

**INFLUENCE OF PRINCIPALS' PLANNING STRATEGIES ON THE DEVELOPMENT
OF PRACTICAL SCHOOL IMPROVEMENT INITIATIVES IN PUBLIC PRIMARY
SCHOOLS IN BAIDOA DISTRICT, SOMALIA**

AHMED ABDULKADIR SHEIKH ABDI



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DECLARATION AND APPROVAL

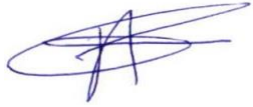
Declaration

This project is my original work and has never been presented for any academic award in any institution.

Name: **Ahmed Abdulkadir Sheikh Abdi**

Reg. No. MED/2019/5088

Signature



Date: July 7, 2025

Approval

This project is being submitted for examination with our approval as University supervisors

Name: **Prof. Mary Mugwe**

Institutional Affiliation: MOUNT KENYA UNIVERSITY

Signature



Date: July 7, 2025

DEDICATION

This study is dedicated to my family, especially my mother Maryan Mohamed, my children, and wives for their unwavering encouragement and inspiration throughout this journey.



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First and foremost, I express my profound gratitude to Allah for granting me the strength, resilience, and wisdom to undertake and complete this study.

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ABSTRACT

School improvement planning is widely recognized globally as a fundamental leadership practice that enhances organizational outcomes and drives sustainable educational reform (VanGronigen & Meyers, 2020; Bickmore et al., 2021). It provides a structured approach for guiding, documenting, and evaluating school development initiatives. In Somalia, the Ministry of Education (2019) mandates all schools to develop annual school improvement plans as a strategic tool to improve education quality and consistency across institutions. Despite these efforts, the effectiveness of school improvement planning depends largely on how principals approach its design and execution. This study assessed the influence of principals' planning strategies on the preparation of implementable school improvement initiatives in public primary schools in Baidoa District, Somalia. It examined four key dimensions of planning: stakeholder involvement, the use of needs analysis, the application of implementation frameworks, and the role of monitoring and evaluation mechanisms. The study was grounded in Eclectic Implementation Theory and Holistic Strategy Implementation Theory, both offering critical insights into strategic execution within education systems. A mixed-methods research design was used, combining quantitative and qualitative approaches. Data were collected from 170 respondents, including six principals, 70 teachers, 24 Community Education Committee (CEC) members, and 70 school club members. Random sampling was used for teachers, students, and CECs, while purposive sampling was employed for principals due to their central role in the planning process. Data collection tools included structured questionnaires and interview guides. A pilot study involving five teachers established validity and reliability, with a Cronbach Alpha coefficient of 0.75 confirming strong internal consistency. Quantitative data were analyzed using SPSS Version 23 through descriptive and inferential statistics, including linear regression, while qualitative data were interpreted through thematic analysis. Findings revealed that effective stakeholder engagement, thorough needs assessments, clearly defined implementation frameworks, and robust monitoring and evaluation mechanisms significantly contribute to the development of practical and successful school improvement plans. Principals who strategically incorporate these elements are more likely to produce coherent, inclusive, and action-oriented plans that improve institutional performance. The study concludes that enhancing principals' planning strategies is essential for ensuring that school improvement initiatives are both feasible and impactful. Strengthening leadership capacities in planning, supported by policy clarity and continuous professional development, is critical for advancing educational outcomes in public primary schools. This research provides practical insights into the strategic planning practices of school leaders in fragile and resource-constrained settings. It emphasizes the need for targeted capacity-building programs and policy support to empower school principals to lead effective improvement planning processes. The findings contribute to the broader discourse on education leadership and reform in post-conflict and developing country contexts.

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LIST OF ABBREVIATIONS AND ACRONYMS

SIP	:	School Improvement plan
SDP	:	School Development Plan
CEC	:	Community Education Committee
MoE	:	Ministry of Education
USAID	:	United States Agency for International Development
MDGs	:	Millennium Development Goals (MDGs)
ESSP	:	Education Sector Strategic Plan
SDG	:	Sustainable Development Goals
SPS	:	Statistical Package for Social Sciences
SWOT	:	Strengths, Weaknesses, Opportunities and Threats
SASA	:	South African Schools Act
SWS	:	Southwest State

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter sets the foundation of the study by presenting a detailed overview of various core components, including the study's background, the articulation of the problem, the research purpose, specific study objectives, and the research questions guiding the investigation. It further discusses the rationale behind conducting the study and elaborates on its significance within the relevant field. The chapter also outlines the assumptions made during the research process, the boundaries defining the scope of the study, and any limitations encountered. Additionally, it features a compilation of operational definitions to clarify key terms and concepts that are critical to understanding the study.

1.1 Background to the Study

There is an increasing global consensus on the importance of school improvement as a vital means of enhancing the quality of education, promoting equity, and achieving better outcomes for students. To address these goals, the formulation and execution of School Improvement Plans (SIPs) have emerged as a core strategy utilized by education systems around the world. These plans provide a well-structured approach that enables schools to establish clear priorities, make informed decisions about resource allocation, and address areas needing development in a systematic manner to improve educational environments. As emphasized by Hopkins (2002), the concept of school improvement involves an organized and continuous process focused on building the institution's capacity to offer high-quality education, with students' learning needs and experiences forming the centerpiece of reform initiatives. This encompasses a range of interventions, including modifications to educational objectives, teaching methodologies, institutional structures, and the prevailing culture within the school.

The process of school improvement requires collaborative engagement among school stakeholders to devise actionable plans that can realistically be implemented within existing structures. Canton Mayo (2009) defines school improvement plans as coordinated activities and procedures conducted by education stakeholders with the aim of raising both academic and administrative performance. Such plans encapsulate a wide range of elements, including target setting, implementation timelines, progress monitoring, and accountability frameworks. As Hall and Hord (2011) and Huber and Conway (2015) observe, well-designed improvement plans act as roadmaps for school development by clearly articulating strategies for raising learner achievement and creating an enabling school environment.

In many developed education systems, the use of SIPs has been institutionalized as a policy requirement. A pertinent example is found in Portugal, where national education policies require schools to prepare comprehensive school development plans that align with broader national quality standards and student performance goals MoE (2016, 2018, 2020). These plans are typically informed by self-evaluation processes and performance data, enabling schools to develop targeted strategies for instructional improvement and professional development.

Strategic planning in education extends beyond the mere drafting of documents. It is a multifaceted, value-driven process that integrates a school's vision, mission, and core objectives into coordinated planning and action. According to Carvalho et al. (2021), strategy within the education context is conceptualized as a framework that combines the internal identity of the school with deliberate decisions and actions aimed at achieving sustained growth. This implies that school planning should be dynamic and inclusive, promoting reflection, innovation, and continuous professional learning. Acton (2021) further emphasizes that planning should function as a professional learning tool that guides decision-making processes and nurtures school-wide

improvement. Likewise, Fernandez (2011) and Strunk et al. (2016) highlight that effective planning plays a pivotal role in enhancing school culture, fostering shared leadership, and achieving desired learning outcomes.

However, in fragile and conflict-affected countries such as Somalia, the formulation and implementation of effective school improvement initiatives remain particularly complex. These contexts are often characterized by protracted crises, weak institutional frameworks, and limited human and financial capacity. In such environments, school principals are frequently expected to take on expanded roles in leading educational reforms despite facing severe constraints. While various donor-supported and government-led education programs have made efforts to address these gaps, there remains a paucity of research examining how school leaders plan and prepare realistic, contextually appropriate school improvement initiatives.

In Somalia and more specifically in South West State, where Baidoa District is situated—public primary schools continue to grapple with numerous challenges linked to educational access, quality, and governance. The Ministry of Education, Culture and Higher Education (MoECHE), working in partnership with federal member states, has placed growing emphasis on the importance of implementing structured school improvement processes that are tailored to the unique needs of the local context. However, many schools within Baidoa still operate with minimal strategic planning capabilities, and there remains a limited understanding of the extent to which principals' planning strategies influence the design and execution of effective school improvement plans.

This research, therefore, aims to investigate the impact of school principals' planning strategies on the development of practical and implementable school improvement initiatives within public primary schools in Baidoa District, Somalia. By analyzing the specific planning approaches

employed by principals and assessing how these approaches contribute to the formulation of realistic and actionable school plans, the study seeks to enhance the existing body of knowledge on educational leadership and planning within fragile and resource-constrained education systems. Additionally, the insights generated are intended to support future efforts aimed at strengthening school leadership practices, improving planning competencies, and fostering long-term, sustainable school improvement in comparable settings.

1.2 Statement of the problem

The Constitution of Somalia, under Article 30 of the 2012 Draft Constitution, guarantees every child the right to free education up to the secondary level. Despite this legal provision, the Somali education sector remains one of the most underdeveloped globally, due largely to decades of civil conflict, weak governance, chronic underfunding, and limited institutional capacity. These longstanding challenges have not only disrupted service delivery but have also impeded the country's ability to meet global education benchmarks.

Education is widely acknowledged as a cornerstone for human development and socioeconomic advancement worldwide. Global initiatives such as the Millennium Development Goals (MDGs) and their successor, the Sustainable Development Goals (SDGs), have positioned education as a central component of international development efforts. Despite this global prioritization, Somalia has persistently struggled to achieve these targets. In 2013, Social Watch, a global civil society organization, predicted that Somalia would fail to meet most MDG benchmarks a forecast that proved accurate, especially within the education sector, highlighting the deep-rooted and ongoing challenges obstructing progress in education.

Following the adoption of the SDGs in 2015 specifically Goal 4, which advocates for inclusive, equitable, and quality education Somalia has shown only minimal advancement. The education

system continues to be constrained by several systemic issues, including weak planning and oversight mechanisms, disjointed service provision, insufficient professional capacity, and the lack of a unified policy and regulatory environment. These challenges are compounded by the decentralized and fragile governance structures within the Ministry of Education, Culture and Higher Education (MoECHE) and its associated federal member states, resulting in significant inconsistencies in educational services and learning outcomes across different regions.

To address these persistent challenges, the Ministry of Education, Culture and Higher Education (MoECHE) has introduced School Development Plans (SDPs) as a key mechanism to promote decentralized planning, enhance accountability, and ensure that school-level interventions are aligned with national education objectives (MoECHE, 2019). SDPs are designed to assist schools in establishing achievable goals, managing resources effectively, and applying locally appropriate strategies to enhance the quality of teaching and learning. Nevertheless, the creation and implementation of these plans are often irregular and inadequately recorded, especially in fragile regions such as Baidoa District.

As primary agents of school leadership, principals play a vital role in shaping school improvement efforts through the formulation of realistic and actionable initiatives. Their strategic planning processes including stakeholder involvement, needs analysis, and goal formulation are central to the viability and impact of improvement plans. Despite their significance, there is a notable absence of empirical research examining how these strategies are practically employed and the extent to which they influence the quality and execution of school improvement initiatives. Additionally, the particular constraints faced by school leaders operating in fragile, low-resource settings like Baidoa present further barriers to effective planning yet these issues remain largely underexplored in current academic literature.

This research, therefore, seeks to examine how principals' planning strategies affect the formulation of practical and achievable school improvement initiatives in public primary schools within Baidoa District, Somalia. Gaining insight into this relationship is essential for shaping national education reform, strengthening planning competencies at the school level, and accelerating Somalia's advancement toward Sustainable Development Goal 4 and broader national development objectives.

1.3 Purpose of the study

The aim of this study is to evaluate the influence of principals' planning strategies on the development of practical school improvement initiatives in public primary schools in the Baidoa District of Somalia.

1.4 Objectives of the study

1. To assess the extent to which principals involve key stakeholders in the planning process for practical school improvement initiatives in public primary schools in Baidoa District, Somalia.
2. To examine how principals conduct needs assessments as part of their planning strategies for developing school improvement initiatives in public primary schools in Baidoa District, Somalia.
3. To evaluate the influence of principals' use of implementation frameworks on the development of practical and implementable school improvement initiatives in public primary schools in Baidoa District, Somalia.
4. To analyze how principals integrate monitoring and evaluation mechanisms into their planning strategies for developing school improvement initiatives in public primary schools in Baidoa District, Somalia.

1.5 Research questions

The following research questions is guiding the study:

1. To what extent do principals involve key stakeholders in the planning process for developing implementable school improvement initiatives in public primary schools in Baidoa District, Somalia?
2. How do principals conduct needs assessments as part of their planning strategies in development school improvement initiatives in public primary schools in Baidoa District, Somalia?
3. What is the influence of principals' use of implementation frameworks on the preparation of practical and implementable school improvement initiatives in public primary schools in Baidoa District, Somalia?
4. How do principals integrate monitoring and evaluation mechanisms into their planning strategies for preparing school improvement initiatives in public primary schools in Baidoa District, Somalia?

1.6 Justification of the study

The Ministry of Education, Culture, and Higher Education (MoECHE), as the principal government agency responsible for overseeing the education sector, has prioritized the development of an Education Sector Strategic Plan (ESSP) that is participatory and evidence-based. This strategic undertaking seeks to diagnose systemic challenges within the education sector and generate actionable recommendations to progressively transform Somalia's educational landscape (MoECHE ESSP, 2022). In this context, the ESSP (2022–2026) was formulated following a comprehensive national consultation process conducted throughout 2021 and 2022.

The plan is central to guiding systemic improvements and aligning education reform with Somalia's broader national development agenda.

However, implementation of such policy frameworks continues to be constrained by deeply rooted structural and contextual challenges. Somalia remains one of the most fragile states globally, marked by recurrent insecurity, political instability, and exposure to natural hazards such as droughts and floods. These conditions further strain the education system and impede the effective realization of national strategies. According to the Somalia Education Cluster (2019), these vulnerabilities have contributed to the country's position at the top of INFORM's 2020 Global Risk Index, reflecting Somalia's extreme risk profile.

Despite these well-documented challenges, there is a notable gap in empirical studies that critically examine how school-level leadership particularly that of school principals contributes to the operationalization of national education goals. More specifically, research remains limited on how principals' planning strategies shape the development of actionable and sustainable school improvement initiatives. This study is therefore justified in its aim to bridge that gap by examining how planning strategies employed by school principals influence the preparation of implementable School Improvement Plans (SIPs) in public primary schools, especially within the Baidoa District.

1.7 Significance of the Study

This research makes a valuable contribution to both academic scholarship and policy formulation in several key areas. Firstly, it provides data-driven insights that can guide future studies, particularly in identifying planning-related elements that influence the success of school improvement initiatives at the grassroots level. The anticipated findings aim to enrich the body of evidence supporting the rollout of Somalia's Education Sector Strategic Plan (ESSP 2022–2026), thus facilitating more informed and strategic education reforms.

Secondly, the study holds potential to assist the Ministry of Education in enhancing its policy and planning systems by clearly delineating the contributions of school principals and community stakeholders in executing school-based initiatives. By examining the planning approaches and strategies utilized by school leaders, the research can guide the design of targeted policy responses that promote stronger, more sustainable mechanisms for improving school performance.

Moreover, the study's findings could inform the design of capacity-building programs, particularly in the form of professional development and training for school principals, aimed at enhancing their strategic planning and school leadership competencies. This, in turn, would promote more coherent and accountable school governance practices.

Additionally, the study may be of interest to non-governmental organizations (NGOs) and development partners involved in the education sector. By identifying areas for collaborative engagement, it can inform how external actors can better align their support with national and local priorities, particularly in strengthening community ownership, school sustainability, and accountability systems.

Finally, the study may empower school principals by providing evidence-based insights into best practices in school planning, stakeholder engagement, and results-based management. This can foster leadership effectiveness and contribute to improving educational outcomes in public primary schools in Somalia.

1.8 Scope of the Study

This research is limited to public primary schools within the Baidoa District of Somalia. It specifically investigates how principals' planning strategies namely stakeholder engagement, needs assessment, the use of implementation frameworks, and monitoring and evaluation impact the formulation of practical School Improvement Initiatives. The study employs a mixed-methods

approach, utilizing a concurrent triangulation design to ensure robust data collection and analysis. Quantitative data will be obtained from teachers through the administration of structured questionnaires, while qualitative data will be sourced from school principals and members of the Community Education Committee (CEC) via semi-structured interviews. The research will be carried out over a twelve-month period, from January to December 2024.

1.9 Limitations of the Study

The following areas can the difficulties that may face the study:

1. **Limited documentation and capacity:** Some school administrators may lack the organizational structures or capacity to articulate or demonstrate formal school improvement plans. To address this, the researcher will clearly explain the study's purpose and assure respondents of confidentiality.
2. **Administrative barriers:** Some schools may require formal permissions from local authorities or the regional education offices before participating or disclosing information. The researcher will leverage professional networks and follow established protocols to secure the necessary approvals.
3. **Reluctance to share sensitive documents:** Respondents may be hesitant to disclose documents involving budgetary details, fearing scrutiny or misinterpretation as financial auditing. The researcher will clarify that the study is strictly academic and intended to support school development, with data use governed by ethical research principles.

1.10 Delimitations of the Study

The following delimitation will guide the study:

1. The study will be restricted to administrators, teachers, and members of Community Education Committees.

2. The study will concentrate on the impact of principals' development plans strategies on the establishment of implementable school plans in public primary schools.
3. It will likewise be restricted to public primary schools in Somalia's Baidoa district.

1.11 Assumptions of the Study

This study is based on the following assumptions:

1. That public primary schools in Baidoa possess school plans, albeit with limited alignment to national school improvement guidelines.
2. That school principals adopt a variety of planning and management strategies aimed at preparing implementable school improvement initiatives.
3. That specific planning components stakeholder engagement, needs analysis, implementation frameworks, and monitoring and evaluation substantially influence the quality and feasibility of school improvement plans.
4. That respondents (teachers, principals, and CEC members) will willingly participate and provide accurate and reliable data.

1.12 Operational Definitions of Key Terms

1. **School Improvement Plan:** is a road map for solving school needs.
2. **Stakeholders involvement :** refers to engagement of CECs, teachers, MoE staff and school clubs.
3. **Principal's Development Strategies:** These are stakeholders involvement, needs analysis, preparation of implementation framework, monitoring and evaluation.
4. **Needs Analysis:** The Value of School Development (as organizational units) should determine their own improvement requirements, implement their own initiatives, and assess whether or not those needs were realized.

- 5. Implementation Framework:** Once the needs have been recognized and prioritized, the head teacher should convene a technical sub committee appointed by the CEC to develop an up-to-date plan.
- 6. Monitoring and Evaluation:** refers to supervision and inspection steps taken to ensure successful plan implementation is executed during the school plan delivery.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher reviews the literature of prior studies relating to the research issue in this topic. The review focuses on the concepts of school improvement/development plans, principals' development planning strategies of stakeholder involvement, needs analysis, implementation frameworks, monitoring and evaluation and their influence on the preparation of actionable school plans. The researcher offers conflicting views that are critical of many authors who have emphasized different versions of the researched problems. It also contains theoretical and conceptual frameworks, as well as a synopsis of the evaluated literature with gaps identified.

2.1 Empirical Literature Review

This review is about school improvement/development plans, the principals' planning strategies and the influence of principals' involvement of stakeholders, needs analysis, implementation framework and monitoring and evaluation on the development of practical school improvement initiatives .

2.1.1 The concept of principal's Planning strategies

School leadership refers to the administrative and managerial actions and behaviors of the governing body of a school that impact student achievement, while also considering the learners' needs and preferences (Sergiovanni, 2009). Moreover, Cuban (1988) highlights a distinction between leadership and management, noting that leadership is primarily associated with driving change, whereas management focuses on maintaining existing operations. The critical role of effective leadership in the transformation of primary schools has been underscored in various research efforts. In a qualitative study, Riehl and Sipple (1996) explored the role of school leaders

in facilitating educational reform. Using a case study method, the researchers conducted interviews with administrators, teachers, and parents. Their findings revealed that school leaders play a pivotal role in initiating and sustaining change by offering teachers strategic direction, managerial support, and a unifying vision.

Many sources emphasize the importance of good leadership in primary education reform.

Blankstein and Winkworth (2004) used a qualitative case study method to evaluate the role of principals in school development. According to the survey, effective administrators provide a clear vision for students and staff, establish high expectations for them, foster a positive school atmosphere, and support and encourage collaboration. Choi (2016) looked on how administrators contributed to South Korean educational reform. The research revealed that school administrators play a vital role in leading and supporting school improvement initiatives. Their responsibilities include developing school improvement plans, overseeing progress through monitoring and evaluation, and promoting professional growth among teachers. These findings were drawn from interviews conducted with school principals and teaching staff. Jones (2017) investigated how school leadership influences student achievement in low-income schools across the UK. The study concluded that strong leadership contributes to student success by cultivating a culture rooted in trust and collaboration, encouraging shared leadership responsibilities, and providing meaningful opportunities for staff professional development.

2.1.2 Concept of school improvement plans

Private firms had strategic planning systems in place as early as the mid-1960s, where they formulated a strategy to attain suggested goals utilizing defined methodologies and procedures. A strategic plan should be able to describe where the company intends to go, what it will take to get there, and how to know when it has arrived, according to McNamara (2003). Strategic planning

involves an in-depth assessment of an organization's environment and the potential situations it may face, the setting of specific goals and objectives, outlining the processes to achieve those objectives, and creating a system to oversee, monitor, and regulate the plan's execution (Robinson, 2007). In the context of education, school improvement plans (SIPs) function in a nearly identical manner. These plans involve staff members identifying pressing concerns, analyzing the root causes of these issues, establishing measurable goals, implementing targeted strategies and policies to address the problems, and overseeing their effective implementation (U.S. Department of Education, 2006). According to Patterson, Purkey, and Parker (1986), a strategic plan must be dynamic—it should be under continuous scrutiny, regularly interpreted, updated, modified, and, above all, effectively implemented (Patterson et al., 1986, p. 115). Curry (2007) highlights that a school improvement plan is a legally required document prepared by a school's advisory council, intended to guide the school's developmental efforts and set a clear course for improvement.

Educational reform laws have introduced new systems of accountability that place increased demands on principals to become active change agents while also adhering to a variety of prescribed leadership strategies. These pressures are even more intense in schools that have been flagged as underperforming by accountability measures (Acton, 2021; Sahlberg, 2016). As a result, principals around the world are experiencing greater workloads at all educational levels due to rising expectations and regulatory requirements aimed at improving student achievement (Coe, 2009; Oplatka, 2017; Philips et al., 2007; Saidun et al., 2015; VanGronigen & Meyers, 2020; Bickmore et al., 2021). Over time, SIPs have transitioned from being widely used leadership tools for improving institutional effectiveness to becoming structured frameworks for organizing, tracking, and documenting school reform initiatives. In regions such as Europe and Australia, SIPs have become central to school improvement practices (Wikeley et al., 2005). An Italian study by Caputo and Rastelli (2014) discovered a clear correlation between the quality of SIPs and enhanced

school outcomes. Nevertheless, despite decades of use, research on school improvement planning remains underdeveloped (VanGronigen & Meyers, 2020). Although SIPs have been mandated as improvement tools for nearly forty years under various accountability laws, there remains a notable gap in current peer-reviewed empirical studies on their practical effectiveness (Bickmore et al., 2021).

In conclusion, school improvement plans must reflect the realities of school culture, student performance, and the broader educational context to establish practical, achievable goals. As such, it is essential to critically assess whether SIPs are genuinely driving school improvement or merely serving as administrative exercises with limited real-world impact on educational quality.

2.1.3 Involvement of stakeholders in the preparation of School Improvement Initiatives

According to the Department for Education (2000:19), Stakeholders are described as all of the participants in any organization, including the school. Teachers, students, administrative officials, general staff, and school bodies are all included. Parents, the Ministry of Education, non-governmental organizations (NGOs), and members of the community with an interest in education all play a role. As a result, in order to support effective teaching and learning in schools, all of those involved must work together. The Department of Education defines engagement as "the inclusion of someone taking part in something or feeling a part of it" (2000:19). Current education policies, for example, such as SASA, encourage the inclusion of all stakeholders in school-change decision-making.

As a result, identifying the key stakeholders in any proposed organizational reform is critical. It is also critical to understand how the change will effect these key persons, as well as the amount to which they may influence (Amos, Ristow, & Pearse 2008:272). Hughes (2008:3) underlines the

importance of stakeholder participation in any organizational change process, regardless of their organizational hierarchy position.

According to Epstein et al., (2009), the school development plan should represent the aspirations of students, their families and the wider community. More activities are likely to be implemented this way and more parents are likely to be productively involved in ensuring the success of the plan. Veeriah et al. (2017) investigated the impact of transformational leadership on school culture in a cluster of primary schools in Selangor, Malaysia. They found that school improvement planning is critical to school outcomes. Yang (2014) further suggests that school development planning establishes a shared vision, distributes power, and sustains stakeholder motivation.

In practice, though, schools typically require some outside encouragement to begin to improve. This pressure can be beneficial (i.e. have a positive effect) for schools that can initiate change, but it can also be detrimental (i.e. not receiving adequate assistance) (Reezigt, Creemers, 2005, 409-410).

2.1.4 Analysis of Needs in the Preparation of Implementable School Improvement Initiatives

A close examination of the current field of school reform reveals several commonalities underlying the concepts and practices of any method. While each topic will be examined independently, it is known that they cannot be mutually exclusive in the real-world, day-to-day nature of school reform. Similarly, these factors are synergetic and vital to the improvement school strategy of any school development program (Harris, 2000, 5). Prioritizing the numerous identified needs and discoveries into two or three areas of high need and high effect is part of the first step, and ensuring that the school focuses on these areas is part of the second phase (Hanover, 2014).

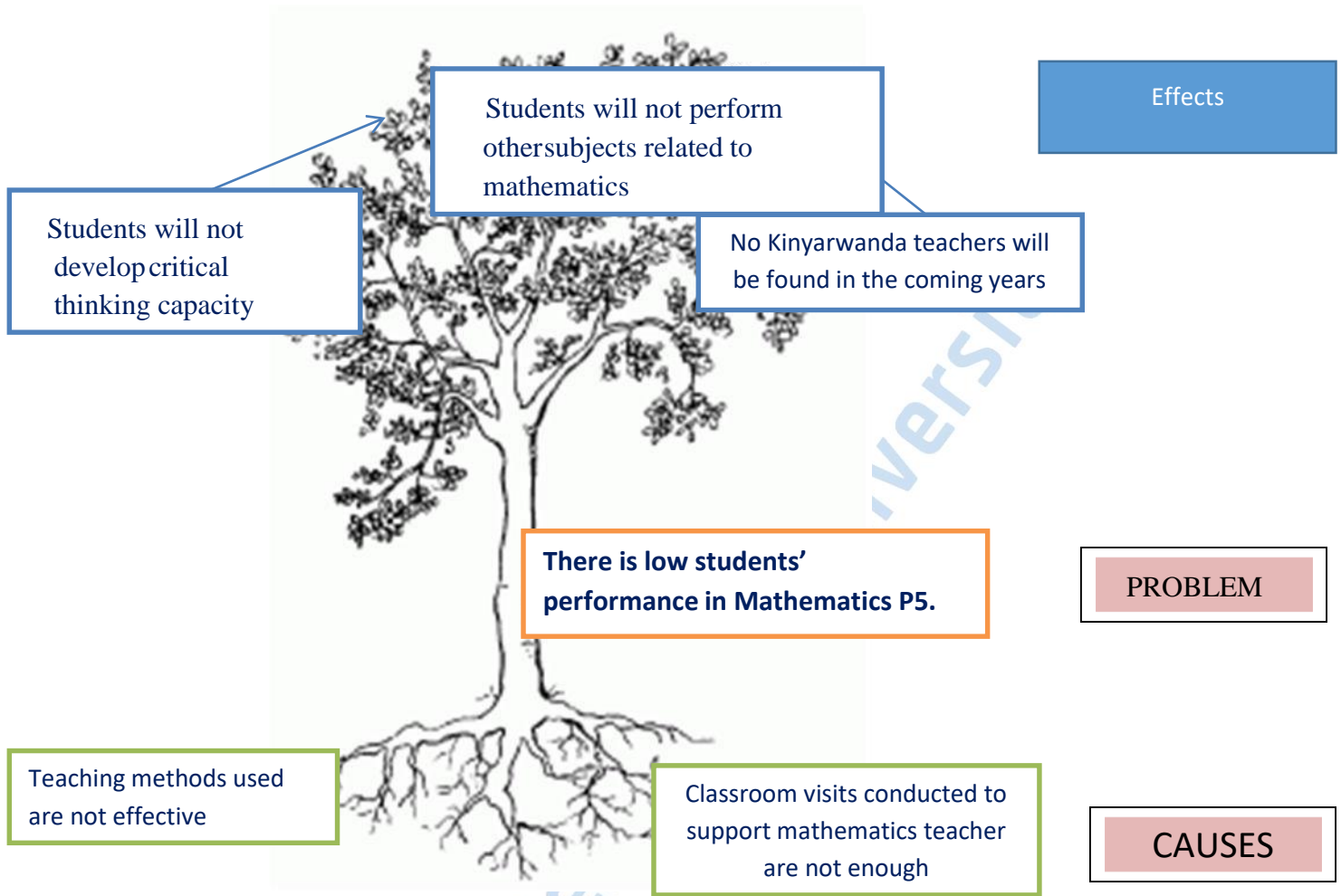
According to the Micronesian National Ministry of Education (2009), the following factors should be used to prioritize schools: Areas most affected (for example, the subject with the lowest student

performance), factors with a strong impact on teaching and learning (for example, teacher attendance has a large effect on student achievement). As problems that can be solved using existing methods. (Classroom visits can be conducted using current resources such as the Principal, DoS, inspectors etc.).

School interests serve as a basis for planning. In general, planning seeks to address issues that prevent students from learning. Problem tree analysis is a technique to learn more about a problem. This means evaluating the problem and determining its root causes and subsequent consequences. According to Micronesia National Development of Education (2009), the analysis is represented as a tree with the problem as the stem, the causes as the roots and the effects as the branches.



Figure 1: Source FSM National Department of Education (2009) School Improvement Planning



Schools can respond effectively to evolving societal demands and the dynamic needs of the labor market through intentional planning and well-structured programs (Bararah, 2017: 131–147). Consequently, conducting a SWOT analysis assessing strengths, weaknesses, opportunities, and threats is an essential step in decision-making and the application of school quality improvement strategies. Such analyses are particularly valuable for schools striving for continuous enhancement of their performance and educational quality (Sujoko, 2017: 83–96).

These conclusions are supported by analytical tools that apply reliable indicators to identify factors contributing to both the decline and improvement of school outcomes (Sodikin & Gumiandari, 2021: 59–69). Based on this data, schools can design strategic approaches that facilitate their transition toward higher quality standards. Moreover, SWOT analyses help educational institutions recognize internal and external factors that can support the advancement of their quality objectives (Prasetyaningrum & Marmoah, 2022; Hadi, 2013). This is increasingly important in light of shifting educational environments and rising demands for quality education. Schools must therefore conduct self-evaluations, gaining a clear understanding of their own strengths and limitations, as well as recognizing opportunities and challenges in both current and future contexts. This awareness is necessary for preparing appropriate strategies and aligning human resources to meet these emerging needs (Khoeriyah, 2021: 9–19).

The purpose of this process is to help schools clearly identify and prioritize their needs. To execute this effectively, schools should use a checklist which may be extensive requiring a prioritization mechanism. Molale (2007) suggests that priorities must be interrelated, possess educational significance, and be aligned with supportive learning structures. Developing a prioritized list assists schools in setting focused and attainable goals. According to the Department for Education (2011), school aims should be aspirational statements that articulate desired student outcomes across areas such as academic achievement, engagement, wellbeing, transitions, and career pathways. The goal-setting process should include long-term, medium-term, and short-term targets, guided by the articulation of strategic goals, measurable objectives, expected outputs, and anticipated results, moving from broad aspirations to specific, actionable plans.

2.1.5 Implementation framework for the preparation of implementable school plans

Effective leadership is a critical component of school transformation. To be successful in school reform operations, educators must have a defined vision, mission, and goals. They must also build a collaborative, trusting, and accountable culture among staff, students, and parents. Transformational leadership is most effective in fostering school development (Leithwood, Seashore, Anderson, & Wahlstrom, 2004). This entails inspiring and encouraging followers to work together to achieve common goals. Once needs are identified and prioritized, the director should convene a technical subcommittee appointed by the ÚVK to develop an updated plan. The plan should include the activities to be carried out, who will carry them out, a timetable with clear details of each step, financial implications and how they will be carried out, indicators of success and expected outputs or objectives. The steps to be performed one after the other must also be specified. Criteria for each goal, according to which the success of the implementation of a particular change will be judged. After the action plan is completed, the school principal should present it to the necessary authorities (stakeholders) for approval so that they can own it and assist in its implementation (CEC Training Manual Puntland, Somalia, 2014).

Table 1: Sample of Implementation framework/School Improvement Plan

Strategic Objective 1: To increase positive student behavior						
Performance Target: 1. By the end of year 3, there will be a 50% reduction in the number of reported bullying incidents.						
2. By the end of year 3 there will be a 40% reduction in the number of behavior violations.						
Focus	Strategies	Indicators of Success	Time Lines	Responsibility	Resources Needed	Revisions

	<ul style="list-style-type: none"> The school will hold a parent meeting to outline the new anti-bullying program. 	75% of parents attend	Y2 Term One	HT/CEC/DHT Parents	\$. 200	
	<ul style="list-style-type: none"> The school will provide teachers with two training seminars on alternative approaches to discipline. 	100% of staff receive training.	Y2 Term One		\$. 350	
		40% decrease in incidents of bullying	Y2 Term One	HT/CEC/DHT	No Cost	

Strategic Objective 2: To increase Enrolment and Retention of Girls

Performance Target: 1. By the end of year 3, there will be a 20% increase in the number of girls enrolled in school.

2. By the end of year 3, increase retention of girls from the current 80% to 90% in school.

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Source: National CEC Training Manual, Somalia (first edition 2019)

2.1.6 Monitoring and Evaluation on preparation of implementable school plans

Numerous scholars have emphasized that high-performing schools sustain a well-defined approach to planning, monitoring, and evaluation systems. It is common for school leaders, such as principals and superintendents, to regularly walk through the school and observe classroom activities, whether through formal visits or informal interactions. One of the most widely advocated strategies for enhancing schools is the integration of self-evaluation with structured

development planning. According to Stoll (2006), this process includes several interconnected stages: **review**, which involves collecting evidence to assess the school’s existing strengths and areas for improvement; **planning**, during which priorities for future growth are identified and corresponding action plans are developed; **implementation**, where specific steps are taken to carry out the plan; and **evaluation**, in which the execution is monitored and assessed collaboratively by various stakeholders to ensure effectiveness and progress.

Ask ChatGPT

Table 2:Table 2: SIP Monitoring Framework

SIP Monthly Monitoring Plan	Timeframe				Implementation Progress		
	M1	M2	M3	M4	Not Started	In Progress	Completed
Parents’ Evening Meeting	X						
Teachers seminars conducted		X		X			
Girls additional toilet constructed							
SNE Toilet equipped with relevant disability aids							

Source: *Somali MoE-CEC Training Manual (2019)*

All planning for school growth must start where the school is now and balance the need for maintenance with stability. Creating a schedule is a difficult process with numerous implications for the school. This process must be an effective tool for school improvement, uniting all staff in a collaborative effort, building teams around specifically defined tasks, and empowering

individuals to take leadership roles in such teams. In short, whether a school development plan is successfully implemented or not is determined by how hard a person participates in the planning, monitoring and evaluation process. In this scenario, continuous feedback is critical to improve the weakness and support the strength (Purvis, P. 2007).

2.2 Theoretical Literature Review

This research will be guided by two theories of the electric implementation theory and the holistic strategy theory.

2.2.1 Theory of electrical implementation

Electric implementation theory proposes an amalgamation of several managerial and theoretical approaches. It also implies that the successful execution of a strategy is a function of factors that have been theoretically proposed and explored independently, but must be properly integrated into practice. The implementation process is defined by the integration of these variables. The utility of a process, on the opposite hand, is characterized by a minimum of six elements. The value of an implementation process (or model) grows when it is rational, operational, cost-effective, balanced, manageable, and efficient (Jofre, 2011). Logic is required to develop the implementation process inside a meaningful logical framework for the firm. Deductive reasoning is also enabled by logic, from which we can deduce various implementation jobs or sequences. Because logic is founded on facts as well as experience or instinct, it contributes in the creation of a framework for linking theory and practice. In addition to logic, a useful implementation model should incorporate observable and verifiable meaningful and objective practical and physical acts. As a result, this approach will allow us to make a bigger difference by identifying and solving more problems. A model should not only be a model for what to do, but also for the consequences of such actions. It

is a balance between the perspective of contingency (event) and prescription (direction) or the alignment of theories and laws (ibid.).

In the context of school leadership, particularly when principals are setting and implementing school improvement plans, the principles of Electric Implementation Theory, as articulated by Jofre (2011), offer valuable insights that can significantly enhance the effectiveness of these efforts. The theory's emphasis on integrating diverse managerial and theoretical approaches into a cohesive implementation model is particularly relevant for school leaders who must navigate complex educational environments and address various challenges in the pursuit of school improvement. One of the core elements of Electric Implementation Theory is the importance of rationality and logic in the implementation process. For school principals, this translates into the need for a logical framework that underpins the development of school improvement plans. A logical approach ensures that the strategies outlined in the plan are based on sound reasoning, empirical data, and the specific needs of the school. This enables principals to create a structured sequence of actions that align with the school's overall objectives, such as improving student outcomes, enhancing teaching quality, and fostering a positive school culture. By applying a logical framework, principals can also ensure that their improvement plans are both realistic and achievable. The ability to connect theoretical insights with practical actions allows school leaders to design strategies that are not only visionary but also grounded in the day-to-day realities of running a school. This approach helps to bridge the gap between the school's strategic goals and the practical steps needed to achieve them, leading to more coherent and effective implementation of the improvement plan. The Electric Implementation Theory provides a robust framework that can greatly enhance the leadership and planning efforts of school principals. By focusing on rationality, operationalization, cost-effectiveness, balance, manageability, and efficiency, school

leaders can develop and implement improvement plans that are not only theoretically sound but also practically effective. The theory's emphasis on integration, flexibility, and modern management practices ensures that school improvement plans are well-equipped to address the complex challenges of today's educational environments, ultimately leading to better outcomes for students, teachers, and the entire school community.

2.2.2 Holistic strategy implementation theory

Bourgeois and Brodwin's (2004) Holistic Strategy Implementation Theory presents a comprehensive framework that identifies five distinct models of strategy implementation, each reflecting a different philosophy of leadership, organizational dynamics, and decision-making. This theory emphasizes that no single model is universally applicable; instead, strategic implementation is most effective when tailored to the specific context, culture, and readiness of an organization. The framework reflects a continuum ranging from top-down, authoritative control to more collaborative and participatory approaches, providing leaders with a nuanced lens through which to assess and design their implementation strategies. The first model, often referred to as the commander model, is rooted in military-style leadership, where the CEO acts as the ultimate authority. In this scenario, the CEO is seen as a rational, detached strategist who formulates the plan and delegates its execution to others without being directly involved in the implementation process. This model functions optimally in stable environments where the executive has access to reliable data and is capable of making objective, bias-free decisions. It values precision, decisiveness, and hierarchical clarity. However, its top-down structure can limit engagement and initiative among lower-level managers, potentially stifling innovation and reducing adaptability during implementation (Bourgeois & Brodwin, 2004).

Moving beyond the strict authority of the commander approach, the change model incorporates deliberate interventions intended to shift organizational behavior and structures in alignment with strategic goals. This model emphasizes the importance of managing internal transitions whether cultural, structural, or procedural to successfully implement new strategies. While this model allows for a more adaptive and dynamic form of planning, it can also introduce rigidity when changes are difficult to reverse or when unexpected developments require quick adjustments. Because of its emphasis on transforming internal systems, the change model is most effective in organizations prepared to undergo significant shifts and where leadership is committed to long-term transformation (Bourgeois & Brodwin, 2004). The collaborative model represents a more inclusive approach, where strategic decision-making is shared among top and middle managers rather than centralized solely with the CEO. This model empowers key personnel across different levels of the organization, encouraging the development of strategic insights and promoting ownership of both the plan and its execution. By fostering mutual understanding and shared commitment, the collaborative model can lead to more innovative and grounded strategies. However, it also introduces potential drawbacks, such as political friction, competing agendas, and slower decision-making processes. Because of the increased involvement of stakeholders, it is most effective in environments where trust, communication, and alignment among leadership teams are strong (Bourgeois & Brodwin, 2004).

Overall, Bourgeois and Brodwin's theory offers a valuable lens through which to evaluate and select implementation strategies that align with an organization's specific needs, challenges, and leadership capacities. Rather than promoting a one-size-fits-all solution, the holistic framework encourages strategic leaders to adopt a flexible mindset potentially blending elements from different models to address complex and evolving circumstances. Through this approach,

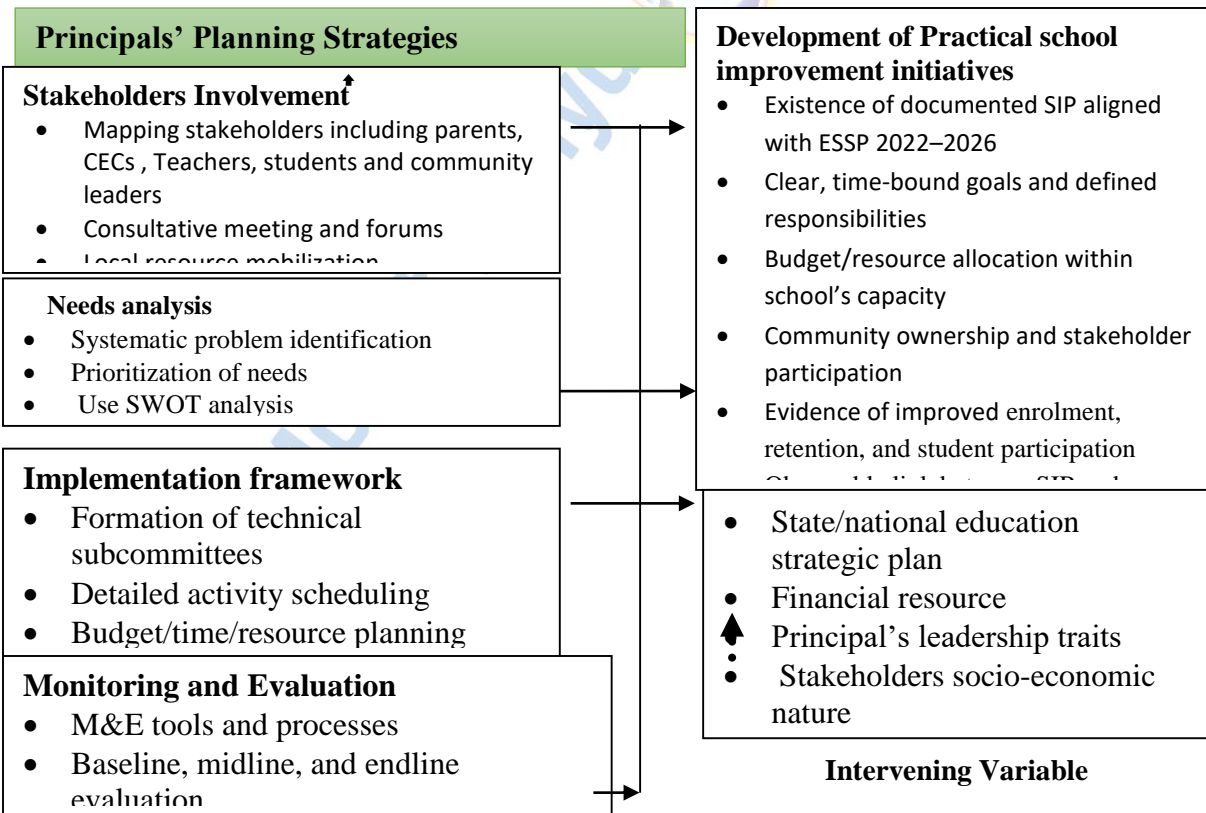
organizations can better align their strategy development with execution capabilities, foster more effective stakeholder engagement, and ultimately improve the sustainability and impact of their strategic initiatives.

2.3 The Conceptual Framework

The conceptual framework of this study will be based on principals' planning strategies for preparing actionable school plans, stakeholder engagement, needs analysis, implementation framework, and monitoring and evaluation, which will introduce independent variables, while preparing actionable school plans will be dependent variables. The intervening variables will be the state/national strategic plan for education, financial resources, leadership traits of the principal and the socio-economic nature of the stakeholders as shown in Figure 2;

Figure 2: Conceptual framework

Independent variables



Source: (2024) Researcher

2.4 Research Gaps

Despite the existence of regional and global studies in the area of educational leadership and school improvement, a significant research gap remains unaddressed, particularly within the Somali context. The review reveals that limited empirical research has focused specifically on school improvement planning and the strategic roles played by school principals in the formulation and implementation of such plans. For instance, the study by Yaasiin Hassan Mohamud (November 2020) explored the effects of head teachers' performance in administrative tasks on academic achievement. While insightful, the study primarily emphasized the execution of administrative duties and did not delve into the planning strategies or the formulation of school development plans.

Similarly, other empirical sources, including the International Journal for Education and Information Technologies (July 2020), have addressed issues related to quality of education and general leadership roles of principals. However, they fall short in discussing the structured planning processes or the participatory development of practical school improvement initiatives. Therefore, this study seeks to bridge these gaps by focusing on the strategies employed by school principals in developing practical school improvement plans, a dimension underexplored in existing literature despite its relevance to sustainable educational development in Somalia.

2.5 Summary of Literature Review

The concept of the influence of principals' planning strategies on the creation of feasible school plans in public elementary schools served as the basis for the evaluation of this study. The review showed that principals' planning strategies play a significant role in developing workable plans in public institutions. However, it is unclear how individual principal tactics influence school improvement initiatives in public elementary schools.

This section reviewed research on school improvement plans, examining principals' planning strategies and the impact of stakeholder involvement, needs analysis, implementation frameworks, and monitoring and evaluation on creating effective school improvement initiatives. Effective school leadership is crucial for educational transformation. Leadership involves management and administrative activities that influence student achievement while considering their needs and preferences. Studies highlight the importance of visionary leadership in fostering school improvement. For instance, Riehl and Sipple (1996) found that administrators play a vital role in school reform by providing vision, support, and management to teachers. Similarly, Choi (2016) and Jones (2017) emphasized that effective leadership, characterized by collaboration and distributed leadership, is instrumental in improving educational outcomes. SIPs are strategic planning tools used in schools to identify issues, set objectives, and implement strategies to improve student outcomes. These plans are dynamic and require continuous monitoring and revision to remain effective. SIPs have evolved as a critical framework for coordinating school reform activities globally. Despite their importance, research on SIP effectiveness is still in its early stages, with limited peer-reviewed empirical literature available. Involving stakeholders in the preparation of school plans is essential for successful implementation. Stakeholders include teachers, students, parents, and community members. Their engagement ensures that the school development plan reflects the aspirations of the broader community and increases the likelihood of successful implementation. Studies by Veeriah et al. (2017) and Yang (2014) suggest that stakeholder involvement fosters a shared vision, distributes power, and sustains motivation, which are crucial for school improvement. Needs analysis is a critical step in preparing effective school plans. It involves identifying and prioritizing areas of high need and impact. Techniques like problem tree analysis and SWOT (Strength, Weakness, Opportunity, Threat) analysis are used to

assess and address issues that hinder student learning. By understanding the school's strengths and weaknesses, principals can develop strategies to enhance educational quality and adapt to changing circumstances. An effective implementation framework is key to the success of school improvement plans. Transformational leadership, which inspires and motivates stakeholders to work towards common goals, is particularly effective in school development. The framework should outline specific activities, timelines, responsibilities, and success indicators. Continuous feedback and stakeholder involvement are essential to ensure the successful implementation of the plan. Monitoring and evaluation are critical components of school improvement planning. Principals and superintendents must regularly review the progress of implementation, gather evidence, and make necessary adjustments. School self-evaluation, combined with development planning, is a widely promoted method for improving schools. Continuous feedback and collaboration among stakeholders are vital for the success of school improvement initiatives. This section introduces two theories that guide the research: Electric Implementation Theory and Holistic Strategy Theory. Electric Implementation Theory emphasizes the integration of multiple managerial and theoretical approaches into a cohesive implementation model. This theory highlights the importance of rationality, logic, and practicality in developing and executing school improvement plans. For school principals, applying this theory involves creating a logical framework that links theoretical insights with practical actions, ensuring that the improvement plans are both visionary and achievable. The theory's focus on integration, flexibility, and balance enhances the effectiveness of school leadership in achieving educational goals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section will discuss techniques and strategies for data collection and analysis. Furthermore, this chapter outlines what will be done to fulfill the objectives of the present study. It describes the study's design, location, demographic, sample size, sampling techniques and procedures, data collection tools, methods for assessing instrument validity and reliability, research protocol, and data management and analysis techniques employed.

3.1 Research methodology

This study will use a combined methods strategy which applies both quantitative and qualitative methodologies. This approach is appropriate for this study because it uses a data blending strategy in which the researcher provides a deeper understanding of the topic by combining data sets than if one data set were used alone. Creswell (2009) defines a researcher as someone who chooses what to examine, formulates specific questions, gathers quantifiable data from a large number of subjects, uses statistics to assess these numbers, and conducts an impartial and objective examination.

3.2 Research design

The study will employ a survey research design, which is a strategy used to learn about a specific group's present behaviors or alternatives. The collection will employ both qualitative and quantitative methodologies. The quantitative technique allows the researcher to quantify an item that can be easily quantified, whereas the qualitative method is descriptive in nature and aids in finding beliefs, ideas, and viewpoints. A survey is a type of sample assessment used to gather information from or about a subset of the population. It is a way of acquiring information that

entails conducting interviews or mailing a questionnaire to a random sample of people (Orodho, 2005).

3.3 Study Location

The study will be conducted in Baidoa, locally known as Baydhabo, which serves as the administrative capital of the Bay Region and the interim capital of the Southwest State of Somalia. Strategically located approximately 240 kilometers southeast of the Ethiopian border and 250 kilometers west of Mogadishu, Baidoa functions as a key transit and commercial center with strong socio-economic linkages to neighboring urban and rural areas, including Mogadishu's Bakaara market, Merka and Qoryoley in the Lower Shabelle region, Bardera and Beled Hawo in the Gedo region, and Hudur and Wajid in the Bakool region.

Baidoa's selection as the research locale is further justified by its dense network of public primary schools and its unique position as a regional education hub. The town hosts a significant concentration of educational stakeholders, including school principals, teachers, Community Education Committee (CEC) members, and student groups actively engaged in school management and improvement processes. This diversity of actors provides a rich environment for investigating the planning strategies employed in developing school improvement initiatives. Moreover, Baidoa exemplifies the challenges and opportunities of educational development in post-conflict and resource-constrained settings, making it a suitable and relevant case study location for the purposes of this research.

3.4 Target Population

The study's population will include; public primary principals, teachers, school club members, and Community Education Committee (CEC). These respondents are chosen because they are stakeholders and therefore could have reliable information concerning the study in question.

Table 3: Target Population of the Study

Respondents	Target Population
Principals	6
Teachers	120
CECS Members	42
School Club Members	120
Total	288

Source: Bay Regional Education Officer (2023)

3.5 Sampling Procedures and Sample Size

The researcher will use SLOVINS FORMULA as shown in the below procedure:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where, N_0 = desired sample size at 95% confidence interval

N = Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample will be:

$$N_0 = \frac{288}{1 + 288(0.05)^2}$$

$$N_0 = 167 \text{ respondents}$$

Therefore, a total of one hundred and eleven (170) respondents will be chosen in this study.

Seventy (70) are teachers, three (6) school administrators, Thirty Eight (24) are CECs and Seventy (70) are school club members. The selection school administrators and MoEs were by purposive

sampling techniques because they are key informers. Selections of teacher and pupils were by simple random sampling to give them equal opportunities irrespective of age and gender.

Table 4: Sampling Grid

Sample Population	Sample Size	Sampling Techniques
Principals	6	Purposeful random sampling technique
Teachers	70	Simple random sampling technique
School club members	70	Simple random sampling technique
CEC members	24	Simple random sampling technique
Total	170	

Source: Researcher (2024)

3.6 Research Instruments

The study will utilize multiple data collection instruments, including interviews, questionnaires, document analysis, and observations. These tools have been selected to ensure comprehensive data collection that aligns with the research objectives and questions. By using different instruments, the study aims to enhance the accuracy and credibility of the data while minimizing errors and biases.

3.6.1 Questionnaires

Questionnaires will serve as a primary tool for collecting quantitative data. They consist of structured questions designed to extract relevant information from respondents. This tool is efficient, objective, and allows for quick analysis. It is especially suitable for large samples, as it enables the collection of data from many individuals within a limited timeframe. According to Best and Kahn (2004), questionnaires are widely used in academic research due to their ease of administration and coding.

In this study, questionnaires will be used to gather data on four key areas. First, they will assess the extent of stakeholder involvement in school planning, capturing input from principals, teachers, and community members. Second, they will examine the needs assessment process, focusing on how schools identify and prioritize their requirements. Third, they will evaluate the implementation frameworks used in planning, looking at their clarity and structure. Lastly, they will explore how monitoring and evaluation (M&E) mechanisms are incorporated into school plans and how they support continuous improvement.

3.6.2 Analysis of Documents

Document analysis will involve reviewing school improvement plans (SIPs) and related records from the 2022/2023 academic year. The analysis will include both primary sources, such as SIP implementation plans, meeting minutes, assessment tools, and stakeholder reports, and secondary sources that provide broader context.

This technique will help verify and complement data collected through questionnaires and interviews. Specifically, the analysis will examine the extent of stakeholder involvement by reviewing documentation from SIP planning committees. It will also assess how needs are identified and addressed in the plans. In addition, it will evaluate the structure and quality of implementation frameworks and review how M&E processes are documented and used to guide improvements. Document analysis will thus play a key role in triangulating data from other sources.

The combination of instruments used in this study is aligned with its objectives and is intended to provide accurate, comprehensive, and reliable data for understanding how school improvement plans are prepared in Baidoa's public primary schools.

3.7 Piloting research tools

To test the effectiveness of the data collection instruments, a pilot study will be conducted involving nine teachers from two public primary schools in Baidoa. This represents approximately 10% of the intended sample, as recommended by Kothari (2005). The pilot will assess the clarity, structure, and relevance of the instruments and ensure that respondents understand the questions as intended. The goal is to evaluate the reliability and validity of the tools before full-scale data collection begins. Responses obtained during the pilot phase will not be included in the final data analysis to avoid bias.

3.7.1 Validity

To ensure validity, the research instruments will be critically reviewed by the researcher and supervisor. The items will be examined for alignment with the research objectives, questions, and literature. Content validity will be established by identifying and eliminating items that are ambiguous, irrelevant, or inadequate. This process will help improve the clarity and focus of the questionnaires and interview guides.

3.7.2 Reliability

Reliability will be tested through the pilot study conducted in schools not included in the main sample. Consistency in the responses will be checked to identify any discrepancies. This process will guide necessary adjustments to the instruments before administering them to the actual participants. The aim is to ensure the tools produce consistent and dependable results.

3.7.3 Credibility of research instruments

The credibility of the qualitative data will be strengthened through triangulation. This involves comparing data from multiple sources such as interviews, documents, and questionnaires to confirm the consistency and accuracy of findings. The richness of the information, rather than its

quantity, will determine the credibility of the results. Although the researcher analyzes the data, it is ultimately the participants and readers who will judge its trustworthiness.

3.8 Data Collection Procedures

The researcher will follow the processes to obtain the letter of introduction and letter of authorization from Mount Kenya University School of Graduate Studies. The researcher will also seek permission from the Bay, Southwest State Regional Education Authority. The researcher will schedule meetings with administrators, instructors, CECs, and student clubs after obtaining research permits and authorization letters. During these sessions, questionnaires and interviews will be conducted to gather preliminary data for the study. Respondents will receive questionnaires in order to gather quantitative data. Questionnaires that have been filled out will be gathered and safely kept for data analysis. To gather qualitative data, in-person interviews will be held at a time that works for the participants.

3.9 Data Analysis and Presentations

This unit is dealing processing and analyze and data will be gathered from the study area, adjusted and organized. The data collected will be analyzed both qualitatively and quantitatively. Qualitatively descriptive analysis will be used in the interpretation of data while quantitatively. The data collected will be converted to percentage form by using a computer program of Statistical Program of Social Scientist

3.10 Ethical Considerations

Defining the subject of the research and what is expected of participants, as well as how to inform consent and secure anonymity, are all ethical challenges in research.

The researcher will also make certain that any personal or private information provided by respondents is kept secret. Respondents will be advised that their personal information will not be published in written or other correspondence. Respondents will be assured that the information they supply will be used solely for the stated purpose in terms of confidentiality.

3.10.1 Confidentiality and Privacy

All information provided by respondents about themselves or their personal life was kept totally secret by the researcher. The study gave the responders the assurance that no identifying information would be sent in writing or through any other means of contact, and that no personal information about them would be shared with a third party.

The respondents were given the assurance by the researcher that no identifying information will be sent to a third party or disclosed in writing or by any other form of contact.

3.10.2 Informed Consent

The responders will hear the researcher explain the purpose and nature of the study. After that, the researcher will walk the respondents through the procedure that will be followed for gathering data, making their participation enjoyable.

3.10.3 Storage of Collected Data

The gathered information will be stored for future use. Computer printouts are archived after data analysis, while software copies are kept on storage devices such as CDs and flash drives. The devices to be used will include CDs and flash drives.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

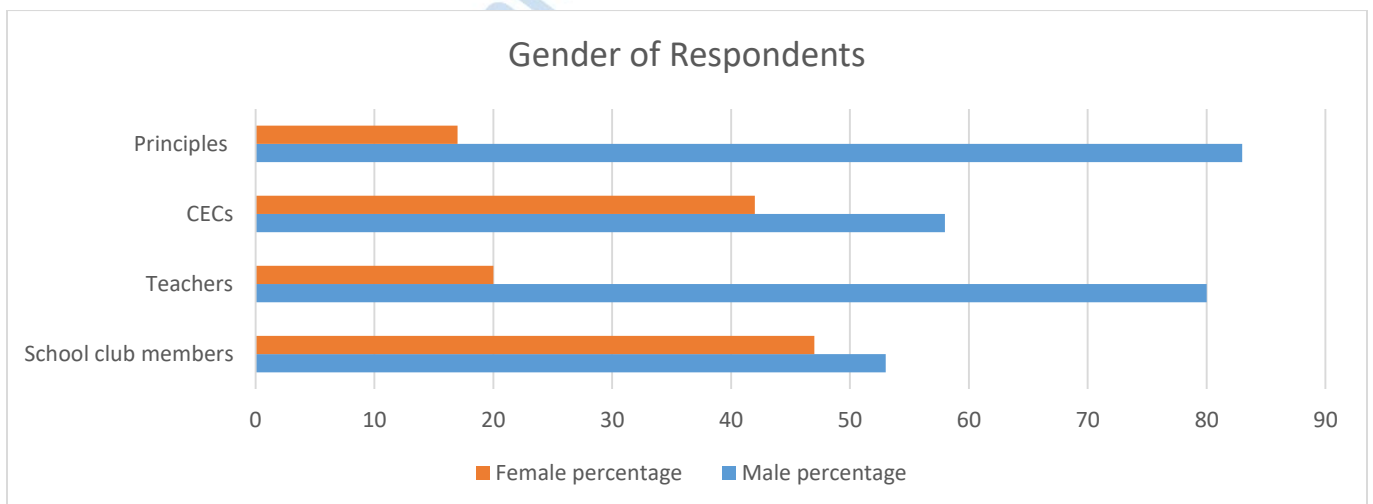
4.0 Introduction

This chapter presents the findings of the study based on the collected data. The analysis includes both quantitative and qualitative data, structured according to key research areas. The findings are categorized into general information, stakeholder involvement, needs analysis, implementation framework, and monitoring and evaluation. To ensure a comprehensive understanding, qualitative insights from six principals, 24 Community Education Committees (CECs) members, and 70 teachers were triangulated with quantitative data obtained from 70 school club members. The study examined various aspects, including the gender distribution and educational qualifications of respondents, to provide a holistic perspective on stakeholder demographics.

4.1 General Information

4.1.1 Gender of Respondents

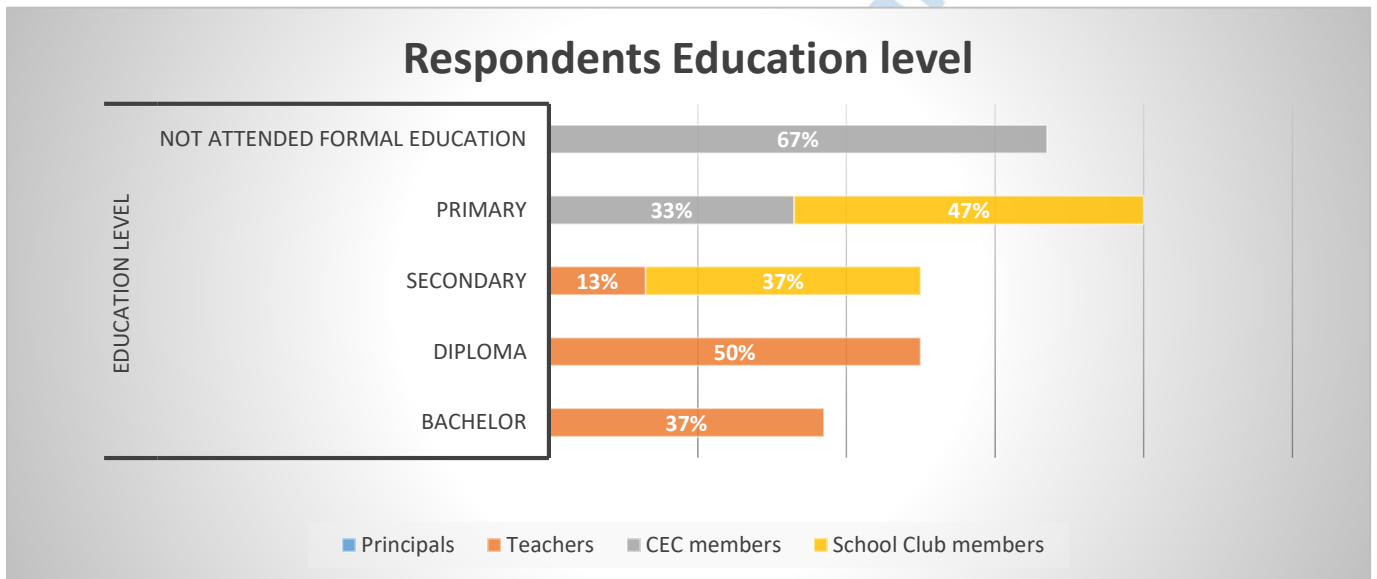
Figure 3: Gender of the respondents



As indicated in the figure 3, Out of the 70-school club, members respondents, 53% were female (37) and 47% were male (33). This indicates a balanced representation of gender in the study. Additionally, among the CECs, 58% (14) were male and 42% (10) were female, while among teachers, 80% (56) were male and 20% (14) were female. Among the principals, 83% (5) were male and 17% (1) were female.

4.1.2 Level of Educational Qualification

Figure 4: Respondents Education Level



The respondents' educational background was assessed, revealing that 47% (33) of the school club members were students enrolled in primary school, while 53% (37) were students in secondary school. These school club members participated in the study by responding to the questionnaire, as they are considered key stakeholders in school improvement initiatives and are actively involved in the planning processes. Further breakdown of qualifications shows that among teachers, 37% (26) held bachelor's degrees, 50% (35) had diplomas, and 13% (9) had certificates. Among the CECs, 33% (8) had primary-level education, while 67% (16) had not attended formal education.

For principals, 67% (4) had bachelor's degrees, while 33% (2) had diplomas. This diversity in educational attainment is relevant to understanding stakeholder perspectives

4.2 Involvement of Key Stakeholders in the Planning Process

4.2.1 Mapping Stakeholders

Table 5: Respondents Feedback on Stakeholders' Mapping

Mapping stakeholders	Respondents	%
Agree	60	86%
Disagree	10	14%
Totals	70	100%

The findings presented in Table Five indicate that a significant majority of respondents, accounting for 86% (60 out of 70), agreed that stakeholder mapping is a crucial strategy that head teachers must implement when preparing school initiatives. In contrast, a smaller proportion, 14% (10 respondents), expressed disagreement with this view. This quantitative data suggests a strong consensus among respondents regarding the importance of stakeholder mapping in the education sector. In addition to these quantitative findings, qualitative data gathered from school principals, Community Education Committees (CECs), and teachers further reinforced the significance of stakeholder mapping. These insights affirmed that the practice plays a critical role in ensuring effective engagement and meaningful representation of various education stakeholders in the planning and decision-making processes. By systematically identifying and involving key actors such as parents, teachers, local community leaders, and education officials, stakeholder mapping enhances inclusivity and promotes more informed, community-driven decision-making in school improvement efforts.

One CEC member particularly underscored the value of this approach, stating: *"Through stakeholder mapping, we have been able to involve the right people in decision-making. It has helped us ensure that the voices of parents, teachers, and community leaders are heard and considered when planning for school improvements."* This statement highlights how mapping facilitates the active participation of essential stakeholders, ensuring that diverse perspectives are incorporated into the development and implementation of school initiatives. Overall, these findings emphasize the critical role of stakeholder mapping in fostering inclusive participation in educational planning. By ensuring that key stakeholders contribute meaningfully to decision-making, schools can create more effective, sustainable, and community-supported strategies for improving the quality of education. This supports Hughes (2008), who emphasizes that stakeholder engagement is vital for institutional development.

4.2.2 Consultative Meetings

As indicated by the findings in Table 6, a significant majority of respondents recognized the vital role of consultative meetings in the school improvement process. Specifically, 71% (50 respondents) agreed that consultative meetings are an essential strategy employed by head teachers when setting school initiatives, while 29% (20 respondents) disagreed. This strong agreement underscores the importance of structured dialogue and stakeholder engagement in shaping school policies and initiatives. Furthermore, qualitative data gathered from interviews with school principals, teachers, and Community Education Committee (CEC) members reinforced these findings. The interviewees consistently highlighted consultative meetings as a fundamental strategic approach that enables school principals to actively engage key stakeholders in the education sector. These meetings provide an important platform for discussing school priorities, fostering collaboration among different education stakeholders, and ensuring that decision-making

processes are inclusive and representative of community needs. Epstein et al. (2009) also emphasize the need for inclusive school development planning.

In addition to promoting inclusivity, consultative meetings were recognized for their role in conflict resolution and consensus-building. By bringing together diverse perspectives including those of educators, parents, community leaders, and local authorities these meetings help identify challenges early and develop proactive strategies to address them. This collaborative approach fosters transparency, accountability, and a shared sense of responsibility in school planning and management. Effective consultative meetings serve as a mechanism for mobilizing resources, as they provide opportunities for stakeholders to contribute financially, materially, or through expertise to support school initiatives. This is particularly important in resource-constrained environments where schools rely on the collective efforts of communities and external partners to implement their development plans.

Overall, the study findings affirm that consultative meetings are not just a procedural requirement but a strategic tool that enhances participatory decision-making, strengthens stakeholder commitment, and contributes to the successful implementation of school improvement initiatives.

Table 6: Analysis of Consultative meeting respondents

Consultative meetings	Respondents	%
Agree	50	71%
Disagree	20	29%
Totals	70	100%

One of the school principals interviewed stated that these meetings provide a structured platform for discussing challenges, sharing insights, and formulating actionable solutions that enhance school performance and governance.

4.2.3 Local Resource Mobilization

Table 7: Respondents' View on Local resource mobilization

Local resource mobilization	Respondents	
Agree	52	74%
Disagree	18	26%
Totals	70	100%

As indicated by the findings in Table 7, a significant majority of respondents 74% (52 respondents) acknowledged the crucial role of local resource mobilization in the successful implementation of school initiatives, whereas 26% (18 respondents) disagreed. This strong level of agreement highlights the importance of leveraging community contributions, both financial and non-financial, to sustain and enhance school development efforts. The qualitative feedback gathered from interviews with key education stakeholders, including school principals, teachers, and Community Education Committee (CEC) members, further reinforced the impact of resource mobilization in sustaining school improvement plans. Many participants emphasized that engaging the local community in funding and supporting school initiatives was essential for bridging financial gaps and ensuring the continuity of essential programs. In particular, CEC members highlighted that voluntary contributions from parents, local businesses, and community organizations played a crucial role in supplementing school budgets, enabling schools to procure teaching materials, improve infrastructure, and fund extracurricular activities.

Beyond financial contributions, respondents also noted that resource mobilization extended to in-kind support, such as community members volunteering their time and expertise to assist in school maintenance, mentorship programs, and other developmental activities. This kind of local

engagement not only strengthens the sustainability of school initiatives but also fosters a sense of ownership and accountability among stakeholders, ultimately leading to greater commitment to the success of educational programs. Furthermore, resource mobilization was identified as a key strategy for enhancing partnerships between schools and external organizations, including non-governmental organizations (NGOs), faith-based institutions, and the private sector. These collaborations often lead to additional funding opportunities, training programs for teachers, and infrastructural support, all of which contribute to long-term school development. Overall, the findings affirm that mobilizing local resources is a vital component of effective school management and improvement planning. When schools actively engage communities in resource generation, they not only alleviate financial constraints but also strengthen stakeholder participation and create a more sustainable educational environment. These findings align with Yang (2014), who advocates for shared vision and commitment through stakeholder engagement.

4.2.4 Advocacy

A substantial majority of respondents, 76% (53 individuals), affirmed that advocacy efforts play a crucial role as a strategic component in the preparation and implementation of school improvement plans. In contrast, a smaller portion of respondents, 24% (17 individuals), expressed reservations, potentially due to concerns related to the feasibility of advocacy initiatives, their overall effectiveness, or competing priorities that may limit their practicality in the school planning process. Qualitative feedback gathered from interviews with school principals, teachers, and Community Education Committee (CEC) members further underscored the critical role of advocacy in shaping educational policies and securing essential resources. Many principals emphasized that advocacy efforts were instrumental in influencing decision-makers, including government education authorities and non-governmental organizations, to allocate more funding

and support for schools. Teachers highlighted that advocacy initiatives not only raised awareness of pressing educational challenges such as inadequate infrastructure, teacher shortages, and lack of learning materials but also mobilized community and stakeholder support to address these issues effectively. Advocacy was identified as a powerful tool in fostering collaboration among various stakeholders, including parents, local leaders, and education policymakers. By actively engaging in advocacy, schools were able to strengthen partnerships with both governmental and non-governmental organizations, facilitating improved policy frameworks, increased funding opportunities, and the implementation of student-centered educational programs. CEC members, in particular, emphasized that strong advocacy campaigns helped create a sense of shared responsibility among stakeholders, encouraging greater community participation in school improvement efforts. Beyond influencing policies and securing resources, advocacy also played a key role in ensuring transparency and accountability within the education sector. When school leaders and communities actively advocated for their educational needs, it fostered an environment of open dialogue and collaborative problem-solving. Schools that engaged in regular advocacy efforts reported increased stakeholder involvement, which, in turn, contributed to the sustainability of school initiatives and the overall enhancement of educational outcomes.

Table 8: Responses on Advocacy

Advocacy	Respondents	
Agree	53	76%
Disagree	17	24%
Totals	70	100%

The strong endorsement of advocacy as a strategic planning tool suggests that most stakeholders recognize its value in driving meaningful improvements in the education system. By leveraging

advocacy, schools can not only secure the necessary financial and material resources but also establish a culture of engagement and collective responsibility, ultimately leading to long-term, positive changes in the quality of education.

The primary data findings strongly underscore the critical role of stakeholder involvement in school improvement planning, demonstrating a clear alignment with existing academic literature on the subject. A significant body of research highlights that stakeholder engagement is fundamental to the success of organizational and institutional development efforts, particularly in the education sector. Hughes (2008) emphasizes that active stakeholder participation is essential for driving any form of organizational change, reinforcing the primary data's assertion that stakeholder mapping is a crucial strategy. The endorsement of stakeholder mapping by 86% of respondents in this study validates its role in ensuring inclusive decision-making processes. By systematically identifying and involving relevant stakeholders, schools can create more effective and community-driven educational policies and initiatives.

Similarly, Epstein et al. (2009) argue that school development plans must reflect the aspirations and needs of students, families, and the broader community to be truly effective. This perspective aligns with the primary data's finding that consultative meetings, recognized as valuable by 71% of respondents, serve as an essential mechanism for fostering collaboration and incorporating shared insights from multiple stakeholders. These meetings provide a platform for discussion and consensus-building, ensuring that school planning efforts are reflective of collective interests rather than being dictated by a single authority. Additionally, Veeriah et al. (2017) highlight the significance of school improvement planning in shaping long-term school outcomes, which directly resonates with the primary data's recognition of key strategies such as local resource mobilization (74%) and advocacy (76%). These findings suggest that mobilizing local resources

and engaging in advocacy efforts are not just supplementary actions but essential components of sustainable school improvement. By leveraging local assets and influencing policy decisions, schools can enhance their operational capacity and overall effectiveness.

Furthermore, Yang (2014) asserts that school development planning plays a crucial role in fostering a shared vision among stakeholders while maintaining their motivation and commitment over time. This assertion is particularly relevant in light of qualitative feedback from principals and Community Education Committees (CECs) in this study, who emphasized that advocacy efforts significantly contribute to securing essential resources and shaping policy decisions in favor of school development. Their testimonies highlight how sustained stakeholder engagement, particularly through advocacy, enhances the likelihood of long-term success in school improvement initiatives. Taken together, these findings illustrate a strong and well-established alignment between empirical evidence and scholarly perspectives on stakeholder engagement in educational planning. The convergence of primary data with existing research reinforces the argument that stakeholder participation through mapping, consultative meetings, resource mobilization, and advocacy is indispensable in shaping effective and sustainable school improvement strategies.

4.3 Conducting Needs Assessments in Planning Strategies

4.3.1 Needs Identification

A majority of respondents, 84% (59 individuals), agreed that conducting a thorough needs identification process is a crucial step when developing school plans and initiatives. This strong consensus underscores the importance of assessing specific educational needs to ensure that strategies and resources are effectively aligned with the unique challenges faced by schools.

Conversely, a minority 16% (11 respondents) disagreed, possibly due to differing perspectives on planning priorities, time constraints, or alternative approaches to school improvement.

Furthermore, insights gathered from interviews with principals, County Education Committee(CECs) members, and teachers reinforced the significance of needs identification in shaping effective school initiatives. These education stakeholders emphasized that a well-executed needs identification allows for tailored interventions, particularly in key areas such as resource allocation and curriculum development. One of the teachers interviewed said, *“By identifying gaps and priorities early in the planning process, schools can make more informed decisions, ensuring that initiatives directly address the most pressing challenges.”* This alignment ultimately enhances the efficiency and impact of school improvement efforts, fostering a more strategic and responsive approach to educational development.

4.3.2 Needs Prioritization

A substantial majority of respondents, 90%, affirmed that needs prioritization is a crucial step in the formulation of school plans. This strong agreement underscores the widespread recognition of the necessity of systematically identifying and addressing the most pressing challenges to ensure effective and efficient school improvement efforts. By prioritizing needs, schools can allocate resources more strategically, addressing fundamental issues that impact learning outcomes, infrastructure, and overall educational quality. Conversely, a minority of 10% expressed disagreement, possibly due to differing perspectives on the feasibility of structured prioritization or concerns about the subjectivity involved in determining which needs take precedence.

Beyond the quantitative findings, qualitative data from interviews with key stakeholders, including school principals, teachers, and Community Education Committee (CEC) members, provided deeper insights into the significance of structured needs prioritization. Participants emphasized that while prioritization frameworks exist, there is a need for more robust and transparent mechanisms to ensure fair and data-driven decision-making. In particular, several CEC members raised concerns that, in some cases, urgent and critical needs such as repairs to deteriorating school facilities, shortages of essential learning materials, or the recruitment of qualified teachers were inadvertently overlooked due to weaknesses in the prioritization process. This issue was often attributed to a lack of standardized criteria, limited stakeholder input, or external pressures that influenced decision-making.

Furthermore, respondents highlighted the importance of adopting a participatory approach to needs prioritization, ensuring that all key education stakeholders including students, parents, and teachers are actively involved in identifying and ranking school needs. Many participants noted that when prioritization processes are inclusive and transparent, schools are better positioned to address the most urgent challenges while also fostering a sense of ownership and collective responsibility among stakeholders.

Another critical aspect identified in the study was the role of data-driven decision-making in improving prioritization effectiveness. Some participants emphasized the need for schools to adopt evidence-based tools, such as needs assessment surveys, SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses, and school performance reviews, to objectively evaluate and rank their most pressing issues. By integrating such tools, school leaders can ensure that prioritization processes are not only systematic but also aligned with broader educational goals and national development plans.

Overall, the findings suggest that while needs prioritization is widely acknowledged as essential, there is still room for improvement in refining the processes and methodologies used to ensure comprehensive and equitable decision-making. Strengthening these frameworks will help schools address key challenges more effectively, enhance resource utilization, and ultimately contribute to better educational outcomes for students.

4.3.3 SWOT Analysis

A significant majority of respondents, 81%, acknowledged that SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis serves as a fundamental strategy in the development of school-based plans. This strong agreement highlights the widespread recognition of SWOT analysis as an essential strategic tool that enables schools to conduct a comprehensive assessment of their internal and external environments. In contrast, 19% of the respondents disagreed, possibly due to challenges in implementing the process effectively, a lack of adequate training, or limited access to reliable data for conducting thorough evaluations.

The qualitative data further reinforced the effectiveness of SWOT analysis as a valuable tool for strategic planning at the school level. Participants emphasized that SWOT analysis enables school leaders to systematically identify key areas that require improvement while also capitalizing on existing strengths to enhance overall school performance. The study revealed that many head teachers found community engagement to be one of the most significant strengths supporting school initiatives. They noted that strong community involvement fosters a sense of shared responsibility for educational development, enhances parental participation in school affairs, and encourages local resource mobilization. At the same time, respondents pointed out several weaknesses that hinder school improvement efforts. A recurring challenge identified by school principals and CEC members was inadequate infrastructure support, including poorly maintained

classrooms, a lack of essential learning materials, and limited access to electricity and water. These challenges were seen as major barriers to providing a conducive learning environment, thereby underscoring the importance of incorporating infrastructure improvements as a priority in school development plans. Some participants also highlighted gaps in teacher capacity and professional development as an area requiring urgent attention, emphasizing that without continuous training and upskilling opportunities, schools may struggle to meet evolving educational demands.

Regarding opportunities, respondents recognized that increased governmental and non-governmental support for education presents a valuable avenue for schools to secure additional resources and capacity-building initiatives. The study found that some schools had successfully leveraged partnerships with external organizations to access funding, professional development programs, and technological advancements. This finding suggests that schools that actively engage in SWOT analysis are better positioned to identify and take advantage of such opportunities to strengthen their educational offerings. The study revealed that threats such as political instability, economic constraints, and climate-related challenges (e.g., droughts and floods) significantly impact school operations and sustainability. Many school leaders expressed concerns that unpredictable disruptions often lead to setbacks in implementing long-term school plans. However, participants also noted that through systematic SWOT analysis, schools can develop contingency plans to mitigate risks and ensure continuity in educational programs despite external challenges. These insights suggest that schools actively utilize SWOT analysis throughout the lifespan of their improvement plans, ensuring that interventions are both data-driven and aligned with their unique institutional needs. By systematically assessing strengths, weaknesses, opportunities, and threats, schools can adopt a proactive approach to planning, which enhances decision-making and resource allocation. Moreover, the study highlights the need for capacity-building initiatives to equip school

leaders with the skills and tools required for conducting effective SWOT analyses. Training programs tailored for school administrators and education committees could further enhance their ability to make informed, strategic decisions that contribute to long-term school development. This widespread agreement underscores the perceived value of SWOT analysis in providing a structured approach to evaluating internal strengths and weaknesses, as well as external opportunities and threats, to guide informed decision-making in school planning. Moving forward, strengthening the integration of SWOT analysis into school planning frameworks, combined with enhanced stakeholder collaboration and technical support, will be key to optimizing its impact on education sector development.

The primary data findings on needs analysis align with existing literature, emphasizing the importance of structured identification and prioritization in school planning. Hanover (2014) highlights that the initial step in school improvement involves identifying and narrowing down critical needs, which supports the primary data's finding that 84% of respondents acknowledged the necessity of a thorough needs identification process. The Micronesian National Ministry of Education (2009) further reinforces this by outlining prioritization criteria, such as focusing on the most affected areas and high-impact factors, mirroring the 90% agreement among respondents on the importance of needs prioritization. Additionally, the significance of SWOT analysis in guiding school improvement strategies is well-documented by Bararah (2017) and Sujoko (2017), who assert that it enables schools to adapt to evolving challenges and continuously enhance quality, an insight echoed in the primary data where 81% of respondents recognized SWOT analysis as fundamental to planning. Furthermore, Sodikin and Gumiandari (2021) emphasize the role of effective measurements in identifying elements influencing school performance, reinforcing the primary data's findings that structured assessments lead to data-driven decision-making. The

literature collectively supports the notion that systematic needs analysis, prioritization, and SWOT assessments equip schools with the strategic direction necessary for sustainable improvement.

4.4 Use of Implementation Frameworks in Developing Improvement Initiatives

4.4.1 Technical Subcommittee

According to Table 9, majority of respondents, 81%, agreed that forming a technical subcommittee is a crucial step in the development of school plans while 19% of the respondents disagreed.

Table 9: Technical sub committee

Technical Sub committee		
Agree	57	81%
Disagree	13	19%
Totals	70	100%

Interviewees emphasized that these subcommittees play a pivotal role in providing oversight and technical guidance, ensuring that proposed interventions are strategically aligned with school improvement plans and broader policy objectives. By leveraging expertise from various stakeholders, including school administrators, educators, and community representatives, the subcommittees help streamline planning efforts, promote accountability, and enhance the implementation of school initiatives. These findings suggest that a well-structured technical subcommittee contributes to more informed, organized, and effective school development strategies. Interviewees emphasized that these technical subcommittees play a pivotal role in providing oversight and technical guidance, ensuring that proposed interventions are strategically aligned with school improvement plans and broader educational policy objectives. Their involvement ensures that school initiatives are not only well-planned but also efficiently executed, leading to sustainable and impactful educational improvements.

By leveraging expertise from various stakeholders, including school administrators, educators, community representatives, and, in some cases, local government officials and non-governmental organizations, these subcommittees help streamline planning efforts and foster a sense of shared responsibility for school development. The study revealed that schools with well-established technical subcommittees tend to have more structured and transparent decision-making processes. This structured approach minimizes the risk of fragmented planning and ensures that all initiatives are carefully vetted before implementation. Moreover, participants highlighted that technical subcommittees play a crucial role in promoting accountability within the school system. By clearly defining roles and responsibilities, these committees ensure that all stakeholders remain committed to their assigned tasks, thereby reducing inefficiencies and delays in executing school improvement programs. Some interviewees noted that subcommittees also serve as a critical link between schools and external stakeholders, including education authorities and funding organizations, facilitating smoother communication and coordination in securing necessary resources. Another key function of technical subcommittees, as emphasized by respondents, is their ability to enhance the monitoring and evaluation (M&E) of school initiatives. By continuously assessing the progress of ongoing projects, subcommittees can identify potential challenges early and recommend necessary adjustments to ensure that school development plans remain on track. This proactive approach allows schools to make data-driven decisions that optimize resource allocation and improve overall project effectiveness. The study found that technical subcommittees contribute significantly to capacity building within schools. Through collaboration with experienced professionals and engagement in structured planning exercises, committee members including teachers and community representatives gain valuable skills in project management, financial oversight, and policy implementation. This knowledge transfer

strengthens the long-term sustainability of school development initiatives, as it cultivates a well-equipped leadership team capable of managing future improvements independently. However, some respondents pointed out challenges associated with the functioning of technical subcommittees, including inconsistencies in member participation and a lack of adequate training for committee members. In some cases, subcommittees struggled with decision-making due to conflicting priorities among stakeholders or bureaucratic delays in securing necessary approvals. To address these challenges, the study suggests that schools and education authorities should invest in capacity-building programs aimed at equipping subcommittee members with the technical skills and leadership training necessary to enhance their effectiveness.

These findings suggest that a well-structured technical subcommittee contributes to more informed, organized, and effective school development strategies. Schools that actively engage and empower these committees benefit from improved planning efficiency, stronger stakeholder collaboration, and enhanced oversight of school improvement initiatives. Moving forward, strengthening the role of technical subcommittees through targeted training, resource support, and clearer governance frameworks will be crucial in optimizing their impact on school planning and educational development.

4.4.2 Setting a Scale Plan

A significant majority, 88% of respondents, agreed that having a structured plan outlining costs, timeframes, and responsibilities is essential for effective school planning, while a minority of 12% disagreed. This strong consensus underscores the necessity of clear, well-defined frameworks in ensuring accountability, efficient resource utilization, and the successful implementation of school initiatives. A structured plan serves as a blueprint for guiding schools through the development and execution of improvement programs, minimizing inefficiencies and enhancing overall

effectiveness. Qualitative feedback from key informants further reinforced this perspective, with stakeholders emphasizing that detailed planning enhances coordination and minimizes uncertainties during execution. School principals highlighted that without a structured framework, initiatives often face delays, misallocation of resources, and confusion over responsibilities. The absence of clear planning guidelines can lead to disorganized implementation, reducing the impact of interventions meant to improve school infrastructure, student performance, and teacher capacity-building programs. CECs, in particular, advocated for greater transparency in budget allocations, stressing that clearer financial planning would improve resource distribution and prevent mismanagement. Several CEC members reported that inconsistencies in financial planning had previously led to stalled projects, unanticipated expenses, and a lack of accountability among those responsible for school funds. They stressed that school leaders must adopt inclusive budget-planning approaches, involving key stakeholders such as community representatives, teachers, and local education officials to ensure that financial decisions align with school priorities and available resources. Respondents highlighted that structured planning improves communication and collaboration between different actors involved in school improvement efforts. Teachers noted that having a well-defined implementation timeline allowed for better coordination of teaching schedules and professional development initiatives. Local government representatives emphasized that schools with detailed plans were more likely to secure external funding and support, as funding agencies and education authorities require comprehensive proposals demonstrating financial accountability and long-term sustainability. The study also found that structured planning plays a crucial role in risk management and adaptability. A well-developed plan allows school administrators to anticipate potential challenges, such as budget shortfalls, administrative hurdles, or unforeseen delays in project implementation. This foresight enables proactive problem-solving

and ensures that contingency measures are in place to mitigate disruptions. Moreover, structured plans provide a foundation for continuous assessment, allowing schools to track progress against predefined goals and make necessary adjustments based on real-time feedback. While structured planning is widely recognized as essential, some respondents noted challenges in its execution. Among the key issues raised were inadequate capacity among school leadership to develop detailed budgets and implementation schedules, limited access to planning tools and templates, and bureaucratic delays in approving school improvement proposals. To address these challenges, the study suggests that training programs be provided to school leaders on financial management, strategic planning, and data-driven decision-making. Additionally, the adoption of standardized planning templates and digital tools could simplify the process and improve efficiency in drafting and monitoring school development plans. These findings collectively underscore the importance of structured planning in achieving well-organized, transparent, and results-oriented school improvement efforts. Schools that invest in developing comprehensive plans, incorporating stakeholder input, and ensuring financial accountability are better positioned to achieve their educational goals and foster long-term sustainability. Strengthening the planning capacity of school administrators and fostering a culture of participatory decision-making will be critical in further enhancing the effectiveness of school development initiatives.

4.4.3 Implementation Methodologies

An overwhelming 95% of respondents agreed that selecting appropriate implementation methodologies is crucial for the successful execution of school plans, while a small minority of 5% disagreed. This strong consensus highlights the recognition that well-defined and effective methodologies are essential in translating plans into tangible outcomes. Qualitative data further emphasized the importance of adaptability in implementation strategies, particularly in navigating

common challenges such as teacher shortages and insufficient learning materials. Stakeholders noted that flexible, context-specific approaches such as phased rollouts, stakeholder collaboration, and capacity-building initiatives can enhance the feasibility and impact of school improvement efforts. These findings suggest that while planning is critical, the ability to adjust methodologies in response to real-world challenges is equally vital for ensuring long-term success.

The findings on the implementation framework demonstrate a strong correlation with existing literature, particularly in emphasizing the critical role of structured leadership and strategic planning as foundational elements in effective school development. A well-organized approach to school planning ensures that initiatives are systematically executed, fostering accountability, collaboration, and long-term sustainability. Leithwood et al. (2004) highlight that transformational leadership plays a pivotal role in fostering collaboration and coherence within school improvement efforts. This perspective is reflected in the primary data, where 81% of respondents agreed that the presence of technical subcommittees is essential for guiding and structuring school plans. These subcommittees provide a platform for key stakeholders to engage in systematic decision-making, ensuring that school improvement initiatives are well-coordinated and align with broader institutional goals.

Furthermore, the CEC Training Manual (2014) underscores the importance of developing detailed action plans that outline specific timelines, financial allocations, and accountability measures. This aligns with the study's findings, where 88% of respondents recognized structured planning as a fundamental component of efficient school operations. A well-defined planning process ensures that schools can anticipate potential challenges, allocate resources effectively, and implement strategies with precision. Additionally, the manual highlights that stakeholder approval is a key determinant of smooth execution in school improvement plans. This insight is further reinforced

by the primary data, in which an overwhelming 95% of respondents acknowledged the role of adaptable implementation approaches in ensuring the successful execution of school initiatives. Flexibility in planning and execution allows schools to adjust strategies based on emerging needs and challenges, making the implementation process more responsive and sustainable.

Together, these findings illustrate a strong alignment between empirical evidence and scholarly literature, reinforcing the idea that structured leadership, strategic planning, and stakeholder involvement are indispensable to successful school improvement efforts. The convergence of primary data with established research underscores the necessity of well-organized frameworks that promote collaboration, accountability, and adaptability in educational planning.

4.5 Monitoring and Evaluation in Planning Strategies

4.5.1 Monitoring and Evaluation Mechanisms

As reflected in the findings presented in Table 10, an overwhelming majority 93% of respondents affirmed the importance of establishing monitoring mechanisms throughout the school improvement plan, while a small minority of 7% disagreed. This substantial consensus highlights the vital role that continuous and structured monitoring plays in maintaining the integrity, relevance, and effectiveness of school initiatives. It signifies a shared understanding among stakeholders that school improvement efforts must be guided by evidence-based oversight to ensure timely delivery, proper resource allocation, and the achievement of desired educational outcomes.

Table 10: Monitoring and Evaluation

Monitoring and Evaluation Mechanisms	Respondents	
Agree	65	93%
Disagree	5	7%

Totals	70	100%
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The qualitative data gathered from interviews with school principals, members of Community Education Committees (CECs), and teachers added deeper context to these quantitative findings. Interviewees consistently emphasized that systematic monitoring provides a structured process for evaluating progress, identifying performance gaps, and making timely adjustments. Several principals noted that real-time tracking of school activities such as construction timelines, resource disbursement, and curriculum delivery enables them to quickly detect inefficiencies and respond proactively. This, in turn, minimizes delays and ensures that objectives are met within established timelines and budgets. Teachers and CEC members also highlighted the role of monitoring in ensuring transparency and fostering stakeholder confidence. According to them, when schools adopt consistent monitoring practices such as regular progress reports, stakeholder review meetings, and documented feedback loops there is a greater sense of ownership and accountability among those involved. This visibility helps to build trust between school management and the community, encouraging continued engagement and support. Several respondents pointed out that well-established monitoring frameworks allow schools to measure not only implementation progress but also the quality and impact of interventions. For instance, the use of performance indicators related to student learning outcomes, teacher attendance, or infrastructure utilization enables schools to determine whether specific strategies are yielding tangible benefits. This data-driven approach informs decision-making and ensures that future planning is rooted in empirical evidence rather than assumptions or anecdotal reports. Despite the strong agreement on the importance of monitoring, stakeholders acknowledged certain limitations and challenges. Among these were insufficient technical capacity to design and manage monitoring tools, limited training in data analysis, and a lack of standardized indicators across schools. Some CEC members noted

that, in the absence of clear guidelines or templates, schools sometimes conduct irregular or inconsistent assessments, reducing the reliability of their monitoring efforts. Additionally, inadequate coordination between school leadership and district education offices was cited as a barrier to timely reporting and feedback integration. To overcome these challenges, the study recommends investing in training programs for school leaders and committee members on the principles of monitoring and evaluation (M&E), including the development of clear, measurable indicators and reporting formats. Introducing digital tools and standardized monitoring templates can further enhance the consistency and effectiveness of school oversight mechanisms. Additionally, strengthening collaboration between schools and education authorities will facilitate the alignment of monitoring practices with national education standards and policies. In conclusion, the findings clearly demonstrate that the establishment of robust monitoring mechanisms is not only essential for tracking progress but also instrumental in driving evidence-based school improvement. It promotes a culture of accountability, transparency, and responsiveness, ensuring that resources are effectively utilized and that school initiatives contribute meaningfully to improved educational outcomes. As schools continue to evolve and adapt to emerging challenges, embedding strong M&E systems into their planning and execution processes will be critical for achieving long-term sustainability and success.

4.5.2 Reporting Mechanisms

A strong majority 89% of respondents acknowledged that implementing effective reporting mechanisms is a vital strategy for school principals in both the development and execution of school improvement plans. This high level of agreement highlights the widely held belief that structured, consistent, and accurate reporting plays a critical role in maintaining oversight, promoting accountability, and enabling informed decision-making at various levels of the school

system. Conversely, only 11% of respondents disagreed, possibly due to concerns around the burden of reporting or perceived inefficiencies in current systems.

The qualitative data collected through interviews with teachers, principals, and Community Education Committee (CEC) members further emphasized the importance of well-designed reporting structures in school governance. Participants noted that timely and clear reports help ensure that school activities align with planned objectives, facilitate transparency in resource utilization, and allow stakeholders including local communities, education authorities, and partners to remain informed and engaged in the improvement process. Teachers, in particular, expressed a strong preference for simplified, time-efficient reporting tools that reduce administrative burdens while ensuring the accuracy and clarity of the information presented. They cautioned that overly complex or bureaucratic reporting requirements can result in delayed data submissions, errors, or even disengagement from the reporting process altogether. Several teachers shared experiences where excessive paperwork distracted them from their core teaching responsibilities, suggesting a need to balance administrative tasks with instructional duties.

Moreover, principals noted that effective reporting mechanisms enable better communication and coordination among staff, making it easier to identify implementation challenges, measure progress against performance indicators, and take corrective actions when necessary. Reports generated from the school level can also be used as evidence to advocate for additional resources, inform district-level planning, or provide justification for policy changes. Community Education Committee members also highlighted the value of transparent reporting in building trust and legitimacy. When school leaders regularly share updates on financial expenditures, program activities, and outcomes with the broader community, it enhances stakeholder confidence and encourages continued support. CECs stressed that regular and accessible reports are critical in

fostering accountability, particularly in schools where external donors or local contributions play a significant role in resourcing. Despite these benefits, the findings also point to several areas for improvement. Many respondents called for the adoption of standardized reporting templates that are easy to use, aligned with national education priorities, and compatible with digital tools where possible. The introduction of mobile-based reporting apps, simplified dashboards, or visual summaries could further enhance the usability and timeliness of reports. To ensure the sustainability of reporting systems, the study recommends targeted training for school staff on data collection, analysis, and communication. Strengthening the capacity of principals and teachers to manage reporting tools will lead to better documentation of activities and outcomes, enabling schools to track their progress more effectively and adjust plans in real-time based on evidence. The findings clearly affirm the significance of effective reporting mechanisms in the school planning process. When thoughtfully designed and implemented, reporting not only enhances transparency and accountability but also supports a data-informed culture that drives continuous improvement. Tailoring these mechanisms to be more practical, user-friendly, and integrated with existing workflows will further increase their utility and contribute to the overall success of school development initiatives.

4.5.3 Performance Indicators

As shown in table 11, 94% of respondents agreed that clearly defining performance indicators is a crucial strategy for head teachers in school plan preparation, while only 6% disagreed. This strong consensus underscores the importance of establishing measurable benchmarks to track progress, evaluate effectiveness, and ensure accountability in school improvement efforts.

Table 11: Performance Indicators

Performance indicators	Respondents	
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Agree	66	94%
Disagree	4	6%

Insights from interviews further reinforced this perspective, emphasizing the significance of well-defined performance indicators in assessing the impact of implemented strategies. Principals, in particular, highlighted the necessity of aligning these indicators with student learning outcomes to ensure that school plans directly contribute to academic progress and overall educational quality. They stressed that without clear metrics, it becomes challenging to gauge success, identify areas for improvement, and make data-driven adjustments. These findings suggest that integrating precise and relevant performance indicators into school planning not only enhances oversight but also strengthens the connection between strategic initiatives and tangible student achievements.

4.5.4 Strategies for Baseline, Midline, and End line Evaluation

A considerable 91% of respondents affirmed that incorporating evaluation strategies at various phases is crucial for ensuring the success of school plans and accurately measuring their impact, whereas 9% disagreed. This strong endorsement highlights the necessity of structured assessments to track progress and refine implementation approaches.

Interviews with principals, teachers and CECs further underscored the value of continuous evaluation throughout the duration of school projects. They emphasized that routine assessments allow for timely identification of obstacles and enable necessary course corrections to enhance effectiveness. Additionally, qualitative data suggested that periodic reviews provide schools with the agility to adapt to evolving challenges and optimize resource utilization. These findings indicate that a phased evaluation framework not only fosters accountability but also bolsters the sustainability and responsiveness of school improvement efforts.

The findings on monitoring and evaluation demonstrate a strong alignment with existing literature, which consistently emphasizes the importance of structured oversight and continuous assessment in school improvement planning. Effective monitoring and evaluation mechanisms are essential for ensuring that school initiatives remain goal-oriented, adaptable, and accountable, ultimately leading to improved educational outcomes. Stoll (2006) underscores that successful school planning follows a cyclical process that involves gathering evidence, setting priorities, implementing strategies, and evaluating outcomes. This iterative approach ensures that schools can make data-driven decisions, refine their strategies, and continuously enhance their effectiveness. The significance of this structured process is reflected in the primary data, where 93% of respondents agreed on the necessity of robust monitoring mechanisms in school improvement efforts. By consistently tracking progress and assessing results, schools can identify areas that require intervention and make timely adjustments to their plans. Similarly, Purvis (2007) highlights that continuous feedback loops are critical in identifying weaknesses and reinforcing strengths within educational programs. This reinforces the importance of establishing effective reporting mechanisms, a point supported by 89% of respondents in the study. Well-structured reporting frameworks allow schools to document progress, address challenges proactively, and ensure transparency in decision-making processes. The Somali MoE-CEC Training Manual (2019) underscores the necessity of using well-defined performance indicators and implementing structured monitoring frameworks to track school improvement efforts. This perspective is in direct alignment with the primary data findings, where 94% of respondents recognized the importance of performance benchmarks in evaluating school development progress. Performance benchmarks provide measurable criteria against which schools can assess their achievements and identify areas that require further attention.

Furthermore, the study findings reinforce the literature's emphasis on phased evaluations, including baseline, midline, and end-line assessments. This structured evaluation process ensures that school improvement plans remain adaptable to changing circumstances while maintaining a high level of accountability. By conducting assessments at different stages of implementation, schools can measure progress systematically and make informed decisions to enhance their initiatives. These findings illustrate a strong correlation between empirical evidence and scholarly perspectives, reinforcing the idea that structured monitoring, continuous assessment, and defined performance benchmarks are integral components of effective school improvement planning. The convergence of primary data with established research highlights the necessity of maintaining rigorous oversight and adaptive evaluation processes to drive meaningful educational development.



Mount Kenya

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1.0 Introduction

This chapter provides a comprehensive synthesis of the study's findings, organized in alignment with the research objectives. It presents a summary of key findings, conclusions drawn from those findings, practical recommendations for policy and implementation, and suggestions for future research. The structure of this chapter ensures that each insight is directly tied to the study's aim of exploring the influence of principals' planning strategies on the preparation of implementable school improvement initiatives in public primary schools in Baidoa District, Somalia.

5.2 Summary of Research Findings

The study explored various aspects of educational planning, stakeholder participation, and school improvement strategies. The key findings are summarized as follows:

5.2.1 Stakeholder Involvement

The study established that stakeholder involvement plays a crucial role in school improvement planning. The findings indicate that most respondents acknowledged the importance of mapping stakeholders to ensure effective engagement in decision-making. Stakeholder mapping enhances inclusivity by ensuring that various groups, including school principals, teachers, and community representatives, participate in shaping educational policies and development plans. The results also revealed that consultative meetings foster collaboration and allow for shared perspectives, leading to well-informed decision-making. These meetings serve as platforms for discussions on school needs, funding, and policy direction, strengthening partnerships among stakeholders. Furthermore, mobilizing local resources was identified as an essential factor in supporting school initiatives, with community contributions supplementing school budgets. Additionally, advocacy efforts were recognized as an important element in policy influence and resource allocation. Engaging in

advocacy ensures that educational policies align with the needs of schools and communities, while also encouraging local and international organizations to invest in school development projects.

5.2.2 Needs Analysis

The study demonstrated that a thorough needs identification process is fundamental in school improvement planning. The majority of respondents agreed that understanding specific educational needs ensures that resources are allocated efficiently and in alignment with the most pressing concerns. Needs prioritization emerged as another critical factor, with a significant number of participants emphasizing that ranking school needs systematically enhances decision-making. A structured approach to prioritization allows schools to allocate resources effectively and address the most urgent challenges first. Moreover, SWOT analysis was widely acknowledged as a strategic tool for identifying strengths, weaknesses, opportunities, and threats in the school environment. This method aids in creating well-structured improvement plans that address institutional challenges while capitalizing on available resources. By identifying strengths, schools can leverage existing assets such as experienced teachers or strong community engagement. Recognizing weaknesses, such as inadequate infrastructure, allows for targeted intervention. Opportunities, including potential partnerships, can be harnessed, while threats such as political instability can be mitigated through proactive planning.

5.2.3 Implementation Framework

The research also examined the implementation framework, highlighting that forming a technical subcommittee is essential for efficient school planning. Respondents agreed that involving experts in school governance helps streamline planning efforts and promotes accountability. Technical subcommittees composed of experienced educators, school administrators, and community leaders provide guidance on best practices in implementing school development plans. Setting a structured

plan that outlines costs, timelines, and responsibilities was considered a necessary approach to ensuring proper resource management and execution of school programs. A detailed action plan ensures that all tasks are assigned to the relevant individuals, with clear deadlines and budget allocations. Additionally, the study found that selecting appropriate implementation methodologies significantly influences the success of school initiatives. Flexible and adaptable execution strategies were identified as key components in overcoming obstacles such as resource shortages and administrative constraints. Schools that integrate contingency plans into their implementation strategies are better equipped to handle unexpected challenges, ensuring that school development plans remain on track. Furthermore, the study highlighted the importance of periodic review sessions to assess progress, identify areas for improvement, and adjust strategies as needed.

5.2.4 Monitoring and Evaluation

Monitoring and Evaluation Monitoring and evaluation were also found to be integral to school improvement planning. The findings indicated that establishing robust monitoring mechanisms is critical in tracking progress and ensuring accountability. Respondents overwhelmingly supported the use of systematic reporting structures to facilitate transparency and continuous assessment of school plans. Effective monitoring enables school administrators to detect inefficiencies early and make necessary adjustments. Additionally, clearly defined performance indicators were regarded as crucial in measuring the effectiveness of implemented strategies. These indicators provide a quantifiable measure of success, ensuring that school improvement initiatives meet their intended goals. The study further demonstrated that phased evaluation strategies covering baseline, midline, and end-line assessments are essential in refining school planning processes and ensuring sustainability. Baseline assessments provide a starting point for measuring progress, midline

evaluations track ongoing improvements, and end-line assessments determine the overall impact of implemented initiatives. The research also highlighted the importance of incorporating feedback from all stakeholders, including teachers, students, and parents, to refine school improvement strategies.

5.3 Conclusions

Based on the study's findings, it is evident that stakeholder participation is fundamental in school planning. The involvement of school principals, teachers, and community members in consultative meetings and decision-making processes contributes to more effective educational strategies. Additionally, structured needs assessment ensures that priority areas are addressed, leading to more impactful school development initiatives. The study also established that well-defined implementation frameworks, including technical subcommittees and structured execution plans, enhance the efficiency of school programs. Furthermore, the role of monitoring and evaluation cannot be overstated, as it ensures accountability and the continuous improvement of school initiatives.

While significant progress has been made in engaging stakeholders and formulating structured plans, areas such as prioritization, reporting mechanisms, and evaluation strategies require further strengthening. Enhancing these aspects will optimize resource allocation, improve strategic planning, and ensure that school improvement efforts align with broader educational objectives.

5.4 Recommendations

Drawing from the key findings and conclusions of the study, this section presents actionable and strategic recommendations tailored to enhance the planning and implementation of school improvement initiatives in public primary schools. The recommendations are categorized into three broad areas: practice, policy, and research.

5.4.1 Recommendations for Practice

A. For School Administrators

1. **Adopt standardized stakeholder mapping frameworks:** School leaders should employ formal stakeholder mapping tools to identify and engage all relevant actors, including teachers, students, parents, community elders, religious leaders, local government representatives, and NGOs. This ensures that all critical perspectives are considered in planning, leading to greater ownership, accountability, and alignment with community priorities.
2. **Institutionalize regular consultative forums:** Schools should schedule consistent and structured meetings with stakeholders throughout the planning and implementation phases. These forums will serve as platforms for sharing ideas, identifying challenges, and co-developing solutions, fostering a culture of transparency, inclusion, and shared responsibility.
3. **Enhance local resources mobilization :** School administrators should build and strengthen partnerships with local civil society organizations, private sector entities, and philanthropic individuals to diversify funding sources. Such collaborations can provide financial support, in-kind donations, technical expertise, and other critical inputs needed for effective implementation of school improvement initiatives.

B. For Monitoring and Evaluation (M&E) Systems

1. **Establish robust and responsive M&E frameworks :** Schools should implement comprehensive M&E systems that allow for continuous tracking of activities and real-time feedback. These systems can guide mid-course corrections and improve the effectiveness of interventions by ensuring they remain aligned with intended goals.
2. **Simplify reporting mechanisms :** Reporting tools and templates should be user-friendly and streamlined to minimize administrative workload while maximizing the quality of data

collected. Capacity-building efforts should accompany these tools to ensure all school staff are adequately trained to use them.

3. **Define and align performance indicators** : Clear, measurable indicators should be developed that explicitly link school improvement activities to learning outcomes, such as attendance, literacy and numeracy rates, and student retention. These indicators can help measure the real impact of interventions on educational quality.
4. **Adopt phased evaluation approaches** : Rather than conducting evaluations only at the end of project cycles, schools should conduct regular assessments at key implementation milestones. This allows for timely identification of gaps and opportunities for course correction, thereby enhancing responsiveness and effectiveness.

5.4.2 Recommendations for Policymakers and Education Authorities

1. **Develop comprehensive needs assessment guidelines:** Education authorities should provide a structured framework for needs analysis that schools can adapt. These guidelines should include tools for data collection, analysis, and prioritization to help schools systematically identify and address their most urgent needs.
2. **Promote use of strategic planning tools like SWOT analysis:** Schools should be encouraged and supported to use strategic tools such as SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to gain a holistic understanding of their internal capabilities and external environment. Training on these tools should be incorporated into school leadership development programs.
3. **Standardize implementation frameworks across schools:** Education ministries or regional education offices should provide standardized templates and best-practice guidelines for project implementation, including timelines, resource plans, and roles and responsibilities. This can reduce variability in project quality and improve consistency in results across schools.
4. **Provide capacity-building for school leadership:** Policymakers should invest in the continuous professional development of school principals and senior management teams, focusing on strategic planning, data-driven decision-making, and financial management. Empowered leaders are better positioned to initiate and sustain meaningful school reforms.

5.4.3 Recommendations for Monitoring and Evaluation Improvements

1. Establish more comprehensive monitoring mechanisms that provide real-time feedback on school improvement initiatives.
2. Simplify and improve reporting mechanisms to ensure efficient documentation and tracking of progress without overburdening teachers and administrators.
3. Define clear performance indicators that align school improvement plans with student learning outcomes, ensuring that interventions contribute to educational quality.
4. Implement phased evaluation strategies that allow for continuous assessment and adjustments throughout the execution of school initiatives.

5.5 Suggestions for Further Research

- 1. Examine the long-term impact of participatory planning on educational outcomes:**
Future research should assess whether schools that actively engage stakeholders in planning demonstrate sustained improvements in student performance, school governance, and infrastructure quality over the long term.
- 2. Investigate effective models of stakeholder engagement in low-resource settings:**
Research is needed to identify the most practical and impactful models of stakeholder engagement in fragile and resource-constrained environments, such as those in conflict-affected or displacement-prone areas like Baidoa.
- 3. Explore the integration of digital tools in school improvement planning and M&E:**
Studies should examine the role and potential of digital platforms such as mobile-based surveys, dashboards, and communication apps in enhancing planning, data collection, stakeholder communication, and performance tracking in schools.
- 4. Assess the relationship between planning strategies and school climate:**
Research could explore how planning strategies influence broader aspects of school culture and climate, including teacher morale, student discipline, parental involvement, and safety factors that indirectly affect learning outcomes.

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Yaasiin Hassan Mohamud(2020) *EFFECT OF HEADTEACHERS PERFORMANCE OF ADMINISTRATIVE TASKS ON ACADEMIC ACHIEVEMENTOF PUBLIC SECONDARY SCHOOLS IN KISMAYO DISTRICT, SOMALIA*

- -----
2. How does the consultation meeting with the stakeholders contribute to implementable school plans? -----

How does local resource mobilization and advocacy influence the implementation school plans?-

Section C: Needs analysis

1. What approaches does your school principal apply to undertake needs analysis during the formulation of the school improvement plan? -----

2. How significant is SWOT analysis in terms of the school needs analysis session?

Section D: Implementation Framework

1. Who has the responsibility to document implementation framework?-----

2. What steps are taken to prepare school implementation framework?-----

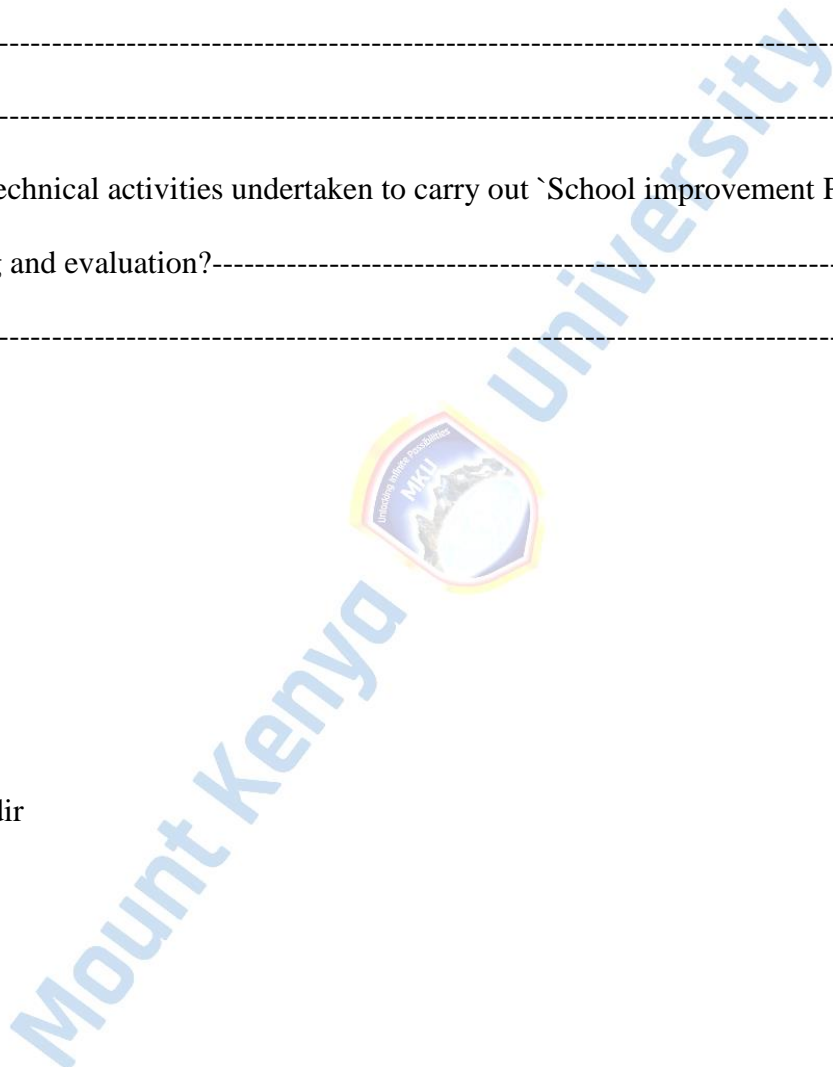
Section D: Monitoring and evaluation

1. How does monitoring and evaluation influence school improvement plan?-----

2. What are technical activities undertaken to carry out `School improvement Plan monitoring and evaluation?-----

Thanks,

Ahmed Abdulkadir



Local resource mobilization		
Advocacy		

Section C: Needs analysis

2. Rate the extent to which you agree or disagree to the following statement on principal's development strategies on school improvement plans

Needs analysis strategy	Agree	Disagree
Needs identification		
Needs prioritization		
SWOT analysis		

Section D: Implementation Framework

3. Please rate agree or disagree on how principals' undertake implementation framework

Implementation framework	Agree	Disagree
Technical subcommittee		
Setting scale plan indicating cost, timeframe and responsibilities		
Implementation methodologies		
Indicators of success/targets/outputs Monitoring and Evaluation framework		

Section D: Monitoring and Evaluation

4. Scale agree or disagree to the implementation of monitoring and evaluation strategies in your school improvement plans

Monitoring and Evaluation	Agree	Disagree
Monitoring and Evaluation mechanisms		
Reporting mechanisms		
Performance indicators		
Strategies for baseline/midline/end line evaluation		

Thanks,

Ahmed Abdulkadir



Mount Kenya University

APPENDIX II
ERC Certificate



REF: MKU/ISERC/4598
TO: Ahmed Abdulkadir

Date: 19 November 2024

REG: MED/2019/50882

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' PLANNING STRATEGIES ON THE PREPARATION OF IMPLEMENTABLE SCHOOL IMPROVEMENT INITIATIVES IN PUBLIC PRIMARY SCHOOLS IN BAIDOA DISTRICT, SOMALIA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3320**. The approval period is **19/11/2024 - 18/11/2025**.

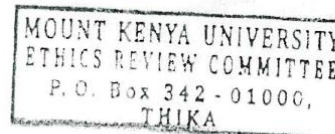
This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a completion progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to comply with any additional requirements from the relevant authorities in the country where this study will be conducted

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



APPENDIX III
INTRODUCTION LETTER FROM MKU



DIRECTORATE OF GRADUATE STUDIES

MED/2019/50882

19th November, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: AHMED ABDULKADIR- REGISTRATION NO. MED/2019/50882


The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

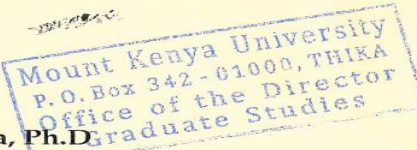
The title of the research is **"Influence of Principals' Planning Strategies on the Preparation of Implementable School Improvement Initiatives in Public Primary Schools in Baidoa District, Somalia."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **November, 2024 and January, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

Fov


Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies
Enc.



APPENDIX IV
RESEARCH AUTHORIZATION



Southwest State Ministry of Education Culture and Higher Education (MoECHE)
Office of Director General

Ref: - KGS-WWH&TS/XW/

Date: 25th November 2024

TO: AHMED ABDULKADIR SHEIKH ABDI
MKU Student, Reg. No: MED/2019/50882

SUBJECT: RESEARCH AUTHORIZATION.

Following your request for authorization to conduct research titled *“Influence of Principals’ Planning Strategies on the Preparation of Implementable School Improvement Initiatives in Public Primary Schools in Baidoa District, Somalia,”* we are pleased to grant you permission to carry out your research in Baidoa District until **15 March 2025**.

Please liaise with the Baidoa District Education Office for any support regarding coordination with the target schools.

Upon completion of your research, you are required to submit a copy of your final research project to our office.

Fadal Abdullahi Mursal
Director General
Ministry of Education, Culture and High Education
Southwest State of Somalia



APPENDIX V TURNITIN REPORT

INFLUENCE OF PRINCIPALS' PLANNING STRATEGIES ON THE DEVELOPMENT OF PRACTICAL SCHOOL IMPROVEMENT INITIATIVES IN PUBLIC PRIMARY SCHOOLS IN BAIDOA DISTRICT, SOMALIA

ORIGINALITY REPORT

19%	17%	9%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.internationalrasd.org <small>Internet Source</small>	1%
2	Submitted to Universitas Katolik Widya Mandala <small>Student Paper</small>	1%
3	files.eric.ed.gov <small>Internet Source</small>	1%
4	jbasic.org <small>Internet Source</small>	1%
5	ir-library.ku.ac.ke <small>Internet Source</small>	1%
6	Submitted to John Carroll University <small>Student Paper</small>	1%
7	Submitted to Kenyatta University <small>Student Paper</small>	1%
8	ir.haramaya.edu.et <small>Internet Source</small>	1%
9	jjariie.com <small>Internet Source</small>	1%
10	erepository.mku.ac.ke <small>Internet Source</small>	<1%
11	Submitted to Universitas Mulawarman <small>Student Paper</small>	<1%

INFLUENCE OF PRINCIPALS' PLANNING STRATEGIES ON THE DEVELOPMENT OF PRACTICAL SCHOOL IMPROVEMENT INITIATIVES IN PUBLIC PRIMARY SCHOOLS IN BAIDOA DISTRICT, SOMALIA

by Ahmed Abdulkadir Sheikh Abdi

Submission date: 02-Jul-2025 11:29AM (UTC+0300)

Submission ID: 2709215272

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APPENDIX VI RESEARCH SITE MAP

