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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**THE PREPARATION AND IMPLEMENTATION OF STRATEGIC PLAN IN BOLE
SUB CITY SELECTED PRIMARY AND SECONDARY GOVERNMENTAL
SCHOOLS OF ADDIS ABABA CITY ADMINISTRATION**

BY

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LEADERSHIP

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DECLARATION

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

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This is to certify that the thesis prepared by Teklehaimanot Welekidan Welu, entitled: *The preparation and implementation of strategic plan in selected primary and secondary governmental schools of Bole sub-city in Addis Ababa City Administration* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Acronyms and Abbreviations

ABE	Alternative Basic Education
ESDP	Education Sector Development Program
ETP	Education and Training Policy
MOE	Ministry of Education
NGOs	Non- Government Organizations
PSTA	Parent, Student and Teacher Association
SC	Student Council
SIC	School Improvement Committee
SPSS	Statistical package for Social Science
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
USAID	United States Agency for International development

Abstract

The purpose of the study was to assess the strategic plan preparation and implementation in Bole Sub city selected primary and secondary governmental schools of Addis Ababa city administration. The research design was descriptive survey. In addition, the study employed mixed research method. The study used both primary and secondary sources of data. The targeted people of the study was 194 teachers, 40 principals, 14 supervisors, 21 Woreda and Sub city educational office team leaders, 10 heads of the Woreda and sub city educational offices ,9 student council chair-persons, 9 PTA chair-persons, 9 school improvement committee or strategic plan committee chair-persons. The study conducted in six primary and three secondary schools from 25 schools by purposive sampling technique. Simple random sampling technique was employed to select teacher respondents. The data collection instruments were questionnaire, interview and document review. Moreover, availability sampling technique was used to select principals, supervisors, Woreda and sub city educational office team leaders, heads of the Woreda and sub city educational offices, and PSTA, student council and school improvement committee chairpersons to be participant in the study.. The findings of the study regarding to strategic plan preparation and implementation were; lack of training and awareness of stakeholders on how to prepare and implement,the plan was not prepared and implemented with the right procedures and standardized ways. Moreover, the school operational and other plans were not sourced from the school strategic plan, Stakeholders were not involved in self-evaluation, monitoring and evaluation periodically, and the implementation of strategic plan was not collaborative and participative. The investigator concluded that, strategic plan preparation and implementation practice activities was extremely far apart from the guidelines of school improvement program. The investigator recommended that, Bole cub city woredas Education Office, schools and other stakeholders should; organize training, awareness creation, and allow participation of all stakeholders, strategic plan and other plans were not prepared and implemented in the right procedures and standardized ways. Finally, prepare well-prepared school strategic plan templates with possible modification.

Key words: strategic plan, implementation, primary, secondary schools and Bole sub city

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is believed to be the most powerful and dynamic instrument for social, economic, political, scientific and technological development of nations (Aghenta, 2001). Education is the sole way of society existence and means of transferring accommodated knowledge and society achievement to the new generation. “The society looks to education not only to change the behavior of the citizens or learners but to help develop the culture. As a result, education is about self-survival and a means of perpetuating the heritage which is paramount to the society's existence.”

As no organization is, free of change, this is often the result of education, effective planning ensures survival and growth (MoE, 1994). No sound development can occur because of change in the absence of the proper planning system and an equally sounded education system. Then a more successful educational planning is needed if education is to make effective contribution to national development (Allison and Kaye, 2005).

Moreover, as Allison and Kaye, (2005) states organization in an ever-changing environment is discouraging and can almost see unsuccessful. It needs a strategic planning that help an organization do a better job by helping leaders to be intentional about priorities and proactive in motivating others to achieve them. So strategic planning assists the members of school in bringing the priorities in to focus and improving the process of working together as they peruse the priorities. They were also summarized the rationale for the strategic plan as: it creates explicit understanding of the organization`s mission and values among staff, board and external constituencies, it serves as a blue print for action based on the current information, it generates information that help an organization to get acquainted with potential funders. Although organizations often raise the problem of predicting the rapidly changing external environment, strategic plan can serve to take up with such broad problems. To do these the organization needs to be very clear on community needs and then work to address through similarly clear organizational mission, priorities, targets and objectives. Besides the organization needs to find a way for adequate representation of governmental and private agencies in planning and plan implementation (FCAR, 2001).

As it can be seen the way organizations are performing to compute with each other, the way costumers are obtaining services, the way resources are employed, the way organizations are securing support from different non-government organizations (NGOs) are changing from time to time all over the world. To this, end organizations including school need to be responsive to these situations and handle the coming conditions strategically. Hence, strategic planning would help them to be well informing about the new situations (MOE, 1994).

Strategic planning is a means by which educational policy can be implementing. In line with this USAID, (2007) pinpoint as policy directs but does not consist of operational programs and details. Government of Ethiopia has embarked on decentralization since 1994, which has enabled the regional and local governments to take greater responsibilities there by managing their own affairs including the delivery of social services like education (MoE, 1994). Hence, primary and secondary schools in Bole sub city of Addis Ababa city administration are concerned with interpreting national and provincial policy to meet local priorities and conditions like school building and facility, teacher deployment, addressing access, increasing participation and promoting excellence through effective strategic planning and implementation.

Education policy set national and international goals like Universal Primary Education (UPE) by 2015, addressing quality, access, coverage, equity, relevance and efficiency of education. To realize the goal of education and training policy, Ministry of education has prepared and implemented the four levels Education Sector Development Programs (ESDP I, II, III and IV) and it is implementing the five Education Sector Development Program. Regional states educational sector, city administrations educational sector, Woreda education sector and Schools needs to plan within the framework of national and provincial strategic plan to create coherence and address their local needs. In line with this UNESCO, (2010) states as it would be more successful if the national strategic plan were translated in to regional or provincial and to Woreda even if technical skills are become constraints at each level. Hence, this decentralized system of planning has encouraged and supported the strategic planning, which enabled school to plan within the framework of national and provincial strategic plan to address their local needs UNESCO, (2010). While the government of Ethiopian Education and Training Policy (ETP) empowered schools to plan within the framework of the national policy, assessing their level of plan implementation has needed since school is where most of

the services were delivered and where outcomes and impacts can be measured. According to Ethiopian educational programs and policies there are different long and short range plans those expected to planned and implemented in each school. However, each of the plans that are prepared at school level may or may not relate to and derived from each other. From the investigator experience most principals, plan different school plans only for a seekof having all number of plans. This is in order to succeed during inspection since most inspectors are not worry for the quality of the plan rather than the presence of all number of plans. That is, why Bole sub city primary and secondary schools of Addis Ababa city administration strategic plan implementation were assessed.

Bole sub city is one of the sub cites in Addis Ababa city administration which is neighboring north part with Yeka sub city, south part with Akaki Kaliti Sub City, west part with Kirkos and Nifas Silk sub city and east with Oromia region Liyu Zone. It covers 118.5 square kilometer surface area and above and the population of the sub city is estimated to be 600,000 and above. The sub city accommodates several Ethiopian nations and nationalities with different languages, cultures and religions. Bole sub city education office is one that is exerting effort in achieving access, quality, relevance, and equity, with special attention to girls' education, functional adult education, special need education and expanding access to undeserved areas. In contrast, the Woreda's schools were highly vulnerable to climatic change which affected the economy of the society, which in turn has affected the child's education. Similarly, schools were overwhelmed by multiple responsibilities to keep the current and emerging pace of social, technological and political growth. Government financial support alone were never improving all the problems associated with Woreda's education. However, they were able to manage some of their problems by using through non-government agencies intervention. The main targets of schools are achieving students result and behaviors, but the national minimum standards were not achieved yet. Therefore, assessing the implementation of strategic plan was the concern of this study in selected primary and secondary government schools of Bole sub city Addis Ababa city administration.

It is, therefore, important to fill the gap; it needs a scientific study to discover condition of the practices and challenges that were being encountered in the process of school strategic plan preparation and implementation in selected primary and secondary schools.

1.2. Statements of the Problem

Ethiopian government is making indispensable effort toward improving the socio- economic development of the country. This in turn has put in place great responsibilities on education sector. The need to educate and responsible citizens has put strong effort on the workforces who are exerting strong effort to address through effective planning and implementation (MoE, 1994).

Planning dictates the managers to be proactive rather than reactive. Planning helps managers to consider seriously the present status of the organization and the environment in which it operates. In line with Forojolla, (1993) stated as the central task in educational planning is to recognize the present conditions inadequacies that point to the desirability of change. Education strategic plan assists the sector in responding to the future change. Organizations resources are limited and careful thought must be giving to the allocation of these scarce resources by determining priority area on which to concentrate. But failing to identify the challenges or opportunities as well as weaknesses and strengths and plan accordingly can lead to organizational decline and collapse as the saying goes ‘failing to plan is planning to fail’. In similar fashion Jim and Rouse, (2011) state that strategic plan it focuses on establishing organizational direction, setting priorities and identifying obstacles and opportunities that may limit or enable the execution of mission. Beside this, they pinpoint, as strategic plan is a powerful tool to keep the organization energized, focused and effective.

Bole sub city education office has been working with cooperation with different non-government organizations: like UNICEF, USAID and Ethio-Japan. These organizations are assisting the Sub City and Woreda`s education through: Provision of educational materials, construction of Alternative Basic Education (ABE), capacity building, renewal of schools, construction of toilets and water containers. These promising accomplishments could not have achieved only by government budget. Hence, these NGOs` contributions needed to sustain since it has initiated each school to develop their strategic plan even if its implementation is under question.

In spite of the fact that strategic plan can serve a variety of purposes, it was observed that, schools most of the time fail to prepare a good strategic plan and implement it accordingly. Schools need to develop a good strategic plan by considering common elements of plan like:

defining mission, vision, activities and values, scanning the environment, identifying and prioritize strategic issues, define strategic goals and objectives and establishing an implementation and monitoring schedule. Different writers agreed that there is no one best format of strategic plan. In line with this Andrea Luxton, (2005) states that there is no one correct format for strategic plan, or one right process for developing and managing strategy. Hence, it depends on the nature of the organization, its administrative structure and academic environment of the country. Hence, schools ought to feel free to customize the steps to fit their organization for effective plan development and implementation.

As Oulani, Lugaz, and Minas (2011), indicate lack of skill in planning and management together with an inoperative organizational structure in the education sector can cause serious obstacles to the achievement of educational goals. As Kaplan and Norton, (2001) state less than 5% of the typical workforce understands their organizations strategy and more than 85% of executive managers spent less than one hour per month discussing their organizations strategy. Similarly, Kaplan and Norton, (2008) identify as only 40% of the organizations link their budget to their strategies. These can cause potential harm to the organizations' plan implementation.

Preparing and implementing strategic planning requires a considerable knowledge, understanding, and expertise that could not built with the current scares resources of the schools. Putting the strategic plan document on the shelf, on the other hand could not be a solution. In addition, studies conducted in other sub city and zones of our country focused on the remedial actions to be taken by independent organs not by the organizations themselves. This focus on the gap in assessing the school's principal, teacher and parents lack of willingness, readiness, commitment to implement their strategic plan. Hence, there is the gap in assessing the schools' readiness and commitment to implement their strategic plan. Suggests some factors that can be contribute to such problems like lack of skills and capacity in school administration for Preparing and implementing strategic planning and the same is true in primary and secondary schools of Bole sub city Addis Ababa city Administration. As far as the investigator's knowledge goes, no studies were conducted on strategic plan implementation in primary and secondary government schools of Bole sub city, Addis Ababa city administration. Therefore, improper development and implementation of strategic plan and low academic achievement of the students in Bole sub city primary and secondary schools motivated me to do scientific research on this area.

Thus, to assess the extent of school strategic plan implementation and to address the existing challenges and forward solutions for effective implementation the following basic research questions were formulated.

1. What is the level of awareness that stakeholders (teachers, principals, parents, supervisors, students and others stakeholders) have on strategic plan and its implementation in primary and secondary schools?
2. To what extent does strategic plan implementation practice in Bole sub city primary and secondary government schools involved necessary stakeholders?
3. To what extent the primary and secondary government schools in Bole sub city are implementing their schools strategic plan.
4. To what extent primary and secondary government schools monitoring, evaluation and revising their strategic plan?
5. What major challenges were encountered in implementation of strategic plan in primary and secondary government schools of Bole sub city?

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study was to assess the implementation of strategic plan in Bole sub city selected primary and secondary government schools of Addis Ababa city administration.

1.3.2 Specific Objectives

The study has the following specific objectives:

1. To assess the awareness of stakeholders (teachers, Principals, parents, supervisors, students and others stakeholders) in strategic plan and its implementation practices.
2. To assess the involvement of stakeholders in planning and implementation of strategic plan in Bole sub city primary and secondary government schools.
3. To investigate the level of strategic plan implementation in Bole sub city primary and secondary government schools.
4. To assess the level of monitoring, evaluation and revising their schools strategic plan.
5. To identify the problems encountered in strategic plan implementation.

1.4 Significance of the Study

Primary and Secondary schools may significantly benefit from the study: because they may gain close, understanding about the problems of strategic plan implementation. It may provide necessary information for the concerned bodies about major factors/challenges of implementing strategic plan in primary and secondary schools of Bole sub city Addis Ababa city administration. It may provide possible solutions for the problem encountered in the implementation of Strategic plan in schools. School principals, supervisors, Woreda educational leaders, experts and other Educational officials may apply or implement the recommended solutions so that they will maintain proper implementation of strategic plan. It shall awaken educational leaders, planners and policy makers to consider and look in to strategies to the problems of schools' strategic plan implementation as well as it may create awareness on the concerned government authorities in taking corrective measures for the problems. It would also encourage and initiate other interested investigators for further study on the topic to fill the gap in the area.

1.5 Delimitation of the Study

In order to make the study more manageable and due to experience and time limitations the study was delimited to the six primary and three secondary schools of Bole sub city, Addis Ababa city administration. The Sub city was selected as the investigator worked in as teacher and principal for the last thirteen years. This helped the investigator to easily obtained relevant information. The study was mainly focused on the level of strategic plan preparation and implementation in selected six primary and three secondary governmental schools of Bole sub city in Addis Ababa city administration.

1.6 Limitation of the study

The investigator faced with challenges of getting adequate and relevant sources regarding the strategic plan implementation process. There was lack of documents about the strategic plan, meeting minutes and other relevant sources. Due to time and work place, condition the work was difficult to complete on the time. Moreover, some of the Woreda education office heads, experts and other respondents were not giving serious attention to fill the questionnaires and busy in engaging in various meetings and some PSTA chairpersons, student council

chairperson and SIC committee Chairpersons in other their own works, it was not easy to get them for an interview. However, the investigator tolerated the problems and repeatedly communicated with them and attempted to make the study as complete as possible.

1.7 Definitions of Key Terms

The following terms were defined in the context of this study.

Addis Ababa city Administration: - Addis Ababa is the capital city of Ethiopia and it has 10 sub cities.

Educational officials: - are experts those found in the Woreda and sub city education office responsible for supporting, leading and managing educational activities.

Implementation: -: an act or instance of implementing something: the process of making something active or effective (Merriam-Webster dictionary)

Primary Schools: - are schools in which students of grade 1 up to 8 are learning.

Secondary schools: -it is a school of two-year durations consisting of two-year general secondary education (grade 9-10).

School Improvement Committee: It is committee, which established from the school community and parents to support implementation of sip in the schools (MoE, 2006).

Strategic planning: is an organizations process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people.

Sub city: -is the second-level administration division of Addis Ababa.

Stakeholders: -refers to principals, vice principals, supervisors, teachers, student parents, PSTA members, students, student council members, NGOs and school improvement committees.

Woreda: Administration level to coordinate schools found in Kebeles and towns. An area marked off and developed for administrative purpose with defined authority and responsibility (proclamation No. 7/1992) representing a population of up to 100,000 people.

1.8. Organization of the Study

This research included five chapters. The first chapter covered background of the study, statement of the problem, objective of the problem, significance, and scope, limitation of the study and definitions of key terms. The second chapter presented the review of literature related to the research. The third chapter discussed about research design and methodology. The fourth chapter deals with data interpretation and analysis. The last chapter presented summaries, conclusions and recommendations of the study. List of references and appendices also attached to this paper.

CHAPTER TWO

2. Review of Related Literatures

This chapter includes the literature were reviewed and organized under various topics. The major topics are an overview of planning, characteristics of strategic planning, purposes of strategic plan, the strategic planning process, levels/types of planning, and success factors in strategic plan implementation.

2.1 Concept of Strategic Planning

Strategic planning has a military root. It was derived from a Greek word `strategos`. As of Greek citizens, civil military officials were expected to prepare and implement over all top-level plans in order to achieve the long-term goal of winning the war. But they were not directly implement in daily short term operations, which was the responsibility of lower ranking officers and this was referred to as 'tactics' (UNESCO,2010). Moreover, as (UNESCO, 2010) states strategic plan in education sector began in US since 1970s but mainly in Universities and Colleges. it became adopted in district and school level in the middle of 1980s.it is from the mid-1990s that developing countries have started to develop strategic planning.

The strategic planning process helps the leader of the organization to articulate their vision about where they are going and to choose the best road to take the organization there. Hence, it is the responsibility of the leaders to ensure that the strategic plan is in place and that appropriate adjustments were made in the implementation of the plan as circumstances change (Allison and Kaye, 2005). Cognizant of the purposes of strategic planning in education, an organization needs to now the proper way of developing and implementing it. Generally, even if it is difficult to anticipate future educational trends in these difficult planning contexts, many scholars have approved as strategic planning cane create a systematic route to better organizational achievements.

2.2 Characteristics of Strategic Planning

Strategic planning has some features that differentiate it from other types of planning. Strategic planning was guided by an overall sense of direction. It needs a global sense of purpose and direction capable of guiding implementers in making every day choices about what actions should be taken in order to produce the expected results (CSDF, 1998).

According to CSDF, the features of strategic are planning: it needs full support of organizations leader, should be flexible, participatory or not left to planners only and doing daily. In addition, organizations were challenged to manage complex and changing problems with limited resources. So strategic planning can help the organization ensure results were achieved and are stretching each year so that more work is done and performed better. It continues its process for the next level; it is a continuous process.

Allison and Kaye (2005), also asserts as strategic planning is sensitive to its environment since it is finding the best fit between organizational weaknesses and strengths and opportunity and threats for the successful development of an organization. Similarly, UNESCO, (2010) add some point as strategic planning is a mobilizing instrument if it is planned in a participatory and cooperative way; it creates a privileged moment for opening new lines of communication and dialogue for promoting, understanding and ownership of the prepared plan.

2.3 The Importance of Strategic Planning

Organizations, which had been adopted and are adopting strategic planning, are beneficiaries in a variety of ways. In the first case, it helps an organization in setting goals and objectives on where it wants to go and it indicates where resources are to be concentrated. It is known that today`s organizations are suffering from addressing their critical problems due to global economic crisis. Organization`s resources are scarce. However, strategic planning allows for sound pointed allocation of human, financial and material resources. Beside these, strategic planning aims to be flexible and provides contingencies for uncertainty and change. The American Hospital Association (AHA, 1990) assert as strategic plan serves to improve the organization`s performance, determine future directions, provide high quality service, optimize resource allocation and maximize organization`s chance of success.

On the other hand, Sinclair, (2002) adds points like increased social demand for education, change in students and teachers' demography, meeting the needs of education in emergencies like conflict, calamity and instability and the need to compete with the emerging trends on education necessitate education sectors to engage in educational strategic planning.

As to Cunningham, (2012) strategic plan helps an organization to deal with both unforeseen and foreseen problems since it assists in adapting to an existing new innovation, in resolving conflicts, in improving old approaches, in upgrading existing quality and improving communication. Allison and Kaye, (2005) also add some points on the purposes of strategic plan. They state as strategic plan does not mean an end by itself, but it increases the chances that the day-to-day activities of an organization will lead to desired results.

2.4 The Strategic Planning Process

Like all others organizations, educational organizations must be able to anticipate the future they need to know how choices made today will influence tomorrow's educational practices. Education sectors are confronting with a plenty of environmental factors: the need to address high community demand for education, the need to cop up with the rapid development of technology, the need to address children from different economic background, treating people with different ideology, the need to conform to legal and political considerations and others. Hence, it expected of educational organizations to adopt strategic planning which help them to address these issues. In line with this, Cunningham (2012) points those organizations, which cannot project themselves in to the future can only respond to the immediacy of the present and unable to envision and assess possible futures.

2.4.1 Types/ Levels of Planning

Scholars classify planning in different ways: Long-range plan, strategic plan, operational plan, business plan, standing plan, single use plan and others. Strategic plan and long-range plan for example are differing in their emphasis on the assumed environment. As Allison and Kaye, (2005) states that long-range plan assumes, as current knowledge about future conditions is necessarily reliable to ensure the plans dependability over the duration of its implementation.

On the other hand, Allison and Kaye express the difference between strategic and operational plan. According to them strategic plan is concerned with fundamental, directional and overarching decisions but operational plan concerned with day-to-day implementation of strategic decisions. Hence, strategic plan has long-term implications, but operational plan has immediate implications.

Business plan depends on the decisions of strategic plan but it also includes detailed, for up to three year projections for revenues and expenses (Allison and Kaye, 2005). Hence, business plan has to do with financial elements of the plan and making the relationship between the mission and the money explicitness plan. However, according to Allison and Kaye incorporating a business planning in a strategic planning can help an organization aware of where money and other resources come from and how resources are used. Rolling plan on the other hand is a plan, which characterized building or preparation, execution and updating year after year (Kumar, 2002). No matter which planning type an organization uses, success lies on its top-down or bottom-up planning. Cunningham, (2012) pinpoints strategic planning needs to develop prior to operational one. It is possible to conclude that strategic planning which starts at the top and then allows sub units to develop operational plan guided by strategic one will likely result in quicker, efficient planning process and implementation. The relationship between long rang, strategic, operational and business planning is give hereunder.

Table 1. Description of Levels of Plan

Long-range plan	Strategic plan	Operational plan	Business plan
<ul style="list-style-type: none"> • View future as predictable 	<ul style="list-style-type: none"> • View future as unpredictable. 	<ul style="list-style-type: none"> • Focus on setting short term objective 	<ul style="list-style-type: none"> • Include not only goals and strategies but also detailed projections for revenues and expenses.
<ul style="list-style-type: none"> • Focuses on setting long-range objectives 	<ul style="list-style-type: none"> • Consider a range of possible futures and emphasize strategy development based on organization`s SWOT. 	<ul style="list-style-type: none"> • Detail expression about when, how and by whom activities will be accomplished 	<ul style="list-style-type: none"> • Used by business owners to convince existing and potential investors and lenders that the business activity will generate enough money
<ul style="list-style-type: none"> • It assumes a most likely future and emphasizes working backward to map out a year-by-year sequence of events. 	<ul style="list-style-type: none"> • It is about doing the right things 	<ul style="list-style-type: none"> • It is about doing things right. 	

Source: Summarized from Allison, Michael and Kaye, Jude (2005).

2.4.2 Steps in Strategic Planning

As strategic planning is a process, it involves an orderly sequence of activities or steps to be take. Writers express the steps to strategic planning in different words but have almost similar meaning. Cunningham, (2012) explains the strategic planning process as it is answering questions like: where are we?, where do we want to go? , what resources will we commit to get there? , how do we get there?, when will it be done? , who will be responsible? , what will be the impact on human resources? Moreover, what data will be needs to measure progress? Answers to these questions can reflect the needs, challenges, capabilities and opportunities in the internal and external environment.

Jim and Patty, (2011) on the other hand put seven steps namely: preparing to plan, defining and reviewing organizational: vision, mission, activities and values, conducting environmental scan or SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis strategic issues. Moreover, developing strategic goals and objectives, creating implementation plans to achieve goals and carry out objectives as well as monitoring, and evaluating periodically and making adjustment. Forojalla, (1993) condenses the steps to three. These are formulation, implementation and evaluation. UNESCO, (2010) forwards four steps to strategic planning. The diagnosis stage, the policy formulation stage, the plan preparation and preparation of annual operational plans.

2.5 Factors in Strategic Plan implementation

Since strategic plan is design to help, the organization does a better job. Therefore, it is expecting of the organization to put process into practice to find out if it is doing a better job. Plan will be only promises and hopes if this is not the case. No matter how an organization develops its strategic plan, it often faces problems in implementing it. Moving from planning to implementation is difficult for many organizations. This may have several reasons according scholars.

2.5.1 Stakeholders Participation

According to Lerner, (1999) strategic plan implementation is a collective effort of different parties. As to him, the Board of Trustees is concerned with the way the organization is responding to the plan. Hence, the leader of the organization is responsible for developing a report for this group. As Cunningham, (2012) suggests broad members, superintendents and assistant superintendents need to develop strategic plan using the input and perspective provided by all interested parties.

2.5.2 Organizational Factors

Various organizational factors affect the implementation of schools strategic plans. Some of the organizational factors like its structure, leader, and process can have enormous effect on strategic plan implementation.

2.5.2.1 Leadership

As Reveire, Kunje and Mataya, (2009) state leaders have the role of influencing organizational capabilities to achieve planned objectives by inspiring individuals to accomplish them. This shows how strategic plan implementation is greatly link with effective leadership. Zaribaf and Hamid, (2008) on the other hand add point, as leaders need to take responsibilities with regard to managing strategic process, relationships and workers training. Sorooshian, Norzima, Yusof and Rosnah (2010), also share this idea and state, as leaders need to act as a commander, architect, coordinator and primer-setter for effective plan implementation. In line with this Pasmore, (2009) identifies as leaders who are characterized by a democratic or participative style of leading can has a positive impact on strategic plan implementation. In addition, Massawe, (2010) pinpoint as the absence of dedicated, committed and creative leadership is one of the problems inherent in strategic plan implementation. So strong visionary who can able to provide transformational leadership needs to be in place. On the other hand, problems in leadership capacity can be create because of inadequate preparation of personnel to move from technical to leadership position that in turn leads to weaknesses in the whole system Reveire, Kunje and Mataya (2009). Hence providing appropriate leadership training and setting entry qualifications ought to be institutionalize.

2.5.2.2 Structure

Organizational chart, division of labor, centralization or decentralization of an organization can also hamper the strategic plan implementation. In line with this Forojalla, (1993) finds as highly centralized or not participative, command oriented and inadequate arrangements for coordination are highly associated with failure of strategic plan implementation.

2.5.2.3 Internal Process

An organization ought to tailor its management system to be conducive for the strategic plan implementation. Kumar, (2002) suggests as establishing better climate for planning, setting clear-cut objectives, installation of sufficient information system, integration of long-term plans with short-term plans and communication of planning elements are key factors to boost the strategic planning implementation. On the other hand, creating common values, defining

ethical criteria, creating interesting and motivating workplace have a positive effect on the plan implementation (Zaribaf and Hamid, 2008). Since the plan, execution will not be commencing without workforce, having motivated and understood workers will ensure successful implementation.

2.5.3 The proper management of Resources

Despite that organization is active and ready to implement the strategic plan, it cannot do so if sufficient resources are not in place and managed wisely. Hence, human, financial and material resources those are the backbone of the strategic plan implementation need to use wisely.

2.5.3.1 Human Resource

The strategic planning and implementation cannot take place in a vacuum; particular citizens' values and goals need to be recognized. Cunningham, (2012) states in this century where society has become a knowledge society, educational administrators must have a proven system of planning that will allow for the integration of useful knowledge and purposeful action. Forojalla, (1993) on the other hand explains as lack of understanding and knowledge of planning by most officials is the major difficulty to strategic plan formulation and implementation. Generally, human resources have a paramount effect on an organizational performance. To this end, proper selection and recruitment, development, financing and protection need to give at their work place.

2.5.3.2 Financial Resource

There is a great interdependency between human and financial resources because human resource alone cannot function with absence of adequate budget. Massawe, (2010) pinpoint as the absence of link between the plan and the budget is one of the problems to cause obstacle to its implementation. Cunningham, (2012) also supports this idea and forwards as operational plan is either support or constrain by decision made during the budgeting process, and general budgeting constraints should be developing before too much effort is expend on the development and refinement of the plan. This can approve the organization's capability to

commence the plan implementation if it is worked on seriously. Otherwise, the plan will fail at the middle during implementation.

The preparation of the annual budget and the annual plan ought to be link to ensure full compatibility between the two can facilitate efficient plan implementation (UNESCO, 2010). This implies that annual or operational plan can be shrunk or expand to fit the financial resource available. On the other hand, as Allison and Kaye, (2005) express the planning committee need to work with people who are most involved with finance in estimating the overall cost of implementing and ask those involved in fundraising to develop fundraising plan to support the vision.

2.5.3.3 Material Resource

Having full premises can doubtfully facilitate the strategic plan implementation. As Rowley and Sherman, (2001) states the unique conditions and infrastructures of an organization can have a negative effect on strategic plan implementation. On the other hand, Zaribaf and Hamid, (2008) assert as the availability of technological infrastructure can assist an organization with quality, appropriate and the needed quantity of data processing which in turn facilitate the process of planning, implementing and tracking performance. It is unquestionable that today`s organization`s performance has been computerized. Organizations are become a competent in providing quality customer services to obtain customer satisfaction. This practice has put a great effort on organizations to sustain a good practice and fit themselves with the emerging technological practices.

2.5.4 The Effectiveness of the Plan

The effective preparation of the strategic plan can serve as an evidence for effective implementation. As Allison and Kaye, (2005) state a good operational plan is a key for effective implementation. Generally, it is better for an organizational strategic plan to incorporate management satisfaction, employee engagement, and good performance management process aligned with strategy for effective implementation.

2.5.5 Strategic plan Monitoring and Evaluation

Monitoring and evaluation is part of strategic plan implementation. Because it allows an organization to keep their implementation programs relevant to the situation to address or no. Reviere, Kunje and Mataya (2009), states as monitoring and evaluation allow the organization to understand whether actions are carry out as expected, resource deployed on schedule and to encourage accountability.

2.5.5.1 Elements of Monitoring and Evaluation

Performance cannot measure in a vacuum. To measure the current level of performance target and objectives needs to be set for the future and it needs to assess the progress. In addition, performance standards and indicators need to be there to track performances. In line with this Tibaijuka, (2003) explains as indicators help to support effective program planning, managing and reporting. It provides a reference point for monitoring and decision-making, stakeholder consultations and evaluation.

Hence defining a good performance indicator requires careful analysis of what is to be measure. One needs to have a though understanding of the nature of input, activities output and outcome. In addition, participation and collaboration of key stakeholders in defining indicators is important. Because, they are then more likely to understand and know how can use indicators for management decision-making. Indicators can be classifying as input indicators, process indicators, output indicators and outcome or result indicator.

As Tibaijuka, (2003) result indicators are the one that reveals an organizations progress towards reaching its strategic objectives by measuring what has actually happened against what was planned. Whereas output indicators measure the activities, services or products that was produced as an organization works toward its objectives. Input indicators measure the resources expended in reaching a particular objective. Therefore, assessing the baseline of activities and setting target as well as selecting a good performance indicator is vital to undertake a sound monitoring and evaluation.

2.5.5.2 The Monitoring and Evaluation Mechanisms

Monitoring and evaluation can be conducted through different mechanisms. As Chang, (2008) describes tools to monitoring and evaluation can include annual status report, review report, consultants report, national and international statistics and impact assessment reports. However, as monitoring and evaluation results depend on the quality of the data validating them and making reliable is important. In line with this Tibaijuka, (2003) suggests as using multiple monitoring and evaluation mechanisms like annual, quarterly or monthly performance reports, field visits, client feedback or survey, focus group and stakeholders meeting, published papers or books, individual face-to-face interview and expert opinions can allow an organization to obtain a validated and participative data to make a sound monitoring and evaluation.

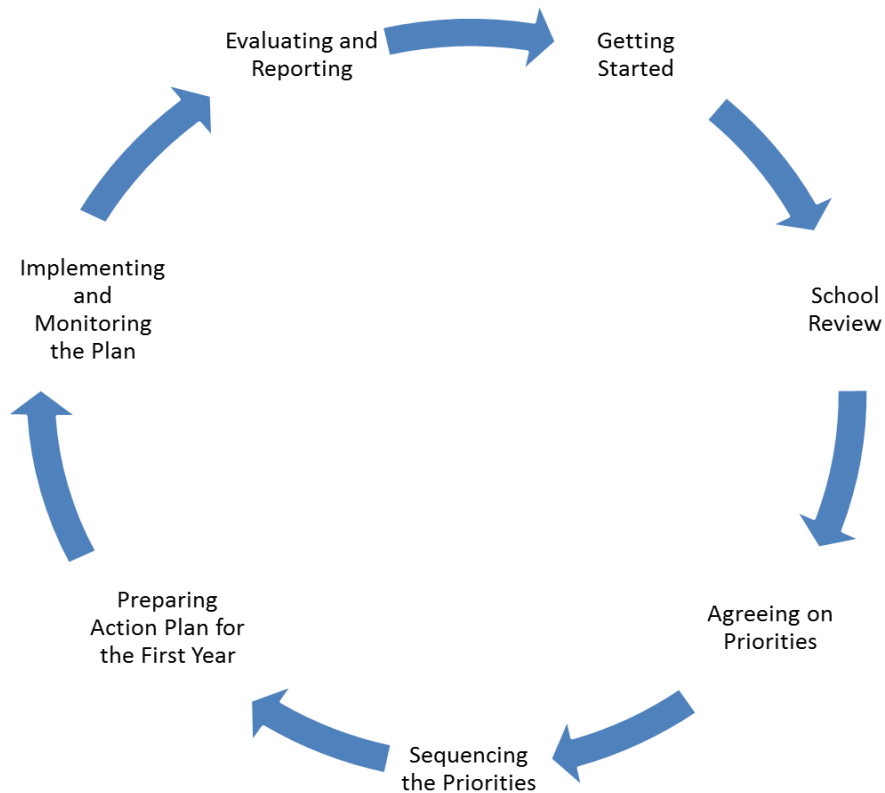
2.5.5.3 The Monitoring and Evaluation Cycle

Monitoring and evaluation cycle depends on the situation, scholars recommend as too often monitoring can have valuable result for timely correction of the activities, celebrating success and sustaining good practices. Tibaijuka, (2003) states as it is better if the monitoring can take place monthly and quarterly by project managers or monitoring team to analyze results and review outcomes. This can create the way to decide monthly progress, what are going on right or wrong and what needs immediate improvements. On the other hand, Tibaijuka suggests as if evaluation ought to be conducted annually, at mid-term and at the end of the project or activities.

2.5.5.4. Evaluating and Reporting

Summative evaluation can be applied to examine how each of the identified priorities has been implemented, what has been achieved and what still needs to be done. Progress is reported and success is celebrated. Moreover, Priorities for the following year are established and a new plan was created. The diagram below summarizes the school development planning: School development planning helps schools to prioritize their competing development needs.

The School planning cycle



Follow-Up at each stag

Source: **An ECRA White Paper: Creating the Future: Strategic Planning for Schools**

2.6 Strategic planning in education

Strategic planning in education can be defined as plans that determine the major objectives and goals of an educational organization, policies and strategies designed by top-level management to govern the acquisition, use and allotment of resources to achieve educational objectives. As Change G.C (2008), a strategic plan in education sector is a physical product of the strategic planning process and including the guiding operations on how to manage an education system. He explains three reasons to why educational managers are “constrained” to think and plan more strategically.

1. Firstly, one may wish to plan and carry out all the activities that people deem necessary, but without achieving the ultimate goals and result.
2. Secondly, more resources do not necessarily stand for the best results. The way one wisely uses these resources can lead to different levels of benefits and results.
3. Thirdly, it has become more and more difficult to plan everything that would wish to do. One ought to make choices through a balanced decisions making.

2.7. Considering feedback

The manager should have a chance to prepare by first receiving the feedback the following up with a discussion between the team and the manager. This form of education allows for an honest and open approach. Ongoing feedback on performance is essential if individuals and teams are to maintain effectiveness. However, giving and receiving feedback is often difficult process Tibaijuka, (2003).

2.8. Difficulties in planning

In the process of planning, there are various difficulties strategic planning and implementation. These difficulties may originate from different sources. Some of these was listed and explained as follows.

2.8.1. Difficulties of communication and participation

This means that the planning authorities at different level of organization are not fully aware of the objective conditions of the organization and the question of ways and means through which the participation of community as well as local religious, denominational, or private agencies controlling education is to be insuring in plan implementation (Forojalla, 1993). Husen, T. and Postlethwaite, (1994) also ensured that centralized planning has been accused of depriving educational programs of support from local communities in both the management in the provision of resources.

2.8.2. The lack of knowledge and understanding of planning

Most of the managers have lack of knowledge and understanding on planning and cascading the operations to lower managers and executives properly (Forojalla, 1993). Yeshareg (1996)

also arranged that many people do not fulfill their planning responsibility, because they do not know how to prepare plans. As Aggarwal, (1996) educational administration, management and planning must be professional. On this line, he also stressed that, all the reforms recommended by the various education committees failed at the implementation stage because of neglect of this (professionalization) aspect of the personnel of educational administration management.

2.8.3 Personal characteristics of employees

Difficulties related to employees' personal characteristics such as lack of strong work ethics, ability to work under pressure, creativity or a high level of energy to planning and implementing the plan are highly contributed to failure of organizational planning (change G.C, 2008). Yeshihareg, (1996) states that many plans fail because people are not committed carefully design them. Sometimes they rely too heavily on experience, resist change or otherwise fearing risk. She also indicates that pressure of other work can also be the factor since planning is a mental activity. When the planners faced with day-to-day decision, people may tend to give planning lower priority.

2.8.4. Resource limitation

As Yeshihareg (1996:7) states, "lack of budget, manpower, proper information and other resources hamper the planning activity". It is not mere money and resources but management and execution by a better and more effective leadership that can give true content and meaning to educational programs. As Chang (2008) states that compared to other socio-economic sector and more than ever, education involves more complex and multi-dimensional problems. Therefore, educational administrations have to make difficult decisions to regulate the utilization of resources without in any way leading to resource disruption and dysfunctions.

2.9. Lack of regular monitoring and evaluation

Monitoring and evaluation consists in measuring the status of an objective or activity against an "expected target" that allows judgment or comparison (Chang, 2008).

He also discussed that, the school improvement cycle requires that schools are able to evaluate the effectiveness of their planning. It is therefore essential that the ways an objective or improvement target will be evaluate and including in the school plan. Evaluation measures cannot simply be about whether a strategy is implementing or not.

2.10 Ethiopian Experience in Strategic Planning

Ethiopia has been practicing strategic planning long years ago. The government of Ethiopia has guided all public sectors toward result-oriented management emphasizing evidence-based decision-making directed towards performance improvement. Government of Ethiopia has introduced strategic planning at all levels and recommended the use of Business Process Reengineering (BPR) and balance scored cared to simplify, make more clear and easily implement operational plans. In accord with these principles and practices, the Federal Ministry of Education has integrated strategic planning into its procedure. Ethiopia has been prepared the five cycles Education Sector Development Program (ESDPI, II, III, IV and V). Each of them is a five-year strategic plan. Even if there is lack of technical knowledge in strategic planning in Ethiopia, it is possible to understand as Ethiopia has been engaged in strategic plan (MoE, 2010).

This implies that Ethiopia has a long history of implementing educational strategic plan in different sectors and even at the local level. However, Ethiopia has still confronted with the lack of technical assistant. Hence, strategic plan of different sectors in Ethiopia has been developing with the help of technical assistants from abroad (MOE, 2005).

Therefore, as developing and implementing, the strategic plan in different sectors has become enormous value to more predictive and responsive the ever changing situations, Ethiopia needs to train technical assistants on strategic planning, otherwise using technical assistants from outside the country is too costly. In addition, the implementation may suffer if external expert develops the plan.

Summary of the literature

From the above literatures, the investigator concludes that, many scholars have approved as strategic planning can create a systematic route to better organizational achievements (Allison and Kaye, 2005). According to CSDF the strategic are planning needs full support of organizations leader, should be flexible, participatory or not left to planners only and doing daily. Strategic plan does not mean an end by itself, but it increases the chances that the day-to-day activities of an organization will lead to desired results. Moreover, Cunningham (2012) pointed out that organizations, which cannot project themselves in to the future, can only respond to the immediacy of the present and unable to envision and assess possible futures. No matter how an organization develops its strategic plan, it often faces problems in implementing it. According to Lerner, (1999) strategic plan implementation is a collective effort of different parties. As Cunningham, (2012) suggests broad members, superintendents and assistant superintendents need to develop strategic plan using the input and perspective provided by all interested parties. The plan execution will not be commencing without workforce, having motivated and understood workers will ensure successful implementation. On the other hand, the effective preparation of the strategic plan can serve as an evidence for effective implementation. As Allison and Kaye, (2005) indicated that good operational plan is a key for effective implementation is better for an organizational strategic plan to incorporate management satisfaction, employee engagement, and good performance management process aligned with strategy for effective implementation.

Moving from planning to implementation is difficult for many organizations. This may have several reasons according scholars some of them are stakeholders' participation, Organizational factors, the proper management of resources, monitoring and evaluation, difficulties in planning and resource limitations in strategic planning and implementation process. Even though, Ethiopia has been practicing strategic planning long years ago but there is lack of technical knowledge and in addition to the factors mentioned before regarding to strategic planning and implementation. Hence, Ethiopia needs to train technical assistants on strategic planning; if not out source technical assistants from outside the country. Even thought, it is too costly practices. In addition, the implementation may suffer if external expert develops the plan. Similarly, in school level strategic plan is not prepared and implemented based on the national standards. There is also lack of technical knowledge and other factors in strategic plan preparation and implementation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research method, sources of data, population and sampling techniques, data gathering tools and collection procedures and methods of data analysis.

3.1 The Research Method

The research method employed in this study were both quantitative and qualitative approaches were used because, mixed research method could neutralize or cancel the biases of any single method and it is used as a means for seeking convergence and integrating qualitative and quantitative data (Crewel, 2009). The descriptive survey design was employed in this study on the ground that it was found to be helpful to obtain reliable relevant information from a variety of groups on the actual implementation of the issue under investigation. This was because of its ability to reach large number of people across a wide area, its time efficiency and well-designed data collection instruments (James P. Key, 2002). Similarly, Manion (2007:205) and Best and Kahn (2006:118-119) indicated that descriptive survey was used to obtain information relating to the existing status of an issue or phenomenon and to describe, "what exists" within the variable or conditions of the situation. In addition, key states as descriptive survey research was used to obtain information concerning the status of the phenomena to describe what exists with respect to variables or conditions in a situation, and the method involves description of the status quo. Therefore, descriptive survey was the method for expressing the status quo of the three-year strategic plan. Beside this qualitative research, method was used to investigate the problems and practices on the issue under consideration using interviews and document reviews.

3.2 Sources of Data

The study was used both primary and secondary sources of data.

1. Primary sources of data

Sources were schoolteachers, school principals, Bole sub city and cluster school supervisors, the woreda and Bole sub city education team leaders, Bole sub city and woreda education office leaders. Moreover, student council and PSTA chairpersons and school improvement

committees (SIC) or strategic plan committees Chairpersons were involved to obtain primary source of information on the topic.

2. Secondary sources of data

Sources were collected from all documents pertinent to educational strategic plan: like the five years' strategic plan Woredas of selected schools and sub city educational offices from 2008-2012 E.C developed strategic plans and implementation process of 2009, 2010 and 2011 E.C. Moreover, directly sourced operational plans of 2009, 2010 and 2011 E.C. Additionally, semester and annual reports of 2009, 2010 and 2011 E.C and meeting minutes of 2009, 2010 and 2011 E.C those developed by Bole sub city and Woreda education offices. Similarly, three-year strategic plan of primary and secondary schools' strategic plans from 2009-2010E.C, plan implementation of 2009,2010 and 2011E.C, directly sourced operational plans of 2009,2010 and 2011 E.C, semester and annual reports of 2009,2010 and 2011 E.C and meeting minutes of 2009,2010 and 2011 E.C those developed by primary and secondary schools.

3.3. Population and Sampling Techniques

Bole sub city has 20 primary schools and 5 secondary schools totally 25 governmental schools. Due to the limitation of time and finance 6 from primary (2 from the top, 2 from the middle and 2 from the lower level) schools were selected from the 2010 E.C annual evaluation school result, and 3 from secondary (one from the top, one from the middle and one from the lower level schools) also selected based on the 2010 E.C annual evaluation school result. Totally,9 of them were involved in the sample size by applying purposive sampling technique to select the Governmental primary and secondary schools in their respective annual result of 2010E.C.

As Cohen, Manion, and Marrison, (2005) states that, investigators select the cases to be included in the sample based on their judgment of their objectives.in this way, they build up a sample that is satisfactory to their specific needs. From the investigator experience the strategic plan development and implementation was not implemented properly. As far as, whether the students' achievement was depending on the implementing of strategic plan in schools or not. Moreover, the investigator was needed to include schools were in top, middle

and lower level of performance to gained reliable and valid data. In addition to this from each woreda educational office 2 team leaders totally 18, the heads of the woreda educational offices one from each selected schools totally 9, 3 core process team leaders from Bole sub city and the leader of Bole sub city education office was taken by Purposive sampling method since they were closer to schools and responsible to engage them in action. The school members such as 40 principals and vice principals and 14 supervisors of selected primary and secondary governmental schools were part of the study by Purposive sampling method and 194 teachers were selected by simple random sampling method to give an equal chance for each member of the population to be included in the sample. Were as 9 student council chair persons, 9 PSTA chair persons, 9 school improvement committee or strategic plan committee chair persons were selected for interview by availability sampling technique. The total number of population and sample size was explained here below.

Table 2: Total Population and Sample Size

No	Types of Respondents Total		Population	Sample size	Sampling Technique
1	Teachers	Primary	381	114	Simple random Sampling
		Secondary	265	80	Simple random Sampling
2	Principals and Vice Principals	Primary	24	24	availability
		Secondary	16	16	availability
3	Cluster supervisor		25	9	purposive Sampling
	Secondary schools supervisors		5	5	availability
4	Woreda Education office	team leaders	18	18	availability
		office leaders	9	9	availability
5	Bole sub city Education Office core process team leaders		3	3	availability
6	Bole sub city Education office leader		1	1	availability
7	PSTA chairperson		9	9	availability
8	Students council chairperson		9	9	availability
9	Strategic plan committee(school improvement committee) chair persons		9	9	availability
Total			774	306	

Source: Addis Ababa city Bole Sub City Education Office (2010E.C)

3.4 Data Collection Instruments and Procedures

3.4.1 Data Gathering Tools

The study was employed to get relevant and reliable data for the study, both quantitative and qualitative data. Both types of data were gathered by using appropriated data collection tools in order to obtain ample information from respondents. Thus, questionnaires were the major data collection tools used in this study. Interview and document review was also other data gathering tools employed to obtain adequate and genuine data from both primary and secondary sources to acquire reliable information towards the preparation and implementation of strategic plan.

Questionnaire

Questionnaires were used as a major tool to gather data, because it was a tool that help to gather data from large number of respondents (James P. Key, 2002). Robson, (1993) defining it as questionnaires were written question, which can be self-administered by the researcher. On the other hand, Robson (1993) stated that questionnaires were less expensive. The investigator was used both closed ended and open-ended questionnaires. A five-point rating Likert scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) was employed to obtain close ended data from respondents. The questionnaires were administered to; school principals and vice principals, teachers, Bole sub city and cluster supervisors, Woreda and Bole sub city education office heads, Woreda and Bole sub city education team leaders.

The investigator tested the data collection instruments for their reliability and validity in Bole Weregenu Primary and Doctor Haddis Alemayehu Secondary governmental schools those are non-sampled schools before applying them to large scale. The questionnaires developed were categorized under 5 basic research questions. After the pilot test was conducted, some modifications and clarifications were made on the data gathering tools. The response obtained from the participants was tested using Cronbach's alpha.

Interview

The other instrument used for the collection of primary data for the study was interview. Semi-structured interview questions were prepared and implemented to gather information from selected Primary and secondary schools of Parent, Student and Teacher Association (PSTA) chair persons, Student Council (SC) and School improvement committee (SIC) Chair persons. To assure the comparability of the data obtained from questionnaires on issues of plan formulation and plan implementations. The interview was conducted on stakeholder's participation, level of strategic plan implementation, challenges and monitoring and evaluation. In this study, the instrument was mainly consisted of 11 interview questions. The interview questions were constructed in English to gather first-hand information regarding to the strategic plan implementation and its problem. Interviews were coded for PSTA respondents (A), for SC respondents (B) and for SIC respondents (C). Therefore, PSTA=A (A1, A2, A3, A4, A5, A6, A7, A7 and A9) showed that, parent, student and teacher association chairperson respondents, SC=B (B1, B2, B3, B4, B5, B6, B7, B8 and B9) showed that, the student council chairpersons respondents and SIC=C (C1, C2, C3, C4, C5, C6, C7, C8 and C9) showed that, the school improvement committee chairperson respondents were coded in interview from nine selected schools.

Document review

All documents related to educational strategic plan: like the five years' strategic plan from 2008-2012 E.C and strategic plan implementation of 2009, 2010 and 2011 E.C of woredas and sub city educational office of selected schools. Moreover, directly sourced operational plans of 2009, 2010 and 2011 E.C, semester and annual monitoring and evaluation reports of 2009, 2010 and 2011 E.C and meeting minutes of 2009, 2010 and 2011 E.C those are developed by Bole sub city and woreda education offices.

Moreover, three-year strategic plan of secondary and primary schools' strategic plans from 2009-2010E.C, plan implementation of 2009,2010 and 2011E.C, directly sourced operational plans of 2009,2010 and 2011 E.C, semester and annual reports of 2009,2010 and 2011 E.C and meeting minutes of 2009,2010 and 2011 E.C those developed by primary and secondary schools were assessed. In addition, assessed whether checklists were prepared and applied or not by Bole sub city and woreda educational offices to support schools and given feedbacks during school strategic plan implementation process was employed to confirm data gathered through questionnaire and interview.

3.5. Data Gathering Procedures

The questionnaires both open ended and close ended had been prepared based on the basic questions to check whether they were factors to the problem or not. Before collecting, the final data pilot testing was conducted at Bole weregenu primary and Doctor Haddiss Alemayehu secondary schools. After the pilot test was conducted, some modification and clarifications were made on the data gathering tools. Then the questionnaires were distributed to the respondents by providing orientation and finally the questionnaires were collected from the respondents by the researcher. The investigator through communicating physically from the Parent Teacher Association (PSTA) chairpersons, Student Council and School improvement committee or School Strategic Plan Committee Chair persons also conducted the interviews.

3.6. Methods of Data Analysis

The data collected through data collection instrument was analyzed using SPSS 22 version. To analyze the data obtained from primary and secondary sources were organized properly item by item and by their type and entered to SPSS software was used to analyzed and interpreted. As a result, the data collected through interview, document review and open-ended questions were coded, tabulated, and analyzed by descriptive statistics such as, percentage and frequency with narration.

3.7 Pilot-Test

To minimize the flaws that might prevail in the construction of this instrument, the investigator was showed the draft questionnaire to the colleagues working in the field of education profession. These colleagues were education experts at Educational office of Bole sub city who had the experience of teaching.

These colleagues and experts made review and comment on the form and arrangements of the questions. In the construction of questionnaire, the investigator was followed the advice of Dawson, (2002:95) that states after constructing a questionnaire ask people who had not been involved in its construction to read it through and see if there were ambiguities which they were not noticed. For this purpose, the investigator uses pilot test as a means of tools to maintain the data gathering tools validity and reliability. The reason lies in the fact that pilot-

testing helps to learn where undesired mistakes were made and gave an opportunity to modify the questions of the study before administrating the information of data collection was conducted. Specifically, it avoids ambiguities, assures the simplicity and clarity of the communication, and help to avoids double-barrel questions in the items contain in the questionnaires and interview guide.

3.8. Validity and Reliability

3.8.1. Validity of the Instruments

According to Kothari, (2004) validity refers to the degree to which an instrument measures what it was supposed to measure. To achieve the validity in the instruments of data collection the instruments that was initially prepared in English language, advisor checked it in order to comment the extent to which the items were appropriate in securing relevant information to the research. Additionally, to address the issue of reliability, the pre-testing of all instruments were made. To check this, a pilot test of all instruments were carried out at Bole sub city primary and secondary schools of Addis Ababa city administration teachers, principals, supervisors and the woreda education officers. As discussed above, all the items that were developed to address the research questions under investigation made to maintain the face validity of the instruments of the study. Best and Kahn (2006), describe that the items of the instrument should represent a significant aspect of the purpose of the investigation.

3.8.2. Reliability of the Instruments

Best and Kahn, (2006) the main issue of reliability is addressing the consistency of the instruments in relation to what they intend to measure. Therefore, the investigator consulted his colleagues and experts in the field of strategic planning during the development of the instruments. As Best and Kahn, (2006) recommend, the reliability of the responses firs inferred by a second administration of the questions and by comparing the responses given to those of the first. The investigator was gives a detail orientation with all the respondents and to complete all the items in order to avoid the unintentional bias. The respondents were advised not to bother to recall what they respond on the prior administered pilot-test and are ask to respond as they truly feel about the items set on the questionnaires. As Brown and Dowling (1998:197-199) argue, the investigator has to do everything to foster the good

response rate and to minimize the unintentional bias during pilot testing. Hence, there may no significant variation was observed in the responses of the respondents. All these processes enable to the investigator modify the items that have discriminative power to use for the actual data collection.

Table 3. Reliability Statistics

Reliability Statistics		
Items	Cronbach's Alpha	N of Items
Principals, Heads, team leaders and Supervisors	.942	80
Teachers	.820	83

Source: Field Survey, 2019

To test the reliability of the data Cronbach’s alpha was used. The Cronbach’s alpha result ranges between zero and one. If the value is greater than 0.70, it implies strong reliability. Thus in the above table the Cronbach’s alpha value of Principals, Heads, team leaders and Supervisors was 0.942 whereas the Cronbach’s alpha value of teachers was 0.820. Thus, from the above information it is possible to conclude that the data was strong reliable.

3.9 Ethical Considerations

Research as a profession has its own ethics Yalaw Endawk, (2011). Respecting all these very common and basic ethics, which was important for any types of researches were important; the same thing was done for this research. Likewise, it was assured to the subjects of the study that they were free to withdraw from participating in the study whenever they found it necessary.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This section of the study deals with data analysis and interpretation. To produce this section data was collected by data collection instrument like questionnaire and interview. Questionnaires were distributed to sub city and woreda education heads, team leaders and supervisors, primary and secondary school principals and primary and secondary teachers. The result obtained from the field summarized as follows.

4.1. Socio Demographic Characteristics of Respondents

This section of the study deals with socio economic characteristics of respondents. Some of the socio demographic characteristics, which were included in the study, were sex, age, qualification, years of service, areas of specialization. The result obtained from the field summarized as follows.

Table 4. Socio- Demographic Characteristics of Respondents

Items	Teachers			Leaders (Principals, education office Heads, team leaders And Supervisors*)	
	Responses	Frequency	Percent	Frequency	Percent
Sex	Male	157	84.4	46	90.2
	Female	29	15.6	5	9.8
	Total	186	100.0	51	100.0
Age	20-25	1	.5	4	7.8
	26-30	49	26.3	12	23.5
	31-35	86	46.2	24	47.1
	36-40	50	26.9	2	3.9
	41 and above	-	-	9	17.6
	Total	186	100.0	51	100
Qualification	Diploma	1	.5	1	2.0
	BA/BED/BSc	141	75.8	39	76.5
	MA/MED/MSc	44	23.7	11	21.6
	Total	186	100.0	51	100.0
Years of service	1-5	81	43.5	-	-
	6-10	93	50.0	22	43.1
	11-15	-	-	18	35.3
	16 and above	12	6.5	11	21.6
	Total	186	100.0	51	100.0
Area of your specialization	Educational leadership			10	19.6
	Natural science	172	92.5	23	45.1
	Social science	11	5.9	8	15.7
	Language	3	1.6	7	13.7
	Others			3	5.9
	Total	186	100.0	51	100

Source: Field Survey, 2019

* Similar questionnaire was presented to the group

In item, one of Table 4 showed that, socio demographic characteristics of respondents. In this regards, 157(84.4%) of teacher respondents and 46 (90.2%) of principals, head team leaders and supervisors were male sex category while 29 (15.6%) of teacher respondents and 5 (9.8%) of principals, head, team leader and supervisor respondents were female sex category. Thus, from the above information it is possible to say the majority of respondents were male sex category. Similarly, out of the interviewees most of them were males. From this, it is possible to conclude that majority of respondents were dominated by males.

In the same Table item 2, the other socio demographic characteristics of respondents were age. Regarding to age, 86 (46.2%) of teacher, respondents are in the age category of 31-35 years old. Additionally, 24 (47.1%) of principals, head, team leaders and supervisors are the age category of 31-35 years old. This implies that the majority of respondents were in the age category of 31-35 years old. From this, it is possible to conclude that majority of respondents were in the middle age category. In Table 4 item 3, Qualification was the next socio demographic characteristics of respondents. In relation to this, 141 (75.8%) of teacher respondents and 39 (76.5%) of principals, heads, team leaders and supervisor respondents were BA/BED/BSc degree holders while 44 (23.7%) of teachers and 11 (21.6%) of principals, head, team leaders and supervisor respondents were qualified with MA/MED/MSc. Thus, from the above information it is possible to infer that the majority of participant of the study has qualification of BA/BED/BSc holders.

In the same Table 4 item 4, was included work experience of respondents. In this regards, 93 (50%) of teachers' respondents and 22 (43.1%) of principals, heads, team leaders, and supervisor has work experience of 6-10 years old while 81 (43.5%) of teachers' respondents were in the work experience of 1-5 years old while 18 (35.5%) of principals, heads, team leaders and supervisors have 11-15 years' work experience. This implies that the majority of respondents were 6-10 years of work experience. From this, it is possible to conclude that majority of respondents were not much more or enough experienced.

In item 5 of Table 4, the respondents asked to put their response on area of specialization. In this regards, 172 (92.5%) of teacher respondents and 23 (45.1%) of principals, heads, team leaders and supervisor respondents were specialized with Natural Science while only 10 (19.6%) of principals, heads, team leaders and supervisor respondents were specialized with Educational leadership. Most of the principals, heads, team leaders and supervisor

respondents were first-degree holders with Natural Science. This implies that the majority 41 (80.4%) of principals, heads, team leaders and supervisors' respondents were not specialized with Educational leadership. From this, it is possible to conclude that, most of the educational leaders were not qualified with educational leadership. Therefore, leaders from top level to lower or local level must have work experience and qualified with educational leadership knowledge and skill rather than other field of studies for better preparation and implementation of strategic plan.

4.2. Training and Awareness Strategic Plan Development and Implementation

Training is one of the human resource functions, which helps to create awareness for a certain issue. Organizations often develop particular thematic plans for example advocacy plan, fundraising plan and communication plan. These should all emerge from strategic plan strategic development of group and organization involves focus on a number of different elements. Broadly, strategic plan is leading to annualized work program which include strategy identification, advocacy, lobbying ,communication, awareness raising ,education, of professional, communication empowerment, litigation, funding communicating sustainability, problem statement, potential and possible solutions, mission, goals and objectives, resources available, analysis of environment, analysis of opportunities available, identification of allies, partner, analysis of negative force, discussion and planning, decisions and choices based on analyses, exploration of resource requirement and identification of sources formulation in to project of the organizations.

Table 5. Training and Awareness Strategic Plan Development and Implementation

Items	Teachers			Leaders (Principals, education office Heads, team leaders and Supervisors*)	
	Responses	Frequency	Percent	Frequency	Percent
Did you receive any training on Strategic plan?	Yes	82	44.1	38	74.5
	No	94	50.5	13	25.5
	Total	176	94.6	51	100
	Missed	10	5.4		
	Total	186	100.0		
If your answer in Question number 1 is yes, did you get adequate awareness on Strategic plan from the training	Yes	3	1.6	22	43.1
	No	127	68.3	23	45.1
	Total	130	69.9	45	88.2
	Missed	56	30.1	6	11.8
	Total	186	100.0	51	100.0

Item one Table 5 deals with training and awareness strategic plan development and implementation. In this regards, 94 (50.5%) of teachers said that they did not receive any training on strategic plan but 38 (74.5%) of principals, heads, team leaders and supervisors said that they did receive training on strategic plan. This implies that teachers did not receive training on strategic plan while principals, heads, team leaders and supervisors did receive training on strategic plan. On the other hand, item 2 Table 5, the respondents asked to put their response on the issue of whether they had got adequate awareness on strategic plan from the training or not. In this regards, 127 (68.3%) of teacher respondents and 23 (45.1%) of principals, heads, team leaders and supervisors said that they did not receive adequate awareness on strategic plan development and implementation from the training. This implies that majority of teachers, and principals, heads, team leaders and supervisors did not receive adequate awareness on strategic plan and its implementation. Moreover, the interviewees of PSTA chairpersons (A1, A2, A5 and A8), SC chairpersons (B1, B3, B7 and B9) and SIC (C2, C3, C6, C8 and C9) responded that, they did not get training on strategic plan implementation. However, A4, A7, B4, B6, and C5 responded that, they had trainings, but trainings were not related to the strategic plan and its implementation process. According to MoE, the first step in the implementation of school improvement program at school is providing training for stakeholders (MoE, 2011:15).

From the above interpretation, it is possible to conclude that, majority of teachers, and principals, heads, team leaders and supervisors were not received adequate training and awareness on strategic plan and its implementation process.

Table 6. Awareness of stakeholders on strategic plan

Items	Teachers			Leaders(Principals, Education office heads, team leaders and Supervisors *)	
	Responses	Frequency	Percent	Frequency	Percent
Adequate training on strategic plan and implementation was given to all school community	Strongly disagree	44	23.7	4	7.8
	Disagree	-	-	16	31.4
	Undecided	81	43.5	17	33.3
	Agree	13	7.0	7	13.7
	Strongly Agree	48	25.8	7	13.7
	Total	186	100.0	51	100
Students have adequate understanding of their responsibilities in Strategic plan	Strongly disagree	44	23.7	4	7.8
	Disagree	1	.5	27	52.9
	Undecided	128	68.8	9	17.6
	Agree	2	1.1	3	5.9
	Strongly Agree	11	5.9	8	15.7
	Total	186	100.0	51	1000
The school has assured the staff readiness before the beginning of the strategic plan.	Strongly disagree			3	3.5
	Disagree	62	33.3	8	15.7
	Undecided	46	24.7	21	41.2
	Agree			12	23.5
	Strongly Agree	78	41.9	7	13.7
	Total	186	100.0	51	1000
The school leaders had set clear goals, vision and mission in light of Strategic plan.	Strongly disagree	-	-	1	2
	Disagree	-	-	15	29.4
	Undecided	118	63.4	10	19.6
	Agree	18	9.7	10	19.6
	Strongly Agree	50	26.9	15	29.4
	Total	186	100.0	51	100
Stakeholders have adequate awareness of the objectives of the strategic plan	Disagree	28	15.1		
	Undecided	154	82.8		
	Agree	2	1.1		
	Strongly Agree	2	1.1		
	Total	186	100.0		
Teachers have adequate awareness of the objectives of the strategic plan and its implementation processes.	Disagree	40	21.5		
	Undecided	44	23.7		
	Agree	101	54.3		
	Strongly Agree	1	.5		
	Total	186	100.0		
The school leaders are actively engaged in coordinating stakeholders and school improvement committee	Strongly disagree	60	32.3		
	Undecided	44	23.7		
	Agree	81	43.5		
	Strongly Agree	1	.5		
	Total	186	100.0		

Item 1 Table 6 deals with awareness of stakeholders on strategic plan. In this regards, the first item was “adequate training on strategic plan and implementation was given to all communities” against this issues 81 (43.5%) of the teacher respondents and 17 (33.3%) of principals, heads, team leaders and supervisor respondents replied undecided. while 44 (23.7%) of teachers and 4 (7.8%) of principals, heads, team leaders and supervisors said strongly disagreed. This implies that the respondents were not sure that adequate training on strategic plan and implementation was given to all school community. Similarly, the document reviewed from selected schools also showed that training was not given on it. From this, it is possible to conclude that adequate training on strategic plan was not given to all school community.

The second item in Table 6 was “students have adequate understanding of their responsibilities in strategic plan.” In relation to this, 128 (68.8%) of teacher respondents replied undecided while 27 (52.9%) principals, heads, team leaders and supervisors said disagree. This implies that students had no adequate understanding of their responsibilities in strategic plan. Therefore, the investigator concludes that, students were not understood their own school strategic plan and responsibility on it.

The third item in Table 6 was “the school has assured the staff reading before the beginning of the strategic plan.” In relation to this, 78 (41.9%) of teachers’ respondents said strongly agree, 62 (33.3%) of them said disagreed while 21 (41.2%) of principals, heads, team leaders and supervisors said undecided, 12 (23.5%) of them said agreed. This implies that the school were assured the staff readiness before the beginning of the strategic plan. However, school documents were not indicated the readiness of staff members before implementing the school strategic plan. Therefore, from the results of the quantitative and qualitative data, the investigator concludes that, there was no clear readiness to begin the school strategic plan practices in the selected primary and secondary schools.

The fourth item in Table 6 was “the school leader had set clear goals, vision and mission in the light of strategic plan.” In this regards, 118 (63.4%) of teacher respondents replied undecided while 15 (29.4%) of principals, heads, team leaders and supervisors replied that disagreed. This implies that the school leaders had not yet clear goals, vision and mission in the light of strategic plan. Additionally, the document review showed that there was no clear and well-defined vision, mission and goals in most of the selected primary and secondary

governmental schools. it was the same and copy pasted from the Addis Ababa education office. Therefore, the investigator concludes that, school leaders were not designed clear vision, mission and goals of their respected schools related to the local, regional and national context.

The fifth item in Table 6 was “Stakeholders have adequate awareness of the objectives of the strategic plan and its implementation processes.” In this regards, 154 (82.8%) of teacher respondents replied undecided while 28 (15.1%) of them were replied that disagreed. This implies that stakeholders did not have adequate awareness of the objectives of the strategic plan and its implementation processes. The sixth item in Table 6 was “Teachers have adequate awareness of the objectives of the strategic plan and its implementation processes.” In this regards, 101 (54.3%) of teacher respondents replied agreed while 44 (23.7%) and 40 (21.5%) of teacher respondents were replied that undecided and disagreed respectively. This implies that teachers had adequate awareness of the objectives of the strategic plan and its implementation processes. The seventh item in Table 6 was “The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation and implementation of Strategic plan.” In this regards, 81 (43.5%) of teacher respondents replied agreed while 60 (32.3%) and 44 (23.7) of teacher respondents replied that strongly disagreed and undecided respectively. This implies that the school leaders were not actively engaged in coordinating stakeholders and school improvement committee for the preparation and implementation of Strategic plan.

Supporting this, as Cunningham, (2012) states in this century where society has become a knowledge society, educational administrators must have a proven system of planning that will allow for the integration of useful knowledge and purposeful action. Forojalla, (1993) on the other hand explains as lack of understanding and knowledge of planning by most officials is the major difficulty to strategic plan formulation and implementation. Since the plan, execution will not be commencing without workforce, having motivated and understood workers will ensure successful implementation. Moreover, all interview participants also responded that, there was no clear understanding about strategic plan and their responsibilities in their respect schools. Therefore, the investigator concludes that, stakeholders did not have adequate awareness of strategic plan development and implementation.

Table 7. The Involvement of Stakeholders in Strategic Plan Preparation

Items	Teachers			Leaders(Principals, education office Heads, team leaders and Supervisors*)	
	Responses	Frequency	Percent	Frequency	Percent
Workers were actively involved in preparation of the Strategic plan	Strongly disagree			3	5.9
	Disagree			10	19.6
	Undecided	2	1.1	20	39.2
	Agree	126	67.7	17	33.3
	Strongly Agree	58	31.2	1	20
	Total	186	100.0	51	100
Teachers were actively involved in preparation of the Strategic plan.	Strongly disagree			3	5.9
	Disagree			6	31.4
	Undecided	2	1.1	23	45.1
	Agree	123	66.1	7	13.7
	Strongly Agree	61	32.8	2	3.9
	Total	186	100.0	51	100
Parents were actively involved in preparation of strategic plan.	Strongly disagree			5	9.8
	Disagree	1	.5	14	27.5
	Undecided	89	47.8	13	25.5
	Agree	51	27.4	15	29.4
	Strongly Agree	45	24.2	4	7.8
	Total	186	100.0	51	100
Stakeholders participated in the self-evaluation programme on the school	Strongly Disagree			1	2.0
	Disagree			13	25.5
	Undecided	128	68.8	9	17.6
	Agree	14	7.5	19	37.3
	Strongly Agree	44	23.7	1	2
	Total	186	100.0	51	100
The strategic plan is prepared in the right procedures and standardized ways	Strongly Disagree			1	2.3
	Disagree	11	5.9	13	20.2
	Undecided	1	.5	9	20.9
	Agree	65	34.9	19	44.2
	Strongly Agree	109	58.6	1	2.3
	Total	186	100.0	51	100
The school operational and other plans sourced from the school strategic plan	Strongly Disagree			1	2.0
	Disagree	11	5.9	6	11.8
	Undecided	2	1.1	7	13.7
	Agree	79	42.5	22	43.1
	Strongly Agree	94	50.5	15	29.4
	Total	186	100.0	51	100
The strategic plan was well communicated to school community	Strongly disagree	10	5.4	4	7.8
	Disagree	2	1.1	12	23.5
	Undecided	78	41.9	14	27.5
	Agree	2	1.1	19	37.3

	Strongly Agree	94	50.5	2	3.9
	Total	186	100.0	51	100
The strategic plan was well communicated to teachers	Strongly disagree	1	0.5	3	5.9
	Disagree			5	9.8
	Undecided	17	9.1	21	41.2
	Agree	12	6.5	20	39.2
	Strongly Agree	156	83.9	2	3.9
	Total	186	100.0	51	100
The school supervisor contributed a lot in facilitating the preparation of strategic plan.	Strongly disagree			1	2.0
	Disagree	1	0.5	5	9.8
	Agree	139	74.7	14	27.5
	Undecided			26	51.0
	Strongly Agree	46	24.7	5	9.8
	Total	186	100.0	51	100
Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year	Strongly disagree	47	19.8	3	5.9
	Disagree	5	2.1	5	9.8
	Undecided	2	.8	21	41.2
	Agree	61	25.7	20	39.2
	Strongly Agree	71	52.32	2	3.9
	Total	186	100.0	51	100
Teachers are involved in self-evaluation of strategic plan	Disagree	1	0.54	1	2.0
	Undecided	48	25.81	5	9.8
	Agree	42	22.58	14	27.5
	Strongly Agree	95	51.08	26	51.0
	Total	186	100	51	100
Woreda education offices have given professional and financial support to the school	Strongly disagree	78	41.94	-	-
	Disagree	1	0.54	16	31.4
	Undecided	48	25.81	12	23.5
	Agree	3	1.61	12	23.5
	Strongly Agree	56	30.11	3	5.9
	Total	186	100	51	100
Sub city education offices have given professional and financial support to the school	Strongly Disagree			5	9.8
	Disagree	1	.5	16	31.4
	Undecided	2	1.1	15	29.4
	Agree	60	32.3	13	25.5
	Strongly Agree	123	66.1	2	3.9
	Total	186	100.0	51	100
School strategic plan and other plans are sourced from the woreda or sub city strategic plan	Strongly Disagree			8	15.7
	Disagree	2	1.08	15	29.4
	Undecided	12	6.5	16	31.4
	Agree	126	67.74	10	19.6
	Strongly Agree	46	24.73	2	3.9
	Total	186	100	51	100

In item one of Table 7 showed that “the involvement of stakeholders in strategic plan implementation.” The first item was “workers are actively involved in preparation of the strategic plan.” In this regards, 126 (67.7%) of teacher respondents said agreed while 20 (39.2%) of principals, heads, team leaders and supervisors said undecided. This implies that workers were not actively involved in the preparation of the strategic plan. In item two of Table 7, was “teachers were actively involved in the preparation of strategic plan.” In this regards, 123 (66.1%) of teacher respondents said agree and 61 (32.8%) of them said strongly agree. Contrary to this, 23 (45.1%) of principals, heads, team leaders and supervisors said undecided, and seven (13.7%) of them said agreed. This implies that teachers were not actively involved in the preparation of the strategic plan. In item 3 of the same Table, was “parents were actively involved in preparation of strategic plan.” Against this item, 89 (47.8%) of teacher respondents said undecided while 15 (29.4%) of principals, heads, team leaders and supervisors replied agreed. This implies that parents were not actively involved in preparation of strategic plan. Moreover, all the interview participants also explained that, stakeholders were not actively involved in strategic plan preparation. In general, it is possible to conclude that, stakeholders were not actively involved in strategic plan preparation.

In item 4 of the same Table, was “stakeholders participated in the self-evaluation program on the school.” Accordingly, MoE (2006) suggested that, school self-evaluation is the starting point to draft school improvement plan as it gives direction to what issues should be addressed first and followed based on the priority given by school leaders, students, parents and teachers. In this regards, 128 (68.8%) of teacher responders said undecided while 19 (37.3%) of principals, heads, team leaders and supervisors said agreed. This implies that stakeholders did not participate in the self-evaluation program on the school. The investigator concluded that, stakeholders were not involved in schools’ strategic plan self-evaluation.

Most of the managers have lack of knowledge and understanding on planning and cascading the operations to lower managers and executives properly (Forojalla, 1993). Yeshareg (1996) is also arranged that many people do not fulfill their planning responsibility, because they do not know how to prepare plans. The fifth item was the strategic plan is prepared in the right procedure and standardized ways. In this regards, 109 (58.6%) of teacher respondents said strongly agree while 19 (44.2%) of principals, heads, team leaders and supervisors said agree. This implies that strategic plan was not prepared in the right procedures and standardized

ways. Additionally, a document showed that, the strategic plan was not prepared based on the relevant sources of school and other related data. Therefore, the investigator concludes that, strategic plans were not prepared in the right procedures and standardized ways. As Allison and Kaye, (2005) indicated that good operational plan is a key for effective implementation is better for an organizational strategic plan to incorporate management satisfaction, employee engagement, and good performance management process aligned with strategy for effective implementation. The sixth item was “the school operational and other plans sourced from the school strategic plan.94 (50.5%) of teacher respondents said strongly agree while 22 (43.1%) of principals, heads, team leaders and supervisor respondents replied agree. This implies that the school operational and other plans did not source from the school strategic plan. Additionally, documents showed that, operational plan and other plans were not exactly sourced from the strategic plan. Therefore, the investigator concludes that, operational plan and other plans were not exactly sourced from the strategic plan.

The seventh item was “the strategic plan was well communicated to school community (teachers, supportive staff, students and parents).In this regards, 94 (50.5%) of teacher respondents said strongly agreed while 19 (37.3%) of principals, heads, team leaders and supervisors said agree. This implies that the strategic plan was not well communicated to school community (teachers, supportive staff, students and parents). The eighth item was “the strategic plan was well communicated to teachers. In this regards, 156(83.9%) of teacher respondents replied strongly agree while 21 (41.2%) of principals, heads, team leaders and supervisors replied undecided. This implies that strategic plan was not well communicated to teachers. Therefore, the investigator concludes that, the strategic plan was not well communicated to stakeholders during plan preparation.

The Ninth item was “the school supervisor contributed a lot in facilitating the preparation of strategic plan.” In this regards 139 (74.7%) of teacher respondents said agree while 26 (51.0%) of principals, heads team leaders and supervisors replied undecided. This implies that the school supervisors did not contributed a lot in facilitating the preparation of the strategic plan.

The tenth item was “stakeholders were involved in self-evaluation which the school conducted at the end of each academic year”. According to MoE (2010), school improvement program guidelines after 12-month implementation of the annual action plan all schools

should carry out a self-assessment to understand what progress has been achieved over the last year. In relation to this, 71 (52.32%) of teacher respondents said strongly agree and 21 (41.2%) of principals, heads, team leaders and supervisors said undecided. This implies that stakeholders were not involved in self-evaluation in which the school conducted at the end of each academic year. The eleventh item was “teachers are involved self -evaluation which the school conducted on the implementation of the program”. In this regards, 95 (51.08%) of teacher respondents strongly agree and 26 (51.0%) of principals, heads, team leader and supervisors replied strongly agree. This implies that teachers were not involved in self-evaluation, which the school conducted on the implementation of the program.

Similarly, A1, A4, and A8 of the parent, student and teacher association chairperson respondents, B3, B4and B9of the student council chairperson respondents and C5, C6, C8 and C9) of the school improvement commute chairperson interviewee respondents were also pointed out that, stakeholders were not involved in annually or any other self-evaluation of their schools’ strategic plan. Additionally, documents showed that, there was no timetable of self-evaluation program and list or any attendance of participants in school self-evaluation programs at the end of each strategic year. Therefore, from the results of the quantitative and qualitative data, the investigator concludes that, there was no timetable of self-evaluation program and stakeholders were not involved in annually or any other self-evaluation of their schools’ strategic plan.

The twelfth item was “Woreda education offices have given professional and financial support to the schools in order to encourage the preparation of the program”. Accordingly, as Cunningham, (2012) suggests broad members, superintendents and assistant superintendents need to develop strategic plan using the input and perspective provided by all interested parties. In this regards, 78 (41.94%) of teacher respondents said strongly disagree and 56 (30.11%) of them said strongly agree while 16 (31.4%) of the principals, heads, team leaders and supervisors said disagree. This implies that Woreda education offices were not gave professional and financial support to the school in order to encourage the preparation of the program.

The thirteenth item was “sub city education office has given professional and financial support to the school in order to encourage the preparation of the program”. In this regards, 123 (66.1%) of teacher respondents said strongly agree while 16 (31.4%) of principals, heads,

team leaders and supervisors said disagree. This implies that sub city education office was not given professional and financial support to the schools in order to encourage the preparation of the program. All parent, student and teacher association chairperson respondents, student council chairperson respondents and the school improvement committee chairperson Interviewee respondents were explained that, there was no professional and financial support by woreda and sub city educational offices in preparation of strategic plan. Therefore, based on the information obtained from the respondents the investigator concludes that, woreda and sub city offices were not given professional and financial support to the schools in order to encourage the preparation of the program.

The fourteenth item was “school strategic plan and other plans sourced from the woreda or sub city strategic plan. In this regards, 126 (67.74%) of teacher respondents said agree while 16 (31.4%) of principals, heads, team leaders and supervisors said undecided. This implies that the school strategic plan and other plans were not sourced from the woreda or sub city strategic plan. Additionally, documents showed that, there was no clear link between the school strategic plans and woreda or sub city strategic plans. Therefore, based on the data gathered through questionnaire and document analysis, the investigator concludes that, school strategic plan and other plans were not sourced from the woreda or sub city strategic plans and there was no clear link between them.

Generally, the investigator concluded that, strategic plan was not involved all stakeholders and not prepared based on the relevant sources of school and other related data.

Table 8. Involvement of Stakeholders in Implementation of the Strategic plan

Items	Teachers			Leaders (Principals, education office Heads, team leaders and Supervisors)	
	Responses	Frequency	Percent	Frequency	Percent
The school strategic plan implementation process involve all stakeholders	Strongly Disagree			4	7.8
	Disagree			9	17.6
	Undecided	78	41.9	13	25.5
	Agree	108	58.1	15	29.4
	Strongly Agree			10	19.6
	Total	186	100.0	51	100.0
Workers were actively engaged in working process in light of the objective of strategic plan	Strongly disagree			6	11.8
	Disagree			6	11.8
	Undecided	78	41.9	20	39.2
	Agree	107	57.5	17	33.3
	Strongly Agree	1	.5	2	3.9
	Total	186	100.0	51	100.0
There is a strong teamwork among stakeholders to implement the strategic plan.	Strongly Disagree			5	9.8
	Disagree	2	1.1	13	25.5
	Undecided	30	16.1	20	39.2
	Agree	152	81.7	9	17.6
	Strongly Agree	2	1.1	4	7.8
	Total	186	100.0	51	100.0
The Implementation of strategic plan is collaborative and participative	Strongly Disagree			5	9.8
	Disagree	2	1.1	11	21.6
	Undecided	122	65.6	20	39.2
	Agree	61	32.8	11	21.6
	Strongly Agree	1	.5	4	7.8
	Total	186	100.0	51	100.0
The school's strategic plan is implemented by the school's principal alone	Strongly Disagree			8	15.7
	Disagree			8	15.7
	Undecided	74	39.8	14	27.5
	Agree	111	59.7	14	27.5
	Strongly Agree	1	.5	7	13.7
	Total	186	100.0	51	100.0
The school supervisor contributed a lot in facilitating the implementation of strategic plan	Strongly disagree	60	32.3	1	2.0
	Disagree	2	1.1	13	25.5
	Undecided	44	23.7	12	23.5
	Agree	77	41.4	20	39.2
	Strongly Agree	3	1.6	5	9.8
	Total	186	100.0	51	100.0
The school improvement committee has contributed a lot in coordinating monitoring and evaluation of	Strongly disagree	1	.5	1	2.0
	Disagree			8	15.7
	Undecided	44	23.7	18	35.3
	Agree	141	75.8	21	41.2

the implementation of strategic plan	Strongly Agree			3	5.9
	Total	186	100.0	51	100
The strategic plan implementation process is known by all stakeholders	Strongly Disagree			8	15.7
	Disagree	2	1.1	4	7.8
	Undecided	94	50.5	15	29.4
	Agree	30	16.1	19	37.3
	Strongly Agree	60	32.3	5	9.8
	Total	186	100.0		
The school strategic plan is implemented in the right procedures and standardized way	Strongly disagree	1	.5	6	12.8
	Disagree			10	21.3
	Undecided	46	24.7	11	23.4
	Agree	50	26.9	18	38.3
	Strongly Agree	89	47.8	2	4.3
	Total	186	100.0	51	100
The strategic plan is implemented based on the adequate evidence and relevant data	Strongly Disagree			8	17.0
	Disagree	2	1.1	8	17.0
	Undecided	46	24.7	13	27.7
	Agree	50	26.9	15	31.9
	Strongly Agree	88	47.3	3	6.4
	Total	186	100.0	51	100
Parents, together with local community were actively involved in creating conducive school environment.	Strongly disagree	44	23.7	1	2.0
	Disagree	1	.5	5	9.8
	Undecided	49	26.3	14	27.5
	Agree	62	33.3	26	51.0
	Strongly Agree	30	16.1	5	9.8
	Total	186	100.0	51	100
Woreda education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.	Strongly disagree	133	71.5	4	7.8
	Disagree			12	23.5
	Undecided	50	26.9	21	41.2
	Agree	1	.5	11	21.6
	Strongly Agree	2	1.1	3	5.9
	Total	186	100.0	51	100
Sub city education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.	Strongly disagree	31	16.7	1	2.0
	Disagree			19	37.3
	Undecided	45	24.2	17	33.3
	Agree	49	26.3	10	19.4
	Strongly Agree	61	32.8	4	7.8
	Total	186	100.0	51	100

The first item in Table 8, showed that, involvement of stakeholders in the implementation of the strategic plan. According to the Australian Capital Territory school improvement framework, when a school community feels included in the data gathering process it is more inclined to take greater ownership of findings and be more committed to implement plans.

Likewise, when a school community fully understands an issue, because of balanced information, it is more likely to embrace change (ACT, 2009: P 8). To this issue statements were designed the result presented as follows. The first statement was “the school strategic plan implementation process involves all stakeholders “. In this regards, 108 (58.1%) of teach respondents said agree and 15 (29.4%) of principals, heads, team leaders and supervisors replied that agreed. This implies that school strategic plan implementation process does not involve all stakeholders.

The second statement was “workers were actively engaged in working process in light of the objective of strategic plan”. In this regards, 107 (57.5%) of teacher respondents said agree and 20 (39.2%) of principals, heads, team leaders and supervisors said undecided. This implies that workers were not actively engaged in working process in light of the objectives of strategic plan. All PSTA, SC and SIC chairperson interviewee respondents were explained that, stakeholders were not actively involved in strategic plan implementation. Documents showed that there was no list or any attendance of participants in school strategic plan implementation. In general, the researcher concludes that, stakeholders were not actively involved in strategic plan implementation.

The third statement was “there is a strong team work among stakeholders to implement the strategic plan”. In this regards, 152 (81.7%) of the teacher respondents replied agree and 20 (39.2%) of principals, heads, team leaders and supervisors were replied undecided. This implies that there was no a strong team work among stakeholders to implement the strategic plan. Therefore, the researcher concludes that, there was no teamwork among stakeholders during strategic plan implementation.

The fourth item was “the implementation of strategic plan in collaborative and participative”. The plan execution will not be commencing without workforce, having motivated and understood workers will ensure successful implementation. The effective preparation of the strategic plan can serve as an evidence for effective implementation. According to Lerner, (1999) strategic plan implementation is a collective effort of different parties.

Accordingly, 122 (65.6%) of teacher respondents said undecided and 61 (32.8%) of them said agree while 20 (39.2%) of principals, heads team leaders and supervisors said undecided. This implies that the implementation of strategic plan was not collaborative and participative. Similarly, A1, A5, A7 and A8 parent, student and teacher association chairperson respondents, B1,

B4, B6 and B7 student council chairperson respondents and C2, C3, C5, C6, C8 and C9 school improvement committee chairperson Interviewee respondents were also explained that, there were no collaboration and active participation of stakeholders in strategic plan implementation. Therefore, the investigator concluded that, strategic plan was not implemented by collaboration and active participation of stakeholders.

The fifth item was “the school’s strategic plan is implemented by the school’s principal alone”. In this regard, 111 (59.7%) of teacher respondents said agree while 14 (27.5%) of principals, heads, team leaders and supervisors said agree. This implies that the school’s principal alone did not implement the school strategic plan. The sixth item was “the school supervisor contributed a lot in facilitating the implementation of strategic plan”. In this regard, 77 (41.4%) of teacher respondents and 20 (39.2%) of principals, heads, team leaders and supervisors said agree. This implies that the school supervisor did not contribute a lot in facilitating the implementation of strategic plan.

The seventh item was “the school improvement committee has contributed a lot in coordinating monitoring and evaluation the implementation of strategic plan”. In this regard, 141 (75.8%) of teacher respondents said agree and 21 (41.2%) of principals, heads, team leaders, and supervisors said agree. This implies that the school improvement committees were not contributed a lot in coordinating monitoring and evaluation of the implementation of strategic plan. Moreover, documents showed that, there was no documented evidence whether strategic plan committees or school improvement committees were coordinate, monitor and evaluate or not the strategic plan implementation process of schools. Therefore, based on the data gathered through questionnaire and document analysis; the investigator concludes that, strategic plan process of schools was not coordinated, monitored and evaluated by strategic plan committees.

The eighth item was “the strategic plan implementation process is known by all stakeholders”. In this regard, 94 (50.5%) of teacher respondents said neutral and 19 (37.3%) of principals, heads team leaders and supervisors said agree. This implies that the strategic plan implementation process does not known by all stakeholders. The ninth item was “the school strategic plan is implemented in the right procedure and standardized way”. In this regard, 89 (47.8%) of teacher respondents said strong agree and 18 (38.3%) of principals, heads, team leaders and supervisors said agree. This implies that strategic plan was not

implemented in the right procedures and standardized ways. Additionally, a document showed that, the strategic plan was not implemented based on the relevant sources of school and other related data. Therefore, the investigator concludes that, strategic plans were not prepared in the right procedures and standardized ways.

The tenth item was “the strategic plan is implemented based on the adequate evidence and relevant data”. In this regards, 88 (47.3%) of teacher respondents said strong agree and 15 (31.9%) of principals, heads, team leaders and supervisors said agree. This implies that, respondents were not quite sure that the strategic was implemented based on ad equated evidence based and relevant data. Moreover, documents showed that there were no attached basic sources of evidence and adequate data in schools. Therefore, based on the information obtained from questionnaire respondents, interviewee and document analysis, the investigator conclude that, the strategic plan was not implemented based on an adequate evidence and relevant data.

The eleventh item was “parents, together with other community were actively involved in creating conducive school environment”. In this regards, 62 (33.3%) of teacher respondents said agree and 26 (51.0%) of principals, heads, team leaders and supervisors said agree. This implies that parents, together with local community were not actively involved in creating conducive school environment. Documents showed that, there was no any evidence whether parents together with local community were actively participated in creating conducive school environment or not rather than participating in annual or semester meetings. Therefore, the investigator concludes that, parents, together with local community were not actively involved in creating conducive school environment rather than participation in semester or annual meetings.

The twelfth item was “woreda education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan”. In this regards, 133 (71.5%) of teacher respondents replied strongly disagree while 21 (41.2%) of principals, heads, team leaders and supervisors said undecided. This implies that woreda educational offices were not gave professional and financial support to the schools in order to encourage the implementation of the strategic plan. Supporting this idea, as Massawe, (2010) asserts that, the absence of dedicated, committed and creative leadership is one of the

problems inherent in strategic plan implementation. So strong visionary who can able to provide transformational leadership needs to be in place.

On the other hand, problems in leadership capacity can be created because of inadequate preparation of personnel to move from technical to leadership position, which in turn leads to weaknesses in the whole system Reveire, Kunje and Mataya (2009). The thirteenth item was “sub city education offices have given professional and financial support to the school in order to encourage the implementation of strategic plan”. In this regards, 61 (32.8%) of teacher respondents said strongly agree while 19 (37.3%) of principals, heads, team leaders and supervisors said disagree. This implies that, they were not quite sure that, sub city education office was gave professional and financial support to the schools in order to encourage the implementation of strategic plan. Therefore, the investigator concludes that, there was no professional and financial support for schools to prepare and implement their strategic plan.

Generally, the investigator concluded that, stakeholders were not actively involved in strategic plan implementation. This shown that, without workforce, having motivated and well understood workers we will not ensure the successful implementation of strategic plan.

Table 9. The extent of Strategic Plan Implementation

Items	Teachers			Leaders(Principals, Heads, team leaders Supervisors*)	
	Responses	Frequency	Percent	Frequency	Percent
The school has good management of resources during the strategic plan implementation	Disagree			4	7.8
	Undecided	1	.5	19	37.3
	Agree	52	28.0	21	41.2
	Strongly Agree	133	71.5	7	13.7
	Total	186	100.0	51	100
The performance of strategic plan is less than what was planned	Strongly disagree			6	11.8
	Disagree	61	32.8	13	25.5
	Undecided	79	42.5	11	21.6
	Agree	2	1.1	11	21.6
	Strongly Agree	44	23.7	10	19.6
	Total	186	100.0	51	100
Each activity in the operational and other action plan is achieved well	Strongly Disagree			3	5.9
	Disagree	1	.5	10	19.6
	Undecided	50	26.9	25	49
	Agree	61	32.8	10	19.6
	Strongly Agree	74	39.8	3	5.9
	Total	186	100.0	51	100
The school allocate appropriate budget for the school Strategic plan implementation process	Disagree	1	.5	14	27.5
	Undecided	2	1.1	16	31.4
	Agree	79	42.5	18	35.3
	Strongly Agree	104	55.9	3	5.9
	Total	186	100.0	51	100
Allocated budgets are used effectively for preparation and implementation of strategic, operational, and other plans of the school	Strongly Disagree			7	13.7
	Disagree	1	.5	11	21.6
	Undecided	49	26.3	18	35.3
	Agree	31	16.7	14	27.5
	Strongly Agree	105	56.5	1	2
	Total	186	100.0	51	100
There is a regular meeting through which discussion is made on how well the school is implementing the action plan	Strongly disagree	1	.5	5	9.8
	Disagree	1	.5	21	41.2
	Undecided	2	1.1	11	21.6
	Agree	49	26.3	9	17.6
	Strongly Agree	133	71.5	5	9.8
	Total	186	100.0	51	100
There is clear link between strategic plan and the operational plan	Strongly disagree	1	.5	3	5.9
	Disagree			15	29.4
	Undecided	1	.5	15	29.4
	Agree	52	28.0	11	21.6
	Strongly Agree	132	71.0	7	13.7
	Total	186	100.0	51	100
The school communicates the strategic plan	Strongly disagree	1	.5	4	7.8

implementation progress with all stakeholders	Disagree			14	27.5
	Undecided	2	1.1	10	19.6
	Agree	49	26.3	9	17.6
	Strongly Agree	134	72.0	14	27.5
	Total	186	100.0	51	100
The school is committed to build capacity of its staff f for the success of school strategic plan implementation	Strongly disagree	1	0.54	2	3.9
	Disagree	1	0.54	11	21.6
	Undecided	2	1.07	11	21.6
	Agree	1	0.54	21	41.2
	Strongly Agree	181	97.31	6	11.8
	Total	186	100.0	51	100
The school make available every necessary resource at the process of strategic plan implementation	Strongly disagree	1	.5	1	2
	Disagree			16	31.4
	Undecided	2	1.1	7	13.7
	Agree	51	27.4	23	45.1
	Strongly Agree	132	71.0	4	7.8
	Total	186	100.0	51	100
All necessary resources are allocated at the time of strategic plan implementation	Strongly disagree			1	2
	Disagree	1	.5	14	27.5
	Undecided	3	1.6	14	27.5
	Agree	79	42.5	14	27.5
	Strongly Agree	103	55.4	8	15.7
	Total	186	100.0	51	100
Resources are used wisely for strategic plan implementation	Strongly disagree			5	9.8
	Disagree			18	35.3
	Undecided			10	19.6
	Agree	82	44.1	11	21.6
	Strongly Agree	104	55.9	7	13.7
	Total	186	100.0	51	100
The school gain different kind of support from different voluntary agencies	Strongly Disagree			2	3.9
	Disagree	1	.5	11	21.6
	Undecided	136	73.1	13	25.5
	Agree	4	2.2	22	43.1
	Strongly Agree	45	24.2	3	5.9
	Total	186	100.0	51	100
The school was scored the goal of students result based on his strategic plan implementation	Strongly disagree			6	11.8
	Disagree			13	25.5
	Undecided	2	1.1	12	23.5
	Agree	137	73.7	14	27.5
	Strongly Agree	47	25.3	6	11.8
	Total	186	100.0	51	100
Best performed Schools in strategic plan implementation are celebrated and awarded by woreda or sub city	Strongly disagree	88	47.3	6	11.8
	Disagree	2	1.1	8	15.7
	Undecided			7	13.7
	Agree	50	26.9	24	47.1
	Strongly Agree	46	24.7	6	11.8
	Total	186	100.0	51	100

Table 9 showed that the extent of strategic plan implementation. In this regards, statements were designed as follows. The first hypothetical statement was “the school has good management of resources during the strategic plan implementation”. In this regards, 133 (71.5%) of teacher respondents said strongly agree whereas 21 (41.2%) of principals, heads, team leaders and supervisors said agree. This implies that, schools were poor management of resources during the strategic plan implementation. Moreover, documents showed that, there was no wisely used and well-organized resource management system in schools. Generally, the investigator concludes that, resources in schools were not managed and utilized properly. The second hypothetical statement was “the performance of strategic plan is less than what was planned”. Against this 79 (42.5%) of teacher respondents said undecided while 13 (25.5%) principals, heads, team leaders and supervisors replied disagree. This implies that the performance of strategic plan was less than what was planned.

The third hypothetical statement was “each activity in the operational and other action plans are achieved well”. In this regards, 74 (39.8%) of teacher respondents said strongly agree whereas 25 (49%) of principals, heads, team leaders and supervisors replied undecided. This implies that each activity in the operational and other action plans was not achieved well. Moreover, A2, A4, A5, and A8 parent, student and teacher association chairperson respondents, B1, B4, B6and B9student council chairperson respondents and C2, C3, C5, andC6 school improvement commute chairperson interviewee respondents were also explained that, they have no evidence whether the activities in the operational and other action plans were implemented or not. Additionally, the documents review showed that, there were no comparable reports and meeting minutes whether the strategic or operational plans were implemented based on the planned objectives, goals, mission and vision of schools or not. Therefore, the investigator concludes that, the performance of schools regarding of strategic plan, operational and other plans were not implemented based on the planed way.

The fourth hypothetical statement was “the school allocate appropriate budget for the school strategic plan implementation process”. Supporting this idea, as MoE (2007) states that, in primary and secondary schools, school grant should be spent only to impute that improve school performance and quality of education. Interview participants pointed out that, there were poor management of resources, poor adequacy and utilization of resources in the selected schools. In this regards, 104 (55.9) of teacher respondents said strongly agree while 18 (35.3) of principals, heads, team leaders and supervisors’ respondents replied agree. This

implies that the school were not allocated appropriate budget for the school strategic plan implementation process. The fifth hypothetical statement was “allocated budgets are used effectively for preparation and implementation of strategic, operational, and other plans of the school”. In this regards, 105 (56.5%) of teacher respondents said strongly agree while 18(35.3%) of principals, heads, team leaders and supervisors said undecided. This implies that allocated budgets were not used effectively for preparation and implementation of strategic, operational, and other plans of the school. Similarly, A1, A2, A5, and A8 parent, student and teacher association chairperson respondents, B3, B4, B6, and B9 student council chairperson respondents and C3, C5, C6, C8 and C9 school improvement commute chairperson interview participants responded that, there was inadequate budget and the allocated budget was not used properly for the strategic plan implementation. Moreover,A4, A7, B1, B7 and C2 interview participants also responded that, there was a poor utilization of resources in their respective schools. Documents also showed that, in average more than 95 percent of school budgets were salary. Therefore, there was a shortage of budget to implement school strategic plan effectively.

The sixth hypothetical statement was “there is regular meeting through which discussions made on how well the school is implementing the action plan”. In this regards, 133 (71.5%) of teacher respondents said strongly agree whereas 21 (41.2%) of principals, heads, team leaders and supervisors replied that disagree. This implies that there was no a regular meeting though which discussion were made on how well the school were implemented the action plan. Documents indicated that, there were no regular planed meeting minutes and other activities of strategic plan implementation in schools. Therefore, the investigator concludes that, strategic plan implementation in schools were not discussed periodically, and there were no regular meeting minutes which indicates the strategic plan implementation progress was well implemented or not.

The seventh item was “there is clear link between strategic plan and the operational plan implementation”. In this regards, 132 (71.0%) of teacher respondents said strongly agree whereas 15 (29.4%) of principals, heads, team leaders and supervisors replied disagree. This implies that there was no clear link between strategic plan implementation and operational plan implementation progress in selected schools. Moreover, documents showed that, operational plan and other plans were not exactly sourced from the strategic plan. Therefore,

the investigator concludes that, there was no clear link between the strategic plan implementation and operational plan implementation in selected schools.

The eighth statement was “the school communicates the strategic plan implementation progress with all stakeholders”. In this regards, 134 (72.0%) of teacher respondents said strongly agree while 14 (27.5%) of principals, heads, team leaders and supervisors said disagree. This implies that the school were not communicated the strategic plan implementation progress with all stakeholders. Therefore, the investigator concludes that, the strategic plan implementation was not well communicated to stakeholders during plan preparation and implementation process. The ninth item was “the school is commuted to build capacity of its staff for the success of school strategic plan implementation”. Related to this 181 (97.31%) of the teacher respondents said strongly agree whereas 21 (41.2%) of principals, heads, team leaders and supervisors said agree. This implies that the school was not commuted to build capacity of its staff for the success of the strategic plan implementation. Therefore, the investigator concludes that schools were not commuted to participate and communicate plan implementation progress with all stakeholders during strategic plan implementation.

The tenth item was “the schools make available every necessary resource at the process of strategic plan implementation”. In relating to this, 132 (71.0%) of teacher respondents said strongly agree while 23 (45.1%) of principals, heads, team leaders and supervisors said agree. This implies that the schools were not made available every necessary resource during the process of strategic plan implementation. The eleventh item was “all necessary resources are allocated at the time of strategic plan implementation”. In this regards, 103 (55.4%) of teacher respondents said strongly agree while 14 (27.5%) of principals, heads, team leaders and supervisors said disagree. This implies that not all necessary resources were allocated at the time of strategic plan implementation. The twelfth statement was “resources are used wisely for strategic plan implementation”. In this regards, 104 (55.9%) of teacher respondents said strongly agree whereas 18 (35.3%) of principals, heads, team leaders and supervisors replied disagree. This implies that resources were not used wisely for strategic plan implementation. The thirteenth statement was “the school gain different kind of support from different voluntary agencies”. With this regards, 136 (73.1%) of teacher respondents said undecided whereas 22 (43.1%) of principals, heads, team leaders and supervisors said agree.

This implies that the schools were not gained different kind of support from different voluntary agencies. Documents indicated that, there were no developed project proposals and other methods of fundraising activities in most of the selected schools to better implementation of schools' strategic plan. Therefore, there were no enough financial and material resource supports from voluntary agencies for schools during strategic plan implementation.

The fourteenth item was "the school was scored the goal of students' result based on his strategic plan implementation". In this regards, 137 (73.7%) of teacher respondents said agree and 14 (27.5%) of principals, heads, team leaders and supervisors said agree. This implies that the schools were not achieved the goal of students' result based on their strategic plan implementation. Moreover, documents showed that, school student result or academic achievements were not achieved. Even though, the minimum national standards of student academic achievements or results were not achieved. I.e. it was scored below the national standards. Similarly, it was also the same in woreda and sub city. The investigator concludes that; the minimum national standards of student academic achievement in all selected schools were not achieved.

The fifteenth item was "best performed schools in strategic plan implementation are celebrated and awarded by woreda or sub city". In this regards, 88 (47.3%) of teacher respondents said strongly disagree while 24 (47.1%) of principals, heads, team leaders and supervisors replied agree. This implies that best-performed schools in strategic plan implementation were not celebrated and awarded by woreda or sub city. Moreover, documents showed that, schools were not encouraged based on best performance of strategic plan. It was evaluated and awarded based on external examiners evaluation result performance of schools other than strategic plan. Therefore, the investigator concludes that, best-performed schools were not encouraged and awarded based on their strategic plan performance of schools.

Generally, as Allison and Kaye, (2005) states a good strategic and operational plan is a key for effective implementation. The investigator can be concluded that, the extent of strategic plan implementation was low, because of improper strategic and operational plan development of selected primary and secondary schools in Bole sub city Addis Ababa city administration.

Table 10. Monitoring and Evaluation of the Strategic Plan

Items	Responses	Teachers		Leaders(Principals, Heads, team leaders Supervisors*)	
		Frequency	Percent	Frequency	Percent
The school has timetable of monitoring and evaluation of the strategic plan implementation	Strongly disagree	1	.5	3	5.9
	Disagree			14	27.5
	Agree	2	1.1	14	27.5
	Undecided			8	15.7
	Strongly Agree	183	98.4	12	23.5
	Total	186	100.0	51	1000
The school strategic planning revise on the basis of implementing progress	Strongly Disagree			7	13.7
	Disagree	1	.5	6	11.8
	Undecided			17	33.3
	Agree	51	27.4	12	23.5
	Strongly Agree	134	72.0	9	17.6
	Total	186	100.0	51	100
The school takes timely correction for the monitoring and evaluation feedbacks	Strongly Disagree			9	17.6
	Disagree			11	21.6
	Undecided	1	.5	13	25.5
	Agree	63	33.9	9	17.6
	Strongly Agree	122	65.6	9	17,6
	Total	186	100.0	51	100
The strategic plan is implementing in its order of priority as the school is set benchmarks to measure its implementation	Strongly disagree	1	.5	2	3.9
	Disagree			12	23.5
	Undecided	77	41.4	12	23.5
	Agree	2	1.1	12	23.5
	Strongly Agree	106	57.0	13	25.5
	Total	186	100.0	51	100
The school discuss on strategic plan implementation reports for stake holders and take timely corrective actions for problems	Strongly disagree	1	.5	6	11.8
	Disagree			19	37.3
	Undecided	2	1.1	5	9.8
	Agree	78	41.9	13	25.5
	Strongly Agree	105	56.5	8	15.7
	Total	186	100.0	51	100
The school celebrate the success and give awarded for the stakeholders who had good contribution for the implementation of the strategic plan	Strongly disagree	1	.5	8	15.7
	Disagree			7	13.7
	Undecided	136	73.1	19	37.3
	Agree	2	1.1	14	27.5
	Strongly Agree	47	25.3	3	5.9
	Total	186	100.0	51	100
Lack of using best assessment techniques	Strongly disagree	88	47.3	6	11.8
	Disagree			1	2.0
	Undecided	1	.5	23	45.1

	Agree	52	28.0	16	31.4
	Strongly Agree	45	24.2	5	9.8
	Total	186	100.0	51	100
The school always use the steps of monitoring and evaluation effectively	Strongly disagree			4	7.8
	Disagree	1	.5	15	29.4
	Undecided	48	25.8	16	31.4
	Agree	2	1.1	8	15.7
	Strongly Agree	135	72.6	8	15.7
	Total	186	100.0	51	100
Schools are monitoring and evaluating their strategic plan by woreda or sub city Education office strategically and regularly	Strongly disagree	1	.5	7	13.7
	Disagree			17	33.3
	Undecided			8	15.7
	Agree	50	26.9	16	31.4
	Strongly Agree	135	72.6	3	5.9
	Total	186	100.0	51	100

Table 10 deals with monitoring and evaluating of the strategic plan. In this regards, hypothetical statements were designed and the result presented as follows:

The first statement was “the school has time table of monitoring and evaluating of the strategic plan implementation”. According to Tibaijuka, (2003) it is better if the monitoring can take place monthly and quarterly by project managers or monitoring team to analyze results and review outcomes. This can create the way to decide monthly progress, what are going on right or wrong and what needs immediate improvements. Accordingly, 183 (98.4%) of teacher respondents said strongly agree whereas 14 (27.5%) of principals, heads, team leaders and supervisors replied disagree. This implies that schools were not used timetable to monitoring and evaluation of their strategic plan implementation. Additionally, documents indicated that, there was no scheduled timetable of monitoring and evaluation program. Therefore, the investigator concludes that, strategic plan implementation was not monitored and evaluated by the school periodically and there were no scheduled timetable of monitoring and evaluation practices in schools that indicate monitoring and evaluation was implemented in selected schools.

The second statement was “the school strategic planning revise on the basis of implementing process.” In this regards, 134 (72%) of teacher respondents said strongly agree whereas 17 (33.3%) of principals, heads, team leaders and supervisors said undecided. This implies that the school strategic planning was not revised based on implementing progress. Therefore, the investigator concludes that, strategic plan was not revised based on implementing progress.

The third statement was “the school takes timely correction for the monitoring and evaluating feedbacks”. In this regards, 122 (65.6%) of teacher respondents said strongly agree while 13 (25.5%) of principals, heads, team leaders and supervisors said undecided. This implies that the school did not take timely correction for the monitoring and evaluating of feedback.

The fourth statement was “the strategic plan is implementing in its order of priority as the school is set bench marks to measure its implementation”. Against this hypothetical statement, 106 (57.0%) of teacher respondents said strongly agree while 13 (25.5%) of principals, heads, team leaders and supervisors said strongly agree. This implies that the strategic plan was not implementing in its order of priority, as the school is set of benchmarks to measure its implementation. Moreover, all PSTA, SC and SIC interview participants explained that there wereno benchmarks, timetable and evaluation checklists to measure strategic plan implementation. However, there were informal meetings on routine activities with no specific beginning and ends. Similarly, documents also showed that, there were no clear benchmarks and forecasted plan of students’ academic achievement. In general, the investigator concludes that, there were no benchmarks and prioritized activities to measure the strategic plan implementation. The fifth statement was “the school discusses on strategic plan implementation reports for the stakeholders and takes timely corrective actions for problems”. In this regards, 105 (56.5%) of teacher respondents said strongly agree whereas 19 (37.3%) of principals, heads, team leaders and supervisors said disagree. This implies that schools were done not discussed on strategic plan implementation reports for the stakeholders and takes timely corrective actions for problems.

According to MOE(2006),conducting the evaluation, documentation and reporting activities that are connected with national curriculum evaluation and learning capacity studies supervising improvements in student result and providing assistant as a needed; making sure that teacher and other staff members have developed sufficient skill in monitoring and evaluation and assessments conducted and using them in plan preparation, supervising the progress of students according to the outlined targets; identifying low academic performance in individual student level, section, class level and subject type. This shows that monitoring, evaluation and reporting the strategic plan progress to stakeholders and take timely correction is an integrated part of school improvement plan implementation. According to, A1, A2, A4and A7 parent, student and teacher association chairperson respondents, B1, B3, B4, B6

and B9 student council chairperson respondents and C2, C3, C5, C6, C8 and C9 school improvement committee chairperson interview respondents were explained that, there was no strategic plan implementation reports and timely correction of problems during plan implementation. Therefore, the investigator concludes that, stakeholders were not discussed on their school strategic plan implementation reports and taken timely correction for problems.

The sixth statement was “the schools celebrate the success and give awards for the stakeholders who had good contribution for the implementation of the strategic plan”. In this regards, 136 (73.1%) of teacher respondents said undecided and 19 (37.3%) of principals, heads, team leaders and supervisors replied undecided. This implies that the school did not celebrate the success and give awards for the stakeholders who had good contribution for the implementation of the strategic plan.

The seventh statement was “lack of using best assessment techniques”. In relation to this, 88 (47.3%) of teacher respondents said strongly disagree whereas 23 (45.1%) of principals, heads, team leaders and supervisors said undecided. This implies that there is no lack of using best assessment techniques of monitoring and evaluating of strategic plan implementation. The eighth statement was “the schools always use the steps of monitoring and evaluation effectively”. Supporting this Tibaijuka, (2003) suggests as using multiple monitoring and evaluation mechanisms like annual, quarterly or monthly performance reports, field visits, client feedback or survey, focus group and stakeholders meeting, published papers or books, individual face-to-face interview and expert opinions can allow an organization to obtain a validated and participative data to make a sound monitoring and evaluation. In this regards, 135 (72.6%) of teacher respondents said strongly agree while 16 (31.4%) of principals, heads, team leaders and supervisors said undecided. This implies that monitoring and evaluation mechanisms and procedures were not properly and effectively implemented in the selected schools.

The ninth statement was “schools are monitoring and evaluating their strategic plan by woreda and sub city education offices strategically and regularly”. In this regards, 135 (72.6%) of teacher respondents said strongly agree whereas 17 (33.3%) of principals, heads, team leaders and supervisors said disagree. This implies that schools’ strategic plans were not

monitoring and evaluating by woreda and sub city education offices strategically and regularly. Moreover, all interview participants of parent, student and teacher association chairpersons, student council chairpersons and school improvement committee chairpersons from selected schools explained that, there was no strategic and regular monitoring and evaluating of schools by woreda and sub city educational offices. Similarly, documents showed that, woreda and sub city education offices were not working strategically. They were busy by political and routine activities, and they were no written timetable and checklists of monitoring and evaluation to encourage and make effective schools. In general, the investigator concludes that, schools' strategic plan implementation was not monitored and evaluated regularly and strategically by woreda and sub city educational offices.

Based on principles, school which implements school improvement programs pay attention to the following six issues for plan and implementation (MoE, 2006). These are contextual understanding, collecting, and organizing, analyzing, setting goals prioritization and issues of concern, selecting best practices, implementation, monitoring and evaluation. From the above table 10 interpretations, the investigator can be conclude that, schools were not measuring what has actually happened against what was planned, therefore, there was serious problem of monitoring and evaluating of strategic plan implementation in selected primary and secondary schools of Bole sub city Addis Ababa city administration.

Table 11.Challenges/Problems Encountered during School Strategic Plan Implementation

Items	Responses	Teachers		Leaders(Principals, Heads, team leaders Supervisors*)	
		Frequency	Percent	Frequency	Percent
Lack of awareness about the strategic plan, preparation and implementation among the school community	Strongly disagree	1	.5	5	9.8
	Disagree			8	15.7
	Undecided	88	47.3	12	23.5
	Agree	52	28.0	11	21.6
	Strongly Agree	45	24.2	15	29.4
	Total	186	100.0	51	100
Shortage of material and financial resources	Strongly Disagree			4	7.8
	Disagree			18	35.3
	Undecided	79	42.5	14	27.5
	Agree	107	57.5	12	23.5
	Strongly Agree			3	5.9
	Total	186	100.0	51	100
Absence of collaboration among stakeholders	Strongly disagree			1	2
	Disagree	60	32.3	14	27.5
	Undecided	79	42.5	16	31.4
	Agree	47	25.3	14	27.5
	Strongly Agree			6	11.8
	Total	186	100.0	51	100
Absence of self-evaluation at the end of each academic year	Strongly disagree	59	31.7	5	9.8
	Disagree	2	1.1	9	17.6
	Undecided	29	15.6	12	23.5
	Agree	96	51.6	16	31.4
	Strongly Agree			9	17.6
	Total	186	100.0	51	100
High turnover of principals	Strongly disagree	73	39.2	10	19.6
	Disagree	1	.5	10	19.6
	Undecided	17	9.1	16	31.4
	Agree	94	50.5	10	19.6
	Strongly Agree	1	.5	5	9.8
	Total	186	100.0	51	100
High turnover of teachers	Strongly disagree	1	.5	8	15.7
	Disagree	1	.5	11	21.6
	Undecided	110	59.1	12	23.5
	Agree	73	39.2	11	21.6
	Strongly Agree	1	.5	9	17.6
	Total	186	100.0	51	100
Teachers resistance to the program	Strongly disagree	88	47.3	4	7.8
	Disagree	2	1.1	2	3.9
	Undecided	50	26.9	14	27.5

	Agree	3	1.6	17	33.3
	Strongly Agree	43	23.1	14	27.5
	Total	186	100.0	51	100
The lack of professional support from woreda education office	Strongly disagree	2	1.1	2	3.9
	Disagree			6	11.8
	Undecided	49	26.3	13	25.5
	Agree	3	1.6	11	21.6
	Strongly Agree	132	71.0	19	37.3
	Total	186	100.0	51	100
The lack of professional support from sub city education office	Strongly disagree	45	24.2	2	3.9
	Disagree			3	15.9
	Undecided	137	73.7	16	31.4
	Agree	3	1.6	16	31.4
	Strongly Agree	1	.5	14	27.5
	Total	186	100.0	51	100
Woreda and sub city are not leading schools strategically	Strongly disagree	3	1.6	7	13.7
	Disagree			13	25.5
	Undecided	136	73.1	4	7.8
	Agree	46	24.7	20	39.2
	Strongly Agree	1	.5	7	13.7
	Total	186	100.0	51	100
Most of the students in school are not visionary	Strongly disagree	1	.5		
	Disagree	88	47.3	14	27.5
	Undecided	3	1.6	14	27.5
	Agree	93	50.0	12	23.5
	Strongly Agree	1	.5	11	21.6
	Total	186	100.0	51	100
Shortage of salary and un conducive work environment of schools	Strongly Agree			5	9.8
	Disagree			10	19.6
	Undecided	3	1.6	12	23.5
	Agree	181	97.3	8	15.7
	Strongly Agree	2	1.1	16	31.4
	Total	186	100.0	51	100
Lack of skilled man power in strategic plan preparation and implementation	Strongly Disagree				
	Disagree	1	.5	13	25.5
	Undecided	80	43.0	14	27.5
	Agree	104	55.9	14	27.5
	Strongly Agree	1	.5	10	19.6
	Total	186	100.0	51	100
Lack of adequate training for stakeholders	Strongly Disagree			1	2
	Disagree	2	1.1	17	33.3
	Undecided			8	15.7
	Agree	183	98.4	14	27.5
	Strongly Agree	1	.5	11	21.6
	Total	186	100.0	51	100

Inability of the school leadership to coordinate efforts for the strategic plan implementation	Strongly disagree	89	47.8	5	9.8
	Disagree			9	17.6
	Undecided	49	26.3	7	13.7
	Agree	48	25.8	22	43.1
	Strongly Agree			8	15.7
	Total	186	100.0	51	100
Low stakeholders involvement in the strategic plan implementation	Strongly disagree	1	.5	6	11.8
	Disagree			10	19.6
	Undecided	2	1.1	3	5.9
	Agree	122	65.6	24	47.1
	Strongly Agree	61	32.8	8	15.7
	Total	186	100.0	51	100
Limitation of follow up and supervision on the implementation of strategic plan	Strongly disagree	2	1.1	1	2
	Disagree	2	1.1	10	19.6
	Undecided			10	19.6
	Agree	94	50.5	18	35.3
	Strongly Agree	88	47.3	12	23.5
	Total	186	100.0	51	100
Limitation of technical support and facilitating of supervisor in school strategic plan preparation and implementation	Strongly disagree	2	1.1	7	13.7
	Disagree	1	.5	3	5.9
	Undecided	136	73.1	12	23.5
	Agree	47	25.3	19	37.3
	Strongly Agree			10	19.6
	Total	186	100.0	51	100

Table 11 depicted that challenges/problems encountered during school strategic plan implementation. To assess the challenges or problems hypothetical items/statements were designed and the result from the field survey presented as follows.

The first statement was “lack of awareness about strategic plan preparation and implementation among the school community.” Against to this statement, 88 (47.3%) of teacher respondents said undecided whereas 15 (29.4%) of principals, heads, team leaders and supervisors said strongly agree. This implies that lack of awareness about strategic plan preparation and implementation among the school community were not challenged or problem encountered during school strategic plan implementation. Similarly, all PSTA, SC and SIC chairperson interview respondents described that, lack of awareness of stakeholders were main problem in strategic plan preparation and implementation process. Therefore, the investigator concludes that, lack of awareness of stakeholders were main problem in strategic plan preparation and implementation process.

The second statement was “shortage of materials and financial resources”. In this regards, 107 (57.5%) of teacher respondents said agree whereas 18 (35.3%) of principals, heads, team leaders and supervisors said disagree. This implies that shortage of materials and financial resources were as a challenge to implement strategic plan. However, all PSTA chairperson respondents, SC chairperson respondents and SIC chairpersons interview participants were explained that, shortage of material and financial resources were challenges to prepare and implement strategic plan. Moreover, documents indicated that, financial and basic laboratory, library and office materials of most of selected schools were main challenges. Therefore, the investigator concludes that, material and financial resources were challenges to prepare and implement strategic plan

The third statement was “absence of collaboration among stakeholders”. In this regards, 79 (42.5%) of teacher respondents said undecided whereas 16 (31.4%) of principals, heads, team leaders and supervisors said undecided. This implies that lack of collaboration among stakeholders was not challenged or problem encountered during strategic plan implementation. However, A1, A2, A4, and A7 chairperson respondents, B4, B6, B7 and B9 chairperson respondents and C2, C3, C5 and C9 chairpersons interview participants were described that, lack of collaboration and co-operation of stakeholders were challenges during strategic plan. Therefore, the investigator concludes that, collaboration and co-operation of stakeholders were challenges during strategic plan implementation.

The fourth statement was “absence of self-evaluation at the end of each academic year”. In this regards, 96 (51.6%) of teacher respondents and 16 (31.4%) of principals, heads, team leaders and supervisors said agree. This implies that absence of self-evaluation at the end of each academic year was not challenged or problem encountered during strategic plan implementation. Moreover, documents showed that, there were no evidence based self-evaluation program of schools at the end of each academic years. Therefore, the investigator concludes that, not conducting evidence based self-evaluation of schools at the end of each academic year were a basic problem during strategic plan implementation.

The fifth statement was “high turnover of principals”. In this regards, 94 (50.5%) of teacher respondents said agree whereas 16 (31.4%) of principals, heads, team leaders and supervisors said undecided. This implies that high turnover of principals was not challenged or problem encountered during strategic plan implementation. Supporting this idea, most of managers have lack of knowledge and understanding on planning and cascading the operational plans to lower managers and executive properly (forojolla, 1993). Similarly, all PSTA chairperson respondents, SC chairperson respondents and SIC chairpersons interview respondents were explained that, lack of commitment of principals, and leading of stakeholders was a challenge during strategic plan implementation. Therefore, the investigator concludes that, lack of commitment of principals, and leading of stakeholders was a challenge during strategic plan implementation.

The sixth statement was “high turnover of teachers”. In this regards, 110 (59.1%) of teacher respondents said undecided and 12 (23.5%) of principals, heads, team leaders and supervisors said undecided. This implies that high turnover of teachers was not challenged or problem encountered during strategic plan implementation. The seventh statement was “teachers’ resistance to the program”. In this regards, 88 (47.3%) of teacher respondents said strongly disagree whereas 17 (33.3%) of principals, heads, team leaders and supervisors said agree. This implies that teachers’ resistance to the program was not challenged or problem encountered during strategic plan implementation. However, all PSTA chairperson respondents, SC chairperson respondents and SIC chairpersons interview respondents were described that, lack of teamwork of stakeholders were a problem during strategic plan implementation. Therefore, the investigator concludes that, lack of teamwork of stakeholders was a problem during strategic plan implementation.

The eighth statement was “lack of professional support from education offices”. In relating to this, 132 (71.0%) of teacher respondents said strongly agree and 19 (37.3%) of principals, heads, team leaders and supervisors said strongly agree. This implies that lack of professional support from education offices were not challenge or problem encountered during strategic plan implementation. The ninth statement was “lack of professional support from sub city education office”. In relating to this, 137 (73.7%) of teacher respondents said undecided and 16 (31.4%) of principals, heads, team leaders and supervisors said undecided. This implies

that lack of professional support from sub city education offices were not challenge or problem encountered during strategic plan implementation.

The tenth statement was “woreda and sub city education offices are not leading schools strategically”. Relating to this, 136 (73.1%) of teacher respondents said undecided whereas 20 (39.2%) of principals, heads, team leaders and supervisors said agree. This implies that woreda and sub city education office are not leading schools strategically were not challenge or problem encountered during strategic plan implementation. But, A2, A4, A5 and A7 chairperson respondents, B1, B3, B4, B7 and B9 chairperson respondents and C5, C6, C8 and C9 chairperson interview respondents were explained that, lack professional and lack financial support of woreda and sub city educational offices were a problem during strategic plan preparation and implementation. Therefore, the investigator concludes that, lack professional and lack financial support of woreda and sub city educational offices were a problem during strategic plan implementation.

The eleventh statement was “most of the students in the school are not visionary”. In this regards, 93 (50.0%) of teacher respondents said agree whereas 14 (27.5%) of principals, heads, team leaders and supervisors said disagree. This implies that whether students were visionary or not; was not a challenge or problem during strategic plan implementation. The twelfth statement was “shortage of salary and conducive work environment of schools”. In this regards, 181 (97.3%) of teacher respondents said agree whereas 16 (31.4%) of principals, heads, team leaders and supervisors said strongly agree. This implies that shortage of salary and conducive work environment of schools were not a challenge or problem during strategic plan implementation. However, A1, A4, A5 and A7 chairperson respondents, B1, B3, B6, and B9 chairperson respondents and C3, C5, and C6 chairpersons interview respondents were described that, lack conducive work environment of schools were a problem during strategic plan implementation. Therefore, the investigator concludes that, lack conducive work environment of schools were a problem during strategic plan implementation.

The thirteenth statement was “lack of skilled man power in strategic plan preparation and implementation”. In this regards, 104 (55.9%) of teacher respondents said agree while 14 (27.5%) of principals, heads, team leaders and supervisors said undecided. This implies that lack of skilled manpower in strategic plan preparation and implementation was not the challenge or problem encountered during strategic plan implementation. The fourteenth

statement was “lack of adequate training for stakeholders”. In this regards, 183 (98.4%) of teacher respondents said agree while 17 (33.3%) of principals, heads, team leaders and supervisors said disagree. This implies that lack of adequate training for stakeholders were not the challenge or problem encountered during strategic plan implementation. The fifteenth statement was “Inability of school leaders to coordinate efforts for strategic plan implementation”. In this regards, 89 (47.8%) of teacher respondents said strongly disagree while 22 (43.1%) of principals, heads, team leaders and supervisors said agree. This implies that inability of school leaders to coordinate efforts for strategic plan implementation were not the challenge or problem encountered during strategic plan implementation. The sixteenth statement was “Low stakeholders’ involvement in the strategic plan implementation”. In this regards, 122 (65.6%) of teacher respondents and 24 (47.1%) of principals, heads, team leaders and supervisors said agree. This implies that low stakeholders’ involvement in the strategic plan implementation were not the challenge or problem encountered during strategic plan implementation.

As Yeshihareg, (1996) states that many plans fail because peoples are not commuted carefully design them. Pressure of other work can also be the factor since planning is a mental activity. Focusing on routine activities or planners faced with day-to-day decision, people may tend to give planning lower priority. Similarly, all PSTA chairperson respondents, SC chairperson respondents and SIC chairpersons interview respondents were explained that, lack of skilled man power, lack of stakeholders’ involvement in implementation and self-evaluation, lack of commitment of school leaders, lack of technology, lack of understanding how to design: vision, mission, goals and objectives of the school. Moreover, documents showed that, in some of the selected primary and secondary schools; the strategic plan documents were prepared, but it was not implemented by the involvement of all stakeholders’ participation, there was no implementation action plan for the operation plan of implementation.

In general, the investigator concludes that, lack of skilled manpower, lack of stakeholders’ involvement in implementation and self-evaluation, lack of commitment of school leaders, lack of technology, lack of understanding how to design: vision, mission, goals and objectives of the school were challenges encountered during strategic plan implementation. The seventeenth statement was “Limitation of follow up and supervision on the

implementation of strategic plan”. In this regards, 94 (50.5%) of teacher respondents said agree and 18 (35.3%) of principals, heads, team leaders and supervisors said agree. This implies that limitation of follow up and supervision on the implementation of strategic plan were not the challenge or problem encountered during strategic plan implementation.

The eighteenth statement was “Limitation of technical support and facilitating of supervisors in school strategic plan preparation and implementation”. In this regards, 136 (73.1%) of teacher respondents said undecided while 19 (37.3%) of principals, heads, team leaders and supervisors said agree. This implies that limitation of technical support and facilitating of supervisors in school strategic plan preparation and implementation was not the challenge or problem encountered during strategic plan implementation. But, all A1, A2, A4, A5, A7 and A8 parent, student and teacher association chairperson respondents, B1, B3, B4, B6, B7 and B9 student council chairperson respondents and C2, C3, C5, C6, C8 and C9 school improvement committee chairperson interview respondents were explained that, lack preparing of checklist and timely monitoring and evaluation techniques, lack of encouragement of well performed leaders and other stakeholders. Moreover, documents showed that, no regular review meetings programs, no timetable of monitoring and evaluation of strategic plan implementation, success were not celebrated according to the implementation of the strategic plan, no regular support and giving award for best-performed schools by woreda and sub-city offices based on their strategic plan implementation were challenges.

Questionnaire respondents and interview respondents were suggested that, school leaders, leaders and experts at all educational level should; give attention for awareness of stakeholders, participate and lead them in all plan development and implementation of strategic plan process, Conduct annual, quarter and monthly monitoring and evaluation. Conduct self-evaluation at each academic year and discuss with all stakeholders to develop ownership for solving the weakness of the school problems. Additionally, develop teamwork, workforce and collaboration of stakeholders for effective plan implementation. Therefore, based on the information obtained from questionnaire respondents, interviewee and document analysis, the researcher conclude that, lack of preparing of checklist and timely monitoring and evaluation techniques, lack of encouragement of well performed leaders and other stakeholders, no regular review meetings programs, no timetable of monitoring and evaluation of strategic plan implementation, success were not celebrated according to the

implementation of the strategic plan, no regular support and giving award for best performed schools by woreda and sub-city offices based on their strategic plan implementation in selected primary and secondary schools were challenges faced during strategic plan implementation in Bole sub city Addis Ababa city administration.

Generally, according to Lerner, (1999) strategic plan implementation is a collective effort of different parties. As Cunningham, (2012) suggested broad members, superintendents and assistant superintendents need to develop strategic plan using the input and perspective provided by all interested parties. The plan implementation will not be commencing without workforce, having motivated and understood workers will ensure successful implementation moving from planning to implementation is difficult for many organizations. This may have several reasons according to scholars some of them are stakeholders' participation, organizational factor, improper management of resources, resources limitation, and lack of monitoring and evaluation of strategic plan development and implementation process.

Therefore, as information obtained from questionnaire respondents, interview participants and document analysis, the investigator can be concluded that, lack of awareness, lack of team work, lack of collaboration and co-operation of stakeholders, shortage of material and financial resources, lack conducive work environment, lack of commitment of principals, and leading of stakeholders, lack of conducting evidence based self-evaluation program of schools at the end of each academic years, lack of technology, lack of understanding how to design: vision, mission, goals and objectives of the schools, lack preparing of checklist and timely monitoring and evaluation techniques, lack of timetable of monitoring and evaluation of strategic plan implementation, lack of regular review meetings programs, lack professional and lack financial support of woreda and sub city educational offices, lack of encouragement of well performed leaders and other stakeholders, lack of regular support and giving award for best performed schools by woreda and sub-city offices based on their strategic plan implementation were challenges faced during strategic plan implementation in Bole sub city Addis Ababa city administration.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter of the study deals with summary, conclusion and recommendation of the study. It provides brief discussion of the issue under the study.

5.1. Summary

The collected data and responses were analyzed and interpretation was made using statistical methods in chapter four. After the analysis and interpretation of the data was completed, the main findings of the study were summarized as followed. The findings indicated that strategic plan was not implemented as expected and actually, there was a big difference between the plan and its implementation in practice. Therefore, the purpose of the study was to assessing the preparation and implementation of strategic plan in selected primary and secondary schools of Bole Sub-city Addis Ababa City Administration, and recommending the possible solutions.

1. What is the level of awareness that stakeholders (teachers, Principals, parents, supervisors, students and others stakeholders) have on strategic plan and its implementation in primary and secondary schools?
2. To what extent does strategic plan implementation practice in Bole sub city primary and secondary government schools involved necessary stakeholders?
3. To what extent the primary and secondary government schools in Bole sub city are implementing their schools strategic plan.
4. To what extent primary and secondary government schools were monitoring, evaluation and revising their strategic plan.
5. What are the major challenges encountered in implementation of strategic plan in primary and secondary government schools of Bole sub city?

According to the result of data analysis, the following major findings were identified and summarized as follows:

1. What is the level of awareness that stakeholders (teachers, Principals, parents, supervisors, students and others stakeholders) have on strategic plan and its implementation in primary and secondary schools?

Regarding to training and awareness of strategic plan development and implementation; Teachers did not received training on strategic plan while principals, heads, team leaders and supervisors did received training on strategic plan. The respondents were not sure that adequate training on strategic plan and implementation was given or no to all school community.

2. To what extent does strategic plan implementation practice in Bole sub city primary and secondary government schools involved necessary stakeholders?

Regarding to the involvement of Stakeholders in Strategic Plan Preparation and implementation the finding of the study summarized as follows. The School strategic plan preparation and implementation process does not involve all stakeholders. Workers were not actively engaged in working process in light of the objectives of strategic plan.

There was no a strong team work among stakeholders to implement the strategic plan. Parents were not actively involved in preparation of strategic plan. The implementation of strategic plan was not collaborative and participative. Stakeholders were not participated in the self-evaluation program on the school. Strategic plan was not prepared in the right procedures and standardized ways. Respondents were not quite sure that the strategic plan was implemented based on adequate evidence and relevant data. The school operational and other plans were not sourcing from the school strategic plan. The strategic plan was not well communicating to school community (teachers, supportive staff, students and parents). The school's principal alone did not implement the school strategic plan. The school supervisor did not contribute a lot in facilitating the preparation and implementation of strategic plan. Strategic plan was not well communicating to teachers. The school improvement committees were not contributing a lot in coordinating monitoring and evaluation of the implementation of strategic plan. Parents, together with local community were not actively involved in creating conducive school environment. Stakeholders were not involved in self-evaluation in which the school conducted at the end of each academic year. Sub city education office and Woreda education offices were not giving professional and financial support to the school in order to encourage the

strategic plan preparation and implementation. The school strategic plan and other plans were not sources from the woreda or sub city strategic plan.

3. To what extent the primary and secondary government schools in Bole sub city are implementing their schools strategic plan.

Regarding to the extent of Strategic Plan Implementation the pointed out that the schools were no good management of resources during the strategic plan implementation. The performance of strategic plan was less than what was planned. Each activity in the operational and other action plans were not achieved well. The schools were not allocated appropriate budget for the school strategic plan implementation process. Allocated budgets were not used effectively for preparation and implementation of strategic, operational, and other plans of the school. There was no a regular meeting though which discussion was made on how well the school was implementing the action plan. There was no clear link between strategic plan and the operational plan. The schools were not communicated the strategic plan implementation progress with all stakeholders. School leaders were not commuted to build capacity of its staff for the success of the strategic plan implementation. The schools were not making available every necessary resource at the process of strategic plan implementation. Not all necessary resources were allocated at the time of strategic plan implementation even the available resources were not used wisely for strategic plan implementation. The schools were not gain different kind of support from different voluntary agencies. The schools were not meeting the goal of students' result based on their strategic plan implementation. Best-performed schools in strategic plan implementation was not celebrated and awarded by woreda or sub city education offices.

4. To what extent primary and secondary government schools were monitoring, evaluation and revising their strategic plan.

Regarding to monitoring and evaluation of the Strategic Plan the finding of the study pointed out that, the school was no timetable of monitoring and evaluation of the strategic plan implementation. The school strategic planning was not revising based on implementing progress. The school was not taking timely correction for the monitoring and evaluating of feedback. The strategic plan was not implementing in its order of priority, as the school was set of benchmarks to measure its implementation. The school was not discussing on strategic plan implementation reports for the stakeholders and takes timely corrective actions for problems. The school did not celebrate the success and gave

awards for the stakeholders who had good contribution for the implementation of the strategic plan. There was no lack of using best assessment techniques of monitoring and evaluating of strategic plan implementation. They did not always use the steps of monitoring and evaluation effectively. Schools' strategic plans were not monitoring and evaluating their strategic plan by woreda and sub city education offices strategically and regularly.

5. What are the major challenges encountered in implementation of strategic plan in primary and secondary government schools of Bole sub city?

Regarding to Challenges/Problems Encountered during School Strategic Plan Implementation indicated that,

shortage of materials and financial resources, absence of collaboration among stakeholders, absence of self-evaluation at the end of each academic year, high turnover of principals, high turnover of teachers, teachers' resistance to the program. Lack of professional support from woreda education offices, lack of professional support from sub city education office, Woreda and sub city education offices were not leading schools strategically. Whether the students were visionary or not, shortage of salary and conducive work environment of schools, lack of skilled man power in strategic plan preparation and implementation. lack of adequate training for stakeholders, inability of school leaders to coordinate efforts for strategic plan implementation, low stakeholders' involvement, limitation of follow up and technical support, and facilitating of supervisors in the strategic plan implementation were not the challenges or problems encountered during strategic plan implementation. However, the response from interviewed respondents and documents showed that, lack of awareness of stakeholders, shortage of material and financial resources. Lack of collaboration and teamwork of stakeholders. Lack of commitment of principals, and leading of stakeholders. Lack of professional and lack financial support of woreda and sub city educational offices. Lack of conducive work environment of schools, lack of skilled manpower, lack of stakeholders' involvement in implementation and self-evaluation. Lack of commitment of school leaders, lack of technology, lack of understanding how to design; vision, mission, goals and objectives of the schools. Lack of preparing of checklist and timely monitoring and evaluation techniques, lack of encouragement of well-performed leaders and other stakeholders, lack of scheduled regular review meetings programs were main challenges encountered in implementing strategic plan.

5.2. Conclusion

To conduct the study appropriate research method, sampling techniques and instruments were used. Accordingly, in this research both quantitative and qualitative research approaches and descriptive survey design was employed. Questionnaires were prepared and distributed to teachers, principals, vice principals, woreda and sub city; heads, team leaders and supervisors. Additionally, interview was conducted with PSTA, SIC and Student council chairpersons of each sample schools to obtain qualitative data, which was, used supplement to the quantitative data analysis. Document reviews was also used to strength and enrich the data obtained from the Questionnaires and interviews. There is no doubt that successful school strategic plan implementation is related to systematically planning, monitoring and evaluation process which enable to increase students' achievement. Hence, the key stakeholders (teachers, students and parents) should also be encouraged to have active participation in school planning and implementation by continuously aware them.

Therefore, based on the findings of the study the following conclusions were drawn:

The findings from the study established that primary and secondary schools related factors that affect the success of strategic plan implementation. From the summary of research findings on the factors constraining the success of school strategies, it can be concluding that, inadequate training and awareness on strategic plan development and its implementation process. School leaders were not design: clear vision, mission and goals of their respected schools related to the local, regional and national context. Stakeholders were not actively involved in strategic plan preparation and implementation. lack of collaboration and actively participating of stakeholders, resources in schools were not managed and utilized properly, lack of scheduled regular meeting minutes, strategic plan was not monitored and evaluated by the school periodically, lack of scheduled timetable of monitoring and evaluation, stakeholders were not discussed on their school strategic plan implementation reports and taken timely correction for problems, lack of conducting evidence based self-evaluation at the end of each academic year, to implement the strategic plan was some major constraints. Since without the people to work towards an organization's vision and mission: it is not possible to succeed in strategy implementation even if the budgetary allocation and other resources are sufficient. It is also safe to conclude that for schools' strategies to succeed; the vision should be very clear to the implementers. Without this aspect, it will be almost impossible to take the

institution towards the attainment of its goals and objectives. The implementers should however own the whole process and not take it as if they are just working for the government. At the same time, for the schools' strategies to succeed, the vision must be clearly communicating to all the stakeholders. Budgetary allocation should also be sufficient to cover the costs of implementation.

Since the strategic plan preparation and implementation practical activities was extremely far apart from the guidelines of school improvement program. There are various challenges that hinder the effective implementation of school strategic plan in schools. Some of these are lack of awareness of stakeholders, lack of material and financial resources. Lack of collaboration of stakeholders. Lack of conducting evidence based self-evaluation of schools at the end of each academic year. lack of commitment of principals, and leading of stakeholders, lack of team work of stakeholders, lack of professional and lack financial support of woreda and sub city educational offices, lack of conducive work environment of schools, lack of skilled man power, lack of technology, Lack of understanding how to design: vision, mission, goals and objectives of the school. Lack of preparation and implementation of checklists during strategic plan implementation. Lack of planned and well organized monitoring, and evaluation techniques. Lack of regular review meetings programs, success was not celebrated according to the implementation of the strategic plan, lack of regular support and giving award for best-performed schools by woreda and sub-city offices based on their strategic plan implementation were factors and challenges of the selected schools. Furthermore, to reduce the factors and challenges posed by technology and technical experts, the technological and technical knowhow of all the stakeholders should be; emphasized in order to minimize the chances of resistance from employees and any interested party in the schools' plan implementation.

Generally, it is possible to conclude that, school strategic plan implementation was inadequately implementing and students' academic achievement was insufficiently improving in selected primary and secondary schools of Bole Sub City Addis Ababa city administration.

5.3. Recommendations

Based on the finding of the study the investigator recommends the following:

The study makes specific recommendations guided by the objectives of the study and which are workable and tentative in nature if implemented by the stakeholders as identified in the study. The following recommendations are therefore crucial.

First, before trying to implement any strategy, Bole sub city education office, Woreda education offices, Schools leaders should: organize training and awareness on how to prepare and implement strategic plan and put a lot of emphasis on development of its human resources. This will enhance the adoption of any planned change in the institution.

Secondly, leaders in Bole sub city education office, Woreda education offices, Schools leaders should: scan or carry out a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and identify strategic issues affecting the schools by allowing participation, collaboration and cooperation of all the stakeholders in the process of school strategic preparation and implementation. This will make them understand where they are, challenges facing them, opportunities available to them and hence minimize on their weaknesses and capitalize on their strengths thus contributing to strategy implementation success.

Thirdly, Addis Ababa education bureau, Bole sub city and Woreda education offices should: increase its allocation of budget to schools and monitoring and follow up need to be conducted to reduce the problem of budgetary constraints and utilization impeding strategic preparation and implementation in the schools.

Fourthly, Addis Ababa education bureau, Bole sub city education office and Woreda education offices should: show give due attention the educational policy, the curriculum, the educational packages and other rules, regulation and guidelines of education of the country in the preparation of school strategic plan and prepare well prepared strategic plan templates.

Fifthly, Addis Ababa education bureau, Bole sub city and Woreda education offices should: organize and train strategic plan preparation and implementation technical support team. Moreover, assign strategic plan experts in all level of educational offices including school

level to guide and lead schools to prepared and implemented in the right procedures and standardized ways based on an adequate evidence and relevant data.

Sixthly, leaders and experts in all educational level should; conduct action research, developing the Strategic Plan and developing the Implementation Plan to effective strategic planning provides a three- to five-year framework for decision making that build upon the common vision and values held by the community.

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Appendix-A
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by primary and Secondary School Principals

Dear respondent,

This study is concerned with assessing the current trend on implementation of strategic plan in Bole Sub City Addis Ababa city Administration Primary and Secondary Governmental Schools. Considering that you are one of the person in finding the solution to the problems on implementing the strategic plan of schools, thus you are chosen with the intent that your accurate responses to the questions is the principal resource to examine the current practices. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential. Therefore, you are kindly requested to give your answers honestly.

With Regards

Note:

- No need of writing your name.
- Make a tick mark () on the (box) space provided to show your responses.
- If you change your response, please cancel the former/previous/ one.

Thank you in advance for your cooperation

Part I

1. Personal Information

Instruction I: Please tick or put ‘√’ mark in the box for the information that best expresses you.

1. Name of school _____

2. Sex Male Female

3. Age 20-25 26-30 31-35 36-40 41 and above

4. Qualification: Diploma BA/BED/BSC MA/MED/MSC any other__

5. Years of service 1-5 6-10 11-15 16 and above

6. Work experience as a principal _____ years

7. Area of your specialization: Educational leadership

Natural science (subject) _____

Social science (subject) _____

Language (subject) _____

Others _____

Part II

2. Awareness of Stakeholders on Strategic plan preparation and implementation

Instruction II: The following are statements about the awareness of stakeholders on strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

1. Did you receive any training on Strategic plan?

Yes No

2. If your answer in Question number 1 is yes, did you get adequate awareness on Strategic plan from the training?

Yes No

3. Did you give training on Strategic plan to all the stakeholders? Circle your answer

- a. teachers, parents
- b. school improvement committee
- c. members of student council
- d. PTA members

4. Which stakeholders failed to participate in the training?

No	Items	Scales				
		5	4	3	2	1
5	Adequate training on strategic plan and implementation was given to all school community					
6	Students have adequate understanding of their responsibilities in Strategic plan					
7	The school has assured the staff readiness before the beginning of the strategic plan.					
8	The school leaders had set clear goals, vision and mission in light of Strategic plan.					

Part III

3. The involvement of Stakeholders on Strategic plan preparation and implementation

3a. The Involvement of Stakeholders in strategic plan preparation

Instruction III: The following are statements about the involvement of stakeholders in preparation of strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	Workers were actively involved in preparation of the Strategic plan.					
2	Teachers were actively involved in preparation of the Strategic plan.					
3	Parents were actively involved in preparation of strategic plan.					
4	Stakeholders participated in the self-evaluation programme on the school.					
5	The school strategic plan is prepared in the right procedures and standardized ways					
6	The school operational and other plans sourced from the school strategic plan					
7	The strategic plan was well communicated to school community (teachers, supportive staff, students, parents)					
8	The school supervisor contributed a lot in facilitating the preparation of strategic plan.					
9	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
10	Teachers are involved in self-evaluation which the school conducted on the implementation of the programme					
11	Woreda education offices have given professional and financial support to the school in order to encourage the preparation of the plan.					
12	Sub city education offices have given professional and financial support to the school in order to encourage the preparation of the plan.					
13	School strategic plan and other plans are sourced from the woreda or sub city strategic plan					

Part III

3b. Involvement of Stakeholders in Implementing of the Strategic plan

Instruction IV: The following are statements about the involvement of stakeholders in implementing the strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	The school strategic plan implementation process involve all stakeholders					
2	Workers were actively engaged in working process in light of the objective of strategic plan.					
3	There is a strong teamwork among stakeholders to implement the strategic plan.					
4	The Implementation of strategic plan is collaborative and participative					
5	The school’s strategic plan is implemented by the school’s principal alone					
6	The school supervisor contributed a lot in facilitating the implementation of strategic plan.					
7	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of strategic plan.					
8	The strategic plan implementation process is known by all stakeholders					
9	The school strategic plan is implement in the right procedures and standardized ways					
10	The strategic plan is implemented based on the adequate evidences and relevant data					
11	Parents, together with local community were actively involved in creating conducive school environment.					
12	Woreda education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					
13	Sub city education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					

Part IV.

3. The extent of Strategic Plan Implementation

Instruction V: Below are items to assess the degree of strategic plan implementation in your school. Hence, please rank your level of agreement or disagreement by putting ‘√’ mark in the space provided. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has good management of resources					
2	The performance of strategic plan is less than what was planned					
3	Each activity in the operational and other action plan is achieved well					
4	The school allocate appropriate budget for the school Strategic plan implementation process					
5	Allocated budgets are used effectively for preparation and implementation of strategic, operational, and other plans of the school					
6	There is a regular meeting through which discussion is made on how well the school is implementing the action plan					
7	There is clear link between strategic plan and the operational plan					
8	The school communicates the strategic plan implementation progress with all stakeholders					
9	The school is committed to build capacity of its staff for the success of school strategic plan implementation					
10	The school make available every necessary resource at the process					
11	All necessary resources are allocated at the time of strategic plan implementation					
12	Resources are used wisely for strategic plan implementation					
13	The school gain different kind of support from different voluntary agencies					
14	The school was meet the goal of students results based on his strategic plan					
15	Best performed Schools in strategic plan implementation are celebrated and awarded by woreda or sub city					

Part V

5. Monitoring and Evaluation of the Strategic Plan

Instruction VI: The following items are concerned with strategic plan monitoring and evaluation. Rank your level of agreement or disagreement by marking ‘√’ in the space provided how the strategic plan monitoring and evaluation system implement during the strategic plan implementation in your school. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has timetable of monitoring and evaluation					
2	The school strategic planning revise on the basis of implementing progress					
3	The school takes timely correction for the monitoring and evaluation feedbacks					
4	The strategic plan is implementing in its order of priority as the school is set benchmarks to measure its implementation					
5	The school discuss on strategic plan implementation reports for stake holders and take timely corrective actions for problems					
6	The school celebrate the success and give awards for the stakeholders who had best contribution for the implementation of the strategic plan					
7	Lack of using best assessment techniques					
8	The school always use the steps of monitoring and evaluation effectively					
9	Schools are monitoring and evaluating their strategic plan by woreda or sub city Education office strategically and regularly					

10. Explain the monitoring and evaluating techniques in your school. _____

11. Explain the best techniques of monitoring and evaluation of strategic plan implementation.

Part VI

6. Challenges/Problems Encountered during School Strategic Plan Implementation

Instruction VII: The following items are designed to assess the challenges may face in your school during strategic plan implementation. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strong agree= 5, Agree= 4, Undecided= 3, Disagree=2, Strongly disagree= 1

No	Items	Scales				
		5	4	3	2	1
1	Lack of awareness about the strategic plan, preparation and implementation among the school community					
2	Shortage of material and financial resources					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
5	High turnover of principals					
6	High turnover of teachers					
7	Teachers resistance to the program					
8	The lack of professional support from woreda education office					
9	The lack of professional support from sub city education office					
10	Woreda and sub city are not leading schools strategically					
11	Most of the students in school are not visionary					
12	Shortage of salary and un conducive work environment					
13	Lack of skilled man power in strategic plan preparation and implementation					
14	Lack of adequate training for stakeholders					
15	Inability of the school leadership to coordinate efforts					
16	Low stakeholders involvement in the strategic plan implementation					
17	Limitation of follow up and supervision					
18	Limitation of technical support and facilitating of supervisor in school					

19. Please write the major problems faced during the implementation of strategic plan_____

20. What do you think about the solutions for the problems you observed?_____

Thank you

Appendix-B
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by primary and Secondary School Teachers

Dear respondent,

This study is concerned with assessing the current trend on implementation of strategic plan in Bole Sub City Addis Ababa city Administration Primary and Secondary Governmental Schools. Considering that you are one of the person in finding the solution to the problems on implementing the strategic plan of schools, thus you are chosen with the intent that your accurate responses to the questions is the principal resource to examine the current practices. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential. Therefore, you are kindly requested to give your answers honestly.

With Regards

Note:

- No need of writing your name.
- Make a tick mark () on the (box) space provided to show your responses.
- If you change your response, please cancel the former/previous/ one.

Thank you in advance for your cooperation

Part I

1. Personal Information

Instruction I: Please tick or put '√' mark in the box for the information that best expresses you.

1. Name of school _____

2. Sex Male Female

3. Age 20-25 26-30 31-35 36-40 41 and above

4. Qualification: Diploma BA/BED/BSC MA/MED/MSC any other_

5. Years of service 1-5 6-10 11-15 16 and above

6. Area of your specialization: natural science (subject) _____

Social science (subject) _____

Language (subject) _____

Others _____

Part II

2. Awareness of Stakeholders on Strategic plan preparation and implementation

Instruction II: The following are statements about the awareness of stakeholders on strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

1. Did you receive any training on Strategic plan?

Yes No

2. If your answer in Question number 1 is yes, did you get adequate awareness on Strategic plan from the training?

Yes No

N o	Items	Scales				
		5	4	3	2	1
3	Adequate training on strategic plan and implementation was given to all school community					
4	Students have adequate understanding of their responsibilities in Strategic plan					
5	The school has assured the staff readiness before the beginning of the strategic plan.					
6	The school leaders had set clear goals, vision and mission in light of Strategic plan.					
7	Stakeholders have adequate awareness of the objectives of the strategic plan and its implementation processes.					
8	Teachers have adequate awareness of the objectives of the strategic plan and its implementation processes.					
9	The school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation and implementation of Strategic plan.					

Part III

3. The involvement of Stakeholders on Strategic plan preparation and implementation

3a. The Involvement of Stakeholders in strategic plan preparation

Instruction III: The following are statements about the involvement of stakeholders in preparation of strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	Workers were actively involved in preparation of the Strategic plan.					
2	Teachers were actively involved in preparation of the Strategic plan.					
3	Parents were actively involved in preparation of strategic plan.					
4	Stakeholders participated in the self-evaluation programme on the school.					
5	The school strategic plan is prepared in the right procedures and standardized ways					
6	The school operational and other plans sourced from the school strategic plan					
7	The strategic plan was well communicated to school community (teachers, supportive staff, students, parents)					
8	The strategic plan was well communicated to teachers					
9	The school supervisor contributed a lot in facilitating the preparation of strategic plan.					
10	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
11	Teachers are involved in self-evaluation which the school conducted on the implementation of the programme					
12	Woreda education offices have given professional and financial support to the school in order to encourage the preparation of the programme.					
13	Sub city education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					
14	School strategic plan and other plans are sourced from the woreda or sub city strategic plan					

Part III

3b. Involvement of Stakeholders in Implementing of the Strategic plan

Instruction IV: The following are statements about the involvement of stakeholders in implementing the strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	The school strategic plan implementation process involve all stakeholders					
2	Workers were actively engaged in working process in light of the objective of strategic plan.					
3	There is a strong teamwork among stakeholders to implement the strategic plan.					
4	The Implementation of strategic plan is collaborative and participative					
5	The school’s strategic plan is implemented by the school’s principal alone					
6	The school supervisor contributed a lot in facilitating the implementation of strategic plan.					
7	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of strategic plan.					
8	The strategic plan implementation process is known by all stakeholders					
9	The school strategic plan is implemented in the right procedures and standardized ways					
10	The strategic plan is implemented based on the adequate evidences and relevant data					
11	Parents, together with local community were actively involved in creating conducive school environment.					
12	Woreda education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					
13	Sub city education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					

Part IV.

4. The extent of Strategic Plan Implementation

Instruction V: Below are items to assess the degree of strategic plan implementation in your school. Hence, please rank your level of agreement or disagreement by putting ‘√’ mark in the space provided. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has good management of resources during the strategic plan implementation					
2	The performance of strategic plan is less than what was planned					
3	Each activity in the operational and other action plan is achieved well					
4	The school allocate appropriate budget for the school Strategic plan implementation process					
5	Allocated budgets are used effectively for preparation and implementation of strategic, operational, and other plans of the school					
6	There is a regular meeting through which discussion is made on how well the school is implementing the action plan					
7	There is clear link between strategic plan and the operational plan					
8	The school communicates the strategic plan implementation progress with all stakeholders					
9	The school is committed to build capacity of its staff f for the success of school strategic plan implementation					
10	The school make available every necessary resource at the process of strategic plan implementation					
11	All necessary resources are allocated at the time of strategic plan implementation					
12	Resources are used wisely for strategic plan implementation					
13	The school gain different kind of support from different voluntary agencies					
14	The school was meet the goal of students result based on his strategic plan implementation					
15	Best performed Schools in strategic plan implementation are celebrated and awarded by woreda or sub city					

Part V

5. Monitoring and Evaluation of the Strategic Plan

Instruction VI: The following items are concerned with strategic plan monitoring and evaluation. Rank your level of agreement or disagreement by marking ‘√’ in the space provided how the strategic plan monitoring and evaluation system implement during the strategic plan implementation in your school. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has timetable of monitoring and evaluation of the strategic plan implementation					
2	The school strategic planning revise on the basis of implementing progress					
3	The school takes timely correction for the monitoring and evaluation feedbacks					
4	The strategic plan is implementing in its order of priority as the school is set benchmarks to measure its implementation					
5	The school discuss on strategic plan implementation reports for stake holders and take timely corrective actions for problems					
6	The school celebrate the success and give awards for the stakeholders who had best contribution for the implementation of the strategic plan					
7	Lack of using best assessment techniques					
8	The school always use the steps of monitoring and evaluation effectively					
9	Schools are monitoring and evaluating their strategic plan by woreda or sub city Education office strategically and regularly					

10. Explain the monitoring and evaluating techniques of the strategic plan implementation in your school. _____

11. Explain the best techniques of monitoring and evaluation of strategic plan implementation.

Part VI

6. Challenges/Problems Encountered during School Strategic Plan Implementation

The following items are designed to assess the challenges may face your school during strategic plan implementation. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strong agree= 5 Agree= 4 Undecided= 3 Disagree=2 Strongly disagree= 1

No	Items	Scales				
		5	4	3	2	1
1	Lack of awareness about the strategic plan, preparation and implementation among the school community					
2	Shortage of material and financial resources					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
5	High turnover of principals					
6	High turnover of teachers					
7	Teachers resistance to the program					
8	The lack of professional support from woreda education office					
9	The lack of professional support from sub city education office					
10	Woreda and sub city are not leading schools strategically					
11	Most of the students in school are not visionary					
12	Shortage of salary and un conducive work environment of schools					
13	Lack of skilled man power in strategic plan preparation and implementation					
14	Lack of adequate training for stakeholders					
15	Inability of the school leadership to coordinate efforts for the strategic plan implementation					
16	Low stakeholders involvement in the strategic plan implementation					
17	Limitation of follow up and supervision					
18	Limitation of technical support and facilitating of supervisor in school strategic plan preparation and implementation					

19. Please write the major problems faced during the implementation of strategic plan

20. What do you think about the solutions for the problems you observed?

Thank you

Appendix-C
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by Woreda and Sub City Education Office Heads

Dear respondent,

This study is concerned with assessing the current trend on implementation of strategic plan in Bole Sub City Addis Ababa city Administration Primary and Secondary Governmental Schools. Considering that you are one of the person in finding the solution to the problems on implementing the strategic plan of schools, thus you are chosen with the intent that your accurate responses to the questions is the principal resource to examine the current practices. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential. Therefore, you are kindly requested to give your answers honestly.

With Regards

Note:

- No need of writing your name.
- Make a tick mark () on the (box) space provided to show your responses.
- If you change your response, please cancel the former/previous/ one.

Thank you in advance for your cooperation

Part I

1. Personal Information

Instruction I: Please tick or put ‘√’ mark in the box for the information that best expresses you.

- 1. Woreda _____
- 2. Sex Male Female
- 3. Age 20-25 26-30 31-35 36-40 41 and above
- 4. Qualification: Diploma BA/BED/BSC MA/MED/MSC any other _____
- 5. Years of service 1-5 6-10 11-15 16 and above
- 6. Work experience as Education Office Head _____ years
- 7. Area of your specialization: Educational leadership
 - Natural science (subject) _____
 - Social science (subject) _____
 - Language (subject) _____
 - Others _____

Part II

2. Awareness of Stakeholders on Strategic plan preparation and implementation

Instruction II: The following are statements about the awareness of stakeholders on strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

1. Did you receive any training on Strategic plan?

Yes No

2. If your answer in Question number 1 is yes, did you get adequate awareness on Strategic plan from the training?

Yes No

3. Did you give training on Strategic plan to all the stakeholders? Circle your answer

- a. teachers, parents
- b. school improvement committee
- c. members of student council
- d. PTA members

4. Which stakeholders failed to participate in the training?

No	Items	Scales				
		5	4	3	2	1
5	Adequate training on strategic plan and implementation was given to all school community					
6	Students have adequate understanding of their responsibilities in Strategic plan					
7	The school has assured the staff readiness before the beginning of the strategic plan.					
8	The school leaders had set clear goals, vision and mission in light of Strategic plan.					

Part III

3. The involvement of Stakeholders on Strategic plan preparation and implementation

3a. The Involvement of Stakeholders in strategic plan preparation

Instruction III: The following are statements about the involvement of stakeholders in preparation of strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	Workers were actively involved in preparation of the Strategic plan.					
2	Teachers were actively involved in preparation of the Strategic plan.					
3	Parents were actively involved in preparation of strategic plan.					
4	Stakeholders participated in the self-evaluation programme on the school.					
5	The school strategic plan is prepared in the right procedures and standardized ways					
6	The school operational and other plans sourced from the school strategic plan					
7	The strategic plan was well communicated to school community (teachers, supportive staff, students, parents)					
8	The school supervisor contributed a lot in facilitating the preparation of strategic plan.					
9	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
10	Teachers are involved in self-evaluation which the school conducted on the implementation of the programme					
11	Woreda education offices have given professional and financial support to the school in order to encourage the preparation of the program.					
12	Sub city education offices have given professional and financial support to the school in order to encourage the preparation of the program.					
13	School strategic plan and other plans are sourced from the woreda or sub city strategic plan					

Part III

3b. Involvement of Stakeholders in Implementing of the Strategic plan

Instruction IV: The following are statements about the involvement of stakeholders in implementing the strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	The school strategic plan implementation process involve all stakeholders					
2	Workers were actively engaged in working process in light of the objective of strategic plan.					
3	There is a strong teamwork among stakeholders to implement the strategic plan.					
4	The Implementation of strategic plan is collaborative and participative					
5	The school’s strategic plan is implemented by the school’s principal alone					
6	The school supervisor contributed a lot in facilitating the implementation of strategic plan.					
7	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of strategic plan.					
8	The strategic plan implementation process is known by all stakeholders					
9	The school strategic plan is implemented in the right procedures and standardized ways					
10	The strategic plan is implemented based on the adequate evidences and relevant data					
11	Parents, together with local community were actively involved in creating conducive school environment.					
12	Woreda education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					
13	Sub city education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					

Part IV.

4. The extent of Strategic Plan Implementation

Instruction V: Below are items to assess the degree of strategic plan implementation in your school. Hence, please rank your level of agreement or disagreement by putting ‘√’ mark in the space provided. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has good management of resources during the strategic plan implementation					
2	The performance of strategic plan is less than what was planned					
3	Each activity in the operational and other action plan is achieved well					
4	The school allocate appropriate budget for the school Strategic plan implementation process					
5	Allocated budgets are used effectively for preparation and implementation of strategic, operational, and other plans of the school					
6	There is a regular meeting through which discussion is made on how well the school is implementing the action plan					
7	There is clear link between strategic plan and the operational plan					
8	The school communicates the strategic plan implementation progress with all stakeholders					
9	The school is committed to build capacity of its staff f for the success of school strategic plan implementation					
10	The school make available every necessary resource at the process of strategic plan implementation					
11	All necessary resources are allocated at the time of strategic plan implementation					
12	Resources are used wisely for strategic plan implementation					
13	The school gain different kind of support from different voluntary agencies					
14	The school was meet the goal of students result based on his strategic plan implementation					
15	Best performed Schools in strategic plan implementation are celebrated and awarded by woreda or sub city					

Part V

5. Monitoring and Evaluation of the Strategic Plan

Instruction VI: The following items are concerned with strategic plan monitoring and evaluation. Rank your level of agreement or disagreement by marking ‘√’ in the space provided how the strategic plan monitoring and evaluation system implement during the strategic plan implementation in your school. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has timetable of monitoring and evaluation of the strategic plan implementation					
2	The school strategic planning revise on the basis of implementing progress					
3	The school takes timely correction for the monitoring and evaluation feedbacks					
4	The strategic plan is implementing in its order of priority as the school is set benchmarks to measure its implementation					
5	The school discuss on strategic plan implementation reports for stake holders and take timely corrective actions for problems					
6	The school celebrate the success and give awards for the stakeholders who had best contribution for the implementation of the strategic plan					
7	Lack of using best assessment techniques					
8	The school always use the steps of monitoring and evaluation effectively					
9	Schools are monitoring and evaluating their strategic plan by woreda or sub city Education office strategically and regularly					

10. Explain the monitoring and evaluating techniques of the strategic plan implementation in your district schools. _____

11. Explain the best techniques of monitoring and evaluation of strategic plan implementation.

Part VI

6. Challenges/Problems Encountered during School Strategic Plan Implementation

Instruction VII: The following items are designed to assess the challenges may face in your school during strategic plan implementation. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strong agree= 5, Agree= 4, Undecided= 3, Disagree=2, strongly disagree= 1

No	Items	Scales				
		5	4	3	2	1
1	Lack of awareness about the strategic plan, preparation and implementation among the school community					
2	Shortage of material and financial resources					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
5	High turnover of principals					
6	High turnover of teachers					
7	Teachers resistance to the program					
8	The lack of professional support from woreda education office					
9	The lack of professional support from sub city education office					
10	Woreda and sub city are not leading schools strategically					
11	Most of the students in school are not visionary					
12	Shortage of salary and un conducive work environment of schools					
13	Lack of skilled man power in strategic plan preparation and implementation					
14	Lack of adequate training for stakeholders					
15	Inability of the school leadership to coordinate efforts for the strategic plan implementation					
16	Low stakeholders involvement in the strategic plan implementation					
17	Limitation of follow up and supervision on the implementation of strategic plan					
18	Limitation of technical support and facilitating of supervisor in school strategic plan preparation and implementation					

19. Please write the major problems faced during the implementation of strategic plan in your district schools. _____

20. What do you think about the solutions for the problems you observed?

Thank you

Appendix-D
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by Woreda and Sub City Education Office Team Leaders

Dear respondent,

This study is concerned with assessing the current trend on implementation of strategic plan in Bole Sub City Addis Ababa city Administration Primary and Secondary Governmental Schools. Considering that you are one of the person in finding the solution to the problems on implementing the strategic plan of schools, thus you are chosen with the intent that your accurate responses to the questions is the principal resource to examine the current practices. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential. Therefore, you are kindly requested to give your answers honestly.

With Regards

Note:

- No need of writing your name.
- Make a tick mark () on the (box) space provided to show your responses.
- If you change your response, please cancel the former/previous/ one.

Thank you in advance for your cooperation

Part I

1. Personal Information

Instruction I: Please tick or put ‘√’ mark in the box for the information, which best expresses you.

- 1. Woreda _____
- 2. Sex Male Female
- 3. Age 20-25 26-30 31-35 36-40 41 and above
- 4. Qualification: Diplom BA/BED/BSC MA/MED/MSC any other__
- 5. Years of service 1-5 6-10 11-15 16 and above
- 6. Work experience as Education Office Team Leader _____ years
- 7. Area of your specialization: Educational leadership
 - Natural science (subject)_____
 - Social science (subject)_____
 - Language (subject)_____
 - Others_____

Part II

1. Awareness of Stakeholders on Strategic plan preparation and implementation

Instruction II: The following are statements about the awareness of stakeholders on strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1

1. Did you receive any training on Strategic plan?

Yes No

2. If your answer in Question number 1 is yes, did you get adequate awareness on Strategic plan from the training?

Yes No

3. Did you give training on Strategic plan to all the stakeholders? Circle your answer

- a. teachers, parents
- b. school improvement committee
- c. members of student council
- d. PTA members

4. Which stakeholders failed to participate in the training?

No	Items	Scales				
		5	4	3	2	1
5	Adequate training on strategic plan and implementation was given to all school community					
6	Students have adequate understanding of their responsibilities in Strategic plan					
7	The school has assured the staff readiness before the beginning of the strategic plan.					
8	The school leaders had set clear goals, vision and mission in light of Strategic plan.					

Part III

3. The involvement of Stakeholders on Strategic plan preparation and implementation

3a. The Involvement of Stakeholders in strategic plan preparation

Instruction III: The following are statements about the involvement of stakeholders in preparation of strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	Workers were actively involved in preparation of the Strategic plan.					
2	Teachers were actively involved in preparation of the Strategic plan.					
3	Parents were actively involved in preparation of strategic plan.					
4	Stakeholders participated in the self-evaluation programme on the school.					
5	The school strategic plan is prepared in the right procedures and standardized ways					
6	The school operational and other plans sourced from the school strategic plan					
7	The strategic plan was well communicated to school community (teachers, supportive staff, students, parents)					
8	The school supervisor contributed a lot in facilitating the preparation of strategic plan.					
9	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
10	Teachers are involved in self-evaluation which the school conducted on the implementation of the programme					
11	Woreda education offices have given professional and financial support to the school in order to encourage the preparation of the program.					
12	Sub city education offices have given professional and financial support to the school in order to encourage the preparation of the program.					
13	School strategic plan and other plans are sourced from the woreda or sub city strategic plan					

Part III

3b. Involvement of Stakeholders in Implementing of the Strategic plan

Instruction IV: The following are statements about the involvement of stakeholders in implementing the strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	The school strategic plan implementation process involve all stakeholders					
2	Workers were actively engaged in working process in light of the objective of strategic plan.					
3	There is a strong teamwork among stakeholders to implement the strategic plan.					
4	The Implementation of strategic plan is collaborative and participative					
5	The school’s strategic plan is implemented by the school’s principal alone					
6	The school supervisor contributed a lot in facilitating the implementation of strategic plan.					
7	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of strategic plan.					
8	The strategic plan implementation process is known by all stakeholders					
9	The school strategic plan is implement in the right procedures and standardized ways					
10	The strategic plan is implemented based on the adequate evidences and relevant data					
11	Parents, together with local community were actively involved in creating conducive school environment.					
12	Woreda education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					
13	Sub city education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					

Part IV.

4. The extent of Strategic Plan Implementation

Instruction V: Below are items to assess the degree of strategic plan implementation in your school. Hence, please rank your level of agreement or disagreement by putting ‘√’ mark in the space provided. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has good management of resources during the strategic plan implementation					
2	The performance of strategic plan is less than what was planned					
3	Each activity in the operational and other action plan is achieved well					
4	The school allocate appropriate budget for the school Strategic plan implementation process					
5	Allocated budgets are used effectively for preparation and implementation of strategic, operational, and other plans of the school					
6	There is a regular meeting through which discussion is made on how well the school is implementing the action plan					
7	There is clear link between strategic plan and the operational plan					
8	The school communicates the strategic plan implementation progress with all stakeholders					
9	The school is committed to build capacity of its staff f for the success of school strategic plan implementation					
10	The school make available every necessary resource at the process of strategic plan implementation					
11	All necessary resources are allocated at the time of strategic plan implementation					
12	Resources are used wisely for strategic plan implementation					
13	The school gain different kind of support from different voluntary agencies					
14	The school was meet the goal of students result based on his strategic plan implementation					
15	Best performed Schools in strategic plan implementation are celebrated and awarded by woreda or sub city					

Part V

5. Monitoring and Evaluation of the Strategic Plan

Instruction VI: The following items are concerned with strategic plan monitoring and evaluation. Rank your level of agreement or disagreement by marking ‘√’ in the space provided how the strategic plan monitoring and evaluation system implement during the strategic plan implementation in your school. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has timetable of monitoring and evaluation of the strategic plan implementation					
2	The school strategic planning revise on the basis of implementing progress					
3	The school takes timely correction for the monitoring and evaluation feedbacks					
4	The strategic plan is implementing in its order of priority as the school is set benchmarks to measure its implementation					
5	The school discuss on strategic plan implementation reports for stake holders and take timely corrective actions for problems					
6	The school celebrate the success and give awards for the stakeholders who had best contribution for the implementation of the strategic plan					
7	Lack of using best assessment techniques					
8	The school always use the steps of monitoring and evaluation effectively					
9	Schools are monitoring and evaluating their strategic plan by woreda or sub city Education office strategically and regularly					

10. Explain the monitoring and evaluating techniques of the strategic plan implementation in your district schools. _____

11. Explain the best techniques of monitoring and evaluation of strategic plan implementation.

Part VI

6. Challenges/Problems Encountered during School Strategic Plan Implementation

Instruction VII: The following items are designed to assess the challenges may face in your school during strategic plan implementation. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strong agree= 5, Agree= 4, Undecided= 3, Disagree=2, strongly disagree= 1

No	Items	Scales				
		5	4	3	2	1
1	Lack of awareness about the strategic plan, preparation and implementation among the school community					
2	Shortage of material and financial resources					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
5	High turnover of principals					
6	High turnover of teachers					
7	Teachers resistance to the program					
8	The lack of professional support from woreda education office					
9	The lack of professional support from sub city education office					
10	Woreda and sub city are not leading schools strategically					
11	Most of the students in school are not visionary					
12	Shortage of salary and un conducive work environment					
13	Lack of skilled man power in strategic plan preparation and implementation					
14	Lack of adequate training for stakeholders					
15	Inability of the school leadership to coordinate efforts for the strategic plan implementation					
16	Low stakeholders involvement in the strategic plan implementation					
17	Limitation of follow up and supervision on the implementation of strategic plan					
18	Limitation of technical support and facilitating of supervisor in school strategic plan preparation and implementation					

19. Please, write the major problems faced during the implementation of strategic plan in your district schools. _____

20. What do you think about the solutions for the problems you observed?

Thank you

Appendix-E
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by Woreda and Sub City Supervisors

Dear respondent,

This study is concerned with assessing the current trend on implementation of strategic plan in Bole Sub City Addis Ababa city Administration Primary and Secondary Governmental Schools. Considering that you are one of the person in finding the solution to the problems on implementing the strategic plan of schools, thus you are chosen with the intent that your accurate responses to the questions is the principal resource to examine the current practices. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential. Therefore, you are kindly requested to give your answers honestly.

With Regards

Note:

- No need of writing your name.
- Make a tick mark () on the (box) space provided to show your responses.
- If you change your response, please cancel the former/previous/ one.

Thank you in advance for your cooperation

Part II

2. Awareness of Stakeholders on Strategic plan preparation and implementation

Instruction II: The following are statements about the awareness of stakeholders on strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

1. Did you receive any training on Strategic plan?

Yes No

2. If your answer in Question number 1 is yes, did you get adequate awareness on Strategic plan from the training?

Yes No

3. Did you give training on Strategic plan to all the stakeholders? Circle your answer

- a. teachers, parents
- b. school improvement committee
- c. members of student council
- d. PTA members

4. Which stakeholders failed to participate in the training?

No	Items	Scales				
		5	4	3	2	1
5	Adequate training on strategic plan and implementation was given to all school community					
6	Students have adequate understanding of their responsibilities in Strategic plan					
7	The school has assured the staff readiness before the beginning of the strategic plan.					
8	The school leaders had set clear goals, vision and mission in light of Strategic plan.					

Part III

3. The involvement of Stakeholders on Strategic plan preparation and implementation

3a. The Involvement of Stakeholders in strategic plan preparation

Instruction III: The following are statements about the involvement of stakeholders in preparation of strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	Workers were actively involved in preparation of the Strategic plan.					
2	Teachers were actively involved in preparation of the Strategic plan.					
3	Parents were actively involved in preparation of strategic plan.					
4	Stakeholders participated in the self-evaluation programme on the school.					
5	The school strategic plan is prepared in the right procedures and standardized ways					
6	The school operational and other plans sourced from the school strategic plan					
7	The strategic plan was well communicated to school community (teachers, supportive staff, students, parents)					
8	The school supervisor contributed a lot in facilitating the preparation of strategic plan.					
9	Stakeholders were involved in self-evaluation which the school conducted at the end of each academic year					
10	Teachers are involved in self-evaluation which the school conducted on the implementation of the programme					
11	Woreda education offices have given professional and financial support to the school in order to encourage the preparation of the program.					
12	Sub city education offices have given professional and financial support to the school in order to encourage the preparation of the program.					
13	School strategic plan and other plans are sourced from the woreda or sub city strategic plan					

Part III

3b. Involvement of Stakeholders in Implementing of the Strategic plan

Instruction IV: The following are statements about the involvement of stakeholders in implementing the strategic plan. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strongly agree 5, Agree 4, Undecided 3, Disagree 2, strongly disagree 1

No	Items	Scales				
		5	4	3	2	1
1	The school strategic plan implementation process involve all stakeholders					
2	Workers were actively engaged in working process in light of the objective of strategic plan.					
3	There is a strong teamwork among stakeholders to implement the strategic plan.					
4	The Implementation of strategic plan is collaborative and participative					
5	The school’s strategic plan is implemented by the school’s principal alone					
6	The school supervisor contributed a lot in facilitating the implementation of strategic plan.					
7	The school improvement committee has contributed a lot in coordinating monitoring and evaluation of the implementation of strategic plan.					
8	The strategic plan implementation process is known by all stakeholders					
9	The school strategic plan is implement in the right procedures and standardized ways					
10	The strategic plan is implemented based on the adequate evidences and relevant data					
11	Parents, together with local community were actively involved in creating conducive school environment.					
12	Woreda education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					
13	Sub city education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.					

Part IV.

4. The extent of Strategic Plan Implementation

Instruction V: Below are items to assess the degree of strategic plan implementation in your school. Hence, please rank your level of agreement or disagreement by putting ‘√’ mark in the space provided. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has good management of resources during the strategic plan implementation					
2	The performance of strategic plan is less than what was planned					
3	Each activity in the operational and other action plan is achieved well					
4	The school allocate appropriate budget for the school Strategic plan implementation process					
5	Allocated budgets are used effectively for preparation and implementation of strategic, operational, and other plans of the school					
6	There is a regular meeting through which discussion is made on how well the school is implementing the action plan					
7	There is clear link between strategic plan and the operational plan					
8	The school communicates the strategic plan implementation progress with all stakeholders					
9	The school is committed to build capacity of its staff f for the success of school strategic plan implementation					
10	The school make available every necessary resource at the process of strategic plan implementation					
11	All necessary resources are allocated at the time of strategic plan implementation					
12	Resources are used wisely for strategic plan implementation					
13	The school gain different kind of support from different voluntary agencies					
14	The school was meet the goal of students result based on his strategic plan implementation					
15	Best performed Schools in strategic plan implementation are celebrated and awarded by woreda or sub city					

Part V

5. Monitoring and Evaluation of the Strategic Plan

Instruction VI: The following items are concerned with strategic plan monitoring and evaluation. Rank your level of agreement or disagreement by marking ‘√’ in the space provided how the strategic plan monitoring and evaluation system implement during the strategic plan implementation in your school. While ranking use 5 for ‘strongly agree’, 4 for ‘agree’, 3 for ‘undecided’, 2 for ‘disagree’ and 1 for ‘strongly disagree’.

No	Items	Rating Scales				
		5	4	3	2	1
1	The school has timetable of monitoring and evaluation of the strategic plan implementation					
2	The school strategic planning revise on the basis of implementing progress					
3	The school takes timely correction for the monitoring and evaluation feedbacks					
4	The strategic plan is implementing in its order of priority as the school is set benchmarks to measure its implementation					
5	The school discuss on strategic plan implementation reports for stake holders and take timely corrective actions for problems					
6	The school celebrate the success and give awards for the stakeholders who had best contribution for the implementation of the strategic plan					
7	Lack of using best assessment techniques					
8	The school always use the steps of monitoring and evaluation effectively					
9	Schools are monitoring and evaluating their strategic plan by woreda or sub city Education office strategically and regularly					

10. Explain the monitoring and evaluating techniques of the strategic plan implementation in your district schools. _____

11. Explain the best techniques of monitoring and evaluation of strategic plan implementation.

Part VI

6. Challenges/Problems Encountered during School Strategic Plan Implementation

Instruction VII: The following items are designed to assess the challenges may face in your school during strategic plan implementation. Please show the degree of your agreement or disagreement by putting ‘√’; in the space provided under the rating scales that closely represent your opinion.

Strong agree= 5, Agree= 4, Undecided= 3, Disagree=2, strongly disagree= 1

No	Items	Scales				
		5	4	3	2	1
1	Lack of awareness about the strategic plan, preparation and implementation among the school community					
2	Shortage of material and financial resources					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
5	High turnover of principals					
6	High turnover of teachers					
7	Teachers resistance to the program					
8	The lack of professional support from woreda education office					
9	The lack of professional support from sub city education office					
10	Woreda and sub city are not leading schools strategically					
11	Most of the students in school are not visionary					
12	Shortage of salary and un conducive work environment					
13	Lack of skilled man power in strategic plan preparation and implementation					
14	Lack of adequate training for stakeholders					
15	Inability of the school leadership to coordinate efforts for the strategic plan implementation					
16	Low stakeholders involvement in the strategic plan implementation					
17	Limitation of follow up and supervision on the implementation of strategic plan					
18	Limitation of technical support and facilitating of supervisor in school strategic plan preparation and implementation					

19. Please, write the major problems faced during the implementation of strategic plan in your district schools. _____

20. What do you think about the solutions for the problems you observed?

Thank you

Appendix-F
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

**Interview for School PSTA, Student council and School strategic plan committee
chairpersons**

Dear Respondent,

This interview is concerned with assessing the current trend on implementation of strategic plan in Bole Sub City Addis Ababa city Administration selected Primary and Secondary Governmental Schools. Considering that you are one of the person in finding the solution to the problems on implementing the strategic plan of schools, thus you are chosen with the intent that your accurate responses to the questions is the principal resource to examine the current practices. The information gathered through this interview will only be used strictly for academic purposes and will be kept confidential. Therefore, you are kindly requested to give your answers honestly.

With Regards

Thank you in advance for your cooperation

Part I

1. Background Information

1.1 Sex _____ 1.2 Age _____

1.3 School _____ 1.4 Woreda _____

Part II

1. Do you think that all stakeholders in your school have the necessary knowledge and experience to implement the strategic plan of a school?

2. How can you express the participation of stakeholders in strategic plan and its implementation in your school?

3. Dose the Sub city or woreda education offices have given professional and financial support to the school in order to encourage the implementation of the strategic plan.

4. How can you express the adequacy and utilization of resource in your school?

5. Are the activity in the operational and other action plan is achieved well?

6. Do you think your school discuss on strategic plan implementation reports for stakeholders and take timely corrective actions for problems?

7. Is there a regular meeting through which discussion is made on how well the school is implementing the action plan?

8. Does your school have timetable of monitoring and evaluation of the strategic plan implementation?

9. Does your school strategic plan monitoring and evaluating the by woreda and sub city Education office strategically and regularly?

10. What are the major factors that are hampered the implementation of the strategic plan in your school?

11. What do you suggest to reduce or eliminate the factors you mentioned above to improve the implementation of the strategic plan of your school?

Thank you