

STRATEGIC PLAN IMPLEMENTATION IN SODO DACHE WOREDA  
EDUCATION OFFICE SOUTH WEST SHOA ZONE, OROMIA Regional  
State ,Ethiopia

MA THESIS

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**Strategic Plan Implementation In Sodo Dache Woreda Education Office  
South West Shoa Zone, Oromia Riginal State, Ethiopia**

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Management

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Management in Partial Fulfillment of the Requirements for Master of Arts  
Degree in Educational Leadership

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## **DEDICATION**

I dedicate this thesis manuscript to my wife, Shaftu Tarakegn and my children Firaol and milto Abera for their dedicated partnership in accomplishing my second degree and for nursing me with affection and love in success of my life.

## **STATEMENT OF THE AUTHOR**

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

This thesis is submitted in partial fulfillment of the requirement for MA degree from the Post Graduate Program Directorate at Haramaya University. The thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the library. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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## **BIOGRAPHICAL SKETCH**

The author was born in Gida Ayana town of East WollaggaZone Oromia Regional State in April 1986. He attended his primary education in Jangir Elementary and Junior School Gida Ayana Then; he joined Gida Ayana Comprehensive Secondary School and completed secondary school education in 2004. Then after, he joined Mettu Teachers college and graduated With Mathematics diploma in 2010.

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## **ACRONYMS AND ABBREVIATIONS**

ESE	Ethiopian Education Sector
ICT	Information Communication Technology
IQE	Improving the Quality of Education
LEA	Local Education Authorities
MoE	Ministry of Education
SDWEO	Sodo Dache Woreda Education Office
SIP	School Improvement Program
TVET	Training Vocational Educational and Technology
SMART	Specific, Measureable, Attainable, Results- oriented, and time- bound
SPI	Strategic Plan Implementation
SP	Strategic Plan
SIPC	School Improvement Program Committee
SPSS	Statistical Package for Social Science
SWOT	Strengths, Weaknesses, Opportunities, and Threats
WEO	Woreda Education Office

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Practices and Challenges of Strategic Plan Implementation in Sodo Dache  
Woreda Education Office South West Shoa Zone, Oromia

ABSTRACT

*The purpose of this research was to assess the implementation of Strategic plan in Sodo Dache Woreda Education Offices South West Shoa Zone, Oromia. Descriptive survey research design was employed. The subjects of the study were 1 Head of Education office, 1 Deputy head office, 1 planning and programmer , 24 Woreda Education Expertise, 1 supervisor, 2 principals, 3 vice principals, 10 department heads by available sampling method. And whereas 24 teachers were selected by purposive sampling technique. The data were collected by using the questionnaire, document review and interview guide. The collected data were analysed by using descriptive survey statistics through statistical package for social science software (SPSS Version 20. And the data obtained through questionnaires was analyzed using statistical tools such as frequency, percentage, mean and standard deviation. The instruments reliability was tested using cronbach alpha reliability coefficient was 0.994 The findings indicate that stakeholders were one of the key factors affecting the implementation strategic plan in the SodoDache Woreda Education Office. Therefore the study suggest that active involvement of stakeholders at all level in preparing and implementing was very crucial., conclusions the biggest challenge in the strategic plan implementation in education office were inadequate involvements of stakeholders .Other notable challenge include the problem of finance resources, leadership role, poor communication channels the least challenge initiation in implementing strategic plan. Finally the study recommend the Woreda Education leaders, Experts and plan and programmer participating and involvement in preparing and implementing in strategic plan very essential.*

***Keywords, Implementation, plan, practices, strategic.***



# 1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, basic research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions of key terms.

## 1.1. Background of the Study

Education is the instrument that facilitates political, economic, social and technological development of a country. It improves the productive capacity of societies and their political, economic and scientific institutions (Ololube, 2013). Hence, education is recognized as a key instrument for over all development of every nation.

In order to obtain the benefits from education, the role of educational managers and their function is highly significant and the achievement of educational goals requires proper implementation of strategic plans. For education to play its key role on the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize a country's development for decades (Akpan, 2020). As such, educational planning is an important attribute of strategic management in achieving the aims and objectives required of education. Planning is any set of formal and rational activities that seeks to anticipate conditions, directions, and challenges at some future point in time for the purposes of enhancing the readiness of personnel and the organization to perform more effectively and to attain relevant objectives by optimal means; future oriented, goal-oriented, based on rational and verifiable procedures and data, and related to performance enhancement and goal achievement by optimal means(Fielden, 2014). Thus, the strategic planning practice offers a setting where all issues affecting the education can be thoughtfully addressed.

A strategic plan implementation is intended to achieve organization purpose. It is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and how it does it with a focus on the future (Bryson, 2011)observes that in a strategic planning process, resources such as people, skills, facilities and money to implement the strategic plan must be adequate. Many organizations today are focusing on becoming more competitive by launching competitive strategies that give them edge over others. To do this, they

need to craft workable strategies. A strategy is a long term plan of action designed to achieve a particular goal, as differentiated from tactics or immediate actions with resources at hand. The reason for strategic or long-range planning is to assist organizations in establishing priorities and to better serve the needs of the stakeholders (Bryson, 2016).

Strategic plan implementation (SPI) is disciplined effort to produce fundamental decisions and actions aimed at shaping the nature and direction of an organization's activities. That is, a strategic plan is a road map to lead an organization from where it is now to where it would like to be in five or ten years. Strategic implementation comprises the procedures of defining objectives and creating strategies to attain those objectives. Strategic Plan implementation needs a lot of issues and need to be solved. Strategic change and successful implementation have one aim, a higher organizational performance, the successful implementation of the strategy that is needed and developed. As Hut, Olson, and Slater (2005) say "doing is harder than dreaming". Organizations invest a lot of time and, resource in the planning of strategy, but very little of it will get successfully implemented. Research in this field leads to a better understanding of what can go wrong and why, but also what will foster success.

There is little systematic knowledge mistake about how to implement a well-conceived strategy on paper and in the real day-to-day business of an organization. Without effective implementation, "even the most superior strategy is useless" as Aaltonen and Ikavalko (2006) realized.

One of the key factors affecting implementation of strategic plans is stakeholders' participation. The success of any strategic plan lies in the level of participation of all those who will be charged with the responsibility of implementing it. Therefore, active involvement of stakeholders at all levels is emphasized. Research by Sewiderska (2001) shows that stakeholder participation plays a critical role in ensuring the strategic of building the conditions necessary to facilitate smooth implementation of strategic plans. Participation generates awareness and capacity amongst stakeholders, helps to build consensus and support for implementation of the plan, improved trust, collaboration and motivation to put policy into practice

.In Ethiopia, the demand for high quality government services continue to grow as citizens' expectations about the quality and value of those services rise, for instance, policy makers and

stakeholders in the education sector are increasingly under pressure to provide more and better quality services. Institutions evaluate the conditions in their operating environments, examine cooperative, operating environments, examine cooperatives, pressures, carryout strengths, weakness, opportunities and threats (SWOT) analysis and identify strategic issues, this is through development of strategic planning and executions, of strategies capable of moving the institutions to their desired future states. This also implies that the institutions of learning were engaged in practical strategic planning, making choices and decisions about the long-term future of an organization (Pearce and Robinson, 2005).

In addition to this, these researchers recommended the solution for the problem but no one tried to mention the final method of solution making. And also recently the data from Sodo Dache Woreda Education Offices Reports indicates in 2017 G.C. The Office set various objectives to maintain educational internal efficiency, expand educational access, assure educational quality, however, the reports from 2009 to 2013 G.C. Shows huge gap between education plan and actual performance. In this case, the researcher from his experience observed that there is a gap between annual plan and the report at the end of the fiscal year .On the other hand, the researcher from his experience has observed some of strategic plan implementation problems like; less participation of internal and external stakeholders, taking a less part in supporting by materially and morally, that hinder the program from achieving its objectives. These all facts show that there are serious problems of educational strategic plan implementation in Sodo Dache Woreda Education Office. Hence, this fact has triggered the researcher to deal with this specific topic What makes this research unique (different from the previous researches) it was different by places, time and year. The study was attended to mention the best way to get solution and how these solution can be implemented.

Depending on the above ideas from different studies and from the experience of the researcher without participatory educational planning and implementation, there is no educational development and change. Therefore the current study tries to assess School Development Strategic Planning and Implementation on government secondary schools and Education Office of Sodo Dache Woreda in South West Shoa zone Oromia, National Regional State of Ethiopia.

## 1.2. Statement of the Problem

The ultimate goal of education is to develop the individual's mental capacity and character for higher education and useful living within the society. Whereas, educational strategic planning is the main tool of strategic management. It plays a vital role in assuring quality education in particular and achieving the educational goal in general. Hence, effective strategic plans preparation, implementation, monitoring and evaluation are key factors to attain educational goal. However, improper educational planning and poor implementation are remaining challenges in developing countries education system (Fides & Carol, 2015). As developing countries, the Ethiopian education system is faced with many challenges. There have been repeated complaints that the education sector in Ethiopia has been poorly funded resulting in poor quality performance of educational products (Awoke, 2020). In the face of these challenges, education sector is being encouraged to transform its educational system through proper implementation of strategic plans (FDRE, 2015).

The ultimate test of a strategic plan is in the implementation, which is in the capacity to continuously reinterpret and adapt the original activities proposed in the light of shifting constraints and possibilities, and without deviating from the final goal. In the practices of strategic plan implementation, organizations set ideas and design visions to work. In this case, organizational culture and structure will play a role in the successful implementation of strategic plans. However, failure to involve all stakeholders in preparing the strategic plan results in poor attainment of the intended goal and poor implementation of strategic plan are remaining challenges in developing countries particularly in Ethiopian education system.

For instance, Gezahegn (2016) indicated lack of participation of stakeholders as one of the challenges of strategic plan formulation in Addis Ababa city government schools. According to Chane (2010), the implementation of strategic planning had faced many challenges, such as lack of commitment of the management, unwillingness to cascade strategic plan to operational plan, low strategic plan revision, poor communication, and lack of monitoring and evaluation system. Andualem (2019) indicated that the preparation and implementation of the school's strategic plan was moderate due to the lack of the right human resource and also the finding revealed that there is visible lack of awareness and collaboration among the stakeholders. Nevertheless, the biggest

challenge in strategic change is however the phase after planning, the successful implementation of the strategy that is needed and developed.

Moreover, much is known and studied about the practices and challenges in the strategic plans which appear during the implementation phase. Some approaches and methods have been developed to ensure a strategic plans implementation; the most important challenges were introduced and summarized previously by some researchers. However, a gap still exists between knowing what to do and actually doing it. Thus, there is little systematic knowledge about how to implement strategic plans on paper in the real day-to-day activities of education sector. According to data obtained from Ethiopia Ministry of Education (MoE) (2017), education sector, a part of the larger government sector, is expected to face problems of implementation of strategic planning. Also MoE indicated that inadequate planning and management capacities at the lower level of the section and the schools are a critical problem in realizing the goals of education. The capacity to interpret policies, collect and analyze appropriate data, and enabling schools to take appropriate action to meet the minimum quality standards defined for local situations are critically lacking at the lower levels of the organizational structure including schools.

In general, it is crucial to undertake different studies for the school principals, supervisors, teachers, educational experts and educational stakeholders to scale up models and to search solutions for the problems encountered through strategic plan implementation.

Even though different studies were undertaken to search solution for school development strategic planning and its implementation in different areas of the region, to the researcher knowledge no other researcher tried to conduct research and found solutions for the problem particularly to the study area. Therefore, the current study focuses on the practices and challenges of strategic planning and its implementation and to recommend some possible solutions in secondary School and Woreda Education Office of Sodo Dache South West Shoa zone Oromia, National Rional State of Ethiopia.

### **1.3. Research Questions**

This research was conducted to answer the following questions:

1. What are the practice of leaders in the implementation of strategic plan in Sodo Dache Woreda Education Office?
2. To what extent do stakeholders participate in the implementation of strategic plan in Sodo Dache Woreda Education Office?
3. What are the challenges of the strategic plan implementation in Sodo Dache Woreda Education Offices?
4. What is the current status of implementing strategic plan in Sodo Dache Woreda Education Office?

### **1.4. Objectives of the Study**

#### 1.4.1. General objective of the study

The general objective of this study is to examine the challenges and practices in the implementation of strategic plan in Sodo Dache Woreda Education Office.

#### 1.4.2. Specific objectives of the study

The specific objectives of the study are intending to:

1. Determine the current status of implementing strategic plan in Sodo Dache Woreda Education Office.
2. Identify the practice of leaderships in the implementation of strategic plan in Sodo Dache Woreda Education Office of study?
3. Identifying to what extent of stakeholders' participation in the implementation of strategic plan in Sodo Dache Woreda Education Office.
- 4 Sort out the challenges to implement the strategic plan in Sodo Dache Woreda Education Offices?

### **1.5. Significance of the Study**

The result of the study may be surving much significance to Sodo Dache Woreda Education Office, in addressing the implementation of strategic plan. It may also help to create awareness about strategic plan implementation .It may provide information for educational office at regional, Zonal Woreda level on the current of strategic plan implementation and help to

discharges their responsibility in Sodo Dache Woreda Education Office. It may provide information for police designers that will help will be help furthers developments. The study was added to the existing literatures practices to the experience of educators.

### **1.6. Delimitations of the Study**

In order to make the study more manageable, feasible within the given time, and budget, it was geographically delimited to government Secondary school and Woreda Education Office of Sodo Dache Woreda South West Shoa Zone. Why the researcher selected this area is, he is employed as a school teacher in this secondary school and it is easy to gather data while working. And also was limited to the major stakeholders (principals, vice principals, teachers, department heads, Woreda office experts, Woreda Education Office planning and programmer, head and deputy headOffice) in strategic planning in implementation.

Finally it was delimited by descriptive survey research design depending on the tittle and research method is quantitative and qualitative regarding data collection instruments, questionnaires, interview guide and document analysis of practices, and challenges of strategic plan implementation, and allows researcher to gather information, summarize, present mean, standard deviation and interpret for the purpose of clarification (Orodho, 2005).

### **1.7. Limitation of the Study**

Besides all the endeavors made to design and conduct the research as properly as possible, the researcher has encountered various factors that might slightly limit the depth of insights in to the problem. Another limitation was most of Sodo Dache Woreda Education Office Head, Deputy Office Head and planning and programmer. School supervisor and School principals and vice principals were busy and there were slight difficulties to respond to questionnaires. Again, the practical weaknesses of the methodologies applied for the study might also have slight effect on the study. In spite of these short -comings, it was attempted to make the study as complete as possible. Then, the researcher forwarded the necessary solution resulted from respondents response, interview and document analysis of Education Office and School in chapter five, this may add some information for future research and adds resource literatures in Ethiopian context.

## 1.8. Definitions of Key Terms

For the purpose of promoting uniformity and understanding in this study, the terms will be defined.

. **Leadership** is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

**Operational plan:** is an annual work plan .it describes short term business strategies it explains how a strategic plan will be put into operation (or what portion of a strategic plan will be addressed) during a given operational period (fiscal years),

**Sodo Dache Woreda** : it is one of the 11<sup>th</sup> woreda of south west shoa zone.

**South West shoa zone:** it is one of 21<sup>th</sup> Zone of Oromia and locate in south west of Ethiopia

**Stakeholders:** - Refers to the persons, organization, or system, who affect or can be affected by the organization' actions. In educational bureau, stakeholders include Office head, deputy Office head, , all employees, and clients generates awareness and capacity amongst stakeholders, helps to build consensus and support for implementation of the plan, improved trust and collaboration and generates motivation to put policy into practice

**Strategic implementation:** -a process where the manager of an organization implements the designed strategic plan on a day-to-basis. A strategic plan implementation is intended to achieve organization purpose. It is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and how it does it with a focus on the future.

**Strategic planning:** is the process of determining institutions long-term goals and then identifying best approach for achieving those goals

## 1.9. Organization of the Study

This research paper is organized into five main chapters. The first chapter presents the introductory part consists of background, statement of the problem, objectives, significance, delimitation and limitation of the study and definitions of key terms and concepts. The second chapter holds review of literature pertinent to the research. The third chapter discusses about research methodologies applied. The collected data from subject of the study are carefully analyzed and interpreted under chapter four. Finally, the fifth chapter summarizes the study and forwards conclusions and recommendations based on the findings of the study

## 2. REVIEW OF RELATED LITERATURE

This chapter deals with review of literature related to study on challenges and practices in the implementation of strategic plan in Sodo Dache Woreda Education Office. The chapter covers the following: concept of strategic planning, importance of strategic plan, kind of *strategic* plan, role of leadership in strategic plan implementation, opportunity of strategic plan implementation, challenges of strategic plan implementation, practices of strategic plan implementation, strategic planning in Ethiopia.

### 2.1 Concept of Strategic Planning

Planning refers to the process of deciding what to do and how to do it. It is also a social activity it involves people. Planning tends to evolve over time, with new issues and tools. For example, in recent year's social equity, environmental risk management, heritage preservation, energy planning, security, non-motorized transportation, public health, and sustainability have all become planning issues. Smart planners embrace these new issues and practices becoming the local expert on a new planning issue can be a good career move. Planning increasingly incorporates the concept of sustainability, which refers to comprehensive, strategic planning that explicitly considers long-term and indirect impacts. Sustainability planning strives for development (increased quality) rather than growth (increased quantity), and recognizes resource constraints and ecological risks such as fossil fuel depletion and climate change (World Bank, 2008).

A plan is the product of the planning process and can be defined as a set of decisions about what to do, why, and how to do it. A plan is the result of consensus building process, to be agreed upon by all those working in the fields covered as well as the other stakeholders contributing to its implementation. As an indicative, living framework, it is designed in such a way as to allow for adjustments in light of new developments during implementation. As a working tool, it includes not only policy and expenditure frameworks, but also the hierarchy of objectives, key actions and institutional arrangements for implementation, monitoring and evaluation (Chang, 2006).

Boxall and Puecell (2003) define a strategic plan as formal document setting out an organization's goals and initiatives over a defined time period. A strategic plan has two

dimensions namely: Operations and maintenance that focuses on routine day operations of the institutions. The other dimension focuses on improvements and future growth. The strategic plan focuses on a small set of realistic and prioritized objectives. It is medium term (3-5 years). In the Strategic Plan (SP) clear responsibilities are assigned to all stakeholders. It outlines the resources required and how the resources should be managed.

Literature review refers to the works the researcher consulted in order to understand and regular and ongoing planning, evaluation and review. Strategic planning includes all aspects of that contribute to improvement such as curriculum, ethos, equal opportunity ties, staff development and behavior building. The strategic issues addressed relate to academic performance, curriculum implementation, infrastructural development, integration as well as implementation strategies and desired outcomes. It outlines key issues relating to efficient service delivery and takes these into considerations in formulating the strategic direction the institution will take. Also addressed are methods of resource mobilization and the role of stakeholders in the implementation of the plan. This study thus sensitizes all the stakeholders in the academic discourse of their vital roles in the management of our institution to realize their mission and vision investigate the research problem (Komboand Tromp, 2006).

## **2.2. Importance of Strategic Plan**

Strategic plan improves the quality of teaching and learning. It helps to win the support of the staff and helps the community to understand direction of the institution. It also helps the institution to focus on learner progress and achievement. The plan helps the management team to have a co-ordinate approach in managing the curriculum, staff and resources. The team is able to focus on common goals by providing learners and educators with learning targets linking staff development to institutional development and giving clear information about the strengths, weakness and priorities of the institution.

In Ethiopia, the demand for high quality government services continue to grow as citizens' expectations about the quality and value of those services rise, for instance, policy makers and stakeholders in the education sector are increasingly under pressure to provide more and better quality services .to provide more and better quality services. Institutions evaluated the conditions in their operating environments, examine cooperative, operating environments, examine

cooperatives, pressures, carryout strengths, weakness, opportunities and threats (SWOT) analysis and identify strategic issues, this was through development of strategic planning and executions, of strategies capable of moving the institutions to their desired future states. This also implies that the institutions of learning were engaged in practical strategic planning, making choices and decisions about the long-term future of an organization (Pearce and Robinson, 2005).

### 2.2.1. Strategic planning for organization

To repeat strategic planning involves planning for an organization as a whole - as a corporate whole. So corporate strategic planning is not product planning, production planning, cash flow planning, workforce planning or any of the many of other sorts of planning conducted in today's organizations. It is the process by which the guiding members of an organization envision the future and develop the necessary procedures and operations to achieve that future (Goodstein, 2008). All these are designed to plan parts or sections or departments of organizations. As soon as a strategic plan starts to spell out detailed production plans, workforce plans, finance plans, and so on, it is going to overreach and become initiative-sapping set of edicts from Head Office. The importance of strategic planning comes not from the degree of control or supervision, and the level of detailed instruction it includes, but for the scale, time horizon, and importance of the decisions it embodies.

### 2.2.2. Strategic planning for strategic planners

Some planners seem to think that strategic planning means planning the whole organization and so they produce vast schedules showing what is going to happen to every tiny corner of the organization for years ahead in meticulous detail. It is possible to plan ahead in great detail for short periods of time; it is also possible to plan ahead for very long periods, although only in outline. To try to plan in meticulous detail over long periods, however, is quite misguided. Some people may become suspicious that the 'strategic planners' who do this are only trying to cultivate a greater mystique around the practice of strategic planning. They seem to be saying that you need to be very brilliant to do strategic planning. This is to confuse the importance of strategic planning with the self-importance of those who see themselves as 'strategic planners'. Top executives in companies with strategic planning departments get frustrated by 'planners' in their ivory towers, striving for an unattainable perfection in the messy reality of an uncertain world.

Strategic planning requires strategic thinking, which involves taking a broad set of facts and information into consideration as you strive to understand the present situation and circumstances, identify future trends and formulate future possibilities, decide on your organization's core values and value proposition, develop or firm up your organization's mission and vision, determine the means you will employ to attain your vision and accomplish your mission, and identify ways to mitigate or address challenges or obstacles likely to impede your progress or sub-optimize your overall success (Simerson, 2011; Taylor & Miroiu, 2002)

### **2.3. Role of Leadership in Strategic plan Implementation**

Implementing corporate strategy requires a team effort headed by your organization's leadership team. Each person involved in change management has their responsibilities, and it is important for the entire organization to understand the role of leadership in strategic implementation to make delegating responsibility more effective. education(Akpan, 2020) ,

Strategic implementation of any kind of new company policy or program requires participation from all of the departments that will be affected. Company leadership needs to identify what those departments are and create an implementation team that consists of representatives from each affected group. Management needs to create a structure that identifies various group leaders, the responsibilities of those group leaders and an accountability system that insures that the implementation team meets its timetable for getting the new program or policy in place. Leadership needs to help the employees understand how the institution's benefit from the new implementation, but it also needs to get the organization to see the setbacks of not making a change

#### **2.3.1. Monitoring**

Strategic implementation within a company is not an exact process. It is a dynamic procedure that needs to be monitored by management and altered to meet implementation goals. It is the responsibility of leadership to put a monitoring system in place, analyze the data that is being generated during the implementation and make any necessary changes to make the implementation more efficient. Monitoring and evaluation of strategy implementation processes in higher education institutions are so important to check whether the performance practices of

planned initiatives and activities are being carried out as planned. Herbst (2007) opined that good planning practice of the past was unthinkable without monitoring or performance measurement, as unthinkable as driving an automobile without looking where the car is heading and without steering to keep the vehicle on course or out of trouble. Above all, as to Rowley and Sherman (2001), monitoring the implementation of the plan is an essential part of the planning process, and needs to be more than routine re-endorsement.

### 2.3.2. Implementation Phase

Strategy implementation is the next logical step after strategy planning or formulation. It implies translation of the chosen strategy into action. Strategy implementation requires a good architecture of the organization and should therefore take into account how various parts of the organization work together in a manner that optimizes resource allocation, Johnson and Scholes (2002). Implementing a corporate strategy or change is often done in phases. The company leadership needs to be able to identify when each phase of a strategic implementation is complete and be ready to transition the institutions to the next phase. For example, if the institution is bringing in a new software program for customer management, then the first phase of the program may be to implement it in the others department. Management needs to identify when the proper alterations to the software have been made that will allow it to be implemented in other parts of the institution

## **2.4. Challenges of Strategic Plan Implementation**

According to Chane (2010), the implementation of strategic planning had faced many challenges, such as lack of commitment of the management, unwillingness to cascade strategic plan to operational plan, low strategic plan revision, poor communication, and lack of monitoring and evaluation system. Strategic plan is very complex that it might be hindered by various impediments that challenge the implementation .These challenges include: complexity of the program, mobility of the workers and, leaders coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders. These are lack of schedules in institutions that permit personnel' to meet and work together for sustained periods of time; the demanding nature of personnel work as an increasing number of well-socialized, less prepared to deal with materials, and more

frequently from family settings that are not supportive; the aging and often demoralize workers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities.

#### 2.4.1. Stakeholders Participation

Institutional needs participation of all stakeholder in bureaus' plan (strategic and annual plan), but most of the time plan is prepared by administrators. Therefore, the institutional mission and vision is not visible to all stakeholders and the intended client's outcome and ethical centered activities are not achieved without participation of stakeholder (MoE, 2007). The strategic planning in the institutions setting just like in the business sector, is dependent on leadership commitment and skills. In institutions, the leader is the most important person in determining planning effectiveness. The involvement of all stakeholders in the formulation and implementation of school educational plan was poor collaboration between teachers, PTA, supervisors and educational heads was not up to desired goals and also lack of trained man power, technological problems, political arrangement, economic circumstances and inadequate planning, low participation of parents were found to be the major impediments (Alemayehu, 2015). Generally, conclude that, lack of commitment, shortage of resources, pressure of external environment, capacity to implement the given tasks and absences of monitoring and evaluation system are commonly identified as reasons for the failure of the strategic plan implementation. Strategic planning is a process, an outcome, and, in its best form, a roadmap used by stakeholders throughout an institution to move the institution toward higher levels of achievement.

#### 2.4.2. Leadership

If the leaders of the institution, school, program, or department do not support the plan, it will be fail. This point seems obvious, but far too Leaders contribute to the success of the plan. They are present and engaged at the right times with the right people. Most important is their ongoing leadership responsibility they think strategically. Strategic thinking is guided by vision, mission, and values. Strategic thinking and consequent action aligned with a clear vision of the future is an antidote to the inevitable environmental changes that undermine the details of strategic plans. The strategic leader recognizes (and emphasizes) the importance of strategy formulation and execution (Simerson, 2011). Strategy formulation refers to both the decision-making processes

and outcomes that colleges and universities employ to align or fit their mission with their position in the marketplace (the environment), given the limited resources and capabilities of their internal systems

## **2.5 Strategic Planning In Ethiopia**

In Ethiopia conceptualize school planning in terms of human resources, curriculum and the financial resources, on human resources; first the plan argues that in order to enhance quality management in secondary schools. It is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of learners and the curriculum. Secondary school management had not been adequately trained in management and Administration and was ineffective and lacking in accountability. Third the plan deplors the poor terms and conditions of service that may lead to the poor morale some secondary school management who works in remote areas has inadequate basic amenities like housing ,access to clean water and health facilities lastly, the secondary school system is said to be marred by nepotism and corruptions in the promotion of school community such malpractices are likely affect school community morale, performance and commitment to strategic planning as non-performers are rewarded MoE( 2007)

## **2.6. Summary of Literature Review**

From what have been reviewed it was understood that strategic plan implementations contributes, to the overall success of Education Organization. Unless the objective., vision mission and goal of the Education Organization are to align with content of Educational plan strategies and mechanism of its implantation, the chances of these Organization benefit being successful are remote And leaders participating the stakeholders in preparation and implementation of strategic plan , increase the chance of effectiveness of the Education Organization . In addition, leaders are viewed as being vital to improving the effectiveness of an organization. One possible method for increasing an organization's effectiveness is by identifying an individual's participation and consequently, matching it to a vision and mission of organizations' strategic plan. Based on the review of the literature, there is evidence that clearly indicates that without having an understanding of the Stakeholders participation commitments of leaders and resource not obtain the desired results. As a result, school leaders and Woreda Education must have understand and shaping the stakeholders with the environments' of the Organization to implement strategic plan. In turn, this research study was helped to fill the gap

### **3. RESEARCH DESIGN AND METHODOLOGY**

This describes research design and methodology will be used to carry out the research and focuses on: description of the study area, research design, source of data, target population, sample size and sampling technique, data collection instruments, pilot test, data collection procedures, and ethical considerations.

#### **3.1. Description of the Study Area**

Sodo Dache Woreda is one of the remotest Woreda of south west shoa Zone Oromia, National State of Ethiopia. and it is located in south west from Addis Ababa ,South East from South West Shoa Zone .74km from Addis Ababa and 174 km from South West Shoa Zone. This Woreda contains eighteen kebele and one Town and also it has thirty two primary schools, two Secondary School namely, Bonja and Tare secondary school and one TVET School governmentally, from these two secondary school both were selected for study by available sampling technique. Its' Climate area where cold type of climate and it gets sufficient annual rain fall that creates favorable condition grow different type of crops, Sodo Dache Woreda Educational Office is the one where research did not take under and thus had not good opportunities to closely examine the operation of the strategic plan in Education Office. The Woreda shares boundaries with South people National state and structured in 1 urban and 18 rural kebeles and with an estimated of 63853 populations according to (2007).statistical data.

#### **3.2. Research Design**

A Research Design provides a framework for the collection and analysis of data. Choice of research design reflects decisions about priorities given to the dimensions of the research process. Lavrakas (2008) describes a descriptive survey research design as a systematic research method for collecting data from a representative sample of individuals using instruments composed of closed-ended and/or open-ended questions, document analysis, and interviews. It is one of the most widely used non-experimental research designs across disciplines to collect large amounts of survey data from a representative sample of individuals sampled from the targeted population. Orodho (2003) and Kothari (2004) describe a descriptive survey design as a design that seeks to portray accurately the characteristics of a particular individual, situation or a group. According to Pollitt and Beck (2003), in a descriptive study, researchers observe, count, delineate, and classify.

They further describe descriptive research studies as studies that have, as their main objective, the accurate portrayal of the characteristics of persons, situations, or groups, and/or the frequency with which certain phenomena occur. Depending on the above suggestion descriptive survey research design was employed for the study. Because a descriptive analysis was made to draw valid general conclusions concerning practices and challenges in the implementation of strategic plan of Sodo Dache Woreda Education Office. Descriptive survey type on the basic assumption that it will help to gather a larger variety of data related to the problem under the study.

### **3.3. Source of Data**

The data for this study were collect from both primary and secondary sources.

#### 3.3.1. Primary Sources of Data

Primary data was collected from Sodo Dache Woreda Education Office Head, Deputy Office Head, Woreda Education Office experts, planning and program core process, secondary school principals, school supervisors, secondary school teachers, departments by using open ended and close ended questionnaires and interviews. The selection of these as a source of data was intentionally based on the expectation that they might had better information and experience regarding the practices and challenges of strategic plan implementation in their respective schools and Office.

#### 3.3.2 .Secondary Sources of Data

In order to enrich the primary source of data and to have background information about the practices and challenges of strategic plan implementation secondary data was obtained from secondary school and Education Office documents that related strategic plan implementation.

### **3.4. Population, Sample size and Sampling Technique**

#### 3.4.1. Target Population

This study deals with practices and challenges in the implementation of strategic plan: There were two secondary schools and one Education Office in South West Shoa Zone Sodo Dache Woreda. The researcher was took all the secondary school and one Education Office, because the

number of the school and woreda Education Office are small. The main study was carried out on 1 Head of Education Office, 1 Deputy Head Office, and 10 Departments of both schools. 1 planning and programmer ,1 supervisor and 2 principals and 3 vice principals, 58 teachers and 24 Woreda education Office experts. All the above was selected by available sampling technique, except teachers, because the researcher attempted to gather the information from every members of population. Whereasteachers were selected using purposive sampling technique. The leaders were more experienced and participate in school and woreda management activities, and the teachers those who participated in the sample were those who had more than 5 years experiences in teaching. The sampled WEO experts were those who were experienced in planning and project department at Woreda education office level.

#### 3.4.2. Sample Size

This study was carried out on the total population selected from Sodo Dache Woreda Education Office and two Secondary school of Sodo Dache Woreda. The population was included, 2 principals, 3 vice- principals, 1 supervisors, 10 departments head, 24 teachers, 1 Woreda Education head office,1 deputy head Office, 24 Woreda Education Office Experts and 1 planning and programmer to represent the total population size of each respondent representatives 67 are selected from the population of 101.

#### 3.4 .3.Sampling techniques

The study was conducted in two secondary schools and one Woreda Education Office of Sodo Dache Woreda south West Shoa Zone. These were selected by using available sampling technique because there was one Education Office and two Secondary School in this Woreda.Thus, from these for the study among the total population of 101:1 head Woreda Education Office 1 ,deputy Education Office 1 ,planning and programmer , 24 Woreda Education Experts, 10 departments head, 2 principals 3vice principals and 1 supervisor was selected using available sampling technique and purposive sampling technique According to, Gay and Airasian (2003) define available sampling as one, which involves selecting a sample based on small numbers. Whereas teachers 24 was selected for the study, by using purposive sampling techniques. Because as they was expected to have more knowledge, experience and decisive in dealing with decision issue of strategic plan.

**Table1. Summary of population, sample size and sample techniques.**

No.	Respondents	Populati on	Sample size	%	Sample techniques
1	Head of education Office	1	1	100%	Available sampling
2	Deputy Office Heads	1	1	100%	Available sampling
3	Education Office expertise	24	24	100%	Available Sampling
4	Planning and programmer	1	1	100%	Available Sampling
5	Teachers of both school	58	24	63%	Purposive sampling
6	principals and vice principals of both school	5	5	100%	Available Sampling
7	School supervisors	1	1	100%	Available Sampling
8	Departments Heads of both school	10	10	100%	Available Sampling
	Total	<u>101</u>	<u>67</u>	<u>67%</u>	

### 3.5 Data Collection Instruments

To get relevant and reliable data for the study and to add scope and breadth, both quantitative and qualitative data gathering tools were employed. To this effect, three data collection instruments namely questionnaire, interview and document were used to elicit both primary and secondary data at different levels

#### 3.5.1. Questionnaires

The study was used questionnaire because it was convenient to conduct survey and acquire necessary information from a large number of study subjects with a short period of time. Furthermore, it makes possible an economy of time and expense and also provides high proportion of usable response. Questionnaires were prepared and distributed to secondary schools' principals, Supervisor, teachers, department's heads, Education Office expertise, Office head, and Deputy Office head of Sodo Dache Woreda Education Office. & provided by English Language

The questionnaires contained a lot of open and closed end questions which took times so that the respondents were able to respond it even at home. Most of the questions were closed ended with five point rating scale because it is a convenient item to record responses and simple for respondents to read and respond. In addition, free line spaces were provided for the respondents to give opportunity to express their feelings, perceptions, problems and ideas related to the problem. Because, it was helped the researcher to understand respondents feeling, Cohen (2007). Before the final questions were delivered to the respondent It was tested by similar group to evaluate its reliability by pilot test on tare primary school for 20 teachers and 1 principal and 2 vice principals. The questionnaire part consists of necessary information about the practices and challenges of strategic plans implementation in Sodo Dache Woreda Education Office.

### 3.5.2. Interviewguide

The technique of personal interviewing was undertook in order to reach the objectives since it was the most versatile and productive method of communication, for this purpose interview guide were prepared for Sodo Dache Woreda Education Office plan and programmer and principals and vice principals. The purpose of the interview was to support the questionnaire and cross check information about the practices and challenges of strategic plans implementation. Moreover, the study was used interview guided approach by specifying issues related to the questionnaire in order to triangulate and realized the issue studied. That means the study was used the same or similar questions used in open and closed ended questions.

### 3.5.3. Documents Review

In addition to the primary source of data and secondary source of data were used for the purpose of this study. These secondary data was obtained from the Sodo Dache Woreda Education Office, and schools documents were reviewed from different sources like the schools' and Office strategic plans, Annual plans, reports of Office and others plan related materials. One year document was assessed that was in 2021G.C, to check whether they were prepared to the expected quality in terms of their contents, formats and like

### **3.6. Data Collection Producers**

Before collecting data from the field, the researcher was got letter from Haramaya University and search review of literatures about the title of research and prepared draft of the questionnaire were examined by advisor and comments were included to improve the clarity of statement, and grammatical and typographical errors. Before actual data collection, a pilot test study was conducted Tare primary school in Sodo Dache Woreda in order to reveal the weaknesses, if any. Then, based on the feedback obtained, the necessary modification was made for the actual work by the researcher. Moreover, reliability of theItem was checked before distribution of questionnairesHaving done this pilot test was carried out on 23 purposivelyselected primary school teachers, principals, Tare secondary school. Based on the pilot –test, some questions were re- worded to make that the respondents were clear about the intent of each item. Finally, Cronbach alpha was used to calculate the reliability of each item. Thus, the reliability was to be 0.95 and this coefficient can be regarded as an indicators of high reliability

### **3.7 Method of Data Analysis**

The data collect for this study was checked at all level. At the beginning the data collected from all sources were checked and organize with respect to basic research questions and objectives of the study. Then they were analyzed more quantitatively and less qualitatively. The qualitative data was collected through interview and document analysis was narrated in words and then triangulated. Quantitative data by using Statistical Package for Social Sciences (SPSS V-20). Then, the analyses of the quantitative data was made using descriptive statistics, like frequency, percentage, mean, standard deviations to describe practices and challenges of strategic plan implementation in Sodo Dache Woreda Education Office. The equation of the regressions was generally built around independent variables (strategic plan implementation) and the dependent variables (practices and challenges)particularly practices and challenges to implements were checked before distribution of questionnaires

#### **3.7.1. Quantitative data analysis**

The data gathered through questionnaire was analyzed qualitatively and quantitatively. The Analysis of the data was undertaken using such categories as organizing, coding, and tabulating both quantitative and qualitative evidences in order to address the initial

propositions of the study. The respondents were categorized based on their similarity for the quantitative data and frequencies would be tallied and computed using percentages.

All of the data were analyzed using computer software SPSS window version 20. Further, data gathered through questionnaire were presented and analyzed using descriptive survey such as percentages, frequencies, mean score and standard deviation order to draw relationships between demographic and strategic plan implementation process variables. The researcher found them appropriate analyzing tools because it helps to convey the intended findings of the study under investigation (Martin, 2002). Likert scale is employed to identify to what the respondents agree or disagree. The scale consists of five scales; 5=strongly agree,4=agree,3=undecided,2=disagree and 1= strongly disagree.

### 3.7. 2. Qualitative data analysis

Qualitative data analysis basically involves verbal argumentations and explanations. Therefore, data collected through open-ended questionnaires, interview, and document analysis were analyzed qualitatively by coding thematically. Based on the data analysis, interpretations were made to arrive at certain findings.

## 3.8. Reliability Test

Reliability refers to the quality of a measurement procedure that provides repeatability and accuracy.

The researcher tested the data collection instruments for their reliability and validity in Sodo Dache Wareda Education office. Employees which are none sample institution before applying them to large scale.

Reliability coefficient for pilot test

no	Items	N	$\alpha$ (cronbach ) alpha
1	Role of leaders participating stakeholders in strategic plan	15	0.980
2	Stakeholders participation in strategic plan implementation	6	0.979
3	Practices and challenges in strategic plan implantation	6	0.962
4	The status of strategic plan implementation	6	0.973
	Reliability coefficient for pilot test	33	0.974

n=number of items

The questionnaires developed were categorized under 4 basic research questions. The response obtained from 23 respondents of Tare primary school teachers and leaders was

analyzed using cronbach alpha. Based on this, 0.95 obtained. Most of the items were found reliable.

### **3.9. Ethical Considerations**

Prior to data collection from study participants, the researcher was ensured the participants agreement to participate in the study ,all potential study participants were informed about the procedures that were used in the study, the risks and benefits of participating in the study, and their right as study participants. During the data collection and any activities that matter to the research, the researcher was make positive interaction with respondent through permissions and approved. This was made possible by developing positive relationship with Education Office heads and explaining the purpose of the research to them .Besides the researcher was show respect for community and their values in general and respondents in particular. Moreover, a piece of information (legal letter) presented on paper describing about the purpose of the research was shown for the participant and organization that needs to know about the detail information of the research,(Fouka&Mantzorou, 2011).

## **4. RESULT AND DISCUSSIONS**

This section dealt with the presentation, analysis and interpretation of data collected from the respondents, through questionnaire, interview and documents. This chapter comprises two major parts. The first part presents the characteristics of the sample population involved in the study. Thus, the profile of the study group was discussed in terms of sex, age, level of education and service year in working and teaching profession. Part two of this chapter deals with the analysis and interpretation of the study.

Based on the responses obtained from the respondents, the analysis and interpretation of the data was made. Thus, respective quantitative data was analyzed quantitatively using percentage, mean score and standard deviation .on the other hand, the collected data through the interview and open-ended questions were analyzed qualitatively .Triangulation was made to check the consistencies and variations of the result obtained. The analyzed data were compiled and organized in the way that suits interpretation of the results in addressing the research questions. Items scores for each category were arranged under five rating scales. The range of rating scales were ‘strongly agree’=5, ‘Agree’=4, ‘Undecided’=3, ‘Disagree’=2 and ‘strongly disagree’=1

### **4.1. Demographic Characteristics of the Respondents**

The characteristics of the respondents were described in terms of sex, age, level of qualification, total work experience or service year and service year in current position. In this first section, the characteristics of the respondents were analyzed and discussion terms of frequencies and percentage as follows

**Table2, Background of the distributions of respondent information**

This table show age,sex,qualification,and work experience of the respondents grouped into three as seen from table below that is woreda Education management ,school leaders and teachers.

S N	Items	Characteristic respondent	Woreda Education Office Management		School Leaders		Teachers		Tota l	Total %
			F	%	F	%	F	%		
1	sex	Male	24	35.8	6	8.9	30	45	60	89.55
		Female	3	4.5	-	-	4	5.9	7	10.5
		Total	27	40	6	8.9	34	50.5	67	100
2	Age	26_30	-	-	2	2.9	8	12	10	14.9
		31_35	10	14.9	2	2.9	12	17.9	24	35.8
		36_40	9	13.4	2	2.9	12	12.9	23	63.8
		41_45	6	8.9	-	-	2	2.9	8	11.9
		46&above	2	2.9	-	-	-	-	2	2.9
		Total	27	40.3	6	8.9	34	50.7	67	100
3	Qualificati on	Master	-	-	2	2.9	1	1.5	3	4.4
		Degree	23	34	4	5.9	28	42	55	82
		Diploma	4	5.9	-	-	5	7.4	9	13.4
		Total	27	40.3	6	8.9	34	50.7	67	100
4	Work experience	6_10	2	2.9	2	2.9	16	23.9	20	29
		11_15	21	31.3	4	5.9	12	12.9	37	55
		16_20	2	2.9	-	-	4	-	6	7
		21&above	2	2.9	-	-	2	2.9	4	6
		Total	27	40.3	6	8.9	34	50.5	67	97

Key points f=frequency of respondent, % = percent M= Male F= Female MA= Masters  
BA= Bachelor Dip=Diploma To= total

As shown in table2, 60 (89.55%) respondents were male and 10 (10.45%) were female .this showed that the presentation of female employees in Sodo Dache Woreda Education Office was less than the male employees .On the other hand ,all secondary school principals ,vice principals and supervisor were male and from this one we can conclude that the female employees were not incorporated or negligible on the leadership position throughout the district level and it needs effort to empower women in every aspect.

As the age other characteristics of respondents under consideration. Accordingly, the majority of respondents are 47(70%) fall in the category of 31-40 and while, 10(14.8%) of them between 26-30 years and the rest of 8(11%),2(2.9%) between ages 41-45 and above 46 ages respectively, This shows that all respondents were mature enough to give relevant information for the purpose of the study enriched by their valuable experiences of strategic plan implementation.

In the same table 2, above regarding to the respondents' educational level of qualification, the majority of education Office employees 55(82%) all of them are first degree holders

From these 23(34%) Education Office employees and 28(42%) Teachers and the left is 4(6%) is school leaders .The other respondents 9(13.4) diploma holders and 3(4%) is 2<sup>nd</sup> degree holders from both School leaders and Teachers

These indicate that the majority of respondents have enough skill to understanding and easy to repose on the strategic plan implementation.

Item 2 of the same table shows respondents distribution by their years of service. As indicated in the table 37(55%) of the Sodo Dsche Woreda Education Office employees had a service greater than 10 years. Yet again as it can be seen from the table 2, 20(29%),6-10 and 6(7%) 16-20 years' service and below respectively. And again as it can be seen from the table 2, 4(6%) are above 21 years of service.

From this it could be possible to conclude that, all most all employers were served above 10 year. This shows that the majority employees enough service year experience and the easily understand the implementation of strategic plan.

## **4.2 .The role of leaders in including the stakeholders**

In this second section, the study sought to evaluate the extent to which the role of leaders demonstrated in the strategic plan preparation and implementation in Sodo Dache Woreda Education Office. To establish this, the Head of Education Office, Deputy head, planning and programmers' of Education Office, Woreda Education expertise, Schoolsupervisor,principals and vice principals, department s and Teachers were given a list of items in a table and grouped into three that was Woreda Education Office Management, School Leaders and Teachers regarding the role leaders' participation in the strategic plans implementation.

**Table .3 Role of leadership in participating the stakeholders.**

The role of leadership participation was assessed from the respondents in the below table .

S N	Items	SD		D		U		A		SA		X	SD
		F	%	F	%	F	%	F	%	F	%		
1	the concerned body participated during preparation of strategic plan	6	9	52	77.	1	1.5	7	10.	1	1.5	2.09	0.7
2	the process owners promotes employee authority to act	6	9	40	59.	4	6	10	14.	7	10.	2.31	0.7
3	Collaboration among employees to improve the quality of programmers' and services is encouraged	3	4.5	50	75.	1	14.	4	6	3	4.5	2.58	1.1
4	employers in the institution are given freedom to act without fear of retribution	14	20.	48	71.	2	3	2	3	1	1.5	3.79	0.7
5	all members of staff are involved in strategic plan implementing	2	3	4.	6	9	52	77.	4	6		1.93	0.7
6	changes have been made to our institution structure to facilitate employee empowerment	10	14.	52	77.	2	3	2	3	1	1.5	1.99	0.8
7	the team initiative and innovation by employees are encourage in my institution	3	4.5	45	68.	5	7.8	9	13.	4	6	2.48	0.9
8	I feel free take risks in an effort to improve the quality of work performance	9	13.	39	58.	1	1.5	13	19.	5	7.5	2.49	1.1
9	all staff are consulted during strategic planning	12	17.	42	62.	5	7.5	6	9	2	3	2.16	0.9
10	Views from all staff considered when strategic planning	7	10.	37	55.	8	11.	13	19.	2	3	2.49	1
11	The institution has strategic planning in which all stakeholders participated in developing	8	11.	42	62.	4	6	10	14.	3	4.5	2.79	1
12	Clients' view are sought in strategic planning	2	5	36	53.	6	9	20	29.	3	4.5	2.37	1
13	Inputs of employee are always welcomed concerning quality initiatives in process improvement	8	11.	41	61,	5	7.5	11.	16.	2	3	2.43	0.9
14	Important changes in the institution activities are communicated to clients	7	10.	40	59.	5	7.7	14	20.	1	1.5	2.39	0.9
15	clients view are sought in strategic plan implementation	2	3	36	53.	6	9	20	29.	3	4.5	2.45	0.9
	Grand mean	6.2	9.2	40.	60	4	7	14	21	3	3	2.45	0.9

Key: Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, Strongly disagree= SD f=frequency M= Mean SD=Standard deviation

Factors that can play a great role to determine individuals' engagement in any academic activity .Respondents were asked to forward their attitude towards strategic plan implementation as follow.

As depicted in table 3(item1), the respondents were asked whether all concerned body should accept the strategic plan in Sodo Dache Woreda Education Office employees Mean score ( $X=2.09, SD=0.7$ ), which shows  $f=52(77.7\%)$  disagree this indicated that ,there is great a gap in accepting the strategic plan.

As it can be seen from table 3 (item 2) the respondents were asked to whether the concerned body should evaluate its implementation from time to time. The total mean score ( $x=2.31, SD=0.7$ ) this shows that frequency  $f=40(59.7\%)$  disagree. This revealed that there is no effort in evaluating strategic plan implementation from time to time.

On table 3(item 3), the respondents were asked whether collaboration among employees to improve the quality of programmers' and services is encouraged. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X=2.28, SD=1$ ) this reported that, the employees  $f=50(.75.5\%)$  disagree there is no collaboration between the employees to improve quality plan and this indicate that they were not collaboration among the whole employees to improve the quality and when services are discouraged with the whole stakeholders.

As can be seen from the table above 3(item 4), the respondents were asked whether the process owners promote employees authority to act. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X=1.93, SD=.74$ ) this reported that  $f=52(77\%)$  all most all disagree and act to promote employees authority.

As it can be seen from the above table 3(item 5), the respondents were asked whether all members of staff are involved in the strategic plan implementation. Accordingly, Sodo Dache Woreda Education employees with Mean Score( $X=1.93, SD=0.7$ ) this reported that  $f=52(77\%)$ , disagree, this indicated that almost all staff are not involved in the strategic plan implementing this needs special attention.

As it can be table 3 (item 6) the respondents were asked to whether changes has been made our institution structure to facilitate employees empowerment. The total mean score ( $x=1.99, SD=0.86$ ) this shows that frequency  $f=52(77.6\%)$  disagree. This revealed that there is no effort to facilitate employee empowerment in the strategic plan implementation.

On table (item 7), the respondents were asked whether team initiatives and innovation by employees are encourage in any institution. Accordingly, Sodo Dache Woreda Education Office, employees with Mean Score( $X=2.48, SD=0.99$ ) this reported that the employees

f=45(68%) disagree, this indicates that there is no team initiatives and innovation by employees are encouraged with the whole stakeholders again needs more attentions. As can be seen from the table above 3(item 8), the respondents were asked whether they feel free take risks in an effort to improve the quality of work performance. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X= 2.29$ ,  $SD= 1.17$ ) this reported that f= 39(58.2%)disagree, this indicate that more than half and they were not feel free take risks in an effort to improve the quality of work performance.

As it can be seen from the above table 3(item 9), the respondents were asked whether. All staff was consulted during strategic planning. Accordingly, Sodo Dache Woreda Education Office, employees with Mean Score( $X= 2.16$ ,  $SD= 0.93$ ) this reported that f= 42(62.7 %), disagree this indicated that all staff were not consulted when strategic plan planning.

As depicted in table 3(item10), the respondents were asked whether views from all staff considered when strategic planning.Accordingly, Sodo Dache Woreda Education Office, employees with Mean Score ( $X= 2.49$ ,  $SD=. 1$ ), which shows f=37(55.2%) disagree this indicated that, there is a gap in considering views from all staff when strategic planning.

As it can be table 3 (item 11) the respondents were asked to whether important changes in the institution activities are communicated to clients.Accordingly, Sodo Dache Woreda Education Office, employees the total mean score ( $x=2.29$ ,  $SD=.1$ ) this shows that frequency f= 42(62.7%) disagree. This revealed that there is no effort to participate stakeholders in developing strategic plan.

On table 3(item 12), the respondents were asked whether clients' view are sought in strategic planning. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X= 2.37$ ,  $SD=. 1$ ) this reported that, the employees f=36(52.2%) there are disagree this indicate that they are not consider clients' view are sought in strategic planning.

As can be seen from the table above 3(item 13), the respondents were asked whether they feel free take risks in an effort to improve the quality of work performance. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X= 2.43$ ,  $SD= .0.99$ ) this reported that f= 41(59%) disagree and they don't feel free take risks in an effort to improve the quality of work performance.

As it can be seen from the above table 3(item 14), the respondents were asked whether important changes in the institution activities are communicated to clients. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X= 2.39$ ,  $SD= 0.98$ ) this

reported that f=40(59%) disagree this indicate that there was not important changes in the institution activities were communicated in agreement with the findings of a study.

Finally the grand mean, standard deviation and percent of the questions implies Mean Score( $X= 2.44$ ,  $SD= .0.92$ ) disagree that forward the frequency of the respondents 40(60%) again disagree this show that to changes the institutions the involvements of the stakeholders must needed. On the other hands, the respondents from the interview and document analysis supports similar results with the questionnaires regarding the role of leaderships in participating the stakeholders from woreda Education Office plan and programmer, School principals and vice principals and document review from woreda Education Office and school annual plan and reports of strategic plan implementation in Sodo Dache woreda Education Office South West Shoa Zone Oromia Regional State.

Sewiderska (2001) participation plays a critical role in ensuring the strategic planning efforts were successful and in preventing potential problems at the preparation and implementation stage. Stakeholders' participation brings a considerable benefit in terms of buildings the conditions necessary to facilitate smooth implementation of strategic plans. Participation generates awareness and capacity amongst stakeholders helps build consensus and support for preparation and implementation of the plan, improved trust and collaboration and generates motivation to put policy in to practice

at Office levels and School. Accordingly response gain, almost all of them said that weak involvement and relationship in preparation and developing time of strategic plan. This shows that education stakeholders actively not took part in strategic plan preparation and later sends to them to implement it. And it is difficult where as the contribution of all ideas regarding strategic plan is necessary in implementation.

In addition to this the principals response, lack of training and resource also the others obstacles which hinders strategic plan implementation.

So the response concluded that the participation of Stakeholders influence in the strategic plan implementation. This was agreement with the finding of a study by likert (1967) the more participative the group, the more successful it was. Characteristics such as group involvement, mutual trust, information showing high degree of team work and the group decision-making were evident in most successful groups he studied

### **4.3 Stakeholder Participation In strategic Plan Implementation**

In this second section, the study sought to evaluate the extent to which the stakeholders' participation in strategic plan implementation demonstrated in the following table in Sodo Dache Woreda Education Office. To establish this, the Head of Education Office, Deputy head, planning and programmers' of Education Office, Woreda Education expertise, schools supervisor, principals and vice principals departments and Teachers were given a list of items in a table and grouped into three that was Woreda Education Office Management, School Leaders and Teachers regarding the role leaders' participation in the strategic plans implementation.

Table 4. stakeholder participation in strategic plan implementation

S N	Items	SD		D		U		A		SA		X	SD
		F	%	F	%	f	%	f	%	f	%		
1	The process owners promotes employee authority to act	6	9	40	59.7	4	6	10	14.9	7	10.4	2.5	1.2
2	The extent to which the community take part in planning educational activities at the school and Office level	8	12	40	59.7	3	4.5	10	14.9	6	9	2.5	1.2
3	The extent to which the school involves stakeholders for implementing school activities	9	13	39	58.2	3	4.5	10	14.9	6	9	2.2	1.1
4	The extent to which the stakeholders take part in evaluating educational program implementation.	1	22	40	59.7	2	3	5	7.5	5	7.5	2.2	0.1
5	What the degree to which the school gets financial support from the community to run school activities	8	12	46	68.7	6	9	3	4.5	4	6	2.2	0.9
6	What the Work collaboration between the community and schools in promoting education activities	1	15	35	52.2	5	7.5	15	22.4	2	3	2.5	1
	Total	5	7.5	40	59.7	5	7.5	12	19	5	7.5	2.2	0.9

Key: Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, Strongly disagree= SD  
f=frequency X= Mean SD=Standard

As depicted in table 4(item1), the respondents were asked whetherto what extent the process owners promotes employee authority to act. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score(X= 2.49, SD=. 1), which shows f=40(59%) disagree this indicated that, there is a gap in consideringprocess owners promotes employee authority to act

As it can be seen from the above table 4(item 2), the respondents were asked extent to whichthe community take part in planning education activities at the school and Office level. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score(X= 2.49, SD=. 1), which shows f=40(59%) disagree this indicated that, there is a gap in the community take part in planning Education activities at the School and Office level

On table 4(item 3), the respondents were asked whether extent to which the school involves stakeholders for implementing school activities. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X= 2.18$ ,  $SD=. 1.1$ ), which shows  $f=39(58\%)$  disagree this indicated that, there were notthe school involves stakeholders for implementing school activities.

As depicted in table 4(item4), the respondents were asked whether the stakeholders take part in evaluating education program implementation. Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X= 2.24$ ,  $SD=0.09$ ), which shows  $f=40(59\%)$  disagree this indicated that, there is a gap in the stakeholders take part in evaluating education program implementation.

On table 4(item 5), the respondents were asked whetherTo what extent the degree to which the school gets financial support from the community to run school activities Accordingly, Sodo Dache Woreda Education Office employees with Mean Score( $X= 2.24$ ,  $SD=0.89$ ), which shows  $f=46(6.78\%)$  disagree this indicated that, there were not the school gets financial support from the community to run school activitie.

In addition, to the grand mean, standard deviation and percent of the questions implies Mean Score( $X= 2.44$ ,  $SD= .0.92$ ) disagree that forward the frequency of the respondents  $40(60\%)$  again disagree this show that stakeholders participation was almost negative. On the other hands, the respondents from the interview and documentanalysis stakeholder participation in strategic plan implementationsupports similar results with the questionnaires regardingstakeholders participation from woreda Education Office plan and programmer, School principals and vice principals and document review from woreda Education Office and school annual plan and reports of strategic plan implementation in Sodo Dache woreda Education Office South West Shoa Zone Oromia Regional State. The major factors that affecting strategic planning and implementation at school level are lack of stakeholders participation.

#### **4.4 practice challenges of Strategic plan implementation**

In this fifth section, the study sought to evaluate the extent to which the practice challenges of Strategic plan implementation demonstrated in the following table 5 in Sodo Dache Woreda Education Office. To establish this, the Head of Education Office, Deputy head, planning and programmers' of Education Office, Woreda Education expertise, Schools supervisor, principals and vice principals departments and Teachers were given a list of items in a table and grouped into three that was Woreda Education Office Management, School Leaders and Teachers regarding the role leaders' participation in the strategic plans implementation.

Each of the items was designed in the form of five rating scales These are strongly disagree, disagree, undecided, agree, strongly, agree.

Table.5. Practice and challenges for the strategic plan implementation

S No	Items	SD		D		U		A		SA		X	SD
		F	%	F	%	f	%	f	%	f	%		
1	strategic plan was planned beyond the capacity of institution (Office, School)	5	7.5	3	4.5	3	4.5	43	64.2	1	19.	3.8	1
2	leadership related problems hinder us well implementation of strategic plan	2	3	6	9	3	4.5	42	62.7	1	20.	3.9	0.9
3	strategic plan was implementation as intended time or as it was planned	8	11.9	4	67.5	3	4.4	9	13.4	2	3	2.2	0.9
4	To what extent environmental factors reduce the implementation of strategic plan.	1	1.5	1	17.2	9	13.5	41	61.2	4	6	3.5	0.9
5	fulfilling of the necessary resource to implement the strategic plan is better	8	11.9	8	11.9	3	4.5	48	68.7	2	3	3.6	1
6	strategic plan should assimilate with environmental situation	3	4.5	8	11.9	2	1.5	45	6.2	1	14.	3.7	1
	Total	4.5	6.7	1	20	4	6	38	57	7.	11	3.5	0.9
				4						5			7

Key: Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, Strongly disagree= SD f=frequency  
X= Mean SD=Standard deviation

As depicted in table 6(item1), the respondents were asked whether strategic plan was planned beyond the capacity of institution hindered implementation. (X= 3.84, SD=. 1.), which shows f=43 (64%) agree this indicated that, strategic plan was beyond capacity of institution has hindered the implementation of strategic plan.

As it can be table 6 (item 2) the respondents were asked to whether the leadership related problem hinder well implemented the strategic plan. The total mean score (x=3.9, SD=0.9) this shows that frequency f= 42(62.2%) agree. This revealed that the institution can affect the implementation of strategic plan implementation

On table 6(item 3), the respondents were asked whether the strategic plan implementation was intended in time Accordingly, Sodo Dache Woreda Education Office employees with Mean Score(X= 2.28, SD=.0.9) this reported that, the employees f=45(67%) there was disagree difference between plan and implementationand this indicate that was not effective implementation of strategic plan in intended time.

As can be seen from the table above 6(item 4), the respondents were asked to what extent environmental factor reduce the implementation of strategic plan. Accordingly, Sodo Dache Woreda Education Office employees with Score( $X= 3.52$ ,  $SD= .91$ ) this reported that  $f= 41(61.2\%)$  all most agree. This indicates that it was reduced by environmental factor and it needs special attention.

The information gathered from interview conducted with WEO and school principals revealed that scarcity of financial resources at school level, Lack of participation of the stakeholders and getting data and information in organized way from their respective school was the major problems mentioned.

#### **4.5. The current status of strategic plan implementation**

In this fifth section, the study was sought to evaluate the extent to which the current status of strategic plan implementation demonstrated in the following table 6 in Sodo Dache Woreda Education Office. To establish this, the Head of Education Office, Deputy Head, planning and programmers' of Education Office, Woreda Education expertise, School supervisor, principals and vice principals departments and Teachers were participated in a list of items in a table the current status of strategic plan implementation.

Each of the items was designed in the form of five rating scales. Those are strongly disagreeing, undecided, agree and strongly agree.

Table 6 the current status of strategic plan implementation

S N	Items	SD		D		U		A		SA		X	SD
		F	%	F	%	f	%	f	%	f	%		
1	To what extent every concerned body should accept the plan of strategic plan	5	7.5	6	9	8	11.9	37	55.2	11	16	3.6	1.1
2	To what extent every concerned body should decide to implement very well	1	2.5	5	7.5	2	3	41	61.2	18	27	4.0	0.86
3	To what extent lack of planning skill affects the implementation of strategic plan	3	4.5	7	10.4	2	3	31	46.3	24	36	3.9	1.1
4	To what extent lack of cooperation and commitment with leaders in implementing strategic plan	2	3	5	7.5	0	0	10	14.9	50	75	3.6	0.8
5	To what extent unwillingness to devote more time in implementing strategic plan	2	3	5	7.5	4	6	32	47.8	21	31	3.9	1.1
6	To what extent lack of training and leadership development program affect implementation of strategic pan.	1	1.5	1	1.5	6	9	18	26.9	41	61	4.5	0.8
	Grand	2	3	5	7	3	5	28	42	27	41	3.9	0.9

Key: Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, Strongly disagree= SD  
f=frequency M=Mean SD=Standard deviation

As it can see from table 7(items1) the respondents were asked. To what extent every concerned body should accept the plan of strategic plan Accordingly, Sodo Dache Woreda Education Office, With Mean score (= 3.64, SD= 1), shows that with the frequency f=37(55%) agree the plan was accepted by concerned body.

In addition to this above conclusion the interview and document analysis response was similar with the questionnaires of grand mean, standard deviation and frequency that show lack of training and leadership development program affect implementation of strategic plan

To summarize the data, the strategies are participating stakeholders and continuous discussion with community, strong committee, sustainable follow up and feedback, having strong relationship between school and Woreda education, having qualified teachers. Principals sharing duties for stakeholders, allocating adequate budget, discussing on the weakness with stakeholders, the government prepare capacity building program and fulfilling the materials and lastly reported to all stakeholders

## **5 .SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter summarizes the study, draws conclusions and offers recommendations based on the overall findings of the study.

The current study deals with the existing practice in the school towards stakeholders' participation in strategic planning. The collaboration and coordination of stakeholders in the plan preparation of strategic plan is crucial in its implementation through analysis and they prioritize things to be done for the foundation of the actions based on challenges. According to the study result regarding to Practice of Stakeholders participation in School and Sodo Dache Woreda Education Office strategic planning was found less in Average Mean which was interpreted to strategic planning practice all less than wanted to implement the plan meaningful.

### **5.1. Summary of the Findings**

The purpose of this research was to study the practices and challenges of the implementation of strategic plan in the case of Sodo Dache Woreda Education Office South West Shoa Zone Oromia.. In order to achieve this, the following specific objectives were formulated. The major objective of this research was to investigate the practices and challenges in the implementation of strategic plan. Identify the status of implementation of strategic plan in Sodo Dache Woreda Education Office. Examine the extent leadership roles were played in the implementation of strategic plan. Determine the extent to which stakeholders participate in the implementation of strategic plan. Identify practices and challenges faced in implementation strategic plan

The study also tried to answer the following questions;

1. What is the current status of implementing strategic plan in Sodo Dache Woreda Education Office?
2. What are the roles of leaders in the implementation of strategic plan in Sodo Dache Woreda Education Office?

3. What extent do stakeholders participate in practices of the implementation of strategic plan in Sodo Dache Woreda Education Office?

4. What are the major challenges of the strategic plan implementation in Sodo Dache Woreda Education Offices?

To this effect, the study was conducted in Sodo Dache Woreda Education Office on the bases of availability sampling and purposive Sampling. According to descriptive survey method was employed and the review literatures were reviewed. Both quantitative and qualitative data were gathered through questionnaires, interviews and documents. The respondents who completed the questionnaires 67 The sources of data used to collect information were 1Head of Education Office, 1Deputy Office head,1 supervisor, 1 planning and programmers',.24 Woreda Education Expertise, 2 School Principals and 3 Vice principals 10 departments selected by availability sampling methods. And whereas 24 Teachers were selected by purposive sampling techniques. Questionnaires were the main data gathering tool. Interview guide and document review were also conducted to substantiate the qualitative data. The quantitative data collected by using questionnaires were analyzed and interpreted by using the mean score percentage and standard deviation. The qualitative data collected through interview guide and document review were analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings are summarized.

### **Finally the research came up with the following major findings**

#### **Based on the result:**

1. The study established that 100% of head of education Office, deputy Office, supervisor principals, vice principals, Education Office Experts, Teachers and planning and programmer of Sodo Dache Woreda Education Office Employees.

2. The study established that the mean score obtained for the role of leaders in strategic plan implementation less than average value, standard deviation and high frequency of disagree. So thatthis indicates that there was a gap that hindered the implementation of strategic plan and in Sodo Dache Woreda Education Office and around the leaders it needs special attention.

3. The study established that, the means score obtained for the stakeholders participations for the implementation of strategic plan scores less than average value, standard deviation and high percent disagree. This indicate that the most of respondents weredisagreed,so that the stakeholders less participation thathinder the implementation of strategic plan. This shows that the education Office faced problem ofstakeholders' participation, fulfilling necessary resources, finances, and participates the stakeholders to increase capacity of implementers, to implement the strategic plans.

4. The study established that the mean score obtained for practices and challenges of strategic plan implementation score less than average value and respondents were all most all disagree this mean leadership related problem hinders them well implementation of strategic plan. This shows that there was a problem that affect teaching and learning process .To overcome ,Zonal Education Office solve the gap by fulfilling materials ,resources and finance and also training the leaders of Woreda Schoolto fill the gap unless it's very hard.

5. The study revealed that another important factors that hinder the implementation of strategic plans was; not only participating the stakeholders during preparation of strategic plan but also, fulfilling materialsand commitment of the leaders to strategic planning, also lack of training hinders the implementation of strategic plans.

## 5.2 Conclusions

Based on the findings of the study, it can be concluded that thus Sodo Dache Woreda Education Officehad long term strategic plans with a mission and vision statements which if properly implemented. Would benefit the role of leaders in office, andvaluable them to have ample time to make see the changes of the implementation of strategic planswho are the leaders and who are the stakeholders and what finance and materials they have. before deciding whether to make any more adjustments or continue with the same strategic plans..

**Concerning the qualification** the majority of the respondents who were involved in the study were bachelor degree, in which they had attained high level of education and therefore, had the necessary qualifications to identify and deal with the challenges and implementation of strategic plan.

**Concerning work experience** for long periods, and had training and worked on directly planning position. This shows that they had wealth experiences which would enable them but not contribute adequately for implement the strategic plan for their office.

**Concerning leadership** one of the key challenges in the implementation of strategic plan was the role of leadership participation.

The leadership role brings considerable benefits in terms of building the conditions necessary to facilitate smooth implementation of strategic plans. Participation generates awareness and capacity amongst stakeholders helps to build consensus and support or implementation of the plan, improve trust and collaboration generates motivation to put policy in to practice but not .

It would also lack of material makes it hard for the employers to accomplish their goals, which impacts negatively on the office performances. They also added that even with strategic plan, the government should ensure that allocate adequate finances and that the funds for office released on time.

**Concering stakeholders:** the success of any strategic plan lies in the level of participation of all those who would be charged with responsibility of implementing it, therefore, active involvements of leader at all level had a gap.

The biggest challenge in the strategic plan implementation in education Office was incorporate the stakeholders and lack of training,adequate finance other notable challenge include the problem of leadership poor communication channels and the least challenge initiation in implementing strategic plan. Until obstacles of strategic planimplementation above hinders were not solved in Sodo Dache Woreda Education Office there is no success.

Generally, the overall implication of the study implies there were different causes that affect the success of Woreda Education Office and school development strategic plan and its implementation at Sodo Dache Woreda.This failure resulted in low participation of stakeholders, less commitment of leadership to participate stakeholders, inadequacy of institutional capability of schools and Woreda Education Office and implement strategic planning. As a result, in order to improve the status of strategic planning formulation and implementation which helps to bring

meaningful improvements in woreda education office performance through efficient and effective management of available opportunities by minimizing potential threats in institution of Woreda much is expected from leaders.

### **5.3. Recommendations**

Based on the finding of the study and conclusion drawn, the following recommendations are forwarded.

- 1.The study recommend that the leadership understand all employees of education stakeholders and community on the importance of strategic plans and mobilizes their support in implementing the strategic plans.
- 2..It the results of the study recommend that all employees in stakeholders concerning the issue participate in preparing and planning strategic plan then in implementations it & enhance well implementation of the strategic plan.
3. The researcher recommend that the Zonal Education Office government training the leaders on strategic plan and ensure to release the funds on time and strategic plans considered when determining the amount of money to be disbursed to Woreda Education Office and then to school.
- 4..It would recommend that leaders, making communication with all employees, sharing ideas, with all concerned bodies is crucial.
5. The study recommend that Office must give continuous and short training, technical support and reward for the best performing and education Office a regular and continuous evaluating and reviewing of the implementation of the strategic plan by internal and external concerned bodies so that appropriate measures will be taken on time and make best teaching and learning condition to bring good student achievements.

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## 7. APPENDICES:

### 7.1. Appendix I

#### HARAMAYA UNIVERSITY

#### POSTGRADUATE PROGRAM DIRECTORATE

Department of educational planning and management

#### PART ONE

A questionnaire to be filled by Head of Education Office, Deputy Head of Education Office Expertise of Education Office and planner and programmer of Education Office, Supervisor, Principals and vice, Departments, Teachers of the Secondary School and Education Office of Sodo Dache Woreda South West Shoa Zone Oromia.

Dear respondents. The main purpose of this questionnaire is to collect relevant data for the study entitled “Practices and challenges in the Implementation of Strategic Plan: In the case of SDWEO”. You are kindly requested to fill the questionnaires by providing the necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the purpose of this study. Once you have completed the questionnaire, please return to the data collectors.

Directions: Please note the following points before you start filling the questionnaires:

1. You do not need to write your name on the questionnaire papers.
2. Read all the instructions before attempting to answer the questions.
3. You can consult the data collector whenever necessary.
4. Please provide appropriate responses using a tick mark “√” to choose one of the supported Likert scale and write your opinion briefly for the short answer questions on the space provided.
5. Please do not leave the question not answered. Thank you in advance for your cooperation!

## PART TWO

## SECTION I: Demographic Data of the respondents

Give response by putting (√) in the appropriate box for each closed ended items and by giving brief descriptions showing your opinion for open ended questions. Every response has to be based on your school context.

1. Name of institution----- region -----woreda-----

2. Your job in the institution-----

3.  Male  Female

4 .Age:20-25  26-30  31-35  36-40  41-45  46 and above

5. Level of education or qualification: Diploma  B.A /BED/BSC Degree

M.A /MSC Degree  Other, specify-----

6. Areas of specialization or field of study: Major----- Minor -----

7. Total work experience or service year:

5 and below years  6-10  11-15  16-20  21 years and above

8. Service year in current position: 5 and below years  6-10 years  11 years and above

## PART THREE

Below are tables that consist of questions that show the Practices and Challenges in the Implementation of Strategic Plan of your institution. Each table contains five responses .please indicate the extent to which each statement represents your institution by putting tick mark (√) in one of the boxes in front of each item. Every response has to be based on your institution context

## A. Closed ended questions

The number shows: 5 =Strongly .Agree (SA), 4= Agree(A), 3= Undecided(U),2= Disagree(DA), 1=StronglyDisagree(SD) I. Questions regarding the role of leaders participation in strategic plan implementation

To what extent do you agree or disagree with the following items regarding the role of leaders in strategic plan implementation

I. Questions regarding the role of leaders participation in strategic plan implementation

To what extent do you agree or disagree with the following items regarding the role of leaders in strategic

No	Role of Leaders participation	S	A	U	D	SD
		5	4	3	2	1
1	All concerned body should be participated during preparation of strategic plan.					
2	The concerned body should evaluate its implementation process from time to time.					
3	Collaboration among employees to improve the quality of programmers' and services is encouraged.					
4	the process owners promotes employee authority to act					
5	All members of staff are involved in strategic plan implementing					
6	Employers in the institution are given freedom to act without fear of retribution					
7	Changes have been made to our institution structure to facilitate employee empowerment					
8	Team initiative and innovation by employees are encourage in my institution					
9	I feel free take risks in an effort to improve the quality of work performance					
10	All staff are consulted during strategic planning					
11	Views from all staff considered when strategic planning					
12	The institution has strategic planning in which all stakeholders participated in developing					
13	Clients' view are sought in strategic planning					
14	Inputs of employee are always welcomed concerning quality initiatives in process improvement					
15	Important changes in the institution activities are communicated to clients					

II: Questions regarding stakeholder participation for the Implementation of Strategic plan

To what extent do you agree or disagree with the following items related to the stakeholders' participation

No	Stakeholders' participation	SA	A	U	D	SD
		5	4	3	2	1
1	The extent to which the community take part in planning educational activities at the school and Office level.					
2	The extent to which the school involves stakeholders for implementing school activities					
3	The extent to which the stakeholders take part in evaluating educational program implementation.					
4	The degree to which the school gets financial support from the community to run school activities					
5	5 The community contribution in constructing and maintaining the schools (e.g. provision of materials, labor support etc.)					
6	6 Work collaboration between the community and schools in promoting education activities ( e.g. plan implementation ,motivating and evaluation).					

### III: Questions Regarding Practices and Challenges Implementation of Strategic plan

To what extent do you agree or disagree with the following items related to practices and challenges of strategic plan implementation

No	practices and challenges of strategic plan	SA	A	U	D	SD
		5	4	3	2	1
1	Strategic plan was planned beyond the capacity of institution (Office, School)					
2	Leadership related problems hinder us well implementation of strategic plan					
3	Strategic plan was implementation as intended time or as it was planned					
4	Environmental factors reduce the implementation of strategic plan.					
5	Fulfilling of the necessary resource to implement the strategic plan is better					
6	Strategic plan should assimilate with environmental situation.					

IV: Questions regarding the status of implementing strategic plan

To what extent do you agree or disagree with the following items related to Status of strategic plan in the implementation strategic plan

No	Status of strategic plan	SA	A	U	D	SD
		5	4	3	2	1
1	Every concerned body should accept the plan of strategic plan					
2	Every concerned body should decide to implement very well.					
3	Lack of planning skill affects the implementation of strategic plan					
4	Lack of cooperation and commitment with leaders in implementing strategic plan					
5	Unwillingness to devote more time in implementing strategic plan					
6	Lack of training and leadership development program affect implementation of strategic pan.					

B. Open ended questions

1. What is the contributions role of leadership in the implementation of strategic plan?

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2. What are the practices and challenges in the implementation of strategic plan?

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3. What are the statuses of strategic plan implementation in your institution (Education Office and School)?

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4. What solution do you suggest to the practices and challenges in the implementation of strategic plan?

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5. What is the time frame for your strategic plan?

( ) Between 3 and 5 years

( ) Between 5 and 10 years

Thank you For Your Cooperation!

7.2 .Appendix II  
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Department of educational planning and management

An interview Questions for Education Office plan and programmer, school principals and vice principals. The purpose of this interview is to collect data for the study entitled “practices and challenges in the Implementation of Strategic Plan: The Case of Sodo Dache Woreda Education Office.” Your responses are vital for the success of the study .So you are kindly requested listen to all the questions and give genuine response. Be sure that your responses will be used only academic purpose.

Part I: General information and Personal data

1. Name of the institution (Offices) -----Woreda-----
2. Sex: .....3.Age:-----
4. Level of educational or qualification; -----5. Areas of specialization or field of study: -----6. Total work experience or service year: -----
7. Service year in current position: -----

Part II: Interview Guide Questions

Please respond to these interview questions based on your experiences as Education Office plan and programmer process school principals and vice principals

1. Have you ever attended any training related to strategic plan implementation?
  - a) If yes, did the training add any value in your organization in relation to strategic plan implementation?
  - b) If no do you think your organization could be suffering from the consequences of not having such training?
2. As Educational Office core process owners what is your contribution in implementing strategic plan?
3. What are the practices and challenges in the implementation of strategic plan?
4. How has implementing the strategic plan affected performance and productivity of your organization?
5. Do you have any resource constraints hindering the strategic plan implementation?
  - a) How do you address the issue of resource limitation?

6. How often is feedback on strategic plan implementation communicated to the employees?
7. What recommendations or suggestions do you have on successful implementation of the strategic plan?

### 7.3. Appendix III

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Document Review Checklist will conduct Based on the following Office Documents

No	Items	Availability	
		Yes	No
1	Strategic plan document developed by all concerned body for its implementation		
2	Reporting system in distributing strategic plan of the institution		
3	Regular checklist of strategic plan in implementation		
4	Documents and regular schedules that shows supervision and feedback given for the workers on challenges and practices strategic plan		

**7.4. Appendix IV**  
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 Department of educational planning and management

Reliability coefficient for pilot test

no	Items	n	$\alpha$ (cronbach ) alpha
1	Role of leaders participating stakeholders in strategic plan	15	0.980
2	Stakeholders participation in strategic plan implementation	6	0.979
3	Practices and challenges in strategic plan implantation	6	0.962
4	The status of strategic plan implementation	6	0.973
	Reliability coefficient for pilot test	33	0.974

n=number of items