

Administrative Challenges Facing Heads of Public Secondary Schools in the Implementation of Strategic Plans in Kondoa Town Council, Tanzania

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Abstract— This study aimed at examining the administrative challenges that faced heads of public secondary schools in the implementation of the strategic plans in Kondoa Town Council. The study was guided by two objectives; to examine the administrative factors that were affecting the implementation of strategic plans; to explore the possible measures that could curb administrative challenges faced by the heads of school in the implementation of strategic plans. The study employed a convergent parallel design under a mixed research method approach. The study had a sample size of 70 participants which were; secondary schools teachers 61, including one District Education Officer, four ward education officers and 4 heads of schools. Stratified, simple random sampling and purposive techniques were used. Instruments such as; questionnaires that have a correlation coefficient of 0.78 which was high enough to go the field for data collections. Interview guides and document analysis were employed. The quantitative data were analyzed with the aid of the Statistical Package for Social Science (SPSS) software version 20. The gathered data was analyzed using descriptive and inferential statistics and the results were presented using tables, frequency, percentages and figures. Qualitative data were thematically analyzed in terms of categories, themes and report writing. The results of the study specified that the heads of schools were involved in strategic planning however they have limited knowledge and skills, adequate fund, lack of community participation, shortage of teachers, inadequate infrastructure, and political leaders' interference in executing the strategic plans for the schools which were also a challenge to them. The study recommended that the government should, train heads of schools on how to effectively draw a strategic plan. Furthermore the study recommended that the government should provide a reasonable budget that would facilitate the implementation of strategic plans monitor and evaluate the carrying out the strategic plans through the local government authorities within the Ministry of Education, Science and Technology.

Keywords— Strategic plan, public secondary schools, challenge, administrative, head of public school.

I. INTRODUCTION AND BACKGROUND TO THE STUDY

Success of any organization is not the results of taking one good choice or step. Really success requires planning of

strategy after strategy and commitment to the planned strategies. Failing to have a strategy plan in school or any organization leads to emergency of challenges. A review of a definition of strategic plan is crucial to develop an

understanding of the conception and its use. Several researcher have provided helpful point of view and definition of what strategic plan is. Root, (2014) for example gives a vital definition from which further definition can be developed. He claims that 'strategic plans are the documents that provide direction, regulation and responsibilities for achieving organizational goals that create certain objectives within an organization to be achieved. A common mentioned definition of strategic planning is cited by Turner, (2009) who contended that strategic planning is the procedure that includes policy direction, implementation, strategic actions and benchmarks for implementation, monitoring, evaluation and expenditure framework which allow changes in areas for development during implementation. Therefore, from the noted view point of the above definition, strategic planning can be defined as the practice that involves need assessment in order to make thorough prioritization in meet demands of the schools, regional goals and consequently national education goals. When a school is preparing the strategic plan there are some elements to be considered. Maleka, (2014), noted three elements to consider when planning is taking place. First, there must be conducted a situational analysis that evaluates the strengths, weaknesses, opportunities and threats. Secondly, a vision that includes critical success factors, general organizational performance actions, core strategies that consider internal and external must be drawn. Thirdly, a presentation of measures per each tactic with key resource development choices, the task of strategic responsibilities, implementation timetable and monitoring, and control system must be included. In this view point, we can also draw a meaning by noting that; strategic plans in schools are road maps that show the direction of the school and must be implemented for the realization of the school's determined goals. Furthermore, the school plan is a living document that links the entire school self-evaluation information based on administration and effectiveness in their operations.

The foundation of the strategy was coined from military fights and wars to downfall their enemies since the fifth century. Since then, it believed to have some implication in the administration. It is noted that Military Strategic planning provides direction to administrative instructions and financial, psychological and army services about managing fights to win the war (Horwath, 2006). The adoption of strategic preparation in the business world began in the 1950s and was very widespread between the mid-

1960s and the mid-1970s. For these years strategic planning was generally thought to be the solution for all problems within an organization (Mintzberg, 1994). Therefore the growth of risks of inaccuracy, overpriced mistakes and economic problem are causing professional directors to take strategic supervision completely so as to retain their businesses competitive and increasing changeable environment.

The acceptance of using strategic plan by the administration as an instrument to attain company's comparative advantages in public and non-profit organizations recognized the effectiveness of strategy formulation during the 1980s; where their background was at the Harvard Business School (Bryson, 1988). In the late 1970s; it stated to govern higher education works on strategic planning. In the 1980s, it grew into common in higher education in the USA (Chaffee, 1985). The introduction of strategic planning in education leads to the interpretation of the school's mission; advanced capability for the school to face challenges, taking the initiative to achieve intentions and the flexibility to meet changes. Furthermore, it provides the ability in decision-making, support school leadership, proper allocation of resources and performance tactically (Rowley, Lujan & Dolence, 1997). The adoption of strategic planning in the education field in Africa was in the 1980s which had a main effect on African universities; the University of Dar-es-Salaam is among them. Regarding these modifications, the University of Dar-es-Salaam got on a self-controlled strategic planning application starting in 1989 (Luhanga, 2010).

Globally, strategic planning implementation in schools is a generally accepted practice to ensure educational development, by considering challenges that hinder administrators' performance in ensuring quality education. For instance, England adopted strategy planning in school in the bid to achieve effective formulation and implementation of various initiatives such as the formation of National and Local Education Authority (LEAs) policies that influence educational departments, faculties, and curriculum. Head of schools and teachers are expected to derive their strategies from the general planned strategy for their school (DfES, 2001). In the same line, Ayeni (2018) stated that, in Nigeria, the government identifies the role of the School-Based Management Committee (SBMC) in the preparation of school improvement plans and providing proper direction to school heads on the challenges towards students' educational

growth and welfare. However, education policy formulation, project execution, and programs evaluation are still centralized and reserved for the Ministry of Education. However, this gives the impression that weakens the SBMC in education policy initiatives and drives in secondary schools. As such heads of schools were involved in strategic management very figuratively so as to accomplish the predetermined secondary school's educational goals.

In Kenya in order to cope with strategic plans in secondary schools the government policy initiatives concentrated on attaining Education for All (EFA) which enforced the establishment of Free Secondary Education (FSE) in 2008. Therefore, in order to achieve this goal the government needed strategic planning for secondary schools. However, a study by Achoka (2007) indicated that despite the significance of strategic plans and the government of Kenya taking it into account by developing rules and procedures on strategic planning in public secondary schools only a few schools implemented it. On the other hand, the government of Tanzania formulated the Education and Training Policy (ETP) of 1995, which provided procedures for the future provision of secondary education in Tanzania. The purpose of both ETP 1995 and Secondary Education Development Plan (SEDP) 2004, was to put together the national resources and to match the national goals of education by consolidating the efforts of community members for better implementation, monitoring and evaluation process of strategic plans (URT, 2000). However, the implementation of the school strategic plans was not achieved effectively (URT, 2008). Up to date, there is dissatisfaction in the implementation of the strategic preparation procedure in established public secondary schools. Therefore, with all these factors there is a question on whether the heads of public secondary schools implemented their respective strategic plans in Kondo Town Council for effective provision of education. It is within this scenario that the researcher came up with the idea had a reason to explore the administrative challenges facing heads of public secondary school in the implementation of strategic plans in Kondo Town Council.

1.1 Statement of the problem

Strategic planning implementation is a pillar for the achievement of local and national educational goals (Kabeyi, 2019). Therefore strategic plans' implementation is the process of actions intended to give directions, towards the

achievement of the anticipated educational goals should be a priority for any school. Heads of schools in secondary education are the key stakeholders in the process of developing and executing school strategic plans by reflecting on the predetermined goals from the national level to a local level. Despite the efforts made by the government, such as the provision of leadership seminars and workshops, teachers' capacity building workshops, monitoring and evaluation of schools by the quality assurance office, still some heads of schools were not performing as expected (URT, 2008). There were challenges outlined such as a shortage of teachers, laboratories, classrooms and libraries in public secondary schools in Kondo Town Council. These components that were found missing facilitate in the planning and implementation of the strategic plan and consequently in the realization of the school goal. Therefore this challenge raised questions such that the research sought to find out whether the strategic plans in public secondary schools in Kondo Town Council were effectively crafted and implemented by the heads of schools and the entire school body. It is in this regard, the researcher was interested in finding out the administrative challenges that faced heads of public secondary schools in the implementation of strategic plans in Kondo Town Council, Tanzania.

Purpose of the study

1. To examine the administrative factors affecting the implementation of strategic plans in public secondary schools in Kondo Town Council.
2. To explore possible measures to curb administrative challenges faced by heads of school in the implementation of strategic plans in a public secondary school in Kondo Town Council.

1.2 Significant of the study

This study intended to help education stakeholders to take an account of the implementation of strategic planning for the improvement of the public secondary school's performances. The findings of the study would help the government of Tanzania in developing and implementing policies that promote the proper and informed implementation process of strategic plans. The findings would also guide the head of secondary schools in improving the implementation of the strategic plan of their secondary schools as well as to overcome the challenges facing them. Furthermore, the findings intend to bookmark for secondary school teachers in

participating effectively in the practice of planning and implementation of strategic plans for their secondary schools. The findings of the study could be important to other researchers who intend to develop further in the fields related to strategic planning. Finally, the study findings add knowledge and practical path to school communities and educational stakeholders in solving challenges related to the implementation of strategic plans.

1.3 Conceptual Framework

The conceptual framework is a diagrammatic representation of variables in a study and how they interact in the study. It shows how the independent variables influence the dependent variables while the intervening variables are held constant.

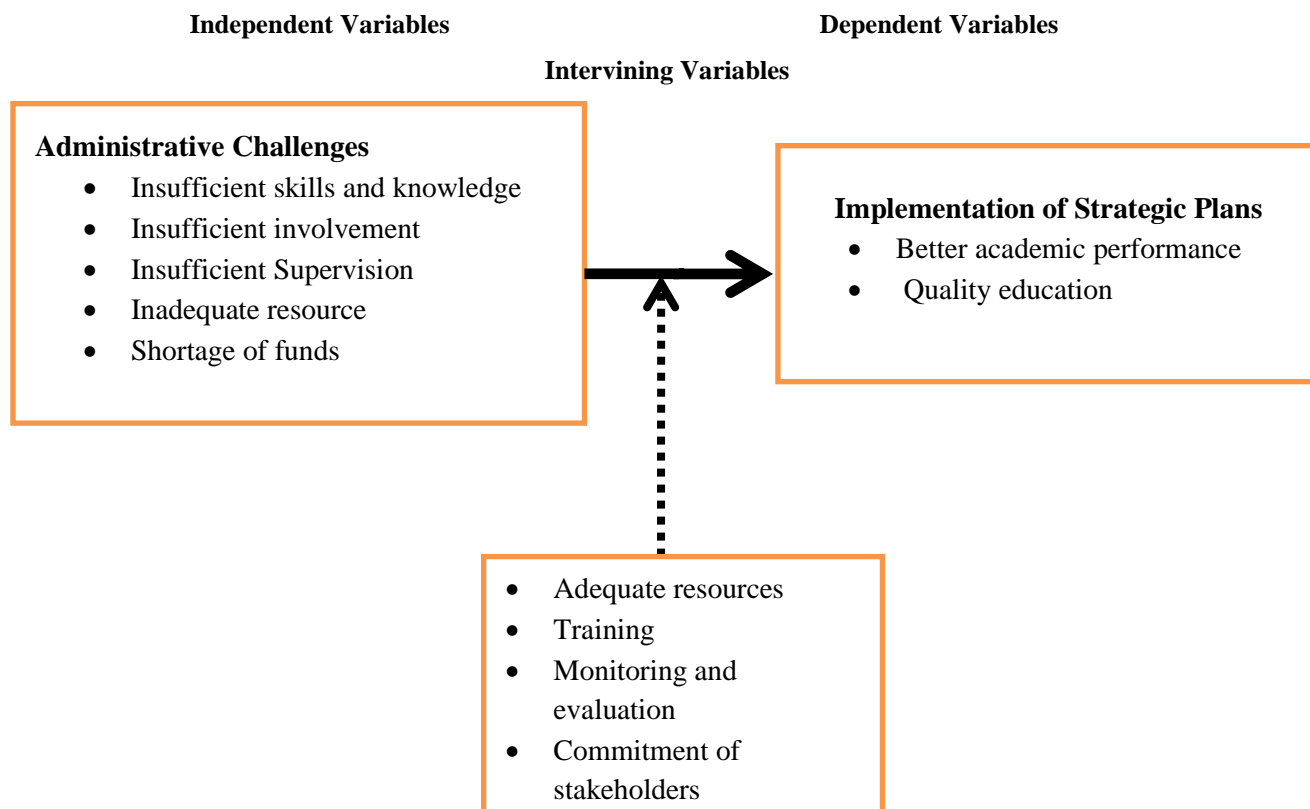


Fig.1.1: Conceptual Framework

Source: Researcher, (2020)

The conceptual framework shows the independent, intervening, and dependent variables. The school head or an administrator has authority over the implementation of the strategic plan within their schools. As indicated in the conceptual framework the independent variables are the administrative challenges encountered by heads of schools, these may include; inadequate resources, lack of involvement, lack of skills and knowledge, insufficient supervision, and shortage of funds. The effective implementation of the strategic plans may also depend on the intervening variables. However, in this study, the intervening

variables were held constant. The study assumed that effective implementation of the strategic plan leads to achievement in academic performance, Teachers' commitment, provision of quality education, innovation and creativity. Thus, a change in the independent variables automatically leads to a change in the dependent variables.

II. LITERATURE REVIEW

This chapter presents a review of the related literature. The Chapter is organized into three parts namely, theoretical

review, review of empirical studies related to administrative challenges facing heads of public secondary school in implementing strategic plans, summary and demonstration of the knowledge gap.

2.2.1 General System Theory

The General Systems theory was propounded by Ludwing Von Bertalanffy orally first in the 1930s and various publications after the second (II) World War. There exist models, principles and laws that apply to generalized systems or their subclasses irrespective of their particular kind, the nature of the component elements, and the relations of forces between them. General System Theory is a logical-mathematical field whose task is the formulation and derivation of those general principles that apply to systems in general (Bertalanffy, 1947, 1955).

Von Bertalanffy (1950) the General systems theory focuses on interactions, where the center is in relationships that lead to sustaining the behavior of a single autonomous element that is different from its behavior when the element interacts with other elements. Another core tenet is the distinction between open, closed and isolated systems. In open systems, there are exchanges of energy, matter, people, and information with the external environment. In closed systems, there are no exchanges of information and matter, just exchanges of energy. In an isolated system, there is no exchange of elements (Hall & Fagan, 1956). Therefore, general system theory is emphasizes the collaboration between the leader and subsystems or departments within the school towards attaining the organizational goals. Concerning the current study, the theory would therefore emphasize the collaboration between the head of schools, teachers, support staff and students within the school towards attaining the local and national educational goals.

The major aims of the system theory were general tendency towards integration in the various sciences; natural and social integration seems to be cantered in a general theory of systems. This theory focused on incorporating different aspects of society to generate a general structure that can be used by organizations to coordinate their activities (Bertalanffy, 1969). In this regard, the general system theory would mean the incorporation of different players in a school setting centered towards the strategic planning and coordinated by the head of school towards the attainment of the set goals and objectives.

A system can be defined as a process grouping objects and units by some arrangement of regular interaction or interdependence. A system can be natural or built, physical or conceptual, closed or open, static or dynamic. Regarding its elements, a system can be detailed concerning its elements, including; people, processes and products where its characteristics, comprises input, process and output characteristics of each element; and its relationships involve interactions between elements and characteristics (Tien and Berg, 2003). This is to say, a system, secondary school, could be open or close which involves various interactions between components such as input, processing and output so as to have uniqueness of its school.

As for the education sectors, administrators and their employees perform their duties according to the structure formed in the organization (Lai & Lin 2017). Therefore, the system theory focuses on the environment, the social organization as a system, and human participants within the secondary schools which enhances the interaction between them within the department to achieve the goal of the school. The systems approach is useful in understanding school in the relevant contexts of the new and changing environments (Lai & Lin (2017). Thus, through a system, the school would be able to achieve its expected goals. As for secondary school heads, the theory would help in the arrangement of activities that need to be accomplished including ensuring that strategic plans are achieved. Nonetheless, Laszlo and Krippner (1998) stated that the theory is concerned with the monitoring of social desire, cultural acceptance, psychological nurturing, economical sustainability, technological feasibility, operational viability, environment, and generational sensitivity which lead to the maintenance of an increasingly healthy and supportive environment. This implies that administrators in secondary schools have the responsibility of ensuring that all aspects of school development should be enhanced in a way that every member of the school both internal and external stakeholders are aware of schools' strategic plans which would help in guaranteeing the achievement of a school.

The theory managed to show the interdependence of the components proposed for the growth of the secondary school. It also succeeded to explain that secondary schools should adapt to the changing environment for the best success of the schools. The theory was set according to the situation in the past centuries but it was formulated in a way that it copes with the continuously changing environment.

The limitation of system theory is that if one department fails to work as planned the whole system also fails. Nevertheless, this system theory has its weakness which is a dependency on stakeholders that leads to being trapped in a state of underdevelopment meaning that the survival of the organization depends upon its association with the environment, which is costly and it takes a long time to achieve its goals.

The application of General System theory towards the study directed the researcher as light to give direction in identifying administrators' challenge in the interaction with teachers, students and different departments within the schools in the quest to implement strategic plans within their secondary schools. Moreover, it guided the researcher in identifying possible measures that would curb the administrative challenges that hindered the implementation of secondary schools' strategic plans. Furthermore, the relevance of the theory to the current study is that system theory emphasizes on integration of various stakeholders such as parents, school board members and support staff in all aspects of school developments via the implementation of the strategic planning.

2.22 Administrative Factors that affect the Implementation of Strategic Plans in Public Secondary Schools

Wise (2015) examined the challenges facing public school principals in the USA. The findings of the study showed that school principals were faced with various challenges such as the growing forces on learners' success, the failure of societies in participation, insufficient fiscal assets, and a host of other issues that add problems to the work of school heads. The situation showed that the environment of work for the head of public secondary schools is not sufficient and the resource specifically funds was scarce for them to implement the school strategic plan. Therefore, the government was to establish an attractive and motivating working environment that facilitates school heads to attain effectively their responsibilities to achieve their predetermined goals of the schools and the nation at large.

Brinkschröder (2014) conducted a study on strategic plan implementation: key factors, challenges, and solutions in the Netherlands. The study demonstrated the most common challenges like a competition of subsidiary, poor communication, lack of understanding for overall aims, and lack of support. These were major challenges heads of

school face in the practice of executing the strategic plan. This state implies that the involvement of different stakeholders in the whole process of planning and implementing the strategic plan in secondary school is poor; hence the strategic plan and its implementation could not be successful. To overcome this it requires deliberate effort to be done to ensuring different stakeholders in each stage of preparing and implementation of the strategic plan are involved to enhance implementation.

Báez, Luque, Estupiñan, and Quiroga (2019) conducted a study on the Challenges facing novice principals in Colombian schools. Study findings showed that in Colombia school principals faced challenges such as ambiguity in managing the students' behaviors and the disconnection with families, a state of confusion on how to react to complex situations emerging from the weak relationships amongst students and students, that usually resulted in physical aggression and bullying. Principals encountered fragile relationships with teachers, lacking sufficient knowledge to lead the school, lots of resistance to authority, negative perceptions of their communities; in the rural sector, principals claimed that the government had abandoned them, and consequently, they felt isolated and disconnected from the schools they served. Due to these hindrances encountered by the head of schools, it shows that there are inadequate knowledge, skills, and experiences on the administrative responsibilities in educational institutions including secondary schools. The government should prepare train programs for newly appointed school heads through workshops and seminars to provide the knowledge, skills, and experiences about administrative roles to make them perform their duties professionally.

Likewise, Ikediugwu and Chukwumah (2015) conducted a study on strategic plan implementation and monitoring in secondary schools in Anambra State in Nigeria. The study identified some challenges that school principals met in the implementation and monitoring of strategic plans in secondary schools. These were poor skills and a lack of accountability on the side of the principals. The other challenges include the poor-quality formulation of the strategic plan, inappropriate strategies for implementation, lack of commitment of education stakeholders, lack of proper monitoring and evaluation, inadequate training facilities to develop teachers' and students' skills, and poor funding. These challenges led to ineffective implementation of strategic plans which also led to poor development and

growth of schools. Due to this result, the ministry of education should create awareness by providing empowerment programs for school management and other stakeholders who will be involved in the planning and implementation of the school strategic plan.

In Tanzania, Salum, Gakure, Othiambo (2017) conducted a study on the impact of stakeholders on the implementation of strategic plans in the public sector. The finding of the study recognized that corruption, changing needs from government priorities, interference from politicians, technology, and insufficient funds to come across the rising demands of customers, shortage of providers, untruthful clients and long-standing debts from Ministries, self-directed departments, agencies, and Local government authorities. Regarding the results, the involvement of the stakeholders in the implementation of the school strategic plan is paramount which helps school management sustain their plans. Therefore, school heads must have to be well equipped with leadership skills, awareness, and should inculcate a good attitude and affiliation with school stakeholders to empower everyone and feel like part of the plans.

In the same line, Eliza and Oscar (2018) conducted a study on the challenges facing the bottom-up planning process in Korogwe-Tanzania. The study found that school administrators face challenges when implementing strategic plans such as problems include among others; inadequate community participation, lack of motivation and training, shortage of funds, insufficient staff, the inflexibility of school heads irresponsibility, and lack of council mechanism in involvement. In another way, there is no collaboration between the school management, parents and society surrounding the schools and the resources are not enough to meet the demands. Sensitization should be made towards empowering knowledge, skills, and experiences to teachers and management of the school on their duties; and keeping awareness to the community on the importance of participating in school activities to advance the delivery of excellent education to secondary school students within the area and nation at large. The government should also create an enabling environment so that schools could retain their human power who is the predictor of the achievement of the strategic plans, not only that but also to reduce workers' turnover.

2.23. Possible measures to curb the Administrative Challenges in the Implementation of Strategic Plan

Brinkschröder (2014) looked at Strategy implementation: key factors, challenges, and solutions in the Netherlands. The study came up with solutions such as to ensure information exchange and meeting points between personnel of different subsidiaries, making communication interesting; other measures include giving support to raise understanding and enthusiasm, building teamwork, allocating incentives for the employees to motivate for strategic change and giving responsibilities to raise commitment. In response to the above, for achieving the strategic plan the school management should initiate different approaches and tactics which could be in place to facilitate organization succession planning. Define organization culture, teamwork, commitment, and organization code of conduct should adhere and inflected in the hands of the staff members. They have to establish good information transformation within departments and the school head(s) should communicate the plans to every member of the school.

On the challenges of formulating and implementing school strategic plans in public secondary schools in Kenya, Ruth (2013) came up with the fact that administrators should involve stakeholders, government establish policy framework, monitor and evaluate formulation and implementation process, source and advantage funds, training about the importance of school strategic plan, motivate those that implement the plan, attitude change for teachers, involve specialists or consultants to list just the possible remedies. These findings showed that to implement a successful strategic plan in secondary schools it is very essential to have teamwork, adequate resources, empowerment to all school stakeholders, improve their knowledge, skills, and experiences on the implementation of the strategic plans. Moreover, the government should establish rules and regulation which will govern and direct the implementation mechanisms to be used on controlling and coordinating the activities to achieve the goals.

However, Kefa (2014) conducted a study on the challenges of implementation of strategic plans in public secondary schools in Limuru district, Kiambu County Kenya. The results discovered that measures to enhance and improve the implementation of the strategic plan included good leadership, encouraging effective communication among members, the participation of stakeholders in the preparation of plans, and providing a mechanism for clarifying concepts during plan development. In this case, a leader should use a leadership style that enhances subordinates within the school

which endeavors innovation and creativity in the execution of a strategic plan. Additionally, an absolute chain of communication and chain of command which shortens the time in solving the problem should be adopted and to gate the needs, clarification, and help. It also schools strategic plan implementation requires the collaboration of different expertise and school community members such as school board members, parents, politicians, teachers, and students as well.

In particular, Onyango (2017) conducted a study on the challenges of strategic plan implementation at all Saints Cathedral Church secondary schools in Nairobi. The study findings showed that training of staff and administrators, proper orientation to workers on the culture of the organization, effective supervision, and revise vision and mission statements are milestones to meeting the core value demands of the environment change. Following the above analysis, it can generally be rephrased that, the government should set standards of recruiting heads of school who could feet the position and needs of the society; continuing training heads of school on planning, disbursement of resources both financial and human resource equivalent to the needs of the schools, sensitizing community participation and encouraging commitment, accountability, transparency and ethics towards execution of their duties.

III. RESEARCH METHODOLOGY

This study adopted a mixed method research approach. According to Creswell (2014), a mixed method research approach is an approach that uses both qualitative and quantitative techniques in collecting and analyzing data in a study. Therefore, the study used a mixed research approach to cover the weaknesses of each approach. Furthermore, the mixed research helped to understand deeply the research problem in regards to challenges that faced the head of schools in the implementation of school strategic plans.

According to Vincze (2013) research design is a plan in which research is conducted. Pandey and Pandey (2015) defined research design as the framework or plan for a study that is used as a guide in collecting and analyzing the data. Hence, research design can be defined as the structure or blueprint of data collection, measurement, and analysis. In

this regard, the researcher employed a convergent parallel research design. Edmonds and Kennedy (2013) observed that convergent parallel research design is the research design that involves the collection of qualitative and quantitative data simultaneously and interpretation of data of the two methods is combined at the end of the discussion. The researcher adopted a convergent parallel design because it minimizes time and cost in the process of data collection.

The probability and non-probability sampling procedures were used in the study. Sampling is the procedure of choosing a small part of the large population. Kothari (2004) defined sampling as the technique or the procedure which the researcher adopted in picking participants for the sample. In the study probability, stratified and simple random sampling techniques were used and in non-probability, the purposive sampling techniques were used.

This section gives an identification of the methods that were used during the data collection procedure. Data collection instruments are devices that help a researcher in collecting essential information in the study (Kumar, 2011). The study used questionnaires, interviews, and document analysis guides as core instruments of data collection methods. The researcher used more than one method in collecting data so as to make triangulation of the findings.

IV. RESULTS AND DISCUSSION

This section presents the research findings, interpretation and discussion according to the objectives. This part presents and discusses the findings of the study. The chapter is divided into two sections. Section one is concerned with the presents and discusses findings based on research objectives.

4.1 Administrative Challenges hindering Implementation of Strategic Plans in Public Secondary Schools.

The researcher explored challenges that hindered school heads in the implementation of strategic plans in public secondary schools. The researcher asked the teachers to mention challenges facing the heads of secondary schools in the implementation of strategic plans. The results from teachers were summarized and presented as shown in table 4.3.

Table 4.3 Challenges that Hinders the Implementation of School Strategic Plans (n=61)

Challenges	Frequency	Percentage
Insufficient funds	15	24.6
Lack of skills in planning	15	24.6
Lack of community participation	13	21.3
Shortage of teachers	9	14.8
Inadequate infrastructure and Teaching/learning materials	3	4.9
Political leaders interference	3	4.9
Indiscipline cases	3	4.9

Source: Field Data, (2020)

Table 4.3 shows that 24.6 percent of the teacher's responses indicated that the lack of skills in planning on the part of the head of school was a big problem that caused the poor implementation of strategic plans. The head of schools having insufficient awareness and abilities in planning would not be comfortable in supervising their subordinates in the process of implementing strategic plans. Therefore, the head of schools should have the ability to plan, to manage the implementation and to adhere to the predetermined goals of the education. The results implied that if planning is not well done the outcome could be negative and could not achieve the educational goals. Likewise, Ikediugwu and Chukwumah (2015 identified challenges that hinder the heads of schools to perform their activities as poor skills and inequality formulation of the strategic plan. This scenario leads to inappropriate strategies for school which is a barrier for the principals in public secondary school to attain the educational goal. The head of the school should have knowledge and abilities in planning because it helps them to trend in the right direction of the school in their performance to achieve the planned goals.

Table 4.3 also indicates that 24.6 percent of participants identified that, heads of schools faced the challenge of insufficient funds to run the school activities. The findings demonstrated that the schools cannot operate without the availability of funds which provides access to the materials for the implementation of strategic plans. Furthermore, heads of school were not innovative and creative to establish income generating activities in the schools such that the schools could be in a way self-reliant. Therefore, the

lack of enough money hindered the school not to achieve the objectives. The results implied that the head of schools failed to do the procurements of the requirements of the school for teachers and students to foster the implementation of school strategic plans. Wise (2015) indicated that school heads are encountered with the barrier of insufficient financial resources in the implementation of the school strategic plans. This is to say without money to run the school is very difficult because materials and services provided need funds.

Additionally in table 4.3 shows that 21.3 percent of teachers' responses demonstrated that a negative attitude toward community participation is an obstacle for the school to execute their duties as planned. The community is the owner of the ward secondary school if they are resisting participating in the school activities the development could not be observed. Therefore, if the community was not willing to participate in school activities then a successful implementation of the school strategic plan becomes unachievable. The findings identified that the community was not ready to participate in school activities which hinder the implementation of strategic plans. Similar to this finding, Pranav and Sivakumar (2018) demonstrated that secondary heads encountered the problem of lack of support from families to students and school. For that reason, some of the society had poor parental involvement and a low degree of involvement which hindered school achievement.

Table 4.3 demonstrates that 14.8 percent of teachers revealed that the shortage of teachers was also a bottleneck to the success of attaining their duties towards the

achievement of the school strategic plans. The findings indicate that public secondary schools had a shortage of science and language teachers which caused the ineffective implementation of school strategic plans. This finding was also supported by Godda (2018) who reported that heads of public secondary schools were met with the obstacle of the shortage of teachers a factor that hindered school effectiveness. This means that the shortage of human resources was a barrier to the performance of the work as planned.

Additionally, table 4.3 displays that 4.9 percent of teachers mentioned that insufficient infrastructure and teaching and learning materials at the school were obstacles to school heads to achieve the implementation of school strategic plans. The finding implied that for the school to achieve their plan all the necessary infrastructures needed to be in place. Sanga (2014) showed that school administrators came across the challenge of inadequate teaching and learning materials and school facilities. Therefore, adequate resources are required in public secondary schools to develop and achieve the plans of the school.

On the other hand table 4.3 points that 4.9 percent of teachers depicted that political interference hinders the head of school in implementing strategic plans. The findings presented that, political leaders in the local government caused the poor implementation of action the school activities towards the better performance of the schools. One of the interviewed head of school C states that:

Politicians have the power to influence people, for example, in my school, there is a conflict with the community around about the land, where they want the area of the school to turn back to their indigenous while in the area of the school. The political leader of that area talked with the community and allows them to take their land and know they are cultivating and building houses. From there as head of the school, I failed to continue with the planned project of cultivating different crops which were intended for income generation to feel the gap of inadequate funds to

meet the budget of the school for the implementation of school strategic plans (head of school C, 9th September 2020).

The result pinpointed that, political leaders were not supporting the head of schools in the implementations of their school strategic plans which would help them to realize the educational goal in Kondoa Town Council. In the same light, Ashfaq, Dahar, and Malik (2018) found that the head of the school of educational institutions is facing the problem of political pressure which inhibited them in the implementation of their plan. Therefore, the responsible arm of government should prepare the policy of showing the demarcation of their authority between the educational experts and the political leaders and figures.

Table 4.3 shows that 4.9 percent of teachers identified that indiscipline cases within the school hindered the accomplishment of their duties as planned which made them fail in performing their responsibilities as required. Heads of schools invested effort in implementing the strategic plans however, students' indiscipline hindered those efforts and thus plans were not implemented as planned. This was supported by Báez, Luque, Estupiñan, and Quiroga (2019) who showed that in Colombia school principals faced challenges in the managing of students' behaviors and the disconnection with families, a state of confusion on how to react to the complex situations emerging from the weak relationships amongst students, that usually resulted in physical aggression and bullying. Therefore, if the school environment was conducive it was difficult to execute the strategic plans as intended.

4.2 Measures to Curb the Challenges Facing Heads of School in Implementing Strategic Plans in Public Secondary Schools

This objective sought to examine the measures to be used for the school heads to resolve the problem in the exercise of implementing school strategic plans. The researcher asked teachers to suggest the possible ways that the head of schools could use in curbing the challenges in the implementation of school strategic plans. The field results obtained by the researcher were summarized in figure 4.6.

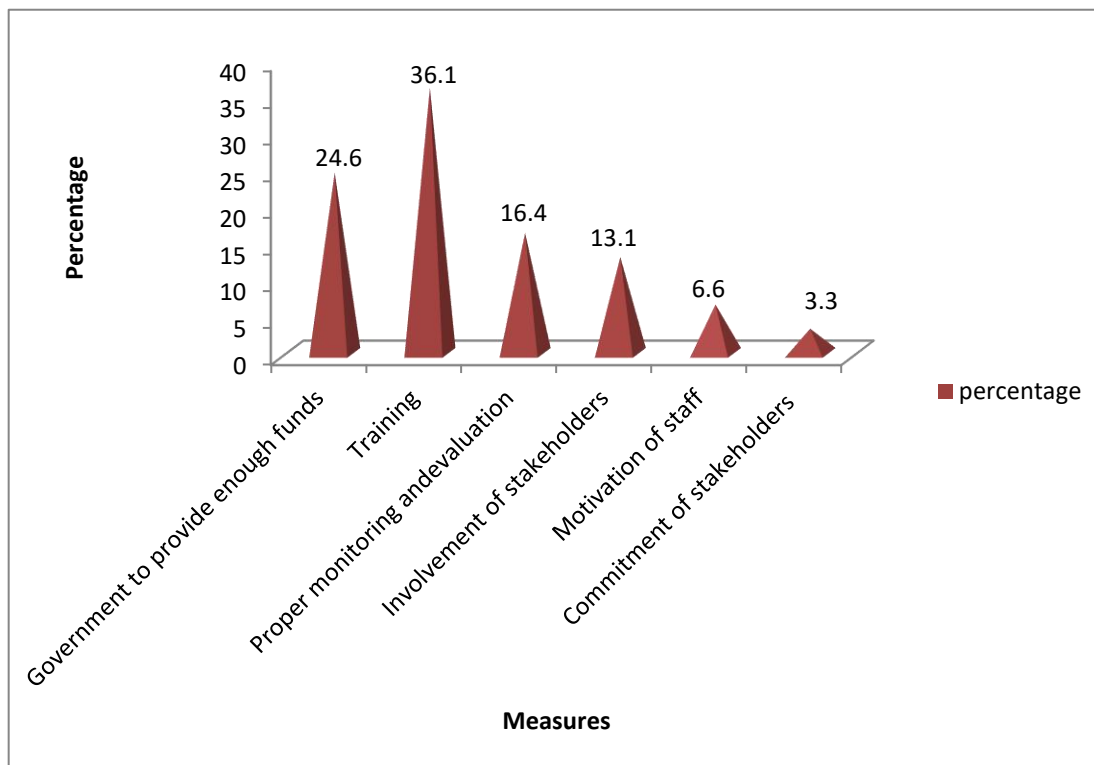


Fig.4.6: Way Forward to be Used by the Head of School in Curbing Challenges (N=61)

Sources: Field Data, (2020)

Figure 4.6 pointed out that 34.4 percent of the participants suggested that, providing training to the head of schools on strategic plan implementation can be used in solving problems in the practice of implementing school strategic plans in Kondo Town Council. The results implied that the participants proposed training to the head of schools on how to plan and implement the school strategy because is very essential for them to have the knowledge and skills, which could be the measure to ensure effective implementation of the plans within the school. Therefore, in achieving training for the head of school there should be a plan for the appointed head of school to have seminars or workshops that can empower them the knowledge and skills on administration, planning, and implementation of the school strategic plans. The DEO suggested that:

Public secondary school heads to implement effectively the strategic plans there is a need to have proper knowledge and skills in planning; to achieve that goal provision of training through workshops and seminars to head of school and education stakeholders at large should be done. Furthermore,

to make sure all teachers and head of schools get knowledge and skills on planning and implementing school strategic plans it should be prepared in a time could not interfere teaching and learning (DEO, 2nd September 2020).

The findings indicated that without awareness and expertise in the planning and implementation of school strategic plans to key implementers, the actualization could not be observed. In particular, Onyango (2017) showed that training of staff and administrators are milestones to meeting the core value demands of the environment change. Therefore training is the stand for the public secondary school heads to achieve their strategic plans.

Figure 4.6 indicates that 24.5 percent of teachers believed that the government should provide enough funds to public secondary schools that will meet the operation of school activities. The findings indicated that the government is not providing adequate funds that are proportional to the budget of the school to achieve its strategic plans made. To achieve that, the government should consider the need of each school

because not all public secondary schools have the same needs; from that fact, the government should change from generalization to specific that could help the head of school to implement their school strategic plans as required. The finding shows that the government is not providing adequate funds that meet the budget of the schools in a public secondary school in Kondoa Town Council. Sumera-Icutan and Sumera-Sagaoinit (2017) indicated that solutions that can be used as a measure to solve the problems facing school heads in secondary schools included access to finance. That is, the government should allocate sufficient funds in the public secondary schools to enable them to accomplish their set plans which can lead to better performance of the school in academics. Furthermore, the result is concurred by the conceptual framework of the study which showed that if the administrative challenges mitigated the excellence in academic performance could be achieved henceforth provision of quality education goals could be attained.

Figure 4.6 demonstrates that 16.4 percent of the responses proposed that to curb challenges that heads of school encounter in the implementation of school strategic plans proper monitoring and evaluation should adhere. The result showed that in a public secondary school in Kondoa Town Council monitoring the implementation of school strategic plans was not properly done. To achieve the implementation of school strategic plans each head of school should have the schedule to rearrange monitoring and evaluation practices that will help to oversee the progress of the activities to provide support, directions, encouragement, and improving the plans where needed. The findings showed that the head of schools should adhere to a supervision role throughout the entire period of planning, implementation and evaluating the strategic plans. This finding is in line with Onyango (2017) indicated that effective supervision is very important to ensure the activities are executed as planned in secondary school.

Additionally, figure 4.6 showed that 13.1 percent of teachers indicated that the involvement of stakeholders in planning and the implementation of school strategic plans should be considered to attain the educational goals. The head of school as a key organizer of all activities in the school should consider involving the community members in different activities specifically in planning and implementing school strategic plans, to enhance development and the sense of ownership of the school. If there is no involvement of community members in school activities, it prompts them to

be less concerned about the activities of the school. The finding demonstrated that, if the school stakeholders were involved from the generation of the plans it would be easy for them to contribute to the implementation stage effectively. In the same case, Kefa (2014) revealed that measures to enhance and improve the implementation of the strategic plan included the participation of stakeholders in the preparation of plans, and providing a mechanism for clarifying concepts during plan development. This means that community contribution is very important in the planning and implementation of school strategic plans.

On the other hand, figure 4.6 shows that 6.6 percent of teachers stated that the motivation of staff members and students could help the implementation of school strategic plans. Motivation is very important because it speeds up and encourages teachers and other workers in the school to execute their duties effectively. The provision of motivation to workers builds recognition, respect for competition between workers in the school. The findings showed that motivation was very essential in public secondary school teachers and students because it increases the morale to work hard, competition between them, and creativity having in mind that there are rewards after work. This is supported by Brinkschröder (2014) came up with a solution that is to ensure providing incentives for the employees to motivate them. Thus, providing motivation is very necessary which helps to harmonize the subordinates to execute the strategic plans.

Figure 4.6 illustrates that 3.5 percent of the teachers indicated that, the commitment of staff in work should be encouraged to achieve the implementation of school strategic plans. Teachers' commitment to execute their duties is the spirit to have cared within the public secondary school because it is a significant aspect to be taken seriously. After all, if the commitment is missing and accountability will not be observed in the school. Therefore, the head of the school should ensure commitment and accountability are maintained within the school to resolve the obstacle in implementing the strategic plans. The results indicated that commitment to duty performing the duty shows indicators to the development of the school. Therefore, all stakeholders of public secondary schools in Kondoa Town Council should take care of commitment towards the implementation of strategic plans.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study objective, the researcher concludes that it was to some extent the negligence of the heads of schools to experience the established factors such as lack of skills in planning, lack of community participation, and shortage of teachers, which negatively affected the implementation of the school strategic plans. This conclusion was based on the fact that it is the role of the heads of schools to establish a positive rapport with the community in which the school is situated, and hence had a greater influence to involve the community to mobilize resources such as community workforce and/or involvement in achieving the school strategic plans. Besides, the researcher concluded that it was a pertinent role of the heads of the schools to acquire the necessary knowledge and skills in planning and executing the school strategic plans.

Finally, based on the findings of the study objective, the researcher concluded that the heads of the public secondary schools in Kondoa Town Council ought to re-awake their impetus and administrative skills, commit themselves and work out ways forward to effective implementation of the school strategic plans by being innovative and active in the early and timely mobilization of the resources and funds from the local government, community and other relevant educational stakeholders

Basing on the results of the study the following recommendations were made;

- i. The government should recruit the financial experts for the school to perform the procurement and financial activities to assist the heads of schools.
- ii. Furthermore, the government should provide adequate financial support by considering the demands and budget of the schools.
- iii. The government should recruit teachers according to the demands of the school.
- iv. The Ministry of education should ensure that all teachers have knowledge and skills in planning and administrations through training in the college or university; besides offering in-service training programs.
- v. The heads of schools should consider the involvement of the school stakeholders such as staff members, the community around the school, different experts, local leaders and politicians to participate in providing

quality education through their involvement in support of school strategic plans.

- vi. The Head of the schools should create awareness to the community on the importance of participating in the planning and implementation of the school strategic plans through the school board of governance and parent-teacher association.

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