The Practice of School Improvement Program in Government Secondary Schools of Bench Maji Zone and Its Contributing Factors
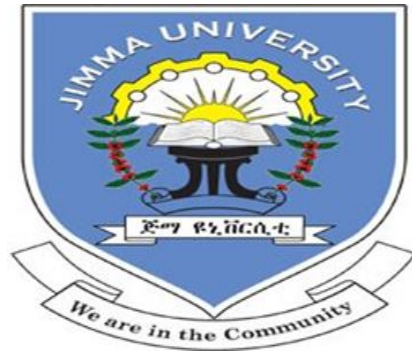

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LETTER OF APPROVAL

This is to certify that the thesis prepared by Wondwossen Sodoma Birru entitled "**The Practice of School Improvement Program in Government Secondary Schools of Bench Maji Zone and Its Contributing Factors**" and submitted as a partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other University and that all source or materials used for the thesis have been dully acknowledged.

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

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ABSTRACT

The main objective of this study was to assess the Performance of School Improvement Plans in Government Secondary Schools of Bench Maji Zone: Its practices and Contributing Factors and recommend appropriate intervention mechanisms. A descriptive survey design was employed with the intention to get the general picture on the practice of School Improvement Plan of secondary schools in Bench Maji zone. The research methods employed in this research were both quantitative and qualitative. The data for this study were collected from both primary and secondary sources. Student, school principals, zone educational department heads, school supervisors, members of PTA, teachers, unit leaders, vice principals and department heads were used as primary sources of data. Probability sampling (simple random sampling) was applied to select 4 out of 11 secondary schools. Moreover, simple random sampling was applied to select vice principals, unit leaders, and department heads from the selected schools. Questionnaires were self-developed and a total of 87 questionnaires were distributed and out of which 76 (87%) were correctly filled, returned and used for analysis in this study. The data analyzed showed that internal environmental analyses (of strengths and weaknesses) were not thoroughly examined before SIP was developed and implemented in the schools.Observation of school plans showed that the schools were moderately setting realizable vision. But the visions were not set before doing a well thought self-assessment. Principals of the schools were more or less contributing to the practices of their school plans. On the other hand, staff members were weakly contributing to effectiveness of the performance of School Improvement Program of the schools. Therefore, it can be concluded that both the overall practices School Improvement Program as well as the contribution of key stakeholders were less than the expected level. Finally, the researcher recommended that all the schools need to initially and carefully identify their statuses and then their key stakeholders and establish networked linkages and secure not only strong but also consistent participation of the duty bearers throughout the entire process of their performance plans.

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CHAPTER ONE

INTRODUCTION

This chapter presents the very introductory issues that are related with the problem of the study and its contexts. Accordingly, the chapter contains: background, statement of the problem, research questions, objectives, delimitation, significances, and structure of the thesis. Each of these is presented one by one as indicated below.

1.1 BACKGROUND OF THE STUDY

Plans of an organization can be defined by different scholars in different ways. It has been explained as consciously set activities and goals as well as prescribing means of addressing them (Foot & Hook, 1999). On the other hand, other scholars (e.g., Katou, 2008; McKirchy 1998; Meilman, 2001) explain it as the predetermined and a well discussed functions of the organization to be accomplished within a specified time frame. Moreover, too many scholars, (like Autory, 2001; Barney, 2001; Barney, 2007; Namuddu, 2005)   agree and define organizational plans as well designed guidance of the overall functions of the organizations. C6wfssaz32a Similarly, school plans are set to guide the duties and responsibilities of the practicing schools and enable them achieve the improved results (Namuddu, 2005).

These days, Ethiopian schools are practicing school improvement plans (SIP) to improve their overall performances. In Ethiopia, the practices of SIP started in2006 with the aim of improving quality of education through enhancing students learning achievement and outcomes (MOE, 2006). Accordingly, one of the objectives of practicing school improvement plans   is to enable students learn and teachers teach towards creating rational minds and building up morally, socially, legally and professionally acceptable behaviors on the part of their students. This implies that schools strongly require quality plans and their executions. This is mainly because, without thinking and planning, working on the minds and behaviors of human being is quite difficult, if it is not impossible. If constructing a building requires careful plans (maps), building the builders (human   beings)   requires   more   carefully   developed   performance   plans   (Akyel, KorkusuzPola&Arslankaya, 2012).

Hence, in Ethiopian context, practices of SIPhave strong relationship with boosting up students' academic results (MoE, 2010).This is because; progressively increasing students' academic performances are taken as important targets and indicators of the effective SIP (Melaku, 1992). Moreover, schools are expected to practiceto create safe and healthy environment where they can upgrade students' learning and teachers' teaching (Fletcher, 2004; MoE, 2002). This denotes that, in the era of knowledge-driven economy and information technology, school should practice SIP to maintain strong community relationship,transform teaching– learning and improve the students' academic achievements (Abraham, 2011; Danielson, 2001).

There scholars who reported some findings and conclusions related to school improvement programs. Sisay (2014) conducted a study on the Practice and Problems of SIP Implementation in Secondary schools of Gurage zone. Ultimately he found that lack of partnership between the school and community, lack of awareness on the program, poor level of participation of stakeholders from planning up to evaluation of the program, lack of continuous political and administrative support from woreda education office were some of problems of effective implementation of school improvement program. In supporting this, a research conducted by Afework, (2017) on Implementation of SIP in East Wollega Zone preparatory schoolsalso stated that implementation of SIP was constrained by inadequate participation of stockholders, lack of experience and skills among school principals, less linkage between the school and community to implement SIP, less coordination of school community to implement the program, absence of sufficient school facilities and lack of training on implementation of SIP to stakeholders. Hence, suffering of the education system from low quality makes school improvement program (SIP) crucial.

Similarly as indicated above, it has been observed from the annual report of education department of that there are indications that SIP was no helping the school to be effective in Bench Maji zone and this also required conducting researches and supporting the school system. The following section shows the existence of research gaps as justification for undertaking this particular study.

1.2 STATEMENT OF THE PROBLEM

Currently the practices of schools are more complex due to diversity as well as ever changing public demands. This complexity has been also generated by the ever increasing number of students, teachers, and related resources as well as due to ever changing and increasing cost of education resulting from changing external environmental demands including socio economic, political and technological factors (Akyel, KorkusuzPola, and Arslankaya, 2012). This in turn needs making the role, and work of schools not only wider but also deeper. They are expected to initiate and mobilize the concerned bodies both within and outside their influence. Education vand Training Policy and its Implementation supports and enforces decentralized educational planning and leadership where by different stakeholders, including parents and local community, forms unity in leading the performance of the schools (MoE, 2002).

Therefore, maintaining cooperative and collaborative efforts of such parties and making school performances effective is not a simple task. Running the practices of planning to effectively lead both administrative and academic performances are not as simple (MoE, 2002). It requires quality SIP on the part of the school (Davis, 1981).

On the other hand, as discussed earlier, the purpose of the SIP is to improve the quality of teaching and learning so that greater proportion of students would achieve proficiency after completing their schooling. This is possible when schools give attention for analyzing and addressing problems that are constraining progress in students' achievement. This also needs planning, implementing, evaluating and preplanning SIP.

However, the report of zonal education department of Bench Maji Zone showed that the result of the students has been reducing from year 2007 to year 2010 E.C. The proportion of grade 10 students who got passing mark (GPA of 2.00 and above) reduced successively for the last four consecutive years (from 2007 up to 2010 E.C.). More specifically, in 2007, 2008, 2009 and 2010 it was 69%, 68.12%, 66.4% and 64.7%, respectively (BMZED, 2010). Additionally, this report indicated none of secondary schools in the zone deserved the highest possible performance level (i.e. level four) and still only 21% of the schools achieved the second possible performance level (i.e., level three).

On the other hand, I tried to access only one much related study made so far. It was the research done by Dereje (2012). He conducted his study on the title: Implementation and Challenges of

School Improvement Program in Government Secondary Schools of Oromia Special Zone surrounding Fin fine. Moreover, Frew (2010) did his study on "the Practices and Challenges of School Improvement in Primary Schools of Jimma City Administration council". However, the current study is different from both of the studies in its focus and contextual setting. Unlike Dereje (2012), the current study focused on broader issues like development and evaluation of SIP. Moreover, the ongoing study differs from Frew's (2010) that Frew did in primary schools, on one hand, and he did not focused on influencing factors of SIP, on the other hand.

Thus, the major purpose of the current study is to examine implementation of School Improvement Plans in Government Secondary Schools of Bench Maji Zone and Contributing factors. Additionally, this study shall critically examine the extent of contribution of internal school factors in contributing effective SIP of the schools in the indicated schools and zone.

1.3 RESEARCH QUESTIONS

The following research questions were set and responded by the study.
 1. What extent is SIP practiced in secondary schools of Bench Maji Zone?
 2. What are the major in school factors contributing to the existing practices of SIP of the schools in the Zone?

1.4 OBJECTIVES OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The overall objective of this study is to assess the status of and contributing factors to the practices of School Improvement Program of secondary schools of Bench Maji Zone and recommend appropriate intervention mechanisms.

1.4.2 SPECIFIC OBJECTIVES

 The specific objectives of this study are:
 ✓ To identify the extent to which secondary schools of Bench Maji Zone are developing their School Improvement Program.
 ✓ To assess the degree to which secondary schools of Bench Maji Zone are implementing their School Improvement Program.
 ✓ To assess the level to which secondary schools of Bench Maji Zone are evaluating the implementation of their School Improvement Program.

✓ To identify the magnitude to which major in and out school factors are contributing to effective performance of School Improvement Programin secondary schools of Bench Maji Zone.

1.5 SIGNIFICANCE OF THE STUDY

The findings of the study are believed to have the following benefits;

➢ It will benefit the schools to be effective by increasing the role of concerned bodies like parents and principals.

➢ It will support students and their parents because; effectiveness of learning shall be supported by this study.

➢ The study is also expected to pinpoint the major problems of the performance system so that the recommendations shall help the school leaders and supervisors to revisit their functions.

➢ It may help woreda officers and other responsible bodies to be well aware of the performance of the schools and understand challenges standing against effectiveness of their functions and devise their own mechanisms of making performances of the school more successful.

➢ It may provide important information to policy makers so that they would revise the existing or newly develop rules, regulations, programs or projects related to school improvement.

1.6 THE SCOPE OF THE STUDY

In order to carry out any research work analytically, it is important to delimit the study both conceptually and contextually to manageable size. Regarding conceptual delimitation, it focuses only on the practices of School Improvement Programin secondary schools of Bench Maji Zone. This is mainly because; based on the existing poor quality of the school (lower academic results of the students of grade 10) the performance of the schools is low. Thus focusing on this area is assumed to have a better value in increasing the return from the overall resource allocation and deployment in the schools and supporting the quality of the schools. Contextually, is also delimited to investigating the practices of SIP only in government owned secondary schools. This is because vast majority of the students are going to the government secondary schools so that the study would serve too many beneficiaries. Similarly the research is delimited geographically in Bench Maji Zone secondary schools. This is because, since this study is an applied research in its type, the researchers saw the problem in the zone.

1.7 OPERATIONAL DEFINITION OF KEY TERMS

In this particular study, the following key terms will have the indicated meanings.

School Improvement Plan: refers to the over planned intentions towards achieving maximum possible outputs of schools that include progressively increasing students' academic achievements.

Practices of SIP: denotes that actual level of activities planned, implemented, evaluated and results achieved in secondary schools to ensure progressively increasing students' academic achievements.

Secondary School: School of two years duration that includes grade 9 and 10 that are designed to enable the students to identify their interest related to their preference of social or natural science streams towards higher education and the world of work (MoE. 1994).

Contributing Factors: are both in and out school factors influencing the performances of SIP in secondary schools.

1.8. LIMITATION OF THE STUDY

There were many challenges that I faced during my study. The most serious was related to collection of data. During data collection some of the school leaders resisted to provide genuine information. This was because that they thought that it would expose their mistakes. However, the problem was solved by creating close, friendly and strong relationship, on one hand, and clarifying the objective of the study that it was not to expose their secretes, on the other hand.

1.9 ORGANIZATION OF THE STUDY

This study shall be structured or organized into five units. Unit one shows the problem and its approaches. Unit two presents the review of the related literature. Unit three shows methodology of the study. Unit four will include the data results and discussion. The last unit indicates the major findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

This chapter shows both theoretical and conceptual frameworks of the study. Initially, theoretical framework was discussed to identify supporting theories. Pertinent theories were discussed and used as a theoretical foundation in selecting areas of conceptual frameworks discussed under the second part of the literature review. Each of these is discussed one by one as indicated below.

2.1 THEORETICAL FRAMEWORKS

Theories (theoretical frame works) are needed, in any research, to lead the conceptual understandings and boundaries of the concept to be discussed within the conceptual environment of the study (David, 2005). There are different theories that form conceptual foundation of practices of school Improvement Program (SIP) in secondary schools(Namuddu, 2005).These theories include; competition based theory, the resource based theory, the survival based theory, the human resource theory, the agency theory, the system and the contingency theory(Pearce & Robinson, 2013). All of these are initially theorized under the context of management of performances in private business settings and only some of them can be successfully applied to conceptualize performances of SIP in public institutions like in public schools (Foot. & Hook, 1999).

Rresearchers (like David, 2005; Davis, 1981) recommended that competition-based theory, the resource-based theory, system and contingency theory are most important theoretical underpinnings that can lead researchers related to the practices of SIP in public institutions.. Accordingly, the three theories are briefly discussed and used as insights that helped the researcher to organize conceptual framework for this particular study. The fundamental assumptions of each of these theories are briefly discussed as indicated below.

2.1.1 THE COMPETITION-BASED THEORY

This theory assumes that practices in organization need to be driven towards optimizing the return of the organizations. It claims that organizations perform to win some prescribed demands of the public. The theory was based on the notion that the main objective of operating performances in public institutions is producing outputs that would meet the expected Standard (Porter, Bingham, & Simmonds, 2008). Therefore, the contents to be planned and implemented need to be in

accordance to the expected and prescribed descriptions showing the highest possible outputs of the organizations. Accordingly, the contents of conceptual frame work of this study indicated at the end of chapter two included elements to be planned and implemented by the schools and make them competitively improving , as prescribed in the guidelines of School Improvement Program (SIP) of the Ethiopian schools.

However, this theory has shortcoming that it does not fully point the resource side of the practices of SIP. This means that the issue of efficiently and effectively using the existing organizational resources is not well addressed under this theory. Therefore, this gap has been viewed in this study by applying the resource based theory/view (RBV/T). The subsequent sub section briefly presents the essence of RBV/T.

2.1.2 THE RESOURCE-BASED THEORY OR VIEW (RBT/V)

RBT/V states that resources owned and controlled by an organization have the potential power in helping the organization effectively practicing their planned performances (Ainuddin*et al*., 2007). The theory still reminds us that availability and deployment of the resources is a crucial factor that supports planned improvement of the organizations (Barney, 2001).The theory assumes that possession of strategic resources provides an organization with a golden opportunity to develop and apply their planned strategies of performances and ensure quality outputs (Namuddu, 2005).Here, as to the theory both tangible (physically observable) and intangible (like knowledge and skills wise) resources of organizations are important elements to be considered in planning and implementing incremental performances, SIP(Barry, 1997).

Barry believes thatorganizations consist a set of resource that is not at all, or partly, or fully employed in a productive way towards rendering improved services to their customers (Armstrong and Appelbaum, 2003). Therefore, majority of the in internal and external factors discussed in this chapter are initiated and derived from the very fundamental assumptions of this theory.

Nonetheless, the theory does not tell us about the importance of strategic flexibility which public institutions particularly schools are confronting in such globalized word where demands for education have been changing overtime (Namuddu, 2005).Therefore, the research needs to examine the extent to the performances of the schools are made to be aligned with continuously changing internal and external environmental demands (Akyel., KorkusuzPola,.&Arslankaya,

2012). Hence, the extent of participation or the role played by key internal and external parties will be investigated based on the discussions held under the following conceptual framework. . This part of discussions and investigations has been guided by applying the fundamental assumptions of contingency theory. The views of these theories have been shortly described under the following sub section.

2.1.3 CONTINGENCY THEORY

The contingency theory (CT) is more concerned with the influence of the changing internal and external organizational factors on the relevance, quality and effectiveness of operations of public organizations. The theory draws the idea that there is no one or single best way or approach to effectively and strategically organize performances in organizations. It recommends us that organizations should develop managerial strategies of operations based on the situational or conditional factors within which they are operating (Ainuddin et al 2007). Thus, contingency theory reminds the researcher to discuss on interactive nature of the elements within the organization and between the organization and its environment (Boyd *et al,* 2012).

Boyd and his associates propose that understanding the assumptions of these theories improves the ability of the researchers to carefully consider, discuss and analyse the influencing factors of effective performances of public organizations. Katou (2008) supplements that the theories helps the researchers and practitioners view the extent to which effectiveness of performances of public organizations depends up on the quality of the process of planning, implementation and evaluation of their operations. Managers of an organization are expected to plan and implement - strategies of performances that would enable them to improve the capabilities of their organizations in creating best match between the type of the services they render and the expected standard to be met (Katou, 2008). Accordingly, based on the conception of the theory, discussions in the conceptual frame work and the findings included the interdependence and effect of three practices (planning, implementation and evaluation), and that of internal and external factors on the effective performances of SIP. In sum, the above theories are selected and their views are used as fundamental thoughts in developing the following conceptual frame work for this particular study.

2.2 ORGANIZATIONAL PLANNING: ITS MEANING AND PURPOSE

Organizational planning has been defined as the process of formulating strategies based on organizational expectations (Mondy, 2001;Namuddu, 2005).It is essentially about devising and formulating intents, activities and means that insures effective deployment of resources towards achieving the preset intents. It has been also stated as a systematic process developing achievable objectives for the future growth and development of organization (Kermally, 1997). Still it has been explained as the act of determining visions, purposes, goals, activities and means towards improving the overall performances of the institutions (Katou, 2008; King, 1984).Therefore, organizational planning is an act of achieving objectives in the most effective and efficient way andadapting to the rapidly changing external and internal environment(Autory, 2001).

Similarly, many writers (Such as Ayalew, 1991; Namuddu, 2005) explain school planes a process that involves the translation of concepts, ideas, and beliefs into operational process and measure of outcomes. The term '' School Improvement Plan'' is the function of systematically making decisions about the goals and the activities of schools that will be pursued to ensure development in the future. This implies it refers to the process of preparing a set of decisions required to direct achievement of educational goals by applying some means. It is process of thinking for tomorrow, identifying and selecting appropriate goals and courses of action for the schools.

2.3 THE PRACTICES OF SIP

As indicated in Ethiopian SIP guidelines the practices SIP involves: developing, implementing and evaluating activities that improves the outputs of the practicing schools. Moreover, many scholars (e.g. King, 1984; Lazen by, 2014; Maddux, 1987; Porter, Bingham, & Simmonds, 2008) agree that practices of organizational plans that aim at improving the overall performances of the practicing organization should include the three sequentially indicated elements of organizational planning. Therefore, each of these three elements is discussed one by one as indicated below.

2.3.1 DEVELOPING SIP

Under this sub title two practices shall be discussed: environmental scanning and crafting the plan.

I. Self-Evaluation (Internal Situational Analyses)

This practice has been taken as an initial step of organizational planning, in general, and that of SIP, in particular (Pearce & Robinson, 2013; Porter, Bingham, & Simmonds, 2008).Generally, environmental analysis is the detailed examination of the within and surrounding environmental elements of schools. This includes: SWOT (i.e. strengths, weaknesses, opportunities and threats) and the PEST (i.e. political, economic, social and technological) approaches of analyses (Routhledge, 2004).

Appropriateness of internal environmental scanning can be judged by extent to which organizations are devoted in identifying their weakness and strengths while the comprehensiveness of external environments scanning can be identified by measuring the degree to which opportunities and threats of the organizations are analysed before developing their performance plan (Rue &Byars, 2003).The key purpose of the internal analysis is determination of the existing strengths and weaknesses the schools. The weaknesses could be as a result of inefficient management, obsolete office equipment, out-of-date information system, cash flow difficulties, limited supply of raw materials etc (King, 1984; Lazenby, 2014; Maddux, 1987)... The aftermath effect of this analysis should to maximize its strengths and minimize its weaknesses (Imundo, 1980; Katou, 2008; Kermally, 1997).

Moreover, internal assessment or self-evaluation, as a part scanning the environment under SIP, can be taken as part of situational analyses that focuses on the four major domains. These domains of assessment are taken as the most significant areas that require improvement: learning and teaching, student environment, leadership and management and community involvement. Therefore, at least Ethiopian secondary schools are supposed to yearly assess their strengths and weaknesses related to these domains (MoE, 2007).

II. Crafting the Plan in the School

 Schools as any other institutions require development of comprehensive plans to realize their effectiveness. Many writers (Such as King, 1984; Lazenby, 2014; Maddux, 1987; Namuddu, 2005) conceptualize development of SIP in the schools as a process that includes compilation of

the results of analyses of situation (the felt needs of the customers) related to the aforementioned domains or thematic areas (Mondy, 2001; Namuddu, 2005). It is essentially about preparation of official document on effective deployment of resources towards achieving the preset intents (visions and strategic goals) related to transformation of quality education (Getu, 2011). It is formal process of organizing visions, purposes, themes, goals, activities and means of achieving progressively improved inputs, processes and outputs of schooling (Katou, 2008; Kermally, 1997; King, 1984).

Therefore, purpose of formulating SIP is to strategically maximize the ability of the schools to design their activities related to the four domains and achieving their intents set towards satisfying rapidly changing external and internal environmental demands related to provision of quality education (Autory, 2001).

Moreover, thematically the approved plans of SIP are expected to hold a inspiring, time bounded, and shared realizable vision; legally provided mission statements , agreed up on values and beliefs; the four strategic (focus or thematic) areas, their goals and activities; as well as means of monitoring and evaluating the plan (Boyd, Gove &Hitt, 2005; Covey, 1992; Cullingford, 2004).

Under the first domain, learning and teaching, the schools are expected to plan   on improvement of content to be taught,   method to be applied, assessment competencies and capacity of teachers (CPD) (Aguinis, 2007; Foot. & Hook, 1999; Getu, 2011).   The plan of the SIP is expected to hold as to when and how to organize, facilitate and promote both in-service and out service professional development programs for their leaders and teachers. Here CPD is expected to link needs three entities: leaders, school, and education system (Melaku, 1992; MoE, 2002).

Teachers are key factors that make the improvement of schools and student outcome as effective as possible. The interaction between teachers and their students is the core factor for the improvement of student' academic performance. The knowledge of content and right application of active learning methodologies are expected to be improved. Schools are also expected to plan towards improving preparation and utilization of teaching aids. Moreover, SIP is expected to plan to promote application of continuous assessment to continuously ensure improved students learning. Since students have diverse learning styles increasing application of diversified learning opportunities (example: class work, homework, individual work and group project to their

students. The opportunities are expected to hold continuous development of three domains of educations (Knowledge, Skill and Attitude). On the other hand, the plan of SIP is expected to include increasing the motivation and discipline of both students and teachers. Furthermore, evaluating and commenting the improvement of the contents of curriculum is also the anticipated element to plan of SIP.

Curriculum reviews and mutual support (Emojong, 2004; Fletcher, 2004; Foot. & Hook, 1999). CPD need to be planned to improve knowledge, skills, attitudes and performance of all members of the school towards improving quality of education that holds improved students' achievement (Armstrong and Appelbaum, 2003; Fletcher, 2004; Emojong, 2004). This can be effective by providing in-service training programs whereby most experienced teachers can share useful ideas and experiences.

The activities to be planned under second domain (creating conducive learning environment) of SIP include planning on how to reduce misbehaviors, empower students, provide the required facilities for students' learning and motivate student to learn (Armstrong and Appelbaum, 2003; MoE, 2010).According to some researchers (Meilman, 2001; Melaku, 1992) planning towards creating healthy school environment for teaching and learning helps the school maintain confidence, trust and mutual respect for cooperation between staff, students, governments, parents and wider community. Conducive school environments are characterized schools the ensured good working relationship among the stakeholders (Emojong, 2004; Fletcher, 2004); and existence of equal treat, dignity and respect to all (MOE, 2010).

The third domain (school leadership) of the plan of SIP involves activities like shaping the old or developing new structure; apply shared leadership (collective responsibility), setting and applying policies that fosters SIP. The theme also aims at ensuring continuously improving school leadership. This is possible by planning to establish effective coordination between the school and all possible stakeholders (Representatives of Parents, teachers, students, local administration etc.)Here leaders need to give more attention for creating good relationship, and working with teachers and that teacher shall work the work of leadership with the leaders. Nonetheless, secondary schools are blamed to be over – managed but under – led (Pearce & Robinson, 2013; Porter, Bingham, & Simmonds, 2008). Thus, it has been recommended that training need be given for principals, teachers and supervisors on how to plan and work in harmony.

The last domain that needs to be considered in developing SIP is strengthening active and collaborative community participation in the major areas of schooling. The activities that might be set under this domain might include provision of training for parent so that they would owe and support SIP towards enhancing quality education in the schools. Moreover, conducting periodic discussion with members of the community at least twice a semester should be planned to mobilize responsible members of the community to provide multi-dimensional support for the effective practices of SIP (MoE, 2010).

Generally, planning to improve parental involvement in school is one of the most significant factors contributing to a child's success in school. When parents involve in school, achievement of students increases. Students attend school more regularly; complete more homework in a consistent manner; and demonstrate more positive attitudes towards school. They also are more likely to complete their grade level. Similarly, planning to boost up the participation of local administration and non-governmental organizations   is required to be part of the elements of SIP. Through participation of stakeholders, schools are expected to plan to progressively diversify sources and improve size of internal revenue.

2.3.2 IMPLEMENTING SIP IN THE SCHOOLS

A plan has no meaning if it cannot be implemented. The implementation process needs a timetable and strategy on how to proceed on the plan. It needs the active participation of all stakeholders and their comments. Planners have to implement according to the plan and if the plan is not workable they have to see other means. A plan is not a rigid document. It can be revised during implementation. That is why a serious attention should be given to the implementation process (MoE, 2013).

 Implementation of school plans also requires establishing task forces (i.e., 5-10 members including teachers, students, parents and the community as well as administrative staff and provision of training for them about the meaning, objective and importance of the plan and the need for the coordinated efforts of all stakeholders. Moreover, deep orientation hall be given for Parents and Teachers and Kebele education and training boards, governmental and non-governmental organizations as well as religious organizations on the importance of the school improvement plan in order to gain their positive response, motivation and support. Indicators for the good process of the implementation stage includes : building capacity, setting objective time

schedule, gathering necessary support, establishing   monitory system   , allocating resources needed, reviewing the progress , revising operational plans in light of experience, reporting on progress as well as establishing work relationship with stakeholders are quite necessary (MoE, 2010).

 Implementation of school performance plans, as a practice, includes allocation of sufficient resources, reforming the existed structure and reorganizing the work units, assigning the right coordinating unit, establishing networked monitoring and controlling system, cascading the plan to the work units and guiding the implementation (Ainuddin, *et.al*.,2007; Akyel., KorkusuzPola, &Arslankaya, 2012). Here, schools are expected to allocate the necessary resources and design the organization to bring the intended strategies to reality (Pearce & Robinson, 2013; Porter, Bingham, & Simmonds, 2008).Similarly Barry (1997), emphasizing the leadership role and decisions of an institutions, explains that implementation of plans in an organization is an act of executing what an organization intends to achieve by using its resources.. Ainuddin, et.al. (2007) consider implementation of performance plans matches allocation and deployment of public resources with the process of production of outputs that would satisfy changing environment demands.

 Barry (1997) sees implementation of organizational plans as long term effort of properly allocating and utilizing the existing resources to achieve its pre - set ends. Fletcher (2004) and Foot.& Hook (1999), on the other hand, supplement that it is the process of achieving preset objectives, by executing the planned actions, with in the allotted time frame. This implies implementation stage is an operations-oriented phase that managers must make the planned things transfer into ground. Arguably it is the most demanding and time-consuming part of the management process. It requires preparing a plan that sets out annual objectives, establishes an effective organizational structure, fixes a budget, develops a viable information system and generally devices a work plan for job execution. It also involves motivating employees, creating a supportive culture, allocating resources and linking employee compensation to the organization et cetera (Tabachnick, &Fidell, 2013).

 According to Mintzberg and Quins (2004), 90% of well-formulated plans fail at implementation stage and only 10% of formulated plans are successfully implemented in public institutions. The

successful implementation of plans is fully dependent on involvement of all the stakeholders in an organization.

2.3.3. MONITORING AND EVALUATION OF IMPLEMENTATION OF SIP

2.3.3.1 THE ESSENCE OF MONITORING AND EVALUATION

Monitoring can be defined as the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives. Contrary too many definitions that treat monitoring as merely reviewing progress made in implementing actions or activities. This definition focuses on reviewing progress against achieving goals. In the broader approach, monitoring also involves tracking strategies and actions being taken by partners and non-partners, and figuring out what new strategies and actions need to be taken to ensure progress towards the most important results. Monitoring in school improvement plan should come from the beginning of the implementation up to the end. All stakeholders should be involved in the monitoring process to check whether activities are being performed according to the plan. Here are some points you have to consider in the monitoring process. Performance of school plan may apply monitoring strategies like classroom observation, questionnaires disseminated to teachers and staff, student work analysis, oral and written exercise, student conduct checklist, student interview (MoE, 2011).

According to Akyel, KorkusuzPolat, &Arslankaya, (2012) the practice of evaluation of performances of an organization strongly needs application of participatory and transparent management system in verifying effective and efficient use of resources, efficient use of budget as well as information and communication technologies. Rue &Byars (2003) describes evaluation as the process of identifying, choosing and implementing possible means or solutions enhancing the long term performance of an organization whereby the existing internal capabilities of public organizations shall be improved to go with the changing external environment in which it operates. Generally, it is the final stage of the school planning process and it is the means by which an assessment is made to determine whether or not school achieved its objectives, realized its vision or not.

Performance appraisal, in general, is a continuous process through which performance of schools is identified, measured and improved (Aguinis, 2007). In supporting this idea, Rue &Byars (2003) state that performance evaluation is neither a technique nor a single step process; it can be

considered as a set of process that includes knowledge aimed at identifying areas where the improvements are needed. Schools' performance appraisal, consequently is process of evaluating worth or quality of their performance plans in terms of standards set by government, in general, and schools, in particular.

It is the process whereby the strength and limitations of the performances of the schools are identified. In view of this, Mani (2002) describes performance evaluation as a structured formal interaction between the schools and their supervisors which usually takes the form of a periodic interview in which the performance of the school is examined and discussed. It has the purpose to identify opportunities for improvement of the school. Performance evaluation of school is necessary to understand abilities and competencies of both the teachers and principals and measure the contributions of these parties towards the school goals. It helps to align the individual performances with the school goals.

Performance appraisal of schools takes into account the past performance focuses on the improvement of the current and future performance of the school and (Ibid). In larger context of school improvement, performance appraisal system in school provides principals and teachers with processes and procedures that can help them to bring about improvements in teaching and learning. The performances appraisal of the schools also promotes collaboration and relationship in building and sustaining an effective learning environment. It is especially important to see the appraisal system as a supportive and effective way of helping principals and teachers grow and develop (Namuddu, 2005).

Improving the efficiency and equity of schooling depends on ensuring that principals are highly skilled, well-resourced and motivated to perform at their best.. For this purpose, the effective monitoring and evaluation of school plan is central for the continuous improvement of teaching and learning in a school. It is essential to know the strengths of principals and those aspects of their practice which could be further developed. From this perspective, evaluation school performances are a vital step to improve the effectiveness of teaching and learning and meet educational standards (OECD, 2009).
Meaningful school performance evaluation involves effectiveness of operation of the schools and areas for development, followed by feedback, coaching, support and opportunities related professional development. It is also essential to celebrate, recognize and reward the work of

schools. The process planning performances need to be evaluated continuously. As Pearce & Robinson (2013) suggest, performance appraisals should focus on what the organizations do. It guides schools towards the improved future.

2.3.3.2 TYPES OF PERFORMANCE EVALUATION

Evaluation of implementation plan has two phases: formative and summative. The aim of formative evaluation of the implementation of planned performances is to give timely support and guidance (Pearce ad Robinson, 20013). It starts the moment the implementation begins and ends with the completion of the implementation. As to Bryson (2004) participatory formative evaluation helps governments, communities, organizations and individuals deal with change and discuss on how to strengthen their capacity to develop their schools. A summative evaluation, on the other hand, is held to make some decisions relate to the completion of the overall practices of planned performances of schools. The decision might include amendments to be considered during the process of the practices of the upcoming school planning (Akyel.,KorkusuzPola, .&Arslankaya, 2012 ; Aguinis, 2007). Both evaluations are effective when they are participatory in a sense that all concerned bodies are given sufficient and periodic chance for running the evaluation (Lazenby, 2014).

According to McKirchy (1998), there are four types of performance evaluation systems: self-directed› teams, peer, and self-rating evaluation of performances of public organizations. In the self-directed work team model, the performance appraisal is the primary vehicle for communicating the implementation to employees (McKirchy, 1998). According to McKirchy, each team has a critical measures linked to performance. In this type of evaluation, measures are revised annually and fall into the following groups: quality, financial, timeliness, and productivity/efficiency Mondy (2001).

As toMcKirchy, the self-directed work team system of performance evaluation allows organizations to conduct short, ongoing, informal, as well as formal quarterly reviews (McKirchy, 1998).Therefore, possible legal ramifications can be avoided. McKirchy also discussed that peer appraisal systems is done when "Feedback is collected from team members, compiled by the appraiser, and used in combination with a more traditional appraisal form" (McKirchy, 1998,p: 33).The advantages to this process are a well-rounded view of performance that can be gained by combining a variety of perspectives. It also builds peer accountability Noe, et.al.,(2009).

Another system McKirchy discussed is self-rating performance appraisal. This type creates a participative approach to the traditional appraisal method (McKirchy, 1998). Accordingly, employees' rate their performances and then the performances are reviewed it with the supervisor. This system gives the supervisor the flexibility of changing the rating to reflect the true situation if the employee has rated himself or herself too high or too low. Thus, responsibility for performance appraisal is delegated to the employee and the supervisor's role (Kermally, 1997).

King (1984) states that performance appraisal has been based largely on subjective ratings and personality traits, not job-related criteria, over the past ten years. Performance evaluations are often used to make decisions about promotions and transfers, and they are considered a test and are subject to the Equal Employment Opportunity Commission (EEOC) guidelines. Nevertheless, Simmons (2003) argued that performance reviews often conflict with relationship management. Furthermore, Simmons said negative feedback does not motivate, and ignoring subjective elements in reviews can undermine employees' attitudes (Saunders, Lewis. and Thornhill 2009).Thus, the need for organizations to implement effective performance appraisal systems is not to be overlooked. It seems to be a consensus among most researchers that performance appraisals reflect actual job duty. According to King, the law requires that performance appraisal be: job-related and valid, based on a thorough job analysis, standardized for all employees, not biased against, not based of subjective or vague criteria, performed by people who have adequate knowledge of the person and the job.

Performance appraisals like any other measurement tools need to be valid. "Basically performance appraisal system is valid if the school using it can demonstrate that the system accurately measures job-related performance criteria" (King, 1984, p. 146). Likewise, Fletcher (2004) argues that appraisals should envelop an organization's own philosophy of practice. This is in agreement with Hair, et.al (2006).who also talked about the validity of job descriptions. Patten makes similar assertions as King about job descriptions. Patten believes evaluating job performance should be on the basis of an adequate and realistic understanding of what the job entails. Like King, Fletchers aid employees resist performance appraisals that are based on unclear job duties.

Moreover, significant changes in employment status, such as hiring, firing, failing to promote, reassignment with significantly different responsibilities in an organization could be some of the

benefits of effective performance evaluation (Armstrong and Appelbaum, 2003). Although Patten acknowledged that human resources professionals are charged to maintain the overall job evaluation and performance review, he also said that managers play an important role in the performance appraisal process. Accordingly, managers must bring changes to the attention of human resources professionals. If this occurs, human resources professionals can then audit the appropriateness of the job description for the work actually being performed by principals.

Accordingly, King said a legal performance evaluation system also makes organization to be sure that the emphasis given to any job-related criterion is appropriate. Unfortunately, most organizations in the world do not validate their appraisal systems statistically, but, rather, rely on content validity (King, 1984). The emphasis placed on the legalities of performance appraisals has made management more responsible.. Additionally, appraisal systems contribute to the implied contract that employers have with their employees.

2.4 CONTRIBUTING FACTORS TO SIP

There are two factors impeding or facilitating effective performances in the school. These are: internal and external factors. Each of them is discussed as indicated below.

2.4.1 CONTRIBUTION OF IN SCHOOL FACTORS

There are different internal factors influencing the effective implementation of school performances. These include leaders, staff, students, resource, and structure of the school.

2.4.1.1 CONTRIBUTION OF LEADERS

With regard to the leaders some of sub factors determining the influence of the leaders include their conceptual competence, behavioural competence, commitment, and attitude. This implies the leadership responsibilities of the principals play an important role for the achievement of educational objectives. But in carrying out the task of leadership principals, usually face a lot of challenges or there are factor that affect their leadership effectiveness. Stressing the point different scholars listed different factors that impeded leadership responsibility of principals (Barney, 2001; Barry, 1997).

To be influential in discharging their educational leadership responsibilities principals need to have skills and training that make them effective and efficient leader. In line with this (Emojong, 2004; Fletcher, 2004) state that professional knowledge, skills and attitude have great important

on the achievement of organizational goals and objectives and lack of skills will create an impediment to principals. According to (Covey, 1992; Cullingford, 2004) principals are selected from teachers. All of them have barely any leadership experience or prior training in school administration and management. Confirming the idea, Danielson (2001) state that while many institutions are restructuring their administration program to provide more opportunities to develop leadership skills. In addition to academic knowledge, a gap remains between the academic and real world.Principals are schools representative. They have responsibility over many areas of their respective school. Generally, the knowledge and motivation of the principals towards school planning plays a great role in making school planning as effective as possible (Cullingford, 2004).

2.4.1.2 CONTRIBUTION OF THE STAFF

The growth of school system in a size and complexity and diversity of operation has made the task of teachers exceedingly difficult but more essential, for the enhancement of teaching learning process. Unless teachers have healthy interaction, responsiveness to change and diverse group efforts towards common organizational goal, effectiveness of planned performances becomes questionable, In order to make school performances effective teachers should be equipped with the necessary technical, human and conceptual skills of management as well as knowledge of how to plan and practice their performances (Fletcher, 2004). Fletch also argues that large time of staff should be allocated to improve school performances. Without show in effective and continues commitment, very difficult for the schools to secure the purpose of their program (Davis, 1981).

The contribution of the staff in making the planned performances of schools as effective as possible depends up on conceptual competence, behavioural competence, commitment, attitude, and level of participation in decision making process(Porter, Bingham, & Simmonds, 2008).On top of this, availability of technical competencies on the part of the stall like rightly and timely practicing of: environmental analyses as well as development, implementation and evaluation of the school performance   plan   has crucial role in making school performances more effective(Saunders, Lewis . and Thornhill 2009).

According to (Porter, Bingham, & Simmonds, 2008).effective practices organizational performance plans are determined by the emphases made by the major staff of the organizations in: selecting and applying the right planning model, developing and realizing appropriate vision,

setting and meeting the correct mission and developing and achieving strategic goals. It has been also supported that attention given by the staff for success factors (e.g., product/service quality, application of innovations and technology, and discovery of new markets are critical contributors of successful implementation of organizational performances (Robinson & Pearce, 1998; Saunders, Lewis. and Thornhill 2009). To sum up both the competency and commitment of the staff are crucial contributing factors of the effective practices of school performances (Saunders, Lewis. and Thornhill 2009).

2.4.1.3 CONTRIBUTION OF LEARNERS

The motivation of the learners to learn has a great power in making the academic goals of the school plans as effective as possible. It is on the minds of the students that the main functions of the school (teaching and learning) are operational zed (Saunders, Lewis. and Thornhill 2009).

The students can learn best and can be effective only when the students have great interest to learn. The interest of the students can be influenced by different factors. These include the quality of their former education; the relationship between the students with their peers, parents, and teachers; the expected outcomes of learning in secondary school, family economic power and their commitment to invest up on their students learning, attractive nature of classroom instruction, the number of students learning in the class, attractiveness of inside and outside classroom facilities and environment, and the attractiveness of the content and mode of delivery of the curriculum, as well as competency and motivation of teachers to teach (Cullingford, 2004). More importantly, the behaviour (discipline) and motivation (interest) of the learners to learn are crucial success ad contributing factors of school planning in almost all public schools where students are getting free education (Porter, Bingham, & Simmonds, 2008).

2.4.1.4 CONTRIBUTION OF NON-HUMAN RESOURCES

Most of the times, resources (in addition to human beings) are important means to an end. They matter a lot towards the schools improvement and long term effectiveness.. In other words a lack of resource (Financial, physical or human) can be a serious obstacle to effectiveness of the school. School resources influence the performances of the schools in three dimensions. . The first is the degree to which sufficient resources are made to be allocated for the schools. The second is the right assignment or allocation of the resources for the right purposes of the schools. The last dimension is the Degree to which the schools are efficiently and wisely using the resources

assigned for the planned performances of the schools (Kermally, 1997; King, 1984). This denotes that if the resources necessary to implement his/her leadership are inadequate, the principals will face a significant impediment (Noe, *et.al*. 2009).

2.4.1.5 CONTRIBUTION OF SCHOOL STRUCTURE

Concerning the influence of the structure of the schools, what is important is analysing the degree to which the existing structure of the school has been shaped to serve the purpose of the schools (Kermally, 1997; King, 1984). Moreover, the extent to which the required work units have been created capacitated and networked coordination, to make school performance plans effective, has a substantial contribution for the overall gaol achievement of the school (Fletcher, 2004; Foot. & Hook, 1999).

2.4.2 CONTRIBUTION OF OUT SCHOOL FACTORS

There are too many external factors influencing the planned performances of secondary schools in any nation. These include: Assignment of School, Principals, Legal Environment and External Stakeholders (Ahmed, 2006). Each of these factors is discussed below.

2.4.2.1 CONTRIBUTION OF ASSIGNMENT OF SCHOOL PRINCIPALS

The way school principals are assigned or hired matters a lot in making the school effective. The schools principals should sufficiently possess both behavioral and conceptual competencies before they are given the leadership power in the schools. In such mind developing institutions, professional principals whose minds are cultivated in science and art of school leadership should be assigned. However, the condition in Africa shows the reverse of this. Throughout Africa, principals are often appointed on the basis of their successful records as teachers with an implicit assumption that this provides a sufficient ground to be effective school leaders (Porter, Bingham, & Simmonds, 2008). In Kenya, for example, deputy principals as well as assistant teachers are appointed to be leaders without any leadership training given to them (Kitavi& Vander Westhuizen, 1997). But good teaching abilities are not necessarily an indication that the person appointed will be a capable educational leader.

The problem related to assignment of school principals has a very long study in Ethiopia education context. In Ethiopian education system, assigning principals was traced back to the introduction of Christianity in the era of king Ezana of Aksumite kingdom; around the fourth

century A.D. (Teshomeas cited in Ahmed, 2006). Moreover, too lately in 2009, the western type of education system was formally introduced and led by some foreign principals in the country, when Menelik II opened modern school in the country.

Still after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in reopening and expansion of schools in different parts of the country. During that time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). Prior to 1962, between late 1930's and early 1940's, expatriate (Indians) principals were assigned in the elementary and secondary schools of different provinces of Ethiopia because of their experience (MoE, 2002). Since 1964, it was a turning point that Ethiopians started to replace expatriates by national principals but it was without competition among candidates (Ahmed, 2006).

After 1960 Ethiopians graduated with BA/BSc degree in any field and have teaching experience were assigned as principals by senior officials of the MoE(MoE, 2002). However, for few years of 1960's graduates of B.A degrees in pedagogy were directly assigned in secondary schools. Gradually, due to in the introduction of career structure and promotion advertisements in the country from 1973 – 1976, secondary schools were made to be led by educational administration (EdAD) with first degree. Conversely, even though the blue print of the Ministry of Education dictates the assignment of principals with the required training, the practical reality has been indicating that most principals of secondary school have been politically appointed by the government among those who have no enough training, experience and competency in educational leadership.

Still, though , the blue print of Ethiopia Ministry of Education (MoE,2007)   acknowledged that educational leadership to be professionals who should be equipped with theories, practices, ethics and skills of educational leadership, the application has still problem.

2.4.2.2 CONTRIBUTION OF LEGAL ENVIRONMENT

Legal environment of school plays also very good role in making the performance plans of the school as effective as possible(Autory, 2001; Ayalew,1991).Here, existence of the : right policy, feasible rules and regulation etc. make positive contribution to effectiveness   the school performance planns (Akyel., KorkusuzPola, .&Arslankaya, 2012 ; Aguinis, 2007).

2.4.2.3 CONTRIBUTION OF EXTERNAL STAKEHOLDERS

Active and supportive participation of external shareholders like non-governmental organizations, local community, parents and external supervisors is a crucial factor for the success of the planned performances of the schools (Namuddu, 2005; Tolla, 2011). Particularly in the secondary schools where students gradually becomes physically, socially and psychologically growing, the support of all concerned external parties is need to strongly advise, guide, enable the student learn and then make school plans effective(Abraham,2011; Yenenew,2012).

This is because at their age the students will be filled with many biological and psychosocial dilemmas that strongly need supporting had of the external bodies. Teachers and principals working at secondary school strongly need committed support from the external stakeholders (Alemu, 2011; Ayalew, 1991). Therefore, the level of participation of these parties has a direct contribution for the successfulness of the planned performances of the school that is targeted at securing the overall achievement of the students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH DESIGN

A descriptive survey design was employed with the intention to get the general picture on the practice of SIP of secondary schools in Bench Maji zone. This design was used to collect data that describe one or more characteristics (such as beliefs, attitudes and demographic composition) of a specific population The selection of design was due to the assumption that it is helpful to describe and understand the factors affecting effectiveness of the SIP of the schools.

3.2 RESEARCH APPROACH

Both quantitative and qualitative research methods were used to conduct the study. Quantitative approach is preferred because; responding the research questions (about the extent of the practices) required quantitative data collection and analyzes. On the other hand, qualitative method was applied to obtain and analyze more data that were used to enrich the study and see issues studied from different directions.

Moreover, using mixed method was helpful to get advantages of the strengths of each approach and have a multi-dimensional understanding of research problems (Creswell, 2006).. It also provided more comprehensive answers to research questions going beyond the limitation of a single approach (Creed, Freeman, Robinson &Woodley, 2004).

3.3 STUDY SITE

Bench Maji is one of the Zones in Southern Nations, Nationalities and People's Region. The zone has 11 woredas. It is found in the South Western part of Ethiopia. MizanAman is the capital city of the zone and it is located 561kms away from Addis Ababa, 833 kms far from the capital city of the region, Hawassa. It has 11 secondary school principals.Currently, Bench Maji zone has been divided into two zones. These are Bench Sheko zone and West Omo one. Bench Sheko zone covers the western while West Omo is found in the eastern side of the Bench Maji zone. Nonetheless, this study was conducted in Bench Maji zone before it was divided into two.

3.4 SOURCES OF DATA

The data for this study were collected from both primary and secondary sources .Student, school principals, zone educational department heads, school supervisors, members of PTA, teachers, unit leaders, vice principals and department heads was used as primary sources of data. These sources helped the researcher to acquire firsthand information and strengthen the idea. Secondary data were obtained through analysis of school plans, preceding the reports of performance evaluation, books, articles, internet sources, and related literatures.

3.5 SAMPLE SIZE AND SAMPLING TECHNIQUES

The sample of the study was selected by using two types of the sampling techniques (Purposive and simple random sampling). Probability sampling (simple random sampling) was applied to select 4 out of 11 secondary schools. Moreover, availability sampling was applied totake one (out of 1) vice principals (in the case of Aman and Skeko). Simple random sampling was applied to select one (out of 2) unit leaders and 3(out of 11) department heads ofeach of the selected schools. This was because applying simple random sampling gives equal chance for all potential participants. There were two groups of respondents who will fill the questionnaire (teachers and leaders). Accordingly, group one consisted of   36 leaders. These were selected from PTA members, unit leaders, department heads and vice principals. On the other hand, group two contains 51 teachers chosen from the sampled schools.

Non probability (purposive) sampling technique was applied to involve one zone education department head, three Woreda education heads, 3Woreda supervisors, 5 students' parliament members and 7 parent teachers' association members from each school. The detail is indicated in the table 3.1 given below. This is mainly because, purposive sampling enabled study get respondents with rich knowledge and deeper experience on the area studied.

Table.3.1: Summary of Sample Frame, Samples and Sampling Techniques

No	Participants	Aman		Sheko		Beer		Kitte		Zone/Woreda Office		Total		Instrument of data Collection
		SF	S	SF	S	SF	S	SF	S	SF	S	SF	S	
1	Principals	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	-	-	*4*	*4*	Interview
2	Zone Head	-	-	-	-	-	-	-	-	*1*	*1*	*1*	*1*	Interview
3	Woreda Head	-	-	-	-	-	-	-	-	*1*	*1*	*1*	*1*	Interview
4	School supervisor	1	1	1	1	1	1	1	1	-	-	4	4	Interview
5	Studs' Parliament	*12*	5	*12*	5	*12*	5	*12*	5	-	-	*48*	*20*	FGD
6	Vice principals	2	1	2	1	1	1	1	1	-	-	6	4	Questionnaire
7	Department heads	11	4	11	4	11	4	11	4	-	-	44	16	Questionnaire
8	Teachers	59	21	32	12	24	9	24	9	-	-	139	51	Questionnaire
8	Unit Leaders	2	1	2	1	2	1	2	1	-	-	8	4	Questionnaire
9	PTA members	7	3	7	3	7	3	7	3	-	-	28	12	Questionnaire
	Total	95	37	68	28	59	25	59	25	2	2	283	117	

Sample determination was based on the assumption that a sample size of more than 20% would sufficiently represent the population ofa study, provided that the study applies descriptive survey design (Kothari, 2004),

3.6 INSTRUMENTS OF DATA COLLECTION

The study used survey questionnaire. There were two sets of questionnaires consisting of three parts. The first part was on the personal information of the respondents. The second part of the instrument was on the views of the respondent about the practices of SIP. The last focuses on the effect of contributing factors on the performances of SIP. Moreover, items were set for conducting structured interviews and gathering qualitative information from principals, supervisors and zonal education department heads. Items were also set for conducting focused group discussions with the selected members of students' representatives. In addition document observation and analyses were used to collect other qualitative data.

3.7 VALIDITY AND RELIABILITY OF QUESTIONNAIRE

The precision with which things were measured in a study is expressed in terms of validity and reliability (Creswell, 2006). Validity is concerned with whether the findings are really about what they appear to be about (Saunders et al 2009). Validity represents how well a variable measures what it is supposed to measure (Tabachnick, &Fidell, 2013).Validity involves how accurately the data obtained represents the variables of the study while reliability refers to the degree to which a research instrument yields consistent results or data after repeated trials to establish its reliability (Merriam, 2001; Saunders, et.al. 2003).

According to Cohen (1994), data collection instruments should have both validity and reliability. These two are related because if a measure is valid then it is reliable (Hair, *et.al*, 2006).To ensure validity and reliability of data gathering instruments, intensive literature review, consulting expert opinion and pilot test were done. Two assistant professors in Educational planning management who are working at MizanTepi University were given to rate items whether they were strongly, moderately, weakly or not at all related to the variables supposed to be measured. All items rated to be strongly lined wear taken as they were. Items that were rated to be moderately and weakly related were modified while those rated to be irrelevant were omitted and replaced by others proposed by the scholars. Similarly the questionnaire were given for 1 vice principals, 3 department heads, 4 teachers , 1 Unit Leaders and 2 PTA members secondary schools that were not included in the study. All items they were reported to be ambiguous were totally reshaped to make them clearer. With regard to reliability Chronbatch Alpa test was made by using SPSS and the following table shows the result of the test.

Table 3.2: Result of reliability test

No	Major Variables	No of measured items	No of Raters	alpha value
1	The Practice of Self Evaluation	6	11	0.768
2	The practice of developing SIP	9	11	0.862
3	The Practice of Implementing SIP in Your School	6	11	0.864
4	The Practice of Monitoring and Evaluation of SIP of Your School	5	11	0.779
5	Contribution of Internal School Factors	20	11	0.901
Total				0.834

The average value indicated in the table 3.2 shows that that the items of the questionnaire were taken as sufficiently reliable. The questionnaire was initially prepared in English and translated in to Amharic. The correctness of the translation was checked by giving them to two assistant professors of English and Amharic literature working at MizanTepi University. All comments of the scholars were considered to update the quality of the questionnaire.

3.8 PROCEDURE OF DATA COLLECTION

In order to gathering data from the specified sources, the order of data collection was designed. Initially, the questioners were distributed and gathered. Then documents were collected and analyzed, and then focus group discussion was conducted. Lastly, interview items were updated based on the knowledge obtained from the overviewed questionnaires, focus group discussions and document analyses. And unstructured interview were held. To collect data from the sample respondents convenient time and place was chosen to enable them freely fill the questionnaire and get maximize quality of response.

Concerning quantitative data, out of 87 distributed questionnaire 76 (87 %) were returned and found to be carefully filled. Out of the remaining questionnaire some were not filled corrected while others were not at all returned.

3.9 DATA ANALYSIS

Analysis is the ability to break down data and to clarify the nature of the component parts and the relationship between them (Saunders *et al*., 2009). This study applied both quantitative and qualitative data analysis methods. The reason for this choice of analysis method is because firstly I collected quantitative data, because the objective of the study is to examine the extent of practices of SIP and its contributing factors. In doing so, I decided to apply liker scale with five points (please see the questionnaire for the details).

SPSS version 20 was used to compute all quantitative data.Descriptive statistics (mean scores and percentages) were also used to examine the average responses of the respondents and summarize demographic profile of the respondents.

Moreover, quantitative data were categorized and tallied before analyzing, presenting and interpreting the data.. For the sake of simplifying data summarization, interpretation and analysis,

teachers were taken as group one and all other leaders (expect those who were specified as interviewees) were taken as group two. Thus, there were two set of questionnaires to be filled by the two groups. Qualitative data were gathered through focus group discussion and transcribed, summarized, and analyzed using word expression.

With regard to inferential statistics two parametric tests were used: Pearson correlation, because, the assumptions like known population size, random selection of samples etc, were fulfilled. Person correlations were used to test the extent of correlation between the practices of SIP.

3.10 ETHICAL CONSIDERATIONS

Hair, *et.al* (2006) indicates that code of ethics of research is concerned with attempt to respect the right of participants. The researcher assured the right of respondents by keeping confidentiality. In general, it is planned that respondents' confidentiality was ensured by using false names so that they shall be protected of their privacy. This was told to the interviewees and focused group members in advance. Similarly, those who filled the questionnaire were informed that they should not write their names in the questionnaires and the data they provided were used only for academic purposes. Accordingly, data used in this study were anonymously coded without tracing back to individuals who responded them.

CHAPTER FOUR

RESULT AND DISCUSSION

Introduction

This chapter shows data presentation, analyses and discussions related to the study. The entire chapter discloses four parts: response rate, personal characteristics of the respondents, the current practices of SIP,   and contribution of key factors to the effective practices of SIP in the schools studied.

4.1 RESPONSE RATE

Relatively higher response rate guarantees that the findings are representative. Questionnaires were self-administered and a total of 87 questionnaires were given out by the researcher to respondents. Here, out of 36 leaders 34 correctly filled and returned while out of 51 only 42 teachers rightly and fully filled and returned the questionnaire. Therefore, 76 (87%) questionnaires were correctly filled, returned and used for analysis in this study.

4.2 PERSONAL CHARACTERISTICS OF THE RESPONDENTS

Table 4.1: Sex, Age, and Qualification of Respondents

Variable	Category	Respondents	
		Frequency	**%**
Sex	F	26	34
	M	50	66
Age	18-25	12	16
	26-32	21	28
	33-39	32	42
	>39	11	14
Educational Background	Less than College Diploma	10	13
	First Degree	58	76
	Second Degree	8	11
	Above Second Degree	0	0

Four personal variables of the respondents were tried to be analysed in the study, these are: sex, age, qualification and experience of the participants. Accordingly, table 4.1 shows data related to the five personal characteristics of the respondents.

As can be seen from Table 4.1 above that two third (66%) of the respondents were male and the remaining 34% were females. This shows that females were underrepresented in the schools of the zone. In terms of age, majority of the respondents (84%) were older than 25 years. This indicates that vast majority of the respondents were mature and resourceful to make school plans as effective as possible. They are at the stage of productive year. This has comparative advantages to the effective performances of the schools.

Table 4.1, item 2, shows educational qualification of the respondents. Accordingly, majority (87%) of respondents had at least first degree. This implies that the respondents (employees that had been serving the schools) had adequate professional background that might enable the schools to effectively plan and implement their performances.

Table 4.2: Work Experience of the Respondents

Variable	Experience in years	Frequency	Percentage
Work Experience in the current school (in years)	0.00 -5.00	15	20
	5.01-10,00	18	24
	10.01-15.00	26	34
	>15.00	17	22
Total Experience	0.00 -5.00	8	10
	5.01-10,00	21	28
	10.01-15.00	29	38
	>15.00	18	24

Regarding experiences, the data revealed that 80% of respondents had been serving in the schools for more than 5years. This does mean that the respondents had sufficient exposure related to the practices of SIP and extent of contribution of key influencing factors. .

4.3 THE PRACTICES OF SIP IN THE SECONDARY SCHOOLS

As indicated above, the practices of SIP has been determined by analyzing development, implementation and evaluation of SIP. Accordingly, data were gathered on each of these sub scaled measures. The data are presented and analyzed as indicated below.

4.3.1 SELF-EVALUATION OR INTERNAL SITUATIONAL ANALYSES

Table 4.3: Self-Evaluation across each schools

To what extent discussions were conducted in the following matters?	Leaders (n=34)		Teachers (n=43)	
	Mean	SD	Mean	SD
Strengths of the school related to the 4 domains of SIP	2.31	.785	1.98	.763
Weakness of the schools related to the 4 domains of SIP	2.39	.795	2.25	.466
Strategies of optimizing Strength related to the 4 domains of SIP	2.36	.387	2.052	.902
Strategies of minimizing weakness related to the 4 domains of SIP	2.34	.309	2.11	2.25
Aggregate mean	2.35	.693	2.17	.752

Item level analysis was carried out to explore the extent to which the schools engaged in assessing their internal situations. As can be seen in Table 4.3, item 01, that the overall practice of analyzing strengths was very weakly practiced in the four schools. This indicates that enabling situations or promising activities related the four domains of SIP were not thoroughly examined before SIP plans were developed and implemented in the organizations.

Such conditions might have lowered the advantage of the schools in rightly understanding their situation in front of other similar schools operating within the same context. Moreover, this denotes that there is no clearly demarked internal power or potential of meeting the demands of the members of the schools. This can cause the problem of supporting or maintaining the existing successes related to students' academic achievements in the school. Moreover, in such situation the possibilities of the schools in improving their levels and deserving maximum competitive advantage within the environment in which they were operating could be hampered due to their inability to clearly and deeply identify their strong sides. .

On the other hand, a deep analysis of weakness of any organization is very crucial step towards planning and implementation school performances. Contrary to this expected stands, both the

leaders and teachers agreeably indicated that all the school very weakly conducted analyses of their weaknesses. On top of this, devising feasible strategies to minimizing both the scopes and effects of the ongoing weaknesses related to the four domains were weakly done in all the schools

Moreover, the data in the same table indicates that the readiness of the schools to craft some strategies of optimizing the use of the existing strengths was also very weakly considered in the four schools. This could be attached with less effectiveness with regard to extending the existing power of rendering educational services with the expected level of quantity and quality.

However, it is true that all the studied schools can only progressively transform their performances and maintain improvement only when their strengths are progressively and strategically improving and their weaknesses are continuously reducing over time. Both organizational facts were not strategically analyzed and designed in the schools. Thus, the possibility of maintaining continuous improvement and development of the school performances were not strongly assisted by the existed practices of SIP. This may mean that the expected or preset endings (goals, visions and targets) of the schools were not warranted to be effective.

As opposed to the findings of the study, ameta-analytic study conducted before 2.5 on26 previously published studies, concluded that decades by Miller and Cardinal (1994) showed that practicing self-assessment had strong and positive contribution to organizational efficiency and effectiveness. Moreover, a contradictory finding was found by Fiberesima and Abdul Rani (2013). They examined and found that implementation of organizational plans upgraded the level of effectiveness of the many organizations in Nigeria, because of the strong internal analyses conducted at the beginning of the planning stage in the country. The variation between the findings of the current study and the former study could be attributed by the nature of organizations and their leadership.

Theoretically, it is well known that one of the rational reason for the application SIP is the need to scholarly clearly understand the existing environmental conditions of the schools and strategically enable the organizations readjust themselves and become easily adaptive to ongoing and upcoming demands of the owner of the school, the public. Here, in ability to readily and strategically think and act towards responding tosuchdemandsand sustaining progressively improving academic achievements of the schools could case main drawbacks overtime.

4.3.2 DEVELOPING SIP IN THE SCHOOLS

Table 4.4: Developing SIP

To what extent are the following considered in the plan of your school?	Leaders (n=34)		Teachers (n=43)	
	Mean	SD	Mean	SD
Setting realizable vision	2.96	.3441	2.67	.364
Sharing the vision	2.10	,128	2.02	.477
Setting Strategic goals of the performances	1.84	.882	1.52	.644
Commenting text books	2.02	.676	1.72	.702
Providing training for teachers	2.27	.902	1.77	.674
Applying periodic supervision	3.09	.612	2.81	.348
Applying continuous assessment	2.32	.866	1.87	.678
Creating conducive school environment	3.42	.364	3.13	.546

One of the expected components of SIP, development of the document, was discussed under chapter two of this thesis. Accordingly, respondents were requested to rate the extent to which their schools were preparing documents of SIP. The document of SIP is still expected to be set by stating realizable vision, sharing the vision and setting strategic goals of the performances, Moreover, activities planned in the SIP document should indicate time and how of commenting text books, providing training for teachers, applying periodic supervision, applying continuous assessment and creating conducive school environment.

Data in the table 4.4 clearly indicated that the schools were moderately setting realizable vision.. However, it was reported that the schools were weakly (mean values of leaders=2.10; SD=0.128 and mean value of Teachers =2.67, SD=.477)sharing the vision they set to their members. Similarly, SIP of the studied schools, weakly considered activities like setting strategic goals of the performances, commenting text books, and providing training for teachers.   On the other side, the respondents (as indicated in the table 4.4) showed that the schools were moderately considered activities like applying periodic supervision and creating conducive school environment.

Furthermore, observation of the document of SIP of the four schools showed that the connection between the mission and vision was not carefully made in the document. This means that meeting the mission stated in the document may not guarantee the realization of the vision statement.

Other strategic elements explaining quality of the development of SIP were the links between strategic mission and goal as well as between strategic goals and activities. This was also examined by reviewing the documents (performance plans) of the schools. Accordingly, it was examined that links between the goals and activities were made to be moderately maintained in the SIP of the respective schools. From this it was realized the connection between the vision and mission was weaker than the link between the strategic goals and activities of the performance plans of the schools.

Supplementing to that, both the interview scripts transcribed and organized as well as notes taken from the analyzed plans of the schools totally revealed that thematic areas were not well set in the SIP plans of the schools. Furthermore, deep analyses of the SIP documents of the schools showed that key indicators of performances, threshold, and cascading process of the plans to implementing work units were not clearly done and indicated in the plans of the SIP of the schools. This implies, the plans of SIP did not sufficiently lay foundation for the clear implementation and evaluation of the practices of SIP. Absence of strongly prescribed key performance indicators and inability to cascade the plans might have been collectively creating problem of implementing the plans. Cascading plans gives a good foundation for the plan that the implementation would be easily facilitated among the implementing organs of the schools.

As it has been said above, inability of the schools to strongly analyze, prescribe and plan major domains of SIP might have created different problems. These include shallowness and less comprehensiveness of the area considered. It is true that if the scope of the plan is shallow or incomplete, the plan of SIP of the schools might not include the required intents and activities to be performed to maximize outputs of the schools including improved students' academic achievement. . Such situation can also negatively affect the comprehensiveness, quantity and quality of students completing the schools. Such condition still can cause idleness of some work units, on one part, and over-loaded-ness of other work units as well as mismatch between the resource allocation and deployment. Still this can also gradually create conflict and confusion on

the part of the members of the schools.   Generally, all these facts show that SIP plans of the schools were developed not only less inclusively but also with insufficient depths.

4.3.3 IMPLEMENTING SIP PLANS

Table: 4.5: The Practice of Implementing SIP in the Schools

To what extent are the following operations executed in your schools?	Leaders (n=34)		Teachers (n=43)	
	Mean	SD	Mean	SD
Allocation of the required resources to the planned activities	3.17	.60	3.07	.72
Deploying the allocated resources	2.07	.45	1.93	.34
Reforming the school structure	1.37	658	0.81	.543
Assigning the right coordinating unit	1.14	.572	.87	.632
Establishing networked monitoring and controlling system	1.12	.476	1.02	.282
Cascading the plan to the work units	1.10	.802	1.07	.274
Guiding the implementation	1.20	.702	1.00	.274

As indicated in the table 4.5 above, the extent to which the schools were implementing their SIP was measured by using seven indicators. Accordingly, data were gathered to examine efforts made by the schools in allocating resources.

This was because; it is believed that it is after resources are allocated that implementation can be effective. Since plans are supposed to be implemented to meet the prescribed mission and realize the visions, they strongly require more resource allocation ever than ever before. This may include provision of training for the implementers. Actually, one of the indicators of strong and quality good performance plan is the existence of carefully planned and integrated work activities within the plans. Coordinated work units support by the application of the plan by liking resources resource utilizations and other potential capabilities of the school towards common goal.

Here, the respondents arguably showed that resources were moderately allocated   to implement the performance plans in their respective schools in the ongoing strategic year(Leaders mean

=3.17 and = 60 while Teachers mean= 3.07 and SD =.72).On the other hand, the respondents replied that deploying the allocated resources, reforming the school structure, assigning the right coordinating unit, establishing networked monitoring and controlling system, cascading the plan to the work units and guiding the overall activities of implementation of the performance plans were very weakly conducted across all of the studied schools.

Moreover, the interview results showed that the schools were weakly motivating their staff to implement their performance plans. Here, it should be noted that such conditions might be lowering acceptance of the plan as well as efforts of getting and incorporating comments from key stakeholders. This still might also denote that the schools were not gathering feedbacks with the intention of making the implementation of the plan as effective as possible. On the other hand, it may mean that the plans were developed by revolving around some ideas of limited parties of the schools rather than considering ides of the major duty bearers of the SIP plan.

Even though, revisiting and adjusting the existing structure of organization is one of the expected preparations that make implementation of plans as effective as possible, as indicated above, the effort of modifying the existed or newly developing the new school structure that might help the implementation of SIP was weak. This might have been adversely affecting the adaptability of the implementation of the SIP in the schools.

A negative side of implementation of the plans was absence of strongly established networks among the workforces within their influence. Networking efforts of stakeholders is useful to harness the major daily decisions of all work units towards the implementation of the preset activities and realization of the intents of the SIP in a very coordinated manner. However, this was not evident in the schools so that the power of implementing their plans was not only strongly enriched but also not well organized and structured.

On the other hand, one of important yardsticks that show the commitment of the schools towards implementation of SIP is improving allocation and efficient use of available resources. This means, one of the intentions of practicing SIP is to rearrange the allocation and utilization of scarce resources available in the organizations for the realization of the vision of the schools. Here, the realty tells us that not only existent of resources but also effective use of the resources was low. Consequently, it can be said that, competitiveness of the schools in producing competent students were adversely affected in the schools.

On top of this, the readiness of the schools to effectively implement their respective SIP through effective deployment of resources and making planned core activities as effective as was weak. This again implies that all the efforts made to prepare the plans were not strongly made to be put into practices. Still it can be drawn from this that the advantages that the schools strategically planned to secure were not made to be maintained to the expected level. Such condition might not only cause problem of wasting the resources used to set the plans but also make the schools less strongly directed towards the realization of their visions. Unless remedial solutions are sought and applied successive and sustainable transformation and securing improved results of the schools could be less enforced and directed.

Generally, it must be noted that, not only setting but implementation of SIP creates valuable organizational changes and transformation in the schools. To plan without effectively implementing the plan is meaningless practices that may bring about inefficiencies in the schools. Such conditions could make schools incur some cost for no gains.

4.3.4 MONITORING AND EVALUATING THE PRACTICES OF SIP

Table 4.6: The Practice of monitoring and evaluation of SIP

To what extent are the following activities conducted in your organization?	Leaders (n=34)		Teachers (n=43)	
	Mean	SD	Mean	SD
Monitoring SIP of the school	2.16	1.670	1.09	1.79
Collecting feedback about SIP performance	2.10	1.515	2.01	1.660
Using feedbacks to improve the performances of SIP	2.35	1.801	2.05	1.954
Conducting participatory evaluation related SIP	2.28	1.207	2.01	.572
Conducting periodic evaluation related SIP	2.11	1.78	1.90	.87

Evaluating implementation of SIP makes the institutions review, readjust and reform their plans so that overall value of the preparation and implementation of the plans shall be effectively guaranteed. Evaluating and improving the practices of planning and implementation of plans has strong and positive contribution in adequately leading the organizations towards aspired

climaxes where they can continuously transform themselves, win competition in local and global market and deserve their comparative advantages.

The extent of the practices of monitoring and evaluation were measured by using five sub scaled indicators. These are: level of monitoring the planned performance, collecting feedback about the performance, using feedbacks to improve the ongoing performances, conducting participatory evaluation, conducting periodic evaluation made by the studied schools. Monitoring the performance is one of important activities of guiding the implementation of the SIP of the schools. Moreover, it assists the school link the ongoing activities with their planned intentions. Here, as indicated in "items a" of table4.6, the leaders (mean= 2.16; SD= 1.670) responded that monitoring the implementation of SIP was weakly held in their respective schools. But teachers (mean=1.09; SD=.1.79) replied that monitoring the implementation of SIP was not at all done in their respective school This does mean that the two groups of respondents have no similar evidences related to monitory process of SIP

Regarding the level of participation of stakeholders during evaluation of the practices of SIP, the leaders and teachers of the four secondary schools replied that it was weakly conducted in evaluating the ongoing SIP of the organizations.

On the other hand, effective practice of SIP strongly requires committed and motivated participation of minds and hands of all concerned bodies, particularly those of the implementers. This means, not only the preparation but also implementation of performance of the plans can be effective if and only if active or proactive participation of all members of the school is ensured. It is only through such participation that all resources particularly human resources can be efficiently and effectively exploited for the benefit and growth of the schools.

Thus, all members of the schools who are supposed to plan and implement SIP should be given full chance to make decision and get ownership over all activities of the plan. Conversely, the finding shows that there was weak participation of concerned bodies towards effective accomplishment of performances and objectives of the schools (see table 4.6). This implies that the level of participation of the partners was less than the expected possible extent.

Focus group discussion (FGD) members (students' representatives or monitors of the higher grades of the studied schools) agreeably showed that they were not given chance to common on such plans that are directly set and supposed to be implemented to progress their learning achievements. Similarly, almost all the interviewees explained that participation of key stakeholders like teachers and students as well as parents in monitoring and evaluating the practices of SIP was below the expected standard. They said that the reason was problem of effective leadership on the part of the school leaders.

As depicted in the same table above, the respondents gave diversified responses related to the periodicity of evaluation of the performance of the schools. The respondents were requested to indicate the degree to which periodic evaluation were held in the schools where they were working. Accordingly, the respondents reported that periodic evaluation of performances of the schools was weakly held the schools. This implies that responsible bodies were more or less timely evaluating the performance of these two schools.

The process of evaluation adds value on the effectiveness of the schools whenever feedbacks are rightly and timely collected and used to update the ongoing planned performances of the schools. As it can be observed from the table 4.5 above that feedbacks collected from the responsible bodies was moderately held across all the four schools. Nonetheless, the respondents also showed that the feedbacks gathered during evaluation of implementation of performance of the school plans were weakly used to upgrade the effectiveness of the plans. This directly tells that the process of amending the SIP in the school was less sufficient. Therefore, it can be said that periodicity of the evaluation was given more focus than utilization of the evaluation results for the betterment of performance management related to SIP. As a result, the schools might be using some of the evaluation of the implementation of the performance for the sake of reporting (to higher bodies).

Generally, the most important value of evaluating SIP and their implementation is to reasonably amend and make their practice more effective towards realization of the preset vision of the schools. This fact was not given due attention. Basically, as formative evaluation is for continuous improvement while summative evaluation is for making judgment on the practices made. The first is to rate and lead overalls status of the SIP of the schools and the second is to get lesson for the upcoming SIP   and its implementation. Both objectives require utilization of periodic feedbacks

gathered from the periodic evaluation of the planned performances of schools. As a result of less efforts attached with the employment of the result of the evaluation of SIP development and their implementation, both objectives (amending the ongoing and getting lesson for the upcoming) performances of SIP were not sufficiently achieved and maintained in all of the schools. Such conditions may hamper the progressive improvement of effectiveness of the successive preparation and implementation of plans and related effectiveness of the schools.

As indicated above progressively improving performance (academic results of the students) might be stimulus for improving financial capacity, customer satisfaction, and fostering efficiency of work processes and speed up the growth and transformation of the practicing schools. Therefore, weak practices of implementation and evaluation SIP the schools could lead the schools to fail to effectively sustain all or most of advantages that might make them as effective as possible.

The finding of this study showed disagreement with what was investigated by Muogbo (2013). This researcher explored that due to effective evaluation processes applied, the practice of planning and implementation of their plans practicing organizations showed successive achievements in AnambraState, in Nigerian. Similarly, Caeldries and Vandierdonck (1988) investigated findings that contradict the findings of the current research. They conducted a study in 82 Belgian organizations and found that there was strong link between implementation of plans and improvement of performance of the organization in the country. The variation might generate from the very nature of the organizational settings and driving principles of the nations.

4.4 FACTORS CONTRIBUTING TO PERFORMANCE OF SIP OF THE SCHOOLS

As discussed above performance plans have been practiced in the Ethiopian schools. Moreover, it has been also discussed that planning performances also provides some contributions for the schools. Hence, examinations of the level of contribution of some key contributing factors were needed. Accordingly, respondents were asked to rate the extent to which the prescribed internal and external factors were contributing to the practices of SIP in the schools of Bench Maji zone as presented below.

4.4.1 CONTRIBUTION OF INTERNAL SCHOOL FACTORS

4.4.1.1 SUPPORT FROM THE SCHOOL PRINCIPALS

Table 4.7: Contribution of the principals to Performance of SIP

To what extent the following facts contribute to effectiveness of school plans		Leaders (n=34)		Teachers (n=43)	
		Mean	SD	Mean	SD
A	Ability of the school principals to practice SIP	3.13	.574	2.84	.186
B	Interest of the school principals to practice SIP	2.282	.79	2.13	.812
C	Motivating other concerned bodies to participate in the practices of SIP	2.29	.376	2.13	0.899

School principals have great role that might make the practices of SIP more successful. Their competency and motivation strongly influences their contribution towards effectiveness of the schools they are leading. Respondents were requested to rate the extent to which principals was facilitating the practices performances of the schools they are leading. Table 4.8 summarizes the responses of the respondents.

With regard to the ability of the principals, both of respondents agreeably indicated that ability of their principals was moderately sufficient to support the practices of SIP of their respective schools. Contrary to this, respondents of the schools reported that the interest the principals to practice SIP and motivation of the principals in motivating other concerned bodies to   participate in the practices of SIP was weakly in their respective schools. This denotes that the problem of practicing SIP in the schools have dual nature. The first is that the main head of the schools have no strong motivation to practice SIP and support quality education (as explained by improved students' academic achievements) in the schools they are leading. Second is that the most responsible body (the principals) are not dedicated to bring the hands and minds of other stakeholders who might support the school practice SIP as effectively as possible. This still might mean that weak interest of the school principals as coupled less enforced participation of the stakeholders are impeding factors of not only the effective implementation of the SIP but also successful and successive growth of the schools Here, particularly, weak interest of the school leaders might be a more serious problem that requires further investigation.

Actually, the interviewees of all the four schools clearly reported that SIP in their respective schools was not strictly made to solve the problems of the schools but make responsive for the interest and request of upper bodies. They also added that higher bodies like zone as well as woreda educational organizations have no capacity to capacitate the schools towards developing and implementing schools plans effectively. As a result motivation of the principals to practice the plans was low.

4.4.1.2 SUPPORT FROM STAFF MEMBERS

Table 4.8: Contribution of the Staff to Performance of SIP

To what extent the following factors contributing to the improvement in Performance in your school?	Leaders (n=34)		Teachers (n=43)	
	Mean	SD	Mean	SD
Motivation or Commitment of the staff in making school plans effective	2.41	1.015	2.11	.531
Competence of the staff in practicing school plan	3.23	.932	3.33	.675
Aggregated Mean	2.32	.915	2.77	.576

The role played by the staff towards effectively practicing SIP strongly depends up of the degree to which the staff show motivation or develop positive attitude towards that. In this regard, the data in the table 4.8 pointed that motivation of the staff were weakly contributing to effectiveness of the performance of SIP of the schools.

This denotes that the employees were not fully recognized and convinced before the implementation of SIP was started. Lack of strong, positive and supporting motivation on the part of the implementers does mean that they might have been given the plans of SIP to implement before ensuring the presence of sense of belongingness. Still this might imply that the schools were attempting to practice their respective plans with less level of mental and moral readiness and preparation on the part of the real implementers, the staff. Therefore, the discussions made above might enable us to understand that the desire of the staff has been negatively affected by weak motivation they have.

A finding that contradicts the current finding was investigated by Muogbo (2013) that the researcher explored that motivation of the workers improved implementation of performance planning and increased organizational productivity in Nigeria. On the other hand, strong

motivation of stakeholders improves quality of school planning. Conversely, due to weak motivation of concerned parties, quality of activities related to the implementation of the SIP was lowered in the case of all the schools studied. Here, in a condition where motivation of the staff members was weak, expecting sustainable transformation of students' results in the schools could be difficult. Staff members are expected to owe their work and perform them with full-fledged sense of ownership and belongingness. This is because planned success of the schools strongly requires not only competence but also commitment on the part of work forces (both staff and their leaders).

Making the staff to implement the plan that was supposed to bring about improved students results in the organization can be totally possible whenever the staff members give their hearts or minds in addition to giving their tongues. Poor motivation towards performing SIP might create a problem that could make the teachers hate and ultimately leave their profession or schools. Moreover, it can be argued also that employees practicing SIP with weak motivation are more likely exposed to underemployment. Underemployment, in turn, can create wastage of resources, on one hand, and crises of the schools, on the other hand.

Another element of staff examined was contribution of competency of the staff in making SIP as effective as possible. The knowledge and skill that the staff possesses have direct relationship with the contribution they have towards effective accomplishment of the planned activities of the SIP. The data in table 4.8 indicates that the level of competence of the staff in making the plan of their respective schools as effective as possible was moderate across the schools.

Competency of the staff supports the commitment that they might have to support the planned activities of their schools. Commitment of the staff is needed to fully deploy the existing human power of the schools. Similarly, competencies (as explained by knowledge, skills, and experiences) of the staff can be fully exploited whenever the staff members are fully committed. In an organization where there is no strong competencies and commitment, the workers tend to work for salary or to satisfy their economic drives.

However, in healthy schools, both the needs of the staff and the school should be identified and given equal or balanced attention. Absence of strong competence on the part of the staff might in the long run cause inability to dissatisfy the demands of the public and that of their communities

to be satisfied by the schools. Both commitment and competencies of the staff have strong and positive relationship with the level interest of the staff towards effectiveness their school.

On the other hand, realistically, relevant knowledge and skills of the staff are very essential part of success factors of the implementation of any plans in social organization like school where works are largely professionalized. The mega interest of such organizations falls on the extent to which their staff are carefully and efficiently prepared and capacitated towards betterment of their future. This is totally dependent up on the extent to which the key resources (human resources) are made to be upgraded to mobilize other resources that are directly or indirectly falling under their influence. Thus, understanding what improves the level of competencies of the staff is the central elements of achieving intents of school planning and implementation.

4.4.1.3 CONTRIBUTION OF THE STUDENTS

Table 4.9: Students related factors contributing to SIP

To what extent the following factors contributing to the effectiveness of planned Performance in your school?	Leaders (n=34)		Teachers (n=43)	
	Mean	SD	Mean	SD
Discipline of the students	2.11	.965	2.06	.781
Motivation of majority of students to learn	2.24	.832	2.04	.642

The data in the table above clearly show that both discipline and motivation of the students were weakly contributing to the realization of SIP in the studied schools. However, in strict sense the lower interest of the students to learn was more influentially making the school plans less effective than the wrong disciplinary acts manifested by the students. This does mean that students were learning and the schools are trying to plan towards that in a situation where the apatite of the students for the schooling is low. In a such situation where the minds of majority of students were not readily initiated, motivated and open for learning planning towards progressively improving the performances of the schools, in general, and achievements of the students, in particular, is too much difficult.

Generally, it must be noted that students are the gardens of the schools were knowledge and skills are cultivated. Effectiveness of the schools is strongly related to effectiveness of the

students learning. This again depends up on the student related factors like the disciple and motivation of the students to learn. The respondents were asked to rate the extent to which students related factors were contributing to and supporting the effective implementation of schools plans.

4.4.1.4 SUPPORT FROM OTHER ORGANIZATIONAL FACTORS

There are other prescribed internal factors that might positively and negatively influence the practices of strategic management in public business enterprises. These are: existence of supportive culture, effective structure, and allocation of the required resources, application of innovations / new technology, and strategic leaders (that are visionary, motivated and participatory). The following table 4.8 discloses the data gathered from the respondents on the issue.

Table 4.10: Other internal organizational factors contributing to performances of SIP

Factors	Leaders (n=34)		Teachers (n=43)	
	Mean	SD	Mean	SD
Structure	3.20	1.115	3.13	.523
Having supportive in school policies (like promotion policy, rules, regulations)	2.15	1.747	2.25	.621
Allocation of sufficient resources	2.22	1.171	2.25	.961
Application of new technologies to practice school performances	1.78	1.027	2.12	.652
Application of strategic leadership	1.98	1.086	2.12	.314

One of sub scaled indicators of organizational factors influencing effectiveness of planned performance management is the structure of the organization. Therefore, the respondents were asked to rate the level of support or contribution that the organizational structure had on the practice of planned performances of SIP of their respective schools.

As it can be observed from the table 4.10 given above,   organizational structure was moderately supporting the practice of SIP in the studied schools. This mean in the case of the schools studied, the school structures were serving or supporting the purpose of the performance plans by moderately facilitating coordination of the efforts of the work units of the schools. This again

denotes that the work units were not practicing the plans of their respective schools with their fullest potential they possess.

The existence of moderately supporting structure might show that the existing social networking, value system, and norms of the schools were more or less conducive to the practice of performance planning of the schools. Actually, this study has disagreement with the finding made by the study conducted by different studies (e.g., Kallman& Shapiro 1978; Gable &Topol 1987; McKiernan & Morris 1994 in McIlquham-Schmidt 2010). Unlike the current study, these researchers investigated that the practices of performance plans were strongly supported by the structure of the organizations where the study were conducted. This disagreement between the findings could be due to difference in the contexts of the study.

This signifies that the studied schools were not exerting too much resources and efforts to change the existing academic and nonacademic situations towards the progressively improving results of their students. This also does mean that, in order to make plans of the schools more effective, the schools might be expected to revisit their structures so that the structure that they will have shall contribute more and more towards effective implementation of the performance plans they are developing and implementing.

On the other hand, still the table 4.10 vividly showed that school performance related policies (like rules, regulations) as well as allocation of sufficient resources were weakly supporting the practices of SIP of the schools. However, as discussed above, support obtained from the deployment of the available resources in making the school plans as effective as possible was found to be weak. Similarly, application of new technologies and strategic leadership was weakly contributing effective practices of SIP in the schools (see item 3 and 4, in table 4.8). Here, it can be debatable that using resources for unplanned and less important activities might be equivalent to wastage of the resources. Resources that are used for planned activities and objectives serve the organization more than those used for some routine and less strategic activities.

Related to contribution of technology, the interview results clearly rationalized the reason why the support of the new technology was weak. As to the interview script, the reason for weak support from the new technology in making the planned intents as effective as possible was over dependence on the traditional ways of planning and practicing the school performances. Shortage of application of technology might have negative effect on the efficiency and effectiveness of the

resources used. This could ultimately affect the competitiveness of the school studied with other similar schools sharing the same environment.

Concerning application of strategic leadership, still, as said above, the respondents rated that it was weakly contributing to the effectiveness of the planned performances of the schools. Weak application of strategic leadership has direct connection with the existence of weaker level of strategic leadership competencies (knowledge and skill).

Almost all of the interviewed key individuals confirmed that no successive training on strategic leadership competencies was given for the responsible leaders in their respective schools. The interviewees added that lack of strong application of strategic leadership was also exacerbated by frequent turnover of the principals.

4.4.2 EXTERNAL FACTORS

As reviewed under chapter two of this theses, not only internal factors but also external factors potentially influence (facilitates or limits effective implementation of SIP in the schools. In this study the factors indicated in the table below were taken as key external determinants of practices of SIP, at least in the context of educational institutions.

Table 4.11: External factors contributing to performances of SIP in each of the schools

To what extent the following factors contributing to improvement of Performance?	Leaders (n=34)		Teachers (n=43)	
	Mean	SD	Mean	SD
Assigning competent school principals	3.26	1.78	2.88	.747
Assignment of competent school supervisors	2.83	.798	3.16	.445
Existence of pertinent Educational policies	3.21	.98	2.79	,976
Allocating sufficient budget	2.47	1.02	2.3	.467
Transferring school budget on time	1.96	.837	1.96	.831
Upgrading the capacity of the staff	1.98	1.20	2.31	.872
Provision of relevant technologies for the schools	2.07	.88	2.17	.897

As it can be seen from the table given above the "Assigning competent   school principals"

and "Assignment of competent school supervisors" were taken as key factors that might determine effectiveness of the practices of SIP in studied schools. The respondents were requested to rate the extent to which these two variables were supporting effective accomplishment of the planned performances in their respective schools.

Accordingly, as indicated in the table 4.11, the two respondents replied that both of the two factors were moderately contributing to the effectiveness of the planned performances of the four schools. This implies the effect of the assignment procedure of both teachers and supervisors were more or less good that the required type of professionals were moderately allocated in the schools. However, as indicated above, particularly the principals were reported to have weak strategic leadership skills and that they moderate competencies might be liked with other type of leadership capacities.

Availability of supportive educational policy was another external factor that was manipulated in this study. The existence of such policies is very important driver of practices of performance management, particularly in the case of schools. As it can be seen from the above table, the contribution of existence of related educational policies to effectiveness implementation of school plans was investigated that it was moderately contribution to effective practices of school planning. This does mean that there was no too much problem related to educational policies in supporting the practice SIP in the schools. The presence of supportive policies is also important indicator of the possibility of harmonizing forms and contents of SIP. Moreover, it could also enable the schools understand the intentions of government and include the in the SIP.

Hence, educational policies, as a major direction providing legal instruments, were moderately leading the planned performances of such public schools that were initially established for meeting the demands of people within a nation. Not only the existence but also feasibility of public policies is equally important for the successful performances of the schools.

As said above, actually, feasible public educational policies are developed mostly to balance or integrate the interest and the vision of the public institutions so that the end result of realization of vision of the institutions would be fostering the developmental endeavors of the governments with in the nation. On the other hand, public policies have more value adding purposes. In such schools public policies can assist the schools develop and achieve performance goals that might balance

satisfaction level of the customers (students, parents and their staff) across all schools operating within the unified geographical areas.

On top of this, table 4.11 items 4, 5 and 6 show that, both the leaders and teachers agreeably showed that "Allocating sufficient budget", "Transferring school budget on time" and " Upgrading the capacity of the staff" were weakly contributing to the effective practices of SIP in the studied educational institutions. These denote that SIPs were attempted to be practiced within institutional environment where there was no sufficient budget support from the government sides. Moreover, absence of timely allocation of the limited budget that has been allocated to the schools was a bottle neck of effective performance of the schools. Additionally, the members of the schools(mainly principals and teachers) as the real practitioners of the plan of their schools should have been given intensive and periodic training so as to be equipped with the required knowledge and skills that would make them effectively practice SIP in their respective schools.

With the understanding of the importance of technology for the function of the school performances, the respondents were asked to rate the level to which application of externally innovated technologies were supporting the implementation of SIP in their respective schools And the data in the table 4.12, showed that government sponsored technologies were weakly contributing to effectiveness of implementation of SIP of the schools.

Moreover, in order to more substantiate such responses, consulting other data sources was made. Accordingly, a summarized note of the responses of the interviews on the particular matter supported the result of quantitative data indicated above that provision of educational technologies to the schools was weakly supporting effective implementation of school plans. This might enable one to explain that the strategic movements of the schools were weakly assisted by the innovated technologies and thus the schools were excessively applying the conventionally ways of doing things. This directly means that the overall activities done within the studied school have been executed by applying traditional method of doing things. This could have negative effective on both the efficiency and effectiveness of the instructional processes of the schools.

Realistically, application of technological advancements is a strategy that speeds up the achievement of performance goals of any educational organizations. Even though, there are possibilities of developing educational technologies within the nation and disseminating them to

all public schools. Most of the times public schools are accustomed with importing, adopting and applying technological innovations developed outside their nation.   Adopting and applying technological innovations might be less costly than developing the same technology.

Essentially, application of technological innovations to automate the practices of performance management of the school has a greater advantage. This is because, automated process of school performances entertain many advantages. Automation increases both efficiency and effectiveness of the performances of the organization. Moreover, it is crucially important for forming automatically integrated networks between the responsible bodies or parties. Here, the studied schools had no advantages of that. Therefore, in this regard, the government of Ethiopia has to do a lot to improve application of the available technologies and facilitate effectiveness of school planning.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter briefly indicates key findings, conclusions drawn from the findings and recommendations forwarded to support the schools improve effectiveness of their planning.

5.1 SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

The data analyzed showed following basic findings.

5.1.1 BACKGROUND OF THE RESPONDENTS

Regarding sex of the respondents, the finding indicated that there was more percentage of male than female respondents. For example, about 68% of those who filled the questionnaire were males. With regard to level of education, about 75 % of the respondents had first degree or above. Concerning experience, more than 78% of the respondents had experience of serving more than the last five years in their respective schools. Therefore, one can conclude that the respondents had relatively adequate professional and chronological maturity for supporting effectiveness of the performance of SIP in their schools.

5.1.2 STATUS OF PERFORMANCE OF SIP IN THE SCHOOLS

The findings related to the ongoing performance of SIP of the schools were sequentially presented. Accordingly, findings related to self-analyses, development, implementation and evaluation of school performance plan (SIP) are successively indicated as follow.

5.1.2.1 SELF- ASSESSMENT (ANALYSES OF INTERNAL ENVIRONMENTAL SITUATIONS)

Internal environmental analyses (of strengths and weaknesses) were not thoroughly examined before SIP was developed and implemented in the schools. Moreover, strategies of optimizing the use of the existing strengths and minimizing the existing weaknesses were also very weakly considered in the schools. From this it might be inferred that the performance of SIP was started to be developed before clearly understanding the existing status of the schools. This still entails that the on-going disabilities of the school performances to be minimized as well as their inabilities to be strengthened were not deeply identified in the schools. In short the schools were not giving due attention to their existing realities before going and starting their performance plans. Therefore, the performance of SIP did not have a good foundation in the schools studied.

5.1.2.2. DEVELOPING PERFORMANCE PLAN (THE DOCUMENTS)

Observation of their performance plans as well as the data analyzed showed that the schools were moderately setting realizable vision. But as indicated above the vision was not founded on a well thought self-assessment. In a condition where there was no correctly understanding the existing internal situations, setting most stretched and achievable vision is so difficult. Thus, the vision they showed in their performance plan (SIP) could be either under or over predicted statement of their intents.

The more worrisome part was that the schools were weakly sharing the vision they set to their members   Similarly performances plans (SIP) of the studied schools weakly considered key activities (like setting strategic goals of the performances, commenting text books, and providing training for teachers). Moreover, the schools moderately considered activities like applying periodic supervision, applying continuous assessment and creating conducive school environment.

On top of that, observation of the performance plans of the four schools showed that connection between the mission and vision was not carefully linked in the plans of SIP. This means meeting the mission stated may not guarantee the realization of the vision statement. It was also found that links between the goals and activities were moderately maintained in the strategic documents of the respective schools. It was realized the connection between the vision and mission was weaker than the link between the strategic goals and activities of the performance plans of the schools.

Adding to that, both the interview scripts transcribed and organized as well as notes taken from the analyzed plans of the schools revealed that thematic areas were not well set in the performance plans of the schools. Furthermore, deep analyses of the performance plans of the schools revealed that key indicators of performances, threshold, and cascading the plans to implementing work units   were not indicated in the SIP of the schools.

Based on the findings indicated above it can be concluded that there were both strong and weak sides related to the development of the strategic plans in the schools. To begin with the positive sides, the attempts were made to develop and prescribe strategic visions, missions and goals in the schools. On the other hand, lack of strong connection between the visions and mission statements, one hand, and weak link between the mission statements and strategic objectives showed absence of strongly valid and integrated SIP across all of the schools. Adding to that, inability of the schools to set strategic thresholds might make them unable to evaluate the level of achievements

of each of the work units that are supposed to implement their plans. This can create mismanagement that cannot identify hard workers from less harder ones. This, as coupled with absence of strongly and carefully set key performance indicators, could create problem of monitoring the performances of the schools towards their preset visions. Ultimately, the cumulative efforts of all these might cause the problem of realizing the visions of the schools.

5.1.2.3. IMPLEMENTATION OF PERFORMANCE PLANS

Here, it has been examined that resources were moderately allocated   to implement the performance plans in their respective schools. However, deployment of the resources, reforming the school structure, assigning the right coordinating unit, establishing networked monitoring and controlling system and guiding the overall activities of implementation of the performance plans were very weakly conducted across all of the studied schools. Moreover, the interview results showed that the schools were weakly motivating their staff to implement their SIP.

This pointed out that the efforts the schools made to implement SIP were below the expected standards. This still implies that resources used to develop SIP as well as achieve the intentions set to transform the schools through school planning were below the expected extent. Lower level of implementation of the plans denotes that the intermediary role of the plans (bridging the current and future states of the schools) was not strongly played in the four schools.

On top of this, the fact that the structures of the schools were not updated does mean that they were not made to strongly fit with the needs of performance plans of the schools. It is always expected that activities and intentions of school plans need to guide the modification of the existing structure so that every work units in the newly modified structure shall be part and parcel of implementing body of the plan.] Therefore, it can be generalized that systematized and strategized efforts related to SIP were not made to be maintained in all schools.

5.1.2.3. EVALUATING PERFORMANCE PLANS OF THE SCHOOLS

On the other hand, participation of stakeholders was moderately held in evaluating the on-going SIP of the schools. The respondents of the study gave diversified responses related to the periodicity of evaluation of the performance of SIP of the schools. Periodic evaluation of performances of SIP of the schools was moderately held in the schools. This directly tells that the

process of amending the practices of performance plans in the school was below the expected level.

On top of that, collecting feedbacks from the responsible bodies was moderately held across all the four schools. Nonetheless, the respondents showed that feedbacks gathered during evaluation of implementation of performance of the SIP were weakly used to upgrade the effectiveness of the plans. From this it can be said that, comments of the responsible bodies were not remarkably consumed to increase the feasibility of the plan. These collectively might tell us that schools were evaluating of performances of SIP for the sake of evaluation.

5.1.3. FINDINGS RELATED TO FACTOR CONTRIBUTING TO THE PERFORMANCE OF SIP IN THE SCHOOLS

5.1.3.1 INFLUENCE OF MAJOR INTERNAL FACTORS

❖ *Support from the School Principals*

It was responded that the interest of the principals to make their plans effective was weak across all the four schools. This implies that, relatively, competence of the principals' of the schools was more contributing to in performing the plans than their interest. From this it might be concluded that SIP was practiced in the schools before they were fully accepted by the principals. Here, it might still be inferred from this that the plans were practice mainly for the sake of reporting but not to strongly guide the successive achievements of the schools.

❖ **Support from Staff members**

As per the findings investigated under chapter four of this thesis, motivation of the staff were weakly contributing to effectiveness of the performance SIP of the schools. But, the level of competence of the staff in making the plan as effective as possible was moderate across the schools. This means that due to weaker motivation, the members of the school were not fully using the ability or potential they have towards systematically planning and practicing their performances planning in their respective schools. From this it is also possible to conclude that the readiness of the staff towards achieving improvement of the performances of SIP was strongly hampered by low motivation they have.

Therefore, it can be said that SIP was implemented before ensuring the presence of sense of belongingness on the part of the implementer. The combined effect of shortage of motivation and

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lower competence of the staff towards implementation of school performance plans entail that the staff were practicing their duties for the sake of earning salary and satisfying their economic drives rather than striving for the realization of visions of their schools.

❖ **Contribution of the students**

It has been investigated that both the discipline and motivation of the students were weakly contributing to the realization of the school plan. Nonetheless, in strict sense, the lower interest of the students towards their learning was more influentially hampering the practices of SIP more than the wrong disciplinary acts manifested by the students. It is possible to judge that SIP was attempted practiced before making the students interested to learn.

❖ **Support from Other Organizational Factors**

It was examined that organizational structure was moderately supporting the practice of SIP in the studied schools. This means that the existing work related networking in the schools was not strongly facilitating the practice of performance planning of the schools. Additionally, school performance related policies (like rules, regulations) as well as allocation of sufficient resources with the planned activities in the SIP were not strongly and carefully aligned towards improvement of the schools. Similarly, support obtained from the deployment of the available resources in making the school plans as effective as possible was found to be weak.

Here, we may deduce that, the existing resources were not strongly used for planned activities and as a result they were not made to be strongly contributing the effective accomplishment of the effectiveness of the intents of the plans of the schools. Still it can be inferred that, even though all resources were expected to entirely facilitate planned activities, conversely, the resources might have been deployed for less strategic or less value adding activities.

Regarding application of new technologies and strategic leadership, the respondents replied that both of the two were weakly contributing effective practices of the plans in the schools. As to the interview script, the reason for lower support from the new technology in making the planned intents as effective as possible was low due to over dependence on the traditional ways of planning and practicing the school performances.

Thus, it is fair to deduce three realities. The first is that the leaders by themselves may not fully possess strategic leadership skills and knowledge but were trying to fully apply what they have.

Here, the problem might be linked with lack of strategic competencies on the part of the leaders. Secondly, the finding might tell us that leaders have full strategic leadership capacities but were applying them to lead and facilitate part of implementation of SIP in the schools they assigned to lead. Thirdly, they were well equipped with strategic leadership skills and knowledge but only applying up on part of the activities and intents of the plans. However,, almost all of the interviewed key individuals confirmed that no successive training on strategic leadership competencies was given for the responsible leaders in their respective schools. The interviewees added and enforced the above guess that there were high turnover of the leaders in the schools studied.

5.2 RECOMMENDATION

Based on the above findings and related conclusions the following recommendations are forwarded.

5.2.1 CONDUCTING DEEP DISCUSSIONS AND ENSURING STRONG PARTICIPATION OF THE RESPONSIBLE BODIES

It has been found that the performance of SIP and effectiveness schools was found to be negatively influenced by weak participation of concerned bodies. This was also causing problems of flexibility and feasibility of the practices in the schools. Here, it must be understood that schools have two fold responsibilities. The first is that, like any other social or nonprofit making public organization; they are required to satisfy the very needs of their community. This needs understanding the ongoing and upcoming interests of implementers of SIP and the schools (in a balanced manner) and strategically working towards that.

Therefore, all the schools are strongly advised to initially and carefully identify their key stakeholders and establish networked linkages and secure not only strong but also consistent participation of the duty bearers throughout the entire process of their school management. And then, conducting a deep discussions and devising different strategies with parties need to be maintained across entire process of school practices.

5.2.2 IMPROVING PRINCIPALS' LEADERSHIP COMPETENCIES AND RESOURCE USAGE

Other major problems of practicing SIP in the schools were linked with deficiency of Knowledge and skill of application of SIP, and inability of directly and fully deploying the scarce resources of

the schools to serve the purpose of SIP. To think about the practices of schools where there is no well experienced leadership is equal to expect fish to live outside water.

Therefore, here, all the concerned bodies (including Bench Maji zone education departments and Woreda Education Offices) are strongly recommended to settle provision of successive training on leadership skills and knowledge for the Principals. Equally it is recommended that after training the principals, these principals need to stay in the same position at least for 4successive years (one year for planning and three for the implementation of SIP), so that they will fully guide the practice of SIP end to end.

The issue of not attaching available resources with the activities and intents of SIP was also another gap need to be minimized or avoided. Allotment and deployment of resources increases capacity or power to implementers to practice of SIP. Since, every decision, activity and related job are supposed to be means for the realization of improved performances of SIP, almost all scarce resources of the schools need to be directly consumed to make SIP as effective as possible. Accordingly, using public resources for less value adding routine activity is equal to wasting the resources. Therefore, all the schools are advised to allocate and carefully deploy all forms of resources they have for directly making the intents of their plans as effective as possible.

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A Draft of Self Developed Questionnaire

Jimma University

College of Social Science and Humanities

Department of Educational Planning and Management

<u>A Questionnaire to be Filled by School Leaders and Teachers of Secondary Schools of Bench</u>

<u>Maji Zone</u>

    Dear respondent, this questionnaire is set to gather data to be used to investigate the status of and contributing factors to the practices of SIP of secondary schools of Bench Maji Zone. The school you are working is selected as one of the study sites of this research. The responses you give shall only be used to complete my thesis, as a prerequisite for MA degree in Educational Leadership. In order to maintain confidentiality of the response you give, you are not required to write your name on the questionnaire.

Furthermore, I politely request you supply your additional comments and ideas, if any, on the blank space given at the end of every item. Your objective responses would help me a lot in producing dependable research outputs that might help me complete my study as well as recommend some feasible policy directions that would solve some of the practical problems related to SIP and their contributing factors in the secondary school you are working.

    Thank you a lot for your cooperation in receiving and responding this questionnaire.

Wondwosen Sodoma… (Mobile: …………………., email :…………………………..)

Personal characteristics (Please circle letter of your choice)

1.1 Sex	a. Male	b Female
1.2 Age (in years)	a. 18.00-25.00	c. 32.01-39.00
	b. 25.01- 32.00	d. above 39

1.3 Qualification   a. Less than college diploma   d. 1st degree,

b. College diploma   e. 2nd degree

c. Advanced diploma   f. Above 2nd degree

1.4 Work experience in the current school (in years)

    a. 0.00-5.00   b. 5.01-10.00   c. 10.01-15.00   d. >15.00

1.6 Total experience in current profession (in years)

    a. 0-5.00   b. 5.01-10.00   c. 10.01-15.00   d. >15.00

Part II: The Practice of SIP in Your School

➢ Under this part,   the rating numbers are given meanings as: "0" = "I have no information" . "1" = " very weak", "2"= "weak", "3"= "Moderately strong ", "4"= " Strong ", "5"= " Very strong"

➢ Please show your response in the table below by putting "X" mark   adjacent to one of the 5 numbers that indicate the responses your rated.

No	Items		Scale				
		0	1	2	3	4	5
2.1	**The Practice of Self Evaluation**						
	If analysis of internal situations of your organization was done, to what extent are the following analyzed in your school? (if not pass the following)						
a	Strengths of the school related to the status of 4 domains of SIP						
b	Weaknesses of the school to the status of 4 domains of SIP						
c	Strategies of optimizing the strengths of the school						
d	Strategies of minimizing the weakness						
2.2	**Development of SIP**						
To what extent are the following considered in SIPof your school?							
a	Setting realizable vision of the SIP						
b	Sharing the vision						
c	Setting goal of the performance						
d	Commenting the text books						
e	Training teachers						
f	Applying periodic supervision to provide support						
g	Appling continuous assessment to improve students result						
h	Appling continuous supervision to provide continuous support						
j	Creating conducive school environment						
	If you have any other related matter please indicate below and rate						
k							
L							
2.3		**Implementation of SIP :**					
To what level are the following issues done or practiced in your school?							

a	Allocation of the required resources to SIP							
b	Deploying the allocated resources							
c	Reforming the school structure							
d	Assigning the right coordinating unit							
e	Establishing networked monitoring and controlling system							
f	Cascading the plan to the work units							
g	Guiding the implementation							
	If you have any related concern, please state ad rate below							
h								
I								
2.4	**The Practice of Monitoring and Evaluation in Your School**							
To what extent are the following activities conducted in your organization?								
a	Monitoring the performance of the school							
b	Collecting feedback about the school performance							
c	Using feedbacks to improve the performances							
d	Conducting Participatory evaluation							
e	Conducting Periodic evaluation							
If you have any other concerns related, please indicate and rate using the following spaces								
f								
g								

3.0 Contributing Factors

No	Items	Scales					
		0	1	2	3	4	5
3.1	**Contribution of Internal School Factors**						
To what extent do the following factors contribute to effectiveness of SIPof your school?							
Principals Related Factors							
a	Ability of the school principals to practice SIP						
b	Interest of the school principals to practice SIP						
c	Ability to participate other stakeholders						
Staff Related							
a	Ability of the staff to practice SIP						
b	Interest of the staff to practice SIP						
Other internal Factors							
a	Structure						
b	Having supportive in school policies (like promotion policy , rules, regulations)						
c	Allocation of sufficient resources						
d	Application of new technologies to practice SIP						
e	Application of strategic leadership						
Students Related Factors							

a	Discipline of the students in the school, compound						
b	Interest of the students to learn						
3.2	**Contribution of External Organizational Factors**						
Government Related							
a	Assigning competent school principals to make SIP effective						
b	Assignment of competent school supervisors to make SIP effective						
c	Availability of pertinent educational policy						
d	Allocating sufficient budget to make SIP effective						
e	Transferring school budget on time						
f	Upgrading the capacity of the school members						

Jimma University

College of Social Science and Humanities

Department of Educational Planning and Management

(Self-developed interview itemsts be responded by interviewees selected **for the proposed Study)**

1) Has your school its own SIP? If No why not? If yes, when, how and who developed it?

2) Has the SIP been implemented in the school? If no why not? If yes, when was the implementation started? How is the implementation going on?

3) Has the practices of SIPof your school been evaluated? If no why not? If yes who evaluate it? How often? Why the evaluation is taking place?

4) What are some of the internal and external factors contributing or supporting the implementation of SIP?

5) What the major challenges and related solutions you may state in relation to the practices of SIP?

6) Would you please add, any additional remarks   related to the planning, implementation and evaluation process of SIP your school?

Thank you very much!!!