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Influence of selected management factors on strategic planning process in secondary schools in Lagos state

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Abstract

For quality education delivery, quality assessment and suitable policy environment to achieve the goal of secondary schools' education, principals should transform their schools through development and appropriate implementation of strategic plans. This study investigated influence of selected management factors on strategic planning process in secondary schools in Education District VI Area of Lagos State. Three research questions and one hypothesis were generated for the study. The study employed descriptive survey design. A sample of one hundred and twenty (120) respondents was used. Instrument tagged "Management factors and strategic planning Questionnaire" (MFSPQ) was used to elicit information from respondents. Pearson Product Moment Correlation (PPMC) of 0.81 was obtained as the reliability coefficient. Data collected were analyzed using descriptive and inferential statistics, standard deviation t-test statistical methods). The findings showed that constraint of financial practices, personnel, inability to establish school implementation team, among others affect implementing their schools' strategic plans by 59.2%. Analyses revealed that there is a significant difference between urban and rural schools in terms of the problems they encounter in the implementation of strategic plan ($t = -.689$, $df = 118$, $p < 0.05$). The study recommended among others that schools' management and educational stakeholders should carry out a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and identify strategic issues affecting the schools; All stakeholders such as SBMC, Principals and staff should be trained in the art of preparation,

implementation and continuous evaluation of strategic plans. Government should also assist the rural schools with necessary facilities to enhance the procedure for strategic plans.

Keywords: Selected management Factors, strategic plan, strategic planning process, secondary schools.

1. Introduction

All organizations need to develop strategic plan as they grow and become more complex. There is a need for all people in the organization to understand the goals of the organization and plans put in place to achieve such goals. Planning helps ensure that an organization remains relevant and responsive to the needs of its community, and contributes to organizational stability and growth. It provides a basis for monitoring progress, and for assessing results and impact. It facilitates new program development. It enables an organization to look into the future in an orderly and systematic way.

A strategy is a set of activities or processes that an organization intends to use in order to achieve its set goals and aims (Kweslema and Onyago, 2021; Pearce, 2009). The roadmap to achieve success has to be explicitly defined for any organization to achieve her goals Sokpuwu (2020). According to Anyieni and Areri (2016) strategic planning is important for any Secondary school to achieve its objectives.

Molle, Siamoo and Salema (2019) opined that strategic planning is an organizational management activity necessary to prioritise give direction to resources, define operations to ensure that all stakeholders are working towards the goals of the organization to ensure minimum conflict and lead staff to outcomes, prepare the organization for changes. Schraeder (2012) opined that the main purpose of strategic plan is to pilot an organization in the positive direction for future endeavours, set priorities, and prepare the system for future changes.

Strategic management process entails four stages namely; environmental analysis, strategy formulation,

implementation and evaluation and control, (Ndiru, 2014; Johnson et al, 2008). Strategic planning, on the other hand, entails defining the purpose of the organization, determining advantage, setting boundaries, choosing areas of emphasis and estimating a budget, (Molle, Siamoo and Salema (2019).

Environmental analysis is a critical ingredient in the strategic planning process because it ensures formulation of correct strategies made from an informed viewpoint of the prevailing organizational conditions and the school's competitive external environment, Anyieni and Areri (2016).

Strategy formulation entails making strategic decisions or strategic choices based on the schools strategic issues and also the strategic options at hand, (Lynch, 2009).

Governments the world over have made it compulsory for all educational institutions to develop strategic plans in line with the countrys view expresse in the national strategy for all subsystems of the country (Nerville, 2012). For example, Sore, Onyago and Nyagol (2017) cited some countries where it is mandatory to adopt government made laid down steps to be included in the school's strategic plans.

Such countries ensure that public secondary schools develop medium term strategic plans of three to five years to guide their operations towards achieving the educational goals of the public secondary schools and ensure effective utilisation of the scarce resources provided (Adeolu (2018).

In Nigeria, educational Institutions are encouraged to develop and implement strategic plans. Just as some African, countries put in place strategic plans in their

educational institutions. In Nigeria, there have been public clamour and outburst on the deterioration of the quality of public education provided for Nigerian citizens. This situation also exists in some other African nations: Ajobiwe (2008) and Titilayo (2012) expressed doubts on the quality of education delivery and output in Nigerian education sector presently. They also opined that the present educational delivery cannot bring about the required desirable transformation needed by the country.

These challenges include dilapidated infrastructures, inadequate staffing, ill-motivated teachers, poor funding, lack of essential facilities, poor quality assurance owing to various training limitations points to the fact that strategic plans are either not in place or they are not implemented. Poor quality entrants into higher institutions, emphasis on paper qualification, points to disparity between educational philosophy and objectives on the one hand, and the practice on the other hand.

There are Contextual problems of rapid transformation, improper mission interpretation, inappropriate curricula, students' unrest, paucity of academic staff as well as problem of staff retention, lack of quality assessment, and research. Others are; unsuitable policy environment and other organizational and management issues pertaining to school administration, among others are all pointers of improper strategic plan, or lack of appropriate implementation of strategic plans where one exists. (Sokpuwu, 2020; Babalola, 2009;)

With these problems in the education sector, the Federal Government of Nigeria mandated the use of strategic planning in schools. School administrators are therefore increasingly being urged to utilise strategic planning as managerial tool, implement it appropriately to bring about transformation in their schools. Sokpuwu (2020) opined that strategic planning is an indispensable tool for the success of any educational programme. Effective

implementation of the strategic plan that will combine quantity to quality education and enhance the achievement of system-wide transformation as desirable goals is needed to help achieve the goal of the secondary school education.

Proper implementation of strategic plans would enhance the most promising strategy for sustained, substantial school improvement in building the capacity of school personnel through training and orientation to function as a professional learning community.

Document guiding the operations of institutions in Nigeria empowers The Education Quality Assurance and Standards Officers (EQASO) to train school managers made up of principals and other managerial staff on the process of formulating strategic plans and implementation of same.

However, the Education Act has no direct instruction in the document for a format on the procedure for developing strategic plans and implementing same. Hence, individual EQASO uses their discretion in the training of schools on strategic. Also, paucity of funds has impeded constant training as no fund is specifically set aside by the government for training school heads and other school management cadre for constant training in the development and implementation of strategic plans.

Individual EQASO therefore has to source for the training funds using their initiatives. These often constitutes delay in the training or make the training outrightly impossible. Some schools which have the plans perhaps out of lack of knowhow about its implementation are not committed to implementing them (Nyambura, 2008).

In short, training in strategic plans matters has mainly been said to be caused by inappropriate strategic planning, unavailability of funds or the inadequacy of funds and lack of willingness to engage in such activities by the school administration. According to

Molle, Siamoo and Salema (2019) and Achoka (2007), most of the secondary schools do not prepare strategic plans. The strategic nature of such documents lends credence to its importance in the achievement of goals of education at the level.

Strategic planning, absence in the secondary schools has become a trend. This shows that management related challenges would not be far from the reasons for the absence and or implementation of strategic planning process. Hence, the need to investigate management factors on strategic planning processes in secondary schools.

In discussing strategic planning process, availability of funds must be put into consideration. The process requires that funds for training be made available, training sessions and compilation of the training documents and the final document are to be put into consideration (Chukwuma, 2015; Njagi 2013).

Most secondary schools are not financially buoyant to the extent of financing the training and are also challenged in raising these funds. This situation makes it difficult for the administrator and his/her team to organise the planning process.

Similarly, in some schools, communication flow in the school system is impeded. The principal and heads of departments do not put in place effective communication procedures; thus, morale is low among staff. Hence, this made strategic planning process difficult. Sinje and Ochieng (2013) pointed out the fact that school's size and category may have little impact on the formulation of strategic plans; however, the administrator's experience in management could be brought to improve the effectiveness of strategic planning process in such schools.

Several studies like Sore, Onyago and Nyagol (2017) and Molle, Siamoo and Salema (2019) have affirmed the necessity of strategic plans, in relation to being an effective tool for managing schools but much has not been done in the area of the roles of management

factors in influencing strategic planning process. These factors are always left in the background. While Strategic planning is no doubt a managerial process that builds the strategic-management capacity of the organization, several management factors may constitute clogs in the implementation of the strategic plan put in place in educational institutions particularly public secondary schools.

Austin (2020) opined that in the implementation of strategic plans in secondary schools, all cadres and all stake holders must be carried along. He lamented the absence of required materials for the implementation of strategic plans in secondary schools in Nigeria particularly the rural areas.

Plessis (2014) in a study concluded that poverty, lack of access, lack of resources, curriculum that is not relevant to the environment, role multiplicity of the few available staff, marginalization of the rural school and its principal are major problems militating against rural schools. Anazia (2021) writing on closing the gap between rural and pointed to the wide gap that existed between schools located in urban areas and rural areas in Nigeria with the latter being at the receiving end of the gap.

He pointed to areas such as poor funding, A Paucity of Learning Facilities, poor parental educational background of most people living in the rural areas, rural school leaders as agents of change are not too available in the rural areas as much as it is in the urban centers. Scarcity of Teachers in the rural areas is another problem.

Due to lack of modern facilities and infrastructure, most teachers do not accept offer of appointment in rural areas. Ignorance due to low level of education of people living in rural areas prevents active community participation in the general well-being of the school health in rural areas.

These are factors that may likely militate against proper implementation of strategic plans in rural areas.

1.1 Statement of the Problem

The uses of strategic planning as management tool have gained ground in most nations and are being made compulsory in educational institutions. There have been repeated complaints that the products of educational schools in Nigeria are poor in quality and in academic performance.

In the light of these problems, secondary school principals are being encouraged to transform their schools through proper implementation of their developed strategic plans. In term of dwindling fund and other resources available for public secondary schools, the current education system needs sustainable transformation and improvement.

Leaders (principals) in secondary schools that know how to plan and implement change can only be successful if management factors are in the required form. A significant challenge for principals today is, the ability to effectively apply strategic plan best practices to the school situation for overall education provision and service delivery.

The disparity in the well-being of rural secondary schools compared to urban secondary school also call for comparison between the implementation of the strategic plan in the schools. It is against this backdrop that this study will investigate the influence of selected management factors in secondary schools on strategic planning process in Education District VI, Area of Lagos State.

1.2 Research Questions

1. What are the problems that schools encounter in implementing their schools' strategic plans in Education District VI, Area of Lagos State?

2. To what extent does availability of funds influence strategic planning process in secondary schools?
3. What are the leadership challenges that influence the adoption of strategic planning process in secondary schools in Education District VI, Area of Lagos State?

1.3 Hypothesis

HO1: There is no significant difference between urban and rural schools in the problems they encounter on the implementation strategic plan.

2. Methodology:

Descriptive survey design was employed for this study. The population for the study consisted of principals, HODs and member of Board of Management chairpersons from all public secondary schools in Education District VI, Area of Lagos State.

The study adopted Simple random and stratified sampling techniques. Twenty (20) secondary schools were randomly selected. From the 20 schools, one (1) principal (2) HODs, and (3) member of Board of Management were selected, applying the stratified sampling techniques. In all One hundred and Twenty (120) (6 from each schools) respondents constituted the study sample.

Six schools were selected from urban areas as the schools were homogeneity in nature, while 14 schools were selected from various rural communities. The choice of more schools from rural communities is informed by the fact that attention is paid more to urban area schools than rural schools.

These rural schools do not enjoy the kind of patronage that urban schools enjoy. Hence, the choice to sample more from urban areas to get more accurate data for the study.

A self-developed instrument tagged “Management factors and strategic planning Questionnaire” (MFSPQ) was employed for data collection. There were four sections in the instrument. Section A was used to elicit responses on the personal bio-data.

Section B contained eight items on the problems that schools encounter in implementing their schools’ strategic plans, Section C consisted of five items on how does availability of funds influence strategic planning process. Section D, consisted of five items on the leadership challenges that influence the adoption of strategic planning process in secondary schools in Lagos State. Responses were based on “.

Four-Likert Scale of “Strongly Agree” (SA = 4), “Agree” (A = 3), “Disagree” (D = 2) and “Strongly Disagree” (D = 1). The questionnaires were given to principal, HODs and Board of Management chairpersons to elicit their Opinions on the influence of selected management factors on strategic planning in secondary Schools.

Face and content validity of the instrument was determined by research experts in the field of education. A Test re-test method was employed to determine the reliability of the instrument. The questionnaires were administered to the respondents who were not part of the sample for the study. The administration was done twice, within the interval of two weeks.

Pearson Product Moment Correlation (PPMC) was used in computing the reliability coefficient of the instrument. The reliability coefficient of 0.81 was obtained which was high enough for reliability. The researcher personally administered the instrument. This was done by personally visiting the selected schools and by personally distributing the questionnaire to the respondents.

The instrument was retrieved immediately after they have been correctly filled by the respondents. Data collected were analyzed using descriptive and inferential statistics of frequency count, percentage,

mean and standard deviation and t-test statistical method

3. Results

Research Question One: What are the problems that schools encounter in implementing their schools’ strategic plans in Education District VI, Area of Lagos State?

Table 1: showing problems schools encounters in implementing their schools’ strategic plans in education district vi, area of Lagos state?

S/ N	Items	Disagree		Agree		Me an	S. D
		N	%	N	%		
1	Constraint of financial practices.	10	8.4	110	91.6	1.69	.671
2	Constraint of personnel	12	10.0	108	90.0	1.90	.599
3	Inability to establish school implementation team.	40	33.3	80	66.7	2.20	.849
4.	Difficulty with assigning responsibility and accountability for the plans and goals	67	55.9	53	44.2	2.56	.905
5.	Disinterest edness of stakeholders to implement plans	42	35.0	78	65.0	2.27	.697
6.	Lack of adequate knowledge and skills to implement plans	77	64.2	43	35.8	2.67	0.76

7.	Ineffective communication.	83	69.2	37	30.8	2.92	1.17
8.	Risk avoidance behaviour of organizational leader	82	68.3	38	31.7	2.99	1.05

Table 1 present percentage of frequency of the problems that schools encounter in implementing their schools' strategic plans in Education District VI, Lagos State. It can be overt from the above that 91.6% of the responded asserted that schools encounter constraint of financial practices in implementing their schools' strategic plans.

It also revealed from the above table that (90.0%) of the total respondents agreed that schools encounter constraint of personnel in implementing their schools' strategic plans, (66.7%) of the respondents agreed that schools encounter inability to establish school implementation team, also about (59.5%) held disagreement view that schools encounter disinterestedness of stakeholders to implement plans in implementing their schools' strategic plans, and some. While (65.0%) agreed that schools encounter problem of adequate knowledge and skills to implement plans. More so, the percentage of responses for disagreement was greater than agreement (64.2% and 26.7%, respectively) for item 6 (Lack of adequate knowledge and skills to implement plans). On the contrary (69.2%) of the respondents disagreed to the statement that ineffective communications hinder implementing their schools' strategic plans.

The remaining problem was viewed as less important factor affecting the implementation schools' strategic plans in their schools by a greater number of the participants (68.3%).

Research Question Two: How does availability of funds influence strategic planning process in secondary schools?

Table 2: showing how availability of funds influence strategic planning process in secondary schools?

S/N	Items	Disagree		Agree		Mean	S. D
		N	%	N	%		
1.	Training stake holders on strategic planning	16	13.3	104	86.7	1.87	.721
2.	Collecting data during strategic planning process	15	12.5	105	87.5	1.91	.602
3.	Documentation of the plan	25	20.9	95	79.1	1.94	.736
4.	Implementation of the plan	20	16.7	100	83.3	2.02	.788
5.	Monitoring and evaluation of the plan	27	22.5	93	77.5	1.97	.761

It is obvious in table 2, that many of the respondents (86.7%) agreed training stake holders on strategic planning would influence strategic planning process in secondary schools, while only a slightly above one-quarter (13.3%) were of the contrary view. Also, while a greater number (87.5%) of the respondents agreed that collecting data during strategic planning process would influence strategic planning process in secondary schools, about 12.9% disagreed with the view, and (79.1%) agreed that documentation of the plan would influence strategic planning process.

More so, the agreement rate was greater than disagreement (83.3% and 16.7%, respectively) for item 4 (Implementation of the plan would influence strategic planning process). Further, more (77.5%) agreed that Monitoring and evaluation of the plan would influence strategic planning process in secondary schools.

Research Question Three: What are the leadership challenges that influence the adoption of strategic planning process in secondary schools?

Table 3: showing leadership challenges that influence the adoption of strategic planning process in secondary schools.

S/ N	Items	Disagree		Agree		Mean	S. D
		N	%	N	%		
1.	Poor management and lack of relevant skills.	24	20.0	96	80.0	1.99	.716
2.	Lack of leadership qualities and commitment	25	20.9	95	79.1	2.06	.792
3.	Rigidity to change and misappropriation	35	29.2	85	70.8	2.1	.920
4.	Management and coordination barriers	84	70.0	36	30.0	2.78	.821
5.	Communication of organization vision	80	66.7	40	33.3	2.85	1.034

Table 3 showed that most of the highlighted leadership challenges that influence the adoption of strategic planning process in secondary were viewed and endorsed by a greater number of the participants in Education District VI, Lagos State.

In the rank of the perceived challenges, “Poor management and lack of relevant skills” was identified by majority of the participants (80.0%) as the most perceived challenges of leadership challenges that influence the adoption of strategic planning process in Ikeja and local Government.

The second challenges were Lack of leadership qualities and commitment (79.1%). This is followed by rigidity to change and misappropriation (70.8%), Similarly, the following leadership challenges were regarded as not well upheld by a large number of the participants; Management and coordination barriers (70.0%) and Communication of organization vision (66.7%).

Based on this analysis, it can be concluded most of the respondents agreed that leadership challenges influence negatively to the adoption of strategic planning process in secondary schools.

HO1: There is no significant difference between urban and rural schools in the problems they encounter on the implementation strategic plan

Table 4: summary of t-test analysis on the significant difference between urban and rural schools in the problems they encounter on the implementation strategic plan

Group	N	Mean	SD	T	DF	Sug	Decision
Urban	36	2.972	.50631	-.689	118	.016	Significance
Rural	84	3.059	.68286				

*Difference between means significant at 5% alpha level; df =118; Critical t-value = 5.972

The result from Table 4 revealed that the computed mean and standard deviation values of public were (2.972, 3.059) and (.50631, .68286) respectively.

The result further revealed that the calculated t-value of 0.689 was less than the critical t-value of 5.972 at 5% level of significance or that the probability value of 0.016 is lower than 5% (0.05) significance level. Since the calculated t-value is less than the critical t-value, it means that there is significant difference between urban and rural schools in the problems they encounter on the implementation strategic plan ($t = -0.689$, $df = 118$, $p < 0.05$).

This implied that the difference between urban and rural schools in the problems they encounter on the implementation strategic plan discipline are significantly differed based on school location. The hypothesis is therefore not rejected.

4. Summary, Conclusion and Recommendation

4.1 Summary

In this research, attempt has been made to examine the influence of selected management factors on strategic planning process in secondary schools in Education District VI, Area of Lagos State. However, the specific objectives of the study were to be précised, this research set four objectives;

1. find out the problems principals encounter in implementing their schools' strategic plans.
2. determine ways in which availability of funds influences strategic planning process in secondary schools
3. investigate the leadership challenges that influence the adoption of strategic planning process in secondary schools

Questionnaires were used to elicit information for this research from the respondents and ten schools were randomly selected for this research in Education District VI, Lagos State.

4.1.1 Discussion of Findings

The first objective was to find out the problems principals encounter in implementing their schools' strategic plans. This finding revealed that many secondary schools have so little or no internally generated revenue to offset their financial problems, nonexistent improper planning, poor implementation and constraint of financial practices in schools.

The result corroborated with the findings of Adeolu (2018) and Nyambura, (2008) finds lack of willingness from the school administrators, inappropriate strategic planning, and unavailability of adequate funds as militating against proper implementation of strategic plans by secondary school administrators. The result also corroborates the findings of Kweslema and Onyago (2021), that many secondary schools do not prepare strategic plans.

The importance of strategic planning cannot be over emphasized. This trend emphasizes that there are management related challenges militating against the strategic planning process that should be looked into with a view to alleviating the problems. This is not too surprising as many of the required factors revolves round fund which is not readily available.

According to Njagi (2013) strategic planning process needs funds for training, planning for training sessions and the training documents and the compilation of the final documents.

According to Armoli and Aghashahi (2016) and Jackson (2011) factors that impedes the appropriate implementation of the strategic plans include organization structure and culture, information and communication technology, communication channels, communication flow, motivation, reward systems, adequate resources, decision-making processes, appropriate education, competencies among others.

The second objective was to determine in what ways does availability of funds influences strategic planning process in secondary schools.

The findings revealed that appropriate training on strategic planning processes and procedure, data collection and use during the planning processes of strategic plan, step by step documentation, proper implementation of the plan as laid down, monitoring of the plan; evaluation of the strategic plan, and provision of resources as at when needed positively influence strategic planning process in secondary schools.

Therefore, funds are critical during the data collection stage which involves stake holders meeting with the end users of secondary education both in the environment and in the diaspora.

This in line with the findings with Sore, Onyago and Nyagol (2017) who discovered that funds should be available at all times for training the stake holders in order that each group can understand its responsibilities and the expectations of the institution, community and government. For strategic plans to be sustained, resources and facilities must be available adequately for use by the administrator and his/her team.

The third objective investigated leadership challenges that influence the use of strategic planning process in secondary schools. The findings revealed that leadership challenges influence negatively the adoption of strategic planning process in secondary schools.

Responses by the respondents showed that poor management and inadequate skills, lack of appropriate leadership qualities and commitment and rigidity to change which led to a disparity between educational philosophies and objectives.

This result corroborates the finding of Anyieni and Areri (2016) observed that lack of strategic leadership

in an organization would influence formulation of strategy. This result is also in tandem with the findings (Gawie and Mokhatle, 2016; Babalola, 2009), lack of quality assessment, and research, unsuitable policy environment, organizational and management issues pertaining to school administration, lack of appropriate staff in quality and quantity among others impedes strategic planning processes and procedure in secondary schools.

It is therefore suggested that school leaders should be concerned with not just the present situation but setting up a frame work for the future direction of the organization.

Hypothesis One; One sample independent t-test analysis was employed to provide answer to the third hypothesis on the significant difference between urban and rural schools in the problems they encounter on the implementation strategic plan.

The result revealed that there was a significant difference between Urban and rural schools in the problems they encounter on the implementation strategic plan ($t = -.689$, $df = 118$, $p < 0.05$).

This implied that the difference between Urban and rural schools in terms of the problems they encounter in the implementation strategic plan discipline are significantly differed based on school location. This result corroborates the result of Ndegwah (2014) that Secondary schools in Kenya experience

4.2 Conclusion

Based on the findings of the study, the following conclusions were noted in relation to the purpose of the study. The study concluded that the strategic plan implementation and quality education provision needs a lot of attention on training and appropriate implementation where strategic plans exists and how to put in place one where there is no strategic plan in place in secondary schools.

The study discovered that principals have inadequate understanding of strategic planning processes and procedures. The researchers therefore conclude that both the schools in urban and rural areas experienced almost equal difficulty in the planning and implementation of their strategic plans.

Principals as instructional leaders need to be competent as they are expected to be more resourceful and pro-active in collaborating with the stakeholders in education sector as to ensure effective use of resources, coordination and management of human and material resources in the strive to implement the schools' strategic plans.

Despite the competing demands of school administration and instructional supervision, it will guarantee continuous improvement and achievement of the set goals in secondary schools. Principals as the main man on ground in secondary schools need to make enabling environment possible for administrators' proper implementation of secondary schools' strategic plans for success in administration in order to achieve the desired goals.

4.3 Recommendation

The study therefore recommends as follow:

1. Stakeholders should organize special training for Educational Managers (Principals) and staff members, capacity development workshops on processes and procedure for putting in place strategic planning so as to enable them grasp the fundamentals and have confidence in planning strategically.
2. Capacity building workshops should train the schools' management and educational stakeholders how to identify specific need areas of education and local content by carrying out a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to identify strategic issues affecting the schools.

3. School Based Management Committee (SBMC) should also be trained in the art of developing and implementation of strategic plans. It should be realized that except they understand the principles of strategic planning, principals may find it difficult to implement such document in the school since they are the approving body for activities of the secondary schools.
4. Stakeholders should be encouraged to collaborate to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge of strategic planning as they will eventually grow to occupy sensitive position that may either enhance or impede implementation of the schools' strategic plans.
5. Institutions of learning who are responsible for the production of Education industry workers should give special attention to the teaching of preparation, implementation and evaluation of strategic plans so that when they get to the field, they will understand the importance of such documents.
6. Ministries of Education at federal and state levels should set up committees that will see to it that each secondary school has strategic plan and monitor its implementation. Such committees will serve as timely intervention for problems that may be experienced by each secondary school as they will provide feedbacks to the ministries.
7. All the stakeholders at the school level should discuss the contents of the secondary schools' strategic plans at the beginning of the session and come together from time to time during the session to evaluate its implementation. In so doing, proper implementation and corrections if need be will be carried out with a view to producing the desired outputs and

achieving the overall educational objectives in secondary schools.

8. Government should provide enabling environment for the rural schools to be able to key into the preparation and implementation of strategic plans for rural schools.

Limitations: This work is delimited by the fact that only few principals as represented by the sample and some management cadre personnel participated in the study. A wider coverage may yield some differences in the result obtained.

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