WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ASSESSING STRATEGIC PLAN IMPLEMENTATION IN ABBA FRANSOA PRAMERY SCHOOL IN WOLKITE CITY ADMINISTRATION OF GURAGE ZONE

BY: TSION SAHILE

ADVISOR: Mr. CHERAMLAK F (MA)

JAN, (2015 E.C)2023

WOLKITE, ETHIOPIA

DECLARATION

WOLKITE UNIVERSITY

As thesis research advisor, I hereby certify that I have read and evaluated this senior essay prepared under guidance by Tsion Sahile entitled **"Assining Strategic plan Implementation in Abba Fransua Primary Schools,"** I recommended that it be submitted as fulfilling this senior essay requirement.

Advisor _____ Signature _____ Date _____

As member of the board of examiners of the B.A senior essay open defense examination, we certify that we have read and evaluated the senior essay prepared by Tsion Sahile and examined the candidate. We recommended that thesis be accepted as fulfilling the senior essay requirements.

Examiner _____ Signature _____ ____ Date _____

Department head _____ Signature _____ Date _____

Acknowledgements

Above all, my great thanks go to the almighty God who gave me strength and has been with me during the time of my study. Secondly, my heartfelt thanks pass to my advisor Mr. Cheramlak Fikadu for his immense support, direction, and guidance during entire period of understanding this research work. I would also like to thank my family for their support sacrifice. Finally, I am indebted Abba Fransua primary schools and anyone who help me in one way or another during of this study.

Abstract

The purpose of this study was to investigate implementation of strategic plan in abba fransua primary schools. The objectives of the study were to asses' Stakeholder's participation in strategic plan implementation, to assess the influence of the management to implement it, to identify major factors that affect it and to suggest possible effort to be made improvement strategic plan in abba fransua primary schools. Descriptive survey methods of study were designed for the purpose of the study. The respondents of the study were 1 principal, 2-unit leaders and 34 teachers. Both qualitative and quantitative analyses of data were employed. The findings show that strategic plan implementation of primary schools. Finally based on the finding and conclusions the recommendations were made on.

ABBREVIATIONS AND ACRONYM

ABE	Alternative Basic Education
EFA	Education for All
ETP	Education and Training Policy
ESDP	Education Sector Development Program
MoE	Minister of education
PTA	Parent teacher education
UNESCO	United Nation Educational Social and Cultural Organization
UNICEF	United nation international children fund
REB	Regional Education Bureau
WEO	Woreda Education Office

Table of Contents

CONTENT **PAGE**

DECLARATION i

Acknowledgements ii

Abstract iii

ABBREVIATIONS AND ACRONYM iv

LIST OF TABLES vii

UNIT ONE 1

1. INTRODUCTION 1

1.2 Background of study 1

1.3 Statement of the problem. 2

1.4 Objectives of the study 3

1.4.1. General objective 3

1.4.2 Specific objectives 3

1.5 Significance of the study. 4

1.6 Delimitation of the study 4

1.7 Operational definition of key terms. 4

1.8 Organization of the study 4

UNIT TWO 5

2,1 REVIEW OF RELATED LITERATURE 5

2.2 Definition and Concept of Planning 5

2.2.1 Nature of planning 6

2.2.2 Importance of Planning 6

2.2.3 The Importance of planning in education 7

2.3 Definition and concepts of strategic planning 8

2.4 strategic plan implementation 9

2.4.1 Process of strategic plan implementation. 10

2.5 Extent of strategic planning in schools 11

2.6 Role and contribution of stake holders in strategic plan 12

2.7 Effect of leadership in perpetration and implementation 12

UNIT THREE 14

3. RESEARCH DESIGNAND METHODOLOGY 14
3.1. Research design 14
3.2. Research Method 14
3.3 Source of data 14
3.3.1. Primary source of data 14
3.3.2. Secondary source of data 14
3.4 Sampling size and sampling techniques 15
3.5 Data collection instrument 15
3.5.1. Questionnaire 15
3.5.2. Interview 15
3.5.3 Document analysis 15
3.6 Method of data analysis 15
UNIT FOUR 16
4.Results and Discussion 16
4.1 Data presentation, analysis and interpretation 16
4.2. Demographic Data 16
UNIT FIVE 26
5.1 SUMMARY, CONCLUTION AND RECCOMMENDATION 26
5.2 Summary. 26
5.3 CONCLUSIONS 27
5.4 RECCOMMENDATION 27
References 28
Appendix 29

LIST OF TABLES

Table1; respondent by age and sex rate. 16
Table 2 respondents by qualification and years of services. 17
Table 4 stake holder's participation in strategic plan implementation 18
Table 5 influences of leadership of strategic plan implementation 20
Table 6: Challenges to Implement Strategic Plan 22
Table 7: Strategies to Proper Implementation of Strategic Plan 24

UNIT ONE

1. INTRODUCTION

This chapter deals with the background of study, statement of problems, research questions, objectives of the study, significance of study, delimitation of study, and operational definition of key terms and organization of the study.

1.2 Background of study

During past thirty years, interest in improving the quality of education has increased international, which has resulted in numerous countries introducing educational reforms (Harris, 2000). This has been done through government policies which focused specifically on school strategic plan. The focus on school strategic plan has stimulated the development of strategies directed towards improving the quality of learning and teaching. Review of the development in the international area suggests that in the mid 1960's the focus was on the production and dissemination of exemplar curriculum materials as a means of improving the standard of education, (Dalin, 1998).

During the 1970's the focus shifted essential to the restructuring of the distribution of power in school.it become apparent that lack of consultation and top down model of authority did not work. Thus, it was concluded that the implementation of school improvement strategies was a complex process and required a sensitive combination of strategic planning, equal sharing of power and commitment to succeed (Hopkins, 1999).

Strategic planning is a means of establishing major direction for the organization. Through strategic planning resource are concentrated in a limited number of major directions in order to maximize benefit stakeholders. Those the organization exit to serve and who are affected by the choice we make (forajalla, (1999:38).

Strategic planning was developed in the military and adopted to the business world and ultimately expanded in to various sectors including education. Strategic planning is a long-range planning (3-5) years, aiming at becoming proactive, just not reaching to crisis and pressure to identify events that are relevant to the area of work and adapt the work quickly to make account of these environmental changes and also lesson learn from past experiences(seyoum,2006:46).

Strategic plan implementation is the processes that turn strategies and plan in to action in order to accomplish strategic objectives and goals. One key factor affecting implementation of strategic plan is stakeholder's participation. The success of any strategic plan lies in the level of

participation of all those was be charged with the responsibility of the implement it (Swideska, 2001). Stake holder's participation brings considerable benefits in terms of building the conditions necessary to facilitate smooth implementation of strategic plan. Participation generates awareness and capacity and capacity amongst stakeholders help to build consensus and support for implementation of the plan, improved trust and collaboration and generates motivation to put policies in to practice (Swideska, 2001).

The writers such as Robin (2003) and sedise (2008) have shown that effective administrators those who have certain basic skill to cope with the demand of their management tasks. Robbin (2003) grouped these skills in to three broad categories, namely technical skill, human skill, and conceptual skills. Such skills are necessary for school managers to effectively implement strategic plans.

Therefore, the application of appropriate educational (school) planning and implementing the plan is important to promote quality education to be examined in relation to exception and contribution to release "quality education for all." With this notion, this study was be investigated the current operation **of** strategic plan implementation and its limitation in gurage zone abba fransua primary school.

1.3 Statement of the problem.

Schools are places where certain activities are carried out in order to achieve a set of goals. School being the subsystem of the education system and responsible for producing citizens of tomorrow; they have to see planning as a corner stone to their objectives and goals. All the aim of education should be harmonized to produce people who are completely integrated with the community. In addition, effective plan implementation helps to decide the organization is achieving its goal and motivating school management, teachers, students and other concerned bodies to increase more their organizational effectiveness. If the implementation of strategic plan may fall down, the organization was not be effective target its mission and its result frustration. Because of this is well implementing of strategic plan is key activity for all organizations. Therefore, this research was be focuses on assessing strategic plan Implementation in abba fransua primary schools. Because in most public schools are serious problems of achieving the expected results of education system. Basically, quality education to learners or society is still undermined. This is why the given attention is less to the problem of school based strategic plan implementation process.

The student researcher motivated to conduct this research when he learned one of the schools in abba fransua primary schools. The school strategic plan implementation did not target the expected goals at the end of strategic plan year. Those problems motivate to conduct research to investigate basic problems of strategic plan implementation. Consequently, this study was be investigate the current status and challenges of strategic plan implementation in abba fransua primary schools in relation to their practice and problems.

Research questions

Based on the statement of the problem the researcher formulated the following research questions.

(1) To what extent do stakeholders participate in the strategic plan implementation in abba fransua primary schools?

(2) What is the school influence leadership in implementation of strategic plan in abba fransua primary school?

(3) What are the challenges in implementation of strategic plan in abba fransua primary schools?

(4) What are the solutions to overcome strategic plan implementation problems in abba fransua primary schools?

1.4 Objectives of the study

1.4.1. General objective

The objective of the study is to investigate strategic plan implementation in abba fransua primary schools.

1.4.2 Specific objectives

(1) To assess the extent of stakeholder's participation strategic plan implementation in abba fransua primary schools.

(2) To investigate school leadership influence on strategic plan implementation in abba fransua primary schools.

(3) To identify the challenges to implementation of strategic plan in abba fransua primary schools.

(4) To mention the possible solution to overcome strategic plan implementation in abba fransua primary schools

1.5 Significance of the study.

The finding of this study was examining the current strategic plan implementation to bring the quality of learning with special reference to government primary school in Gurage zone abba fransua primary schools. The recommendations forwarded based upon the finding of it was be help to improve strategic plan implementation. It also was be provide insight to school principals, teachers and other concern bodies to identify the causes and the problem by applying appropriate mechanism to solve the strategic plan implementation problems. The study also helps school principal and other management bodies to improve strategic plan implementation and for future the national development.

1.6 Delimitation of the study.

This study was delimited to study the current strategic plan implementation in gubre sub city abba fransua government school. The gubre sub city has only one primary school from those school were selected by simple random sampling by considering the time, resource and skill of the researchers.

1.7 Operational definition of key terms.

Implementation: is a process of putting a decision or plan in to effectively and execution

Planning: Is the act or process of making a plan to achieve or do something.

Strategic plan: Organization long term objectives and strategies or making decision on allocation.

Strategic plan implementation: Is process that turns plans into action in order to accomplish Strategic goal and objectives.

1.8 Organization of the study

This research includes five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of the key terms. The second chapter consists about review of related literature. The third chapter deals with research design and methodology, such as, research design, source of data, population, sample size and sampling techniques, data collection tools, method of data analysis forth chapter deals with data presentation analysis and interpretation, fifth chapter deals with summary conclusion and recommendation and reference and appendix also included lastly.

UNIT TWO

2.1 REVIEW OF RELATED LITERATURE

This chapter discuss about the concept definition of planning, strategic planning, and implementation of strategic plan and other related

2.2 Definition and Concept of Planning

Planning is the first and fundamental function of management. It involves the determination of objectives of the organization, formulation of programs and courses of action for their attainment, development of schedule and timings of actin and assignment of responsibilities for their implementation Terry, George (2006:65).

Plan gives an organization its objectives and set up the best procedure for reaching them.it is not a single event, with a clear beginning and end. It is an ongoing process that that reflects and adapts to changes in the surrounding environment in each organization. Planning is the process of setting goals and choosing the means to achieve those goals.

Planning is a particular kind of decision making that addresses the specific future that managers desire for their organization. It is the process of determining how the organization can get where it wants to go. It could be understudies as the process through which managers determine goals and devise the means for utilizing resources to accomplish them. In short Planning can be understood as the process of preparing a set of decision for action in the future directed at achieving goals by optimal means.

Planning is the basis of all the other activities of management. It precedes the execution of all other managerial activities. Planning is a deciding in advance the objective of the organization, and the means for attaining them. That is, it is an attempt to determine what should happen and then to take steps that was make it likely to happen. It includes setting of objectives and goal, and formulation and selection of alternatives strategies and courses of action to reach the goals and objectives. Thus, it deciding, in advance, the future state of an enterprise and the means of attaining.

Planning tells us to think over five elements in advance.

a) What was be done: i.e. short- and long-term objectives of the organization?
b) What resources was be required: involves estimation of available and potential resources.

c) How it was be done: involves two things: determination of task, activities, projects, programs etc. required for attainment of objectives, and formulation of strategies, policies procedures, methods, standard and budgets.
d) Who was do it: assignment of duties and responsibilities to various managers in accordance with their contribution to attain objectives?
e) When it was be done: determination of timing and sequence.

In addition, Planning is a systematic attempt to decide a particular course of action for the future by the way of formulating, designing and orderly sequencing of actions to achieve objectives. From the preceding definitions it could be generalize that planning is the process of preparing a set of decision for actions in the future, directed at achieving goals by best means possible.

2.2.1 Nature of planning.

According to Bekele, 2004 the following characteristics of planning indicate its nature.

Continuity: planning is continuous process. Planning deals with the future, and the future is uncertain, although it depends on intelligent estimate. As a result, it requires on going improvement. So, planning is never ending, continuous process.

Primacy: planning precedes all other function of management. Obviously, without setting the goals to be reached and courses of action to be followed, there is nothing to organize, direct or control in the organization.

Flexibility: planning is based on the estimation of the future, which is not certain as explained earlier. And this situation begets the change of the course of action when it is found to be wrong. So, flexibility needs to be ingrained in planning to adapt to the demands of current situations

Unity: Planning is made by all managers in the organization. This requires consistency or unity of planning objectives, which provide the common focus for unifying managerial action.

Pervasiveness: Planning covers the entire part of organization and every level of management. Planning is the responsibility of top, middle as well as lower manager. Bekele T. Assefa B, and SeyoumWodajo (2004 p: 58).

2.2.2 Importance of Planning

According to Kumar, (2002:69), planning has the following benefit in the management of organization:

- ✓ Helps to overcome change and uncertainty: organizations face various uncertainties in the future. Planning helps to for see the future in advance and get prepared to face it there by adding strength to the organization survival and growth. In short, planning enhances the capabilities of organizations to cope with rapidly changing environment.
- ✓ Facilitates coordination: every activity in the organization requires coordination with other for common goal. Planning integrates /coordinates different unit of an organization through common objectives they seek to achieve.
- ✓ Focuses on attainment of objectives: All activities of an organization are performed to achieve the objectives set by plans. So, planning defines concrete objectives and focuses every attention to them.
- ✓ Helps in controlling: Planning provides the guidelines for controlling. Controlling involves the measurement or check of accomplishment of events against plans and any deviation take place to correct according to plans.
- ✓ Economizes operation: Planning decides the best course of action that would lead to best result at minimum cost and time. Thus, Planning brings out efficient operation and consistency in activities which leads to cost. Kumar, (2002:69).
- ✓ Besides the above-mentioned importance of planning by authors: The Researcher would suggest that planning helps the member of the organization (school) to carry out on activities consistent with objectives chosen and also monitor measures the performance and take corrective action, basically the primary goal of any planning should result in change and growth. A properly devised plan could have the following advantages.
- ✓ Provide direction
- ✓ Provide unifying framework
- ✓ Reduce uncertainty
- ✓ Provide a rational approach
- ✓ Ensure coordination, measure and improve performance
- ✓ Enhance the behavior climate, facilitate control and improve motivation

2.2.3 The Importance of planning in education

One of the main purposes of education is to help the individual develop a well-balanced personality. It is also help to acquire the learning products such as knowledge, ability and skill that was enable him to deal intelligently with the problem of everyday life; one could not acquire

these products by more chance. There must be an educational instruction which provides those activities; therefore, the activities should be planned as for as possible to give the individual experiences which was satisfy both immediate and ultimate needs. Kimbrough (1999:47) quatedBough out and Trull in the need of planning education. The need for planning a role with the intensified complexities of modern technological society. Problem such as population man power needs ecology decreases natural resource and haphazard application of scientific developments, all places demands on educational organization are meet these problems, then planning a necessity and planning competence becomes mandatory. From Kim rough we can analyze that the activity that need planning are numerous among the major once are assessing educational need establishing and evaluating alternative choices.

2.3 Definition and concepts of strategic planning

Strategic planning is an organization process of defining its strategy, or direction, and making decision on allocating its resources to pursue this strategy. In order to determine the future direction of the organization, it is necessary to understand its current position and the possible avenues through which ethical peruse particular courses of action.

Generally, strategic planning deals with at least one if three key questions;

1. “What do we do?”
2. “For whom do we do it?”
3. “How do we excel?”

Many organizations view strategic planning as a process for determining where an organization is going over the next year or more typical 3 to 5 years (long term), although some extend their vision to 20 years, or even (in case of Mitsubishi) 500 years.

Strategic planning is a tool for organizing the present on the basis of the projections of the desired future. That is, a strategic plan is a road map to lead an organization where it is now to where it would like to be in five or ten years.

Strategic planning is defined as figuring out where your organization wants to go and how it is going to get there. (Seyoum 2004:46). from the above-mentioned definition of strategic planning can we bring to a close that strategic planning is the process of developing objectives and alternative course of action to reach these objectives focusing on school’s future and how to get there by systematic evaluation of external threats and opportunities and internal strength and weakness.

According to (Chaban, 2006), strategic plan is a process that people engage in to define an achievable and sustainable future for their institution or organization. It is root that many in business and education have used as a method to plan for the future (Lorenzel, 2003). According to Chang (2006) strategic plan in education sector is the physical product of strategic planning process and embodies the guiding orientations on how to run an education system with in a larger national development perspective, which is involving by nature and often involves constraints.

Brown and marshal (1998) define strategic planning as proses that is designed to move an educational organization through the steps of understanding change, in the external environment, assessing the internal strength and weakness of the organization, developing vision of the desired future for the organization and same ways to achieve that mission, developing specific plans to get the organization where it is to where it want to be is very fund a mentally, the plan and monitoring that implementation so that necessary change modification can be made.

2.4 strategic plan implementation.

According to Merriam –websites collegiate dictionary (2001) strategic plan implementation is the completion of action and tasks that the out, execution, or practice of a plan, a method or any designed for doing something. Implementation is action that calls for executive leadership and key managerial skills. FCAR (2001) there for in emphasis's that importance of under taking the following necessary and specific steps in strategic planning (a) develop and implement the plan and (b) track and monitor progress as well as review or revise plan.

Ansoff and mc donnel (1990) defines strategic plan implementation is process that establishes a desired organization behavior in accordance with the strategy content, implementation the contrived is the process of causing the firm to behave in accordance with the purpose, guidelines and strategy.

It is the sum total of the activities and choice required for excision of strategic plan (wheelen and huger, 2004; 192).

Strategic plan implementation is the process that turns strategies and plan into action in order to accomplish strategic objective and goals, implementation the strategic plan is more important than strategic planning. The secrete to strategic implementation is a great way to learn how to take your action in critical to an organization success; addressing the who, where, when and how of reaching the desired goal and objectives, it focusses on entire organization, implication occurs

after environmental scan, SWOT analysis and identify strategic issues and goals and implementation involves assigning individual to tasks and times that was be help an organization reach its goal.

Multiple authors suggest that strategic plan implementation relies up on the different activities,

1) Strategic articulation, it is articulation the strategic to translate the strategy in to a form where managers and stake holders agree consensually on what heads to be achieved, which line with research, is made by Keegen and Den Hartog (2004).
2) Strategy communication, communication strategy is an essential part of the implementation of plan. (Heide, al 2002). When implementation a strategy the human aspect also needs to be considered, and an implementation can be done only if the organization members are engaged.
3) Human behavior and psychology, successful leader inspire followers through the communication of a captivating vision designed to motivate followers to pursuit ambitious goals (Huy, 1999).

In any planning effort there must be some way to determine how well the purposes of the plan are been achieved. This implies that implementations must occur so that effectiveness of anticipated out comes can be determined. The best strategic planning that can be devised was be relatively meaningless unless they are implemented. Every planning has a problem of implementation. The nature and extent of the problem vary greatly from one instruction from the next, strategic plan their activities every year before school open unless strategies are designed on how implement this plan it would be failure.

2.4.1 Process of strategic plan implementation.

A strategic plan is of little use to an organization without a means of putting in to place. In fact implementation is an essential part of the strategic planning process and an organization that develop strategic plan must be expected to include a process for applying the plan. The specific implementation process can vary from organization to organization. Some basic step can assist in the process and ensure that implementation I successful and the strategic plan is effective

2.4.1.1 Evaluate the strategic plan.

Evaluate strategic plan is the first step in the implementation of strategic plan. It implies that step back and make sure that know what the strategic plan is. Review it care ful and highlight

any element of the plan that might be especially challenging. Highlight these and be sure to keep them in mind as begin implementing the strategic plan.

2.4.1.2 Select team members

This implies that make sure have a team that "has your back" so to speak and understand the purpose of the plan and the steps involved implementation establish a team member who can encourage the team and field questions or address problem as they arise.

2.4.1.3 Create a vision for implementing

For the strategic plan implementation, the vision might be a series of goal to be reached step by step, or an outline of items that need to be completed. Be sure to let everyone know what the end result should be and why it is important. Establish a clear image of what the strategic plan is intended to accomplish

2.4.1.4. Schedule meetings to discuss the progress.

Present the list of goals or objectives and let the strategic planning team know that what has been accomplished. Weather the implementation is on schedule, ahead of schedule or behind schedule assets to

2.4.1.5. Evaluate the progress

It is important to know why school has to maintain and evaluate their work. According to MoE (2010) the focus of monitoring and evaluation is to enhance effectiveness of school.

2.5 Extent of strategic planning in schools.

Strategic plan in school is well advanced in developed country. State of America for instance, Knoff (2005) states that virtually every state and school district in the country has worked in the area of school strategic plan in order to improve the academic and social behavioral outcomes of all students. Prompted in the 1980s by the business community demand for a more prepared work force, in the 1990s by eight nationally education goal (national education goal, and in the new millennium by the no child left behind legislation, school wide effort to hold educators accountably for outcomes are now required, continuously monitored and reported annually. however comprehensive school reform quality center in the USA argues that while a number of school strategic plan models exist, their outcome has varied, largely due to the interdependent between this model's ability to adapt and respond to local school and district condition, and the local acceptance of a particular model along with a commitment to its sound implementation.

In Ethiopia conceptualizes school planning interims of human resources, curriculum and financial resources, on human resource, first, the plan argue that in order to enhance quality management in school, it is imperative to have a well versed in management are also essential for successful strategic plan preparation and implementation according to Burch (2000) most school did not have strategic plan, among the few school that shoaled evidence of strategic planning, the strategic plan acts not only as the road map, but also as tool to communicate quality expectations to all employee the note that unfortunately, such school are week in systematic following to ascertain the implementation of the plan.

2.6 Role and contribution of stake holders in strategic plan

Participation of stake holder in strategic planning is important for the plan to gain acceptability and support in the implementation phase. Stakeholder participation encourages everyone in the organization to work harder for their benefit and hence for the benefit of the organization, participative management, when viewed optimistically, is perceived as a necessary and inevitable change to organization, structures to improve employee productivity and satisfaction (steven, 2008).

Participatory planning is not new to schools and business, writings began to emerges early as the 1930s and by the fifties and sixties a number of authors were critical of the more traditional bureaucratic method at management.

One the key stake holder in a school is teachers, school leaders and parents, they are important actors as they are the ones who directly or indirectly affect student achievement, mediate student encounter with content, control classroom activities most directly related to learning, in the absence of them even technology-based-innovations have little success of working (chapman,synder and buran field,1999).consequently teacher, school leaders and parent are the one who play a central role in the educative process through implementing the purposeful designed curriculum to achieve desired national educational goals. They therefore need to be involved in strategic.

2.7 Effect of leadership in perpetration and implementation

According to Osei (2006), strategic planning in school just like in the business sector, is dependent on leadership commitment and skills. In the school, the school management is the most important in determining planning effectiveness.

According to osei (2006) the school management is the most important in school setting. As the chief executer of a school, they are charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction.

In a world of increasingly rapid change, the school management as a leader and manager of change should adopt school strategic plan and implementation as its center of gravity. This means that the school management, in making school related decisions should always have school strategic plan and implementation of plan in mind the school management there for plays an important role in strategic planning and implementation. The school management should be able to articulate significance of all key elements of strategic plan and implementation to justify their design and configuration, and to be in a position to make judgment regarding operational effectiveness of each element and of the impact of the elements as they function in combination with one another (Sullivan and glanz 2000). A successful strategic plan implementation was have very visible leader such as communicate the vision, excitement and behaviors necessary for achievement.

UNIT THREE

3. RESEARCH DESIGNAND METHODOLOGY

3.1. Research design

The purpose of this study designed to assess, the current status and causes of strategic plan implementation in abba fransua primary school. Descriptive survey design were used. Because descriptive survey design helps the researcher in order to describe existing situation regarding to strategic plan implementation in the Abba Fransua

3.2. Research Method

As to the method of the study, this research would be performed a mixed approach it means both quantitative and qualitative approaches emphasis. Qualitative would be used in order to understand the view of individuals, events in their natural setting and to gain the information by open ended questionnaire, interview and documents and information to gain by closed ended questionnaires would be employed with quantitative research method. The all the information is classified data organized and summarized in the tabular form and analyzed would be convenient. The researcher would be used quantitative data collected for teachers. And also the researcher would be used qualitative method for principals, vice principals, and supervisors.

3.3 Source of data

For the successful accomplishment of this research, the relevant data were collected from both primary and secondary sources.

3.3.1. Primary source of data

The primary source of data was collected from principal PTA and teachers by using questioner, interview close ended and open-ended questionnaire and interview.

3.3.2. Secondary source of data

The secondary sources of data were gathered from document that implementation of strategic plan implementation reports.

3.4 Sampling size and sampling techniques

For the success of the study, the researcher used 36 respondents from the total population of 76 abba fransua primary schools. The study conducted abba fransua primary schools randomly. The researcher used simple random sample technique, because it is more appropriate to provide equal chance for the target population.

3.5 Data collection instrument

Determine the appropriate data collection methods to gather information related to the strategic plan implementation. This may involve a combination of quantitative methods (e.g., questioner and qualitative methods (e.g., interviews) to capture both numerical and contextual insights.

3.5.1. Questionnaire

In order to gather appropriate information in strategic plan implementation of primary school of abba fransua questionnaire was set for principal, vice principal and teachers. All questionnaires where be written in English, as the researcher believes that they may understand.

3.5.2. Interview

Semi-structured interview was data gathering tools in this study. The method helps the researcher to gather data from school principal and PTA.

3.5.3 Document analysis

The information was collected through the document of strategic plan implementation in abba fransua Schools. By reviewing relevant documents, you can gain a deeper understanding of the progress, challenges, and outcomes of the implementation process.

3.6 Method of data analysis

Both qualitative and quantitative data analyses were used. Quantitative data use descriptive statistical tools such as percentage, frequency and qualitative data analysis being the information obtained through interview from principal, vice principal and PTA and open-ended questionnaires from teachers was be used by narrative analysis.

UNIT FOUR

4.Results and Discussion

4.1 Data presentation, analysis and interpretation

This of the study covert result and discussion of the study. The main objectives of the study were to assess the strategic plan implementation in government primary schools of abba fransua. The chapter has two sections the first section presents the demographic of the respondents. Second section deals with the presentation, analysis and interpretations of data gathered from the respondents, namely principals' teachers and PTA on the current practice of strategic plan implementation.

4.2. Demographic Data

The study sought demographic data of the respondents including gender, age, qualification and year of services the study was conducted using 3 principals, 34 teachers and 6 PTA.

Table1; respondent by age and sex rate.

Items		**Teachers**		**Principals**		**PTA**	
		F	%	F	%	F	%
Age	25and below	3	8.8	-	-	-	
	26-30	10	32.5	-	-	1	16.66
	31-36	15	44.11	1	33.33	1	16.66
	36-40	3	8.8	1	33.33	2	33.33
	41and above	2	5.8	1	33.33	2	33.33
	Total	34	100	3	100	6	100
Sex	Male	25	73.52	3	100	5	83.33
	Female	9	26.47	-		1	16.66
	Total	34	100	3	100	6	100

In table 4.1 from above data in terms of age of respondent it is stated that majority of the respondents 15(44.11%)of teachers 1(33.38%)of principals, 1(16.66%)of PTA were the age between 31-36 and, 11(32.5%)of teachers and 1(16.66%)of PTA were between 31-36 years. Aswell as 3(8.8%) of teachers, 1(33.33%) of principals and 2(33.33%) of PTA were the age

between 36-40 and 2(33.33%) of PTA were the age between 43 and above. It implies that the majority of the respondent of teacher as well as principals is young people.

Regarding sex 25(73.52%)of teachers were male and 9(26.47%)female and 3(100%)of principals were male and 5(83.33%)and 1(16.66%)of PTA are male and female respectively as show in the table female participation is very low especial in management and it need to empower women in every aspect.

Table 2 respondents by qualification and years of services.

Item	**Educational level**	**Principals**		**Teachers**		**PTA**	
		f	%	f	%	f	%
Qualification	Master degree	-	-	-	-	-	-
	degree	2	66.66	9	26.47	2	33.33
	diploma	1	33.33	25	73.52	3	50
	certificate	-	-	-	-	-	16.6
	total	3	100	34	-	-	-
Years of services	5and below	-	-	10	29.41	1	16.6
	6-10	2	66.66	18	52.94	3	50
	11-15	1	33.33	5	14.70	2	33.3
	16-20	-	-	1	20.94	-	-
	21and above	-	-	-	-	-	-
	total	3	100	34	100	6	100

As table4.3 shows, 2(66%) of principals, 9(26.47%) of teachers and 2(33.3%) of PTA, were degree holders and 1(33.33%) of principals, 25(73.52%) of teachers, and 3(5%) PTA has the qualification of diploma and majorities of principals have the first degree. Out he matter of years of service in a schools 2(66.66%) of principals 18(52.94%) of teachers and 3(50%) of PTA respondents have work experience within range of 6-10 years of service .and 10(29.41%) of teachers and 1(16.6%) of PTA have a year experienced 5 and below .that majority of respondents have experienced 5-16 years of service.

Table 4 stake holder's participation in strategic plan implementation.

No	item	Respondents	SA		A		UD		D		SD		MEAN
			F	%	f	%	f	%	f	%	f	%	
1	There is high percentage of stakeholders participation in strategic plan implementation	Principals and PTA	2	22.2	5	55	1	11	1	11	-	-	3.3
		teachers	6	17.64	12	35.4	8	23.52	5	14.7	3	8.8	
		total	8	18.60	17	39.53	9	26.47	6	13.95	3	6.97	
2	The planning phase of strategic plan was participated by all stakeholders	PR and PTA	4	4.4	3	33.3	2	22.2	-	-	-	-	3.6
		teachers	3	8.82	18	52.94	5	14.7	7	20.5	3	8.82	
		total	7	16.27	21	48.8	7	16.27	7	16.2	3	6.97	
3	Annual report of strategic plan implementation are disseminated to all stakeholder	PR and PTA	1	2.9	6	66.66	2	22.2					2.8
		teachers			5	14.7	9	26.4	20	58.8			
		total	1	2.32	11	25.58	11	25.5	20	46.52			
4	Strategic plan implementation monitored by all concern	RR and PTA	4	44.4	2	22.2	2	22.2	1	11.11			3.37
		Teachers	6	17.64	13	38.23	3	8.8	6	17.64	6	17.64	
		total	10	23.25	15	34.88	5	11.62	7	16.27	6	13.95	

	body												

In table 3. item 18(18.60%) respondent strongly agreed17(39.53%) respondent agreed,8(23.52%) respondents disagreed 3(6.97%) respondents strongly disagree and mean of 3.3 respondent responses on high percentage of stake holders' participation in strategic plan implementation. therefore, this indicated that leaders involve stakeholders when implement strategic plan.

In the same table3 item 2: 2.7(16.27%) respondents as strongly agreed 7(16.27%) agreed, 21(48.8%) undecided, 7(16.27%) disagreed and, 3(6.97%) respondents strongly disagreed. And mean of the 3.3 respondent responses on the planning phase of strategic plan was participatory of the stakeholders.

In a same table4: item 3 1(2.32%) respondents agreed, 11(25.58%) agreed, 11(25.58%) respondents undecided,20(46.25%) respondents disagreed and mean of 2.8 respondents were responses on annual report of strategic plan implementation are disseminated to all stakeholders. This implies there were gap on disseminating annual report to the stake holders.

In same table 4: item 4 10(23.25%) respondents strongly agree, 15(34.88%) respondents agreed, 5(11.62%) respondents undecided, 7(16.27%) disagree, 6(13.95%) strongly disagree.

This show that school plan implementation was monitored by the management of the school.

Table 5 influences of leadership of strategic plan implementation

no	Items	Respondents	SA		A		UD		D		SD		
1	School value, mission and standard are known to the entire school community		F	%	f	%	f	%	f	%	f		
		Principals and PTA	-	-	2	22.2	4	44.4	2	22.2	1	11.11	1.9
		Teachers	1	2.94	5	14.7	7	20.58	13	38.23	8	23.52	
		Total	1	2.32	7	16.27	11	25.58	15	34.88	9	20.43	
2	School administration has discharging professional duties in implementation of strategic plan	PR and PTA	2	22.2	1	11.11	3	33.3	1	11.11	2	22.22	2.7
		Teachers	3	8.82	6	17.6	9	26.47	10	29.41	6	17.64	
		Total	5	11	7	16.27	12	27.90	11	25.58	8	18.60	
3	School leadersencourages and motivates staff to implement the strategic plan	PR and PTA	-	-	3	33.3	5	55.5	1	11.1	-	-	2.5
		Teachers	2	5.88	3	8.82	9	26.47	13	38.23	7	20.58	
		Total	2	4.65	6	17.64	14	32.55	14	32.55	7	16.27	
4	Management ensured personal understanding the organizational objectives	PR and PTA	1	11.1	5	55.5	2	22.2	1	11.1	-	-	2.8
		Teachers	1	2.94	8	23.52	9	26.47	10	29.41	7	20.58	
		Total	2	4.56	13	30.23	11	25.58	11	25.58	7	16.27	

As table 4: item number 1:1(2.32%) respondents strongly agreed, 7(16.27%) agreed, 11 (25.58%) undecided 15(34.88%) disagreed, 9 (20.43%) respondents were strongly disagreed and mean of 1.93 respondents were responses of school values mission, and standard are known to entire school community. This implies that schools' values, mission and standard are not clearly known to the entire community this leads minimum rate of strategic plan implementation.

In a table 4, item 2 5(11.62) respondents strongly agreed, 7(16.27%) agreed, 8(18.60%) strongly disagree and mean of 2.76 respondents were responses on school administration has discharging professional duties in implementation of strategic plan. This implies the school administration

In the same table item 3, 2 (4.65%) strongly agreed, 6 (17.64%) agreed, 14 (32.55%) undecided, 14 (32.55%) disagree 7 (16.27%) strongly disagree and mean of 2.58 respondents were responses on school leaders encourages and motivates staff to strategic plan implementation.

In table 4 item 4: 2 (4.65%) strongly agreed, 13(30.23%) agreed, 11(25.58%) undecided 11(25.58%) disagreed, 7(16.27%) strongly disagreed and with the mean of 2.88 respondents were responses on management ensured personal understanding of the organizational objectives.

Table 6: Challenges to Implement Strategic Plan.

No	Item	Respondents	S A		A		S D		D A		S D		Mean
1	Poor management and lack of schools		F	%	F	%	F	%	F	%	F	%	2.16
		PR and PTA	-	-	-	-	2	22.2	4	44.4	3	33.3	
		Teacher	-	-	2	5.8	19	26.4	18	52.94	5	14.7	
		Total	-	-	2	11.62	11	25.5	22	51.5	8	18.6	
2	Lack of collaboration among managements and other concern bodies (teachers, PTA)	PR And PTA	4	44.4	5	55.	-	-	-	-	-	-	3.97
		Teachers	12	35.29	17	50	5	14.7	-	-	-	-	
		Total	16	37.20	19	44.18	5	16.6	-	-	-	-	
3	Shortage of resources	Pr And Pta	4	44.4	2	22.2	2	22.1	1	11.1	-	-	4.25
		Teachers	18	52.94	12	35.29	2	5.88	1	29.94	1	2.94	
		Total	22	51.16	14	32.5	4	9.30	2	4.65	1	2. 3	
4	Lack of trained man power	Pr And Pta	-	-	1	11.11	2	22.2	3	33.3	3	33.3	2.93
		Teachers	5	14.70	9	26.47	10	29.4	6	17.64	4	11.7	
		Total	5	11.62	10	23.25	12	27.9	9	20.93	7	16.2	
5	Lack of regular school supervision which is related with the	Pr And Pta	10	11.1	2	22.2	3	33.3	2	22.2	1	11.1 14.7	3.58
		Teachers	10		12	35.29	6	17.6	3	8.82	5		

	implementing of strategic	Total	11	25.58	14	32.5	9	20.9	5	11.62	6	13.95	

In the table 5 item 1 2(11.62%) agree, 11(25.58%) respondents undecided 22(51.56%) disagree 8(18.60%) respondents were strongly disagree and mean of 2.16 respondents were respondents on poor management and lack of ability to the managers of schools.

In the same table item 2; 16(37.20%) strongly agree, 19944.18%) respondents agree, were as 5(16.62%) respondents were undecided and with the mean 3.97 respondents' responses on lack of collaboration, among managers and other bodies like teachers pta.

In the same table 5 item 3 22(51.16%) respondents were strongly agreed 14(32.58%) respondents agreed, 4(9.305) respondent's undecided, 2(4.65%) respondents disagree and 1(2.32%) strongly disagree.

Mean 4.25 respondents were respondents on shortage of respondents are the challenges in implementing strategic plan.

In table 5, item no 4, 5(11.62%) were strongly agreed, 10(2. 25%) respondents agreed, 12(27.90%) respondents were undecided and 16(37.20%) respondents were disagreed with the mean 2, 93 respondents on lack of trained man power.

Table 5, items no 4 11(25.58%) and 14(32.55%), 9(20.93%), 5(11.62%), 6(13.95%) were responded, strongly agreed, undecided, disagreed and strongly disagreed respectively. The mean of the responses was 3.58. this indicates that lack of regular supervision in implementation.

Table 7: Strategies to Proper Implementation of Strategic Plan.

no	Item	Respondents	S A		AG		UD		D A		SD		mean
1	Reviewed regularly at the end of the year		f	%	f	%	F%	F%	f	%	f	%	
		pr and PTA	2	22.2	2	22.2	3	33.3	2	22.2	-	-	2.95
		Teachers	4	11.7	3	8.82	15	44.	7	20.58	5	14.70	
		Total	6	13.9	5	11.6	18	41.8	9	20.93	5	-	
2	The staff members involved in professional training	Pr and PTA	3	33.3	2	22.2	4	44.4	-	-	-	-	3.37
		Teachers	6	17.6	8	23.	10		8	23.52	2	58.8	
		Total	9	20.9	10	23.2	14	32.5	8	18.60	2	4.65	
3	Allocate resource according to its priority	Pr and PTA	4	44.4	3	33.3	2	22.2	-	-	-	-	3.55
		Teachers	7	20.58	9	26.47	10	29.41	6	17.64	2	5.88	
		Total	11	25.58	12	27.90	12	27.90	6	13.95	2	4.65	
4	Effective regular communication	Pr and PTA	4	44.4	5	55.55	-	-	-	-	-	-	4.23
		Teachers	14	-	12	-	8	-	-	-	-	-	

	with all stakeholders and annual report has disseminated to all stakeholders	Total	18	41.86	17	39.53	8	18.6	-	-	-	-	

SA strongly agree A agree UD undecided DA disagree SDA strongly disagree In table 6 item no 1; 2(13.95%) respondents were strongly agreed, 5(11.62%) were agreed, 18(41.86%) respondents were undecided,9(20.93%) were disagreed and 5(11.62%) despondences were strongly disagreed with the mean 2.95 responded on the statement.

In the same table item, no 2: 9(20.9%) strongly agreed, 10(23.5%) agreed, 14(32.5%) undecided, 8(18.6%) disagreed and 4.6strongly disagreed. Mean of the respondent's responses were3.37 on the staff members involved in professional training.

In the same table item, no 3: 11(25.8%) respondents strongly agreed, 12(27.9%) respondents were agreed, 12(27.9%) undecided, 8(18.60%) disagreed with mean of 3.55 were responses on allocate resources according to its priority.

In the same table item, no 4: 18(41.8%) strongly agreed, 17(39.53%) agreed, 8(818.8%) undecided.

In generally from the table 6 the finding from questionnaire with respect to principal's PTA, and teachers clearly reflect that strategies to proper implementation of strategic plan in school were effective regular communication with stakeholders and disseminate annual report to the stake holders, allocate resource according to its priority and involve the staff and give professional training.

UNIT FIVE

5.1 SUMMARY, CONCLUTION AND RECCOMMENDATION

This part presents the summary of the findings of the study, conclusions and recommendation.

5.2 Summary.

Purpose of the study was to investigate implementation of strategic plan in abba fransua primary schools. The objectives of the study were; the extent of stakeholders' participation of strategic plan implementation, to identify the major factors those have hindered implementation of strategic plan implementation; and to suggest possible effort to be made improve implementation of strategic plan in abba fransua primary schools. A descriptive survey method of the study designed for the purpose of the study. He respondent of the study were 34 teachers select using simple random sampling techniques and 3 principals by using available sampling techniques and 3 PTA using simple random sampling techniques. Both qualitative and quantitative analyses of data were employed.

In stakeholder's participation in strategic plan implementation the researcher reveals that there is no as much stakeholder's participation even though some involvements were practiced.

Concerning the issue related in influence of leadership the finding indicated that in efficient and ineffective assessment done. The school value mission, vision and standard are not clearly known to the enter community. Lack of school leader encouragements of the school staff and motivation to implement strategic plan. Generally, what he leader pay attention to participate and motivate the staffs on a regularly bases in poorly done.

The study reveals that most important factors that hinder the implementation of strategic plan was lack of regular school supervision, lack of collaboration with in schools. Strategic plan implementation is greatly hindered by inadequate resources, in terms of physical facilities, finances, and human resource.

Concerning effort made for better improvement allocating resources according to its priority, effective regular communication with concern bodies and involves the staff on training.

5.3 CONCLUSIONS

Based on the major finding of the study as summarized above it can be concluded as follow.

- ✓ The study concluded that primary school of abba fransua have embraced school strategic plan as a school management and administrative tools. However, the implementation of strategic plans remains to be a challenge to many schools.
- ✓ The findings indicated that generally although some activities of implementation o strategic plan practiced, but not adequately effective the extent required. This may negatively affect effectiveness of strategic plan implementation with respect to learning outcomes.
- ✓ The extent of stake holder's participation in strategic plan implementation is not as much enough when it compares with its scope and enough importance's.
- ✓ On school management the study concluded that school value, mission and standard not clearly known to the entire community and motivation and encourages of staff by management are minimum.
- ✓ On factors influencing success for implementation of strategic plan in schools he study concluded ha collaboration among stake holders and management, resources and regular supervisions related factors influenced the success of implementation of strategic plan in schools. Generally, the implementation of strategic plan was not adequately effective.

5.4 RECCOMMENDATION

Based on the findings and conclusions of the study the researcher wishes to make the following recommendations

- ✓ School principals should ensure appropriate opportunity for staff, parents and community to participate in the strategic plan implementation and planning process.
- ✓ School management needs to plan top down approach to bottom up approach. This was be enhancing high degree of participation. In addition, school management should seek collaboration with other stakeholders'

- ✓ A regular and continuous evaluation and reviewing of the implementation of strategic plan by internal and external supervisor or concern body so that appropriate measure was be take on time.
- ✓ Gubre sub city education office should allocate in adequate resources in time to the schools to ensure that implementation of strategic plan and ensure the capacity building program to the managers and staffs.

References

Bantiesworis (2004) "Introduction to management" Addis Abeba University

Bekele T. Asefa B. And SeyoumWodajo (2004) introduction to educational organization and management 1st educational Dilla university

Chang Gc, 2006. Strategic plan in education some concepts and steps. Educational sectors, published in 2006, 2008 by division of education policies and strategies.

Choben, M,c, 2006 Strategic plan and decision making in higher education. What gets at tension and what doesn't?

Dalin R.(1998). Strategic planning in education: some concept and methods.

ForajallaBeyoum (1999:38) educational planning for development 6th edition London: macmillan press 1td

Gwang-Chol CHANG. (2008 Strategic planning in education: some concept and methods

Harris A. 2000. What work in school improvement lesson from the field and future directions, educational research, vol 42, no1

Janet Shapro. (2001) CIVICUS: Strategic planning Toolkit

Kargar J, blue mental 2008 A. Successful implementation of strategic plan.

Osei, G.A. 2006 Principal and teacher's strategies for motivation teachers in secondary school in delta north senatorial districts.

Robin, P, S, 2003. Organizational theory. new jersey: prentice hall international. School in Hargreaves

Steven,H. 2008 secondary school strategic planning. Turkana head teachers' conference. April, 2008.

Sushila, B .2004 Management and evaluation of school. Nairobi: oxford university pre

Swiderska, k. 2001 Stakeholder's participation in policy on access to genetic resources.

Appendix

A Wolkite University College of education and behavioral science department of educational planning and management Questionnaires for principal, PTA and teachers

Dear school leaders and teacher's PTA and Teachers:

Purpose of these questionnaires is to gather information for the study entitled as assessing strategic plan implementation in abba fransua primary schools. The success of the study to great extent depends on your genuine and firmly to each question response to each question. Therefore, you are kindly requested to fill the questionnaires honestly and responsibly.

Thank you in advance for your cooperation

General directions

- You are not required to write your name
- Indicate your response by writing or marking sign "X" in the box for questions with options.
- All your answer was be kept confidential and used for academic purpose
- Please follow instruction provided for each part

Part 1. Back ground and personal information

1.1 responsibility in school

1.2. Sex M F

1.3. Age 20-24 25-30,31-36,37-42,43 above

1.4. year of experience less than 5 years 5-10, 11-15

1.5. Your education level degree diploma certificate

Part 2 the following questions are general about strategic plan implementation, stakeholder's participation, influence of school leadership during implementation, challenge to implement the plan and the solution to overcome strategic plan implementation in your school. Rate their degree of application as per the condition of your school.

5 Strongly agree, 4 Agree, 3 undecideds, 2 Disagree, 1 Strongly disagree.

No	Items	5	4	3	2	1
1	There is high percentage of stakeholder's participation in strategic plan implementation					
2	The planning process of strategic plan was participative of all stakeholders					
3	Annual report are disseminated to all stakeholders					
4	Strategic plan implementation is monitored by all stakeholders					
	Influence of school leadership strategic plan implementation					
1	School value, mission, vision and standards are known to the entire school community					
2	School priorities are clearly linked to the school improvement process					
3	Assignment of responsibilities man power, material, and financial resource are allocated to implementation of strategic plan					
4	School administration has discharging professional duties in implementation of strategic plan					
	Challenges in implementation of strategic plan					
1	Poor management and lack of ability of leader					
2	Lack of ability of collaboration during implementation					
3	Shortage of resources					

4	Lack of stakeholder's participation and regular school supervision					
	Strategies to overcome strategic plan implementation problems					
1	Effectiveness of strategic plan implementation reviewed regularly at the end of the year					
2	The member of staff involved in professional training and the frequency of this involvement is documented					
3	Resources are allocated according to its priority					
4	School has effective regular communication with all stakeholders					
5	Annual report has disseminated to all stakeholders					

Part 3. Open ended question for school principal and PTA

1What extent all stakeholders participate during a strategic plan implementation in your school?

2 what is principal influence in implementation of strategic plan in your school?

3. What makes difficult implementation of strategic plan in your school?

4 what strategies you use to solve the implementation of strategic plan in your school?