

**THE PRACTICES AND CHALLENGES OF SCHOOL LEVEL PLANNING AND
IMPLEMENTATION: THE CASE OF EAST WOLLEGA ZONE SECONDARY
SCHOOLS**

BY

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DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

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List of Acronyms and Abbreviations

MOE = Ministry of Education

PTA= Parent Teacher associations

UNESCO= United Nations Educational Scientific and Cultural Organization

WEO = Woreda Education Office

ABSTRACT

The main purpose of the study was to investigate the practices and challenges of school level planning and implementation in the case of East Wollega zone secondary schools. The study employed descriptive survey research method. Secondary schools teachers, directors, supervisors and WEO were used as sources of data. Questionnaire and interview were the main tools of data collection. The data collected using questionnaires were organized in tables and converted into mean for analysis. The information obtained through interviews were coded and used to supplement and countercheck data obtained through other tools. To determine the sample size of schools found in these woredas, out of ten secondary schools 5 secondary schools was selected by using simple random sampling technique,. The secondary school cluster supervisors and schools principals were selected by using census sampling technique. The respondent teachers from five sample secondary schools were selected by using simple random sampling technique, or through lottery method with assumption that all teachers had equal chance of being selected and also to obtain representative sample. The study found out that secondary schools plans were usually prepared by principals and sometimes by teachers. Besides, the extent of stakeholders' participation in school level plan preparation, evaluation, monitoring and implementation in the secondary school of East wollega secondary school was not satisfactory and highly dominated by principals. Further, the scarcity of budget, lack of resource, environmental situation, lack of participation of school community and PTA, lack of skilled man power in planning, , lack of evaluation of the strength and weakness of the school level plan, lacks follow up and necessary support by Woreda educational offices, lack of proper communication of leaders to school community and inaccurate data were the major challenges for preparation and implementation of school level plan. To overcome the challenges encountered, recommendations have been forwarded. These include: identifying the strength and weakens of the previous plan, evaluating and monitoring the preparing plan and take necessary action or measure, discussing with stakeholders on the problems of implementation of school level plan, giving awareness to the stakeholders, increasing school community participation and their understanding, allocating the necessary budget , resource and fund raising .

The study recommends that schools directors should take into account the participation of stakeholders when preparing, implementing, evaluating and monitoring the school level plan. WEO should also aid schools with allocation of school budgets, resources, and organize awareness raising workshops, trainings etc to school principals.

CHAPTER ONE

INTRODUCTION

1.1 BACK GROUND OF THE STUDY

In order to understand what educational planning means, it was necessary to understand what is meant by planning and what a plan is. Planning is the process of establishing objectives and course of actions prior to taking action. Planning allows you to make your decisions ahead of time, it helps you to anticipate the consequence of various course of action, and it provides direction and sense of purpose. The idea of overall educational planning was first propounded and commended to Latin America at the Second Inter-American Meeting of Ministers of Education, held at Lima in May 1956. The meeting agreed that, to solve the quantitative and qualitative problems facing the American countries in the educational sphere, the use of planning techniques was to be recommended, since the area's growing educational needs called for a systematic and forward-looking approach which would produce overall plans covering all levels and branches of education. (UNESCO, 1956).

Traditional educational planning, various forecasting techniques and simulation models were developed which aimed at orienting the educational investments either according to the needs of the labor market (manpower approach), or to the social demand for education (social demand approach), or to the needs of education sub-sectors with the best rate of return (cost-benefit approach), or to a more-or-less harmonious combination of these three approaches (Olambo 1995)

At the beginning of the 1960s, educational planning was seen as a 'must' for the newly independent countries in order for them to move ahead quickly and systematically with their human resource development. Planning units were set up in ministries of education but were highly dependent on

external expertise. The IIEP was created to train national planning experts at UNESCO headquarters in Paris and in the field. A number of relatively sophisticated educational plans were prepared. However, in many instances the results did not live up to the expectations and disenchantment with the classical planning approach, which was already underway in the 1970s, became more vigorous in the 1980s.

However the main criticisms of the traditional planning approach included the following:

Too much focus on plan preparation and not enough on plan implementation. It was assumed too quickly that once a good plan had been prepared the implementation would follow almost automatically. Hence very few mechanisms were set up for systematic monitoring of plan implementations. Furthermore, the fact that many plans were prepared by external technical assistants) did not facilitate national ownership, without which implementation is likely to fail.

Plans were being prepared in a top-down, technocratic way. Most plans were prepared by the planning units (and their technical assistants) with little or no involvement from the rest of the ministry staff, not to mention staff at decentralized levels of management and civil society partners. The consequence was again a severe lack of identification with (or even knowledge of) the objectives of the plan and priority actions by those responsible for implementing it. Indeed, while a plan can easily be prepared by a handful of technical experts, the responsibility for its implementation involves the entire ministry staff and requires the commitment of all.

Not enough consideration was given to the changing environment .Plans were being prepared the implicit assumption that the planners have all the information and techniques needed to develop a complete, correct plan which can be executed from beginning to end.

Many plans simply ended up on the bookshelves of the Ministries, however, whenever they were implemented, it was done in a rigid, mechanical way. Not enough flexibility was built in to adapt to changing circumstances. This need for flexibility and continuous adaptation became increasingly

more obvious during the second half of the 1970s (after the first oil crisis) and during the 1980s, when the overall economic environment became more unstable and unpredictable. (UNESCO 2010)

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

Planning refers to the process of deciding what to do and how to do it. Planning occurs at many levels, from day-to-day decisions made by individuals and families, to complex decisions made by businesses and governments (Todd Litma 2013).

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 1974:14).

Planning implies thinking about the future and trying to assume control over future events by organizing and managing resources in such a way that they will bring about the successful completion of the objectives set forth (UNESCO, 2011).

According to Musaazi (1982), planning is a rational process of preparing and coordinating a set of economic decision making for future actions directed at achieving objectives by optimal means. Admittedly, planning is a guide to the actions that are to be implemented at a future date. In other words, planning is futuristic. The rationale for planning is to effectively utilize available resources to attain a predetermined objective. The process involves strategies for manipulating several variables at the time of planning and their projection into the future. Planning cuts across all levels of management and all the other managerial functions. Whether at the primary, secondary or university level of education, planning is done. For example the managerial functions of organizing, staffing, etc. involve some planning.

A plan can therefore be short-term, medium term or long-term depending on its duration. A short-term, plan is that which is for a period not more than 3 years. It is a medium-term if the plan is for between 3 and 5 years. It will call long-term if the plan is for more than 5 years (Musaazi 1982).

In addition to these when we came to preparation of school level planning action plan expresses the specific means and basic resources allocated to the strategic plan. It translates all the previous steps in to a final action. Action plans covers periods of a year or less and the development of action plans deal with the question what, how and when. Specific action plan consists of the following major components: Priority issues that meet the vision, mission & objectives, responsible implementing bodies, Schedules (time lines) for accomplishing the actions, monitoring & evaluation criteria.

In most developing countries like in Ethiopia, education planners may be experience challenges derived from: Environmental situation, Participation of stakeholder, inadequate funds and inadequate resources due to either parents unwillingness to cooperate or the fact that they are too poor to raise money. One of the central tasks of educational planning therefore is to try to keep the internal and external forces in the educational system at balance under dynamically changing circumstances and with efforts from all education stakeholders. That is, the process of planning, organizing, directing and controlling need to be considered and executed quick and efficient, if at all long term plans are formulated for future development. Otherwise, planning may not result into the expected results. This study therefore seeks to investigate the challenges and practices of school level planning and its implementation in East Wollega secondary schools.

1.2. STATEMENT OF THE PROBLEM

The practices and implementation of school Level plans is crucial key for quality education and to achieve the goal of education in general and the effectiveness of teaching-learning process in particular. If the plan meet its goal in appropriate way, the result of education is significant for the student to be competent in the world of competition. Indeed, at the school level the final action of any educational plan should be implemented to achieve educational goal. Thus, the personal motivation of the researcher to deal with this study stems from two perspectives.

First, despite the fact that school level planning has been prepared and implemented for a long time, the researcher observed that educational planners at Wayu Tuka Woreda secondary schools

have encountered major difficulties with its practical implementation. This may indicate the realization of the plan needs availability of resources, participation of stakeholders, analyzing environmental situation, economic circumstance or inadequate skilled personnel. Because of this the researcher wanted to find out the major problems that hinder to prepare and implement the plan.

Second, to the best of the researcher experience, he has never come across similar study, specifically of difficulties in the implementation of school level planning which was carried out at secondary and preparatory school level. However, there were studies conducted in relation to practice and challenges of educational materials resources, (2014) by Workneh and others such as educational planning and practice (2013) by Malala, the problems and approaches to educational planning(2013) by Ololube.

Therefore, the current study aims to investigate the practices and challenges of planning& its implementation at school level. Hence, the researcher attempts to answer the following basic research questions.

1. What are the procedures of preparation and implementation of school level planning?
2. To what extent the stakeholders contribute for the preparation & implementation of school level planning?
3. What are the major problems in practicing and implementing the school level planning?
4. What are the possible measures that shall be taken to tackle the challenges in the implementation of school level planning?

1.3. OBJECTIVES OF THE STUDY

The current study has the following objectives.

1.3.1 General objective

The general objective of the study was investigated the practices and challenges of planning and its implementation: The case of Zone secondary schools of East Wollega zone.

1.3.2 Specific objectives.

The specific objectives of the study were:

1. To identify the implementation and preparations procedures of school level planning.

2. To identify the extent to which stakeholders contribute for the implementation and preparation of school level planning
3. To point out the challenges faced in the implementation and preparation of the school level planning.
4. To suggest the possible measures that shall be taken to solve the existing problems that hinder the implementation of school level planning.

1.4. SIGNIFICANT OF THE STUDY.

The study was targeted on investigating the practices and challenges of school planning and its implementation in secondary schools of East Wollega zone. Thus, it may have significant contribution for evaluating educational planners' performance on effective and consistent educational planning. Besides, it could also inform stakeholders regarding factors impeding successful school level planning and what should be done to tackle challenges that might have encountered them. Moreover, the study may also use as stepping stone, supporting reference and document for further study around this area.

In addition to this, the researcher believes that this study would have the following significances:-

1. It would help teachers, principals, Educational experts under the study might benefit from the findings which hopefully contribute for the implementation of school level planning.
2. It might provide important information for principal, teacher, PTA members, woreda education and zonal education experts on how school level plan are implemented.
3. It would help the school cluster supervisor and principals to point out the strengths and weakness of implementing school level planning and preparation and to take corrective action.

1.5. DELIMITATION (SCOPE) OF THE STUDY

The study was focused on the practices and challenges of school level planning and its implementation in secondary schools of East Wollega Zone. The Five Woreda of East wollega Zone was included in the study. To make research manageable, the study was geographically delimited to five secondary schools in East wollega.

The school level planning could have various dimensions to be studied, but to make the study manageable; conceptually the study was delimited to investigate the practices and challenges of the

major activities of school level planning such as preparation, planning, and implementation in secondary schools of East wollega zone.

1.6. LIMITATION OF THE STUDY

It is to known that one face a problem while something is done. Hence the researcher also would face different problem during the study. The problem more often would occur during data collection, the process of data organization and analysis. In this case the following was the limitation of the study.

- Some of the respondents such as, principals' teacher's supervisors and woreda educational offices cannot will to respond to the questions correctly.
- Some of the respondent can not interested to give detail information.
- Shortages of reference materials related to the topics and times

1.6 .DEFINITIONS OF KEY TERMS

Implementation: - the actions that must follow any preliminary thinking in order for something in to actually happen. .

Challenges: -difficulties to implement school level plan in secondary school or something in to action.

Preparation:- the process of making something ready or becoming ready for something.

Practices: - An action rather than ideas; exercising the actual framework of school level planning activities.

Secondary schools: - It is a school of four years durations consisting of two years general secondary education (grade 9-10) and two years of preparatory education (11-12).

Stakeholders: are principals, teachers, PTA members, supervisors and school communities.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Concepts of planning.

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

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

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

2.2 Types of Planning

There are two basic kinds of planning: strategic and operational. Strategic planning, also known as long range, comprehensive, integrated, overall and managerial planning, has three dimensions: the identification and examination of future opportunities, threats and consequences; the process of analyzing an organization's environment and developing compatible objectives along with the appropriate strategies with policies capable of achieving those objectives; and the integration of the various elements of planning into an overall structure of plans so that each unit of the organization knows in advance what must be done when and by whom. Operational planning, also known as divisional planning, is concerned with the implementation of the larger goals and strategies that have been determined by strategic planning; it is also concerned with improving current operations and

with the allocation of resources through the operating budget.(Y.P Aggar Wal and R.S. Thakur 2003).

Planning it is viewed has a process of setting goals ,developing strategies and operational plans from the goals, and devising performance criteria to measure the attainment of the goals and achievement of plans(Alexander:1986).

Schools as any institution require an organizational plan to realize effectiveness in the organizations. Ubben and Hughes (1997) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational processes and measurable outcomes. Coombs (1974) also illustrated educational planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. It is, therefore, just a process by which an analysis of the present condition is made in order to determine and devise ways of reaching a desired future for schools. School plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. It is essential to create additional resources, both in terms of human and material inputs. Therefore, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning and as a school leader is expected to play a vital role from preparation via to implementation and evaluation. Supporting this idea, Talesraet.al, and (2002) suggested that the success of institutional planning depends on the dynamism and interest of the head and effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change

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

Educational planning provides a foundation for all educational activities (Ololube, 2006a). It is the process of outlining the activities that are necessary to achieve the goals of education. Through

planning, educational planners determine how education resources are to be allocated and how the activities of the education system will be assigned to individuals and work groups.

Therefore, educational planning is a concise and deliberate attempt, through organized and continuous processes to identify the different elements and aspects of the educational industry. It helps us in determining the present state and interaction, hence projecting them throughout a given period of time. This is done by analyzing, formulating, implementing and controlling the actions that have evolved to attain the desired aims and objectives of education (Ololube, 2013). This leads us to focus on enhancing the competitive position and the overall performance of teachers through planning. The output of the planning process is the plan itself, which is a blueprint for action. It prescribes the activities needed for the education industry to realize its goals.

Therefore, the purpose of planning is simply to ensure that the educational industry is effective in its activities. In a broader sense, an educational system must develop a plan that ensures that the appropriate products and services are offered to its students. More specifically, planning gives guidance and direction to members of an organization as to their role in delivering the products and services (Peretomode 1991, 1995; Naylor 1999).

2.3. The school planning process

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

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

to meet changing needs and circumstances. Schools will establish a school improvement committee to work with the principal to develop and monitor the school's planning and improvement processes. In devising a planning process the school's improvement committee should ensure: full and open consultation with the school community, strategies for improvement, data sources and monitoring processes , communicating the process of improvement to key personnel, the availability of documentation to support the improvement process and future plans are informed by what has been learned (ACT , 2009).

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

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

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

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

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

2.4. Planning Theory.

The history of planning is deeply rooted in human history. Plato mentioned about planning in his republic. There is considerable skepticism, regarding the value and appropriateness of developing a planning process based up on the attainment of clearly stated operational goals. Different actors involved in or affected by planning process bring different perspectives to generating broad aims. Total agreement seldom is reached on generating specific organizational process. Proponent of the goal based approach suggests that planning failures are primarily the result of problems in implementation and techniques Clark, (1986). Clark argues that failure is probably the result of fundamental ignorance about what actually occur in educational institutions.

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

2.5. Planning Principles

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

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

- Comprehensive – all significant options and impacts are considered.

- Efficient – the process should not waste time or money.
- Inclusive – people affected by the plan have opportunities to be involved.
- Informative – results are understood by stakeholders (people affected by a decision).
- Integrated – individual, short-term decisions should support strategic, long-term goals.
- Logical – each step leads to the next.
- Transparent – everybody involved understands how the process operates.

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

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

3. Components of Educational planning.

According to Gbadamosi (2005) the major considerations for educational planning in a country include;

3.1. Educational status and the Head count.

Every realistic plan is based on a dependable census when figure from the head count were dependable, we could staminate, with reasonable accuracy, the number of classroom, teachers and headmasters, desks and tables elaborative, capital and recurrent costs etc.

3.2. Supply and Demand of Teachers.

The quality of education depends solely on the quality of teachers trained. This is because they can only teach what they know. There is need for the restructuring of the curriculum of colleges of Education and faculties of Education to respond to national needs. Also, steps should be taken to improve the conditions of service of teachers if they are to remain in the education sector.

3.3. Educational Financing.

Graduates of primary or secondary education who secure jobs are able to earn wages and salaries and thus contribute to the Gross National Product, and this brings about the justification for public and private investment in education because of their returns. The equitable sharing of financial burdens of education amongst federal, state and local governments must be fully considered by all parties concerned.

3.4. School Buildings.

The design, construction, equipment and maintenance of school buildings should be considered. School buildings should be adequately maintained because of their depreciation value; which if not properly looked after, could be hazardous to the existence of the users that is teachers and students.

3.5. Curriculum Development.

The constant modification of the curriculum is necessary, since the curriculum should be relevant to the needs of the society, and the society is not static, it is dynamic.

3.6. Educational Materials.

The supply and distribution of educational materials are highly necessarily considered. Educational materials such: as books, maps rulers, pencils, teaching aids etc., may make the educational programme fail, if not properly organized.

3.7. Expansion Models

Expansion models must be created from the beginning to bring into consideration what is envisaged in the primary, secondary and tertiary schools many years and to look for possible strengths and weaknesses they can borrow and avoid in the present one.

3.8. Relevance to Political, Economic, Social and Cultural Policies and Objectives.

If educational plans are not closely geared towards political, economic, social and cultural objectives, they will not take off and people will be educationally dissatisfied.

3.9. Integrated Implementation.

Strategies to mobilize everybody to reason to why the various statistics for planning are necessary will bring about a sincere consideration for the need to plan the education of a nation. When public

support is achieved, decrees and laws are no longer imposed. Instruments and people will jointly work towards the implementation of the educational plan.

3.10. Legal Bases.

Planning takes place under established laws. The legal framework for planning should be streamlined through legislation to include the form, structure and functions of the planning units and agencies, the staffing and the responsibilities, the relationships of the units with other educational authorities (Gbadamosi, 2005).

4. Approaches to Educational Planning

Olambo (1995) identified three basic approaches to educational planning. They are:

1. The social demand approach
2. The human resources requirement approach
3. The cost benefit analysis

4.1 The Social Demand Approach

This approach requires the education authorities to provide schools and find facilities for all students who demand admission and who are qualified to enter school. This approach looks on education, as service demanded by people just like any other social services. Politicians in developing countries often find the approach expedient to use because of its appealing nature. The approach provides planners with the approximate number of places where educational facilities has to be provided. It is as well a suitable political tool to meet the need to satisfy the demands of the general public. In situations where resources are acutely limited, and where we are seeking to provide those kinds and quantities of education, which will offer the greatest good to the greatest number, this planning techniques are best.

4.2 The Human Resources (HR) Requirement Approach

The focus of this approach is to forecast the human resources needs of the economy. That is, it stresses output from the educational system to meet the human resources needs at some future date. HR approach could usefully call attention to extreme gaps and imbalances in the education out-put pattern that need remedy and provides educators useful guidance on how roughly educational qualifications of the labor force ought to be developed in the future. That is, the relative proportion

of people who would have primary education, secondary education and various amount of post-secondary training. This approach looks at the unemployment and underemployment situations, which may result from some over-emphasis on HR approach may become a challenge to move towards the right kind of education which may be development oriented, and thereby creating its own job. The HR approach focuses on 3 main elements, namely:

1. Specification of the composition of human resources need at some future date,
2. Specification of human resources availabilities,.
3. Specification, which reconciles the former specification with the later

4.3 Cost-Effective Strategies

There is no general agreement on the most cost-effective strategies school administrators should use to demonstrate appreciation of school employees. However, the following have been cited by Wali and Elekwa (2012, pp. 190-196) as possible methods or alternatives:

1. Staff awards: staff will appreciate that their activities or actions are noticed and appreciated by their supervisor. For the administrator to achieve this, one option is offering a “behind the scene” award at the end of the year for humble employees who perform well. A teacher whose students excel in his or her subject in public examinations could, for example, be rewarded with such a prize. Similarly a teacher who makes a successful outing with students on an inter-school competition may deserve an award.
2. A surprise achievement celebration: quite simply, this can be achieved by providing a special lunchtime treat to an employee or team of employees whose actions deserve recognition. Alonge in Wali (2002) is of the opinion that administrators who give small gifts for special occasions (birthdays, weddings, etc.) or give free tea, coffee and snacks to their employees also makes them feel appreciated and motivated. In all of these cases it is the act of acknowledging the contributions and value of the employees.
3. Pass on praise: if a school administrator hears or is made aware of a positive remark about a staff person, he/she should repeat it to that employee as soon as possible, perhaps via email or send a thank you note to the employee’s home address, copying the Dean and Head of Department. This will show that the administrator understands how much the employee may have sacrificed or given

4. Publish a Kudos Column in the school newsletter and ask employees to submit kudos for their peers. Similarly set up a suggestion program by either establishing a suggestion box or completing school-wide questionnaires so that employees feel that their opinions and ideas are taken seriously.
5. Recognize employee value by delegating functions according to levels of competence: Wali (2010) observed that delegation is necessary for an organization like a school to exist and grow. Employees who are neglected in the distribution of functions often become apathetic to the achievement of school goals.
6. Make teaching jobs challenging: School administrators should not allow teachers to stay too long in one assignment. In other words, classes and responsibilities should be rotated. A form master could, for example, rotate with house master and vice versa. School administrators should avoid saddling a willing staff with too many responsibilities, since a heavy work load has been identified as a major source of stress (Nwankwo, 1982).
7. Ensure that existing school policies are not frustrating: obnoxious school policies can be an obstacle to an employee's competence at work. There are, for example, schools where employees must fill out forms or wait for "visiting hours" before seeing their principal. Enyi (2004) notes that unless such rigid bureaucratic arrangements are dismantled and more open systems of administration are adopted, employees will continue to face unnecessary frustration at work.
8. Express interest in your employee's professional development: Teacher training does not end when they begin teaching, but that teaching demands rigorous and continuous training. Employee professional development and training should be seen as a continuum. School administrators should ensure that their employees attend programs that will increase their professional growth and capacity. Even if a school cannot fund professional development opportunities, employees will still appreciate an administrator's interest and guidance in this regard (Ornstein & Levine).

5. The objectives of Educational Planning.

There are various dimensions to the general objectives of educational planning. These cut across political, legal, economic, social, cultural, demography, scientific and technological (Gbadamosi, 2005).

5.1. Political dimensions.

The political objective of the educational planning should relate to the promotion of justice, peace, law order and good governance. The opinion of the religious groups, teachers, organizations and traditional rulers should also be considered. No planning process is known to be incongruent with political considerations.

5.2. Economic Dimensions:

The economic consideration in educational planning should lay emphasis on the need for individual to live happily. Educational plan should include labour and employment aspects. Educational plan should tend towards preparing people for gainful employment, development of gifts of nature and production of goods to satisfy human wants. Scholars had held the view that there is a causal relationship between education and earnings.

5.3. Science and Technology Dimension

Education for technological advancement should be well planned, financed and implemented for the development of individuals in the technological society.

5.4. Legal Dimensions

Educational planning requires specific legal framework. The legislative, courts and the judiciary have important roles to play in education of a nation. There is need for legislative support for educational planning. The implementation of educational planning should be within the ambits of the nation's constitution, status and education law.

5.5. Demographic Dimensions

Educational planning should take special notice of the structure and characteristics of the school going population and the population around the schools. Educational planning without sufficient demographic data results to failure at achieving the educational objectives. The growing population and the work force should be considered while planning the education of a nation.

5.6. Cultural Dimensions

Linguistic and cultural groups' influence the operations of educational planning generally and also the implementation of policies on education. The national development objectives should be culture oriented because of the social value system as it affects education

6. Characteristic of educational planning.

Educational planning has a number of characteristics. According to Adesina (1981) these characteristics are basically four. They are: primacy of planning, pervasiveness of planning, mission – oriented and future oriented.

6.1. Primacy of Planning

Planning is the first step in management precedence over all the other managerial functions. Everybody plans even though not everybody plans well. As a teacher, you plan your lessons before you go to teach them. As at present, you plan the way you want your child's birthday ceremony celebrated, etc. It is after this planning that you can organize it, identify those people who will help you to cook, bake the cake, and do other things. It is also after this that you will look for a photographer to take pictures.

6.2. Planning is pervasive.

By this, we mean that planning cuts across all levels of management and all the other managerial functions. Whether at the primary, secondary or university level of education, planning is done. For example the managerial functions of organizing, staffing, etc. involve some planning. The way the birthday ceremony mentioned above is to be organized has to be planned. Also, its implementation too needs to be planned or else you find out that some of the activities may either be forgotten or that those which are to come first are treated last and vice versa

6.3. Planning is Mission – Oriented.

Planning involves the mapping out or charting of activities in such a way that it helps to satisfy human wants. Thus, planning is goal-directed i.e. planning is directed at achieving a specified goal or a set of goals.

6.4. Planning is Future-Oriented.

Planning as said earlier on, is a process of deciding in advance what should be done in future, how it is to be done, who will do it, when and where to do it. This process takes into consideration past trends and present experiences in order to project into the future. Future, here, can be near or far. A plan can therefore be short-term, medium term or long-term depending on its duration. A short-term, plan is that which is for a period not more than 3 years. It is a medium-term if the plan is for between 3 and 5 years. It will call long-term if the plan is for more than 5 years.

7. Importance of planning

Organizational planning is to be very important in educational administration. Cunningham (1982) describes the importance of planning compels the administrator to visualize the all operation and enable those in the organization to see important relationship gain a fuller understanding of tasks and activities , appreciate the basis on which organizational activities are supported.

An important advantage of planning is that it makes effective and proper utilization of enterprise resources. It identifies all such available resources and makes optimum use of these resources.

The need to plan for quality education reform in any nation cannot be over-emphasized.

When reform is adequately planned, it accelerates structural integration of a plural society by equalizing economic, social and political opportunities (Alabi & Okemakinde, 2010). Thus, educational planning is concerned with the problems of how to make the best use of limited resources allocated to education in view of the priorities given to different stages of education or different sector of education and the need of the economy (Olambo,1995; Oloolube, 2013).

This theoretical study suggests several propositions for future research and practice. These inferences pertain most directly to students, researchers, faculty and higher education institutions.

At the management level in education, this study calls for policies to ensure balanced investments in, and increased funding for, education planning that will allow for the effective use, integration and diffusion of educational planning services and methods in the teaching and learning processes. As with other theoretical studies, the observation n this study should not be regarded as definitive but as offering students, faculty, educators, researchers, planners and administrators a view of the author's reality on the use of educational planning in a developing economy.

7.1 Increases Organizational Effectiveness

Planning ensures organizational effectiveness. Effectiveness ensures that the organization is in a position to achieve its objective due to increased efficiency of the organization.

7.2 Reduces the Cost of Performance

Planning assists in reducing the cost of performance. It includes the selection of only one course of action amongst the different courses of action that would yield the best results at minimum cost. It removes hesitancy, avoids crises and chaos, eliminates false steps and protects against improper deviations.

7.3. Concentration on Objectives

It is a basic characteristic of planning that it is related to the organizational objectives. All the operations are planned to achieve the organizational objectives. Planning facilitates the achievement of objectives by focusing attention on them. It requires the clear definition of objectives so that most appropriate alternative courses of action are chosen.

7.4. Helps in Co-ordination.

Good plans unify the interdepartmental activity and clearly lay down the area of freedom in the development of various sub-plans. Various departments work in accordance with the overall plans of the organization. Thus, there is harmony in the organization, and duplication of efforts and conflict of jurisdiction are avoided.

7.5. Makes Control Effective.

Planning and control are inseparable in the sense that unplanned action cannot be controlled because control involves keeping activities on the predetermined course by rectifying deviations from plans. Planning helps control by furnishing standards of performance.

7.6. Encouragement to Innovation.

Planning helps innovative and creative thinking among the managers because many new ideas come to the mind of a manager when he is planning. It creates a forward-looking attitude among the managers.

7.7. Increase in Competitive Strength.

Effective planning gives a competitive edge to the enterprise over other enterprises that do not have planning or have ineffective planning. This is because planning may involve expansion of capacity, changes in work methods, changes in quality, anticipation of tastes and fashions of people and technological changes etc.

7.8. Delegation is facilitated

A good plan always facilitates delegation of authority in a better way to subordinates.

7.9. Educational Planning aids decision making.

Educational Planning helps decision maker war all levels to reach a better and well informed decision. This is because through educational planning, adequate dates are collected on the particular

level that we wish to plan for and on the basis of such information available. It is also easier to arrive at better decisions. Educational planning therefore helps to promote speedy and effective administration of the system since the administrators of the system are provided with necessary guidelines to work with. Furthermore, with educational planning, it becomes easy to evaluate the progress made in the educational system.

8. Planning policy implementation

Once a plan has been chosen, planning for policy implementation should begin immediately. Although much of the work that must be carried out during this stage can be based on evaluation performed a make the policy decision, planning for implementation involves concreteness absent in early stage of the policy process.

What was abstract during the evolution stage begins to become concrete during planning. A schedule for moving people, physical objects and funds must be drawn up with a clarity and affecting to detail that leaves no doubt as to who will do what ,when and how; physical resources, once the content of hypothetical list must be located and their availability assured, financial resources, once ear-marked for possible use, must be appropriated so that implementation delays are minimal, he personal needed to put plans in action must be mastered by those who will employ it and the administrative systems with in which the policy will be directed must be clearly structured and firmly in place Kemmerer(1990).

In the same vein Okeke, (1985) agrees that the problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation. But on the other hand good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social, political, financial and statistical problems, Okoroma(2006). “For education to achieve all ends, it has to be carefully planned. The plan must take into consideration the needs of the society; the political, socio-cultural, economic, military, scientific, and technological realists of environments are very important to its survival, (p.239)”.

9. Problems (challenges) of Educational Planning and management.

According to Nwabueze,(1995). Educational planning faces many challenges. Some of the

9.1. Inaccurate Data.

One of the most difficult challenges that educational planners face is the issues of inaccurate statistical data.

The quality of technical planning is in most cases inhibited by statistical deficiencies and inaccurate data. Education systems has failed to effectively plan because of lack of accurate data, which is because of the use of mediocre to prepare data for use in the planning and forecasting processes (Nwabueze,1995).

9.2. Inadequate Skilled Personnel.

Most educational planners do not have complete competence in planning. Qualified planners are the single most significant resource that can lead to greater and efficient planning productivity and performance. In planning, what are needed are the effective utilization resources by connecting the totality knowledge, skills and talents to achieve planning objectives. The quality of planners should not be nothing less than the basic acceptable standards worldwide. Adequate planning capacity at all levels is required for the interpretation of policies and for the collection, analysis and usage of education data for monitoring the implementation of plans and programmes. (UNISCO 2011)

9.3. Technological Problem.

Another serious problem in the planning of education is the lack of attention paid to emerging technological innovations planning mechanisms. The success of education planners depends upon their ability to identify and respond to technological changes in other to elevate their planning output. Over the years, a number of technological changes have taken place that involves the introduction of modern advancements into the planning process and approaches, and understanding emerging issues related to educational planning and development Ibid, (1995).

9.5. Economic Circumstances.

The budgetary allocations that is available for educational planning is nothing to write home about. Funds provide for education planning is too small for proper planning to take place. The condition of the sector remains a thing of concern. Under-funding and systemic corruption makes the matter worse. The insufficient funding of the education planning sector stands as one of the major factors working against effective planning and implementation of education programmes, Ibid (2011).

9.6 .Inadequate Planning

There is a popular saying that “he or she who has failed to plan has planned to fail”. Education planning has 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 proper planning. Planning of human and material resources has evolved to guide the allocation and utilization of educational resources in the school systems. 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).

9.7. The high turnover of Educational planners and managers.

Staff turnover is a key challenge for Educational planning and management in Ethiopia, as it contributes to the lack of institutional memory in planning positions UNESCO (2011)

8.8. The poor working environment.

As emphasized in the report many planners do not have enough resources to implement their tasks (transport, IT equipment other material resources).This problem is particularly evident at the woreda level. Ibid, (2011)

9.9. The demand by the beneficiaries of Education services for quality plan and their implementation.

From many discussions held with the heads of WEOs that there was little serious concern about the quality and reliability of the data contained in their strategic plans. Some of the plans used hypotheses and assumptions that were completely unrealistic, and some heads of office were not particularly concerned about improving this plan (Ibid. 2011)

10. Planning Monitoring and Evaluation.

In many respects the monitoring and the review of the implementation of the action plan is the most important stage. Many organizations prepare good plans but fail to implement them effectively. It is vital that once the action plan is agreed, arrangements are put in place to track progress. These arrangements will differ from school to school

Monitoring is the internal management process, by which systematic information about plan implementation is gathered and analyzed, with a view to identifying strengths and weaknesses and

formulating practical proposals for taking the necessary action (correction of problems or reinforcement of successes) in order to reach the planned results.

Monitoring is mainly done by using the different types of indicators chosen for measuring progress in reaching the objectives and targets as indicated in the medium-term and annual operational plans. The information thus collected is then analyzed and the results presented in the form of progress reports (also called review or performance reports), which are produced at regular intervals to serve as a basis for collective reviewing, that is for collectively analyzing and discussing a performance report and for making appropriate decisions about any follow-up action to be taken, (UNESCO 2010)

UNIT THREE

3.1. Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclark, 2007). In order to investigate the practices and challenges on school level planning and its implementations with special reference to East Wollega zone secondary schools descriptive survey design was employed. This is because it enables researchers to collect and describe large variety of data related investigated the practices and challenges on school level planning and its implementations in East Wollega zone secondary schools. As argued by Kumar (1999), descriptive research design is used to describe the nature of the existing conditions.

3.2. Methodology of the study

The descriptive survey research Method was selected with the assumption that it helpful to obtain relevant information from concerned respondents on practices and challenges of implementing school level planning in secondary schools and to gain detailed data from large number of respondents to draw the necessary conclusion. This approach was also recommended by researcher that descriptive survey method gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings Moreover, it helped to gather data at particular points in terms of the intensions of describing the nature of existing condition, or identifying standards, the existing condition was compared to determine the relationship that exist between specific event (Jose and Gonzales , 2002:169).

3.3. Source of data

The relevant data for the study was generated from primary sources. The primary data obtained from Woreda Educational office, Secondary School Cluster Supervisors, Principals, secondary School teachers of east wollega secondary schools.

The respondents were chosen as primary source of data because of the fact that they are directly involved in the school system and are hoped to have better, experience and firsthand information regarding the issue under study.

3.4. The study area and Population

The study was conducted in oromia regions, East Wollega zone. The researcher takes to sampling five secondary schools through simple random technique (lottery method). And the total population under the study was 158. (I.e. 10 principals, 138 secondary schools teachers, five secondary school cluster supervisors and five woreda educational offices.

3.5 Sample size and Sampling Techniques

Since the researcher has been observed series problems or gap regarding the practices and challenges of school level planning and its implementation as mentioned at the s mentioned at the background of the stud, East wollega Zone was selected purposively. For the purpose of the study five woredas was selected by simple random sampling technique particularly by applying lottery method. From 10 secondary schools of five woredas 5(50%) are included through simple random sampling technique particularly by applying lottery method as it gives equal chance for the respondents to participated in the study as stated by MacMillan (1996). The lottery method applied as follow, first papers were rolled according to their population number then the total samples were picked.

The researcher respondents were selected using different techniques. To determine the sample size of teachers, from 138 teachers in the sample secondary schools, 83 (60 %) of them were included in this study as respondents. The researcher believed that the sample of 60% were sufficient to secure the data from teacher respondents. The respondent teachers from five sample secondary school were selected by using simple random sampling technique, or through lottery method with assumption that all teachers had equal chance of being selected and also to obtain representative sample. Principals and cluster supervisors of the selected secondary schools were taken as respondents of the study using census sampling techniques. The assumption behind that is the entire population is sufficiently small in number and helps the researcher to gain adequate and necessary information due to their participation in the activity of school level planning instructional leaders, Accordingly; 83(60%) teachers, 5(100%) supervisors ,5(50%) WEO and 10(100%) secondary school principals were selected as sample for study of this research.

To determine the sample size of Woreda education offices from the five East Wollega secondary schools, the researcher selected 5 coordinators by available sampling techniques.

The researcher believed that these are representatives' sample, manageable and sufficient to secure the validity of the data. Therefore, the total sample size of the target group under the study area was 103 respondents. For detail information on the list of the respondents included in this study see Table 1

Table 1- summary of sample size and population in each selected secondary schools.

S/No	Types of respondents	Population	Sample Size	%	Sampling Technique
1	Teachers	138	83	60%	simple random sampling technique,(Lottery method)
2	Cluster supervisor	5	5	100%	census sampling technique
3	Principals	10	10	100%	census sampling technique
4	Woreda Educational offices	5	5	100%	Available sampling
	Total	158	103	65%	

3.6. Instruments of Data Collection

In order to obtain sufficient and relevant data for the study, the researcher was employed two data gathering instruments. They were questionnaire and structured interview which help to obtain deep information about the practices and challenges on school level planning and its implementation. Thus, the above data gathering tools were discussed as follow.

3.6.1 Questionnaire.

Questionnaire gives better uniformity across measurement situations rather than interviews. Questionnaire was supposed to be better to great amount of data from large number of respondents in relatively short time. The questionnaire was consisting of two parts. The first part deals with the general back ground of the participants. The second part was contained closed- end and open -ended items. The questionnaire would be prepared to collect quantitative and qualitative data from sample secondary schools of teachers, school directors, WEO and supervisors. Both open-end and closed-ended questions were included in the questionnaire to create an opportunity for respondents to

express their feeling freely.

3.6.2. Structured interview.

The main purpose of this study was assessed the practices and challenges on school level planning and its implementation. Therefore, to explore on this research study, the researcher was employed structured interview. This data gathering instrument was used to obtain the most in-depth and relevant information Lynch,(1986).Besides, it was used to obtain relevant information and perception of the respondent about the given topic which cannot be obtained by other instruments,(Sliner and shehammary:1989).Thus, the researcher was used this in face-to-face situation with 10 school directors, 5 woreda educational officers and 5 Supervisors to ensure the predetermined researcher objectives to support with evidence the result of open and closed ended questionnaire. The researcher has clarified the purpose of the research for the interviewee to get more accurate and genuine information about the problems under studied. The interview question was conducted with the interviewees in Afan oromo to reduce communication barriers and to get more information. While I was doing this, I was taking notes of the response of the respondents.

3.7. Procedures of Data Gathering for the study.

In this study, necessary data was obtained through questionnaire and structured interview. At first after sample respondents were identified, questions on both questionnaire and interview were identified and prepared. The result of questions was summarized and organized with related category. To this end, analysis and interpretations were made on the basis of the questionnaires and interviews. Finally, the overall course of the study was summarized with findings, conclusions, and some possible solutions

3.8. Methods of Data Analysis.

The response was collected through questionnaire and interview. After the collection of the required data, it was organized and structured in their respective categories. The analysis of the data was also presented and interpreted in the form of percentage (%) and measures of central tendency (means) and these all data would be presented by sentences. With regard to mean, it was use full statistical method to put the average of distribution of scores, or to put characteristics of groups in a general ways. Finally the found of the studied was summarized, conclusions and recommendations were forwarded

3.9. The Validity and Reliability Checks

According to Kothari (2004), Maree (2007) and Mark (1996), validity refers to the degree to which an instrument measures what it was supposed to measure. Reliability had to do with the consistency or repeatability of a measure or an instrument and high reliability was obtained when the measure or instrument gives the same results if the research was repeated on the same sample (Maree, 2007).

The researcher was undertaken pilot test studied by selected one school from the five schools randomly. This was to assess the consistency of the instruments designed to collect data for the studied. It was involved conducting a preliminary test of data collection tools and procedures to identify and reduce challenges, allowed programs to make corrective changes before actually collected data from the target population.

Thus the researcher was test the instrument of the data collection in the randomly selected secondary school of the woreda. Then the researcher was distributed the questionnaire to all teachers, principal and vice principal, and supervisors in the selected schools .The researcher was made a correction based on the relevant comments and suggestions respondents was given and he was administered on the target population for the final study. To be sure of the validity, the advisors and experienced teachers of Garjo Fite and Burka Jimata secondary school was consulted to give their comment. Based on their comments, the instrument was improved before they were administered to the major participants of the study to reduce common errors after the dispatched questionnaires were returned, necessary modification on 7 items and complete removal and replacement 2 of unclear question were

done. . Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table 2, shows the results of Cronbach's coefficient alpha is satisfactory (between 0.73 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

Table-3: Reliability test results with Cronbach's alpha

No	Detail description of the title of the questions	No of item	Cronbach's alpha
1	The procedures of implementation and preparation of school level plan	14	0.73
2	The extent of the stakeholders contribute for implementing and preparing school level plan	18	0.81
3	The major problems of implementing and preparing school level plan	12	0.89
4	Average reliability result		0.81

3.10. Ethical issues

To conduct this research, supportive letters from the department of educational planning and management was written from the university. After receiving supportive letter from the department, the researcher, was moved to the study area and contact with principals, teachers, secondary school cluster supervisors and Woreda education office to get their willingness and to arrange their convenient time to the questionnaire and interviews. The respondents were informed of the purpose of the research. Finally the researcher was obtained information from the respondent that the information obtained was to be used for research purpose only

CHAPTER FOUR

4.1. Presentation, Interpretation and Analysis of Data

This chapter treats presentation, analysis and discussion of data collected through questionnaire and interviews. The data collected through close-ended questionnaires from principals, teachers, supervisors and WEO were presented in tables for each case, and analyzed using mean followed by relevant discussions. Besides, qualitative data obtained through interviews were used to supplement and explain quantitative data whenever necessary.

4.2 Respondent Back ground

The general information about the respondents' by, sex, educational qualification and years of teaching experiences were presented for better understanding of their background. The data collected on the characteristics of the respondents are presented in the Table 2 below.

Table 2: Frequency and Percentage Distributions of the Respondents by Sex, Educational Qualification and Years of Teaching Experiences

N O	Items		Respondents							
			Teachers		Principals		Supervisors		WEO	
			No	%	No	%	No	%	No	%
1	Sex	Male	76	91	10	100	5	100	3	60
		Female	7	9	-	-	-	-	2	40
		Total	83	100	10	100	5	100	5	100
2	Qualification	Certificate	-	-	-	-	-	-	-	-
		Diploma	2	2.4	-	-	-	-	-	-
		First degree	78	94	9	90	5	100	5	100
		Second degree	3	3.6	-	-	-	-	-	-
3	Service years	0-5	3	3.61	-	-	-	-	-	-
		6-12	31	37.34	1	10	-	-	-	-
		13-17	31	37.34	5	50	3	60	2	40
		Above17	18	21.7	4	40	2	40	3	60

In this part the characteristics of the respondent's from 5 secondary schools were analyzed frequencies and percents

N.B .Teachers are categorized by years of experiences based on the national standards of career structures. 0-2 years =beginner teachers 3-5 years= junior teachers 6-8 years = teachers 9-12 years=senior teachers 13-16 years=associate head teacher 17 years and above =head teachers

As can be seen in the item 1 table 2, the percentage of male teachers (91%), principals (100%), WEO (60%) and supervisors (100%) were male and female teachers (9%), and WEO (40%) respectively. This clearly implied that the' participation of female is less in different positions in the zones.

With respect to educational qualification, first degree holders of males teachers were teacher (94%), principals (100%), supervisory (100%) and WEO (100%), and (9%) of female teachers. on the other hand (2.4%) and (3.6) were diploma and second degree holders in respectively. This ratio could show that majority of the respondents are degree holders.

With reference to the respondent's experience, 3.61% of the teacher respondents were 0-5 years of services, where as 6-12years (37.34%), 13-16 years (37.36%) and above 17 years of experience were 21.7%. For the school principals, there is no service from 0-5years services, were as 6-12 years (10%), 13-17 (50) and above 17 years services (40%). For the supervisor, 13-17years services showed higher services (60%) and above 17 year services is (40%). The service for education office workers (40%) between 13-16 years services and above 17 years were (60%) each and there is no services below 12 years. As one can see from item 3 of table two, the service year distribution of teachers and principals are almost evenly distributed under all teachers' career development structure but the distribution of supervisors and woreda educational offices mostly found above 13 years.

4.2. The procedures of implementation and preparation of school level planning

Table 3. Response of respondent on the one who prepare school level plan

No	Items	Respondent			mean	Average means value
			Fr	%		
1	The one who prepares school level plan in school is					
1.1	Principals only	P	10	100	3.0	2.785
		T	83	100	3.34	
		Sup	5	100	2.40	
		Weo	5	100	2.40	
1.2	Teachers	P	10	100	2.60	2.54
		T	83	100	2.76	
		Sup	5	100	2.40	
		Weo	5	100	2.40	
1.3	PTA	P	10	100	2.20	2.26
		T	83	100	1.86	
		Sup	5	100	2.40	
		Weo	5	100	2.60	
1.4	All stakeholders	P	10	100	3.10	2.77
		T	83	100	2.39	
		Sup	5	100	2.80	
		Weo	5	100	2.80	

As it can be seen in the first item table 3 the respondents were asked the one who prepares school level plan in the school. As stated in the above table the mean of the item is (3.0) and (3.34) or the mean value of teachers and principals, which are in the range of medium level of support. This indicates principals prepare school level plan. The means of the responses of supervisors and WEO is each (2.4), which indicates the range of low level. This indicates the preparation of school level plan is not prepared by principals only. From the data one can conclude that school level plan is mostly prepared by principals.

As indicated in the above table item 2 questions 1.2, the respondents were asked the same question. The mean of principals and teachers response is 2.60 and 2.76 respectively which are in the medium range where as the mean of supervisors and wereda education office is 2.40, each showing that it is in the range of low level. From this data we can concluded that the participation of teachers in school level plan preparation is not satisfactory and participation of teachers in school level is less than that of principals.

Regarding item 1.3 of the same table, the average mean value (2.26), which are in the range of low level. This data clearly shows that the participation of PTA in school level plan is low and also (2.77) average means value shows all stakeholders participate in preparing school level plan. In other hand the participation of all stakeholders in school level plan preparation is medium.

Generally, the school level plan is mostly prepared by principals alone and sometimes by teachers and also in some amount by the participation of PTA and stakeholders .

From this we conclude that school level plan is mostly prepared by principals alone is not satisfactory and it needs the participations of all stakeholders.

Contradict to respondent idea Coombs(1974:14)suggested that educational planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. School plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. Therefore, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning and as a school leader is expected to play a vital role from preparation via to implementation and evaluation.

I am also strongly agreed with the idea of (coomb, 1974) because preparation of school level plan and implementation should be exercised with all stakeholders.

4.3. What we consider when we prepare school level plan

Table 4. Respons of respondent on consideration when we prepare school level plan

No	Item	respondent	Fr	%	mean	Average means Value
1	What we consider when we prepare school level plan					
1.1	Economic conditions	P	10	100	3.70	3.75
		T	83	100	3.53	
		Sup	5	100	3.80	
		Weo	5	100	4.00	
2.2	socio culture condition	T	83	100	2.89	3.04
		P	10	100	3.30	
		Sup	5	100	3.20	
		Weo	5	100	2.80	
2.3	political conditions	P	10	100	3.40	3.1
		T	83	100	3.11	
		Sup	5	100	3.20	
		Weo	5	100	2.80	
2.4	technological conditions	P	10	100	3.30	3.12
		T	83	100	3.06	
		Sup	5	100	3.40	
		Weo	5	100	2.80	

As we observed in table 4 item 1.1 respondents were asked what we consider when we prepare school level plan? As stated in the above table the mean of the item is (3.70, 3.53, 3.80, and 4.0) which have high range and very high level. From this result it we concluded that economic conditions need highly consideration when we prepared school level plan. As well as the mean (2.89), (3.30), (3.20), and (2.80), which are shown us the range of high and medium level support for socio-cultural condition. So, we give attention for economic conditions rather than socio cultural conditions.

Regarding item 1, question, 1.3 and 1.4 of table 4, (3.12) and (3.14) average mean responded political condition and technological conditions need consideration when we prepared school level plan in

respectively. For school level planning and preparation, as it is shown all are important and need to be considered. However, economic conditions need to be more attention hence (3.75) grand mean responded it. As a complementary of respondent idea, Okoroma(2006)and Okeke(1985), the plan must take into consideration the need of society; the political; socio-culture, economic, and technological realists of environments are very important to its survival.

4.4. Items related to planning and implementation activities.

Table 5: Responses of teachers on planning preparation and implementation activities

NO	Item	Respondent	Fr	%	mean
1	My school invites me to prepare school level plan	T	83	100	2.90
2	The school director invites me to implement school level plan	T	83	100	2.80
3	I have involved in the preparation and implementation of the school level plan	T	83	100	2.60
4	My school invites me to monitoring and evaluating school level plan	T	83	100	2.60

As it is show we from Table 5, item 1, 2 and 3 teachers' are asked whether the school directors participate teachers to prepare and implement school level plan. In this case the mean (2.90), (2.80) and (2.60) which are medium range level. This clearly shows that to some extent the school director invites teachers to prepare and implement school level plan.

Item 4 of the same table were asked respondents to check whether the principals invite teacher to monitoring and evaluating the school level plan or not. Accordingly the mean value (2.60) showed that school directors sometimes invite teachers to monitoring and evaluating school level plan. Thus, it is possible to conclude the role of teachers in school level plan, preparation, implementation, monitoring and evaluating is moderate and if there were absence of participation of all stakeholders in school level plan preparation, implementation, monitoring and evaluation is one of the challenges for implementation of school level plan.

4.5. Items related to planning and implementation activities

This title was treated with the planning and implementation activities of school level plan in the secondary schools.

Table 6: Responses of principal and teacher on the implementation of the school level plan.

No	Items	Respondent	No	%	Mean	Average mean value
1	The school has follow the planning procedure according to the guide line	P	10	100	2.8	2.68
		T	83	100	2.56	
2	The strength and weakness of the school was identified and prioritized	P	10	100	3.9	3.35
		T	83	100	2.8	
3	Individual teachers prepare their own action plane in line with their department designed	T	83	100	2.3	2.6
		P	10	100	2.9	
4	Acton plan for each of the department were	T	83	100	3.1	3.2
		P	10	100	3.3	
5	The school level plan was timely evaluated	P	10	100	2.3	2.2
		T	83	100	2.1	
6	The self evaluation was happened continuously	P	10	100	2.8	2.7
		T	83	100	2.6	
7	All stakeholders is actively involved in the self evaluation	P	10	100	2.1	2.25
		T	83	100	2.4	
8	To what extent the feedback is provided on the result of monitoring and evaluation	P	10	100	1.9	1.97
		T	83	100	2.0	

In item 1 of table 6, the respondents were asked to answer the school has follow the planning procedure according to the guide line, (2.8) and (2.56) mean shows the preparation of the school level plan relay prepared. Besides, the interviewees responded that most of the time preparation of

school level plan is not follow all the procedure and also the major activities: such as analyze the strength and weakens of the previous plan, discussing with all stakeholders, gathering information from concerned bodies,(from teachers, PTA and school community), identifying the problems, Prioritizing the school problem and finally planning it.

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

So, schools typically prioritize their strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and competing demands of stakeholders across the school (MOE, 2007).

As stated in the table 6 the weighed mean (3.9) and (2.8) or average mean value (3.35) of the item 2 which are shows the strength and weakness of the school level plan was identified and prioritized. This indicates that the identified and prioritized activity of school level plan was implemented but which are not accomplished as the expected level.

In complementary to respondent idea (MOE, 2007) by identifying a school's priorities and describing them in a strategic and operational context, a school community can begin to systematically map out a plan for improvement in its cycle. For each strategic priority a school will establish an intended course of action. Schools will need to reflect system commitments into their priorities.

The average mean value (2.6) indicate 'individual teachers prepare their own action plan in line with their department .This shows majority of the teachers cannot prepare an action plan in line with their department and the average mean value (3.2)shows each department were designed an action plan.

Those shows the preparation of action plan as department is high, but as individuals is very low.

We understood that the preparation of plan as individuals is not paying attention in most of the school teachers.

In item 5 of the same table, the respondents were asked the school level plan was timely evaluated?

The average mean value (2.25) shows the school level plan was timely evaluated. This indicates that timely evaluation of school level plan is not be done regularly in all school from the sample of East wollega secondary schools.

Item 6 of the same table of the average mean value (2.7) shows self evaluation was happened continuously. This clearly shows self evaluation was occurred in the schools, but not in schedule.

In item 7 of table 6, the respondents were asked to check whether all stakeholders are actively involved in school self evaluation or not? According to the average mean value (2.25) identified the participation of all stakeholders in self evaluation is below the standard.

With regard to the last item of the same table, the respondent was asked the extent feedback provided on the result of monitoring and evaluations of school level plan. The average mean value (1.97) shows the extent of feedback provided on the result of monitoring and evaluation. This indicates the extent of feedback on the result of monitoring and evolution is below the standard or below unexpected level in most of the secondary school of East wollega secondary schools.

4.6. Items related to planning and implementation activities

This title was treated with the planning and implementation activities of school level plan in the secondary schools.

Table 7: Responses of principal on the implementation of the school level plan.

No	Item	Respondent	Fr	%	Mean
1	The woreda education office provides technical support to the implementation of the school level plan	P	10	100	1.7
2	The cluster supervisor provides technical support to the implementation of the school level plan	P	10	100	2.2
3	PTA members provide technical support to the implementation of the school level plan	P	10	100	2

The mean (1.7), and (2.2) indicate the technical support is given to secondary schools principals from cluster supervisor and PTA members in respectively. This clearly shows that technical support given to secondary schools principals from cluster supervisor and PTA members are rarely to support the school directors for implementation of the school level plan. From this we conclude that there is lack of consideration of supervisors and PTA to support the school level plan for implementations and preparation and also shows that lack of chain among all stakeholders for the implementation of school level plan.

4.7. Items related to is responsible to implement school level plan

Table 8: Responses of respondent on the responsible of implement school level plan.

No	Items	Respondent	No	%	Mean	Average mean value
1	Who is responsible to implement school level plan				s	
1.1	Principals	P	10	100	4.6	4.5
		T	83	100	4.6	
		Sup	5	100	4.2	
		Weo	5	100	4.6	
1.2	Teachers	P	10	100	3.9	3.6
		T	83	100	3.6	
		Sup	5	100	3.6	
		Weo	5	100	3.4	
1.3	PTA	P	10	100	2.9	3.1
		T	83	100	3.0	
		Sup	5	100	3.4	
		Weo	5	100	3.2	
1.4	Community	P	10	100	2.9	2.3
		T	83	100	2.0	
		Sup	5	100	2.4	
		Weo	5	100	2	

Key. Scale range of mean value

4.50-5.00 = very low, 3.50-4.49 = low,

2.50-3.49 = medium, 1.50-2.49 = high and 0-1.49 as very high in

As stated in the table 5 item 1, the average mean value score of the item is (4.50) which is in the range of very high level support. This indicates that principals have high responsible to prepare school level plan and the average mean value (3.6) which shows in the range of medium level . This indicates the responsibility of teachers to implement school level plan is medium. This means principals have more responsible than teachers to implement school level plan.

Regarding item 3 and 4 of the same table the mean score value (3.1) and (2.3), shows the responsibility of PTA and community to implement school level plan at school in respectively. The grand mean 3.1 indicate that responsibility of PTA in school level plan implementation is more than the communities (2.3) and also the responsibility of community in the implementation of school level plan is below the standards. In addition to this as we know communists have high level at school. But as we analyzed from the respondents the participation of community is very low. Because of this any concerned body should have paying attention on involvement of communities in school level plan implementation.

4.8 Items related to school level plan monitoring and evaluation.

Table 9: Responses respondent on school level plan monitored and evaluation activities

No	Item	Res pon	Fr	%	Mean	Average mean value
1	When school level plan monitored and evaluated					
1.1	At the end of the years	T P Sup Weo	83 10 5 5	100 100 100 100	3.7 4.3 4.8 4.6	4.45
1.2	At the middle of the years	T P Sup Weo	83 10 5 5	100 100 100 100	2.4 2.3 2.4 2.8	2.5
1.3	At the beginning of the years	T P Sup Weo	83 10 5 5	100 100 100 100	2.7 4.5. 3.4 4	3.65
1.4	Always commented if necessary	T P Sup Weo	83 10 5 5	100 100 100 100	2.6 3.6 4.2 4	3.6
1.5	Never commented at all	T P Sup Weo	83 10 5 5	100 100 100 100	2.0 1.7 1.4 1.6	1.7

Keys: - Scale Ranges of Mean Value 0-1.49 Strongly Disagree 1.50- 2.49 = Disagree
2.50 - 3.49 = Unable to Decide

3.50-4.49 Agree 3.50 - 5.00 = Strongly Agree

As we can see from item 1 of table 9, the respondents were asked to respond when the school level plan is monitored and evaluated? According to item 1 the average mean value (4.45) which is in the range of agree level. From this data we identified that the school level plan is monitored and evaluated mostly at the end of the year in all secondary school of East Wollega secondary school.

The averages mean value (2.5) which is in the range of undecided. This indicates school level plan evaluating and monitoring at mid-term is below the standard. And (3.65) average mean, which is in the range of agree level, shows the school level plan are evaluated and monitored at the beginning of the year is high at the beginning of the year. From this data we can conclude that the evaluation and monitoring of school level plan is high at the beginning and low at mid- term year.

Regarding item 1.4 of the same table the average mean value (3.6), which is in the range of agree level. This data indicates the school level plan is evaluated and monitored if necessary or as it needed. In item 1.5 of the same table the respondent asked to respond whether school level plan evaluated and monitored or not. Accordingly the average means respondent (1.7) which is in the range of Dis-agree level. From this data we can conclude that there is an evaluation and monitoring of the school level plan in the school.

Therefore, it is acceptable if the researcher concludes that the school level plan evaluated and monitored at certain moment (mainly at beginning, mid-term and or at the end) of the planning cycle which is important to the school for identification of the strength and challenges of the school plan.

In contradict to the respondent idea many organizations prepare good plans but fail to implement them effectively. It is vital that once the action plan is agreed, arrangements are put in place to track progress. These arrangements will differ from school to school.

Monitoring is the internal management process, by which systematic information about plan implementation is gathered and analyzed, with a view to identifying strengths and weaknesses and formulating practical proposals for taking the necessary action (correction of problems or reinforcement of successes) in order to reach the planned results.

Monitoring is mainly done by using the different types of indicators chosen for measuring progress in reaching the objectives and targets as indicated in the medium-term and annual operational plans. The information thus collected is then analyzed and the results presented in the form of progress reports (also called review or performance reports), which are produced at regular intervals to serve as a basis for collective reviewing, that is for collectively analyzing and discussing a performance report and for making appropriate decisions about any follow-up action to be taken.

At certain moment (mainly at mid-term and or at the end of the planning cycle) special evaluation reports can also be requested (UNESCO 2010).

4.9. Stakeholders contribution for the implementation & preparation of school level planning?

Table 10: Responses of principals and teachers on preparation and implementation school level plan.

No	Item	Respo ndent	No	%	Mean	average mean value
1	The extent of the participation of Stakeholders in the school plan preparation& implementation.					
1.1	Principal participation	P T	10 83	100 100	4.4 4.5	4.45
1.2	Teacher participation	P T	10 83	100 100	3.7 2.8	3.2
1.3	PTA participation	P T	10 83	100 100	2.7 2.0	2.4
1.4	Community participation	P T	10 83	100 100	2.6 2.39	2.49
2	Methods(ways)of implementing school level plan is:					
2.1	By force of principals	P T	10 83	100 100	3.8 4.1	3.9
2.2	By interest of teachers	P T	10 83	100 100	3.1 2.9	3.0
2.3	By participation of community members and PTA	P T	10 83	100 100	2.7 2.7	2.7

Key. Scale range of mean value

4.50-5.00 = very high, 3.50-4.49 = high,

2.50-3.49 = medium, 1.50-2.49 = low and 0-1.49 as very low

In item 1 of table 10, the respondents were asked about the extent of participation of Stakeholders in school plan preparation & implementation. Accordingly the average mean value (4.45) shows the participation of principals in preparation and implementation of school level plan is very high and the average mean value (3.2) indicate the participation of teachers in preparation and implementation of school level plan is medium. From this result it can be seen that the extent of teacher participation in school level plan preparation and implementation is medium.

Regarding item 1.3 and 1.4 of the same table the average mean value (2.4) and (2.49) shows PTA and community participation in school level plan is in the range of medium level. This shows that participation of PTA and community in preparation and implementation of school level plan is medium.

From those data we can conclude that less participation of all stakeholders are great impact on the implementation and preparation of school level plan.

As we observed from table 10 items 2 respondents were asked about the methods or ways of implementing school level plan preparation and implementation. Accordingly the average mean value (3.9) indicates school level plan was implemented by the force of school directors. This shows the implementation of school level plan is highly implemented by principal forces and the average mean value (3.0) indicate school level plan implemented by interest of teachers. From this result we can see that the participation of teachers in school level plan preparation and implementation is less than that of principals.

Regarding item 2.3 of the same table the average mean (2.7) identified participation of community and PTA in the school level plan implementation. This shows the ways of participation of community and PTA in school level plan implementation is below the average. There for, the school directors should have invites school community and PTA in school level plan preparation and implementation.

4.10. Items related to the function of woreda educational office experts and supervisors in implementation of school level plan

Table 11: responses of supervisors and woreda educational office on implementation activities

No	Item	Respondent	%	Mean	Average mean value
1	Woreda education office support schools to implement their plans in order to achieve their goals?	Sup WEO	100 100	3.8 3.6	3.7
2	Woreda education office experts arrange training regarding school level planning	Sup WEO	100 100	2.6 3.4	3
3	Woreda education office experts give feedback on the activities of planning	Sup WEO	100 100	3 3.4	3.2
4	Woreda education office regularly follow the implementation of school level plan	Sup WEO	100 100	2.6 3.4	3

Key. Scale range of mean value

4.50-5.00 = very low, 3.50-4.49 low,

2.50-3.49 = medium, 1.50-2.49 = high and 0-1.49 as very high

As we observed in table 11, item 1 respondents were asked to check whether the Woreda education office support schools to implement their plans in order to achieve their goals or not? Accordingly the average mean value (3.7) which is in the range of low level. From this data we can identify that Woreda educational office lacks of support school to implement their plan in order to achieve their goal. Therefore, it is acceptable if the researcher concludes that Woreda educational office highly support the schools to implement their plans in order to achieve their goals.

Item 2 of the same table was asked respondent to check whether Woreda education office experts arrange training and giving feedback regarding to school level plan preparation and implementation. Accordingly the average mean (3.0) and (3.2) shows Woreda education office experts arrange training to the school level planning implementation and Woreda education office experts give feedback on the activities of planning in respectively. Those shows the mean values of the two respondents are in the range medium level. From the response of respondent we can conclude that

WEO have lacks of giving training regarding to school level plan implementations and feedback on the activities school level plan and also average mean (3.0) shows Woreda education office regularly follow up the implementation of school level plan. This is in the range of medium level. This also shows the regularly follow of WEO for implementation of school level plan is medium.

Generally, it is better to be highly in forced to giving training and feedback for concerned body from WEO and it also categorized as the major challenges of school level implementation..

4.12. Items related to challenges of school level planning preparation and implementation.

Table 13: Response on challenges of plan preparations and implementation.

No	Item	Res pon den	No	%	Mean	average mean value
1	Scarcity of budget	T	83	100	4.1	4.5
		P	10	100	4.6	
		Sup	5	100	4.6	
		Weo	5	100	4.6	
2	Environmental situation	T	83	100	3.9	3.4
		P	10	100	3.2	
		Sup	5	100	3.6	
		Weo	5	100	3	
3	Low community participation	T	83	100	3.6	3.3
		P	10	100	2.6	
		Sup	5	100	3.8	
		Weo	5	100	3.4	
4	High turnover of leaders	T	83	100	3.4	3.5
		P	10	100	3.3	
		Sup	5	100	4	
		Weo	5	100	3.2	
5	Lack of skill man power	T	83	100	4.1	3.8
		P	10	100	2.8	
		Sup	5	100	4	
		Weo	5	100	4.4	
6	Shortage of time	T	83	100	2.4	2.2
		P	10	100	1.6	
		Sup	5	100	2.6	
		Weo	5	100	2.2	
7	Less commitment of leaders	T	83	100	4	3.6
		P	10	100	3.1	
		Sup	5	100	4	
		Weo	5	100	3.4	
8	In accurate of data	T	83	100	3.9	3.9
		P	10	100	3.2	
		Sup	5	100	4	
		Weo	5	100	4.4	
9	Scarcity of resource	T	83	100	3.4	4
		P	10	100	4.3	

		Sup	5	100	3.8	
		Weo	5	100	4.4	

Key. Scale range of mean value

4.50-5.00 = very high, 3.50-4.49 = high,

2.50-3.49 = medium, 1.50-2.49 = low and 0-1.49 as very low in

As we can see in item 1 of table 13 the average mean value (4.5) showed that scarcity of budget was identified as one of the major challenges that affecting preparation and implementation of school level plan. This data shows that scarcity of budget is one of the major problems for the preparations and implementation of the school level plan. In supporting respondent idea UNESCO (2011) suggested that the insufficient funding of the education planning sector stands as one of the major factors working against effective planning and implementation of education programmes.

Regarding item 2 the same table the average mean value (3.4) identified environmental situation as having medium impact on school level plan preparation and implementation and the average mean value (3.3) and (3.5) identified low community participation and high turnover of leaders (staff) as a variable having medium impact on school level plan preparation and implementation in respectively. Complimentary to respondent idea Staff turnover is a key challenge for Educational planning and management in Ethiopia, as it contributes to the lack of institutional memory in planning positions UNESCO (2011)

The average mean value (3.8) shows lacks of skill man power as high impact on school level plan preparation and implementation. In supporting to this idea Ibdic (2011) suggested that the most educational planners do not have complete competence in planning. Qualified planners are the single most significant resource that can lead to greater and efficient planning productivity and performance. In planning, what are needed are the effective utilization resources by connecting the totality knowledge, skills and talents to achieve planning objectives. The quality of planners should not be nothing less than the basic acceptable standards worldwide. Adequate planning capacity at all levels is required for the interpretation of policies and for the collection, analysis and usage of education data for monitoring the implementation of plans and programmes.

Item 6 of the above table of the average mean value (2.2) categorized shortage of time have low impact on the school level plan preparation and implementation. So this item is not categorized as the major challenges of the implementation and preparation of school level plan.

In the some table of item 7 and 8 of the average mean value (3.6) and (3.9) categorized less commitments of leaders and inaccurate of data as having high impact on school level plan reparation and implementation

In supporting to respondent idea one of the most difficult challenges that educational planners face is the issues of inaccurate statistical data. The quality of technical planning is in most cases inhibited by statistical deficiencies and inaccurate data. Education systems has failed to effectively plan because of lack of accurate data, which is because of the use of mediocre to prepare data for use in the planning and forecasting processes (Nwabueze,1995).

The average mean value (4.15) showed that scarcity of resource was identified as one the major challenges affects the reparation and implementation of school level. Because of this WEO should have to pay attention on the above items.

4.13. Items related to challenges of school level planning preparation and implementation.

Table 14: Response on challenges of plan preparations and implementation

NO	Item	Respo ndent	Fr	%	Me an	average mean
1	Lack of evaluation of the strength and weakens of the school level plan	P	10	100	3.1	3.6
		Weo	5	100	3.8	
		Sup	5	100	4	
2	The school leader ship properly supply the necessary resource for the implementation of the plan	T	83	100	3.2	

3	There is proper communication of leaders for the implementation of the plan among the school community	T	83	100	3.8	4
		Weo	5	100	4	
		Sup	5	100	4.4	
4	Woreda educational office lacks follow up and giving the necessary support for the principals on how to implement school level plan	P	10	100	3.9	

As can be seen in item 1 table14 the grand mean (3.6) categorized lack of evaluation of the strength and weaknesses of the school level plan as hinder for the implementations and preparation of school level plan. There for the researcher concluded school directors should evaluate the strength and weakens of the school level plan to achieve their goals or objectives.

Regarding item 2 of the some table the mean (3.2) identified lack of the school leader ship properly supply the necessary resource for the implementation of the plan, which is one of the challenges of implementation and preparation of school level plan and the grand mean (4) categorized proper communication of leaders for the implementation of the plan among the school community is one of the major challenges that as high negative impacts on school level plan preparation and implementation.

Item 4 of the some table the mean (3.9) shows Woreda educational office lacks follow up and giving the necessary support for the principals on how to implement school level plan. This shows the woreda educational office cannot follow up and supports the principals or school community to implements school level plan. Besides, the interviewer responded that lack of identifying the strength and weakens of the previous plan, lack evaluating and monitoring the preparing plan, scarcity of budget, less involvement of community, less commitments of implementers, lack of interest, over planning, and environmental situation are the major challenges for school level plan preparation and implementation.

4.14. Items related to school level plan implementation strategies

Table 15: Responses of respondent on implementations strategies.

No	Items	respondents	No	%	Mean	average mean value
1	What are the effective strategies to implement the school level plan					
1.1	Participation of PTA	P T Sup Weo	10 83 5 5	100 100 100 100	4.2 4.0 4.2 4	4.1
1.2	Participation of teachers'	P T Sup Weo	10 83 5 5	100 100 100 100	4.6 4.8 4.4 4.2	4.5
1.3	Participation of students	P T Sup Weo	10 83 5 5	100 100 100 100	3.6 4.2 4.4 4.6	4.2
1.4	Participation of all stakeholders	P T Sup Weo	10 83 5 5	100 100 100 100	4.7 4.68 4.8 4.8	4.79

Keys: - Scale Ranges of Mean Value

0-1.49 Strongly Disagree 1.50- 2.49 = Disagree 2.50 - 3.49 = Unable to Decide

3.50-4.49 Agree 3.50 - 5.00 = Strongly Agree

As we can see in item 1 of table 15 the average mean value (4.1) indicates the strategic participation of PTA in the implementation of school level plan and the grand mean (4.5) and (4.2) shows the strategies participation of teachers and students in implementation of school level plan. In addition to this the grand mean (4.9) shows the participation of all stakeholders. From this data we

can concluded that the participation of all stakeholders are the most effective strategies to implement the school level plan and effective plans are those that require participation of all stakeholders.

Coombs (1974:14) suggested that educational planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. It is, therefore, just a process by which an analysis of the present condition is made in order to determine and devise ways of reaching a desired future for schools. School plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. It is essential to create additional resources, both in terms of human and material inputs. Therefore, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning and as a school leader is expected to play a vital role from preparation via to implementation and evaluation.

Besides, the interviewers responded that the measures should be taken to solve the problems in the implementation of school level plan are: identifying the strength and weakens of the previous plan, evaluating and monitoring the preparing plan and take necessary action or measure ,discussing with stakeholders on the problems of implementation of school level plan, giving awareness to the stakeholders, increasing school community participation and their understanding, allocating the necessary budget , resource and fund raising.

CHAPTER FIVE

5. SUMMER, CONCLUSION AND RECOMMENDATION.

5.1. SUMMERY

The main objectives of the study were investigating the practices and challenges of planning and its implementation, in case of secondary schools of East Wollega zone. The researcher was supported by various literatures and methods of data gathering tools. As described above , the study was focused on investigated the practices and challenges on school level planning and its implementations with special reference to East Wollega zone secondary schools. Therefore, to address the intended research objectives, the researcher used mixed research approach was employed. According to Gally(1996) mixed- research approach was a research in which the researcher collects and analyses data, integrate the findings and draw inferences using both qualitative and quantitative methods, within a single study.

The descriptive survey research Method was selected with the assumption that it helpful to obtain relevant information from concerned respondents on practices and challenges of implementing school level planning in secondary schools and to gain detailed data from large number of respondents to draw the necessary conclusion To this end the following leading questions were formulated.

1. What are the procedures of implementation and preparation of school level planning?
2. To what extent the stakeholders contribute for the implementation& preparation of school level planning?
3. What are the major problems in practicing and implementing the school level planning?
4. What are the possible measures that shall be taken to tackle the challenges in the implementation of school level planning?

To find the solutions to the basic questions the tools used to collect data were questionnaire and interviews with school principals, teachers, supervisors and woreda educational offices.

The questionnaires were prepared to collect quantitative and qualitative data from sample secondary schools of teachers, school directors, supervisors and WEO, and the researcher was also employed structured interview with 10 school directors, 5 woreda educational officers and 5 Supervisors to ensure the predetermined researcher objectives to support with evidence the result of open ended

questionnaires. Moreover, the researcher clarified the purpose of the research for the interviewee to get more accurate and genuine information about the problems of the studied. The interview question was discussed with the interviewee in Afan oromo to reduce communication barriers and to get more information.

The data were collected by using questionnaires and interviews were organized, coded, analysis and interpreted using mean methods. The population size of the total respondent of the researchers are consists of 10 principals, 83 teachers, 5suprviosors and 5 woreda educational offices, of 158 population.

The sample of this study was from five secondary schools in East wollega zones. For the purpose of the study five woredas was selected by cluster sampling techniques.

The sample size of school found in these woredas and sample size of teachers out of ten (10) secondary school were determined by using simple random sampling particularly lottery methods with assumption that all teachers and schools had equal chance of being selected .The sample size of teachers in each school is proportional to the probability proportion of the total sample size. The secondary school principals and supervisors' were selected by census sampling and also the WEO is selected by available sampling.

Questionnaire is a tool the researcher used to collect data for finding solutions and to recommend what major to be taken on it. There for, questionnaire was prepared for principals, teachers, supervisors and WEO. The number of principals who were subjects of the researchers were 10 and all have responded to the questionnaires. In the same way 83 secondary school teachers,5 supervisors and 5 WEO were also participated and responded to the questionnaire.

Interview was planned to be done with 10 principals,5 supervisor's and 5 WEO and it was totally succeeded. The analysis of questionnaires and interviews showed that schools have school level plans. The school level plans are mostly prepared, implemented, evaluated, and monitored by principals. The participation of all stakeholders is less. The woreda educational offices are not necessarily taking part in the implementation, monitoring and evaluating of school level plan. Feed backs are not being given for school on school level plans.

The challenges of school level plans that are influencing school level plans are : scarcity of budget, lack of resource, environmental situation, less participation of school community and PTA, Low participation of stakeholders, high turnover of staff, Lack of skill man power, Less commitment of

leaders, lack of evaluation of the strength and weakness of the school level plan, Woreda educational office lacks follow up and giving the necessary support for the principals on how to implement school level plan, there is proper communication of leaders for the implementation of the plan among the school community ,inaccurate of data were the major challenges for preparation and implementation of school level plan.

The result of data collected by interview reveals that there are the problems in the implementation of school level plan are: identifying the strength and weakens of the previous plan, evaluating and monitoring the preparing plan and take necessary action or measure, discussing with stakeholders on the problems of implementation of school level plan, giving awareness to the stakeholders, increasing school community participation and their understanding, allocating the necessary budget , resource and fund raising. Generally the participation of all stakeholders is the most effective strategies to implement the school level plan and effective plans are those that require participation of all stakeholders.

5.2. CONCLUSIONS

Based on the findings listed above, the researcher concluded on the following points: With respect to educational qualification, majority of the respondents are degree holders and with reference to experience majority of the respondent are between 12-17 years services.

- ❖ The analysis of questionnaires and interviews showed that schools have school level plans.
- ❖ It was concluded that the producers of school level of plan preparation in most of east wollega secondary school is not prepare according to the guide line.
- ❖ The school level plans are mostly prepared, implemented, evaluated, and monitored by principals.
- ❖ The participation of all stakeholders in school level plan preparation and implementation is less.
- ❖ The woreda educational offices are not necessarily taking part in the implementation, monitoring and evaluating of school level plan and feed backs are not being given for school on school level plans to implement.
- ❖ The analysis showed that the strength and weakens of the previous plan, discussing with all stakeholders, gathering information from concerned bodies,(from teachers, PTA and school community), identifying the problems, Prioritizing the school problem and finally planning is done by school principals and in which feedback provided on the results of monitoring and evaluation is below the standard, evaluation and monitoring on school level plan is occurred in most of secondary school of East wollega secondary at the end of the years and sometimes at the beginning of the years, but at mid-term it is below the standard.
- ❖ The extent of the participation of stakeholders in school level plan preparation, evaluation, monitoring and implementation in the secondary school of East wollega secondary school is below the standard and highly dominated by principals,
- ❖ The challenges of school level plans that are influencing school level plans are : scarcity of budget, lack of resource, environmental situation, less participation of school community and PTA, Low participation of stakeholders, high turnover of staff, Lack of skill man power, Less commitment of leaders, lack of evaluation of the strength and weakness of the school level plan, Woreda educational office lacks follow up and giving the necessary support for the principals on how to implement school level plan, there is proper communication of leaders

for the implementation of the plan among the school community ,inaccurate of data were the major challenges for preparation and implementation of school level plan.

- ❖ Regarding the possible suggestions identified by interview reveals that there are the problems in the implementation of school level plan are: identifying the strength and weakens of the previous plan, evaluating and monitoring the preparing plan and take necessary action or measure, discussing with stakeholders on the problems of implementation of school level plan, giving awareness to the stakeholders, increasing school community participation and their understanding, allocating the necessary budget, resource and fund raising.
- ❖ Generally the participation of all stakeholders is the most effective strategies to implement the school level plan and effective plans are those that require participation of all stakeholders

5.3. RECOMMENDATION

Based on the findings of the study and conclusions made, the following recommendations were forwarded as strategies to promote the performance of school level plan in East wollega secondary schools..

The study found out that there was lack of follow up the planning procedure when we prepare school level plan. Therefore the Woreda educational office and school directors:

- Must follow up the planning preparation activities and participate all the stakeholders in preparation, implementing, monitoring and evaluation of the school plan action equally.
- The study results showed that support from cluster supervisors and Woreda educational offices for the implementation and preparation of school level plan were found to be inadequate. It is strongly recommended that cluster supervisors and WEO should take immediate actions and follow up the school level plan performance, organize teachers training on the activities of school plan and maintain experience sharing with the nearby cluster schools to all secondary schools for the real implementation of school level plan.
- WEO should act in supporting, giving training and give feedback for principals on the school level plan preparation, implementation, monitoring and evaluations.
- The extent of the participation of stakeholders in school level plan preparation, evaluation, monitoring and implementation in the secondary school of East wollega secondary school is below the standard and highly dominated by principals, It is recommended that the woreda education officers, and principals must work to raise the participation of all stakeholders in preparation and implementation of school level plan by giving awareness, training, and work shop on school level plan implementation.
- The challenges of school level plans that are influencing school level plans are : scarcity of budget, lack of resource, environmental situation, less participation of school community and PTA, Low participation of stakeholders, high turnover of staff, Lack of skill man power, Less commitment of leaders, lack of evaluation of the strength and weakness of the school level plan, Woreda educational office lacks follow up and giving the necessary support for the principals on how to implement school level plan, there is lack of proper communication of leader. It is strongly recommended that WEO should aid schools with allocation of school

budget, resources; evaluate the strength and weaknesses and giving feedback on the planning preparation and implementation activities.

- Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to challenge and practices of school level plan and its implementation in Secondary Schools of East wollega zone.

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APPENDIX –A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Questionnaire for Teachers

The purpose of this questionnaire is to collect data on the practice and challenges of school level planning and its implementation in East Wollega Zone secondary schools. Your information found to be very essential for successful achievement of the objective intended. Therefore you are kindly requested to fill in the questionnaire. Your responses are highly valued.

I would also like to assure you that the information would be kept confidential and used for this research only.

Thank you in advance for cooperation

Directions:

- No need of writing your name
- put a “√” mark to indicate your opinion

Part I Back Ground

1. Name of your school: _____
2. Sex: A. Male B. Female
3. Position: A. school principal B. Supervisory C. Teachers D. WEO
4. Qualification: A. Certificate B. Diploma C. Degree D. MA/MSc
5. Profession (Area of Study): A. Teaching B. Educational Management
C. Other
6. Service year: A. Below 10 B. 11-20 C. 21-30 D. Above 30

Part II.

I. Items related to the planning and implementation activities

The following statements are related to the planning and implementation activities and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you

1=Never at all (NA),2=Rarely(R); 3=sometimes(ST), 4=Always(A);

Put a “√ “ mark to indicate your opinion

No	Item	4	3	2	1
1	My school invites me to prepare school level plan				
2	our school level plan is usually successful				
3	The school director invites me to implement school level plan				
4	I have involved in the preparation and implementation of the school level plan				
5	My school invites me to monitoring and evaluating school level plan				
6	The one who prepares school level plan in my school is				
6.1	Principals only.				
6.2	Teachers				
6.3	PTA				
6.4	All Stakeholders				
7	What should be considered when you prepare school level plan				
7.1	Economics conditions				
7.2	Socio culture conditions				
7.3	Political conditions				
7.4	Technological conditions				
8	I have prepare an action plan in line with their department				
9	Action plan for each of the department were designed				

II. Items related to school level planning monitored and evaluated

The following statements are related to the planning and implementation activities and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you.

1=Stronglydisagree(SD),2=Disagree(D),3=uncertain(UN),4=agree(A),5=Strongly agree(SA);

Put a “√ “ mark to indicate your opinion

1	When the school level plan is monitored and evaluated?				
1.1	At the end of the year				
1.2	At the middle of the year				
1.3	At the beginning of the year				
1.4	Always commented if necessary				
1.5	Never commented at all				

III. Item related to challenges of preparation and implementation of school level planning

The following statements are related to challenges of preparation and implementation of school level planning and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you.

1=very low (VL),2=Low (L),3=medium(M),4=high(H),5=very high(VH);

No	item	Rating scales				
		5	4	3	2	1
1	The major challenges of preparation and implementation of school level plan in my school is?					
1.1	Scarcity of budget					
1.2	Environmental situation					
1.3	Scarcity of resource					
1.4	High staff turnover					
1.5	Low community participation					

1.6	Inadequate of skill of personals					
1.7	Shortage of time					
1.8	Less commitment of leaders					
1.9	In accurate data source					
2	The school leadership properly supply the necessary resource for the implementation of the plan					
3	There is proper communication for the implementation of the plan among the school community.					
4	My school level plan is clear enough to put in to practice					
5	I involve in evaluating the strength and weakness of my school level plan in order to improve					

List possible points how to overcome challenges of school level planning and implementation

APPENDIX –B

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Questionnaire for School Principals

Dear school principals

The purpose of this questionnaire is to collect data on the practice and challenges of school level planning and its implementation in East Wollega Zone secondary schools. Your information found to be very essential for successful achievement of the objective intended. Therefore you are kindly requested to fill in the questionnaire. Your responses are highly valued.

I would also like to assure you that the information would be kept confidential and used for this research only.

Thank you in advance for cooperation in advance!

Directions:

- No need of writing your name
Put a “√” mark to indicate your opinion

Part I Back Ground

1. Name of your school: _____
2. Sex: A. Male B. Female
3. Position: A. school principal B. Supervisory C. Teachers D. WEO
4. Qualification: A. certificate B. Diploma C. Degree D. MA/MSc
5. Profession (Area of Study): A. Teaching B. Educational Management
C. Other
6. Service year: A. Below 10 B. 11-20 C. 21-30 D. Above 30

Questionnaire for School Principals

I. Item related to planning phase

The following statements are related to planning phase and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you.

1. =Never at all (NA), 2 = Rarely(R); 3=Some times (ST), 4 = Always (A);

No	Items	4	3	2	1
1	The one who prepares school level plan in my school is				
1.1	Principals only.				
1.2	Teachers				
1.3	PTA				
1.4	All Stakeholders				
2	What should be considered when you prepare school level plan?				
2.1	Economics conditions				
2.2	Socio culture conditions				
2.3	Political conditions				
2.4	Technological conditions				
3	The school has follow the planning procedure according to the guide line				
4	Action plan for each of the department were designed				
5	Individual teachers prepare their own action plan in line with their department				
6	The strength and weakness of the school was identified and prioritized				

II A. Item related to implementation of the school level plan

- The following statements are related implementation of the school level plan and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you
1= Very low(VL), 2= Low(L), 3= Medium(M),4= High(H) 5=Very high (VH)
- Put a “√” mark to indicate your opinion.

NO	Items	5	4	3	2	1
1	Who is responsible to implement school level plan?					
1.1	Principals					
1.2	Teachers					
1.3	PTA					
1.4	Community					
2	The extent of the participation of Stakeholders in the school plan preparation& implementation.					
2.1	Principal participation					
2.2	Teacher participation					
2.3	PTA participation					
2.4	Community participation					
3	Participation of teachers in school plan implementation and practice					
4	Methods of implementing your school level plan is:					
4.1	By force of principals					
4.2	By interest of teachers					
4.3	By participation of community members and PTA					
5	The school level plan was timely evaluated					
6	The self-evaluation was conducted continuously					
7	All stakeholder sare actively involved in the self - evaluation					
8	To what extent the fee back is provided on the result of monitoring and evaluation.					
9	The worda education office provides technical support to the implementation of the school level plan					

10	The cluster supervisor provides technical support to the implementation of the school level plan					
11	PTA members provide technical support to the implementation of the school level plan					

B . Item related implementation of the school level plan

- The following statements are related to implementation of the school level plan and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you. 1=Stronglydisagree(SD),2=Disagree(D),3=uncertain(UN),4=agree(A),5=Strongly agree(SA);
- Put a “√ “ mark to indicate your opinion.

No	Items	Rating scales				
		5	4	3	2	1
1	What are those effective strategies to implement the school level plan?					
1.2	Participation of PTA					
1.3	Participation of teachers’					
1.4	Participation of students					
1.5	Participation of all stakeholders					
2	When the school level plan is monitored and evaluated?					
2.1	At the end of the year					
2.2	At the middle of the year					
2.3	At the beginning of the year					
2.4	Always commented if necessary					
2.5	Never commented at all					

II. Items Related to the challenges of planning implementation

The following statements are related to the challenges of planning implementation and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you.

1= Very low(VL), 2= Low(L), 3= Medium(M),4= High(H) 5=Very high(VH)

Put a “√” mark to indicate your opinion.

1	Item	Rating scales				
		5	4	3	2	1
1	Major factors affects the preparations and implementation of school level plan					
1.1	Environmental situation					
1.2	Scarcity of resource					
1.3	Low community participation					
1.4	High turnover of leaders(staff)					
1.5	Lack of skilled man power					
1.6	Shortage of time					
1.7	Less commitment of Leaders					
1.8	In accurate of data					
1.9	scarcity of budget					
2	Lack of evaluation of the strength and weakness of the school level plan					
3	Woreda educational office lacks follow up and giving the necessary support for the principals on how to implement school level plan.					

APPENDIX –C
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Questionnaire for Woreda Educational office and Supervisors

Dear: Respondents!

The purpose of this questionnaire is to collect data on the practice and challenges of school level planning in East wollega secondary schools. So you are, kindly requested to respond frankly and honestly to the following questions that help me to gather reliable data for my investigation.

Thank you in advance for cooperation in advance

- No need of writing your name
- Put a “√ “ mark to indicate your opinion.

Part I Back Ground

1. Name of your school: _____
2. Sex: A. Male B. Female
3. Position: A. school principal B. Supervisory C. Teachers D. WEO
4. Qualification: A. certificate B. Diploma C. Degree D. MA/MSc
5. Profession (Area of Study): A. Teaching B. Educational Management
 C. Other
6. Service year: A. Below 10 B. 11-20 C. 21-30 D. Above 30

Part II. Items Related to the function of Woreda Education office experts and supervisors in implementing school level planning?

The following statements are related to the function of Woreda Education office experts and supervisors in implementing planning and challenges of school level planning and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you.

1. =Never at all (NA), 2 = Rarely(R); 3=Some times (ST), 4 = Always (A);

I. items related to planning phase

No	Items	Rating scale			
		4	3	2	1
1	The one who prepares school level plan in my school is				
1.1	Principals only.				
1.2	Teachers				
1.3	PTA				
1.4	All Stakeholders				
2	What should be considered when you prepare school level plan?				
2.1	Economics conditions				
2.2	Socio culture conditions				
2.3	Political conditions				
2.4	\Technological conditions				

II. Item related implementation of the school level plan

- The following statements are related to implementation of the school level plan and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you. 1=Stronglydisagree(SD),2=Disagree(D),3=uncertain(UN),4=agree(A),5=Strongly agree(SA);
- Put a “√” mark to indicate your opinion.

No	Items	Rating scales				
		5	4	3	2	1
1	What are those effective strategies to implement the school level plan?					
1.2	Participation of PTA					
1.3	Participation of teachers'					
1.4	Participation of students					
1.5	Participation of all stakeholders					
2	When the school level plan is monitored and evaluated?					
2.1	At the end of the year					
2.2	At the middle of the year					
2.3	At the beginning of the year					
2.4	Always commented if necessary					
2.5	Never commented at all					

III. Items Related to implementation

The following statements are related to the function of Woreda Education office experts and supervisors in implementing school level planning and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you. R

1= Very low(VL), 2= Low(L), 3= Medium(M),4= High(H) 5=Very high(VH)

➤ Put a “√” mark to indicate your opinion.

No	Questionnaires	Rating scales				
		5	4	3	2	1
1	Woreda education office support schools to implement their plans in order to achieve their goals?					
2	Woreda education office experts arrange training regarding school level planning					
3	Woreda education office experts give feedback on the activities of planning					
4	Woreda education office regularly follow the implementation of school level plan					

IV. Items Related to the challenges of planning and implementation

The following statements are related to challenges of planning and implementation and you are required to determine your agreement or disagreement on the basis of your particular belief. Kindly check your position on the scale as the statement impresses you.

1= Very low(VL), 2= Low(L), 3= Medium(M),4= High(H) 5=Very high(VH)

➤ Put a “√” mark to indicate your opinion.

1	Major factors affecting the preparation and implementation of school level plan	5	4	3	2	1
1.1	Environmental situation					
1.2	Scarcity of resource					
1.3	Low community participation					
1.4	High turnover of leaders					
1.5	In accurate data source					
1.6	Shortage of time					
1.7	Less commitment of Leaders					
1.8	Lack of trained man power					
1.9	Scarcity of budget					
2	Lack of evaluating the strength and weakness of the school level plan					
3	There is proper communication of leaders for the implementation of the planning the school community					

APPENDIX .D

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Interview Guide

The purpose of this questionnaire is to collect data on the practice and challenges of school level planning and its implementation in East wollega secondary schools. So, you are kindly requested to respond frankly and honestly to the following interview questions that help me to gather reliable data for my investigation.

Thank you in advance for cooperation in advance

No need of writing your name

Part I Back Ground

1. Name of your Woreda: _____
2. Sex: A. Male B. Female
3. Position: A. school principal B. Supervisory C. teachers D. WEO
4. Qualification: A. certificate B. Diploma C. Degree D. MA/MSc
5. Profession (Area of Study): A. Teaching B. Educational Management
C. Other
6. Service year: A. Below 10 B. 11-20 C. 21-30 D. Above 30

An interview Questions

An interview guide Questions prepared for Woreda Educational office and Supervisors

1. What are the major activities during the preparation of plan?
2. Do the stakeholders involve in the preparation and implementation of School level plan?
3. What are the major challenges in the implementation of plan in your secondary school?
4. What measures should be taken to solve the problems in the implementation of plan in the secondary school?

APPENDIX –E

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Questionnaire for School Principals

Dear school principals

I am carrying out research on the practice and challenges of school level planning and its implementation in East wollega zone secondary schools. So, you are kindly requested to respond frankly and honestly to the following interview questions that help me to gather reliable data for my investigation.

Thank you in advance for cooperation in advance!

Part I Back Ground

1. Name of your Woreda: _____
2. Sex: A. Male B. Female
3. Position: A. school principal B. Supervisory C. teachers D. WEO
4. Qualification: A. certificate B. Diploma C. Degree D. MA/MSc
5. Profession (Area of Study): A. Teaching B. Educational Management
C. Other
6. Service year: A. Below 10 B. 11-20 C. 21-30 D. Above 30

I. An interview Questions.

An interview guide prepared for principal.

1. What are the major activities during the preparation of plan?
2. Do the stakeholders involve in the preparation and implementation of School level plan?
3. What are the major challenges in the implementation of plan in your secondary school?
4. What measures should be taken to solve the problems in the implementation of plan in the secondary school?

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