

**PLANNING AND PERFORMANCE IN PRIVATE
SECONDARY SCHOOLS**

IN RWANDA :

CASE STUDY OF MUSANZE DISTRICT

BY

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DECLARATION

This research study is my original work and has not been presented to any other institution. No part of this research should be produced without the author's consent or that of Mt Kenya University.

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DEDICATION

This thesis is dedicated to the family of Mr. RUTAMPUGA BABARAKE, my dear wife and children who have presented all the required support to help me become who I am today. I dedicate this work to you in full gratefulness for what you have done for me both substantially and spiritually and for believing in me despite all balances. In all humbleness this dedication is my modest recognition for your high rank to me and my destiny.

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ABSTRACT

This study was driven by the concerns about the effects of comprehensive changes in today's new competitive business landscape and Musanze District private secondary schools in particular. The general objective of the study was to examine the impact of planning on schools development and performance in order to attain effectiveness and efficiency using private secondary schools in Musanze District as case study. The specific objectives included: To assess the planning process in private secondary schools in Musanze District; to examine how the implementation process of planned activities is conducted; to assess how evaluation of plans is conducted in private secondary schools in my catchment area of research and to estimate relationship between operation planning and management performance.

The study is of great importance because it will help the researcher meet the requirements for the award of the Master's Degree in Business Administration since it is one of the requirements to be fulfilled prior to its completion and achievement and the researcher will also acquire knowledge, skills and experience of piloting research. The schools effort to efficiency which this study intends to trace will be of significance to private secondary schools in Musanze in terms of management performance.

The researcher adopted a descriptive approach to illustrate the process of planning. This was achieved through use of questionnaires collected from a population of 190 people with sample size of 57 people which was arrived at using stratified and simple random sampling techniques.

The questionnaire was submitted to members of the management committees, representative of parents, representative of teachers, representative of local leaders and learners. SPSS (17) was used for analyzing data. After analyzing all data according to the specific objectives, the researcher found out that the level of awareness of planning approach in school management is very low.

The researcher also found that the contribution of all stakeholders (the management committees, representative of parents, representative of teachers, representative of local leaders and learner) in planning process is rare in major private secondary schools in Musanze District.

Although this research was hoped to lead in planning behavior in school management, only less than 12 % for all stratum asked agreed to have supporting document of written plans (short and long term), less than 18 % have been trained in planning skills, below 23 % participated in planning preparation process, under

6 % are involved in planning implementation and finally lower than 18 % participate in planning evaluation process of planned activities.

The study has shown that planning is still a critical issue in private secondary schools in Musanze District and at this stage cannot lead to school transformation to attain effectiveness and efficiency because planning is viewed, according to the findings, as a spontaneous or an urgent calendar issue.

The study recommended that planning should be one of the approaches with a legitimate contribution to organizational effectiveness and efficiency.

However this must be matched with the vision of the future of the school in terms of planning participatory approach with a customer satisfaction mindset focus, development and growth. In other words human resources must be put at the centre and recognized as the major player in the process of transformation to attain effectiveness and efficiency.

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ACRONYMS

Chap	Chapter
Ed.	Edition
EMS	Education Management Information System
GE	General Electric
HR	Human resources
HRM	Human resources management
LMIS	Labour Market Information System
MINEDUC	Ministry of Education
N°	Number
P. (pp)	Page (pages)
PTA	Parent-Teacher Association
SWOT	Strengths, weaknesses, opportunities and threats
UK	United Kingdom
UNESCO	United Nations Educational, scientific and cultural organization
VOL.	Volume

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OPERATIONAL DEFINITION OF KEY TERMS

Before conducting this study, the researcher had the following conception about the **three main variables** of the study.

Planning: The action of predicting the way a certain school will look like in the future and guessing all the requirements to achieve the objectives pre-set (vision, mission and values of the school). After planning, we make implementation of planned activities, and finally we evaluate achievements vis- a-vis stated objectives.

School management: The activity of leading and deciding on any activity done at private secondary level and on how to manage effectively and efficiently those schools in order to achieve the desired goals.

School performance: The accomplishment of school's pre-set objectives

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter deals with the background to the study, statement of the problem, objectives of the study, research hypotheses, scope of the study and the significance of the study.

1.1 Background to the study

Planning helps an organization chart a course for the achievement of its goals. The process begins with reviewing the current operations of the organization and identifying what needs to be improved operationally in the upcoming year. From there, planning involves envisioning the results the organization wants to achieve, and determining the steps necessary to arrive at the intended destination or success, whether that is measured in financial terms, or goals that include being the highest-rated organization in customer satisfaction.

All organizations, large and small, have limited resources. The planning process provides the information top management needs to make effective decisions about how to allocate the resources in a way that will enable the organization to reach its objectives. Productivity is maximized and resources are not wasted on projects with little chance of success.

Setting goals that challenge everyone in organization to strive for better performance is one of the key aspects of the planning process in Rwanda under the leadership of President Paul Kagame. Mineduc (2010) stated that goals must be aggressive, but realistic. Organizations cannot allow themselves to become too satisfied with how they are currently doing or they are likely to lose ground to competitors. The goal setting process (IMIHIGO) can be a wake-up call for all managers at all levels that have become complacent. The other benefit of goal setting comes when forecast results are compared to actual results. Organizations analyze significant variances from forecast and take action to remedy situations where revenues were lower than plan or expenses higher.

Managing risk is essential also to an organization's success. Even the largest corporations cannot control the economic and competitive environment around them. Unforeseen events occur that must be dealt with quickly, before negative financial consequences from these events become severe. Planning encourages the development of "what-if" scenarios, where managers attempt to envision possible risk factors and develop contingency plans to deal with

them. The pace of change in business is rapid, and organizations must be able to rapidly adjust their strategies to these changing conditions.

We know that having planning mindset is a new approach in different services in Rwanda after 1994 period; particularly in schools because of lack of visionary approach and competitive outlook for some head teachers. This research paper intends to assess this issue in a particular area of Musanze district and aim to scan how planning promotes team building and a spirit of cooperation in private secondary schools.

When the plan is completed and communicated to members of the organization, everyone knows what their responsibilities are, and how other areas of the organization need their assistance and expertise in order to complete assigned tasks. Employees see how their work contributes to the success of the school as a whole and can take pride in their contributions. Potential conflict can be reduced with good plans in school management when management team solicits teachers, parents, learners, local leaders input during the goal setting process. All partners are less likely to resent budgetary targets when they had a say in their creation.

Finally, the findings of this research will help private secondary schools to get a realistic view of their current strengths and weaknesses relative to major private or public schools competitors in the area of research. The management team will see areas where competitors may be vulnerable and then crafts aggressive marketing strategies within their respective schools in order to take advantage of these weaknesses and be driven all the time by result orientation mindset in today new business landscape.

1.2 Statement of the Problem

The seventh key point of education sector priorities for 2010 – 2015 in Rwanda as stated in Education sector strategic plan 2010 - 2015 argue to “Strengthening the institutional framework and management capacity for effective delivery of education services at all levels through leveraging resources to address the funding gap; specific interventions to raise capacities to mount reforms and engage in monitoring and evaluation of the sector; improved use of information systems such as the Education Management Information System (EMIS) and the Labour Market Information System (LMIS) from the school to national level; improved accountability, monitoring and evaluation through School Boards and PTAs; and comprehensive training in whole school management and development”.

This mindset change process cannot be achieved without a comprehensive planning system at all levels in education sector.

The mission of the Ministry of Education as stated in Education sector strategic plan 2010 - 2015 is to “transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.”

This mission is very critical to be achieved for a country devastated by the genocide against the tutsi and moderate hutu. Most of qualified and trained teachers were killed, public and private schools were destroyed by the war and all materials and relevant equipment were stolen in that perilous period.

That is why most of Education Ministers post genocide still complains and struggling with critical cases in this sector related to lack of skilled and trained teachers at all levels, lack of adequate and sufficient classrooms, lack of necessary equipment (laboratories, libraries, IT, etc.)

In this perspective the researcher aims at making a study of the impact analysis of planning on private secondary schools performance for the reason that as a former private school leader in Musanze District for eight years (1996 – 2004) and after elected Mayor of the District since 2004 until 2008, I was really frustrated because there wasn't a lot of information on strategic planning specifically for private schools or non-profits. Sure, there is information for public schools, and even a little on not-for-profits. But it is too broad, too vague, or there isn't enough information to help with the needs of real private schools, where you have to deal with fundraising, finance, human resources, marketing, admissions, recruiting, facilities, grounds, boarding, curriculum, public relations, start-up business plans and then planning, implementing and evaluating it all out over specified years.

This research is crucial and vital in order to help private schools in Musanze to find solutions to the problems they are facing through planning process and good management system, which will help those private schools to achieve their respective desired goals for better performance. In other words, the researcher has goals of searching out how good plans (Short and long term) can influence the efficiency and effectiveness of the private school management in order to be result oriented and meet all beneficiaries' interests.

1.3.Objectives of the study

This study has the following objectives:

1.3.1. General objective

The general objective of this study is to assess the existence, implementation and evaluation of plans in private secondary schools in Musanze District.

1.3.2. Specific objectives

- i. To assess the planning process in private secondary schools in Musanze District.
- ii. To examine the implementation process of planned activities.
- iii. To assess how evaluation of plans is conducted in private secondary schools in my catchment area of research.
- iv. To estimate relationship between operation planning and management performance.

1.4. Reasearch Questions

- i. How is planning undertaken in private secondary schools in Musanze district that has both short and long term plans ?
- ii. How is it implimented in order to achieve the desired goals of the school ?
- iii. How evaluation process of planned activities is conducted in order to reconcile achieved objectives with gaps for mutual success, influence and inspiration among all beneficiaries of the school ?
- iv. Is there any relationship between planning and management performance?

1.5.Significance of the study

Once the findings of this study are taken into account, it will be significance to the following people: Head teachers: Head teachers of different private schools in Musanze will learn to set the vision, mission and values that facilitate the development of their schools for short and long term periods.

- i. Teachers and other school workers: Once head teachers understand the importance of planning, implimentation and evaluation of planned activities, all employees will be motivated and driven in good result orientation.
- ii. Learners : Once the school have effective plans for both short and long terms, learners will receive quality education for being competitive at the market place.
- iii. Local community: people will have different profits including jobs and offer quality services to the community.

1.6. Limitation of the study

Even though the process is predictable to be effective, it could not fail to be shared with readers and/or users of this study the main obstacle which encountered. The researcher faced with the problem of dealing with employees who have a tight work schedule. So the researcher pleased to make constant and strong follow up to ensure the questionnaires are answered effectively and efficiently.

1.7. Scope of the study

This study deal with the impact analysis of planning on private secondary schools performance in Rwanda: a case study of Musanze District.

The researcher notice that one of the objectives of 2020 Rwandan vision is to ameliorate the quality of education by the end of the year 2020; this objective cannot be achieved unless we have better planning in our schools in order to be competitive in today new business land scape. In this process, the researcher analysed the extent to which private secondary schools in Musanze district have plans (short and long term) and only covered the period from 2011- 2013.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A literature review is a body of text that determines the aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and as such, do not report any new or original experimental work. Also, a literature review can be interpreted as a review of an abstract accomplishment.

The literature related to this topic is analyzed under the two main subheadings. The first is the planning which includes the definition and channels. The second subheading is the school management and school administration which includes educational management and social entrepreneurship, educational management and decision making, educational management and other associated terms, corporate finance, land management, innovation management, human resource management, and project and business management.

2.2. Planning

2.2.1 Theoretical review of planning in Education sector

Coombs (1974) highlighted that “although modern educational planning began to take shape during this recent period, most of this quantitative expansion in education occurred without benefit of planning. Nations now need to accelerate the development of educational planning to avert some of the severe problems and wastes which result when educational expansion occurs without good planning”.

By focusing on a more strategic management approach, we can transform the static plan into a system that provides strategic performance feedback for decision making and enables the plan to evolve and grow as circumstances change in today new business landscape. Planning is the management function of anticipating the future and conscious determination of a future course of action to achieve the desired results.

Today’s educational planning can claim an unbroken ancestry running back to ancient times. Xenophon (431 BC) tells (in the Lacedaemonian Constitution) how the Spartans, some 2,500 years ago, planned their education to fit their well-defined military, social and economic objectives.

Plato in his Republic offered an education plan to serve the leadership needs and political purposes of Athens. China during the Han Dynasties and Peru of the Incas planned their education to fit their particular public purposes.

These early examples emphasize the important function of educational planning in linking a society's educational system to its goals, whatever these goals may be. Some later examples show how educational planning has been resorted to in periods of great social and intellectual ferment to help a society to fit new goals. The architects of such plans were usually creative social thinkers who saw in education a potent instrument for achieving reforms and attaining the 'good life'.

The several historical examples of educational planning cited above varied greatly in scope, objectives and complexity. Some applied to whole nations, others to individual institutions; some undoubtedly were far more effective than others; some were episodic, others involved a continuous process over a long period; some were in a highly authoritarian setting, others in a more democratic and pluralistic milieu. All have something to teach, but none had all the features required of modern educational planning.

The ancestry of today's educational planning does not end, however, with the more visible and dramatic examples just cited. There has been all along a much more ubiquitous and routine sort of planning which those responsible for administering educational institutions have always had to do, ever since such institutions existed.

Take, by way of illustration, the administrative head of a typical local public school in the 1920s. Each year he was obliged to look ahead and to make various preparations for the next academic year. At a minimum he had to estimate how many students there would be how many classrooms, teachers, desks and books would be needed to serve them adequately, how much money all this would require, where the money would come from, and how and when it would be spent.

These various projections culminated in a proposed budget for the next academic year and ended ultimately in a series of decisions and actions. This was educational planning, even if it seldom wore that label. It was taken for granted as a normal part of the educational administrator's job, and if he was a poor planner he was soon in trouble.

Frequently this process took an extremely simple form. The planning for a small independent school or college could sometimes have been done on the back of an envelope. But as educational institutions and systems grew larger and more complex, and as the budget and appropriations process became more

formal, the planning process itself acquired greater sophistication and formality. Yet the basic tasks and principles were much the same. The essential aim was to provide for the continuity and viability of educational establishments, and to affect such gradual expansion and improvement as the circumstances seemed to warrant.

In my scrutiny, strategic planning is a part of board's and senior administration's management activity that allows to set priorities, focus resources, improve operations, ensure that staff and stakeholders are working toward common goals, formalizes agreement on intended outcomes and results, and monitors and adjusts the school's direction in response to changing environment. It is a focused effort that produces key decisions and actions that shapes and guides what the school is, who it serves, what it does, and why it does it, with a focus on the future.

According to Drunker (2004) the strategic planning is the analytical thinking and commitment of resources to action. A strategic plan acts as a road map for carrying out the strategy and achieving long term results. Planning is deciding in advance what to do, how to do it, when to do it and who is to do it.

Educational planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society.

Educational planning deals with the future, drawing enlightenment from the past. It is the springboard for future decisions and actions, but it is more than a mere blueprint. Planning is a continuous process, concerned not only with where to go but with how to get there and by what best route. Its work does not cease when a plan gets on paper and has won approval.

Planning, to be effective, must be concerned with its own implementation with progress made or not made, with unforeseen obstacles that arise and with how to overcome them. Plans are not made to be carved in stone but to be changed and adapted as the occasion warrants. As plans for one period move into action, planning for the next must be under way, nourished by feedback from the first.

To conclude this theoretical review of planning, schools wants to chart a direction. Without short and long plans (strategic planning), a school is like a car without a driver. We develop the strategic plan to set objectives, determine how to use our resources and maximize the use of resources both human and non-human resources, facilitate the formulation of a school vision and mission, help in innovation and build a team with common vision and facilitate resource mobilization.

According to Mineduc (2010) in School Management, the school strategic planning enables stakeholders to establish clear priorities, provides a sense of direction, encourages innovation and creativity which are key features of a school that is growing and developing. Strategic planning is important to harmonizing activities and strengthens efforts within the school from different departments. It helps in decision-making and planned targets serve as the criteria for evaluation of different alternatives so that the best course of action is chosen.

By predicting future, planning helps in taking future- oriented decisions. Sound plans prevent hasty judgments and haphazard actions. It provides a basis for decentralization: Planning helps in the delegation of powers and authority to lower levels of management. Strategic planning provides efficiency in operations, facilitates optimum utilizations of available resources. Finally, strategic planning facilitates control: Planning provides the basis for control and serves as standards for evaluation of performance.

An effective strategic plan can articulate not only where the school is going and the actions needed to improve, but also whether it is successful in terms of performance in all its departments. The strategic plan is a document used to communicate within the school community; the school's goals, actions needed to achieve those goals, and all of the other critical elements developed during the planning exercise such as your vision and mission statement, core values, educational philosophy, goal, objectives, and action plan to guide implementation.

Finally, the purpose of the strategic plan in my view is to lay out a road map to achieve the mission and vision; moving away from being reactive, solving today's community's problems towards being proactive by eliminating problems in the future and taking competitive advantage of opportunities. The plan should provide the framework that enables the school to focus and coordinate resources, work towards common goals, assess and adjust as we move forward, and focus the board's priorities and inspire the staff and community.

2.2.2 The challenges and limits of strategic planning

Mineduc (2010) in School Management, state that planning is not a substitute for executive judgment but merely an aid to it. You need to be aware of the factors which could make planning difficult and try to work around them. Planning is based on forecasts which will not be 100 per cent accurate. The

accuracy and reliability of forecasts diminishes as the forecasting period increases.

If reliable forecasts and data are not available, you will need to make sensible assumptions and plan for a range of different scenarios. Planning can be time-consuming and expensive: time, effort and money are required in the collection and analysis of data and in formulation and revision of plans. You will need to make sure you have enough information to make a reliable plan, but if you spend too much time creating the perfect plan, you will have no time to carry it out.

Planning may result in internal inflexibility and procedural rigidities that inhibit initiative and individual freedom. You should try to retain flexibility and be ready to adapt and innovate to meet changing circumstances while not losing sight of your overall goals. Planning may create a false sense of security in the organization. The Head teacher may think that all his managerial problems will be solved once the plan is put into operation.

In reality, management has to revise the plans and regularly check on their execution. The effectiveness of plans may be affected by external forces which are beyond the control of the school administration: Government control, District pressure, and other unforeseen events may create gaps in the implementation of the plans to which you will need be able to adapt and respond.

2.2.3 Types of planning

Different types of plans can be classified according to the period of time the plan covers, and the purpose of the plan. Planning is generally divided into long term plans and short term plans.

(i) Long term Planning: long term planning normally covers a period more than 5 years, though it can extend up to 20 years or so. Long term planning is not planning for future decisions rather it is planning the future impact of today's decisions.

The strategic plan is an analytical thinking that goes on at the top level of management that determines the appearance of the organization (the school) at a point in future. The attempt is to answer these questions: how can the appearance of your organization (school) in future be different from what it is today? Will things be the way they are in future after 3 years, 5 years or 10? Will things be different? How different? A strategy determines the direction in which an organization needs to move to fulfill its vision and mission.

O'Regan and Ghobadian (2002) argue that "Today's business environment landscape is dynamic, complex and continually changing in order to gain, retain or regain sustainable competitive advantage."

Generally, common aspects of most definition are concerned with the long term direction of the organization, defining what business the organization should engage in, matching the activities of business to the environment in order to minimize the threats and maximize opportunities, as well as matching the organization's activities to the resources available.

As the environment is continually changing, it is also necessary for strategic planning to continually change in order to maintain a balance or fit with external environment.

Strategic planning focuses on the direction of the organization and actions necessary to improve its performance. It is the process by which firms derive a strategy to enable them to anticipate and respond to the changing dynamic environment in which they operate.

(ii) Short term Planning: covers courses of action for time periods extending up to one to three years. Sometimes plans beyond one year period are called medium term plans. In short term planning, the structure is fixed and specific activities required to achieve the goals are developed.

2.2.4. Key steps in developing a school's plan

a) Situational Analysis (SWOT Analysis)

Glaister and Falshaw, (1999) state that ‘‘SWOT, is an acronym from its principal components: Strengths,Weaknesses, Opportunities, and Threats’’.

In its simplest form, Kay (1993) defines the swot analysis as ‘‘simply a list’’. In itself, it is not an analysis but, as a tool, it can aid in effectively performing a broad analysis. It is a way to analyze the environment, allowing for the segregation of the environment into internal strengths and weaknesses and external opportunities and threats as well as positive and negative environments.

Bullington (2005) agrees that ‘‘swot analysis can be effectively used in an early environmental analysis due to its categorical structure. Environmental scanning’’ and ‘‘situation analysis’’ are other terms often substituted for swot analysis, and help to describe what a swot analysis does, i.e. define what strengths can be used to build upon; what weaknesses should be covered; what opportunities can be captured; and which threats should be defended against’’.

Mercer (1991) emphasized that the strengths and weaknesses criteria include natural and financial resources, workforce, education levels of the population, markets and products for trade opportunities, technological capabilities, capital structures, and similar factors.

The opportunities and threats criteria include: demographics, economy, political and legal aspects, cultural and historical factors, environmental concerns, and sociological factors.

Strategic management in the context of this research will encourage managers to examine their organizations (private schools) while scanning the environment. One popular way to arrange such organization is swot analysis.

The acronym (SWOT) stands for an organization's key internal strengths and weaknesses, and its external opportunities and threats within private schools. It is a critical assessment of the strengths and weaknesses, opportunities and threats in relation to the internal and external environment factors affecting the school in order to establish its condition prior to the preparation of a long-term plan.

Xiaomin (2000) said that "swot analysis was originally performed in complex business environments for the purpose of formulating business strategies". Since its origination in the 1950s by two Harvard Business School graduates, George Albert Smith, Jr. and C. Roland Christensen, it has gained increasing success as a management tool.

Its best known success came in the 1980s when Jack Welch of General Electric implemented swot to analyze GE's strategies, and helped GE triple its productivity. (Slocum and McGill, 1994). Today, most major companies utilize SWOT analysis. (Backman, & Butler, 2003).

A strengths and weaknesses analysis expresses which areas of the school have; strengths that should be exploited and weaknesses that should be improved example: having a computer laboratory is strength for a school. Not having a dining hall is a weakness for a school opportunity analysis is concerned with asking you the following questions: what opportunities exist in the school environment? What is the school's ability to exploit the worthwhile opportunities? Example: Having an old school in the same area or being close to the main road are opportunities for your school.

Threats analysis is concerned with finding answers to the following questions: What menaces might arise in the school area? How does the surrounding environment affect negatively the school growth and development? Example: Being surrounded by a slum is a threat for the welfare of the school.

b) Problem Analysis

We have now the picture of what is the situation of our school by analyzing its strengths, weaknesses, opportunities and threats. We now need to have a

clear picture of how much do weaknesses and threats affect negatively the school development. One of the best methods is to analyze the problems of the school by prioritizing the most sensitive. This is done through what is known as “problem tree analysis”. It is about listing all the problems that we have and leveling them to identify the most critical core problem.

c) Objective Setting

A school plan has what we call strategic framework. The school strategic framework is made up by the following elements (vision, values, mission statement).

(i) School vision

Tichy and Sherman (1994) specified that “the role of a leader is to express a vision, get buy-in, and implement it. That calls for open, caring relations with employees, and face-to-face communication. People who cannot convincingly articulate a vision won’t be successful”.

The vision is an imagined or perceived pattern of communal possibilities to which others can be drawn, which they will wish to share, and which will constitute a powerful source of energy and direction within the enterprise. The vision is a bridge from the present to the future of the organization.

It is the starting point of any strategic framework. It is a picture in our context of how the school could or should look like in the future. The vision states the desired state that makes your school different to others.

The school vision, provides a clear picture of the direction of your school, ensures that members know what the school wants to achieve, enable members identify with the school.

Example of a good vision:

1. A self-sustaining vocational school providing skilled manpower for diverse development.
2. A self-managed secondary school for access to quality, equity and effective education.

(ii) School values

An organization is driven by its leaders' individual and collective values, whether those values are consciously understood or unconsciously influential, spoken or unspoken, written or unrecorded.

The school values are what the school believes is the right way to do things and to deal with people, and what they believe about the way that the world ought to be organized.

(iii) School mission statement

Conway, Mackay and Yorke (1994) state that “at the corporate level, organizations need to consider the reasons for their existence and how they intend to achieve their objectives over a specific period of time. At the business level, strategy involves consideration of the external environment and how the organization can achieve a competitive advantage”.

A school mission statement is a precise statement of why a school exists. It includes the particular way in which the school intends to make a contribution towards the vision. A mission statement describes what the school does, with whom or for whom it does it, and, in broad terms, how it does it. Pearce (1982) states that a mission statement can serve as an invaluable tool in directing the formulation and implementation of strategy. He believes that it can lead to a heightened sense of purpose in addressing the issues of why the organization exists and whom it serves.

Klemm, Sanderson and Luffman (1989) specified that mission statement is selling corporate values to employees. Mineduc (2010) by making the difference between a vision and a mission underline that “whereas the vision statement answers the question what do we want to become, the mission statement answers the question what do we do? Why have school mission statements? It is an easy way to communicate to others what you do and how you do it, it provides a basis for motivating the use of the school’s resources. It provides a reference point for the school’s activities. It facilitates the transaction of objectives and goals into a work structure *involving* the assignment of tasks to responsible elements within the school”.

2.3 Implementation of education plans

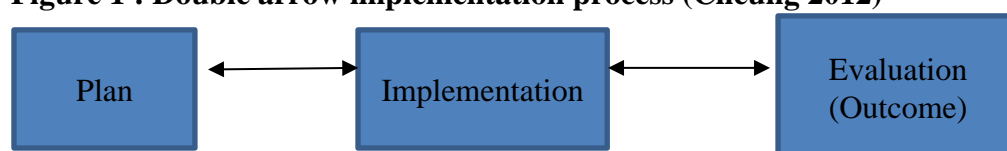
This is about establishing a clear vision for the strategic planning implementation process. Paint a clear picture of where the organization will end up and the anticipated outcomes. Make certain the picture is one of reality and not what people wish would occur. Make sure key employees know why the organization is changing. Appoint a leader who owns the strategic planning implementation process and makes certain other senior managers, as well as other appropriate people in the organization, are involved.”

O'Regan and Ghobadian (2002) specified that "Effective implementation is vital for the success of any strategic plan. Deloitte and Touche suggest that as

many as eight out of every ten companies fail to implement their strategies effectively.

Cheung and Ping (2012) indicated that phase II after planning is the implementation stage which involves the first experiences of attempting to put an idea or reform into practice. The concept of outcome is added to provide a more complete overview of the change process... In this project, outcome is specifically referred to improved student learning and attitudes, new skills, and problem-solving capacities. This is what the two-way arrow implies in the implementation process

Figure 1 : Double arrow implementation process (Cheung 2012)



The implementation of a plan is as important as its formulation. To achieve the goals and targets set by the plan, an efficient implementation is necessary. In this respect, development of an annual action plan is crucial to the execution of the plan activities and the achievement of the goals.

Healthfield (2000) argue that without the full commitment of the organization's senior executives, don't even start strategic planning. Participants will feel fooled and misled. A vision statement and a mission statement, along with this year's goals, filed, unimplemented in a cabinet or computer, is a serious source of negativity and poor employee morale.

However, implementation as a key step in the strategic planning process can fail if not well defined according to the World Education Forum in Dakar ,April 2000 organized by UNESCO which highlight that 'experience shows that when preparing their action plans, some countries have problems defining implementation strategies, because of the existence, at the time of their adoption, of insufficiently studied options whose operational implications had not been clearly defined.

Further study of these plan options, and their translation into a precise action programmed, are often postponed because of lack of time, or lack of information and national competence in the subject. These plan options are frequently about questions concerning objectives or strategies for implementing education development plans.

Heathfield highlight the keys to effective strategic planning implementation for any business which are full and active executive support, effective communication, employee involvement, thorough organizational planning and

competitive analysis, and widespread perceived need for the strategic planning.

Majed and Zairi state that the implementation process is complex, and needs to be checked against several success/failure factors to ensure successful implementation, as well as to avoid implementation pitfalls...The most noticeable managerial practices that directly influence the success of business process implementation are top management support and commitment, championship and sponsorship, and effective management of risks.

Heathfield again specified that strategic planning implementation is at the heart of how to make change of any kind happen in your organization. Start by answering why your organization might want to embark on a strategic planning process and implementation. Want to be one of the organizations, in which employees understand the mission and goals?.

2.4 Evaluation of the education plans

Brauckmann and Pashiardis (2010) in search of the missing link between school accountability and school improvement experiences from Cyprus said that school evaluation plan make positive effects, which in a long-term perspective can lead to real improvements of the school quality. These positive effects include an increased sensitivity among the teaching staff about questions regarding school quality through the identification of strengths and weaknesses.

In order to achieve the right balance of the various evaluation approaches as described in previous sections of this research, it is generally believed that there should be three types/forms of appraisal systems: to improve the effectiveness of schools; to improve the performance of teachers; and to improve the effectiveness of the whole school system.

Progress can be measured in terms of knowledge gain, attitude change, behavioral change, skills developed, awareness created, action taken as well as other measures.

There may be several reasons to evaluate a plan because stakeholders or decision makers will invariably ask you to produce results to justify funding or your time devoted to the effort. You may want to ask yourself or others if the time spent in the implementation process was worth it. What has happened? Do the participants care, are they changing in a positive way or are you just there to entertain them. Is the plan going just okay? If this is the case, maybe some changes need to be made. Then what will you change? How will you know what to change in order to increase participation or effectiveness?

This is called formative evaluation. You may need to show results to justify further educational programs or to apply for outside funding. Your boss may require it or you are just curious.

Craig (1996) indicated that “the four steps of evaluation consist of *reaction* (how well did the learners like the Rossett and Kendra (2001) stating about evaluation said that evaluation is the process of examining a program or process to determine what's working, what's not, and why. Evaluation determines the value of programs and acts as blueprints for judgment and improvement.

Evaluations are normally divided into two broad categories formative and summative. Formative evaluation (sometimes referred to as internal evaluation) is a method for judging the value of a program while the program activities are forming (in progress). This part of the evaluation focuses on the process. (Scriven 1967). A summative evaluation (sometimes referred to as external evaluation) is a method of judging the value of a program at the end of the program activities (summation). The focus is on the outcome.

Saettler (1990) defines the two types of evaluations as “formative is used to refine goals and evolve strategies for achieving goals, while summative evaluation is undertaken to test the validity of a theory or determine the impact of an educational practice so that future efforts may be improved or modified”. learning process?), *learning* (what did they learn? (the extent to which the learners gain knowledge and skills), *behavior* (what changes in job performance resulted from the learning process? (capability to perform the newly learned skills while on the job) and *results* (what are the tangible results of the learning process in terms of reduced cost, improved quality, increased production, efficiency, etc.?)”. This makes it both a planning and evaluation tool which can be used as a troubleshooting heuristic.

Figure 2 : Evaluation Model



Source: **Chyung (2008)**

The revised model of Kirkpatrick by Chyung (2008) can now be used for planning (left column) and evaluation (right column). In addition, it aids the troubling-shooting process. For example, if you know the performers learned their skills but do not use them in the work environment, then the two more likely troublesome areas become apparent as they are normally in the cell itself (in this example, the Performance cell) or the cell to the left of it.

There is a process in the work environment that constrains the performers from using their new skills, or the initial premise that the new skills would bring about change is wrong.

Before planning an evaluation process, you need to determine what you are evaluating? Increase knowledge? Increase resource use? Improve social skills? Improve stress management? Increase respect for differences? Improve communication skills? Increase flexibility/adaptability? Strengthen/enhance relationships? Develop new support networks? etc.

2.5 Educational management and performance

2.5.1 Educational management and social entrepreneurship

According to Chance and Chance (2002) educational management or school leadership is a British term synonymous to the American term educational leadership used to refer to the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims.

Osborne, Salzberger and Wittenberg (1999) claimed that a teacher or schoolteacher is a person who provides education for pupils (children) and students (adults). The role of a teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching.

Watts (2003) defined a student as a learner, or someone who attends an educational institution. In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in other languages). In its widest use, student is used for anyone who is learning.

According to Moos (1979) the type of interaction between the teacher and the student plays a great role in the process of teaching and learning. This author explained that students are likely to build stronger relations with teachers who are friendly and supportive and will show more interest in courses taught by these teachers. Teachers that spend more time interacting and working directly with students are perceived as supportive and effective teachers. Effective teachers have been shown to invite student participation and decision making, allow humor into their classroom, and demonstrate a willingness to play.

The way a teacher promotes the course they are teaching, the more the student will get out of the subject matter. The three most important aspects of teacher enthusiasm are enthusiasm about teaching, enthusiasm about the students, and enthusiasm about the subject matter. A teacher must enjoy teaching. If they do not enjoy what they are doing, the students will be able to tell. They also must enjoy being around their students.

A teacher who cares for their students is going to help that individual succeed in their life in the future. The teacher also needs to be enthusiastic about the subject matter they are teaching. For example, a teacher talking about chemistry needs to enjoy the art of chemistry and show that to their students.

A spark in the teacher may create a spark of excitement in the student as well. A enthusiastic teacher has the ability to be very influential in the young students life.

Munoz (2010) asserted that social entrepreneurship is the recognition of a social problem and the uses of entrepreneurial principles to organize create and manage a social venture to achieve a desired social change. While a business entrepreneur typically measures performance in profit and return, a social entrepreneur also measures positive returns to society.

Thus, the main aim of social entrepreneurship is to further broaden social, cultural, and environmental goals. Social entrepreneurs are commonly associated with the voluntary and not-for-profit sectors, but this need not preclude making a profit. Social entrepreneurship practiced with a world view or international context is called international social entrepreneurship.

2.5.2 Educational performance and decision making

According to Monahan (2000) the concepts of problem analysis and decision making are completely separate from one another. The need to understand both processes is that the information gathered in problem analysis process is used in decision making one. So, the problem analysis in private schools should have the following seven stages.

First, analyze performance within the school, what should the results be against what they actually are. Secondly, problems are merely deviations from performance standards. Thirdly, problem must be precisely identified and described in schools. Fourthly, problems are caused by a change from a distinctive feature within the school. Fifthly, something can always be used to distinguish between what have and hasn't been affected by a cause. Sexily, causes to problems can be deducted from relevant changes found in analyzing the problem. Finally, most likely cause to a problem is the one that exactly explains all the facts in the organization.

Damasio (1994) claimed that in decision making, there are nine stages. Fist, objectives must first be established. Second, objectives must be classified and placed in order of importance. Third, alternative actions must be developed. Fourth, the alternative must be evaluated against all the objectives. Fifth, the alternative that is able to achieve all the objectives is the tentative decision. Sixth, the tentative decision is evaluated for more possible consequences. Seventh, the decisive actions are taken, and additional actions are taken to prevent any adverse consequences from becoming problems and starting both systems (problem analysis and decision making) all over again. Ninth, there are steps that are generally followed that result in a decision model that can be

used to determine an optimal production plan. Tenth, in a situation featuring conflict, role-playing is helpful for predicting decisions to be made by involved parties.

According to Martinsons (2001) decision planning is very crucial in decision making. Making a decision without planning is fairly common, but does not often end well. Planning allows for decisions to be made comfortably and in a smart way. Planning makes decision making a lot more, simpler than it is. Decision will get four benefits out of planning: 1. Planning give chance to the establishment of independent goals. It is a conscious and directed series of choices. 2. Planning provides a standard of measurement. It is a measurement of whether you are going towards or further away from your goal. 3. Planning converts values to action. You think twice about the plan and decide what will help advance your plan best. 4. Planning allows to limited resources to be committed in an orderly way. Always govern the use of what is limited to you (e.g. money, time, etc.).

2.5.3 Educational management and other associated terms

2.5.3.1 Land management

Dale and McLaughlin (1988) asserted that land management is the process of managing the use and development (in both urban and rural settings) of land resources. Land resources are used for a variety of purposes which may include organic agriculture, reforestation, water resource management and eco-tourism projects.

2.5.3.2. Innovation management

It can be used to develop both product and service within the organization. By utilizing appropriate innovation management tools, management can trigger and deploy the creative juices of the whole work force towards the continuous development of an institution. The process can be viewed as an evolutionary integration of organization, technology by iterating series of activities: search, select, implement and capture.

Clark (1980) said that innovation processes can either be pushed or pulled through development. A pushed process is based on existing or newly invented technology, that the organization has access to, and tries to find profitable applications to use this technology. A pulled process tries to find areas where customers' needs are not met, and then focus development efforts to find solutions to those needs.

2.5.3.3. Human resource management

Mayo (1945) defined Human resource management (HRM, or simply HR) as the management of an organization's workforce, or human resources. It is responsible for the attraction, selection, training, and assessment and rewarding of employees, while also overseeing organizational leadership and culture, and ensuring compliance with employment and labor laws.

In circumstances where employees desire and are legally authorized to hold a collective bargaining agreement, HR will typically also serve as the company's primary liaison with the employees' representatives (usually a labor union).

2.5.3.4. Project and business management

According to Sebastian (2007) a project differs from a business in the following ways. While a project is a temporary endeavor with a defined beginning and end (usually time-constrained, and often constrained by funding or deliverables), undertaken to meet unique goals and objectives, typically to bring about beneficial change or added value a business is a repetitive, permanent, or semi-permanent functional series of activities with the objective of producing products or services.

Thus, project management seeks to meet a major goal and set of defined objectives, whereas business management aims at maintaining a business into perpetuity.

Harrison and Lock, (2004) argued that there is a number of similarities between project and business management like the following. First of all in both cases people need to analyse the business needs / requirements in measurable goals, the current operations or situation, finance of the costs and benefits including a budget, stakeholder including users, and support personnel for the project, project charter including costs, tasks, deliverables, and schedule and decision makers. Secondly, in both cases there is a need of coordinating people and resources, as well as integrating and performing the activities of the project or business in accordance with the project or business management plan.

Finally there is a need to measure the ongoing project or business activities. Finally identify actions that can help to address issues and risks properly.

2.6 Critical review

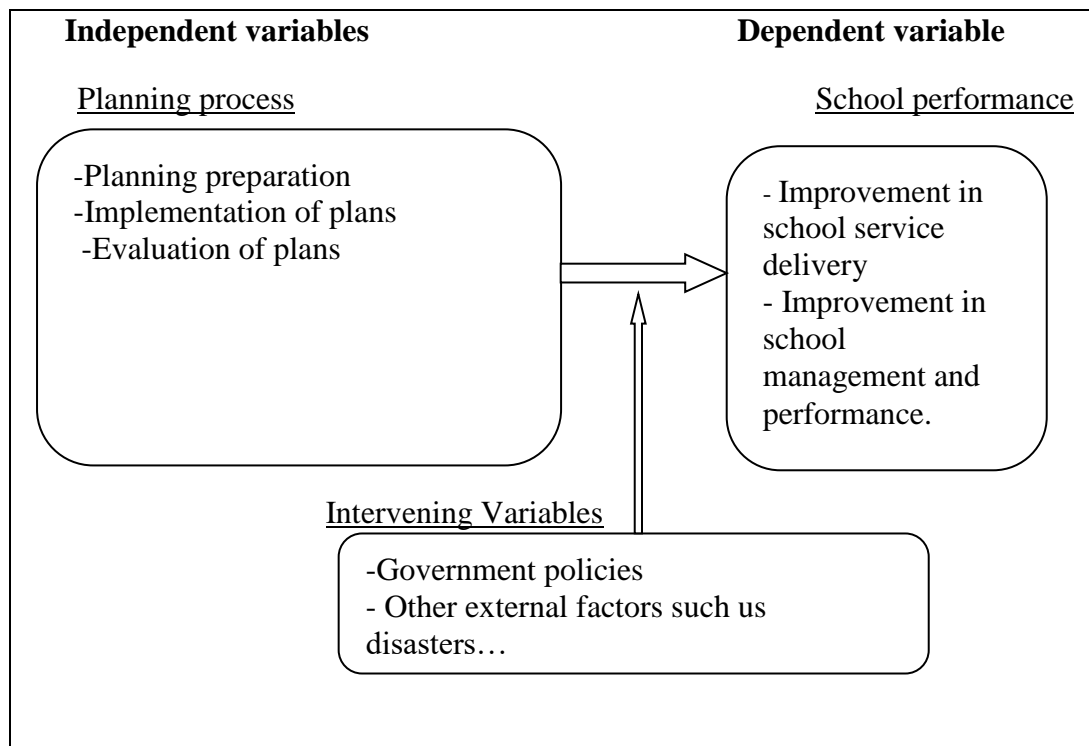
2.6.1 Theoretical / Conceptual framework

The conceptual framework in this study presents a preferred approach to an idea or thought. It is based on identification of key concepts and relationship among those concepts. It is based on the relationship between independent and dependent variables. In this case it is to access the planning process and improvement in terms of school management and performance in private secondary schools in Musanze District.

Since there are many variables, the research was concentrated on the three most important independent variables such planning preparation, planning implementation and planning evaluation; two dependent variables such as improvement in schools service delivery and improvement in school management and performance.

The intervening variables are government policies and other influential external factors. This conceptual framework interlinks the dependent and independent variable as shown in figure1 below:

Figure 3: Conceptual framework



Source: Researcher (2013)

Independent variables:

These variables demonstrate the contribution that planning process offer which have impact on private secondary schools (dependent variable). The highlighted ones in the model include planning preparation process, implementation of planned activities and evaluations of those plans.

Dependent variables

These variables like to depict the likely effect of (short and long terms plans) as result of independent variables such as school product quality, learners success (graduation performance), human resources motivation (salaries, job description, capacity building), school's incomes and expenditure (deficit or surplus), aggressive marketing and public relation, management committees performance, customer care mindset orientation, etc.

Intervening variables

All the abovementioned indicators can be probably influenced in turn by school's exogenous indicators (external factors) such as natural disasters, government policies, national or international financial crisis, etc. which interfere in school stated goals achievement because those factors are not controlled by school's decision makers.

2.7 Gaps in literature

Cheung and Ping (2012) indicated that "phase II after planning is the implementation stage which involves the first experiences of attempting to put an idea or reform into practice". But they didn't mention who put into practice in concrete terms that implementation in order to achieve the stated goals? Hence this research assessed how the issue can be addressed for better performance in school management.

Rossett and Kendra (2001) stating about evaluation said that "evaluation is the process of examining a program or process to determine what's working, what's not, and why. Evaluation determines the value of programs and acts as blueprints for judgment and improvement" but they didn't mention in relevant manner how to create collective awareness within the organization (school) in order to conduct realistic evaluation for better performance, hence this research proposed the good way to conduct the viable evaluation in order to boost awareness and willingness of all key players of an organization (school) in order to achieve stated goals.

Coombs (1974) Highlighted that "although modern educational planning began to take shape during this recent period, most of this quantitative expansion in education occurred without benefit of planning. Nations now

need to accelerate the development of educational planning to avert some of the severe problems and wastes which result when educational expansion occurs without good planning”.

But even good statistics and methodology cannot by themselves guarantee effective planning. They help in getting feasible targets, but they do not insure that the targets will be realized.

The implementation of plans requires adequate administrative machinery, in education and indeed in the whole system. Without adequate organizational arrangements, administrative procedures and, above all, the right personnel properly well organized, trained and with the right conceptions and attitudes- no plan is likely to get off paper.

Thus educational planning must include administrative planning and management analysis. This is no easy matter. It is easy to tell an organization (school) what is wrong with its present administration and organization, but far harder to improve the situation. Here again we need to learn more.

Clearly a high priority must be given to improving the administrative aspects of the overall educational planning process, and to research and training directed toward this end. Hereafter, this research has recommended the good way of addressing effective planning in school management.

2.8 Summary and gap to be filled by the researcher

In this chapter, the researcher has attempted to define key variables on planning process. Due to the fact that planning is a multidisciplinary word that has different meaning from different perspective and orientations.

Engineers, architects, managers and so on, have their definitions make up out from their experiences as far as their professions are concerned but in general planning is defined as an activity or endeavor undertaken purposely to create a unique output (product or service) within budget, time and standards. Planning on other hand is oriented towards meeting the needs and expectations of the customers and of course owners of the organization.

The problem concerns raising educational productivity and quality; in other words, how can educational planning help a school to get maximum results, both in quantity and in quality, from whatever educational resources it has available?

How can educational systems become better equipped for change and innovation; for self-renewal? In this regard, educational systems are notoriously sluggish and backward. At a time in this new competitive business

landscape when everything else is changing rapidly, educational systems must learn how to change themselves rapidly too, or they will lag behind and fail to make the contribution they must to national and individual development and performance. Here, then, is another challenge to the ingenuity of educational planners.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 INTRODUCTION

The design of this study is a survey undertaken to investigate the planning process in private secondary schools in Rwanda, a case study of Musanze District.

Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau (2009) Claimed that a survey is a term that refers to the field that studies the sampling of individuals from a population with a view towards making statistical inferences about the population using the sample.

The concepts presented in this section emphasizes on the research design approach, the methods and ways for the collection and measurement and analysis of data used in the case study.

3.1 Research design

This part shows that research design set up the plan for collection, measurement and analysis of data. In this study the researcher selected the case study of Musanze District and will consider the secondary and primary data using triangulation method which consist of qualitative and quantitative.

3.2 Target population

In Rwanda, in each school (both private and public schools) we have seven (7) members of school's management committee, one teacher (at each school) elected by its peers who represent their colleagues in key decision meetings, eight elected learners by their respective fellow students in every school and whom roles and responsibilities are to represent effectively and efficiently students' interests internally and externally the school. We have finally, parent committee of six members at each school elected by all parents during the general assembly to represent their interests at the school.

In this study, the population is all the member's school management committees in the eight private schools (56), 8 elected teachers' representatives in eight private schools in Musanze, 64 elected learners committees in those schools, 48 elected parents committees and 14 administrative local leaders. The total population is 190 people.

The purpose for selecting this population is that all are elected by their pairs and plans in education is a key pillar for the socio – development of a Country

and no research has been done in Musanze on this outlook of plans in school management and performance.

Table 1: Availability of plans

Targeted category	Management committees	Teachers representatives	Parents representatives	Learners representatives	Local leaders
population	56	8	48	64	14

3.3 Sample design

The non- probability sampling was explained by Kothari (2005) as the sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample; while the probability also known as random sampling or chance sampling or chance sampling is the sampling design under which every item of the universe has an equal chance of inclusion in the sample.

The stakeholders in this research are grouped in five categories; the researcher will consequently refer to the stratified sampling which is among the non-probability sampling.

To define the sample size, the researcher was inspired by Mugenda and Mugenda (1999) who argued that a researcher would have to use 30% of the total target population as a sample size for it to be accepted as a good representative sample.

Therefore the sample size for this study will be 57 respondents out of the 190 target population. Given that the population is grouped into categories, the stratifies sampling will be applicable.

In this research, five strata, each being homogeneous, were designed which are school management committees, teacher's representative, learners committees, parents committees and local leaders committees. Kothari (2005) noted that the stratified sampling is when a population from which a sample is to drawn does not obtain a representative sample.

Under stratified sampling the population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub- populations are called strata) and then we select items from each stratum to establish a sample. Meanwhile each stratum is more homogeneous than the total population, we are capable to get more precise estimates for each stratum and by assessing more accurately each of the element parts; we catch a better estimate of the whole. In brief, stratified

sampling results benefit in more effective and efficient exhaustive information.

For selection of items for the sample from each stratum, the method to be used is that of simple random sampling. To determine the size of sample in each stratum, we will follow the method of proportional allocation as recommended by Kothari (2005).

Under this method, the sizes of the samples from the different strata are kept proportional to the sizes of the strata. That is, if P_i represents the proportion of population included in stratum i , and n represents the total sample size, the number of elements selected from stratum i is $n \cdot P_i$. We have a sample of size $n=57$ to be drawn from a population of $N=190$ which is divided into five strata of size,

$N_1=56, N_2=8, N_3=64, N_4=48, N_5=14$, consequently N_1, N_2, N_3, N_4 and N_5 are in that order school management committees, teachers representative, learners committees, parents committees and local leaders committees. Adopting proportional allocation, we shall get the sample sizes as under for the different strata:

For stratum $N_1=56$, we have $p_1=56/190$, hence $n_1=n \cdot p_1=57(56/190)=17$

For stratum $N_2=8$, $p_2=8/190$, thus $n_2=n \cdot p_2=57(8/190)=3$

Similarly $N_3=64$, $p_3=64/190$ and $n_3=n \cdot p_3=57(64/190)=19$

Also for stratum $N_4=48$, $p_4=48/190$, $n_4=n \cdot p_4=57(48/190)=14$

Equally stratum $N_5=14$, $p_5=14/190$ and $n_5=n \cdot p_5=57(14/190)=4$

Table 2: Sample size (30% of number in population)

Targeted category	Management committees	Teachers representatives	Parents representatives	Learners representatives	Local leaders	Total
Total population	56	8	48	64	14	190
Sample size	17	3	14	19	4	57

Source: Education service data (2013). Musanze District.

3.4 Data collection instruments and guide

It would normally be impractical to study a whole population, for example when doing a questionnaire survey. Sampling is a method that allows researchers to infer information about a population, without having to investigate every individual.

In this case we will use the stratified random sampling which involves the division of a population into smaller groups known as strata.

In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample.

According to Kothari (2005) that task of data collection begins after a research problem has been defined and research design or plan drawn out.

The data collection instruments and guide in this research were questionnaires and interview.

3.4.1 Interview guide

The interview was one of the three instruments used to collect data. The interview guide was done to all strata (management committees, representative of teachers, representative of parents, representative of learners and to local leaders).

3.4.2 Questionnaire

This was an instrument that consisted of a set of questions where a number of people who were asked to answer so as to provide information. In gathering data on opinions, attitudes, and views from respondents, the researcher administered questionnaires to 57 people as sample size out of 190 total population.

3.4.3 Validity and reliability

Validity is defined as the extent to which the instrument measures what it purports to measure, cooper and schindler (2008). In this study, the researcher will make sure that the questionnaire is assessing what it is supposed to measure in line of the objectives of the research. To make the research valid (measure what it is supposed to measure), the framework and questionnaire have been elaborated bearing in mind the objectives of the study, the context of the country and respondents.

3.4.3 Validity and reliability

3.4.3.1 Validity of the measurement instrument

The researcher made sure that the questionnaire is assessing what it was supposed to measure in line of the objectives of the research. To make the research valid (measure what it is supposed to measure), the framework and questionnaire have been elaborated bearing in mind the objectives of the study, the context of the country and respondents. To ensure the validity of research findings, the research consulted books, colleagues, lecturers, development professionals and the supervisor.

3.4.3.2 Reliability of measurement instrument

In dealing with reliability, the researcher wanted to ensure the degree of consistency/stability of the instrument; hence the research examined several times by checking for reliability in relevance, clarity and ambiguity of items in the instrument. For achieving this, a pre-test was carried out in Rwamagana district from those, the research detected major challenge that is likely to result from the research instrument itself. A total number of 12 respondents were used for the pretesting. SPSS was used and the research instruments were considered reliable where a coefficient was above 70%.

3.5 Sources of data

3.5.1 Primary data

Primary data was obtained through the answers that were given by respondents to the researcher after administering questionnaires to them. In addition data was also obtained through interviews and observations in different private secondary schools.

3.5.2 Secondary data

Secondary data on the other hand, was obtained through consulting and reviewing a number of books, reports, journals, magazines, as well as websites related to the topic of study.

3.6 Data analysis methods

Before analyzing the data, errors was first identified and eliminated as far as possible in order to enable the researcher to cross examine the relationship between the questions and the corresponding responses so as to ensure accuracy, consistency, and uniformity. This was done immediately after administering the questionnaires in order to guard against omission.

The data analysis was done using Statistical Package for Social Statistic (SPSS). After collecting data, the researcher organized the questionnaire by numbering them for validation and checking purpose. Questions were coded and data entered into computer system. Processed data was stored in form of Tables and charts form which meaningful information was produced.

Quantitative data were presented into table form and frequencies. For qualitative data, the researcher wrote them into paragraphs to explain the figures. The statistical analysis used descriptive statistic to analyze responses made to each research question. The frequency and percentage were used for respondent's profile and other general information.

3.6.1 Editing

After the collection of data, editing to discover items that are misunderstood by the respondents was exercised. In case of unclear responses, the researcher proved more to the respondents so as to make them clear before taking them. Editing was done to ensure completeness, accuracy, uniformity and legibility in questionnaire. After data collection, the exercise inspection was followed in order to discover items that were misunderstood by the respondents to detect gaps and other weaknesses in data collection methods.

3.6.2 Coding

Coding was used to summarize data by classifying the different responses given into categories for easy manipulation.

3.6.3 Tabulation

In this study, after eliminating errors and codes were assigned to each answer, the tabulation helped the construction of statistical tables showing the frequency distribution addressed to the respondents and percentages. This allowed researcher to easily analyze and summarize the findings in accordance to the objectives of the study and research question. The researcher was in position to tell if the objective of the study was realized or not.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The main objective of this study was to assess the existence, implementation and evaluation of plans in private secondary schools in Musanze District. The research of this dissertation was mainly founded on how planning was undertaken that had both short and long term plans, how was it implemented and how the evaluation process of planned activities was conducted in order to achieve the desired goals of the school. This chapter gives the highlights of the methodology used, presentation and analysis of the findings. The questionnaires were analysed using SPSS 17.0 versions of windows.

4.2 Descriptive analysis of the respondents

All questionnaire sheets that were distributed were all received back from the respondents. In the presentation of findings you will notice that there is a missing variable and this represents a situation where the respondents never answered such a question. However it did not affect the final results because there are only situations where respondents never answered and even in the final analysis the researcher considered only valid cases as indicated by a valid percentage.

4.3 presentation of findings and data analysis

Findings and data analysis are related to responses from school management committees in the eight private schools (56), 8 representatives of teachers in eight private schools in Musanze, 64 members of learners committees in those schools, 48 members of parents committees and 14 members of administrative local leaders.

4.3.1 Data analysis of the first objective

The first objective seeks to assess the planning process in private secondary schools in Musanze District. The third table up to the seventh gather the responses related to the first objective.

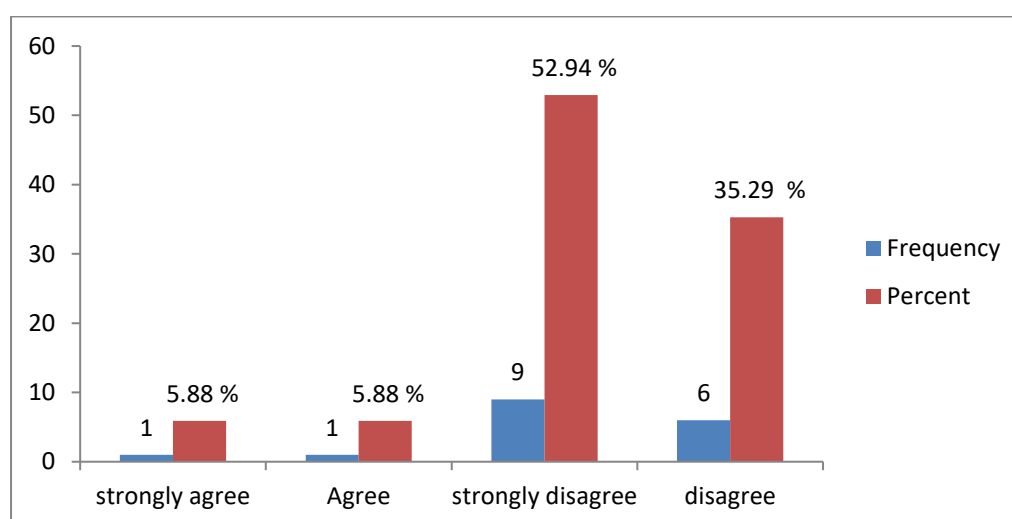
SECTION A. Management committees' opinions on the first objective.

Table 3:Short and long term plans in place

Response	Frequency	Percent	Valid percent	Cumulative percent
strongly agree	1	5.88	5.88	5.88
Agree	1	5.88	5.88	11.76
strongly disagree	9	52.94	52.94	64.7
disagree	6	35.29	35.29	100
Total	17	100	100	

Source : primary Data

Figure 4:Short and long term plans in place



Source : primary Data

Interpretation:

A population of 52.94% of the management committee strongly disagree that they have written annual action plan in their institutions, while 35.29 % of the same echelon disagree that they have it.

However, only 5.88 % of the management committee strongly agrees and 5.88% agree that they have the annual action plan in their institutions.

This information shows that above 88.23 % of the management committee disagree that they have written annual action plan in their institution and stated during the interview that the majority of private secondary schools in Musanze operating by calendar or crisis.

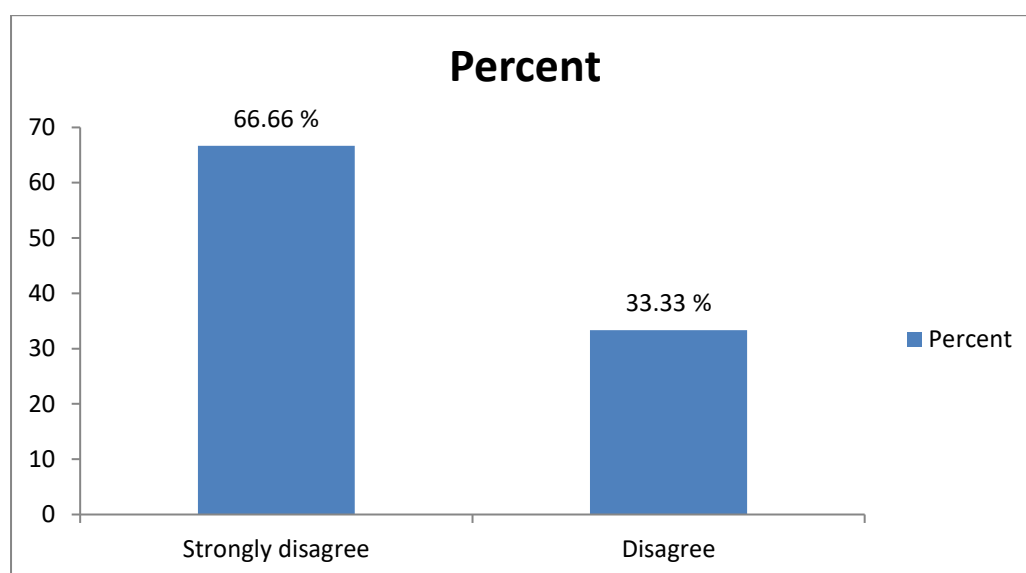
SECTION B. Teachers representatives opinion on the first objective.

Table 4:Availability of plans

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	2	67	67	67
Disagree	1	33	33	100
Total	3	100		

Source : primary Data

Figure 5:Availability of plans



Source : primary Data

Interpretation:

A population of 66. 66 % of representative of teachers strongly disagree that they have written annual action plan in their institutions, while 33. 33 % of the same stratum disagree that they have it.

However, none of the teachers representative strongly agrees or simply agree that they have all plans

(short and long term) in their institutions. This information shows that 100 % of the stratum disagree that they have written annual or long term plan.

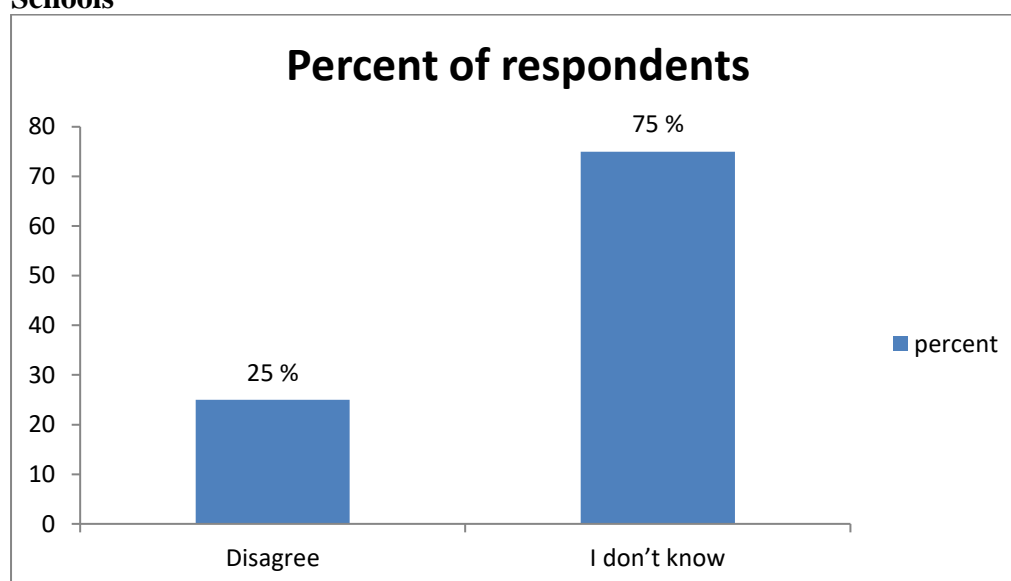
SECTION C. Local leaders' outlook on the first objective.

Table 5:Local leaders outlook on the availability of plans in their schools

Response	Frequency	percent	Valid percent	Cumulative percent
Disagree	1	25	25	25
I don't know	3	75	75	100
Total	4	100		

Source : primary Data

Figure 6:Availability of plans (short and long term) in private secondary Schools



Source : primary Data

Interpretation:

The table shows that 75% of all asked local leaders don't know whether the secondary schools in their catchment area have both short and long term plan and 25 % of local leaders asked disagree that private secondary schools of their catchment area possess those documents.

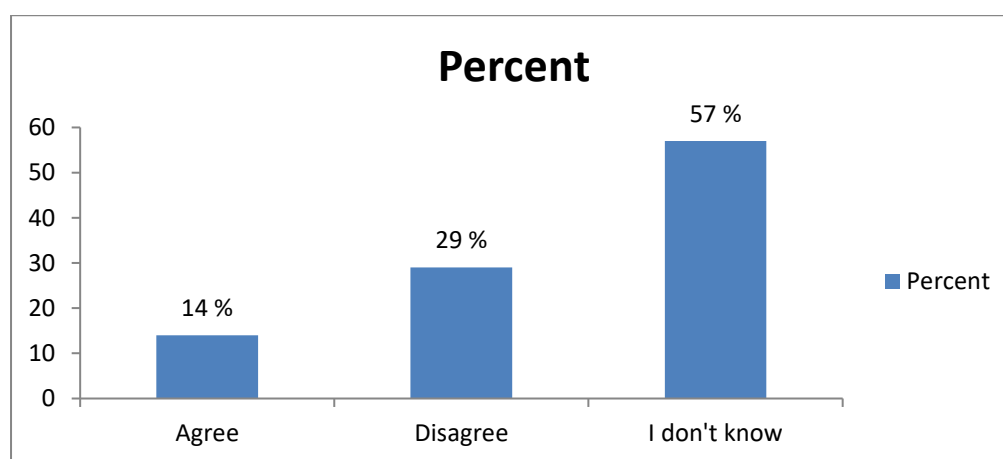
SECTION D. Opinions of representative of parents on the first objective.

Table 6:Availability of plans (short and long term).

Response	Frequency	Percent	Valid percent	Cumulative percent
Agree	2	14	14	14
Disagree	4	29	29	43
I don't know	8	57	57	100
Total	14	100		

Source : primary Data

Figure 7:Availability of plans (short and long term) in their respective schools.



Source : primary Data

Interpretation:

The table shows that 14% agree that they have short and long term plans in their schools. However, 29 % disagree that they have short and long term plans in their schools and 57 % of asked representative of parents stated that they don't know whether their respective schools have both short and long term plan.

Consequently, 86 % which is a big portion of asked people disagree or don't have any idea about the availability of plans in their private secondary schools.

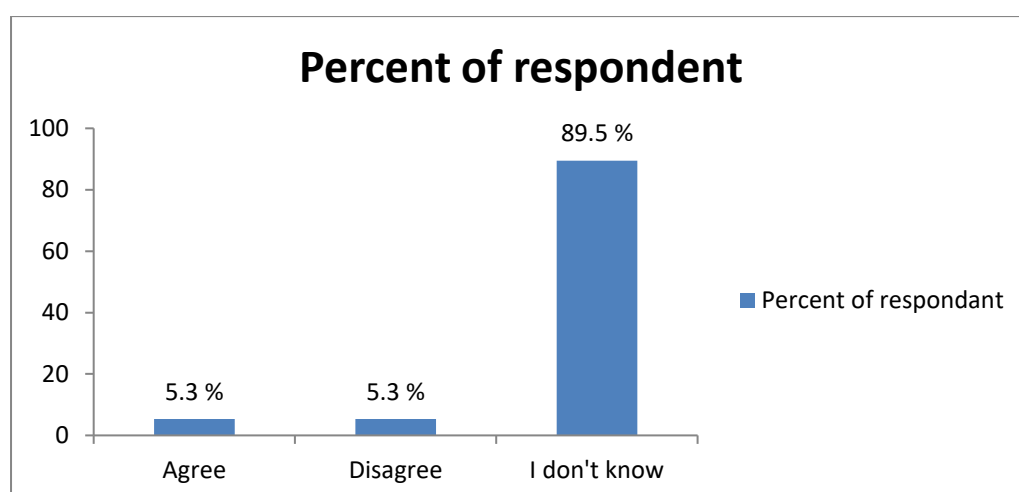
SECTION E. Opinion of learners on the first objective.

Table 7:Opinion of representative of learners on the availability of plans in their schools.

Response	Frequency	Percent	Valid percent	Cumulative percent
Agree	1	5.3	5.3	5.3
Disagree	1	5.3	5.3	10.6
I don't know	17	89	89	100
Total	19	100		

Source : primary Data

Figure 8:Opinion of representative of learners on the availability of plans



Source : primary Data

Interpretation:

The finding shows clearly that only 5.3% of all asked learners strongly agree that they have short and long term plans. Also, 5.3% of all asked learners disagree that they have both short and long term plans.

However, 89.4% of all asked learners don't know whether they have short and long term plans for their schools.

4.3.2 Data analysis of the second objective

The second objective seeks to assess the implementation process of plans in private secondary schools in Musanze District. The eighth up to the seventeenth tables gather the responses related to the second objective.

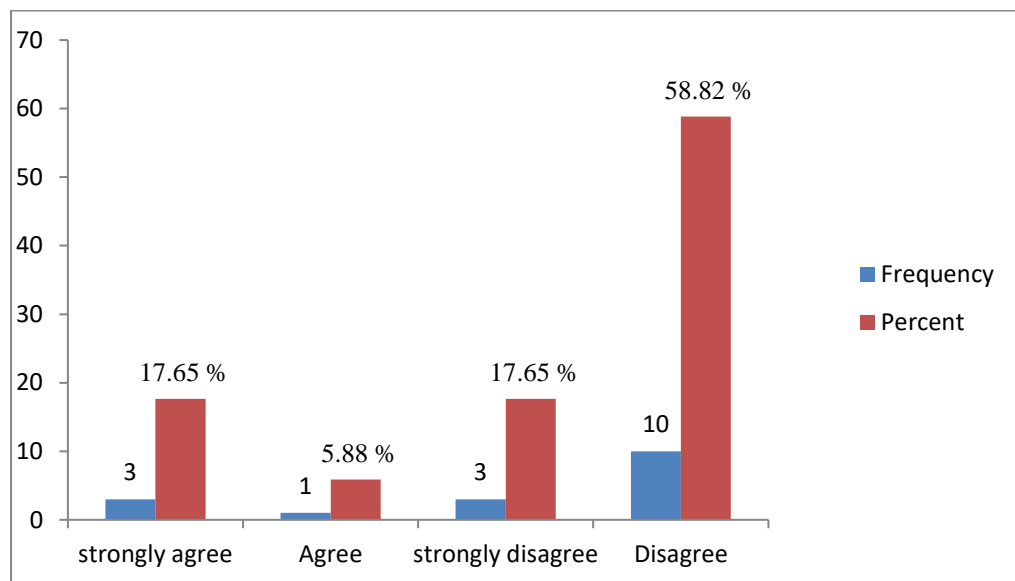
SECTION A. Management committees' opinions on the second objective.

Table 8: Participation in planning preparation process

Response	Frequency	Percent	Valid percent	Cumulative percent
strongly agree	3	17.65	17.65	17.65
Agree	1	5.88	5.88	23.53
strongly disagree	3	17.65	17.65	41.18
Disagree	10	58.82	58.82	100
Total	17	100		

Source : primary Data

Figure 9: Participation in planning preparation process



Source : primary Data

Interpretation:

A total of 17.65 % of people asked in the management committee proved that they strongly agree that they participate in planning preparation process and 5.88 % agree in the same way. But, a big portion of people asked in the management committee 58.82 % disagree that they don't participate in planning preparation process and 17.65 % strongly disagree in the same manner.

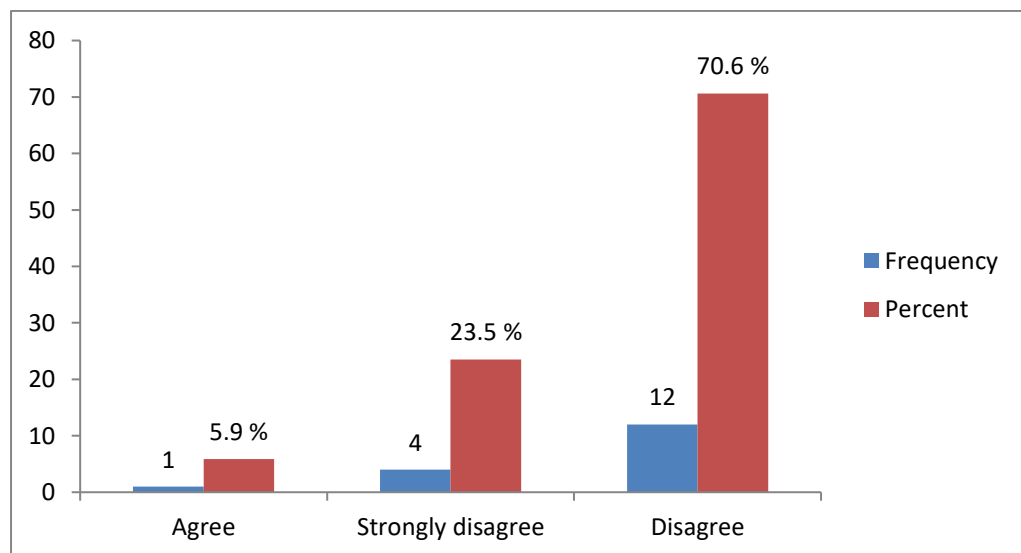
The table illustrate that 76.47 % of the management committee disagree that they don't participate in planning preparation process, while 23.53% of the management committee agrees that they take part in planning preparation process. Therefore, this elucidate that planning preparation process is a big issue in private secondary schools and where it be existing is in hand of few members of the management committee which imply that the planning participatory approach of all stakeholders is still a big challenge.

Table 9: Participation in planning implantation process.

Response	Frequency	Percent	Valid percent	Cumulative percent
Agree	1	5.9	5.9	5.9
strongly disagree	4	23.5	23.5	29.4
Disagree	12	70.6	70.6	100
Total	17	100.0		

Source : primary Data

Figure 10: Participation in planning implantation process feedback



Source : primary Data

Interpretation:

This graph clarify that 70.6% disagree that they participate in planning implementation process and 23.5 % strongly disagree in the same way. However, only 5.9 % of people asked in the management committee agree that they have a role and responsibilities in planning implementation process. Undoubtedly, above 90 % of people questioned in the management committee have been reluctant for their role in planning implementation process and explained that the subject is mostly in hand of the Head teachers and owners of schools.

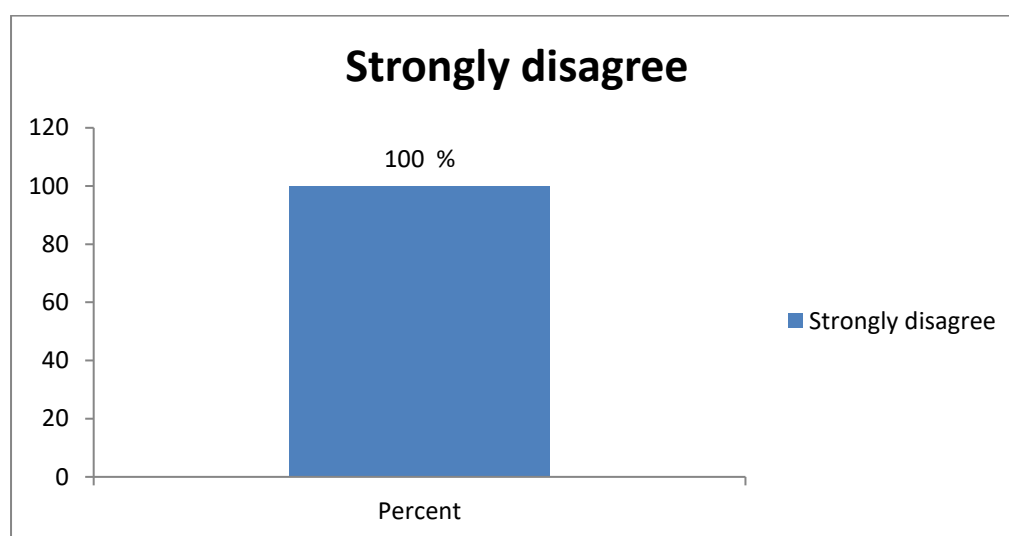
SECTION B. Opinion of teachers' representatives on the second objective.

Table 10: Teachers representatives involved in Preparation process of plans

Response	Frequency	Percent	Valid percent	Cumulative percent
strongly disagree	3	100	100	100
Total	3	100		

Source : primary Data

Figure 11: Preparation process



Source : primary data

Interpretation:

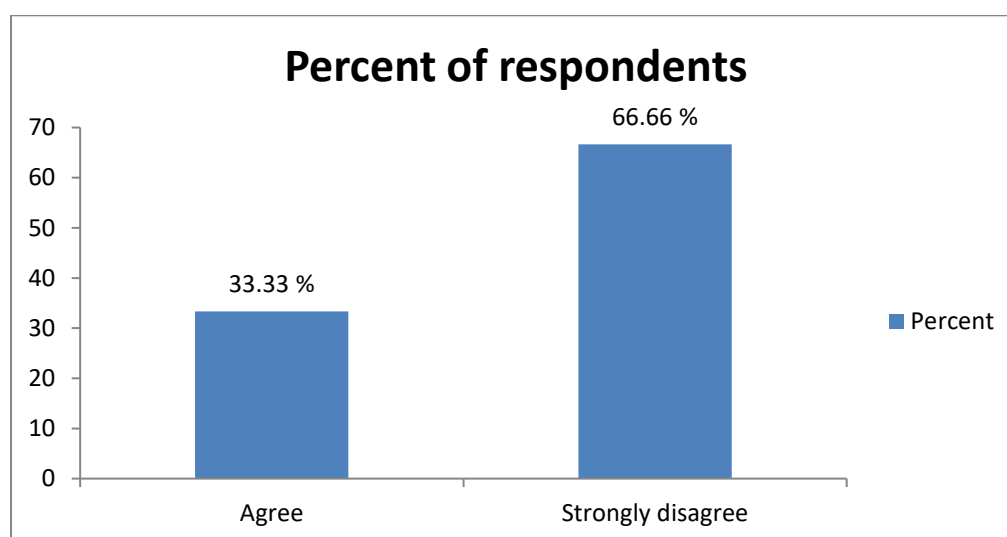
The findings highlighted that 100 % of representative of teachers strongly disagree that they take part in planning preparation process. This graph explain well that participating in planning process for teachers representative is a big challenge in private secondary schools in Musanze District.

Table 11:planning implementation process.

Response	Frequency	Percent	Valid percent	Cumulative percent
Agree	1	33.33	33.33	33.33
strongly disagree	2	66.66	66.66	100
Total	3	100.0		

Source: primary data

Table 12:Participation of teachers in planning implementation process



Source : primary Data

Interpretation:

The table clarify that 66.66 % of the representative of teachers strongly disagree that they participate actively in the planning implementation process. However, 33.33 % agree that they take part in planning implementation process in order to achieve goals of their respective schools.

One representative stated during the interview that teachers only participate in teaching process and in some key meetings but never have a written or formal plan. Thus, he never stated that there is a tangible planning implementation process in his school.

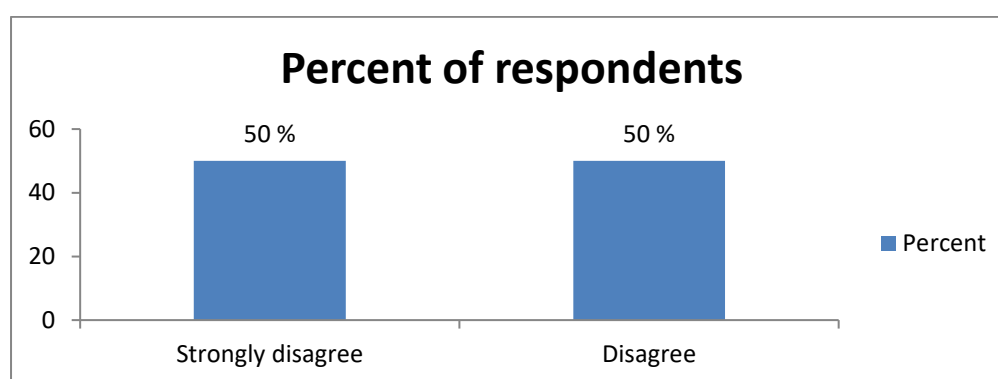
SECTION C. Local leaders outlook on the second objective.

Table 13: Participation of local leaders in planning and implementation process.

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	2	50	50	500
Disagree	2	50	50	100
Total	4	100		

Source : primary data

Figure 12: Participation of local leaders in planning process



Source : primary data

Interpretation:

The findings shows that 50% of all asked local leaders strongly disagree that they participate in the preparation of both annual and strategic plans in private secondary schools.

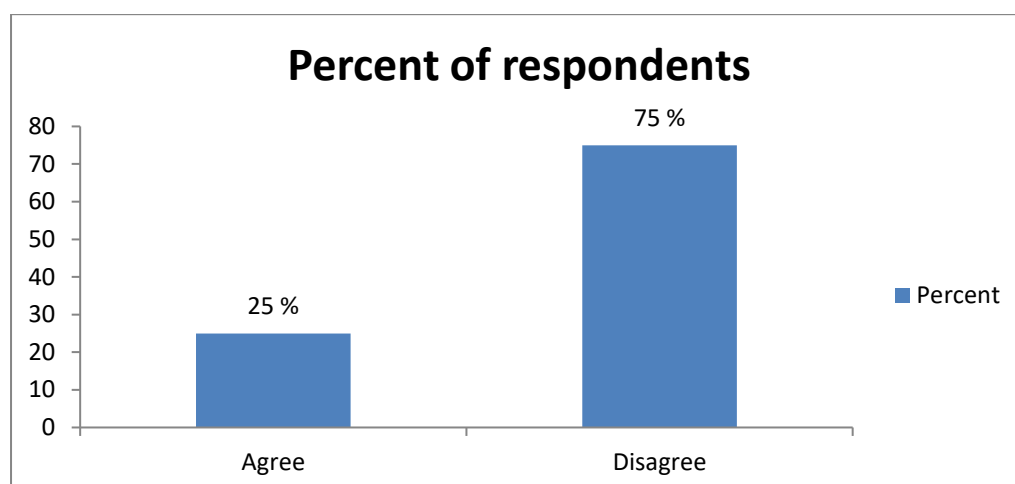
In the same way 50% of all asked local leaders disagree that they participate in the preparation of both annual and strategic plans in schools of their catchment area.

Table 14: Involvement of local leaders in plans implementation

Response	Frequency	Percent	Valid percent	Cumulative percent
Agree	1	25	25	25
Disagree	3	75	75	100
Total	4	100		

Source : primary Data

Figure 13:Involvement of local leaders in plans implementation



Source : primary Data

Interpretation:

The table specifies that 25% of all asked local leaders agree that they are involved actively in plans implementation in private secondary schools and 75% of asked local leaders disagree their involvement in planning implementation in private secondary schools.

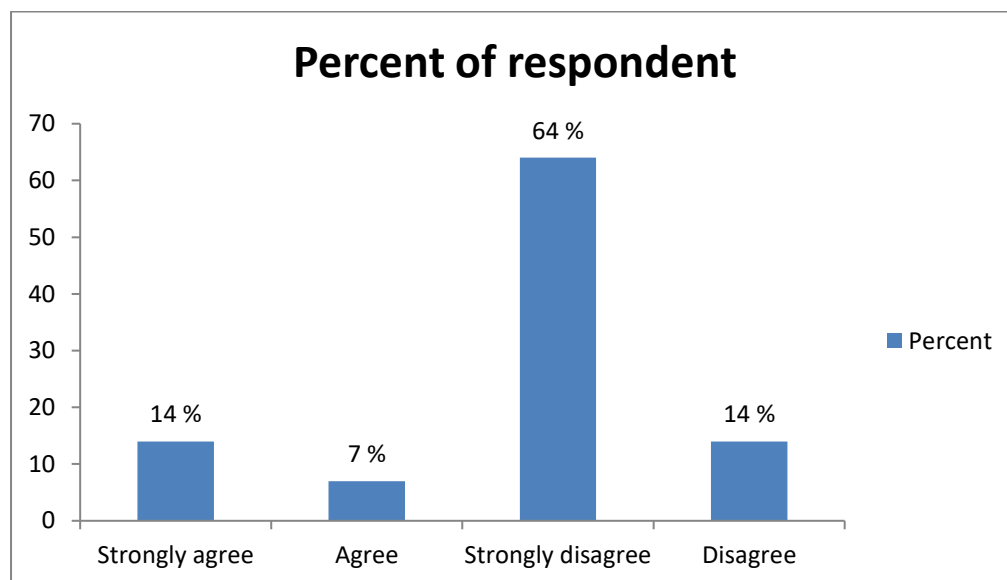
SECTION D. Representative of parents statement on the second objective.

Table 15:Parents participation in planning preparation process

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	2	14	14	14
Agree	1	7	7	21
Strongly disagree	9	64	64	85
Disagree	2	14	14	99
Total	14	100		

Source : primary Data

Figure 14: Parents participation in planning preparation process



Source : primary data

Interpretation:

A total of 14 % of representative of parents proved that they strongly agree that they participate in planning preparation process and 7 % agree in the same way. But, a big quota of people asked in this stratum 64 % strongly disagree that they don't participate in planning preparation process and 14 % disagree in the same mode.

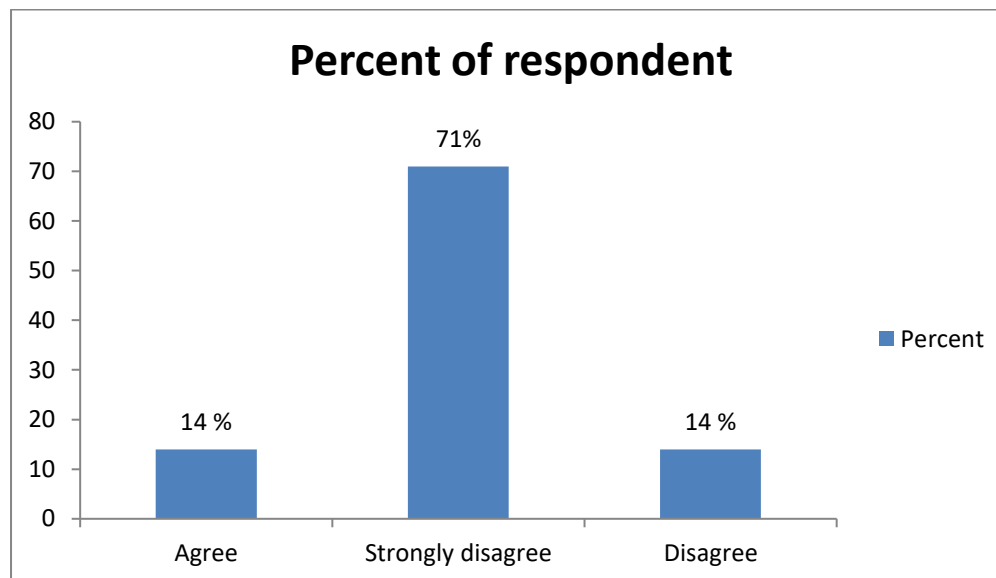
The table illustrate that 78 % of representative of parents disagree that they don't participate in planning preparation process, while 28 % agrees that they take part in planning preparation process. Therefore, this elucidate that planning preparation process is a big challenge in private secondary schools in Musanze.

Table 16: Parents participation in planning implementation process

Response	Frequency	Percent	Valid percent	Cumulative percent
Agree	2	14.28	14.28	14.28
Strongly disagree	10	71.42	71.42	85.7
Disagree	2	14.28	14.28	99.98
Total	14	100		

Source : primary data

Figure 15: Parents participation in planning implementation process



Source : primary data

Interpretation:

This graph clarify that 71 % of representative of parents strongly disagree that they participate in planning implementation process and 14 % disagree in the same perspective. However, only 14 % of people asked in the in this section of people agree that they have a role and responsibilities in planning implementation process.

Undoubtedly, above 85 % of people questioned have been disinclined for their role in planning implementation process and explained that the issue is mostly in hand of the Head teachers and owners of schools.

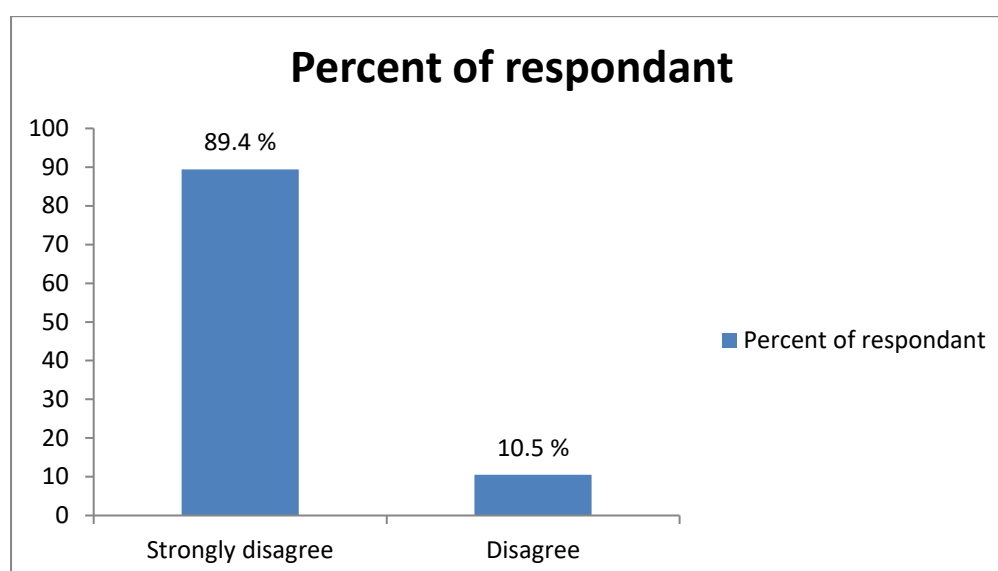
SECTION E. Learners opinion on the second objective.

Table 17:Learner's involvement in plans preparation.

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	17	89.4	89.4	89.4
Disagree	2	10.5	10.5	100
Total	19	100		

Source : primary data

Figure 16:Learner's involvement in plans preparation.



Source : primary data

Interpretation:

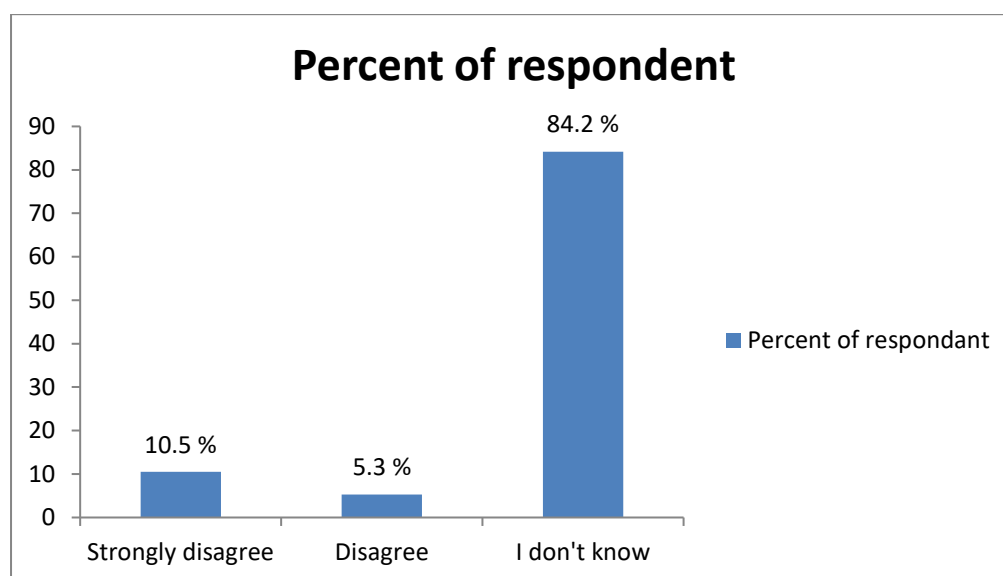
The table shows indubitably that 89.4 % of all asked learners strongly disagree that they are involved actively in plans preparation and 10.5 % have stated in the same perspective that they disagree their participation in plans preparation (short and long term).

Table 18:Learners involvement in plans implementation of plans

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	2	10.5	10.5	10.5
Disagree	1	5.3	5.3	15.8
I don't know	16	84.2	84.2	100
Total	19	100		

Source : primary data

Figure 17: Learners involvement in plans implementation of plans



Source : primary data

Interpretation:

The results show that 10.5% of all asked learners strongly disagree that they are involved in implementation of school's plans (short and long plans). Similarly 5.3% of all asked learners disagree that they are involved in the implementation of school's plans (short and long plans). A big portion of all asked learners 84.2 % don't know if they are involved in the implementation of school's plans (short and long plans).

The findings show undoubtedly that representative of learners are not involved and informed about implementation process of plans activities in their respective schools.

4.3.3 Data analysis of the third objective

The third objective seeks to assess the evaluation of plans in private secondary schools in Musanze District. The 18th up to 22nd gather the responses related to the third objective.

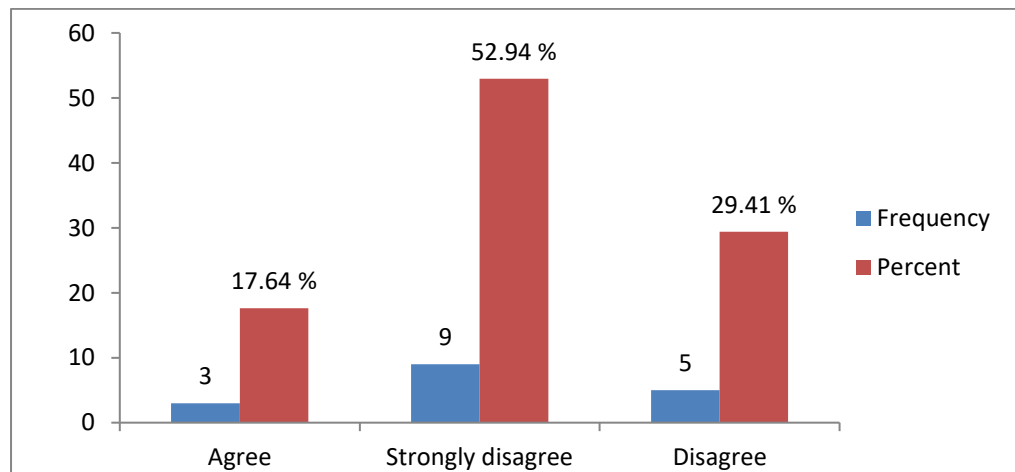
SECTION A. Management committees statement on the third objective.

Table 19:Management committees Participation in planning evaluation process.

Response	Frequency Percent		Valid percent	Cumulative percent
Agree	3	17.64	17.64	17.64
strongly disagree	9	52.94	52.94	70.58
Disagree	5	29.41	29.41	100
Total	17	100.0		

Source : primary data

Figure 18:Participation in planning evaluation process



Source : primary data

Interpretation:

This chart clarify that 52.94 % strongly disagree that they participate in planning evaluation process and 29.41 % disagree in the same way. However, only 17.64 % of people asked in the management committee agree that they have a role and responsibilities in planning evaluation process of planned activities.

Definitely, above 82 % of people questioned in the management committee have been clear that they don't have any role in planning evaluation process of planned activities.

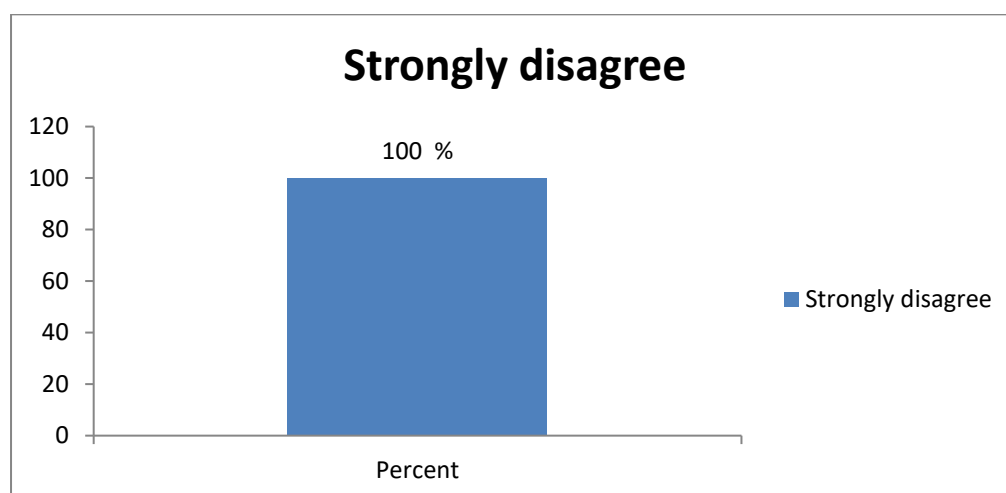
SECTION B. Views of representatives of teachers on the third objective.

Table 20: Participation of representative of teachers in planning evaluation process

Response	Frequency	Percent	Valid percent	Cumulative percent
strongly disagree	3	100	100	100
Total	3	100.0		

Source : primary data

Table 21: Participation in planning evaluation process



Source : primary data

Interpretation:

The findings highlighted that 100 % of representative of teachers strongly disagree that they take part in planning preparation process. This graph explain well that participating in planning process for teachers representative is a big challenge in private secondary schools in Musanze District.

Definitely, all representatives of teachers have been clear that they don't have any role in planning evaluation process of planned activities.

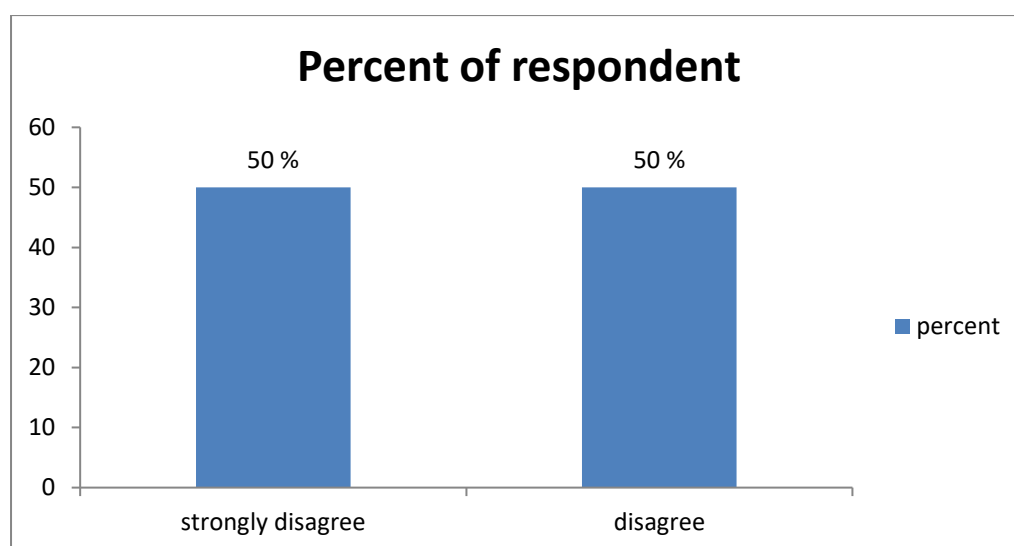
SECTION C. Statement of local leaders on the third objective.

Table 22:Involvement of local leaders in the evaluation of school's plans

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	2	50	50	50
Disagree	2	50	50	100
Total	4	100		

Source : primary data

Figure 19:Involvement of local leaders in plans' evaluation



Source : primary data

Interpretation:

The findings demonstrate that 50% of all asked local leaders strongly disagree that they are involved in the evaluation of school's plans. In the same way, 50% of all asked local leaders disagree that they involved in the evaluation of school's plans (short and long plans).

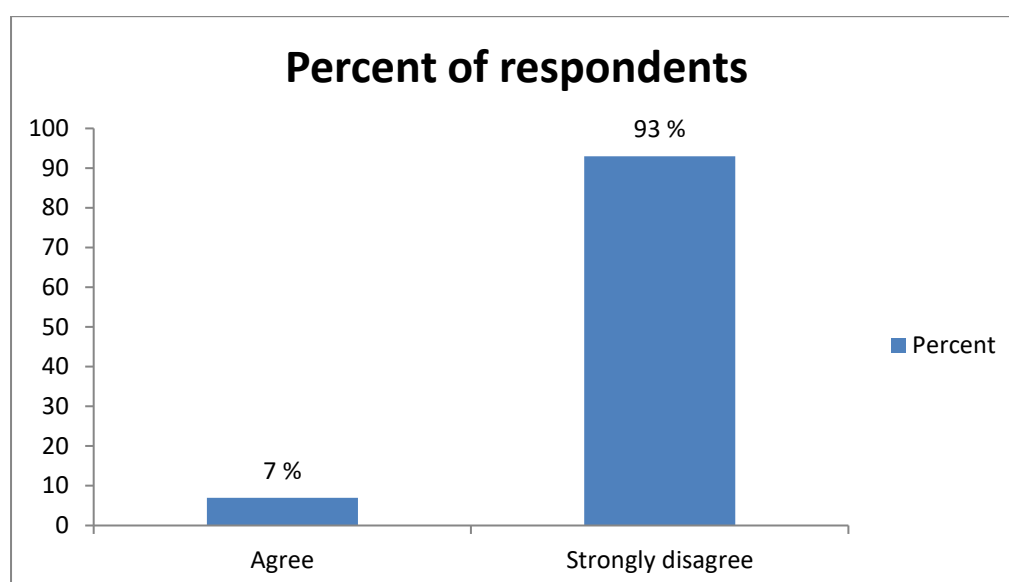
SECTION D. Statement of representatives of parents on the third objective.

Table 23:Parents participation in planning evaluation process

Response	Frequency	Percent	Valid percent	Cumulative percent
Agree	1	7	7	7
Strongly disagree	13	93	93	100
Total	14	100		

Source : primary data

Figure 20: Parents participation in planning evaluation process



Source : primary data

Interpretation:

The table shows clearly that 93 % of representative of parent strongly disagree that they have a role in evaluation of short and long term plans. Only 7 % agree that they participate in the evaluation of plans in school management.

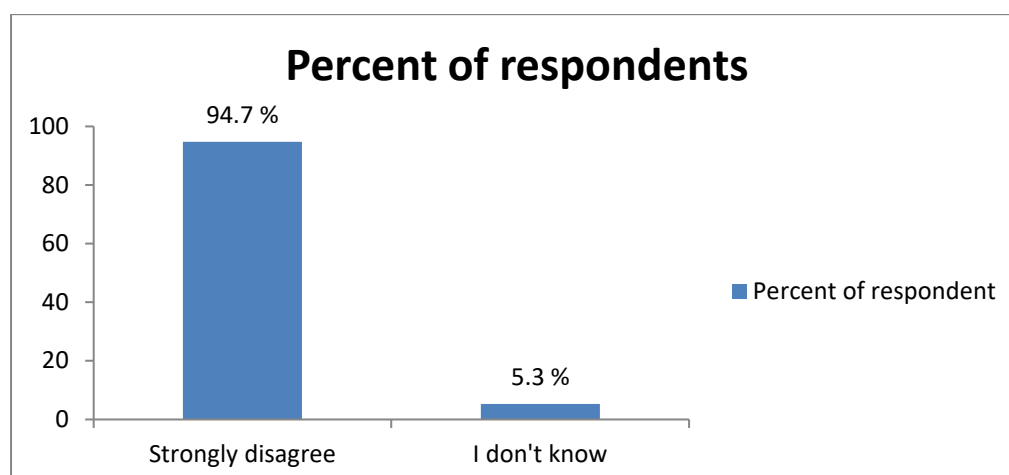
SECTION E. Views of representative of learners on the third objective.

Table 24: Learners involvement in plans evaluation (short and long term).

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	18	94.7	94.7	94.7
I don't know	1	5.3	5.3	100
Total	19	100		

Source : primary Data

Figure 21: Learners involvement in plans evaluation (short and long term)



Source : primary data

Interpretation:

The table shows that 94.7 % of learners strongly disagree their involvement in plans evaluation process and 5.3 % don't know if they are involved in evaluation process of planned activities. During the interview sequence, learners specified that they are at school to learn only and plainly 90 % of representative of learners questioned stated that the evaluation of planned activities is the business of the management committees or owners of schools.

4.3.4 Data analysis of the fourth objective

The fourth objective seeks to estimate the probable relationship between planning and school performance in private secondary schools in Musanze District. The 23rd up to 28th table gather the responses related to the fourth objective.

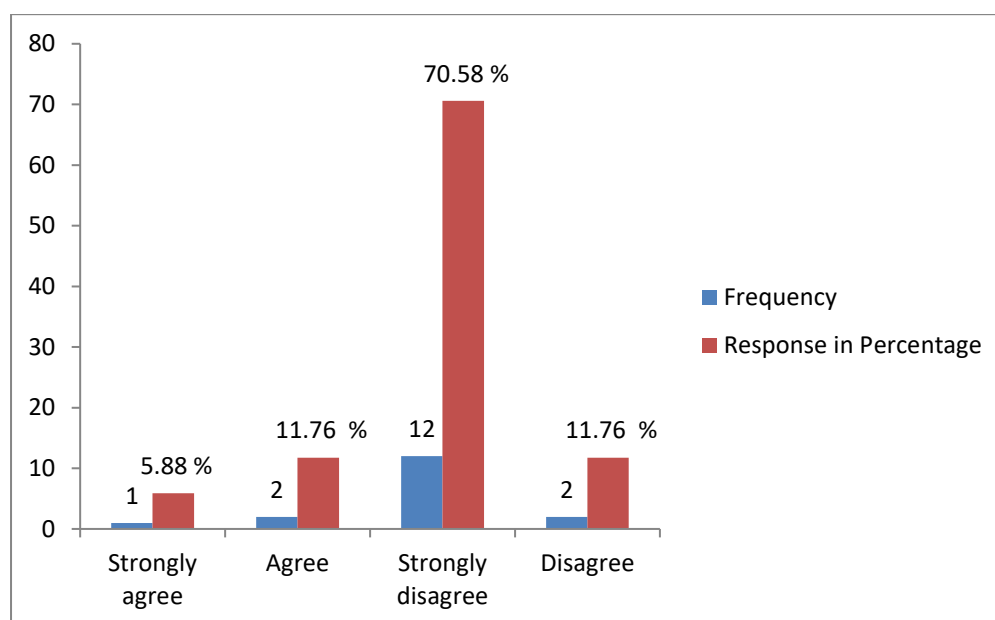
SECTION A. Statements of the management committees on the fourth objective.

Table 25: Management committees reaction on having planning skills

Response	Frequency	Percent	Valid percent	Cumulative percent
strongly agree	1	5.88	5.88	5.88
Agree	2	11.76	11.76	17.64
strongly disagree	12	70.59	70.59	88.23
disagree	2	11.76	11.76	100
Total	17	100	100	

Source : primary data

Figure 22: Reaction on having planning skills



Source : primary data

Interpretation:

The findings highlighted that 70.59 % of the management committee strongly disagree that they have been trained on how to prepare effectively and efficiently different plans (short and long plans) in order to achieve their school's mission. In addition, 11.76 % of the management committee disagree that they have been trained on how to prepare successfully and proficiently different plans (short and long plans).

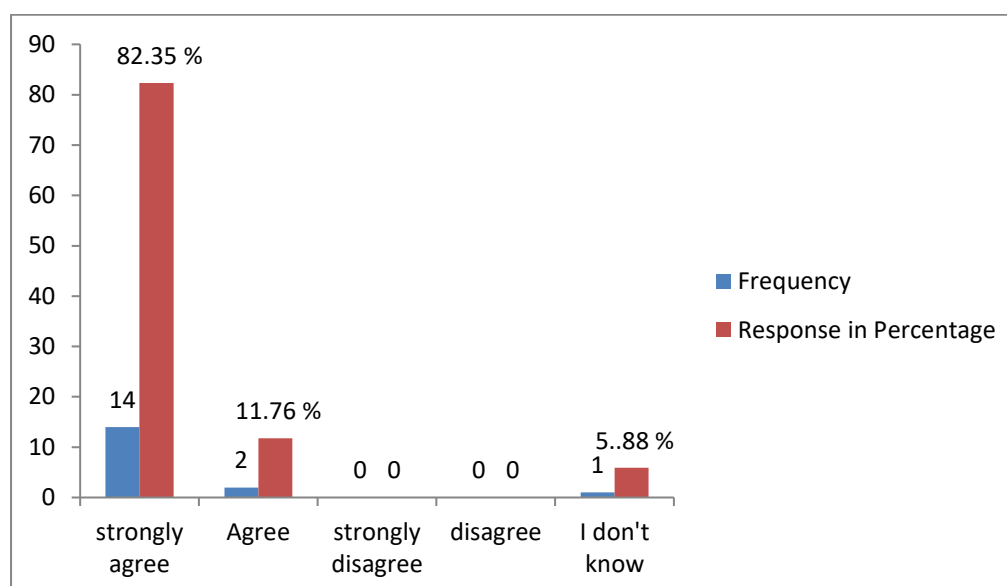
Though, 11.76 % of the management committee agrees that they have required skills to prepare effectively and efficiently plans (short and long plans) and 5.88% of the management committee strongly agrees that they have been trained on how to prepare effectively and efficiently different plans (short and long plans) in order to accomplish their school's vision and mission for their respective schools.

The statistics shows clearly that 82.35 % don't have training related to planning process which is a very crucial issue in school management system in private secondary school in Musanze District.

Table 26:Need of planning skills

Response	Frequency	percent	Valid percent	Cumulative percent
Strongly agree	14	82.35	82.35	82.35
Agree	2	11.76	11.76	94.11
I don't know	1	5.88	5.88	100
Total	17	100		

Source : primary data

Figure 23:Need of planning skills

Source : primary data

Interpretation:

The table shows that 82.35 % of the management committees strongly agree that planning skills are very important for the performance and development of their respective schools. Also, 11.76 % agree that planning skills are relevant for the success and improvement of a school.

Nevertheless, 5.88 % don't have any information about the efficiency and effectiveness of planning skills in school development and performance. Consequently, 94.11 % of the population asked is aware of the importance of planning skills in school management for the performance and development of their respective schools.

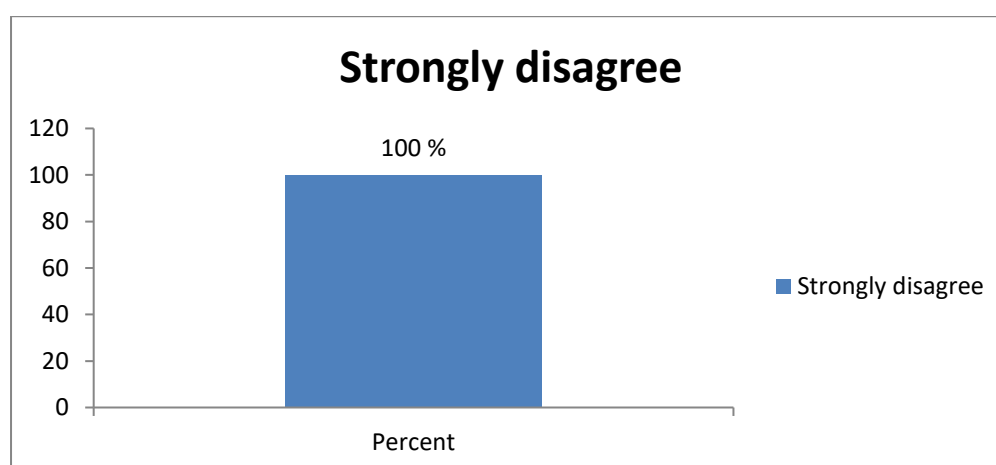
SECTION B. Opinion of representative of teachers on the fourth objective.

Table 27: Representative of teachers trained in planning skills

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	3	100	100	100
Total	3	100		

Source : primary data

Figure 24: Representative of teachers trained in planning skills



Source : primary data

Interpretation:

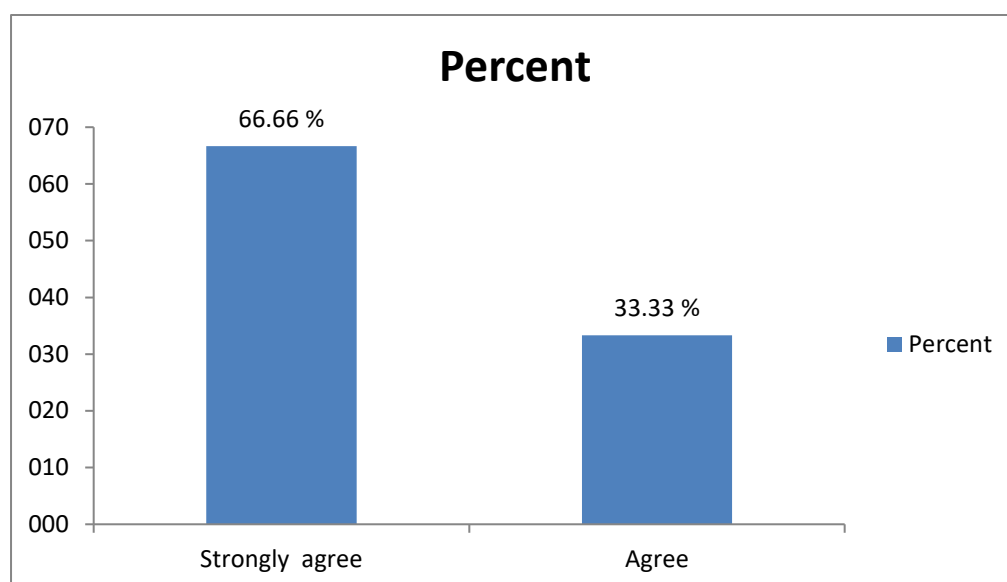
The findings highlighted that 100 % of representative of teachers strongly disagree that they have been trained on how to prepare effectively and efficiently different plans (short and long plans) in order to achieve their school's mission. This graph clarify that training skills is a big issue in private secondary schools in Musanze District for further development and performance in future.

Table 28: lack of planning skills and negative impact on performance

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	2	66.67	66.67	66.67
Agree	1	33.33	33.33	100
Total	3	100		

Source : primary data

Figure 25: lack of planning skills and tools and negative impact on performance



Source : primary data

Interpretation:

The table clarify that 66.66 % of the representative of teachers strongly agree that lack of planning skills and tools have a negative impact on the performance and development of their respective schools. Also, 33, 33 % agree that lack of planning skills is a critical issue for the success and improvement of the school.

As a result, 100% of the population asked is aware of the importance of planning skills and tools in school management for the performance and development of their respective schools.

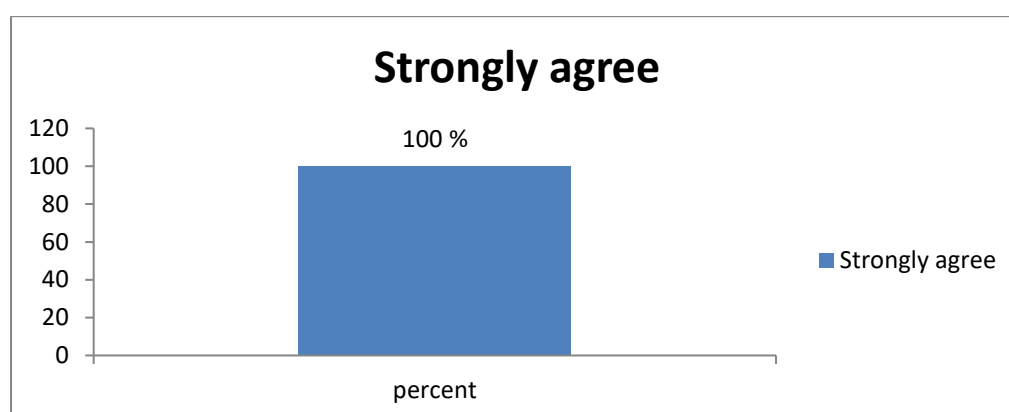
SECTION C: Local leaders opinion on the fourth objective.

Table 29:Local leaders statement on need of planning skills and tools

Response	Frequency	percent	Valid percent	Cumulative percent
Strongly agree	4	100	100	100
Total	4	100		

Source : primary data

Figure 26:Need of planning skills and tools in schools management



Source : primary data

Interpretation:

The table shows that 100% local leaders asked strongly agree that planning skills and tools are very relevant for the development and performance at all levels and in any institution, especially in schools management in order to achieve their school's vision and mission.

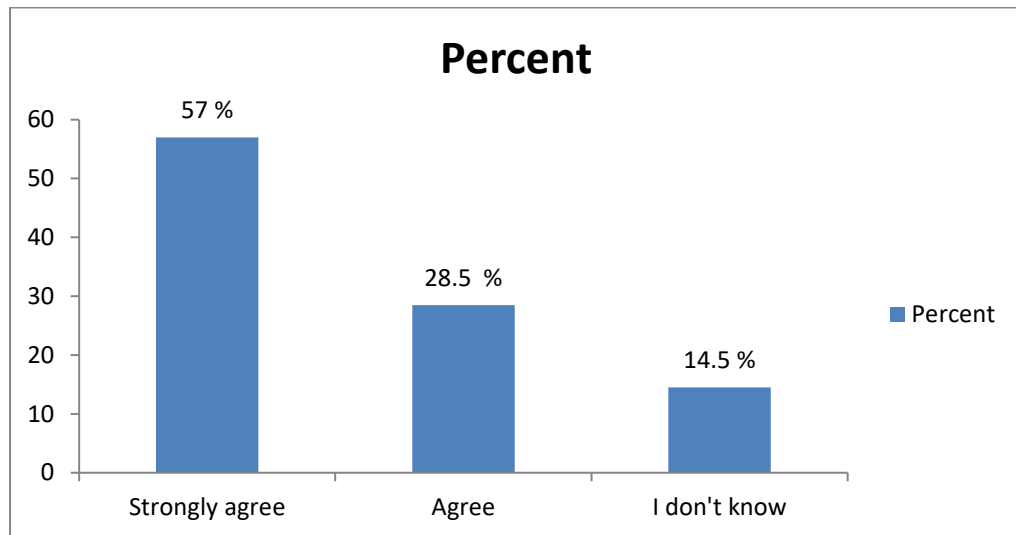
SECTION D: Statements of representatives of parents on the fourth objective.

Table 30: Parents reaction on lack of planning tools in school management.

Response	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	8	57	57	57
agree	4	28.5	28.5	85.5
I don't know	2	14.5	14.5	100
Total	14	100		

Source : primary data

Figure 27:Parents reaction on lack of planning tools in school management.



Source : primary data

Interpretation:

The table makes clear that 57 % of the representative of parents strongly agree that lack of planning tools has a negative impact on the performance and development of their respective schools. Also, 28.5 % agree that lack of planning tools is a critical issue for the success and improvement of the school. Only 14.5 % don't know whether lack of planning has a negative impact on the performance of their respective schools.

As a result, 85.5 % of the population asked is aware of the importance of planning tools in school management for the performance and development of their respective schools.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND AREA FOR FURTHER STUDIES

5.0 Introduction

In an effort to enhance competence and success many successful organizations are using a comprehensive approach of planning for better performance in this new competitive business landscape. Thus based on the experience of many schools that have been hit by failure and downfall shows that school management based on effective and efficient planning mindset is now a central management and the main task for all school leaders; the chapter presents a summary of the findings, draws conclusions and recommendations as well as areas for further studies.

5.1 Summary of the findings

The presentation of the summary of findings was done in line with research objectives and questions without forgetting the study variables.

The general objective of the study was to assess the existence, implementation and evaluation of plans in private secondary schools in Musanze District. Thus it was found out that plans both short and long term in private secondary schools was and still a critical issue which cannot lead to schools long range transformation when applied with components of planning, effective school management and school performance as reflected in the conceptual framework where to achieve long-lasting schools transformation and development any school is supposed to be considered as whole participatory transformation in order to achieve the stated goals both short and long plans.

In finding out the approach involved in planning process and their impact in school performance, findings revealed that the planning process in private secondary schools was dominated by lack of planning culture. The findings for the first objective revealed that a big portion (above 88. 23) of respondents in all stratum asked stated that they don't have written plans (short and long term). For the second objective above 76.47 % specified that they are not involved in implementation process. Similarly beyond 82% for the third objective highlighted that they are not involved in the evaluation process of planned activities. During the interview, many respondents of different levels revealed that planning process is still a spontaneous or emergency issue which is a matter of head teachers and owners of schools. However, regarding on

issue related to the probable relationship between planning and performance for the fourth objective 100 % of respondents highlighted that there is a reasonable relationship between planning and performance. Good planning affect positively the performance of the school at all levels and lack of good planning affect negatively the performance of a school. All respondents, 100 % agreed that planning skills are very relevant if well applied in school management and thus lead to success and performance. All stratum asked or interviewed needed to be trained in planning courses because they can be equipped with appropriate skills in school's planning which can help them to engage in school planning process for better development and performance at all levels of their respective institutions.

In finding out how private schools in Musanze is addressing the components of planning in its change process while promoting efficiency and effectiveness, concern was on the three components of Plannification process that is: planning preparation, planning implementation route and evaluation of progress of planned activities vis a vis stated objectives.

Under this analysis, the study found out that the main concerns of respondents is to create among stakeholders a spirit of participatory planning mindset approach. This tactic can support in achieving mobilization, creating a vision, building a measurement system linked to activities of leadership and development. This change of mindset, according to the majority of respondents could generate transformation of teams and prepare each individual or employee to adhere to the mission and vision of their respective institution.

Although this research was hoped to lead in planning behavior in school management, only less than 12 % for all stratum asked agreed to have supporting document of written plans (short and long term), less than 18 % have been trained in planning skills, below 23 % participated in planning preparation process, under 6 % are involved in planning implementation and finally lower than 18 % participate in planning evaluation process of planned activities.

Without naming any school for confidentiality purpose, findings revealed that where all stakeholders (management committees, representative of parents, teachers and learners and local leaders) are strongly and dynamically engaged in planning, implementation and evaluation of planned activities, development and performance is very tangible at different points (performance in terms of graduation, attractive salaries, well defied job descriptions, school equipment, good infrastructure, etc.)

Findings demonstrated that leadership in private secondary schools in Musanze District failed in mobilizing stakeholders (employees, parents, learners, etc.) to get the mental energy for the participatory planning approach.

This involves creating a shared vision for the future and building a measurement system to translate the vision into a set of actionable measures and targets in each private secondary school. It is a very important step of development and performance because it intends to deal with convincing the majority of the workers to adopt a new set of thinking and to have confidence in the outcomes of the planning transformation process.

In relation to exploring the potentials in the role of planning in school management, for possible exploitation by private secondary school managers in Musanze, the study found out that planning (short and long term) is an equally important dimension of a school's life. Skilled staff in school planning field should improve performance and give a private secondary school in Musanze a competitive advantage as shown by 94.11 % of the respondents in figure A. 4.3.

5.2 Conclusions

Planning is compulsory in school management and it is a very indispensable element in the areas of efficiency and effectiveness in general.

Planning is a key part which can allow private secondary schools in Musanze to set priorities, focus on available resources, improve operations, ensure that staff and stakeholders are working toward common objectives, reinforce agreement on intended outcomes and results, and monitor and adjust the school's direction in response to the changing school environment.

It is a focused effort that produces key decisions and actions that shape and guide what the school is, who it serves, what it does, and why it does it, with a focus on the future. An effective plan will articulate not only where the school is going and the actions needed to improve, but also whether it is successful.

The researcher believes that with the implementation of the above suggestions in place, private secondary schools in Musanze will achieve their successfully desired goals and be competitive in this new world business landscape.

5.3 Recommendations

Planning: Findings about planning pointed to an unequal approach, there is a need to adopt a mobilisation style with a balanced component that considers all the interested party. The researcher believes that the on-going inspiration effort is not sufficient and should aim at a groundswell approach among all staffs who handle all the operations (management school committees, representative of teachers, parents, learners, etc.). With this approach, motivation, commitment and hard work as well as shared values after

participatory planning process will be achieved in private secondary schools in Musanze District.

Implementation: The planning implementation exercise is not proceeding in the right context as revealed in the study. The majority of respondents (above 88 % Figure A.4.1) stated that private secondary schools in Musanze simply operating by calendar or crisis. What is essential now is to bring every staff on board and put in more efforts to ally the scepticisms and conceptions of the majority of the respondents.

A school is most effective when its resources are aligned by a common vision, mission, strategies, goals, and action plans. Simply operating your school by calendar or crisis is not acceptable. Private secondary School managers in Musanze District should learn how to move away from being reactive, solving today's problems towards being proactive, eliminating problems in the future and taking advantage of opportunities. You want your organization to move from being reactive to being proactive; rather than responding to unexpected changes, you want to anticipate and plan for them.

By focusing on participatory management approach, you can transform your static plan into a system that provides school performance feedback for decision making and enables your plan to evolve and grow as circumstances change.

Evaluation: According to Sanders (1994) as it is stated in literature review, evaluations are defined as the systematic investigation of the worth or merit of an object. It is important to understand this concept when applying evaluation standards, which the same author explained as, a principle mutually agreed to by people engaged in the professional practice of evaluation, that, if met, will enhance the quality and fairness of an evaluation.

Participatory evaluation process of all stakeholders (management committees, parent representative, teachers representatives, representative of learners and local leaders) is very recommendable and should identifies areas needing short and long term improvement in each school and a summary providing a concise set of strategies to guide leadership with ongoing development and improvement, growth, and sustainability in all private secondary schools in Musanze District.

Evaluations are a serious subject which should be performed by well trained and experienced professionals in all private secondary school in Musanze District.

5.5 Area for further research

The researcher suggests the following area for further studies;

Impact of good planning on school efficiency: The reliability of planning impacts on an extent that school leaders and managers are suggesting that the only suitable competitive advantage that will keep them successful is to innovate and change more rapidly than the strongest competitors in the same market and when the external environment changes faster than them then the schools may risk decline or failure.

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APPENDICES

APPENDIX A

Dear Participant,

I am a postgraduate student at the **School of Business Management of Mount Kenya University**, I am conducting a research related to Analysis of planning on private secondary schools performance in Rwanda, a case study of Musanze District.

The success of this research depends on the collection of a wide range of views that will make the findings relevant and representative. Your views are very significant.

This survey will ensure anonymity and confidentiality. You do not have to indicate your name on this questionnaire. No individual will be identifiable at any stage of this research. Please answer as honestly as you can.

Thanking you in advance,

NGIRABATWARE Charles

APPENDIX B.

1. Questionnaire for the Management committees

Under this section, each question is presented as a statement. Please read the statement carefully before replying. You are asked to select one response that matches most closely with your perception of the statement.

Please complete the questionnaire by indicating with an (x) to what extent each of the following statement is true.

	QUESTIONS	Strongly agree	Agree	Strongly disagree	Disagree	I don't know
1	I am certain and confident of the existence or availability of written plans (short and long term) for my school.					
2	I am greatly satisfied because I have been trained excellently and professionally on school planning process.					
3	I understand significantly that having planning skills has a positive impact on the success of a school.					
4	I really know that lack of planning skills has a negative effect on the development and performance of a school.					
5	I understand how I am satisfied because of my role and responsibility in the planning preparation process of short and long term activities.					
6	My Headmaster visibly understands and demonstrates a commitment to involve me in planning implementation process.					
7	My role is significant in school plans evaluation of planned activities.					

2. Questionnaire for the representative of teachers

Under this section, each question is presented as a statement. Please read the statement carefully before replying. You are asked to select one response that matches most closely with your perception of the statement.

Please complete the questionnaire by indicating with an (x) to what extent each of the following statement is true.

	QUESTIONS	Strongly agree	Agree	Strongly disagree	Disagree	I don't know
1	I am certain and confident of the existence or availability of written plans (short and long term) for my school.					
2	I am greatly satisfied because I have been trained excellently and professionally on school planning process.					
3	I understand significantly that having planning skills has a positive impact on the success of a school.					
4	I really know that lack of planning skills has a negative effect on the development and performance of a school.					
5	I understand how I am satisfied because of my role and responsibility in the planning preparation process of short and long term activities.					
6	My Headmaster visibly understands and demonstrates a commitment to involve me in planning implementation process.					
7	My role is significant in school plans evaluation of planned activities.					

3. Questionnaire for the representative of parents

Under this section, each question is presented as a statement. Please read the statement carefully before replying. You are asked to select one response that matches most closely with your perception of the statement.

Please complete the questionnaire by indicating with an (x) to what extent each of the following statement is true.

	QUESTIONS	Strongly agree	Agree	Strongly disagree	Disagree	I don't know
1	I am certain and confident of the existence or availability of written plans (short and long term) for my school.					
2	I am greatly satisfied because I have been trained excellently and professionally on school planning process.					
3	I understand significantly that having planning skills has a positive impact on the success of a school.					
4	I really know that lack of planning skills has a negative effect on the development and performance of a school.					
5	I understand how I am satisfied because of my role and responsibility in the planning preparation process of short and long term activities.					
6	My Headmaster visibly understands and demonstrates a commitment to involve me in planning implementation process.					
7	My role is significant in school plans evaluation of planned activities.					

4. Questionnaire for representative of learners

Under this section, each question is presented as a statement. Please read the statement carefully before replying. You are asked to select one response that matches most closely with your perception of the statement.

Please complete the questionnaire by indicating with an (x) to what extent each of the following statement is true.

	QUESTIONS	Strongly agree	Agree	Strongly disagree	Disagree	I don't know
1	I am certain and confident of the existence or availability of written plans (short and long term) for my school.					
2	I understand how I am satisfied because of my role and responsibility in the planning preparation process of short and long term activities.					
3	My Headmaster visibly understands and demonstrates a commitment to involve me in planning implementation process.					
4	My role is significant in school plans evaluation of planned activities.					

5. Questionnaire for Local leaders

Under this section, each question is presented as a statement. Please read the statement carefully before replying. You are asked to select one response that matches most closely with your perception of the statement.

Please complete the questionnaire by indicating with an (x) to what extent each of the following statement is true.

	QUESTIONS	Strongly agree	Agree	Strongly disagree	Disagree	I don't know
1	I am certain and confident of the existence or availability of written plans (short and long term) for my school.					
2	I am greatly satisfied because I have been trained excellently and professionally on school planning process.					
3	I understand significantly that having planning skills has a positive impact on the success of a school.					
4	I really know that lack of planning skills has a negative effect on the development and performance of a school.					
5	I understand how I am satisfied because of my role and responsibility in the planning preparation process of short and long term activities.					
6	My Headmaster visibly understands and demonstrates a commitment to involve me in planning implementation process.					
7	My role is significant in school plans evaluation of planned activities.					

APPENDIX C

INTERVIEW GUIDE

1. Explain in details the importance of planning in school management and performance.
2. What is your opinion about participatory approach of all interested parties (Management committees, teachers, learners, parents, etc.) in school management and planning).
3. Discuss the extent to which short and long term planning can contribute to the development and performance of your school?