (10) were from grade 10, 10.25% (8) were from grade 11 and low percent 12.5% (4) of students were taken from grade 9. This indicates that the majority of the students were taken from upper grade level for the assumption that they have good understanding on the process of school development planning.

Table 3, portrays respondents distribution by work experience and training on school improvement planning. Regarding to work experience majority of school leaders 37.20% (16) were in service year group 6-10, and 20.93% (9), 13.95% (6) and 11.63% (5) were in year group between 11 & 15, 16 & 20 and above 20 years respectively. This implies the majority of the school leaders have good work experience. 49.42% (43) of the school teachers were in 5 and below years work experience, 31.03% (27) of teachers were in service year group between 6 & 10 and the remains percentage were above 11 service year.

Table 3: Respondents Distribution by Work Experience and Training on School Improvement Planning

Variable		Respondents							
		School Leader (N=43)		Teachers (N=87)		Students (N=32)		Total (N=162)	
		No	%	No	%	No	%	No	%
1. Work experience for school leaders and teachers	5 or below 5 years	7	16.28	43	49.42	-	-	50	38.46
	6-10 years	16	37.20	27	31.03	-	-	43	33.08
	11-15 years	6	13.95	-	-	-	-	6	4.62
	16-20 years	9	20.93	7	8.05	-	-	16	12.30
	Above 20 years	5	11.63	10	11.49	-	-	15	11.54
Total		43	100	87	100	-	-	130	100
2. Training on school improvement planning	Yes	22	51.16	35	40.23	10	31.25	67	41.36
	No	21	48.84	52	59.77	22	68.75	95	58.64
Total		43	100	87	100	32	100	162	100

N= Number of respondents, % percentage calculated for N

This reveals that the majority of the school teachers were in the service year below 10, which indicates the majority of the school teachers have fresh mind. Even though they have low work experience, they have better motivation and interests than teachers with better work experience. They need consultative and supportive leadership than directive leadership style.

Item 2 reveals that more than half 58.64% (95) of the respondents were not participated on any training related to school improvement planning process. But 41.36% (67) of them were obtained training related to development planning issues. As the trained respondents were identified, the training was given on the issues such as four domains of school improvement program (school management, health school environment, teaching-learning process and community participation), how to improve students achievement, how to plan and implement the three-year plan of the school, teachers development program, the role of students in education quality improvement and on the six packages of education quality improvement program. Although, the training was given on these issues for school leaders, teachers and students at woredas and

level, these actors were not satisfied with the training given for them. This data may show that more than average of the school community's were not obtained training on the issues related to school development planning process and the given training by itself was not enough (sufficient).

4.2. Analysis of School Development Planning Process

This section deals with the analysis of school development planning cycle operations. The involvement of teachers, students and community and resource utilization, implementation strategies and monitoring and evaluation mechanism of SDP in the schools and potential challenges regarding to school development planning process.

4.2.1. Analysis of the School Development Planning Cycle

The school development planning cycle comprises four key operations: review (audit) of their current status and identification of the key issues, design, implementation and evaluation. Thus, the following part reports on the extent to which the schools performed these key operations of the planning cycle of SDP.

4.2.1.1. Key Areas of the School Review/ Audit of Current Status and Identification of Key Issues

In order to design effective school development plan, the schools need to review (audit) their current status, internal and external environment weakness and strength, identify issues (conditions) of external opportunities and threats. School internal conditions refers to the internal features of the school that enables the school to be effective in its work and the external conditions refers to the existence of supportive external environments for school improvement that involves policy context, strategies and commitment and capacity of external community.

The school internal and external review of its performance is also focuses on its effectiveness in terms of the learning and the experience of its pupils. So that it is very important to assess the key areas of the school review.

The information pertaining to these conditions (key areas of review) was gathered by using a five point Likert scale and analyzed by using mean and weighted mean values. The following table shows the informants response on items related to key areas of the school review.

Table 4: Rating of responses on the key areas of the review

No	Items / Statements	Mean value (\bar{x}) of respondents			WM
		SL (N=43)	Teachers (N=87)	Students (N=32)	
1	Schools internal and external review of current status	4.3	3.87	3.46	3.87
2	Identification of the weakness and strength of organization and management	4.18	3.59	4.46	3.74
3	Identification of the weakness and strength of teaching-learning process	4.27	3.90	3.46	3.87
4	Reviewing the existence resources	3.79	3.45	3.43	3.55
5	Reviewing the condition of the school environment	4.34	3.90	4.03	4.09
6	Assessing of community participation	3.62	3.34	3.25	3.40
7	Reviewing government policies and priorities	4.2	3.75	3.65	3.86
8	Assessing the commitment of stake holders	4.04	4.12	3.18	3.78
Agr. Mean		4.09	3.74	3.49	3.77

NB. Detail of rating of responses is attached in the appendix G-1. Mean < 1.5 strongly Disagree; 1.5 ≤ Mean < 2.5 Disagree, 2.5 ≤ Mean < 3.5 undecided, 3.5 ≤ Mean < 4.5 Agree, Mean ≥ 4.5 strongly Agree. Mean value calculated for each groups of the respondents.

An illustrated in Table 4, respondents were requested to rate the listed items of the key areas of school review. Accordingly, the respondents were show their agreement that the schools were conducted their internal and external review of the current status so as to identify weakness and strength in the preparation of school development plan with weighted mean value of 3.87. Beside this, the researcher was observed the available evidences which show as the schools were conducted internal and external conditions assessment in order to identify the priorities for planning.

Similarly, as it can be seen from the Table 4, the schools were conducted the review of their current status on the domains of school improvement program, before the preparation of their SDP documents. Thus, the respondents were agreed that the schools were identified the weakness and strength of the school organization and management with weighted mean value of 3.74, the strengths and weaknesses of the teaching-learning process with weighted mean value of 3.87,

reviewing (auditing) the availability of existing resources with weighted mean value of 3.55 which helps to ensure the resource feasibility in the planning process and reviewing the condition of the school environment with weighted mean value of 4.09, which also helps the schools to create conducive school environment. But, the respondents were unable to decide whether or not the schools were conducted an assessment of community participation with weighted mean value of 3.40. This may be due to the fact that the schools were give low emphases to community participation. However, participating of the community in the school affairs has a far greater opportunity to understand the complexity of the learning process in schools and improvement the willingness and commitment of community to support the school. In support of this idea, ESDP Implementation Manual (MoE, 1998:43) stated that community participation is one of the strategies that should be used to achieve the goals. This shows that the importance of community participation in the achievement of educational goals.

Beside the assessment of internal condition, the schools need to identify the external opportunities and threats. In this regard, items of the Table 4, show that reviewing the government policy and priorities related to education was agreed by all groups of respondents with weighted mean value of 3.86. This implies that the school development plan is prepared under the frame work of government education policy and emphasized the priorities of the education system of the country. In the same way, the respondents were agreed that an assessment of the community and other stake holders' commitment with weighted mean value of 3.78. This also helps the schools to identify the external opportunities with regards to commitment of community, parents and other external and internal school community.

Generally, the data clearly implies that the strength of the schools under study in the identification of their internal weakness and strength in school organization and management, teaching-learning process, school environment, the availability of existing resources and their external opportunity and threat regarding to government policy and priorities, community commitment and potential in the design of their school development plan.

4.2.1.2. Design Priorities for Action and Action Planning

The review of literature revealed that the priorities for development are selected and planned in detailed for one year and supported by action plans or working documents for staff. Due to the limited resources of the schools, such as financial, human and material resources, the needs and

possibilities of the school must be prioritized in terms of their importance to the improvement of the school and to ensure the quality of education, in light of the context factors.

Accordingly, the action plans should contain the detailed objectives and activities to be achieved for the year ahead. The priorities of the school were properly communicated to key actors and partners (creating awareness) for success of implementation.

Table 5: Rating of responses on the design stage / priorities for action planning

No	Items	Respondents mean value (\bar{x})			WM	X ²
		SL (N=43)	Teacher (N=87)	Students (N=32)		
1	Prioritization of the needs.	3.97	3.68	3.71	3.78	13.34
2	Prioritization of the needs in terms of their importance to school development.	4.72	3.88	3.78	4.12	9.64
3	Prioritization of the needs in terms of current school capacity.	4.11	3.88	3.71	3.88	16.68
4	Needs prioritization in terms of current commitment.	3.88	3.67	3.56	3.74	9.91
5	Priorities translated into specific and detailed objectives and targets.	3.86	3.41	3.75	3.67	11.92
6	Action plan includes clear strategies, indicators of success, time line, responsibility and cost.	3.76	3.62	3.56	3.64	19.32
7	The involvement of key stake holders in the determination of priorities.	4.02	3.71	3.65	3.81	10.21
	Agr. Mean	4.06	3.69	3.67	3.89	

NB. Details of rating responses are attached in the appendix G-2. Mean < 1.5 very poor, 1.5 < Mean <= 2.5 poor, 2.5 < Mean < 3.5 fair, 3.5 < X < 4.5 good, Mean ≥ 4.5 very good. Chi-Square tabul. Value = 15.51, at df=8, and alpha 0.05 level of significant.

Regarding to this issues, the responses were gathered from different groups of respondents in order to assess the extent to which the school determined and planned the priorities for school development by using the five point Likert scale of every good (5), good (4), fair (3), poor (2), very poor (1). The mean scores below 2.5 were taken as weakness and above 2.5 were taken as strength.

Table 5, illustrates that the extent to which the school prioritize its needs in terms of their importance to the school development, current capacity of the school and current commitment to dealing with them was good as rated by all groups of the respondents which indicated in items 1,2,3, and 4 with their weighted mean values of 3.78, 4.12, 3.88 and 3.74 respectively. Similarly, as indicated in items 5 and 6 the extent to which the priorities translated into specific or detailed objectives and targets in the action plan and the action plan includes clear strategies, indicators of success, time line, responsibility and cost to address the priorities were rated as good with the weighted mean values of 3.67 and 3.64 respectively. This shows that, not detailed as expected in the action plan.

Beside this the researcher was observed the schools action plans and realized that as it contain detailed objectives and targets and clear strategies, indicators of success, responsible body and evaluation strategies in some extent due to the fact that shortage of planning technique or skill of the planning body. This may indicates shortage of continuous training regarding to school development planning process.

As it can be seen from item 7 of Table s the extent to which the school involve the key stake holders (i.e. students, teachers, parents and management of school in the determination of the school priorities was rated as good with weighted mean value of 3.81. This shows that the schools were emphasized the needs of the key stake holders in its development planning.

In order to test the significance difference among the responses of the respondents, chi-square test (X^2) was applied. Hence, the calculated chi-square test (X^2) for items 3 and 6 is 16.68 and 19.32 respectively, which are greater than the critical value ($x^2_{cv}=15.51$) at alpha 0.05 level, then there is significance of difference among the responses of the respondents. But for the other items of table 6 above, the chi-square test (X^2) are less than the critical value ($x^2_{cv}=15.51$) at alpha 0.05 level, that indicates there is no significance difference among the responses of respondents. The respondents have the same opinion regarding to the issues raised in Table 5 above.

Furthermore, the majority of the respondents were listed down their schools' current priorities to be addressed. These are improving the students result, reducing dropout rate, fulfilling the schools material and facilities, creating good school environment, enhancing the teachers Continuous Professional Development (CPD), improving the students discipline and improving

community participation are the most common priorities in the schools under consideration in order to improve the quality of education.

4.2.1.3. Plan Implementation

It is clear that school development planning is a powerful instrument for school improvement and ensures a coherent action planning process for school renewal, innovation and change (Xaba, 2006:23). This is realized only if the workable action plan designed. The integral to the school development plan is an action plan which supports the targets and set out clearly the actions required to achieve them.

The action plans are therefore, the formal expression of a school's strategies for improvement. It is especially important that, once created, appropriate attention should be given to ensure that they are implemented effectively and efficiently.

Therefore, the information pertaining to the implementing issues was gathered by using a five point Likert scale and the mean weighted mean values and chi-square test (X^2) were used for analysis. As a result, the mean values that found below the average were taken as a weakness and above the average were taken as strength of the school in the implantation issues. The following Table show the informants response on items related to implementation.

Table 6: Rating of the responses on the plan implementation issues

No	Items	Respondents mean value (x)			WM	X ²
		S.L (N=43)	Teachers (N=87)	Students (N=32)		
1.	Collaboration and consultation for plan implementation.	4.09	3.87	3.90	3.95	11.22
2.	Awareness and training in the implementation.	3.95	3.62	3.46	3.67	8.24
3.	Stake holders know their responsibility.	3.76	3.62	2.94	3.43	14.21
4.	The school develop external cluster network.	3.51	3.27	3.12	3.3	9.24
5.	The school uses a guide line for plan implementation.	3.93	3.67	3.65	3.75	17.04
6.	All intended activities are implemented within its limited time.	3.67		3.53	3.57	12.48
7.	Plan implementation meets objectives of the school.	3.90	3.74	3.71	3.78	11.35
	Agr. Mean	3.83	3.61	3.47	3.63	

NB. Detail of rating responses is attached in the appendix G-3. Mean < 1.5 strongly disagree, 1.5 ≤ Mean < 2.5 disagree, 2.5 ≤ Mean < 3.5 undecided, 3.5 ≤ Mean < 4.5 agree, Mean ≥ 4.5 strongly agree. Chi-square tabul value = 15.51, at df = 8 and alpha 0.05 level of significant.

As illustrated in Table 6, respondents were requested to rate the level of plan implementation practice in their schools. So that, the respondents were agreed that the implementation of the plan was assisted by an appropriate structures for collaboration and consultation with weighted mean value is of 3.95. Thus, the increased collaboration and participation by all staff is generally central to successful planning. The respondents also agreed that the participants gained information and training relation to plan implementation with mean weighted value of 3.67. In order to sustain and reproduce the effort of participants of the achievement of school goals, it is quite important to strength the capacity building activities in the school development plan implementation. Similarly, respondents were agreed that the school use a guide line for implementation of the plan with weighted mean value of 3.75, the school implement all intended activities within its limited period of time with weighted mean value of 3.57 and the school plan implementation meets the objectives of the school with weighted mean value of 3.78.

On the other hand, as it can be seen from items 3 and 4 of Table 6, the respondents were unable to decide whether or not all stake holders know their responsibility as specified in the plan with weighted mean value of 3.43, but the mean values calculated for school leaders and teacher indicate as they agree with the issue of item 3. Similarly, respondents were unable to decide either or not the existence of external cluster network with 3.3 weighted mean value of item 4.

The Chi-square test was also employed to test significance differences of responses among the groups of respondents, in rating the plan implementation issues. Hence, the calculated chi-square value (X^2) for all items of Table 6, except item, 5 are less than the critical value ($X^2_{cv}=15.51$) at $df=8$ and $\alpha= 0.05$ level of significance. These indicates there is no a statistical significant difference between the opinions of the respondents. But on item 5 the calculated chi-square are value (X^2) is 17.04, which is greater than critical value ($X^2_{cv}=15.51$). This shows there is different opinion among the responses of the respondents.

Generally, the analysis of the indicators information which indicates that the extent to which the schools under study practiced (implemented) all the intended activities for the achievement of the school goals were rated as good. But, as the interview made with some school principals, there is the problems of resistance and commitment of the staff. This due to the fact that basically the plan did not involved these actors in its formulation process.

4.2.1.4. Evaluation

Evaluation is an exercise to assess the success and/or failure of the planned objectives, impact of programs and the degree of efficiency with which they are carried out. It is the last step of the planning cycle. It is very important that the school community evaluate the success of the implementation in attaining the targets and addressing the school development needs at the end of the planning cycle. The school self evaluation provides an accurate assessment of how well the school is performing and what it needs to be next and leads naturally in to the school improvement priorities.

Table 7; illustrate the information /responses on the evaluation system of the school development plan implementation. The respondents were requested to rate how much time their school practices the items given in the Table 7, below.

As it can be seen in Table 7, for item 1, the school evaluates itself in relation to the success criteria was rated as sometimes by 52.4% (85) and mostly by 45.1 % (73) of the respondents. For the item 2, the outcomes of the evaluation feeds in the next cycle of planning was rated as sometimes and mostly by almost equal percent of the informants 46.9 % (76) and 46.3% (75) respectively. This shows the schools under consideration uses the feedback of evaluation for the betterment of the next planning cycle. Similarly, items 3, 4 and 5 were rated as sometimes that is the action plan is evaluated in light of evidence gained through data collection tools by 46.3% (75), the community participation in the evaluation of the school performance by 51.9% (84) and the outcomes of the evaluation is reported to the school community and parents by 55.5% (90) of respondents.

Table 7: Rating responses on the evaluation system of the school development

Planning process

No	Items	Rating	Respondents								X ²
			SL (N=43)		Teacher (N=87)		Students (N=32)		Total (N=162)		
			No	%	No	%	No	%	No	%	
1	The school evaluate itself in relation to the success criteria	Mostly	21	48.84	41	47.13	11	34.4	73	45.1	3.48
		Sometimes	21	48.84	43	49.43	21	65.6	85	52.4	
		Never	1	2.33	3	3.45	0	0	4	2.5	
2	The outcomes of the evaluation feeds in the next planning cycle	Mostly	18	41.86	42	48.28	15	46.88	75	46.3	1.54
		Sometimes	22	51.16	38	43.68	16	50	76	46.9	
		Never	3	6.98	7	8.04	1	3.12	11	6.8	
3	Action plan is evaluated in light of evidence gained through data collection tools	Mostly	15	34.88	30	34.48	11	34.4	56	34.6	2.7
		Sometimes	23	53.49	39	44.83	13	40.6	75	46.3	
		Never	5	11.63	18	20.68	8	25	31	19.1	
4	Community participation in the evaluation	Mostly	16	37.2	25	28.7	9	28.12	50	30.9	3.6
		Sometimes	24	55.8	43	49.4	17	53.13	84	51.9	
		Never	3	6.98	19	21.8	6	18.75	28	17.2	
5	The out come of the evaluation is reported to the community and parents	Mostly	15	34.88	20	22.99	10	31.25	45	27.8	6.57
		Sometimes	25	58.14	51	58.6	14	48.75	90	55.5	
		Never	3	6.98	16	18.4	8	25	27	16.7	

Chi-square tabul value = 9.49, at df= 4 and alpha = 0.05 level of significant

Generally, the rating responses of these indicators of evaluation system shows that the schools under study were performed the activities, sometimes, but, regularly and systematically

evaluation of schools activities and results by comparing to the reference model is used to define the strength and weakness to be improved and set up action plan.

For the items of Table 7, the chi-square test (X^2) was applied in order to determine the significance difference among the responses of the groups of respondents. Hence, the calculated chi-square values (X^2) for each items are less than the critical value ($X^2_{cv} = 9.49$) at $df = 4$ and $\alpha = 0.05$ levels. This comparison of chi-square (X^2) and critical value indicates there is no statistically significance difference between the opinions of the respondents. There are in agreement on the evaluation system of the SDP process.

Moreover, the interview held with WEO department of planning and PTA members reveals that the existence of gap in the report of school self-evaluation results to the community and parents and the involvement of parents and community in the evaluation of school performance. The schools reports its performance, problems that faced the school and its evaluation result only once at the end of the year for parents and community.

4.2.2. The Involvement of Teachers, Students, Community and Mobilize Other Resources in the Planning Process

This part deals with the participants in the school review process and utilization of data collection tools and other resources.

4.2.2.1. The Participants in the School Review and Data Collection Tools

The collaboration and coordination of the stake holder in the school development planning is crucial in the generation of shared vision, mission, goals, SWOT analysis, and identification of priorities and create bases for action. Similarly, equally crucial in the review phase are review instruments. These instruments used to elicit information from students, teachers, parents and community to identify their needs and incorporate in the school development planning.

As illustrated in the Table 8, the respondents were requested to rate the extent to which the school involve the key participants in the review process and the extent to which the schools uses various data collection instruments by using five point of Likert scale.

Table 8: Rating of Responses on Participant Involvement and Data Collection Tools in the School Review

Items	Mean vale (\bar{x}) of Respondents			WM
	SL (N=43)	Teachers (N=87)	Students (N=32)	
1. The extent to which key participants involved in the school review process				
• Teachers	4.55	4.31	4.25	4.37
• Students	4.06	3.71	3.68	3.81
• Parents	3.18	3.10	3.46	3.24
• Community	3.11	3.12	2.93	3.05
• Board of management	3.88	3.40	3.46	3.58
Agr. Mean	3.75	3.52	3.55	3.61
2. Data collection instrument				
• Questionnaire	3.03	2.37	2.03	2.47
• Interview	3.41	2.71	2.31	2.81
• Observation check list	3.81	3.37	3.28	3.49
Agr. Mean	3.42	2.81	2.54	2.92

NB. Detail of rating responses is attached in the appendix G-4. Mean < 1.5 V.P, 1.5 ≤ Mean < 2.5 P, 2.5 ≤ Mean < 3.5 F, 3.5 ≤ Mean < 4.5 G, Mean ≥ 4.5 V.G. Mean value calculated for each groups of the respondents.

As a result, each group of respondents were indicated that the extent to which the schools involved the teachers, students and board of management as good with weighted mean values of 4.37, 3.81 and 3.58 respectively. However, the participation of the parents and community were respond as fair with weighted mean value of 3.24 and 3.05 respectively. This data show the schools did not effectively involved the parents and community in the review for school development plan formulation.

Moreover, the interview held with PTA and unstructured interview held with school principals revealed that the parents and community were not participated in the review of the schools current status to identify the strength and weakness of the schools for purpose of school development plan formulation. Community and parents participated through their representative (PTA and KETB) most of the time when the schools were faced with a disciplinary problems and

budgeting issues, unless articulating the school vision, mission and aims and the plan document being prepared by just a few (the principals and vice principals).

According to the opinion of school principals, it is time consuming to involve parents and communities in all activities of planning. The point is that the more people are participating, the more representative the plan will be and the stronger the commitment, but also the more complex and the time consuming will be the procedure (UNESCO 2007:15). This is to show that the involvement of parents and community in the planning process will improve the commitment and produce better results unless; the process will be complex and time consuming.

On the other hand the production of school development plan is not a task that can be undertaken by an individual working in isolation. Therefore, it requires close involvement of all staff, particularly teaching staff in the process and consultation with others, especially parents and pupils.

As indicated in item 2, of Table 8, the extent to which the schools use questionnaire to collect data from teachers, students, parents and others was rated by respondents as poor with weighted mean values of 2.47. The utilization of interview and observation check list was rated as fair with WM value of 2.81 and 3.49 respectively. This data clearly implies that weak utilization of data collection tools in the school review process.

4.2.2.2. Utilization of Human and Financial Resources in School Development Plan Implementation

The other aspect of plan implementation is ensuring the availability and utilization of the resources which is very important to implement the intended activities. In this regard, Seyoum (1996:25) has indicated that, the availability of resources is quite indispensable to the effective implementation of educational reform. Without sufficient allocation and wise use of financial resource, required man power and material, good implementation of plan cannot be expected.

Accordingly, the following Table portrays, the responses of respondents on the resource utilization issues raised for rating.

Table 9: Rating of Responses on Resource Utilization

No	Items	Respondents mean value (\bar{x})			WM
		S.L (N=43)	Teachers (N=87)	Students (N=32)	
1.	Utilization of Human Resources Effectively.	4.11	4.02	4.03	4.05
2.	The involvement of community and parents in the day to day schools operations.	3.09	2.88	2.46	2.81
3.	Fairly allocation and properly utilization of the available financial resources.	3.9	3.6	3.59	3.6
4.	All budgets are used for anticipated educational objective.	4.06	3.55	3.34	3.65
5.	Transparency of financial utilization.	3.88	3.27	3.5	3.55
6.	Utilization of available physical resources.	3.97	3.56	3.59	3.70
Agr. Mean		3.83	3.48	3.41	3.57

NB. Detail of rating responses is attached in the appendix G-5. Mean < 1.5 strongly disagree, 1.5 ≤ Mean < 2.5 disagree, 2.5 ≤ Mean < 3.5 undecided, 3.5 ≤ Mean < 4.5 agree, Mean ≥ 4.5 strongly agree

As a result the respondents were agreed that their schools was utilized their human resource (teachers, students and school management) effectively with weighted mean value of 4.05. Whereas, the respondents unable to decide whether the parents and communities are involved in the day to day school operations or not with weighted mean value of 2.81. The data shows that the schools under study were highly utilized the internal stake holders (teaching staff and students) rather than external stake holders (parents and community).

Regarding to financial resources the respondents were agreed with that their school is fairly allocate and properly utilize the available financial resource with weighted mean value of 3.6. As a result, all the educational budget is used for anticipated educational objectives of the school which respondents were showed their agreement with weighted mean value of 3.65 and they were also agree with the existing of good transparency of financial utilization in the school with weighted mean value of 3.55. Similarly, the respondents were agreed that the school uses the available physical material resources (physical buildings, furniture's and equipments) effectively with weighted mean of 3.70.

Concerning to financial administration, the interview held with the experts of WEO and PTA members was identified that the activities of budget preparation was rests to the school principals and appraisal of how it spent is sometimes made by school board and PTA. To participate the community in the financial management of the school, specially, they are ensure, follow up and control the school guarantee and internal income budget whether schools are properly utilizing it.

The aggregate mean value shows that (Table 8) the difference among the aggregate mean values of the groups of respondents. This enable the researcher to realize that the aggregate mean values of the school leaders (3.83) were found far greater than the aggregate mean values of teachers (3.48) and students (3.41), which shows the opinion differences among the school leaders and teaching staff and students. This is due to the fact that the school leaders were over rated the extent of practices above the existing reality as they performing more.

4.2.3. Implementation Strategies and Monitoring and Evaluation Mechanisms of SDP

Schools need effective leadership that can design good strategies in the achievement of school development goals. Training and development of the concerned actors for effectiveness of the plan implementation, good peer group communication, collaborative problem solving skills (inter personal skills), the approval of the formulated development plan and appropriateness of budget for implementation and short-term evaluation and continuous monitoring of the school development planning process are some of the strategies in its effectiveness.

Regarding to implementation strategies, the respondents were identified different plan implementation strategies in the open end question qualitatively. The work delegation was point out as the most strategy in the plan implementation by forming different committees based on their specialization and nature of work (activities), by forming different clubs and teams (i.e. raayyaa barnootaa) which support teaching-learning process from both teaching staff and students. Preparing experience sharing forum and scaling up good experiences, promoting internal and external supervision, division of authority for teacher's that equal to their responsibility are some other strategies identified in the schools under study.

Moreover, the interview held with experts of WEO revealed that, the strengthening the external and external schools supervision and Continuous Professional Development program (CPD) are pointed out as crucial strategies of plan implementation in the schools.

The other integral issues for effective implementation of the plan are regular monitoring and formative evaluation mechanism. The focuses of monitoring and formative evaluation are on relevance, performance and success of plan thus ensuring the production of sustainable result in the achievement of school development planning goals. Regular monitoring and evaluation can lead to the adjustment of any aspect of the action plan, to judge the progress, ensure that the action plan implementation is on track and to make any necessary correction.

Concerning to monitoring and evaluation issues, Table 10, depicts the responses of informants to rate whether or not the schools principals, supervisors, improvement committee monitor and evaluate the plan implementation, day to day school operation regularly monitored and evaluated and the result of evaluation and monitoring make the plan to be flexible or leads to adjustment.

As a result, items 1, 2, and 3 of Table 10 below, shows that the schools principals, supervisors and School Improvement Committee (SIC) evaluate and monitor regularly the plan implementation progress that respondents were agreed with weighted mean value of 3.78, the day to day operations of the school usually evaluated and monitored with weighted mean value 3.54 and the result of the evaluation and monitoring make the school development plan to be flexible with weighted mean value 3.63. This data shows that, the schools used external and internal supervisors in the evaluation and monitoring the implementation of all intended activities and formative evaluation and regular monitoring enables the school to adjust a plan with a changing condition. In support of this, Chalam (2003:8) has stated that a constant monitoring enables the planner to make alterations in the plan so that the plan is appropriately adapted to the changing conditions.

Table 10: Rating Responses on the Monitoring and Evaluation Issues

Items	Rating Scale	SL		Teacher		Students		WM	X ²
		No	%	No	%	No	%		
2. Principals, supervisors and implementation committee participate on evaluation and monitoring	Strongly agree	12	27.9	15	17.24	9	28.13	3.78	10.11
	Agree	22	51.16	46	52.87	13	40.63		
	Undecided	5	11.63	10	11.49	8	25		
	Disagree	4	9.3	14	16.09	2	6.25		
	Strongly disagree	-	-	2	2.3	-	-		
Total		43	100	87	100	32	100		
Mean values (\bar{X})		3.97		3.49		3.9			
3. Day to day activities usually evaluated and monitored	Strongly agree	9	20.93	14	16.09	5	15.63	3.54	11.85
	Agree	24	55.81	38	43.68	12	37.5		
	Undecided	7	16.28	16	18.39	5	15.63		
	Disagree	2	4.65	16	18.39	6	18.75		
	Strongly disagree	1	2.33	3	3.45	4	12.5		
Total		43	100	87	100	32	100		
Mean values (\bar{X})		3.88		3.5		3.25			
4. Evaluation and monitoring result make the plan to be flexible	Strongly agree	12	27.9	16	18.39	6	18.75	3.63	10.47
	Agree	21	48.84	36	41.38	12	37.5		
	Undecided	7	16.3	18	20.69	5	15.63		
	Disagree	3	6.97	15	17.24	6	18.75		
	Strongly disagree	-	-	2	2.3	3	9.38		
Total		43	100	87	100	32	100		
Mean values (\bar{X})		3.97		3.56		3.37			

Mean < 1.5 strongly disagree, 1.5 ≤ mean < 2.5 disagree, 2.5 ≤ mean < 3.5 undecided, 3.5 ≤ mean < 4.5 agree, mean ≥ 4.5 strongly agree. Chi-square tabul value = 15.51, at df = 8 and alpha = 0.05 level of significance

To examine the significance difference among the responses of the respondents, chi-square test (X^2) is applied. Hence, the calculated chi-square values (X^2) of all items (item 1,2 and 3) are less than the critical value ($X^2_{cv}=15.51$) at alpha = 0.05 and df = 8. Therefore, here is no a statistical significant difference between the opinions of the respondents.

4.2.4. Potential Challenges in Process of SDP

This part consists the potential challenges in the implementation (practice) of the school development planning process including problems of stake holders commitment in the planning process, training and understanding regarding to SDP as well as resource related challenges.

Beside assessing of he school development planning process, it is also very helpful to make analysis of potential barriers or challenges that may challenge the success of school development process in the secondary schools of East Arsi zone.

In the following Tables, the potential problems were listed to be rated using the five point Likert scale of extremely serious (1), very serious (2), somewhat serious (3), observed but not serious

(4), not observed (5). The respondents were also asked to add some other potential challenges that have been left out. Therefore, the following three Tables present the potential challenges.

Table 11: Rating on Potential Problems of Commitment

No	Problems	Mean (\bar{x}) of respondents			WM
		School Leaders (N=43)	Teachers (N=87)	Students (N= 32)	
1	Low commitment of leaders and teachers	3.42	2.9	3.09	3.14
2	Lack of commitment and resistance of change by the staff	3.32	3.13	2.87	3.1
3	Low commitment of local political leaders /community leaders.	2.95	2.81	2.88	2.88
Agr. Mean		3.23	2.95	3.1	3.09

NB. Details of rating of responses is attached in the appendix G-8 Mean < 1.5 extremely serious, 1.5 ≤ Mean < 2.5 very serious, 2.5 ≤ Mean < 3.5 somewhat serious, 3.5 ≤ Mean < 4.5 observed but not serious, Mean ≥4.5 not observed.

As can be seen from Table 11, the respondents were rated that low commitment of school leaders and teachers with weighted mean value of 3.14, lack of commitment and resistance of change by the staff with weighted mean value of 3.1 and low commitment of local political leaders or community leaders with weighted mean value 2.88 were rated as somewhat serious problems. These may shows that in some extent the existence of problems of commitment in the schools under study in the development planning process.

Similarly, Table 12 also depicts that other potential problems regarding to training in the SDP process.

Table 12: Rating on Problems Related to Training

No	Problems	Mean value (\bar{X}) of respondents			WM
		School Leaders (N=43)	Teachers (N=87)	Students (N=32)	
1	Lack of sufficient training	2.41	2.38	2.5	2.43
2	Shortage of training manual or guidelines	2.77	2.56	3	2.77
3	Training is not includes all the stake holders	2.81	2.63	2.5	2.65
4	Training focuses on the product (plan) rather than on the process	2.95	2.63	2.34	2.64
Agr. Mean		2.74	2.55	2.59	2.62

N.B. See appendix-G-8 for detail information of rating responses. Mean < 1.5 extremely serious, 1.5 ≤ Mean < 2.5 very serious, 2.5 ≤ Mean < 3.5 somewhat serious, 3.5 ≤ Mean < 4.5 observed but not serious, Mean ≥ 4.5 not observed.

As indicated in the Table 12 above, the respondents were requested to rate how much the stated problems are challenging the schools in the planning process. As a result, each group of respondents were rated the shortage of training in the planning process as very serious problem in the schools under consideration with weighted mean value of 2.43. Whereas, shortage of expertise and training manual or guideline with weighted mean value of 2.77, the training is not includes all the stake holders with weighted mean values of 2.65 and the training focuses on the product (plan) rather than on the process with weighted mean values of 2.64 were rated as somewhat serious problems in the schools under consideration. These may indicate that the existence of training problem with regards to school development planning process in secondary schools of East Arsi zone.

Moreover, from the interview held with WEO planning and statistics experts and PTA members of the schools revealed that the training given for the school leaders and other stake holders did not create good understanding /awareness, especially, it was a very serious problem in the first cycle of school development planning process that had lasted from 2000 E.C to 2002 E.C. Even the given training had not continuity.

In the same way, Table 13 depicts the rating responses on resources related problems in school development planning process.

Table 13: Rating Responses on Resource Related Problems

No	Problems	Mean Values (X) of respondents			WM
		SL (N=43)	Teachers (N=87)	Students (N=32)	
1.	Absence of good school leadership	3.48	2.77	2.66	2.97
2.	Shortage of supportive staff	3.09	2.85	2.84	2.93
3.	Lack of capable students to be involved	2.7	2.63	2.53	2.62
4.	Shortage of capable school involvement committee	2.56	2.34	2.63	2.5
5.	Teachers work load	2.79	2.63	3.09	2.83
6.	Shortage of material and equipment	2.2	2.37	2.25	2.27
7.	Poor economic capacity of parents	2.53	2.62	2.62	2.59
8.	Scarcity of financial resource	2.74	2.54	2.56	2.61
	Agr. Mean	2.76	2.59	2.64	2.66

NB Mean < 1.5 extremely serious, 1.5 ≤ Mean < 2.5 very serious, 2.5 ≤ Mean < 3.5 somewhat serious, 3.5 ≤ Mean < 4.5 observed but not serious, Mean ≥ 4.5 not observed. See appendix G-8 for detail of rating responses.

As it can be seen from Table 13 above, shortage of materials and equipments was rated as very serious problem with weighted mean value of 2.27. But, regarding to human resources, such as absence of good school leadership with weighted mean value of 2.97, shortage of supportive staff with weighted mean value of 2.93, lack of capable students to be involved in the planning process with weighted mean value of 2.62 and shortage of capable school improvement committee with weighted mean value of 2.5 as well as teachers work load with weighted mean value of 2.83 were rated as somewhat serious problems in the schools under study. Similarly, concerning to financial problems, poor economic capacity of parents and scarcity of financial with resources were rated as somewhat serious problems with weighted mean values of 2.59 and 2.61 respectively.

Moreover, the interview held with WEO planning experts, PTA and the responses of respondents for open ended question revealed that, the existence of other problems such as lack of collaborative work among internal school community and external stake holders, over lapping of certain program in plan implementation, weak parents involvement in the schools affair and weak professional support and control from higher level stack holders are some other problems in the school development planning process in the secondary schools of East Arsi zone.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

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

5.1. Summary

All educational organizations are striving for the improvement of education quality improvement. But, the quality improvement process needs the strong effort of all stake holders, good commitment of resources, designing effective plans and strategies, effective school leadership which can direct all educational resources to the attainment of educational objectives and good school development planning. This improving the quality of education through enhancing students learning achievement and out comes is challenging by various constraints. The actual challenges of education system in the schools of the country and the society need to have successful and effective schools which help to improve students achievement and out comes require the assessment of school development planning process.

Thus, the basic objective of this study was to assess the school development planning process in secondary schools of East Arsi zone, in order to assess the strength and weakness of the school in the process and to identify the major challenges of the schools in the process, as well as to give timely and valuable suggestion to the success of schools in their development planning process. To achieve this objective successfully, the study has followed and treated with the following basic questions:

1. To what extent do the schools perform the key operations of the planning cycle of SDP?
2. To what extent do the schools involve teachers, students, community and mobilize other resources in the planning process?
3. What are the implementation strategies and monitoring and evaluation mechanisms of SDP in the schools?
4. What are the challenges regarding the school development planning experienced in the school?

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

The data gathering instruments were questionnaires, interview, and observational check list. The total number of the respondents were 222 (100%), out of which 192 (86.5%) of respondents were participated in the study and 30 (13.5%) were not filled and returned the questionnaire. From 192 (100%) of total respondents included in the study 162 (84.4%) were participated through filling the questionnaire and 30 (15.6%) of respondents were interviewed.

The data gathered mainly through questionnaire were analyzed using percentage, mean, weighted mean and chi-square test (X^2) and data gathered through interview and observation were interpreted qualitatively. On the basis of the analysis made in the preceding chapter, the findings of the study have been summarized under two basic parts (categories) as presented here under.

5.1.1. The Characteristics of Respondents

The respondent's data shows that male domination in each groups of respondents. This may implies that yet the females were not becoming to the school leadership position and secondary school teachers and even female students were not be the students counsel and committee leaders in the schools. Generally, the data reveals that there is a gap of the gender equality with regards of the leadership position in the schools under consideration.

Concerning educational level / qualification, the large number of school leaders 93% (40) were BA/BSc/BEd, low number 4.65% (2) were diploma holders and very low number 2.32% (1) were MA. Similarly, 88.5% (77) teachers were BA/BSc/BEd, 8.04% (7) were diploma and 3.45% (3) of teachers were MA/MSc holders. This may that there are good human power / potential in the school that can practice the process of school development planning and teachers qualification standards set for secondary schools. Also, 31.25% (10) of students were taken from grade 12,

31.25% (10) were from grade 10, 10.25% (8) were from grade 11, and low percent 12.5% (4) were taken from grade 9. This implies that the majority of students were from the upper grade level.

Regarding to work experience the majority of school leaders 83.7% (36) were in service year 6 and above. Whereas, 80.6% (70) of schools teachers were 10 and below service years. Concerning to training, more than half 58.64% (67) of the respondents were not participated on any training related to SDP process. But, 41.36% (25) of them were obtained training related to development issues.

5.1.2. Major Findings

5.1.2.1. School Performance Regarding Key Operations Of SDP Cycle

The key operations of the SDP cycle are review (audit) of current school status, design, implementation and evaluation of SDP that the analyses of the major findings were summarized here below.

- a. Regarding to key areas of school review the data shows the level of school practices the internal and external review/audit in the planning process. Accordingly, the respondents were showed their agreement that the schools were conducted their internal and external review of the current status with weighted mean value of 3.87, so as to identify weakness and strength for the preparation of school development plan, such as identification of weakness and strength of school organization and management, teaching learning process, reviewing the existing resources, condition of the school environment, reviewing government policies and assessing the commitment of stake holders with weighted mean values ranging from 3.55 to 4.09 for each items, except item 6 of Table 4, which the respondents unable to decide whether the school assess the community participation in the school or not with weighted mean value of 3.40.

The data shows that the strength of the schools under study in the identification of their internal weakness and strength in school organization and management, teaching learning process, school environment, the availability of existing resources and their external opportunity and threat regarding to government policies and priorities and the community commitment and potential in design of school development plan.

b. Concerning to designing stage, the priorities for action requires determining based on the needs and productive action planning should also be designed. Regarding to this issues, the data shows that the extent to which the school prioritize its needs in terms of their importance to the school development, in terms of current capacity of the school, and current commitment to dealing with them was rated as good with their weighted mean values of 3.78, 4.12, 3.88 and 3.74 respectively. Similarly the extent to which the priorities translated into specific or detailed objectives and targets in the action plan and the action plan includes clear strategies, indicators of success, time lines; responsibility and cost to address the priorities were rated as good with the weighted mean values of 3.67 and 3.64 respectively.

On the other hand, the unstructured interview held with principals and observation of schools action plans revealed that the existing of gap in translation of priorities in to specific objectives and targets in the action plan due to the fact that shortage of planning techniques or skills of the body.

- c. It has also been reported that, the extent to which the schools participate teachers, students, parents and school management in the determination of the school priorities was rated as good with WM value of 3.81. Moreover, the majority of the respondents listed their schools' current priorities to be addresses, such as improving the students result, reducing dropout rate, fulfilling the schools material and facilities, creating good school environment, enhancing the teachers Continuous Professional Development (CPD), improving the students discipline and improving community participation.
- d. Concerning to plan implementation practices in the school, respondents were agreed with five listed issues with their school with their WM values ranging between 3.75 and 3.95 such as the collaboration and consultation in plan implementation, the awareness and training in plan implementation, the utilization of guideline and the implementation of all intended activities within its limited period of time as well as the plan implementation meets the objectives of the schools.

On the other hand, the respondents unable to decide whether all stake holders now their responsibility as specified in the plan (WM = 3.43) and the school develop external cluster network to share information, experience and expertise (WM =3.3) or not in the schools.

On the other hand, the respondents unable to decide whether all stake holders now their responsibility as specified in the plan (WM = 3.43) and the school develop external cluster network to share information, experience and expertise (WM =3.3) or not in the schools.

Moreover, as the interview held with some schools principals, there is problems of resistance and commitment of the staff. This is due to the fact that basically the plan did not involve them in its formulation process.

- e. Regarding to the selected indicators of evaluation system, the analysis of data shows, the schools under study performing the listed activities sometimes such as, the schools evaluate itself in relation to the success criteria was rated as sometimes by 52.4% (85) and mostly by 45.1% (73) of the respondents, the outcomes of the evaluation feeds in the next cycle of planning was rated as sometimes and mostly by equal percent of informants 46.9% (76) and 46.3% (75) respectively. Similarly, the action plan evaluated in light of evidence gained through data collection tools by 46.3% (75), the community participates in the evaluation of school performance by 51.9% (84) and the outcomes of the evaluation is reported to the school community and parents by 55.5% (90) of respondents were rated as performing sometimes.

Moreover, the interview held with WEO planning experts and PTA members reveals that the existence of gap in the report of school self-evaluation results to the community and parents and the involvement of parents and community in the evaluation of the school performance. The schools report their schools performance, problems that feed the school and its evaluation result only once at the end of the year for parents and community.

5.1.2.2. Extent to which School Involve Teachers, Students, Community and Mobilize other Sources

This deals with the participants in the school review process and utilization of data collection tools and school resources and utilization of other resources such as human financial and material resources.

- a. Regarding to the involvement of key stake holders such as teachers, students and school management in the school review process was rated as good with weighted mean values of

4.37, 3.81 and 3.58 respectively. However, the participation of the parents and community was rated as fair with WM values of 3.24 and 3.05 respectively.

Moreover, the interview held with PTA and school principals revealed that parents and community were not participated in the review of the schools current status to identify the strengths and weaknesses of the school for the purpose of SDP formulation. As the opinion of principals, it is time consuming to involve parents and communities in all activities of planning.

- b. Concerning data collection instruments, the extent to which the schools used the questionnaire was rated as poor with WM value of 2.47. But, the utilization of interview and observation checklist was rated as fair with WM values of 2.81 and 3.49 respectively.
- c. Regarding to human resources, the respondents were agreed that their schools were effectively utilized their human resource (teachers, students and school management) with WM values of 4.05. Whereas, the respondents were unable to decide whether or not the parents and communities are involved in day to day schools operations with WM value of 2.81.
- d. In relation to financial resource utilization, the respondents were agreed with the fairly allocation and properly utilization of available financial resource with WM values of 3.6, and all educational budgets is used for anticipated educational objectives of the school with WM values of 3.65. They were also agreed that the existence of good transparency of financial utilization with WM value of 3.55.

Moreover, the interview made with the experts of WEO and PTA members was identified that the activities of budget participation was rests to the school principals and appraisal of how it spent is sometimes made by school boards and PTA.

- e. Similarly, the respondents were agreed that the school uses the available physical and material resources (physical buildings, furniture, and equipment) effectively with WM value of 3.70.

5.1.2.3. Implementation Strategies, Monitoring and Evaluation Mechanism

- a. Regarding to implementation strategies, the respondents were identified some strategies in open-ended question. The most of these are, work delegation, forming different committees forming different clubs and teams from both staff and students, preparing experience sharing forum and scaling up good experiences, promoting internal and external supervision and division of authority for teachers that equal to their responsibility.

Moreover, the interview held with experts of WEO identified that the strengthening the external and internal schools supervision and continuous Professional Development Program (CDP) are pointed out as crucial strategies of plan implementation in the schools under study.

- b. Concerning to monitoring and evaluation mechanisms, the analyzed data shows that the schools principals, supervisors and School Improvement Committee (SIC) evaluate and monitor regularly the plan implementation progress that were agreed with WM values of 3.78, the day to day operations of the schools usually monitored and evaluated with WM values of 3.54 and the result of the evaluation and monitoring make the SDP to be flexible with WM values of 3.63. And also chi square test show that no statistical significant difference between the opinions of the respondents.

5.1.2.4. Potential Challenges

- a. Concerning the potential problems of commitment, the study identified that there is low commitment of school leaders and teachers in school improvement planning process with WM value of 3.14. Whereas, lack of commitment and resistance of change by the staff with WM value of 3.1 and low commitment of local political leaders with WM value of 2.88 were rated as somewhat serious problem.
- b. Regarding to problems of training, each groups of respondents were rated the shortage of training in the planning process as a serious problem in the school under consideration with weighted mean value of 2.43. Whereas, shortage of training manual or guidelines with WM values of 2.77, training is not included all stake holders with WM value of 2.65 and training focuses on the product (plan) rather than on the process with WM value of 2.64 were rated as somewhat serious problems.

Moreover, the interview held with WEO planning experts and PTA members of the schools revealed that the training given for the schools leaders and others did not create good understanding /awareness. Specially, it was a very serious problem in the first cycle of school development planning process that had lasted from 2000 E.C to 2002 E.C. Even the given training had not continuity.

- c. In relation to resource related problems, shortage of materials and equipments was rated as very serious problem with WM value of 2.27. However, regarding to human resources (absence of good school leadership, shortage of supportive staff, lack off capable students and school improvement committee as well as teachers work load) were rated as somewhat serious problems with WM values ranging from 2.5 to 2.97. Similarly,, scarcity of financial resources and poor economic capacity of parents were rated as somewhat serious problems in schools under study with WM values 2.61 and 2.59 respectively.

Moreover, the interview made with WEO experts, PTA and responses off open ended question revealed that the existence of problems such as lack of collaborative work among internal school communities and external stake holders, over lapping of certain program in plan implementation, weak parents involvement, and weak professional support and control from higher level stake holders are some other problems in SDP process in the secondary schools of East Arsi zone.

5.2. Conclusions

As a strategic planning device, school development planning is concerned with long-term goals, which can be achieved when basic frame works have practiced in the schooll successfully. This is a time, in which our school system is in a turbulence condition, due to the raising popular demand and desire to have effective schools, economic, social and technological change. Therefore, to cope up with this changes and needs, the school requires to developing its capacity in order to provide quality education and being responsive to pupils' needs and changiing condition. Hence, this study was discussed on the process of school development planning.

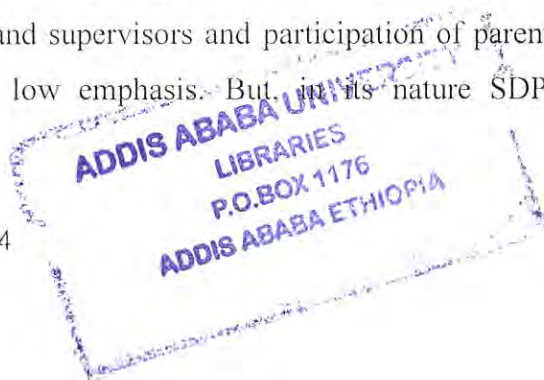
The findings of this study indicates that, the extent to which the school performed the key operations of the planning cycle of SDP such as internal and external of school review of current status, design (priorities for action and action planning), implementation and evaluation was

found to be good. This implies that the secondary schools of the zone were found at the best beginning in the SWOT analysis for the formulation of the SDP and at good stage in the prioritization of issues for the implementation in the three consecutive years of the plan, at good implementation of plan and evaluation the effectiveness of SDP process. It also indicate that the schools will achieve at optimum SDP process when efficient training given to the planning actors.

As revealed by the majority of the respondents the involvement of parents and community in the planning process and the utilization of data collection tools in the review process in the secondary schools of the zone were found to be low. This implies that the secondary schools did not effectively involve that parents and community in SDP process and weak utilization of data collection instruments in the school review process. This can be negatively affecting the SDP process and the schools unable to achieve their educational objectives.

Although, the schools have crucial priorities to be addressed as indicated in the findings of the study, some schools were not have effective, detail and specific action plan. This implies that shortage of planning techniques (skill of planning body) due to the fact that lack of continuous training in the planning process. Similarly, as good plan implementation strategy, most of the secondary schools of the zone did not developed external cluster network to share information, experience, expertise and sharing best practices. This shows that the secondary schools have weak relationship and communication among themselves in the effectiveness of their work or plan implementation process. There are also the existence of gap in the report of the school self-evaluation result to the community and parents and the involvement of parents and community in the evaluation of the school performance. This implies there are no adequate flow of information between the schools and parents and community that reduces their understanding about the school performance and problem and reduce support to the school.

The findings of the study also reveled that, there were shortage of sufficient training regarding to SDP process and weak involvement of parents and community. This shows that the planning activities were not well exercised. In conclusion one can say that the shortage of professional support and control from woreda level experts and supervisors and participation of parents and community in the school affairs was gained low emphasis. But, in its nature SDP is a



collaborative process that draws the whole school internal and external community together in shaping the school's future development. Moreover, the schools were not yet develop their internal capacity that enables them to solve so many problems that can be challenges them in the process of SDP.

5.3. Recommendations

Based on the summary of the major findings and conclusion drawn, the following possible recommendations are forwarded to minimize the observed wide gap between theoretical and the actual practice of the schools in the school SDP process.

1. The findings of the study revealed that, the shortage of training and problems of understanding with regard to SDP. As a result, most of the schools actors focus on product (the plan document) rather than on the process and others seen the SDP as an additional burden and they did not built on the existing school practices since its introduction to the schools and some of the schools follows non-participatory approach in its process. Therefore, in order to alleviate the problems of training and understanding of partners (actors), it is recommended that sustainable (continuous) training should be provided to school principals, teachers, students, parents and community on school development planning process at two levels, such as at zone and woreda level and at school level. Workshop and seminar programs and other short term training should be prepared to school principals and teachers at zone and woreda level by their respective planning experts and at school level meeting and discussion programs should be prepared to students, parents and community by WEO experts and school leaders. This will improve the required knowledge and skill in the development planning process.
2. In order to achieve long term goals the collaboration effort of both internal and external stake holders is indispensable. But, the findings of this study indicated that lack of meaningful involvement of potential stake holders in the process of SDP. Therefore, to have good planning process, the schools should involve all the potential stake holders in the assessment of the school review and determination of priorities, so as to participate them in the implementation and evaluation of the success. Internal school actors such as teachers, students and supportive staff can be involved by creating awareness, motivating

them by providing recognition and different award for good participants as well as creating good school environment to be attractive working place. External stake holders such as parents, community, individuals, organizations etc can be involved by preparing discussion programs, inviting them on different school celebration, organizing them through different community leaders in order to generate fund for the school etc. This can help them to develop the sense of ownership of the school and helps schools as a source of income to solve the problem of materials and equipments identified in the study on other hand.

3. The finding of the study was identified that, shortage of professional support and control in the development planning process from the higher expertise. In addition to offering sufficient training for school level actors, the higher level (zonal and woreda) planning expertise and supervisors should play a vital role in the giving professional support and control the activities of the schools so as to formulate workable and detail action plan and implement accordingly. This is because of the fact that effectiveness of the plan mainly based on how it is drawn up and what it focuses on.
4. Low commitment of school leaders and teachers for school improvement planning has been identified. Without good commitment of these key actors, the SDP process will be valueless, even the school development cannot be expected. Therefore, it is recommended that zonal and, woreda education offices should collaboratively work on the improvement of school leaders and teachers commitment by motivating them for their good practices, giving clear and appropriate direction, instruction, principles etc at zonal and woredas levels and clear identification of roles for each partners, good work delegation, good motivation and school leadership etc at school level. In such a case, the uncertainty and frustration of these key actors should be reduced and improve their commitment.
5. Data collection instruments are quite important in the school internal and external review and needs assessment. However, the study identified that less utilization of these tools. Therefore, the schools should make use of such important instruments as questionnaire, observational, interview, focused group discussion and educational panel discussion with parents and community.

6. The analysis of the finding also identified as the school self-evaluation results are not always report for the community and parents. Reporting system is very important to gain the feedback for further improvement. Thus, it is recommended that the schools should report the school self-evaluation result and other activities for concerned offices, parents and community at a time.

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Appendix-A

Addis Ababa University

School of Graduate studies, college of Education

Department of Educational planning and Management

A Questionnaire to be filled by school respondents (principals, vice principals, unit leaders and teachers).

General Instruction

This questionnaire is designed to assess the school development (improvement) planning process in secondary schools of Arsi zone.

The information gathered through this questionnaire (tool) will be used for academic research purpose only and treated confidentially. Hence, your genuine contribution and relevant information will be essential for the success of this study. Therefore, you are kindly requested to fill out the questionnaire carefully and honestly.

Please do not forget that:

- No need to write your name.
- To follow the directions given under each parts.
- To give brief and concise response or opinion, if any for open ended questions on the provided space.
- If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Part-1: Personal Information

1.1.Name of your Woreda _____

Name of your School _____

Direction: please put a tick mark “✓” on the space provided after each questions.

1.2.Sex : Female , Male

1.3.Age: From 20-30 From 41-50

From 31-40 Above 50

1.4.Educational Background

- MA/ MSC
- BA/ BSC/ BEd
- Diploma
- If other Specify _____

1.5.Current Position

- Principal
- Vice Principal
- Unit Leader
- Dept. Head
- Teacher

1.6.Work Experience

- 5 and below 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- above 20 years

1.7. Have you obtain any training on school improvement planning?

- Yes No

1.8.If your answer for Q1.8 is “yes” please list down the major areas or topics covered on the training:

- a. _____
- b. _____

Part-2: Review / Audit of current status and identification of key issues

2.1. key areas of the school review

The following statements are about school internal and external review, in which school review its current status, its weakness and strength, identify issues of external opportunities and threats. Please rate each statement according to your perception by putting tick mark “✓”below the number in the table. Use rating scale 1=strongly disagree , 2=disagree, 3=undecided, 4=agree 5=strongly agree.

No	Items / Statements	Rating scale				
		5	4	3	2	1
1	The school conduct its internal and external review of current status in order to develop the school improvement plan					
2	The school review the weakness and strength of school organization and management					
3	The school review its weakness and strength of teaching-learning process					
4	The school review the availability of existing resources					
5	The school reviews the condition of the school environment					
6	Assessing of community participation in the school affair					
7	Reviewing the government policy and priorities related to education					
8	Asses the commitment of the school community and other stake holders					

2.2. The Participants in the school review and data collection tools

The following are statements about the participants in the school review process and the tools or instruments used by school in the review. Please rate the extent to which the involvement of the participants and utilization of the data collection instrument by putting tick “✓”mark below the number.

Use Rating Scale 1= very poor, 2= poor, 3= fair, 4=good, 5= very good

No	Items	Rating scale				
		5	4	3	2	1
1	To what extent the school involve all stake holders in the review process					
	➤ Teachers					
	➤ Students					
	➤ Parents					
	➤ Community					
	➤ Board of management					
2	Data collection instrument					
	➤ Questionnaire					
	➤ Interview					
	➤ Observation check list					

Please specify if your school involve other participants and used other data collection instrument in the reviewing process

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

Part-3 Design: Priorities for Action and Action Planning

The following are statements explains how the school priorities are determined and planed as well as the involvement of the key stake holders in the process of priority determination. Please, rate to the extent to which it practiced in your school by putting tick mark “✓” below the number in the boxes.

Use Rating Scale 1= very poor, 2= poor, 3= fair, 4=good, 5= very good.

No	Items	Performance				
		5	4	3	2	1
1	To what extent the school prioritize its needs that identified by the school review to be addressed					
2	To what extent the school prioritize its needs in terms of their importance to the school development					
3	To what extent the school prioritize its need in terms of the current capacity of the school to address them					
4	To what extent the school prioritize its need in terms of the current commitment of the school to dealing with them					
5	To what extent the priorities translated into specific or detailed objectives and targets in the action plan					
6	The extent to which the action plan includes clear strategies, indicators of success, time line, responsibility, and cost to address the priorities.					
7	The extent to which the school involve the key stake holders (i.e. students, teachers, parents and management of school) in the determination of the school priorities					

Please list down the identified priorities of your school

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

Part-4 Implementation and Monitoring

The following items are describing the school development plan implementation and monitoring issues. Please, show your judgment by rating from strongly agree to strongly disagree and put tick mark "✓". Use 1=strongly disagree , 2=disagree, 3=undecided, 4=agree 5=strongly agree

No	Items	Rating scale				
		5	4	3	2	1
	Implementation Issues					
1	The implementation of the plan assisted by appropriate structures for collaboration and consultation					
2	The participants gained information and training in relation to plan implementation					
3	All stake holders know their responsibility as specified in the plan					
4	The school develop external cluster network to share information, experience and expertise.					
5	The school uses a guideline for implementation of the plan					
6	School implement all activities within its limited period of time					
7	School plan implementation meets the objectives of the school					
	Resource utilization					
8	The school is utilized its human resource (teachers, students and management) effectively					
9	Parents and communities are involved in the day to day school operations					
10	The school is fairly allocate and properly utilize the available financial resource					
11	All educational budget is used for anticipated educational objectives of the school					
12	Good transparency of financial utilization in the school					
13	The school uses the available physical material resources efficiently					
	Monitoring issues					
14	The school principals, supervisors and improvement committee evaluate and monitor the school improvement plan implementation					
15	The day to day operations of the school usually evaluated and monitored					
16	The results of evaluation and monitoring make the school improvement plan to remain flexible					

Please, you are kindly requested to list down some other issues of implementation and monitoring school improvement plan,

- a) _____
- b) _____
- c) _____

Part-5 Evaluation

The following items are indicates the evaluation system of the school improvement planning. Please, indicate the level, as being practiced currently by using tick "✓" mark in the box below the numbers indicates 3= mostly, 2=sometimes, 1=never.

No	Items	Practices		
		3	2	1
1	The school evaluate it self in relation to the success criteria.			
2	The outcomes of the evaluation feed in to the next planning cycle.			
3	Action plan is evaluated in the light of evidence gained through data collection tools.			
4	The school community participates in the evaluation of school performance.			
5	The outcomes of the evaluation is reported to the school community and parents.			

**Part-6: The potential Challenges Regarding to the School Development Planning
Experienced in the School**

This part consists the potential challenges in the implementation of the school development planning process including the training and commitment of stake holders, and the resource deficient. Please rate the magnitude of their challenging by putting “✓” mark below the number in the table. Use 1= extremely serious, 2= very serious, 3= somewhat serious, 4= observed but not serious, 5= not observed.

No	Items	Practice				
		5	4	3	2	1
1	Low commitment of school leaders and teachers					
2	Lack of commitment and resistance of change by the staff					
3	Low commitment of local political leaders or community leaders					
4	Shortage of training in the planning process					
5	Shortage of expertise and training manual/ guide lines					
6	Lack of clearly defined role of each implementing body					
7	Training is not includes all the stake holders					
8	Training focuses on the product (plan) rather than on the process					
9	Scarcity of financial resource					
10	Absence of good school leadership					
11	Absence of appropriate monitoring and evaluation					
12	Shortage of school facilities					
13	Poor economic capacity of parents					
14	Work load of teachers					
15	High turnover of school leaders					
16	Shortage of material and equipment					
17	Shortage of capable school improvement committee					
18	Lack of capable students to be involved in the planning					
19	Shortage of supportive staff					

Please, you are kindly requested to list down some other factors that constraints the success of school improvement planning process.

a. _____

b. _____

Thank you once again for your cooperation

Appendix-B

Addis Ababa University

School of Graduate studies, college of Education

Department of Educational planning and Management

A Questionnaire to be filled by students.

General Instruction

This questionnaire is designed to assess the school development (improvement) planning process in secondary schools of Arsi zone.

The information gathered through this questionnaire (tool) will be used for academic research purpose only and treated confidentially. Hence, your genuine contribution and relevant information will be essential for the success of this study. Therefore, you are kindly requested to fill out the questionnaire carefully and honestly.

Please do not forget that:

- No need to write your name.
- To follow the directions given under each parts.
- To give brief and concise response or opinion, if any for open ended questions on the provided space.
- If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Part-1 Personal Information

1.9. Name of School _____, Woreda _____

Direction: please put a tick mark "✓" on the space provided after each questions.

1.10. Sex : Fema , Male

1.11. Age: 16 or below 16 years

16-20 years

21 or above

Grade level: 9th , 10th 11th 12th

1.12. Your position in addition to the formal learning

- Students Council
- School improvement
- Discipline committee
- Club leader
- Other specify

1.13. Have you obtain any training on school improvement planning?

Yes No

1.14. If your answer for Q1.8 is "yes" please list down the major areas or topics covered on the training:

c. _____

d. _____

Part-2: Review / Audit of current status and identification of key issues

2.1. key areas of the school review

The following statements are about school internal and external review, in which school review its current status, its weakness and strength, identify issues of external opportunities and threats. Please rate each statement according to your perception by putting tick mark "✓" below the number in the table. Use rating scale 1=strongly disagree , 2=disagree, 3=undecided, 4=agree 5=strongly agree

No	Items / Statements	Rating scale				
		5	4	3	2	1
1	The school conduct its internal and external review of current status in order to develop the school improvement plan					
2	The school review the weakness and strength of school organization and management					
3	The school review its weakness and strength of teaching-learning process					
4	The school review the availability of existing resources					
5	The school reviews the condition of the school environment					
6	Assessing of community participation in the school affair					
7	Reviewing the government policy and priorities related to education					
8	Asses the commitment of the school community and other stake holders					

2.2. The Participants in the school review and data collection tools

The following are statements about the participants ion the school review process and the tools or instruments used by school in the review. Please rate the extent to which the involvement of the participants and utilization of the data collection instrument by putting tick “✓”mark below the number.

Use Rating Scale 1= very poor, 2= poor, 3= fair, 4=good, 5= very good

No	Items	Rating scale				
		5	4	3	2	1
1	To what extent the school involve all stake holders in the review process					
	➤ Teachers					
	➤ students					
	➤ Parents					
	➤ Community					
	➤ Board of management					
2	Data collection instrument					
	➤ Questionnaire					
	➤ Interview					
	➤ Observation check list					

Please specify if your school involve other participants and used other data collection instrument in the reviewing process

- d. _____
- e. _____
- f. _____

Part-3 Design: Priorities for Action and Action Planning

The following are statements explains how the school priorities are determined and planed as well as the involvement of the key stake holders in the process of priority determination. Please, rate to the extent to which it practiced in your school by putting tick mark “✓” below the number in the boxes.

Use Rating Scale 1= very poor, 2= poor, 3= fair, 4=good, 5= very good

No	Items	Performance				
		5	4	3	2	1
1	To what extent the school prioritize its needs that identified by the school review to be addressed					
2	To what extent the school prioritize its needs in terms of their importance to the school development					
3	To what extent the school prioritize its need in terms of the current capacity of the school to address them					
4	To what extent the school prioritize its need in terms of the current commitment of the school to dealing with them					
5	To what extent the priorities translated into specific or detailed objectives and targets in the action plan					
6	The extent to which the action plan includes clear strategies, indicators of success, time line, responsibility, and cost to address the priorities.					
7	The extent to which the school involve the key stake holders (i.e. students, teachers, parents and management of school) in the determination of the school priorities					

Please list down the identified priorities of your school

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

Part-4 Implementation and Monitoring

The following items are describing the school development plan implementation and monitoring issues. Please, show your judgment by rating from strongly agree to strongly disagree and put tick mark "✓". Use 1=strongly disagree, 2=disagree, 3=undecided, 4=agree 5=strongly agree

No	Items	Rating scale				
		5	4	3	2	1
	Implementation Issues					
1	The implementation of the plan assisted by appropriate structures for collaboration and consultation					
2	The participants gained information and training in relation to plan implementation					
3	All stake holders know their responsibility as specified in the plan					
4	The school develop external cluster network to share information, experience and expertise.					
5	The school uses a guideline for implementation of the plan					
6	School implement all activities within its limited period of time					
7	School plan implementation meets the objectives of the school					
	Resource utilization					
8	The school is utilized its human resource (teachers, students and management) effectively					
9	Parents and communities are involved in the day to day school operations					
10	The school is fairly allocate and properly utilize the available financial resource					
11	All educational budget is used for anticipated educational objectives of the school					
12	Good transparency of financial utilization in the school					
13	The school uses the available physical material resources efficiently					
	Monitoring issues					
14	The school principals, supervisors and improvement committee evaluate and monitor the school improvement plan implementation					
15	The day to day operations of the school usually evaluated and monitored					
16	The results of evaluation and monitoring make the school improvement plan to remain flexible					

Please, you are kindly requested to list down some other issues of implementation and monitoring school improvement plan,

- d) _____
- e) _____
- f) _____
- g) _____

Part-5 Evaluation

The following items are indicates the evaluation system of the school improvement planning. Please, indicate the level, as being practiced currently by using tick “✓” mark in the box below the numbers indicates 3= mostly, 2=sometimes, 1=never.

No	Items	Practices		
		3	2	1
1	The school evaluate it self in relation to the success criteria.			
2	The outcomes of the evaluation feed in to the next planning cycle.			
3	Action plan is evaluated in the light of evidence gained through data collection tools.			
4	The school community participates in the evaluation of school performance.			
5	The outcomes of the evaluation is reported to the school community and parents.			

**Part-6: The potential Challenges Regarding to the School Development Planning
Experienced in the School**

This part consists the potential challenges in the implementation of the school development planning process including the training and commitment of stake holders, and the resource deficient. Please rate the magnitude of their challenging by putting “✓” mark below the number in the table. Use 1= extremely serious, 2= very serious, 3= somewhat serious, 4= observed but not serious, 5= not observed.

No	Items	Practice				
		5	4	3	2	1
1	Low commitment of school leaders and teachers					
2	Lack of commitment and resistance of change by the staff					
3	Low commitment of local political leaders or community leaders					
4	Shortage of training in the planning process					
5	Shortage of expertise and training manual/ guide lines					
6	Lack of clearly defined role of each implementing body					
7	Training is not includes all the stake holders					
8	Training focuses on the product (plan) rather than on the process					
9	Scarcity of financial resource					
10	Absence of good school leadership					
11	Absence of appropriate monitoring and evaluation					
12	Shortage of school facilities					
13	Poor economic capacity of parents					
14	Word load of teachers					
15	High turnover of school leaders					
16	Shortage of material and equipment					
17	Shortage of capable school improvement committee					
18	Lack of capable students to be involved in the planning					
19	Shortage of supportive staff					

Please, you are kindly requested to list down some other factors that constraints the success of school improvement planning process.

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

Thank you once again for your cooperation

APPENDIX-C

Interview Questions for Personnel of Woreda Education Office (WEO)

Department of planning and Statistics

This questions is designed to collect information about the secondary schools development planning process in their woreda

1. Is a sufficient training given for school leaders, teachers and community representatives (i.e PTA, KETB) in the process of school development planning?
2. Do you give necessary professional support in your secondary school development planning process?
3. Did you approve (check) the school development plan?
4. Do you have a copy of your secondary school development plan document?
5. How do you monitor and evaluate the SDP process in order to ensure the education quality?
6. Do you recommend or encourage the school to make their SDP/ SIP flexible?
7. Do you belief that the secondary school have effective SDP?
8. What are the major challenges you have observed in the school development / improvement planning process?
9. What possible solutions would you suggest for the challenges you observed?
10. Have you any other opinion, recommendation and suggestion regarding to the issue of school improvement planning process?

Thank you for your cooperation

APPENDIX-D

Interview Questions for PTA members

This is to collect data regarding to the involvement of community and parents through their representative in Parent Teachers Association (PTA) and kebele Education and Training Board (KETB) in the process of school planning process.

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

Thank you for your cooperation

APPENDIX-E

Observation Checklist

This check list uses to collect information through observation by the researcher regarding to the school development planning process.

No	Items	Yes	No
1	Is there school development (improvement) plan?		
2	Does the plan state the general ethos, vision and mission of the school?		
3	Are there clearly indicated general objectives of education?		
4	Has a whole school audit or review taken place?		
5	Have all the appropriate people been consulted?		
6	Does the plan clearly indicate the responsible body in the planning process?		
7	Is there an action plan for school development plan?		
8	Is an action plan contain targets, standards, indicators responsibility, time frame and evaluation strategies?		
9	Is there reporting system?		
10	Is there monthly report?		
11	Is there quarterly report?		
12	Is there six month report?		
13	Is there annual report?		
14	Is there any discussion on planning process?		
15	Is there any school improvement committee discussion document?		

Appendix G-1

Rating of Resources on Key Areas of the School Review

Items	Respondents																	WM			
	School Leaders (N=43)					Teachers (N=87)					Students (N=32)										
	1	2	3	4	5	(X̄)	1	2	3	4	5	(X̄)	1	2	3	4	5		(X̄)		
1. Internal and external review	-	-	2	26	15	4.3	4	4	11	48	20	3.87	5	4	2	13	8	3.46	3.87		
2. Identification of weakness and strength of organization and management.	1	1	4	20	17	4.18	5	13	15	33	21	3.59	5	3	7	6	11	3.46	3.74		
3. Weakness and strength of teaching-learning process	-	3	2	18	20	4.27	1	8	13	41	24	3.9	4	2	6	15	5	3.46	3.87		
4. Review of existence of resources	2	1	10	21	9	3.79	6	15	15	30	20	3.45	4	4	6	10	8	3.43	3.55		
5. Review of school environment	-	-	4	20	19	4.34	1	13	10	32	31	3.9	2	2	4	9	15	4.03	4.09		
6. Assessing community participation	-	6	9	23	5	3.62	6	19	16	31	15	3.34	5	6	5	8	8	3.25	3.4		
7. Reviewing government policy and priorities	-	1	5	21	16	4.2	6	7	13	37	24	3.75	2	3	9	8	10	3.65	3.86		
8. Assessing commitment	-	3	4	24	12	4.04	7	11	15	40	15	4.12	3	8	5	7	8	3.18	3.78		
Agr. Mean						4.09						3.74								3.49	3.77

Mean < 1.5 strongly disagree, 1.5 ≤ mean < 2.5 disagree, 2.5 ≤ mean < 3.5 undecided, 3.5 ≤ mean < 4.5 agree, mean > 4.5 strongly agree

Appendix G-2

Rating of Responses on the Design Stage / Priorities for Action Planning

Items	Respondents																			WM
	School Leaders (N=43)						Teachers (N=87)						Students (N=32)							
	1	2	3	4	5	(\bar{X})	1	2	3	4	5	(\bar{X})	1	2	3	4	5	(\bar{X})		
1. Needs prioritization	-	-	8	28	7	3.97	5	4	25	34	19	3.66	-	2	10	15	5	3.71		
2. Priority in terms of their importance	-	-	8	16	19	4.72	1	5	24	30	27	3.88	-	4	7	13	8	3.78		
3. Needs priority in terms of current capacity	-	2	3	26	12	4.11	-	8	20	33	26	3.88	2	3	6	12	9	3.71		
4. Needs priority in terms of commitment	1	1	10	21	10	3.88	1	11	20	38	17	3.67	3	3	7	11	8	3.56		
5. Priorities translated in to detailed objectives and targets	-	2	10	23	8	3.86	2	12	29	28	16	3.41	-	5	8	9	10	3.75		
6. Specification of action plan	1	3	11	18	10	3.76	2	10	24	34	17	3.62	4	6	3	6	13	3.56		
7. Involvement in the determination of priorities	-	3	5	23	12	4.02	4	10	19	28	26	3.71	3	3	4	14	8	3.65		
Agr. Mean	4.06						3.69													3.6
																				7

Mean < 1.5 very poor, 1.5 ≤ mean < 2.5 poor, 2.5 ≤ mean < 3.5 fair, 3.5 ≤ mean < 4.5 agree, mean > 4.5 good, mean ≥ 4.5 very good

Appendix G-3

Rating of Responses on the Plan Implementation Issues

Items	Respondents																	WM	
	School Leaders (N=43)					Teachers (N=87)					Students (N=32)								
	1	2	3	4	5	(\bar{X})	1	2	3	4	5	(\bar{X})	1	2	3		4		5
1. Collaboration and consultation	-	-	5	29	9	4.09	1	6	19	38	23	3.87	-	2	4	21	5	3.9	3.95
2. Awareness and training	-	2	10	19	12	3.95	5	10	19	32	21	3.62	2	4	10	9	7	3.46	3.67
3. Stake holders know their responsibility	1	6	7	17	12	3.76	4	12	19	30	22	3.62	4	7	12	5	4	2.94	3.44
4. Developing internal cluster network	3	8	5	18	9	3.51	6	19	20	29	13	3.27	6	5	7	7	7	3.12	3.3
5. Utilization of guideline	-	7	1	23	12	3.93	2	12	19	33	21	3.67	1	1	11	14	5	3.62	3.75
6. Implementation of activities within its limited time	-	6	8	23	6	3.67	4	14	21	29	19	3.51	4	3	6	10	9	3.53	3.57
7. Plan implementation meets school objectives	-	4	5	25	9	3.9	2	11	18	32	24	3.74	1	3	10	8	10	3.71	3.63
Agr. Mean						3.83						3.61						3.47	3.63

Mean < 1.5 very poor, 1.5 ≤ mean < 2.5 poor, 2.5 ≤ mean < 3.5 undecided, 3.5 ≤ mean < 4.5 good, mean ≥ 4.5 very good

Appendix G-6

Rating of Responses on the Potential Challenges

Items	Respondents																												WM		
	School Leaders (N=43)														Teachers (N=87)																
	5	4	3	2	1	(\bar{X})	5	4	3	2	1	(\bar{X})	5	4	3	2	1	(\bar{X})	5	4	3	2	1	(\bar{X})							
1. Low commitment of leaders & teachers	13	3	18	7	2	3.42	18	12	20	17	20	2.9	1	10	9	5	7	3.09	1	10	9	5	7	3.09							
2. Lack of commitment & resistance by the staff	9	11	12	8	2	3.32	14	20	28	14	11	3.13	3	8	4	13	7	2.87	3	8	4	13	7	2.87							
3. Low commitment of local political leaders	5	6	18	10	4	2.95	8	17	27	21	14	2.81	7	2	10	6	7	2.88	7	2	10	6	7	2.88							
4. Lack of sufficient training	1	6	14	11	11	2.41	7	10	22	18	30	2.38	3	2	10	10	7	2.5	3	2	10	10	7	2.5							
5. Shortage of manual / guidelines	3	8	12	16	4	2.77	5	14	29	16	23	2.56	2	11	7	9	3	3	2	11	7	9	3	3							
6. Training is not include all stake holders	5	6	15	10	7	2.81	9	16	18	23	21	2.63	3	6	5	8	10	2.65	3	6	5	8	10	2.65							
7. Training focuses on product rather than on process	6	10	8	14	5	2.95	5	17	24	23	18	2.63	-	6	7	11	8	2.64	-	6	7	11	8	2.64							
8. Absence of good school leadership	16	7	7	8	5	3.48	11	19	15	23	19	2.77	5	5	4	10	8	2.97	5	5	4	10	8	2.97							
9. Shortage of supportive staff	6	9	16	7	5	3.09	11	15	26	20	15	2.85	2	8	10	7	5	2.93	2	8	10	7	5	2.93							
10. Lack of capable students	3	8	11	15	6	2.7	10	13	18	27	19	2.63	2	4	11	7	8	2.62	2	4	11	7	8	2.62							
11. Lack of capable school improvement committee	1	9	11	14	8	2.56	3	14	26	29	15	2.34	3	6	6	10	7	2.5	3	6	6	10	7	2.5							
12. Teachers work load	6	5	12	14	6	2.79	8	14	26	16	23	2.63	5	10	6	5	6	2.83	5	10	6	5	6	2.83							
13. Shortage of material & equipment	2	12	12	8	9	2.2	5	9	20	33	20	2.37	1	5	7	7	12	2.27	1	5	7	7	12	2.27							
14. Poor economic capacity of parents	2	9	11	9	12	2.53	8	16	22	17	24	2.62	4	4	8	8	8	2.59	4	4	8	8	8	2.59							
15. Scarcity of financial resources	6	5	13	10	9	2.74	9	15	17	19	27	2.54	3	2	12	8	7	2.61	3	2	12	8	7	2.61							
Agr. Mean															2.85															2.69	2.73

Mean < 1.5 extremely serious, 1.5 ≤ Mean < 2.5 very serious, 2.5 ≤ Mean < 3.5 somewhat serious, 3.5 ≤ Mean < 4.5 observed but not serious, Mean ≥ 4.5 not observed.

Declaration

I, the undersigned, declare that this thesis is my original work, and that all sources of materials used for this thesis have been duly acknowledged.

Name Mestir Bedane

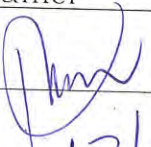
Signature 

Place Addis Ababa University

Date of submission 13/4/2011

This thesis has been submitted for examination with my approval as university advisor.

Name Dr. Jeilu Oumer

Signature 

Date of submission 13/4/2011

