

**CHALLENGES OF STRATEGIC PLAN DEVELOPMENT
AND IMPLEMENTATION IN SECONDARY SCHOOLS OF GULELE SUB
CITY GOVERNMENT**

**BY
ANDUALEM TEFAYE MAMO**

**ADVISOR
WOSSENU YIMAM (Ph.D)**

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
SCHOOL LEADERSHIP AND MANAGEMENT**

MAY, 2019

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

This is to certify that the thesis prepared by Andualem Tesfaye Mamo entitled challenges of strategic plan development and implementation in secondary schools of Gulele sub city government, Addis Ababa which is submitted in partial fulfillment of the requirements for the degree of master of arts in school leadership and management complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Approved by board of examiners

Chairman, Department
Graduate Committee

Date

Signature

Wossenu Yimam (Ph.D)
Adviser

Date

Signature

Teshome Tola (Ph.D)
External Examiner

Date

Signature

Kenennisa Dabi (Ph.D)

Internal Examiner

Date

Signature

Acknowledgments

I would like to express my special thanks to my thesis Advisor, Wossenu Yimam (Ph.D) who gave me valuable comments; suggestion, technical advice and encouragement throughout my study.

My wife Tigist Yifru deserves special thanks for all of her support, patience, and understanding.

Finally, I would like to thank all principals, teachers and strategic planning team members who helped me to conduct my surveys and focal group discussions at their respective schools.

Table of Contents

Content	Page
Acknowledgments	I
Table of content	II
List of Table	V
Acronyms and Abbreviations	VI
ABSTRACT	VII
CHAPTER ONE	1
Introduction.....	1
1.1 Back Ground of the Study	1
1.2 Statement of the Problem	4
1.3. Objectives of the Study.....	7
1.3.1 General Objective	7
1.3.2 The Specific Objectives	7
1.4 Significance of the Study	7
1.5 Delimitation of the Study.....	8
1.6 Limitation of the Study.....	8
1.7 Operational Definition of Terms	8
1.8 Organization of the Study	9
CHAPTER TWO	10
Review of Related Literature	10
2.1 An Overview of Strategic Planning	10
2.2 Educational Planning	11
2.2.1 Basic Concepts of Educational Planning	11
2.2.2 Purposes of Educational Planning.....	13
2.2.3 Characteristics of Educational Planning	14
2.2.4 Problem of Educational Planning	16
2.3 Educational Strategic Planning.....	18
2.3.1 Components of Strategic Planning	20
2.3.2 Process (Steps) of Strategic Planning.....	24
2.3.3 Significance of Monitoring and Evaluation	33

2.3.4 Components of Monitoring and Evaluation	33
2.3.5 General Rules for Monitoring and Evaluation.....	34
2.3.6 Monitoring Tools.....	34
2.3.7 Stakeholders Participation.....	35
2.4 Educational Strategic Planning in Ethiopia.....	36
2.4.1 The Federal MoE with Regard the Planning.....	37
2.4.2 The Regional Education Bureau	37
2.5 Challenges of Educational Strategic Planning	38
CHAPTER THREE	40
Research Design Methodology	40
3.1 Research Design.....	40
3.2 Sources of Data.....	40
3.3 Population and Sampling Technique.....	40
3.4 Data Collection Instruments and Procedures	42
3.4.1 Questionnaire.....	42
3.4.2. Pilot Test	42
3.4.3 Focus Group Discussion.....	42
3.5 Data Analysis Techniques	43
CHAPTER FOUR	44
Presentation, Analysis and Interpretation of Data.....	44
4.1. Introduction	44
4.2. Characteristics of Respondents	44
4.3. Analysis on Challenges of Strategic Plan Development and Implementation.....	46
4.3.1 Stakeholders Participation in Strategic Plan Preparation.....	47
4.3.2 Monitoring and Evaluation of Strategic Plan Development and Implementation	50
4.3.3. Challenges Encountered in Developing and Implementing the Strategic Plan.....	55
CHAPTER FIVE	60
Summary, Conclusion and Recommendations.....	60
5.1. Summary	60
5.2 Conclusions	62
5.3 Recommendations	62

References	64
Appendix A	69
Appendix B	74
Appendix C	79
Appendix D	80

List of Tables

Table	Page
Table 1 - Population and Sampling.....	41
Table2 – Respondents Distribution by Sex and Academic Qualification.....	45
Table 3 –Practice in Stakeholders Participation in Strategic Plan Preparation	47
Table 4 - Practice in The Strategic Plan Monitoring.	51
Table 5 - Practice in The Strategic Plan Evaluation	53
Table6- Challenges Encountered in Developing the Strategic Plan	56
Table7 - Challenges Encountered in Implementing the Strategic Plan	58

Acronyms and Abbreviations

CRDA	Christian Relief and Development Association
FGD	Focus group discussion
GTSM	Goals Targets Strategies Measures
IIEP	International Institute of Educational Planning
LEA	Local Education Authority
MOE	Ministry of Education
PSTA	Parent Student Teacher Association
REB	Regional Education Bureau
SCEO	Sub-City Education Officer
SIP	School Improvement Program
SMART	Specific Measurable Achievable Revisable Time bounded
SPSS	Statistical Package for Social Science
SWOT	Strengths, Weaknesses, Opportunities and Threats
TDP	Teacher Development Program
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organization
WEO	Woreda Education Office

ABSTRACT

The main purpose of the study was to examine strategic plan preparation and implementation in government secondary schools of Gulele sub city, Addis Ababa. To this end, answers to the basic questions pertaining the extent of the participation of stakeholders, monitoring and evaluation mechanism, and factors that encountered in the school strategic plan developing and implementation process were sought in the study. The research design was descriptive in nature and the quantitative method supported by qualitative approach. The subjects of the study were 16 school leaders (4 principal and 12 vice principal) 76 teachers, 36 strategic planning team members (8 teachers, 8 students and 20 PSTA members). Availability sampling technique was employed to include the government secondary schools and samples of the principals, vice principals. Simple random sampling technique was also used to select teacher respondents. The quantitative data were analyzed by using frequency, mean values and standard deviation. On the other hand, the data obtained through FGD and document review were analyzed qualitatively to substantiate the result of quantitative analysis. The finding of the study indicated that the preparation and implementation of the school's strategic plan was moderate due to the lack of the right human resource and also the finding revealed that there is visible lack of awareness and collaboration among the stakeholders. Besides, the contribution of strategic planning team in plan preparation was weak, lack of professional support of secondary school supervisors; sub city education office and lack of conducting self-assessment to identify the current status of the school were observed. Low performance of, principals, strategic planning team, in taking corrective action and timely monitoring of strategic plan was observed. Thus, the school leaders were advised to conduct self-assessment and prioritize the problems when planning for school strategic plan. Finally, strengthening the stakeholders' participation and collaborative school strategic planning with strong monitoring and evaluation mechanism were recommended.

CHAPTER ONE

Introduction

This chapter deals with background of the study statement of the problem objective of the study, significance of the study, delimitation of the study, research methodology of the study definition of terms and organization of the study.

1.1 Back Ground of the Study

Education is valued all over the world for its potential in developing human capability and contributing to social, cultural, political and economic growth. The development of society is at present being strongly influenced by education, which results in scientific and technological progress (UNESCO, 1998). Thus it seems that education has been recognized as an engine that largely drives the socio economic transformation of nations and facilitates personal success. That is why education to be given priority by most countries in the world. Despite this reality, educators sometimes fail to reach desired purposes, because the skill gaps of the planners in planning, decision making and implementing of complex plan. (Cunningham, 1982). This shows that educators need to plan in order to make better use of the changes and the result that would be brought about. As no organization is free of change which is often the result of education, effective planning ensures survival and growth (Forojolla 1993). For this reason, a proper systematic developing, implementing and monitoring & evaluating educational strategic plan needs to be used in educational organizations including schools. Planning as a management task can take place at all levels of the education system and it is a central part of the whole places of the educational management. “The notion of development has come to be bounded with education and planning as nowadays no sound development can occur in the absence of the proper planning system and

an equally sounded education system “(Forojolla, 1993). Thus if education is to make an effective contribution to national development, a more successful educational planning is needed to supplement its effort a well-organized development, implementation, monitoring and evaluation educational strategic plans to the developing countries have become more popular since 1960s. Relating to the origin of the strategic planning Preedy, et al (1997) stated that strategic planning is the essential part of any activity in several organizations. Strategic planning is also explained by Goodstein et.al. (1993) as “the process by which the guiding member of an organization envisions its future and develops the necessary procedures and operating to achieve that future”. This implies that the development, implementation and monitoring & evaluation of educational strategic plan is a special kind of decision making which enables to forecast the future and helps to resolve educational difficulties.

Strategic planning concerns determining organizational goals and how to attain them. It is concerned with making and implementing decision about an organizations’ future. According to Kaufman and Herman (1991) strategic plan is a dynamic, active process that scans current realities and opportunities in order to yield useful strategies and tactics for arriving at a better future. It involves educational partners in defining and supporting the purpose and mission. This indicates that strategic planning is vital in providing better understanding about the future and motivating the organizations to react proactively to future uncertainties.

Strategic plan development involves analyzing the educational system strength, weakness, opportunities and threats in order to have clear guidance for one’s decisions as on moves from current results towards his mission and for building year by year towards attaining each of the closes in and distant mission objectives (Kaufman, 1995). Accordingly, while

developing strategic plan; one has to ensure that stakeholders are involved in the planning process as many as possible. To improve organizational performance, involving at least those who are accountable for implementing the strategic plan is very decisive. Educational planners and managers should encourage the involvement of all the concerned stakeholders in the developing process of strategic planning because it motivates them effectively to participate in implementation and monitoring and evaluation process (Bush and Burnham, 1994).

It is assumed that the introduction of educational planning in Ethiopia is associated with the introduction of modern education in the country in 1908. Ethiopia is currently exercising the decentralized system of education management by strengthening the mandates of lower level educational hierarchy of the significance of educational planning for effective achievement of their duties tasks not to be neglected. The strength of these institutions among other things depends on their ability to develop, implement and monitor & evaluate the strategic plans. Many countries formulate their strategic plans in order to address the urgent needs and problems or difficulties of the nations. The absence of proper planning system, weak capacity of the implementing a plan and mismatch between planning and its implementation became the major and most frequently recurring impediments (Forojalla, 1993).

Among these impediments are lack adequate resources, effective and efficient management system, proper participatory approach, lack of interdependence and sequential series of systematically related decision making, information and communication system in planning and implementing educational activities could be considered as serious impediments (Adams, 2006)

The 1994 Education and Training Policy of Ethiopia was issued by the transitional government to react the accumulated and deep rooted educational problems prior to 1991. The Education and Training Policy and its Implementation document (2002) further enumerate that unrelated and

easily copied education system of the pre 1991 curriculum that cannot address the pressing needs and problems of the country with lack of implementing capacity of planning (MOE 2007).

Based on this premise, this research intended to assess the preparation and implementation of educational strategic plan in selected government secondary schools of Gulele Sub-City in relation with the challenges of developing and implementing of the strategic plan as well as participation of stakeholders.

1.2 Statement of The Problem

Planning makes managers to take into account seriously the present status of the organization and the environment in which it operates. As Forrojella (1993:39) stated “the central task in educational planning is to recognize the present conditions inadequacies that point to the desirability of change.” Hence, educational planning plays pivotal role in the process of educational policy formulation by identifying the central areas and the various policy options which are available to address the difficulties. Therefore, the education sector in any country has to design its own plan, goals and purposes, in order to achieve the long term development goals of the country. Schools also need to cascade their strategic plan to accomplish the sector development plan to attain their objectives.

Since educational strategic planning is the main tool of strategic management it plays a paramount role in assuring quality education in particular and achieving the educational goal in general. But failure to involve all stakeholders in preparing the strategic plan results in poor attainment of the intended goal. That means if the stakeholders are not aware of the school plan their contribution would either be less or useless. Chane (2010) in his thesis on “The Challenges and Prospects of Strategic planning Formulation and Implementation process in selected institutions

of Ethiopia”asserted that the development or formulation of strategic plan was not supported by active involvement of management, clients, employees and other stakeholders as needed to participate in the process. Lack of participation of stakeholders was also one of the challenges of strategic plan formulation in Addis Ababa city government schools (Gezahegn, 2016).

Plan implementation is a crucial part of strategic planning. Failure in implementation is failure in plan. This means that implementation is the core of the plan. “Planning is a continuous process, concerned not only with where to go but also it is how to get there and by what best means. Its work does not get end when a plan gets on paper and has won approval. Planning to be effective, it must be concerned with its own implementation (Coombs, 1970).

In plan implementation, organizations set ideas, design visions to work.

Effective plan development, implementation, monitoring and evaluation are key factors to attain organizational goal. Hersey (1982) argued that strategic plan implementation consists of securing resources, organizing them and directing the use of these resources within and outside of the organizations. However, the experiences of developing countries have revealed that it has been rare educational plans to achieve their goals. Furthermore, Mbua (2002:93) explained that many African countries have educational plans. The problem with most of these plans is that they are unable to make the paper in to action. Therefore, implementation is the main problem of educational plan. Chane (2010) noted that, the implementation of strategic planning also had faced many challenges, such as lack of commitment of the management, unwillingness to cascade strategic plan to operational plan, low strategic plan revision poor communication and lack of monitoring and evaluation system. The idea of planning should not be conceived in isolation to its implementation. It involves mobilizing resources, structuring work relationships, integrating similar functions, controlling activities and so on in light of previously set policies, plans procedures and rules. There are serious problems of educational strategic plan implementation at the

sub-city education office level of Addis Ababa and in its lower level offices and institutions including secondary schools (Gezahegn, 2016). MoE (2005:64) also indicated that inadequate planning and management capacities at the lower level of the section and the schools is a critical problem in realizing the goals of education. The capacity to interpret policies, collect and analyze appropriate data, and enabling schools to take appropriate action to meet the minimum quality standards defined for local situations are critically lacking at the lower levels of the organizational structure including schools. Development and implementation of school strategic plans still require much effort to be exerted in most schools of Ethiopia.

Thus, the major purpose of this study was to assess the challenges of strategic plan development and implementation in secondary schools of Gulele sub city government. Consequently, the study assessed the current challenges of developing and implementing strategic plan in the sub-city secondary schools in relation to the practice and participation of stakeholders.

More specifically, the following basic questions were addressed in the study

1. To what extent do the stakeholders (teachers, students, parents) participate in developing strategic plan in secondary schools?
2. How was the monitoring and evaluation system practiced to identify the strengths and weakness of schools in relation to development and implementation of the strategic plan?
3. What major challenges encountered while developing and implementing the strategic plan in the schools?

1.3. Objectives of the Study

1.3.1 General Objective

The major objective of this research is to assess the challenges of development and implementation of educational strategic plan in secondary schools of Gulele sub city government.

1.3.2 The Specific Objectives

The specific objectives of the research are stated as follows.

1. To assess the level of participation of stakeholders in the current development of strategic planning process in the selected secondary school in Gulele sub-city.
2. To identify the observed challenges faced during the development and implementation of the strategic plan.
3. To examine the procedures followed in development, implementation, monitoring and evaluation of the educational strategic plan.

1.4 Significance of the Study

Educational strategic plan is a broad guideline in which educational organizations operate and move forward in order to achieve the organizational vision, mission and goals successfully. Therefore, this research may help to;

1. Provide a better understanding and awareness on the problem related to development and implementation of educational strategic plan in selected schools of the sub city.
2. Contribute its share towards improving the quality of the practice in developing and implementing educational strategic plan in those schools.
3. Serve as initial reference to conduct further researches.

1.5 Delimitation of the Study

To make the research manageable and feasible, the study was bounded to only four government secondary schools of Gulele Sub City Administration: Dilber, Kechene DebreSelam, Mieraf and Entoto Amba Secondary Schools. In addition, the study was delimited to strategic plan development, implementation, and monitoring & evaluation process, participation of the stakeholders (teachers, students, parents). Lastly the study was delimited to the last three years (2014-2016) strategic plan period of the schools.

1.6 Limitation of the Study

Due to time and financial limitations, the research had to be limited only to the above mentioned schools. The other limitation was that some of strategic team members were busy in engaging in various meetings and some PTSA members in other businesses, it was not easy to get them for FGD. However, the researcher tolerated the problems and repeatedly communicated with them going to schools and conducted FGD and attempted to make the study as complete as possible.

1.7 Operational Definition of Terms

Educational plan: is a plan document of education sector which contains set of future events and indicates deeded resources which helps to attain the intended goals

Implementation: is the realization of an application, or an execution of Plan or policy (McNamara, 2008)

Monitoring and Evaluation (M&E):-is the continuous or periodic process to gather information about a program on continuing and systematic basis to ensure the actions are implemented according to the plan and determine the relevance, efficiency and impacts activities in light of their objective. (Aspin Wall and et.al.1992)

Strategic plan: The process and document by which the leaders of an organization determine what the organization wants to look like at the end of a specified period of time – usually three to five (Mosica, 1994).

1.8 Organization of the Study

This research is organized in to five main chapters. Each chapters contained their sub divisions. The first chapter deals with background of the study, statement of the problem, objectives of the study, basic research questions, significance of the study, limitation of the study delimitation of the study and definition of key terms. The second chapter consisted review of the related literature. Chapter three constituted research design and methodology. Chapter four focused on the presentation and analysis of the data obtained from respondent while chapter five covered the summery, conclusion and recommendations and finally reference question, interview guide and other important documents was annexed to the last part of the research.

CHAPTER TWO

Review of Related Literature

2.1 An Overview of Strategic Planning

Strategic planning is defined by different authors as the term is broad. The term strategy was first used in the military context. Generals had the tasks of having a wider view of all factors, for the longer term purpose of eventually ensuring the security of their country. In the early 1960s, this term was proposed to be used outside of the military context, first in business and then in the social and educational sectors as well (UNESCO, 2006). Catherine et.al, (2015) stated that originated from the army and the soldiers used it as a weapon to defeat their enemies. After the Second World War, business firms borrowed the term and the successful management applications. Schools also adopted it for, course content, nature of learners and organizational structures; the concept of quality has become an inherent component of educational process for its success. Strategic Planning has therefore been adopted in learning institution as a means of achieving school effectiveness.

Strategic planning assumes that a type of plan must be responsive to a dynamic and changing environment. The term “strategic planning” is meant to capture strategic which means comprehensive, holistic, thoughtful or fundamental nature of planning. It is done with involvement of high levels of management (UNESCO, 2006). Pearce and Robinson (2003) defined it is the set of decisions and actions resulting, formulation and implementation of strategies designed to achieve the goal of the organization. On the other hand, strategic plan is a general plan outlining decisions of resource allocation, priorities and steps to reach strategic goals (O'Brien, 1999). Goodstein (1993) stated as the processes by the guiding members of an organization envision the future and develop the necessary procedures and operators to achieve that future. Strategic plan sometimes

is called a corporate or institutional development plan in which the organization intends to achieve its mission. It sets medium term time scale, usually a three-year period. Its goal is to provide the institution guidance and direction (Sallis, 2002). Tapinos et.al (2005) described strategic plan is a set of processes undertaken in order to develop a range of strategies that will contribute to attain the organizational direction. In general, strategic planning is a kind of planning which is set by board of directors, stakeholders and executive managers which has an extended time horizon; addresses questions of scope, resource development, and competitive advantage of the organizations

According to Katsiolouides, (2002), strategic planning provides significantly better performance than unplanned, opportunistic adaptive approach. It provides an integrative framework for others plan. The planners have to adopt the activities of the organization to its environment and also the organizations resource capabilities. Strategic planning has been used in schools in developed countries leading to school improvement program.

Strategic planning is a form of planning that involves a process of looking at the setting, environment, or climate in which an organization functions and determining the mission and goals based upon the needs and the setting. Strategic planning is used by leaders to identify or clarify the direction to go to attain organizational goal. Strategic planners use, forecasts and attempt to anticipate and project the future of their institution so it will meet the future in a proactive attitude.

2.2 Educational Planning

2.2.1 Basic Concepts of Educational Planning

Planning is considered as a vital activity for an organization success by deciding in advance what is to done, how to do, when to do and who to do . It is a bridge of the gap between where we are and where we want to arrive

(Burch, 1996). All countries have designed their development plan for some years. Meanwhile, different sectors of the countries draw their strategic planning to achieve the objectives. Therefore, education as a sector needs to develop its own plan to accomplish its purpose in order to achieve the development goals of the country. Jeilu, (2009) also illustrates educational planning is the process by which an analysis of the present condition of an educational system is made in order to determine and devise ways of creating a desired future state.

Indeed, educational planning is basically aimed at the coordination and direction of all the different elements of an educational system toward the achievement of long term goals of country or region or state within it. Planning in education, like anything else is the process of making decisions for future action. Educational planning is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society (Coombs 1974). Forojalla (1993) state that planning in education consists of deciding in advance what you want to do and how you are going to do it. In addition, Hattand and Ishumi (1984) stated that educational planning is a technique that seeks to make full use of understanding to several disciplines in combination with clear awareness of practical realities. Moreover, UNESCO (1970) defined it as the application to education itself a rational and scientific approach to examining one's alternative, choosing wisely among them, then presiding systematically to implement the choices made. School as any institution requires an institutional plan to accomplish goals in the organization. Planning in the Education sector has been given a number of definition, Ubben and Hughens (1997) defined planning in a school as a process that involve the translation of ideas, concept, beliefs in operational process and measurable out comes.

Therefore, educational planning can be defined as the act of deciding in advance what is to be done, how and when to do it, where and who is to do

it in order to achieve the goals or objectives of the sector system. Educational planning is not only the drafting of a blueprint, but it is a progressive process and used as a bridge for future decisions and actions of the education system.

2.2.2 Purposes of Educational Planning

Planning gives managers some purposes and direction, since planning is future oriented, it forces managers to look beyond the present. Also it creates a unity of purposes, since the objectives are formally expressed and the methods are produced to obtain these objectives clearly defined Chandan, (1987:62). In addition, proper planning helps in the process of motivation. If plans are properly communicated to all levels of the organization, then ever one can feel involved in carrying them out. When people get involved, their sense of belonging increases and thus they are highly motivated.

Planning provides a framework for decision making. Knowing the organizations objectives and the methods to achieve these objectives eliminates ambiguity in the decision making process. Also planning provides feedback, periodic evaluation of programs and indication for any deviation so that corrective actions can be taken. Moreover, proper planning results in proper and effective utilization of organizational resources.

According to Caillods, (2005:15) education and human resource development is a long term investment which requires stability and continuity over a period of time. Unlike material investment, investing in human capital is not a short-operation and for many of the efforts undertaken to bear fruits. They need to be protected from undue fluctuations. Providing a long-term view of education to which the various players can subscribe is one of the ways in which such continuity can be provided. In addition, in the new context, where the state is delegating a

great deal of managerial responsibilities to local governments, administrative units and institutions, and whenever it runs the system in partnership with so many actors, educational planning does not disappear; it is carried out by different operators and at different levels, at central regional and municipal level, as well as at institution, school and university level. The focus and the scope of educational planning different levels have different purposes.

According to UNESCO (2006:11) the process of preparing the provincial (decentralized) education plan have several main purposes. These are: to ensure that national education policies are effectively implemented and that national goals and targets are reached, to ensure that targets are set and reached which respond to particular needs of the province, to convince Ministries, provincial education authorities, teachers and/or parents to implement education reforms to convince the Ministry of Finance (and other public funding sources) to provide the required funds and to mobilize private sector and community contribution, particularly for education sub-sectors that are not compulsory and not free (e.g. Secondary Education and Pre-school).

2.2.3 Characteristics of Educational Planning

For every development of a country/society/, whether it is economic, social, or technological the benefits of planning are unquestionable. Gatewood et al (1995; 245) state that planning can benefit organizations by forcing them to focus, helping to coordinate activities and people, and motivating employees and managers. It has numerous advantages for educational organization as of others. In addition, planning generates goals and sets the foundation for organizing resources and activities to achieve those goals. It also provides senses of direction for all members of the organization.

There are some characteristics of planning which makes it differ from other managerial activities. In relation to this Chandan (1987:60) identified the characteristics of a good plan as it is based upon clear well defined and easily understandable objectives, must be simple and comprehensive, should be well balanced and flexible, should be time bound, should involve participation of subordinates, should have the characteristics of unity and strives for optimal utility of physical as well as human resources in unions and harmony.

According to Forojalla (1993) planning in general and educational planning in particular can be identified by the following characteristics Planning is concerned with the future development, planning deals with the consequences of active interaction, the is, with actions that will change the present in to something better in the future and planning is closely linked not only with policy making but also with making decisions. There are five other prepositions that educational leaders and economists were agreed on about educational planning in the early 1960"s (Coombs, 1970:33). These are: Educational planning should take a longer range view. It should in fact have a short-range (one or two years), a middle range (four to five years), and a long range perspective (ten to fifteen years), educational planning should be comprehensive, educational planning should be integrated with the plans of broader economic and social development, educational planning should be an integral part of educational management and educational planning must be concerned with the qualitative aspect of educational development not merely with quantities expansion Coombs further explained that, these five prepositions, like the Ten Commandments" seen enjoyed universal endorsement in principle, but the problem was to get them obey. This requires three sorts of action; the development of specific concepts and methodologies, the training of people to apply them, and the adoption of organizational and administrative arrangements enables planning to work (Coombs, 1970:33).

Strategic planning in education has several benefits; a strategic plan establishes a vision, mission, and beliefs for the school district; the plan establishes the path to accomplish its desired future; the plan provides for a path which allows the community to work together to accomplish these goals, objectives, and activities that constitute the strategic plan; it allows for an understanding of how a school district works, how finances are spent, and identifies the needs of the school district and allows the school district to set a specific data-driven priorities(Coombs, 1970:34).

In general, educational planning has its own peculiar characteristics that every manager and planner of the education system should consider. Following these characteristics and propositions help to attain the intended educational objectives effectively and efficiently (Coombs, 1970:34).

2.2.4 Problem of Educational Planning

There are some common barriers which inhabits the successful formulation and implementation of the plan. Some of the problems include

An accurate data: One of the most difficult challenges that educational planning face is issues of in accretes statistical data. The quality of technical planning is in most case inhibited by statistical deficiencies and inaccurate data. Ethiopian educational system has fail of effectively plan because of lack of accurate data. This is because of the use of mediocre to prepare data for use in the planning and force sing process (Ololube, 2013)

Inadequate skilled personal: Most educational planners in Ethiopia no not have complete competence in planning. Qualified planners are the single most significant resources that can lead to greater and efficient planning productivity and performance. In planning, what is needed is the effective utilization resource by connecting the totality knowledge, skill and talents to achieve planning objectives. The quality of planners should not be nothing less than the basic acceptable standard worldwide (Ibid).

Technological problem: Another serious problem in the planning of education in Ethiopia is the lack of attention paid to the emerging technological innovations planning mechanisms. The success of Ethiopia education planners depends on their ability to identify and to technological changes in other to elevate their planning output. Over the year, a number of technological change have taken place that involves the introduction of modern advancements in to the planning process and approaches, and understanding emerging issues related to educational planning and development(Ibid).

Political Arrangement: The existing political arrangement has influenced the control over educational planning in Ethiopia. Political instability has had its toll on educational programs. Planning process started by one administration brutally interrupted by the next and the different between federal and state government education policies are quite challenging. The inability to commit the political leader allow for educational planner to be accountable for their wrong doing. Regarding this Mbamba (1992:72) listed that the most notable problem, as he said, in Africa the planning process are by directive and order of politicians, little consideration for technical experts.

Economic circumstances: The budgetary allocation that is available for educational planning in our country is nothing to write home about funds provide for educational planning is too small for proper planning to take place. The condition of the sector remains a thing of concern. Underfunding and systematic corruption makes the matter worse. The insufficient funding of the educational planning sector stands as one of the major factors working against effective planning and implementation of educational programs (Ibid).

Inadequate planning: There are a popular saying that, he or she who has failed to plan has planned to fail. Education planning in Ethiopia had always been inadequate in line with the enormous facing our educational system. The lack of effective planning poses a significant obstacle to the

advancement of education across the country. The success of any educational system hinges on the proper planning. Planning of human and materials resources has evolved to guide the allocation and utilization of educational resources in the school system. Such planning is required to arrest areas of wasted resources and to make educational production more successful. Consequently, for any educational system to truly develop effective planning is indispensable as education and planning are essential characteristics for effective education (Ololube, 2013).

2.3 Educational Strategic Planning

Strategic planning has been defined differently by various scholars. For instance, Pearce and Robinson (2003:6) defined it as “the set of decisions and actions resulting from the formulation and implementation of the strategies designed to achieve the objectives of the organization.” O’Brien, (1999) and Griffin (2000) on the other hand, describe it as a general plan outlining decisions of resource allocation, priorities, and action steps necessary to reach strategic goals. Its application to the education system seems to foster the emergence within the strategies of autonomous action making it possible to narrow the gap between the procedures and the consumers of education or training products (UNESCO, 1989). Strategic planning has cycled through periods or phases that have run the gamut of early recognition, a bandwagon era, and a period in which suggestions have been made that strategic planning was on the wane. Perhaps strategic planning has now reached a phase of maturity where it is recognized for what it is and is no longer touted as containing capability beyond reasonable limitations. Strategic planning is a form of planning that involves a process of looking at the setting, environment, or climate in which an agency functions and determining the mission and goals appropriate for the agency based upon the needs and the setting. Strategic planning is used by leaders

to identify or clarify the direction in which an agency is to be taken. Strategic planners use, forecasts and attempt to anticipate and project the future as they plan to posture their institution so it will meet the future in a proactive stance.

As suggested above, strategic planning has been through a wave of popularity not too different from the fads teenagers become involved in with respect to designer labels on their clothes. There has been sufficient time since the introduction of strategic planning concepts to observe the results of strategic planning by military leaders, city planners, state agencies, and school leaders. Some critics have stepped forth and suggested that strategic planning is not the critics and the detractors, the emergence of a more mature and constructive view of strategic planning and what can be achieved through the process.

Long-range planning and strategic planning are sometimes used interchangeably. Some authors state emphatically that long-range and strategic planning are one and the same, while other authors suggest there is a distinct difference between the two. The distinction that is generally drawn between long-range planning and strategic planning is based on the fact that long-range planning may be much more simply done; such operational planning extends over a period of time that may run for several years, as, for example, in the case of a roof replacement schedule. By contrast, strategic planning is more involved and takes into account the environment and complex social parameters that form the context in which the planning is done and in which an institution is operated. Strategic planning is considered as a means of setting direction or mission for those persons who are responsible for the operation of an institution. While long-range planning may be done by one person or a small group, such as a maintenance staff, strategic planning frequently involves a much wider array of people in the process. Where strategic planning is used to set the direction or mission for an institution, long-range planning should adhere to the mission established in the strategic planning process. Consequently,

strategic planning, as a general rule, may have much more far-reaching implications than does long-range planning (Ward Sybouts: 1992). Generally speaking, strategic planning is a type of planning which is set by the broad of directors, stakeholders, and top management which has an extended time horizon; addresses questions of scope, resource development, and competitive advantage of the organizations.

2.3.1 Components of Strategic Planning

According to Glueck (1988), using the result of internal and external analysis and customer identification to formulate the mission vision, goals and objectives of strategic planning.

2.3.1.1 Vision Statement

Vision is a compelling conceptual image of the desired future, creating a vision can help state agencies redefine, how services are improved and prepare the organization to meet the demands of future (Arizona1998). Great vision is conceived through a partnership between top management and all levels of organization. Vision becomes a focal point for everyone in the institution. Ideally the value of each employee becomes part of the organizations vision. By sharing the vision, management established commitment to the overall vision for employee at all levels. A great vision, one that will inspire and challenge, is purposefully created and will provide more than a picture of the organizations ideal future. Vision is critical ingredient for change which represents a global purpose for the organization and is the ultimate standard which all progress is measured.

2.3.1.2 Mission Statement

Mission in a brief, comprehensive statement of purpose of an agency programmer sub program. If the mission statement already exists, the focus of this step is on reviewing it in light of the emerging vision statement, question for a critical review of an existing mission statement identifies

what, and for who, agencies, programs or sub programs do. The mission statement is an invaluable tool in directing, planning and implementing institution efforts. The mission describes customers and products or services. The mission is part of an organizations identity, is all encompassing and rarely changes, and is the ultimate rationale for the existence of the agency, program or sub program (Kuber and Milan, 1996).

According to Arizona model (1998) of strategic planning, a good mission statement will identify the basic needs or distinct problems that the agency, program or sub program designs to address. Identify clients, customers or users (both internal and external) of an agency, program or sub program. Identify customer and stakeholder expectations, services and products provided to meet these requirements and resources used to satisfy the requirements. Lead the development of performance measures that reflect customer and stakeholder requirements.

2.3.1.3 Organizational Values

According to the Arizona model (1998) of strategic planning, value are factors that derive the conduct of an organization and guide the development and implementation of all policies and actions. Although organizations values may be implicitly understood, it is often helpful to explicitly state them. Values the core values and philosophies that describe how an agency conducts it in carrying out its mission. Values are often associated with a quality management culture. This include “Getting it right the first time.” Satisfying customers need and continuous improvement (Louise, 1990). Values are also services as criteria to guide decision making at all levels of an agency. They are powerful instruments for changing organizational culture. Values motivate employees; express basic beliefs about the conditions under people work and required skill needed to make the vision a reality.

2.3.1.4 Identification of Strategic Issues

According to Arizona model (1998) of strategic planning criteria to identify strategic issues, strategic issues may arise as a result of an agency internal assessment and may be generated by external forces. Strategic issues may be addressed in the short term in the next fiscal year. Strategic issues may be implementing over the long term. Finally, strategic issues may lead to strategic planning goals represent concerns of critical importance to the organization, often these strategic issues impact several or all the program in budget unit. Identifying these few critical concerns can help management focus on high priority goals for the organization as a whole.

2.3.1.5 Developing Strategic Plan Goals and Objectives

Creating a strategy for any organization involves defining goals and intermediate and short term objectives. Objectives should flow naturally from goals. Be clear on the goals and out puts, make the “SMART” Specific, Measurable, Achievable, Relevant, and Time specific goals are the broad results wish to achieve over the long term. Goals provide a framework for more detailed levels of planning. Goals are more specific than the mission statement: but remain general enough to stimulate creativity and innovation. Goals describe the “to be” state (Louise, 1990).

Goals will also represent immediate or serious problems or high priority issues that merit special attention. These critical or strategic issues, which are often uncovered during the internal/external assessment, might be described as the “make or break” kinds of issues.

According to Arizona mode (1998), Strategic planning criteria to evaluate goals, goals will be in harmony with and clarity, the agency vision, mission, and values that are achieved will fulfill, or contribute to fulfilling, the

mission of the agency, programs and sub programs. Goals will address priorities and the results of the internal/external assessment and may be developed in response to strategic issues.

2.3.1.6 SWOT Analysis of an Organization

In formulating the strategy, it is mandatory to understand organizational mission and objectives. The analysis of organizational strengths and weaknesses as well as opportunities and threats (SWOT analysis) is a useful technique in formulating strategies which are consistent with organization mission and objective (Shermerhorn, 1996 and Hill & Jones, 2007).

A SWOT analysis provides a realistic understanding of the organization in relation to its environment and also assists in the creation of strategies that take maximum advantage of strengths and opportunities while minimizing weaknesses and threats (Shermerhorn, 1996). Classifying the SWOT analysis in to two broad categories, this author confirms that the internal appraisal of strengths, the first of which and the realistic base for strategy formulation at all levels, is used to identify distinctive competencies around technology, human resources, management talent, and financial strengths among others which can give toe organization a competitive advantage in its operation domain which the weaknesses are found in the same related areas. The second category in the SWOT, the identification of opportunities and threats (influence of the environment), the general environment (economic socio cultural and technological) and the specific environment (customers, competitors, resource suppliers, and regulators among others) helps the organization take advantage of potential opportunities to mitigate the negative influence of the threats (Lusthaus and others, 2002; and Shermerhorn, 1996).

2.3.1.7 Turning Strategy into Action

This entails a phase approach linking identified performance factors with strategic activities and projects designed to develop individual activities. 'strategy into Action' planning is a phased approach charting a course through performance factors, linking strategic thrusts to, process and individual activity. The ultimate goal is to enable organizations to effectively translate strategic intent all the way through to results in a clear and powerful process. The real need is to creatively and systematically unfold the strategy, bring it to life by creating integrated action plans across an organization that ensure all functions and divisions are aligned behind it (Moore, 2001).

2.3.1.8 Performance Measure

According to Manobis consulting firm (2009), performance measure involves the construction of organizational processes and capabilities necessary to achieve through Hearts and minds of people. Whether we are distilling strategy to achieve clarity of intent, engaging people to drive the strategy in to action process or performance managing the resulting actions, effective leadership will make the difference. To make the strategy 'live' everyone in the organization needs to be engaged to make action. Communicating the strategy intent, thrusts and action plans setting individual targets and work plans aligned to the strategic priorities. Performance management is a key factor in getting the whole organization aligned and mobilizes to reach higher and work collaboratively together to deliver results. An excellent performance management system has a pivotal influence on the success of strategy implementation.

2.3.2 Process (Steps) of Strategic Planning

The process of strategic planning indicates the major steps that are undergone in strategic planning. The steps that strategic planning process

follows can be shortened or extended depending on the size of the organization, complexity of the programs, budget, time, capability of the staff, availability of information, etc. Based on the specific planning framework, some steps could be skipped or shorted or else added, if necessary, without elimination the fundamental planning questions facing the organization (CRDA, 2001). Hellriegel, et al (2002), recommended the steps that to be followed while preparing plans with particular reference to strategic plan. Hence, their models incorporate steps like developing mission and goals: assessing opportunities and threats: identifying strengths and weaknesses, developing strategies: preparing strategic plan: preparing tactical plans: controlling and assessing results: and continuing planning. Forrojalla (1993) condensed the strategic planning process (steps) in to three broad categories namely: Formulation, implementation, and Monitoring & evolution. Therefore, however divers' models of strategic planning process exist, treating Forrojalla's planning process would be more manageable and common to all.

Planning in general and strategic planning in particular is not the end by themselves not a one shot activity. It is a continuous process where a lot of procedures are undergone. Thus, although different scholars have slightly different approaches to planning process, they all agree that the process is cyclical and never ending process. For instance, first we establish mission, then formulate goals and objectives, finally prepare plan (Chandan, 1997).

On the other hand, Napuk (1993) described the major planning procedures mainly strategic as: We look at how you arrive at this point to your company history, identifying what made you successful and what require more attention, we deal with where you want to go from here by creating your vision, looking your objective, conducting an internal evolution of strengths and weaknesses and setting your goals, we determine how to get where you want to go, devising strategies and dealing with external opportunities and

threats and look at how to make the plan work in your company, reviewing structure and implementation and concentrating on action programs.

In addition to this, Leweis et al (1995) condensed the steps with the prior models. Thus, this model involves strategic analysis (What is the current position of the organization?) Strategy formulation (Where is the organization wanted to be?): Strategy implementation (How will the organization get to where wants to be?): and Strategic control (How will the organization know when it has arrived?). More comprehensively, although various models differ based on their approaches, most strategic planning methodologies include SWOT (Strengths, Weaknesses, Opportunities, Threats), GTSM (Goals, Targets, Strategies, Measures), and environmental scanning of the organization. Educators developed various models of strategic planning. The following models of and McNamara (2008) provide a wide range options from which organizations might select an approach begin to develop their own strategic planning process. Such as: Basic Strategic Planning: this very basic process is typically followed by organizations that are extremely small, busy, and have not done much strategic before. The basic strategic planning includes: identifying the purpose (Mission statement), selecting the goals the organization must reach, identifying specific approaches or strategies that must be implemented to reach each goal, identifying specific action plans to implement each strategy, and monitoring updating the plan.

Alignment Model: the overall purpose of the model is to ensure strong alignment among the organization's mission and its resources to effectively operate the institution. Overall steps include: first, the planning group outlines the organization's mission, programs, resources, and needed support. Second, identify how these adjustments should be made, and lastly, include the adjustments as strategies in the strategic plan.

In general, all authorities show that planning is not an activity which is done randomly; rather it has some logical steps that planners should follow to increase its degree of efficiency and effectiveness. However, there is no consensus among authorities who write on the steps of planning process to make one and the same: There is a change and modification of steps from time to time. Therefore, educational planners may use one or the combination of the two or more classifications according to their preference.

2.3.2.1 Strategic Plan Preparation

Plan formulation is the primary step in planning process. Like other planning phases, it undertakes various steps. Hampton (1981) identified six explicit procedures for preparing plans as: development of “Strategic plans” by strategic planning committee: communication of these plans to the management committee as a general guideline: submission of proposed objectives by the department heads: review: discussion and agreement upon a set of objectives: submission of financial data: and issuance of the plan. Similarly, UNESCO (1984) forwarded planning steps as: identifying objectives: identifying needs: inventory, classifying, and measuring costs: programming: and implementing.

Unlike the above ones, strategic planning follows a different procedure. It undertakes, determining vision, mission, and objectives: analyzing the environment: analyzing and selecting strategic alternatives: implementing the strategies: and evaluating and controlling performance (Smith, et al, 1991). This does not mean that all strategic planning should necessarily follow the above mentioned steps. There could be as many as the planning types.

Strategic planning is a special kind of decision making which helps to bridge the gap between where we are and where we want to be in the future with limited available resources. While preparing to plan, there tend to be

as many pre-conditions as possible to which will serve the planners are the threshold components. These ingredients to be sufficient level of furnish strategic planning process. Among these components serving as precondition, availability of and adequacy of resources such as – human resources, financial and material, the support from the political figure: and adequate information are the major ones (Berara, 2008). In addition to this, stakeholders' involvement should also be ensured the preparatory task since it enhances effective strategic plan preparation by incorporating local needs. To attest this, Conyers (1982) witnessed that participatory is a means of obtaining information about local conditions, needs, and attributes, without which development programs and projects are likely to fail.

Finally, logically speaking, a strategic plan to be successfully prepared, the planners should be priory review the availability and ac curacy of statistical data, skilled and experienced man power, level of commitment and other preconditions which all make up good strategic plan. Hence, a well prepared strategic plan which considers what is on the ground, can simply the ups and downs that will be faced during the implementation period.

2.3.2.2 Strategic Plan Implementation

The implementation stages I vital to the process of an organization. Hunger and Whelen (2006) pointed that, although implementation is usually considered after strategy has been formulated, implementation is a key part of strategic management. They continued saying that strategy formulation and implementation should be considered as two sides of the same coin. Without effective implementation, the strategy may become a set of unobtainable needs rather than reality. Byar, et al (1996), argued that strategies that have been carefully formulated are little value if they cannot be successfully implemented. Thompson and Strickland (2001:2005) also confirmed that good strategy and good strategy execution are the most

truthful signs of good management. Managers do not deserve a good star for designing a potentially brilliant strategy but failing to put the organizational means in place to carry out in higher-caliber fashion-weak implementation undermines the strategy's potential and overlays the way for short fall in customers' satisfaction and organizational performance.

Once of the best available alternatives has been selected, plan implementing bodies needs to be ready to make strategic plans to cope with requirements and problems that might be encountered in putting in to effect. While doing this, there are a number of preparation takes that should be carried out in order to make the successive procedures as smooth as possible. These pre-conditions of strategic plan implementation vary as scholars differ, for instance, (Malan, 1987; Stoner et al, 1995) identified the basic pre-conditions for implementation as: budgets, schedules, resources, and progress reports. Especially the later scholar has emphasized that plan to be implemented. This shows that, budget is essential to the planning process since the objectives and programs contained in the plan con not be implemented without it.

On the other hand, Smith, et al (1991) forwarded the following five rules or pre-conditions that organizations with successful implementation track records tend to follow: The plans must be communicated to all employees whom it will effect: the idea/concept represented by the strategic decision must have a sound response and be a well formulated: management must obtain commitment and involvement for employees: Management must provide sufficient resources for the strategic plan includes money, manpower, technical expertise, and time: and the management must develop an implementation strategic plan by setting goals and keeping a record of accomplishment.

Implementation of the strategic plans is the most important stage in the planning process which remains the biggest challenge to the management

team. The meaning and quality of the plan is its effect after implementation. To strengthen this, Napuk (1993) confirmed saying that it does not matter how well and great a plan seems to be, it is useless if it fails to implement. Implementing strategic plan requires logical and sequential activities to be carried out. In connection with this, Hersey, et al (2003) identifying the following three step process in plan implementation as: identifying alternative solution and appropriate implementation strategies, anticipation the probable consequences of each of the alternative strategies and choosing specific strategy and implementing it.

Malan (1987) differently put the sequential steps of strategic plan implementation in a more comprehensive way. His model involves: selection of levels of objectives with their associated programs and projects, and accompanying physical and financial indicators to ensure and measure their implementation: schedules: formal approval and announcement of plans: international and regionalization of objectives and programs: annual budgetary review: inspection of execution, and where necessary, the revision of objectives and planned resources. In general, although the process of strategic plan implementation varies from organization to organization, the above models are found to be common and easily adaptable by many organizations.

2.3.2.3 Strategic Plan Monitoring and Evaluation

The last step of planning process is to monitor and evaluates the program of the implemented plan in order to ensure that it is operating properly or not. Evaluation is defined as “a process of analysis and control design to determine the relevance, effectiveness, significance and impact of specific activities and the degree of efficiency with which they are carried out” (Miron and Chinapah, 1990). This shows that, evaluation is an exercise to assess the success and/or failure of the planned objectives, program impact, and cost effectiveness. Monitoring on the other hand, is “...process

whereby the progress of activities is regularly and continuously observed and analyzed in order to ensure that the expected result is achieved” (Chang, 2008). As a whole, one can generalize that monitoring and evaluation consists measuring the status of an object or activity against an expected target that allows judgment or comparison by continuous collection and analysis of information.

Monitoring and Evaluation are processes used by the organization to collect and use feedback and are theoretically lined to planning and decision making. Monitoring helps to clarify program objectives, link activities and inputs to these objectives, set quantitative performance targets, collect data routinely, and feed results directly to these responsible while evaluation looks at why and how results were or were not achieved links specific activities to overall results, includes broader outcomes that are not readily quantifiable, explores unintended results, and provide clear lessons for adjustment to programs and policies to improve results (Lusthaus and others, 2002).

Once we have agreed upon the importance of monitoring and evaluation with the intent of assuring smooth implementation of plans by gathering empirical feedback to avoid problems that may arise later on, the next question is who. What, how and when to monitor and evaluate plans.

According, Chang (2008) recommended that monitoring and evaluation could be carried out both by insider (those belongs to some organizations as the program managers) outsiders (external evaluators) in order to help decision makers and the other stakeholders to learn lessons and apply them in future programs.

Monitoring and evaluation are necessary in any education organizations and are all the more important when undertake change. Monitoring and evaluation are management functions through which organizations can ascertain whether or not plans meet their stated objectives. The focusing of

monitoring and evaluation is on relevance, performance and success of plans thus ensuring the production of sustainable results that benefit the target groups.

Regular monitoring is necessary to judge progress, ensure that the strategic plan implementation is on track and to make any necessary corrections. It is rare that actual outcomes are the same as those predicated when plans were made. Long (2001) also argued that “systematically monitoring progress of major change is essential to achieving ultimate success.”

McNamara (2008) defined monitoring as a process for checking that activities are being implemented as planned, mainly looks as inputs, process and outputs. According to him, the monitoring phase tracks and counts events, activities, peoples and objects and can consist of their periodic or continuous data collection. The information gathered in this proves, such as new trends and strengths and weaknesses of the plan, should be used to improve plans. Hence, education administrators are obliged to monitor strategy regularly, refining and recasting it as often and as much needed to match the organization’s changing internal and external circumstance. Educational organizations at any level should have monitoring and evaluation systems that ensure the effective implementation of strategic plan.

In monitoring the progress of the plan reports have a significant role. In designing formal reports to monitor strategic progress Thompson and Strickland (2001) developed four guidelines. This includes: information a reporting system should involves no more data and reporting that is needed to give reliable picture, report and statistical data gathering have to be timely, the flow of information a statistic should be kept simple, information and reporting system should point out clearly warning signs rather than just produce information.

2.3.3 Significance of Monitoring and Evaluation

The significance of monitoring and evaluation system in educational institution is unquestionable. McNamara(2008) argued that monitoring and evaluation helps to improve performance, to assess and enhance impact, day to day decision making, to provide early warning of the problematic activities and process those need corrective actions, to help empowered stakeholders by creating opportunities to critically reflect on performances and subsequently make decision on strategies and direction to build understanding and capacity among stakeholders, to motivate and stimulate learning among all involved, and finally to demonstrate and strengthen accountability.

The creation of monitoring and evaluation set up for it ascertains efficiency, effectiveness, quality and value for money is necessary Glover. D (1997). Monitoring and evaluation despite the difference in the nature and purpose of information they yield play enormous role in the aiding of organizational decisions. Evaluation for instance, is more rigorous and provides data of more qualitative nature to measure effect Basarb & Darrel (1992).

2.3.4 Components of Monitoring and Evaluation

Good monitoring and evaluation design is a much better broader activity than just development of indicators. McNamara (2008) suggested that, it rather should have the following five components: clear statements of goals and objectives, structural set of indicators, covering output of goals and services generated by the plan and their impact on beneficiaries, provision for collecting data and managing records so that the data required for indicators are compatible with existing statistics, and reporting data and for investing in capacity building, to sustain the monitoring and evaluation service; proposal for the ways in which monitoring and evaluation findings will be feedback in to decision making.

2.3.5 General Rules for Monitoring and Evaluation

Educational institutions to make its monitoring and evaluation system effective in achieving its purpose, it should have guiding monitoring and evaluation. Accordingly, McNamara (2008) listing the following principles of monitoring and evaluation: it should address the specific needs of the stakeholders: encourage participation of various stakeholders various levels of monitoring and evaluation function: be simple, flexible, cost effective: employ and carried out participatory review and reflection, and primarily the learning should be based on action, result and critical reflection: participation of stakeholders in various functions of monitoring and evaluation should also focus on empowering them. Finally, all monitoring and evaluation works should be carried out in a very transparent manners and findings should be shared to all concerned through various mechanisms.

It is also identified key questions while monitoring and evaluation status of implementation of the plan. The first question should be the goals and objectives being achieved or not? If they are, then acknowledging, reward and communicate the progress. If not, then consider the following questions: will the goal be achieved according to the time specified in the plan? If not, then why? Should the deadline for the completion be changed? Do personnel have adequate resources to achieve the goals?

2.3.6 Monitoring Tools

Designing a proper information flow system or communication is a precondition for effective strategic plan monitoring. The function of information system is to provide administrators with the information on which they can take timely action in pursuit of plan activities. Information is passed from different sites to the administrators, who use it to monitor program progress against plan, Woldemedhin (2008) identified the most widely used means of communication employed in monitoring. These includes: progress reports, progress review meetings and site visits. It

further recommended that progress review meetings need to be well planned to be effective and the minutes of review meeting should be carefully being recorded and documented. In addition, site visits have to be conducted in participatory way before progress review meeting is arranged.

Generally, we can understand that, monitoring and evaluation is fundamental in strategic planning process to know the status of the strategic plans and make the necessary adjustment if any. In addition, the unit has to be equipped with the necessary facilities and personnel so that it can provide reliable and immediate information to stakeholders. Finally, the documents should be carefully documented and distributed to the bodies timely.

2.3.7 Stakeholders Participation

Kaza (1988) eloquently portrayed the need for stakeholder involvement: “with involvement comes understanding, with understanding comes public support and commitment” participation by parties with a stake in the education not only increases the level of understanding and support for strategic plan preparation and implementation but also reduces potential conflicts and the need for heavy enforcement (Coklin, Craw, and McAuley 1998; Gilman 1997; Kelleher 1999; Wells and White 1995). It is argued that compliance and involvement are interrelated phenomena, and that involvement contributes to compliance through the participation process (Hall 1972 in Jentoft, McCay and Wilson 1998). The literature reveals that participation enhances compliance because stakeholders are more knowledgeable about, committed to, and supportive of regulations of they had a say in the process.

Participation also leads to increased legitimacy. If participants feel the process was fair and their inputs were used, it will ultimately enhance their compliance. In fact, it has been demonstrated that the perception of legitimacy is linked to the participants’ views of the fairness of the process

(Sutinen and Kuperan, 1999). Furthermore, participants who view the process as legitimate generally feel a strong obligation to comply with the results, even if the mandates contradict their self-interests (Sutinen and Kuperan, 1999).

Clearly, an essential aspect of the participation process is that stakeholders view their involvement as meaningful and as making difference (Pirk, 2002). Meaningful participation occurs when people see that their contributions to the process have helped shape a decision. Such participation can be fostered by enhancing stakeholders' participation in the generation and application of information, providing opportunities to increase their sense of Worth, and strengthening their ability to meet concerns and deal with changes throughout the process. Brody, Godschalk, and Burby (2003) suggest that information empowers the public to become involved in and make an impact on the planning process.

Besides the benefits of increased compliance and reduce conflict, stakeholders should be involved because they have rights (formal or informal) in the process of planning and implementation in education. Even if strategic planning needs skilled manpower participation of stakeholders will have a lion share in participation and implementation of educational strategic planes because they are beneficiaries from the output.

2.4 Educational Strategic Planning in Ethiopia

The Ethiopian system of educational planning and management is both a bottom-up and top-down exercise. Resource requests and plans and budget proposals descend from their respective upper levels. But since the legislative line (i.e. the different levels of houses of representatives) and the executive and the technical line (i.e. the sectoral bureau and offices) are also involved in the process of planning and resource allocation, several horizontal and vertical interactive and consultative processes are imperative. The following sections present in more detail the roles and responsibilities played in educational planning and management by the

federal ministry of education (MoE), the Regional Education Bureau (REBs), the sub city education offices and the Woreda Education office(UNESCO,2011:21).

2.4.1 The Federal MoE with Regard the Planning

With regard to the planning and management of education, the federal MoE is responsible for formulating national Education policy, setting education and training standards at all levels of education, monitoring implementation and ensuring that standards are respected, formulating the general framework of curricula of education and training. In this context, the MoE planning unit monitors gate implementation of policy interventions and ensures that the REBs, SCEOs and WEOs, have the capacity to plan and management education at their levels. This requires that this unit has the requisite skills to capacitate the REBs, and WEOs, Presently, the MoE planning unit comprises the unit heads and 11 planners (UNESCO, 2011:21).

2.4.2 The Regional Education Bureau

The Regional Education Bureau (REB) is the Ministry of Education's equivalent for the regional state. The bureau is staffed with key professionals to plan, manage and assess the delivery of education with in region. The REBs plan and provide for access to formal education, organize teacher training programmers and develop curricula at the primary level. The REBs also prepare strategic plans for the region at the federal level, with in the approved frame work. The organizational structure of the REBs generally encompasses two major departments, several smaller units from part of organizational structure, such as planning, legal services, public relations and finance. The REB answers to two agencies-the regional council (on policy, planning, management and finical matters) and to the sector ministry (on policy and standard matters more precisely, the REB

has the following major responsibilities to plan, administer and direct education from the prep-school to junior college level in line with the country's education policy, to provide basic education to all in the region, to monitor the implementation of education policy in the region, to adapt the national curricular framework, particularly that of primary and pre-primary education, to the regions' specific needs and culture, to build rehabilitate, maintain and repair educational establishment (Secondary Schools, TVET and teacher training school) in the region to train, employ, manage and dismiss teachers and other educational staff to supply educational materials and equipment, and issue certificates; to license the establishment of private institutions of education (Primary, Secondary and Middle-level TVETs); to initiate and enhance the participation of the community(UNESCO,2011:22).

The organizational structure of the REBs includes the establishment of educational planning units. These units typically comprise three to four planners and, in some cases, an education management information system (EMS) coordinator. Live the federal level, the planning unit at the regional level is responsible for strategic and annual planning, as well as the management and dissemination of education data. The unit also undertakes policy studies and provides support to planners at the Woreda level.

2.5 Challenges of Educational Strategic Planning

All organization strategic plans may not be implemented as expected due to various reasons. A number of educators recognized different reasons for the future of strategic plan. McNamara (2008), identified the following reasons that organizational strategic plan fail: failure to understand clients, inability to predict the environment reaction, failure to develop new employee and management skills, failure to coordinate, inadequate reporting and control relationships, organizational structures not flexible

enough, failure to obtain management and employee commitment, failure to obtain sufficient resources to accomplish tasks, underestimates of the time requirement, failure to manage, poor communication arbitrary selecting planning team members, not educating the planning team members to the strategic planning process, putting the plan on shelf and keeping it there, reluctance to revise the strategic plan, resistance to change, and keeping the strategy secret. Mbuna (2002), also argued that the failure to implement plans can result from variety of causes. These includes: shortage of financial resources, unanticipated bottlenecks in teachers supply or facilities, unforeseen imbalances between the flow of students and the educational capacity at different levels, and lack of political commitment will to implement the plan.

Byrson (1995) and Roering cited in Vinzant J. and Vizant D.(1996) suggested that a government unit, wishing to implement a strategic planning process, should have the following in place prior to attempt implementations: a powerful process sponsor, an effective process champion, strategic team, an expectation disruption and delays, a willingness to be flexible concerning what constitutes a strategic plan, an ability to think junctures a key temporal metric and a willingness to construct and consider arguments geared to many different criteria.

Therefore, we can conclude that, lack of commitment, shortage of resources, pressure of external environment, capacity to implement the given tasks and absence of monitoring and evaluation system are commonly identified as a reasons for the failure of the strategic plan implementation.

CHAPTER THREE

Research Design Methodology

3.1 Research Design

The research used quantitative approach. As regards the design descriptive survey research design was used. Because it is appropriate when the aim of the study is to get an exact description of current status (Ayalew and Seyum1989). In addition, The use of descriptive survey method was well supported by Best and Kahn (2005), “descriptive survey design is appropriate to describe condition that exist, opinions that are held, and processes that are going on, trends that are developing and also to assess large sample size”. With this in mind, the researcher used descriptive survey to get a description of major challenges of strategic plan development and implementation in Gulele sub-city government secondary schools.

3.2 Sources of Data

The data was collected from different sources. Primary data was collected from principals, teachers, students, and representative of parents of selected schools. The researcher reviewed strategic plan documents, and other various documents as secondary sources of data.

3.3 Population and Sampling Technique

City of Addis Ababa consists of ten sub-cities. Among these sub-cities the researcher selected Gulele sub-city using purposive sampling, because he is one of the principals of the government secondary schools in the sub-city and also has experience of facing challenges in preparing and implementing strategic plan. Dilber, Entoto Amba, Kechene Debre selam

and Miraf secondary schools are the only government secondary schools available in the sub-city that only grade 9 and 10 students are enrolled. Therefore, the researcher took all the secondary schools by using availability sampling.

The secondary schools as a whole have 328 teachers, 36 parent teacher student associations (PSTA) and 16 principals. Among 328 of teachers 82(25%) were included by simple random sampling and all sixteen principals were selected by availability sampling, as their number was manageable. Whereas, there is school strategic planning team composed of two teachers, five parents and two students taken from PSTA. Therefore, the research selected all members of strategic planning team using availability sampling.

Table: 1. Population and Sampling

School name of school	Number of teachers	Number of Principals	Number of Strategic planning team
Entoto anmba	120	4	9
Kechene debre selam	75	4	9
Miraf	55	4	9
Diliber	78	4	9
Total population	328	16	36
Sample size	82(25%)	16(100%)	36(100%)

Source: Gulele sub-city education office

3.4 Data Collection Instruments and Procedures

3.4.1 Questionnaire

Based on the basic questions, questionnaire composed of close-ended and a few open-ended items were prepared for the principals and teachers. The questionnaire was an appropriate instrument to obtain a variety of opinions within a short period of time and it also guided respondents to express their opinion and views freely.

3.4.2. Pilot Test

Piloting has paramount importance for improving the instruments of data collection. After preparation, the instruments were tested to check whether they can generate the desired information and to judge their internal consistency. Therefore, the school where the pilot testing was made, Medhanialem Preparatory School, selected for the pilot study. In the pilot test 29 teachers, one principal and 3 vice principals in a total of 33 participants were involved. Then, based on the feedback obtained, the necessary modification was made for the actual work by the researcher. Moreover, reliability of the items has been checked before distribution questionnaires and was analyzed 0.81 by using Cronbach's alpha test. Therefore, the result revealed that the instrument was found to be reliable to measure what was intended to measure.

3.4.3 Focus Group Discussion

Focus group discussions were also held with all nine members of strategic planning team consists of teachers, parents and students. The issue of discussion focused on the basic questions. Guidelines was prepared in Amharic language to make the discussion easy for members of strategic planning team to obtain additional information using recorder materials.

3.5 Data Analysis Techniques

In this study, descriptive statistics was used to analyze the collected data. First the questionnaire data was checked and numbered and classified with respect to respondents. Following this, the data of each group was arranged and organized. Percentage was used to analyze the characteristics of the respondents. The Close ended questions of the questionnaires were analyzed using frequency distribution, percentage, mean values and standard deviation and average mean was used as needed to analyze the data using Statistical Package for Social Sciences (SPSS). The data collected through open ended questions and focus group discussion were thematically categorized and narrated in their respective sections.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

4.1. Introduction

This part of the study deals with presentation, analysis and interpretation of data gathered from Gulele sub city secondary schools sample teachers, principals including vice principals and strategic plan teams.

It consists two main parts: the first part discusses the characteristics of the respondents while the second part deals with the analysis of the data in order to propose the main findings in line with the research questions.

4.2. Characteristics of Respondents

Different groups of respondents were included in the study to diversify the sources of information. These include 16 school leaders (4 principals, and 12 Vice principal), 76 teachers, and 36 strategic planning team members from four selected secondary schools of Gulele sub city. Regarding the characteristics of the sample respondents, tables 3 portrays the respondent's responsibility, and sex, qualification.

In order to collect data, questionnaires were distributed to the sample schools' teachers and principals. Focal group discussion was also used as an instrument to all strategic plan team of the schools. The questionnaires contained detailed close ended as well as open ended questions. From a total number of 82 questionnaires distributed to teachers 76 and all 16 principal's questionnaires were properly filled out and returned. The analysis and interpretation of the data was made based on the responses obtained from respondents.

Table.2. Respondents Distribution by Sex, and Academic Qualification

Variable	Category	School principals		Teachers		Total	
		N	%	N	%	N	%
Sex	Male	14	87.5	68	89.5	82	89.1
	Female	2	12.5	8	10.5	10	10.9
	Total	16	100	76	100	92	100
Academic qualification	MA/MSC	4	25	1	1.3	5	13.7
	BA/BSC/BED	12	75	75	98.7	87	84.9
	Diploma	0	0	0	0	0	0
	Total	16	100	76	100	92	100

Source: Field data

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

** Principals =principal +vice principal*

Table 2, shows that, 14 (87.5%) of school principals were males and only 2(12.5%) were female. On the other hand, the sex distribution of teachers indicates that 68 (89.5%) and 8 (10.5%) were males and females respectively. This showed that in both groups the percentage of the female respondent was less than the male counterparts.

The educational qualification distribution of the respondents shows that, quarter of the school principals 4(25%) were MA/MSC and 12(75%) BA/BSC/BED. Similarly, as depicted in table 2 all of the school teachers 75(98.7%) teachers were first degree holder except 1(1.3%) who were

MA/MSB holders. This entails that there is adequate human resource in the schools that can perform the process of school improvement planning.

4.3. Analysis on Challenges of Strategic Plan Development and

Implementation

School strategic plan is an important process and becomes the prominent approach to educational change which helps to enhance quality of students learning and strengthen school's capacity for change. Principals' ,vice principals' and teachers' responses were considered to investigate the strategic plan preparation implementation collected on five points Likert scales consisting of six items for the stakeholders participation in strategic plan preparation ,eleven items for monitoring and evaluation of strategic plan development and implementation, five items for challenges encountered in developing the strategic plan and lastly six items for challenges encountered in implementing the strategic plan.

The responses were converted in to numerical scale. The numerical values assigned to the stakeholder's participation in strategic plan preparation, monitoring and evaluation of strategic plan development and implementation, were (5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree). In this chapter the researcher combined the responses "strongly agree" and "agree" in to an "agree", whereas "strongly disagree" and "disagree" in to a "disagree" for the sake of data interpretation in tables 3, 4 and 5. for the challenges encountered in developing the strategic plan and for the challenges encountered in implementing the strategic plan were (5=most serious 4=more serious, 3= Serious 2=less serious and 1=least serious). The frequency distribution of each variable in number, in percent the mean as well as standard deviation was calculated using statistical package for social science (SPSS) software. Latter data were aggregated at the school level by averaging the scores of each instrument. The mean scores for each variables and factors were then determined by averaging the scores for all survey items with in each instrument.

4.3.1 Stakeholders Participation in Strategic Plan Preparation

This section table 3, deals with the existing practice in the school towards stakeholders' participation in strategic plan preparation. The collaboration and coordination of stakeholders in the plan preparation of strategic plan is crucial in the generating of shared vision, mission, goals, SWOT analysis and they prioritize things to be done for the foundation of the actions.

Table .3 Practices in Stakeholders Participation in Strategic Plan Preparation

No	Activity	R C	SD+ D	%	UD	%	A+S A	%	X	AV M	Sd
1	The school has created the necessary awareness to the stakeholders about strategic plan development.	P	12	75	0	0	4	25	2.00	2.4	1.265
		T	47	61.6	14	18.4	15	19.7	2.28		1.138
2	The principals (teachers) actively participate in preparation of strategic plan.	P	9	56.2	5	31.2	2	12.6	2.31	2.49	1.195
		T	35	46.1	14	18.4	27	35.6	2.67		1.370
3	Students are actively involved in preparation of strategic plan.	P	13	81.3	0	0	3	18.8	2.00	2.00	1.095
		T	55	72.4	7	9.2	14	18.4	1.99		1.149
4	Parents are meaningfully involved in preparation of strategic plan.	P	10	62.5	5	31.2	1	6.3	2.06	2.04	.998
		T	53	69.8	10	13.2	13	17.1	2.01		1.137
5	The school leadership effectively coordinates stockholders and strategic planning team in preparation of strategic plan.	P	7	43.8	2	12.5	7	43.8	2.88	2.65	1.147
		T	42	55.3	14	18.4	20	26.3	2.42		1.268
6	The strategic planning team contributes a lot in preparation of strategic plan.	P	6	37.5	2	12.9	8	50.1	3.06	3.07	1.237
		T	25	32.9	18	23.7	33	43.4	3.08		1.314

Source: Field data

Key: RC= Respondents Category, SD+D = strongly disagree and disagree, UD=undecided, A+SA= agree and strongly agree, X=mean, %=percentage, Sd=standard deviation, P=principals, T=teachers

AvM=Average mean, the average of principals and teachers.

* *Principals =principal +vice principal*

AvM<2.5= “poor”, AvM = 2.5 to 3.5 “moderate” and AvM>3.5 “good”

Item one on table 3 showed that 8(50%) principals, 24(31%) teachers strongly disagreed and 4(25%) principals and 14(18.4%) of teachers disagreed on the strategic plan awareness creation by the school to stakeholders. Only 4(25%) of teachers and 14(18%) of principals agreed on that the school created the necessary awareness to the stakeholders about strategic plan development. The average mean value of principals and teachers (2.4) also showed that the schools inadequately created the necessary awareness to the stakeholders about strategic plan development.

During the FGD, three parents from the strategic planning team members said that, they didn't even get any formal or structured training on strategic plan development, implementation, monitoring and evaluation, even if the training is vital for the plan. But they are provided little information about the issue from the principals informally

Teachers from the strategic planning team stated while FGD as they trained more than twice about the strategic plan preparation formally. And that was enough for planning

As can be seen from item two on the table, 9(56.2%) of principals disagreed on the teacher's active participation in the preparation of strategic plan. On the other hand, 35(46.1%) the teachers also disagreed on principal's active participation in the preparation of strategic plan. Whereas only 2(12.6%) and 26(35.6%) of the principals and teachers agreed on active participation of teachers and principals in the preparation of strategic plan respectively. As depicted on item three 13(81.3) of principals and 55(72.4%) of teachers

disagreed on the students' active participation in strategic plan preparation. Only 3(18.8%) and 14(18.4%) of principals and teacher respectively agreed on the active participation of students on the strategic plan development. The average mean value (2.00) also stated that there was poor participation of students in planning. As item 4 of table 3 showed that 10(62.5%) of principals and 53(69.8%) of teachers disagreed on the issue of meaningful involvement of parents on the strategic plan development of the schools. On the other hand, only 1(6.3%) of principal and 13(17.1%) of teachers agreed on the meaningful participation of parents in plan development. Therefore, the parents' involvement in the strategic plan preparation was poor with average mean value of 2.04. As we can see item 5 of table 3, the school leadership effectively coordinated stockholders strategic planning team in preparation of strategic plan. 7(43.8%) of principals and 42(55.3%) of the teachers disagreed on the issue. Meanwhile 7(43.8%) of principals and 20(26.3%) of teachers agreed on the leadership effective coordination of the stakeholders and strategic planning team on plan preparation. So that the average mean of principals and teachers on the item (2.65) showed that the school leadership moderately coordinates the stakeholders during the plan. Finally, on the item that the strategic plan team contribute a lot in the preparation of strategic plan, 6(37.5%) of principals and 25(32.9%) of teachers disagreed, while 8(50.1%) of principals and 33(43.4%) of teachers agreed on. average mean (3.07) also told us moderate contribution of the strategic planning team on the preparation of the plan.

On the FGD session the parents and the student members of the strategic plan team confirmed. As they have no enough knowledge as teachers and principals have about strategic plan development and implementation, due to lack of training, they didn't actively participate while developing the strategic plan of the school. Most of the time we were participating in responding the questionnaires which is in puts for the plan

But the teachers expressed that during the FGD, they are active participant in planning process as they have got enough training.

During the FGD one of strategic planning team members stated that, the contribution stakeholders in preparing strategic plan was poor, it is the commitment of the four principals to make the strategic plan preparation come true, however many teachers are involved giving information specially the senior teachers. (FGD 8, June, 2017)

Therefore, this implies that the participation of stakeholders in preparation and planning for strategic plan in secondary schools was inadequate.

Thus, the present status of the participation of stakeholders' in preparing strategic plan is unsatisfactory in secondary schools of the sub city. However, Stoll and Dean Fink (1996) said that, strategic plan is essentially a collaborative process that draws the whole stakeholders together in shaping the school feature.

4.3.2 Monitoring and Evaluation of Strategic Plan Development and Implementation

The literature identifies monitoring and evaluation as an essential component of school strategic planning since they provide worth information for assuring smart plans implementation. The factors of monitoring and evaluation are on relevance, performance, and success of plans. Thus ensuring the production of sustainable results benefit the target groups (Chang, 2008). Constructive monitoring, or formative evaluation, facilitates effective implementation. It is a way of discovering if the plan is working and of assessing how well it is working so that corrective action can be taken as soon as it becomes necessary. In general, conducting monitoring and evaluation at the school level is constructive for the proper functioning of the school and identification of its weakness and strength so as to take corrective action. Self-evaluation is a key for ongoing improvement.

The respondents were asked to indicate how much they agree or disagree regarding aspects of school strategic plan monitoring and evaluation mechanisms being employed on five-point scale. Their responses are summarized and presented here under.

4.3.2.1. Plan Monitoring

Monitoring is formative evaluation that facilitates effective implementation.

Monitoring can lead to the adjustment of any aspect of action plan.

Table. 4. Practice in the Strategic Plan Monitoring

No	Activity	R C	SD+D	%	UD	%	A+SA	%	X	AVM	SD
1	The monitoring mechanism of the school plays significant role in the strategic plan development and implementation.	P	14	87.5	0	0	2	12.6	1.81	2.05	1.161
		T	43	56.6	12	15.8	21	27.6	2.32		1.319
2	The monitoring mechanism facilitates effective implementation of the strategic plan.	P	12	75.1	4	25	0	0	1.94	2.09	.772
		T	47	61.8	6	7.9	23	30.3	2.25		1.297
3	Timely monitoring of strategic plan is carried out in the school.	P	13	81.3	0	0	3	18.8	2.06	2.07	1.063
		T	53	69.7	6	7.9	17	22.4	2.09		1.191
4	Timely feedback is given after monitoring is carried out to take corrective action.	P	11	69.3	3	19	2	12	2.13	2.18	1.025
		T	46	60.5	10	13.2	20	26.2	2.24		1.253
5	The school strategic planning team take corrective action after monitoring.	P	9	56.5	7	43.8	0	0	2.25	2.16	.775
		T	54	71.1	8	10.5	14	18.4	2.07		1.124
6	The school principal (teachers) take corrective action after monitoring.	P	13	81.3	2	12.5	1	6.3	1.92	2.04	.854
		T	48	63.2	14	18.4	14	18.4	2.17		1.136

Source: Field data

Concerning monitoring issues Table 4, above described the responses of informants on the statement regarding monitoring the strategic plan. As indicated in the table, 14(87.5%) of principals and 43(56.6%) teachers disagreed on the school plays significant role in monitoring the strategic plan. 2(12.6%) of principals and 21(27.6%) of teachers agreed that the monitoring mechanism of the school plays significant role in the strategic plan development and implementation. And this showed that the significance of monitoring is low with average mean value of 2.05. In addition, 12(75.1%) of principals and 47(61.8%) of teachers disagreed on the issue that the monitoring mechanism facilitates effective implementation of the strategic plan. 23(30.3%) teachers only showed their agreement on it. Besides these respondents also rated the monitoring mechanism poorly facilitates effective implementation of the plan with average mean value of 2.09. Additionally, timely monitoring of educational strategic plan carried out in the school is poor with average mean value of 2.07. Because 13(81.3%) principals and 53(69.7%) teachers disagreed contrarily 3(18.8%) of principals and 17(22.4%) of teachers agreed in this item. On the other hand, 11(69.3%) of principals and 46(60.5%) disagreed, and only 2(12%) of principals and 20(26.2%) of teachers agreed consecutively on the timely feedback is given after monitoring is carried out to take corrective action. This means most of the time timely feedback was not given after monitoring was carried out as shown with average mean value of 2.18. Moreover, 9(56.5%) of principals and 54(71.1%) of teachers disagreed that the strategic planning team take corrective action after monitoring. 14(18.4%) of teachers only agreed on that corrective action had taken after monitoring the plan by the strategic planning team. The average mean values (2.16) also told us the corrective action taken by the team was poor. In addition, 13(81.3%) of principals and 48(63.2%) of teachers disagreed and 1(6.3%) of principal and 14(18.1%) of teachers consecutively agreed on the question that the teachers and principals take corrective action after monitoring. The average mean value of responses (2.04) similarly proved that poor corrective action was taken after

monitoring the plan. This implies that, there were inadequate and untimely monitoring practice in the schools on the preparation and implementation of strategic plan. In this regard, constant monitoring enables the planner to make attentions in the planner to the changing conditions (Charch man, 1968).

During the FGD three parents, two students and five teachers of strategic planning team members stated that, as they have no idea on the monitoring and what the monitoring mechanism of strategic plan. And they proved that the school should train on the issue of monitoring and evaluation, mechanisms of them. (FGD 8, June, 2017)

Table. 5. Practice in the Strategic Plan Evaluation

No	Activity	R C	D+SD	%	UD	%	A+SA	%	X	AVM	SD
1	The evaluation mechanism of the school plays significant role in the strategic plan development and implementation.	P	7	43.8	3	18.8	6	37.6	2.68	2.46	1.36
		T	47	61.9	9	11.8	20	26.3	2.24		1.242
2	The school evaluates itself in relation to the strategic plan	P	4	25	3	18.8	9	56.3	3.31	2.68	1.250
		T	52	68.5	8	10.5	16	21.1	1.199		1.199
3	The result of evaluation feed in to the next planning cycle	P	10	62.6	0	0	6	37.6	2.50	2.42	1.414
		T	43	56.6	12	15.8	21	27.6	1.279		1.279
4	The school evaluate the strategic plan in relation to students' academic and behavioral achievement.	P	10	62.5	0	0	6	37.6	2.69	2.38	1.25
		T	52	68.5	9	11.8	15	19.7	2.05		1.176
5	The strategic plan of the school includes monitoring and evaluation system.	P	5	31.3	2	12.5	9	56.3	3.56	2.91	1.413
		T	47	61.9	9	11.8	20	26.3	2.25		1.234

Source: Field data

4.3.2.2. Plan Evaluation

Evaluation is an exercise to assess the success or failure of the planned objectives, impact of plan and the degree of efficiency with which they are carried out. It is the last step of planning cycle and also it is vital that the school community evaluate the success of implementation whether attaining the targets and addressing the strategic plan needs at the end of the planning cycle. The school self-evaluation provides an accurate assessment how well the school is performing and what it needs next. It also adjusts the nature strategic plan priorities. In support of this idea, Hopkins (1999) stated that, evaluation provides a generated and paradigmatic process, combining as it is selected curriculum large with modification to the school management arrangement or organization.

As shown in Table 5, 7(43.8%) of principals and 47(61.9%) of teachers disagreed on that the evaluation mechanism of the school plays significant role in the strategic plan development and implementation. 6(37.5%) of principals and 20(26.3%) of teachers agreed on having significant role. At the same time there had been a poor significant role of evaluation mechanism on development and implementation of the strategic plan with average mean value of 2.46. In item 2, 4(25%) of principals and 52(68.5%) of teachers disagreed on the school evaluates itself in relation to the strategic plan. Yet 9(56.1%) of principals and 16(21.1%) of teachers agreed on as the school evaluates itself in relation to the strategic plan. Eventually the average mean value (2.68) confirmed moderate evaluation in relation to strategic plan. Moreover 10(62.6%) of principals and 43(56.6%) of principals disagreed on the result of evaluation feed in to the next planning cycle. And 6(37.6%) of principals and 21(27.6%) of teachers agreed on it, as well as the average mean value (2.42) demonstrates poor practice of feeding to the next planning cycle. As a result, at the end of the planning cycle, it is important that the school stakeholders evaluate the success of the implementation in relation to

strategic plan and feed to the next planning cycle of strategic plan. On the other hand, 10(62.5%) of principals and 52(68.5%) of teachers disagreed on the school evaluation of the strategic plan in relation to students' academic and behavioral achievement. 6 (37.6%) of principals and 15(19.7%) of teachers agreed on the respondents on the subject. The average mean value (2.38) also denoted that poor level of evaluation of the plan in relation to students' academic and behavioral achievement. When we come to the last item of table 5, 5(31.3%) of principals and 47(61.9%) of teachers disagreed, and 9 (56.3%) of principals and 20(26.3%) of teachers consecutively agreed on the strategic plan comprehend monitoring and evaluation system. Which means there is a moderate response on monitoring and evaluation are included in the strategic plan with average mean value of 2.91 however the significance and the role was poor.

While The FGD more than three members of the strategic plan team in each group confirmed that making self-evaluation timely helps the school to know the level of the implementation of strategic plan; however, the secondary schools unable to do it when it is needed based on the strategic plan guide line of MoE when there was an evaluation session the role and the validity was not as such significant to improve students' academic and behavioral achievement (FGD, 8, June, 2017).

4.3.3. Challenges Encountered in Developing and Implementing

the Strategic Plan

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

The literature further suggests various problems that affect the process of planning of strategic plan. These include a command oriented centralized planning, poor communication, inadequate arrangement for coordination and lack of knowledge and understanding of planning (Forojalla, 1993). In order to know factors that might embarrass the preparation of strategic plan, participants were asked a series questions concerning the issue to indicate how much the problems were serious on a five point Likert scale ranging from most serious to least serious. Their responses were summarized in Table 6.

Table .6 Challenges Encountered in Developing the Strategic Plan

No	Challenges	RC	Levels of seriousness										X	AVM	SD
			Most s	%	More S	%	S	%	Less S	%	Least s	%			
1	Lack of reliable data /information/ about the school that help to prepare strategic plan	P	5	31.3	7	43.8	2	12.5	2	12.5	0	0	3.94	3.7	.996
		T	14	18.4	27	35.5	20	26.3	9	11.8	6	7.9	3.45		1.159
2	Lack of commitment of teachers (principals)	P	5	31.3	5	31.3	0	0	6	37.5	0	0	3.56	3.35	1.315
		T	12	15.8	19	25	23	30.3	10	13.2	11	14.5	3.15		1.270
3	Lack of commitment of strategic planning team	P	2	12.5	8	50	3	18.8	3	18.8	0	0	3.56	3.4	.964
		T	11	14.5	26	34.2	20	26.3	9	11.8	10	13.2	3.25		1.234
4	Low stakeholders awareness on how to prepare educational strategic plan	P	6	37.5	3	18.8	2	12.5	5	31.3	0	0	3.63	3.51	1.310
		T	15	19.7	24	31.6	15	19.7	20	26.3	2	2.6	3.39		1.156
5	Lack of trained human resource on planning	P	9	56.3	3	18.8	1	6.3	3	18.8	0	0	4.13	3.8	1.204
		T	17	22.4	24	31.6	16	21.1	12	15.8	7	9.2	3.42		1.257

Source: Field data

Table 6 above, describes that the respondents were requested to rate how much problems were challenging the strategic plan developing. The top most observed challenge focused by the respondents. 9(56.3%) of principals and 17(22.4%) of teachers said lack of trained human resource on school strategic planning was most serious problem with average mean of 3.8. In addition to that 5(31.3%) of principals and 14(18.4%) of teachers agreed Lack of reliable data /information/ about the school that help to prepare strategic plan also one of the most serious problems with average mean of 3.7. Moreover, as 6(37.5%) of principals and 15(19.7%) of teachers stated that low stakeholders' awareness on how to prepare educational strategic plan, was also most serious challenges encountered in strategic planning with the average mean value of 3.51.

Moreover most of the FGD participants of strategic planning team confirmed lack of reliable data about the school, lack of trained human resources on planning and low stakeholders awareness on how to prepare educational strategic plan were serious challenges encountered while developing school strategic plan... besides these problems some of the participants said the lack of commitment of the strategic planning team was also challenges of developing strategic plan in the schools (FGD, June, 9 2017).

Furthermore, during the FGD session, they indicated that, the planning stage of strategic plan may face different challenges but the main challenges were weak parents' participation in the school issues, professional support of the sub city education office and lack of adequate training and orientation in school strategic plan formulation were some other problems in preparation of school strategic plan in the area (FGD 9, June 2017).

As we have seen in the analysis of both instrument lack of trained human resource on planning, inadequacy of reliable data about the school and low stakeholder's awareness on how to prepare strategic plan were major problems encountered in developing strategic plan on those schools.

Table7. Challenges Encountered in Implementing the Strategic Plan

No	Challenges	RC	Levels of seriousness										X	AVM	SD
			Most s	%	More S	%	S	%	Less S	%	Least s	%			
1	Unwillingness of principals (teachers) to take feedbacks for corrective action	P	5	31.3	4	25	3	18.8	4	25	0	0	3.63	3.4	1.204
		T	14	18.4	18	23.7	22	28.9	15	19.7	7	9.2	3.22		1.229
2	Unwillingness of strategic planning team to take feedbacks for corrective action	P	5	31.3	4	25	0	0	7	43.8	0	0	3.44	3.3	1.365
		T	12	15.8	20	26.3	20	26.3	16	21.1	8	10.5	3.16		1.233
3	Lack of coordination among stakeholders	P	8	50	2	12.5	1	6.3	4	25	1	6.3	3.75	3.6	1.483
		T	15	19.7	29	38.2	14	18.4	14	18.4	4	5.3	3.49		1.160
4	Absence of timely monitoring and evaluation system.	P	4	25	7	43.8	0	0	5	31.2	0	0	3.63	3.51	1.204
		T	18	23.7	20	26.3	19	25	12	15.8	7	9.2	3.39		1.126
5	Inadequacy of financial resources	P	7	43.8	1	6.3	4	25	4	25	0	0	3.69	3.5	1.302
		T	14	18.4	25	32.9	14	18.4	12	15.8	11	14.5	3.25		1.328
6	Shortage of material resource	P	6	37.5	1	6.3	3	18.8	6	37.5	0	0	3.44	3.3	1.365
		T	16	21.1	17	22.4	19	25	10	13.2	14	18.4	3.14		1.392

Source: Field data

In table 7. 8(50 %), 2(12.5%) of principals and 15(19.7), 29(38.2%) of teachers agreed that Lack of coordination among stakeholders was most and more serious challenges encountered in implementing strategic plan consecutively with the average mean value of 3.6. 4(25%) of principals and

18(23%) of teachers confirmed absence of timely monitoring and evaluation system as most serious problem and 2(12.5%) of principals and 29(38.2%) of teachers as it is a more serious problem with the average mean value of 3.51. More over 7(43.8%) of principals and 14(18.4%) of teachers stated that inadequacy of financial resource as a most serious problem while implementing strategic plan whereas 1(6.3) of principal and 14(18.4) of teachers confirmed as a more serious problem. The average mean value (3.5) also showed that as a serious problem.

Two of FGD participants of strategic planning team confirmed that making self-evaluation at each academic year helps the school to know the level of the strategic plan implementation; however, the secondary school unable to do it at each academic year based on the strategic plan guide line of MoE. (FGD, June, 9 2017).

Besides that, some participants of the FGD stressed that the most influencing factors that affect strategic plan implementation were lack of coordination among stakeholders, shortage of trained human, financial and material resource. (FGD, 8, June, 2017)

Drawing on the above analysis, it is understood that that strategic plan implementation was more challenged by the absence timely monitoring and evaluation, lack of coordination among stakeholders, and shortage financial resource in the secondary schools where this study was administered.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This chapter presents the summary, conclusions and recommendations of the study.

5.1. Summary

The purpose of this study was to assess the challenges of development and implementation of educational strategic plan and in Gulele sub city government secondary schools. The study attempted to raise the following basic questions:

1. To what extent do the stakeholders (teachers, students, parents) participate in developing strategic plan of Gulele sub-city secondary schools?
2. How was the monitoring and evaluation system practiced to identify the strengths and weakness of schools in relation to development and implementation of the strategic plan?
3. What major challenges encountered while developing and implementing the strategic plan in the schools?

To conduct the study appropriate research method, sampling techniques and instruments were used. Accordingly, descriptive survey design was employed in this study. Questionnaires were prepared and distributed to teachers, principals and vice principals. Moreover, FGDs were conducted with all members of strategic plan teams of the school's (composed of two teachers, five parents and two students taken from PSTA students) to obtain qualitative data which are used to supplement the quantitative data analysis. Document review was also used to make effective and enhance the data obtained from the Questionnaires and FGDs.

The collected data and responses were analyzed, tabulated and interpretation was made using statistical methods such as frequency, percentage, average mean-value and standard deviation.

After the analysis and interpretation of the data, the following points were taken as the main findings of the study.

- The study revealed that because of poor awareness creation of the school about strategic plan there was low participation of teachers, students and parents in the strategic plan preparation. Both teachers and principals agreed on the poor participation of teachers, students and parents. Additionally, FGD with strategic planning team confirmed that there was poor participation. However, due to the high responsibility expected from the principals and strategic planning team of strategic plan development and implementation, they had high contribution for the development and implementation of strategic plan. This means almost all the work of strategic plan is on the shoulder of these two parties.
- Regarding monitoring and evaluation, the results of the study revealed poor performance of principals, teachers and strategic planning team, as a whole the schools in taking poor corrective action and timely monitoring and evaluation of strategic plan.
- The serious problems affecting the preparation and implementation of Strategic plan were found to be: lack of reliable data about the school, lack of trained human resources on planning, low stakeholder's awareness on how to prepare educational strategic plan lack of commitment of the strategic planning team lack of coordination among stakeholders, shortage of trained human, financial and material resource and low stakeholders' involvement in the preparation of school strategic plan. These constraints make strategic plan development and implementation more difficult and sometimes the documents were kept on the shelf throughout the year.

5.2 Conclusions

Successful school strategic plan is related to systemic planning, monitoring and evaluation process that improves students' academic achievement. Hence, the stakeholders should be encouraged to have active involvement in planning progressively raising their awareness. The extent of providing monitoring and evaluation by concerned bodies and the level of school leadership capacity determine the extent of stakeholders' participation in strategic plan. Therefore, based on the findings of the study the following conclusions were drawn: -

The existing practice of strategic plan preparation and implementation in most schools didn't involve important activities such as conducting self-evaluation, timely monitoring and evaluation of the plan preparation and implementation identifying and prioritizing the problems. Moreover, there was poor involvement of stakeholders in the strategic plan; the responsibility of planning remained in the hands of school leaders due to lack of commitment of leaders to invite stakeholders in the strategic plan. This implies that the strategic plan preparation and implementation in the government secondary schools of Gulele sub city was not done up to the expectation of stakeholders and it was in a situation of serious of challenges affecting its success.

5.3 Recommendations

Based on the findings and conclusions drawn the following recommendations are forwarded to be used by the practitioners.

1. The school principals have to give due attention to strategic plan developing and implementing and should initiate commitments in conducting self-evaluation involving stakeholders (teachers, students and parents).
2. Announcing the system is very important to gain timely feedback for further improvement. Hence, it is advisable that the school principals

should report the school self-evaluation result and other activities for concerned officials and stakeholders at the right time.

3. To enhance the problems related to planning and implementing, all stakeholders should be aware and involved in planning process. To do so, school leaders are expected to mobilize the stakeholders to participate actively in awareness creation, planning and implementing process.
4. Schools should make the strategic planning team functional to its better contribution for the success of the plan. In addition, empowering the capacity of school principals and strategic planning team in each school to work successfully and closely with stakeholders is vital.
5. Monitoring and evaluation on the plan preparation and implementation of strategic plan were not undertaken properly. Therefore, the Addis Ababa city administration education bureau and the sub city education office should give special attention and support to school strategic plan.
6. Supervisors and the sub city education office should give functional support for the plan preparation and implementation of school strategic plan.

References

- Adams P. (2006) Demystifying constructivism: *The role for the teacher in new-technology exploiting learning situations*, in: L. Tan Wee Hin & R. Subramaniam (eds.) *Handbook of research in technology at the K-12 level*
- Ayalew shibeshi and Seyoum Tefera (1989). *Fundamental of Educational Research*. A.A.: AAU printing press
- Basarab, D& Darrel, k. (1992). *The training of Evaluation Process*. Boston: Kulwer Academic Publisher.
- Berara, A. (2008). “*The problems of Educational Planning in Woreda Capacity Bulding and Education office of Beneshangul Gumuz Reginal State.*” Un published MA Thesis, AAU.
- Bereket Rezene, (2011). *Implementation of School Improvement program*. Unpublished Master’s Thesis. Addis Ababa University.
- Best, and Kahn (1993). *Research in Education (7th. Ed)*. New Delhi Printice Hall. Indicantprivate Ltd.
- Burch, A. (1996). *Basic social policy & planning: Strategies & practical Methods*. New York: TheHowrth press .Inc.
- Bryson, J. (1995). *Strategic Planning for public and nonprofit Organizations*. Sanfrancisco: Jessy-Bass Published.
- Byars, L. (1996). *Strategy in Change Environment: Chicago: I win*.
- Caillods, Francose (2005). *The New Educational Environment: Planning for participation*. UNESCO.
- Catherine J. Kiprop, IIEmlly J. Bomett, IIIJane Jelimo MichaelMoi University, Kenya
International Journal of Advanced Researchin Eduation & Technology (IJARET) 52 Vol. 2, Issue 4 (Oct. - Dec. 2015) Kirinyaga Central district.
- Chandan, J.S (1997). *Management: Concepts and Strategies*. Delhi: Key Printers.

- Chane Bitew (2010). *The Challenges and Prospects of Strategic Planning Formulation and Implementation in Selected Institutions of Ethiopia* (UN published M.A thesis) Addis Ababa University.
- Chang C.G (2008). *Strategic Planning in Education. Some Concepts and Methods*. Paris: UNESCO.
- Church Man, C.W. (1968). *The system Approach planning*. New York: Delacorte press.
- Conyers, D. (1982). *An Introduction to Social Planning 3rd World*. London: John Wiley and Sons Ltd.
- Coombs, P.H. (1970). *What is Educational Planning Fundamentals of Educational Planning?* Brussels UNESCO
- CRDA (2001). *Christian Relief and Development Association: Training Program on Strategic Planning November 19-23/2011*. RAs Hotel: Nazareth, Adama.
- Cunningham, W, G. (1982) *Systematic Planning for Education Change*. California: Mayfield publishing company.
- Forojalla, S (1993). *Educational Planning for Development*. London and Basingstoke: Macmillanpress,Ltd.
- Fullan, M., (2000). *Educational Leadership*; San Francisco: John and Sons, Inc.
- Gatewood, R.D. Taylor, R.R. and ferell, O. Oc. (1995). *Management: Comprehension, Analysis and Application*. Chicago; Richared D. Irwin inc.
- Gezahegn Ajeme (2016). *An assessment of the preparation and implementation of strategic educational plan in selected sub city education offices of Addis Ababa, Master's thesis: Addis Ababa University*
- Glover, D. (1997). *Educational Management: Strategy, Quality and Resource* Buckingham Open University press.
- Goodstein, L. D., Nolan, T. M., & Pfeiffer, J. W. (1993). *Applied Strategic Planning:*

A comprehensive guide - How to develop a plan that really works. New York: McGraw Hill, Inc.

Griffin, W. (2000). *Management*. (5th ed). New Delhi: ALTBS publisher.

Hampton, R. (1981). *Contemporary Management*. (2nd ed). Tokyo: McGraw Hill, Inc.

Hatland, A. And Ishumi, A.G.M (1984). *Educational Planning in Developing Countries*. Sweden; Graphic Systems AB. Gorebord.

Hellriegel (2002) *Management: A competency-basd approach* (9th ed).

Bangalore (Singapore): Thompson Asia pvt. Ltd.

Hersey, P.(1982). *Management of Organizational Behavior: Utilizing Human Resources* (4th edn.). Englewood Cliffs: Prentice Hall

Hill,C.W.L & Jones. (2007). *Strategic Management Theory: An Integrated Approach* (7th ed). Boston: Houghton Mifflin Company.

Hopkins, D. (1989). *Evaluation for School Development*: Philadelphia: Open University Press.

Hopkins, D., Ainscow, M. and Mel West (1994). *School Improvement in an Era of Change*. London: Cassell

Jeilu, (2010). *Strategic and School Development plan*. Addis Ababa University

Judson, A. (1996). *Making Strategy Happen: Transforming Plans In To Reality*. Cambridge:Black Well publishers. Ltd.

Katsioloudes M.(2002) *Global strategic planning cultural perspective for profit and non-profit organizations*.Butter worth: Heinmann

Kaufman, R. & Herman. J. (1991).*Strategic Planning In Education: Rethinking, Restructuring and Revitalizing*. New York. Technomic publishing com. Ltd.

Kaufman, R (1995), “*Mega Planning: A Framework for Education.*” International journal of Education Reform. Vo 1.4 no.3.

Kuber and Milan. (1996). *Management Consulting*. A Guide to profession

- (3rd ed). Jersey: FT/prentice Hall.
- Louise G. White. (1990). *Managing Policy Reform in the LDCs*. Boulder, Colorado: Lynne Reinner Publisher.
- Lusthaus, C, Adrien, M., Anderson, G, Carden, F . and Montalvan, G.P. (2002). *Organizational Assessment: A Framework for Improving Performance*. Ottawa: IDRC.
- Malan. T. (1987). *Educational Planning as Social Process*. Paris: UNESCO/IIEP.
- Mbamba, A.M. (1992). *Book of Reading in Educational Management*. Harage; Moxonjorora paper converter (pvt). Ltd.
- Mbua,F. (2002). *Educational Planning: Issues and Perspectives*. Limbe: UNECA.
- McNamara, C. (2008). Strategic Planning in nonprofit Organizations. Retrieved from [http: /Management help. Org/plan-dec/str-plan/str-plan.htm](http://Management help. Org/plan-dec/str-plan/str-plan.htm)
- MOE (2008). *Review of the Ethiopian Education Training and Policy and Its Implementation*. AddisAbaba: Andnet Printers.
- Napuk,K (1993) *the strategy led business: step -by step strategic planning for smalland mediumSizedcompanies*. London:McGraw-Hill book com.
- Nigus Mohommed (2011).*Planning in Woreda Educational offices in central zone Of Tigry* (UN published M.A thesis) Addis Ababa University.
- O,Brien, A. (1999). *Management Information systems* (4th ed). New Delhi: McGraw Hill companies, Inc.
- Ololube,N.P,(2013).*Educational Management Planning and Supervision: Module for Effective Implementation*. Owerri, Nigeria: Spring Field Published.
- Perce, A. & Robinson, B. (2003). *Strategic Management: Strategy Formulation and Implementation* (3rd ed). New Delhi: McGraw-Hill companies, Inc.
- Preedy, M., Glatter, R. and Levacic, R. (Eds) (1997). *Educational management;*

Strategy, Quality and Resources. Buckingham: Open University Press.

Sallis, E. (2002). *Total quality management in education*. (3rd Ed.). London, UK: Kogan Page Ltd

Schermerhorn, J. R. (1996) *Management in Educational Behavior: Essentials* New York: Jhon Wiley & sons, Inc.

Smith (1991). *Business Strategy and Policy*. Boston: Houghton Mifflin com.

Stoll, I & Fink, D (1996). *Changing Our School: Linking School Effectiveness and School Improvement*. Philadelphia: Open University press.

Tapinos, E., Dyson, R. and Meadows, M., (2005). *The impact of performance measurement in strategic planning*. *International Journal of Productivity and Performance Management*, 54 (5/6): 370-384. Strategic Planning in Public Secondary Schools in Kenya: Challenges and Mitigations

Thompson, J. and Strickland. A (2011). *Strategic Management: Concepts and Cases*. (12th ed). Boston: Irwin/McGraw-Hall.

Ubben. G. and Hughes, L (1997). *The principals: creative school* (3rd). Boston Ellyn and bacon.

UNESCO (1970) *Administrative Aspect of Educational planning*. An IIEP Seminar. Paris

UNESCO (1984). *The Educational Administrator and Instructional Materials*. Paris: UNESCO/IIEP

UNESCO (1998) *Education for Twenty-First Century: Issues and Prospects*. Paris: UNESCO/IIEP

UNESCO (2006). *Implementing National EFA plans*. Hand Book for Decentralized Educational planning. Bangkok; UNRSCO publishing.

Wheelen, T.L and David, H.J., (2008), *Strategic Management and Business Policies*, Eleventh Edition, Pearson International Education.

Appendix A

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

Questionnaire: to be filled by teachers in Government Secondary Schools of Gulele sub-city

Dear respondents:

The purpose of this questionnaire is to assess the preparation and implementation of educational strategic plan in Gulele Sub-City Government Secondary Schools. Your cooperation in providing relevant information will have great contribution to the study. Therefore, please respond to all questions provided in this Questionnaire completely and honestly.

Direction

- No need of writing name
- Follow the direction given in each part
- Give brief and concise responses for open ended questions

Part One

1. Personal Information

1.1. Name of the school _____

1.2. Sex A. Male

B. Female

1.3 Educational Background

A. BA/BSC Degree

C. Diploma

B. MA/MSC Degree

D. Others: specify _____

1.4 Your position in the school _____

1.5 Total years of services _____

Part Two

2. Stakeholders participation in strategic plan preparation

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

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

No	Stakeholders participation in strategic plan preparation	Scale				
		5	4	3	2	1
2.1	The school has created the necessary awareness to the stakeholders about strategic plan development.					
2.2	The principals actively participate in preparation of strategic plan.					
2.3	Students are actively involved in preparation of strategic plan.					
2.4	Parents are meaningfully involved in preparation of strategic plan.					
2.5	The school leadership effectively coordinates stockholders and strategic planning team in preparation of strategic plan.					
2.6	The strategic planning team contributes a lot in preparation of strategic plan.					

2.8 If you have additional points, please mention them

Part Three

3. Monitoring and evaluation of strategic plan development and implementation

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

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

No	Strategic plan monitoring and evaluation	Scale				
		5	4	3	2	1
3.1	Monitoring					
3.1.1	The monitoring mechanism of the school plays significant role in the strategic plan development and implementation.					
3.1.2	The monitoring mechanism facilitates effective implementation of the strategic plan.					
3.1.3	Timely monitoring of strategic plan is carried out in the school.					
3.1.4	Timely feedback is given after monitoring is carried out to take corrective action.					
3.1.5	The school strategic planning team take corrective action after monitoring.					
3.1.6	The school principal take corrective action after monitoring.					
3.2	Evaluation					
3.2.1	The evaluation mechanism of the school plays significant role in the strategic plan development and implementation.					
3.2.2	The school evaluates itself in relation to the strategic plan					
3.2.3	The result of evaluation feed in to the next planning cycle					
3.2.4	The school evaluate the strategic plan in relation to students' academic and behavioral achievement.					
3.2.5	The strategic plan of the school includes monitoring and evaluation system.					

3.9. If you have additional information, please write them under here

Part Four

4. Challenges encountered in developing the strategic plan

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

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

No	Challenges encountered in developing the strategic plan	Scale				
		5	4	3	2	1
4.1	Lack of reliable data /information/ about the school that help to prepare strategic plan					
4.2	Lack of commitment of principals					
4.3	Lack of commitment of strategic planning team					
4.4	Low stakeholders awareness on how to prepare educational strategic plan					
4.5	Lack of trained human resource on planning					

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

Part Five

5. Challenges encountered in implementing the strategic plan

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

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

No	Challenges encountered in implementing the strategic plan	Scale				
		5	4	3	2	1
5.1	Unwillingness of principals to take feedbacks for corrective action					
5.2	Unwillingness of strategic planning team to take feedbacks for corrective action					
5.3	Lack of coordination among stakeholders					
5.4	Absence of timely monitoring and evaluation system.					
5.5	Inadequacy of financial resources					
5.6	Shortage of material resources					

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

Thank you for your cooperation!

Appendix B

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

Questionnaire: to be filled by principals in Government Secondary Schools of Gulele sub-city

Dear respondents:

The purpose of this questionnaire is to assess the preparation and implementation of educational strategic plan in Gulele Sub-City Government Secondary Schools. Your cooperation in providing relevant information will have great contribution to the study. Therefore, please respond to all questions provided in this Questionnaire completely and honestly.

Direction

- No need of writing name
- Follow the direction given in each part
- Give brief and concise responses for open ended questions

Part One

1. Personal Information

1.1. Name of the school _____

1.2. Sex A. Male B. Female

1.3 Educational Background

A. BA/BSC Degree C. Diploma

B. MA/MSC Degree D. Others: specify _____

1.4 Your position in the school _____

1.5 Total years of services _____

Part Two

2. Stakeholders participation in strategic plan preparation

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

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

No	Stakeholders participation in strategic plan preparation	Scale				
		5	4	3	2	1
2.1	The school has created the necessary awareness to the stakeholders about strategic plan development.					
2.2	The teachers actively participate in preparation of strategic plan.					
2.3	Students are actively involved in preparation of strategic plan.					
2.4	Parents are meaningfully involved in preparation of strategic plan.					
2.5	The school leadership effectively coordinates stockholders and strategic planning team in preparation of strategic plan.					
2.6	The strategic planning team contributes a lot in preparation of strategic plan.					

2.8 If you have additional points, please mention them

Part Three

3. Monitoring and evaluation of strategic plan development and implementation

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

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

No	Strategic plan monitoring and evaluation	Scale				
		5	4	3	2	1
3.1	Monitoring					
3.1.1	The monitoring mechanism of the school plays significant role in the strategic plan development and implementation.					
3.1.2	The monitoring mechanism facilitates effective implementation of the strategic plan.					
3.1.3	Timely monitoring of strategic plan is carried out in the school.					
3.1.4	Timely feedback is given after monitoring is carried out to take corrective action.					
3.1.5	The strategic planning team take corrective action after monitoring.					
3.1.6	The teachers take corrective action after monitoring.					
3.2	Evaluation					
3.2.1	The evaluation mechanism of the school plays significant role in the strategic plan development and implementation.					
3.2.2	The school evaluates itself in relation to the strategic plan					
3.2.3	The result of evaluation feed in to the next planning cycle					
3.2.4	The school evaluate the strategic plan in relation to students' academic and behavioral achievement.					
3.2.5	The strategic plan of the school includes monitoring and evaluation system.					

3.9. If you have additional information, please write them under here

Part Four

4. Challenges encountered in developing the strategic plan

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

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

No	Challenges encountered in developing the strategic plan	Scale				
		5	4	3	2	1
4.1	Lack of reliable data /information/ about the school that help to prepare strategic plan					
4.2	Lack of commitment of teachers					
4.3	Lack of commitment of strategic planning team					
4.4	Low stakeholders awareness on how to prepare educational strategic plan					
4.5	Lack of trained human resource on planning					

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

Part Five

5. Challenges encountered in implementing the strategic plan

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

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

No	Challenges encountered in implementing the strategic plan	Scale				
		5	4	3	2	1
5.1	Unwillingness of teachers to take feedbacks for corrective action					
5.2	Unwillingness of strategic planning team to take feedbacks for corrective action					
5.3	Lack of coordination among stakeholders					
5.4	Absence of timely monitoring and evaluation system.					
5.5	Inadequacy of financial resources					
5.6	Shortage of material resources					

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

Thank you for your cooperation!

Appendix C

Addis Ababa University
School of Graduate studies
College of Education
Department of Educational Planning and Management
FGD Guideline for Strategic planning team members.

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

School _____

Date _____

No of FGD participant's M _____ F _____ T _____

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

Appendix D

አዲስ አበባ ዩኒቨርሲቲ

በሥነ ትምህርት ኮሌጅ የሥነ ባህርይ ጥናት ክፍል

ውድ የስትራቴጂክ እቅድ ኮሚቴ (ቡድን)አባላት

ይህ የመወያያ መሪ ጥያቄዎች የተዘጋጀው በጉለሌ ክፍለ ከተማ የመንግስት 2ኛ ደረጃ ት/ቤቶች ስትራቴጂክ እቅድ አዘገጃጀት ላይ መረጃ ለማሰባሰብ ነው ። ተፈላጊው መረጃ የሁለተኛ ዲግሪ ማሟያ ለሆነው ለዚህ ጥናት ወሳኝ ነው። ይህ ውይይት ለትምህርት ዓላማ ብቻ የሚውል ነው።

የት/ቤቱ ስም _____ ቀን _____

ወንድ _____ ሴት _____ ድምር _____

የመወያያ መሪ ጥያቄ ተሳታፊዎች ብዛት

1. በትምህርት ቤት ስትራቴጂክ እቅድ አወጣጥ ዙሪያ ላይ ማንኛውንም ስልጠና ወሰደው ያውቃሉ።
2. በትምህርት ስትራቴጂክ እቅድ አወጣጥ ላይ የእርሶ ተሳትፎ ምን ደረጃ ላይ ነው ያለው? ትርጉም ያለው ተሳትፎ አድርገያለሁ ብለው ያስባሉ?
3. በትምህርት ስትራቴጂክ እቅድ አተገባበር ላይ የእርሶ ተሳትፎ ምን ደረጃ ይገኛል? የተሳትፎ ደረጃዎትን ከእቅዱ አተገባበር አንጻር እንዴት ያዩታል?
4. የትኛውን የድጋፍና ክትትል አግባብ (ሲስተም) ይጠቀማል።
5. የትምህርት ስትራቴጂያዊ እቅድ በሚወጣበትና ተግባራዊ በሚደረግበት ወቅት ምን ምን ችግሮች አገጥመዎቹሃል?
6. እነዚህን ችግሮች ለመቅረፍ ወይም ለመቋቋም ምን መፍትሄ ተጠቀማችሁ?

አመሰግናለሁ!

