

Barriers to the Implementation of Strategic Planning among Secondary School Principals

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ABSTRACT

Keywords:

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The study aimed at indemnifying the main obstacles that face the application strategic planning From Secondary School Principals in Khartoum State. For that purpose, the descriptive analytic method was used. The study population included all secondary school principals in Omdurman locality membrane 220. Out of the study population a random sample consisting of 120 principles was chosen. For the purpose of data collection, the researchers designed and used a questionnaire distributed to all sample members. To analyze the collected data, the statistical package (SPSS) was used. The main following results were reached: the school principals face difficulties in analyzed the point of the strength, weaken, opportunities, and threats facing their schools as they lack the basic scientific foundation and know ledge of strategic planning, The school principals encounter difficulties and problems when they handle and go about strategic planning of their schools due to the fact that they lack the basic required skills and competences regarding the implementation of the strategic planning processes. In view of the results being researched, it is recommended that: Obstacles that hinder the implementation of strategic planning need to be removed in order to active the school strategic planning processes.

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INTRODUCTION

The role of the school administration has evolved in line with the nature of the time and its new developments. The school principal's goal is not just to maintain the system, to run the school routinely and to limit the attendance and absenteeism of the pupils. Rather, they work in the school administration revolves around the student and provides all the conditions and possibilities that help him. To guide the development of mental, physical and spiritual, as well as to improve the educational process to achieve the social goals that are the basis for school management. School management planning based on clear objectives, specific and realistic, objective, an important factor the success of the school management and the achievement of its objectives, which are part of educational management objectives. There may be overlap and complementarities between the areas of administrative school planning (Aljabr, 2002).

Douglas has defined it as the kind of planning that is primarily concerned with designing strategies that make the school able to optimize the use of its resources and fully respond to opportunities in its external environment (Douglas, 1993). In Davies and Ellison's view is the procedural aspect of the school's strategy, it is through this planning that it deliberately translates its chosen paths or orientations into actions and events through careful analysis of the current situation and influential internal and external factors on the school and by endorsing the set of key objectives

and priorities to be achieved in order to achieve the vision and mission of the organization and to consolidate the fundamental values and beliefs that it believes in (Ellison, 1997). In this regard, a strategy is a set of activities or processes that an organization intends to use in order to achieve its set goals and aims (Pearce, 2009). A strategic plan helps to provide direction and focus for all employees. Strategic planning is a setting out decisions and actions that result in the formulation and implementation of actions designed to achieve an organizations objectives (Clive, 2005).

School strategic planning helps the school principal and staff together to identify the basic issues that form the core of the school work and influence the school work as a help to make decisions that fit the issues in the school work, and to develop a vision for the future of the school and reach a high level towards achieving the school's mission and objectives, and the development of its management in an active and distinct position consistent with the changes of the environment permanently, and the development of the school reality to meet the difficulties of success and excellence in school. There are many international experiences that have proven the success of implementing the school strategic planning, but each of the important work constraints encountered by the supervisors. Some studies have been interested in the subject of the implementation of that planning or studying the obstacles to its application, in the field of business management of public institutions such as (Nada, 2006) and the study of (Hashem, 2007).

Brown and Marshall describe it as a process designed to transport educational organizations by understanding changes in the external environment, assessing the internal strengths and weaknesses of the organization, developing a vision for the future of the school, how to accomplish those tasks, and developing plans to transform the school from where it is now. Where do you want the school to be after a certain period? The implementation of such plans, the development of a monitoring system, and the identification of necessary changes and modifications that may be made to those plans (Marshall, 1997). The strategic planning also aims at activating the collaborative work of each individual in the school in order to bring about the required change, which leads to the development of the performance of the school principal and encourage teachers to creativity and communication, and strengthens the sense of belonging to school work. Strategic, not just managing things but change, development and reform to get a better situation (Shiblaq, 2006).

Strategic school planning aims to; work on the study of reality by analyzing the internal and external environment and strengthen the strengths and address weaknesses, strive to develop the personality of the head of the school administration to meet future changes and the calculation of the obstacles expected, to be prepared and organized to meet and absorb, drawing the basic map of the school organization, It defines the roles, abilities and time spent by the school principal can achieve the goals of his school, contributes to the development of strategies that help solve and address school problems, and helps the school principal to achieve the goals that the community demands to achieve and which relate to the priorities available and the results to be achieved (Kathayla, 1999).

Strategic planning characteristed by: strategic educational decision-making means the ability of the organization (s) and its leaders to maintain permanent and non-negative activity in relation to their locations or centers, strategic educational planning aims at further progress and development and focuses on maintaining the organization (school) in a situation commensurate with the changing environment. Academic strategy is competitive, and recognizes that educational institutions are affected by economic market conditions and strong competition is increasing. Strategic planning does not focus on documented plans, analysis, forecasting and objectives, but it gives decision-making much of its attention. The process of strategic educational decision-making represents a mix of logical and economic analysis, political sophistication and psychological interpretation, and is thus a highly cooperative and participatory process (ALhaby, 2005).

One of the obstacles that affect the effectiveness and efficiency of school strategic planning

is the misconception of organizational leadership. Where the principal is a master and a basis of experience. The planning profession is thus seen as a hierarchical view of school administration, where the director is at the top of the management hierarchy. If the strategic planning of the administration involves a translation of the vision or mission of the school into a set of long- Or broad, at the organizational level, the strategic vision is transformed by the staff and the school principal into a set of objectives (Cheng, 2002). In the classroom, the minimum levels of implementation in the school do not provide information and data related to the possibilities and the circumstances surrounding the implementation without being pleased to include proposing programs, policies or objectives (Abbas, 2004).

There are many studies that dealt with this subject, including: study Yaakob (2019) aimed to explore implementation strategic management and strategic planning in school. Malaysia has given great emphasis in the field of education with the delivery of PPPM 2013-2025 which is the longest education development plan in education history in Malaysia. Moving forward, various strategic management and strategy plans are introduced to education leaders and teachers. However, despite the efforts, strategic management and strategic planning in school can be questioned. Is it worth for teaching and learning or not? The results of this micro study showed, teachers really lack of understanding the importance strategic management and strategic planning in school. This micro study can provide the authorities to act more effectively and efficiently in every education planning and policy in Malaysia.

Abdikadir (2015) aimed to investigate the challenges in implementation of strategic plans by secondary schools in Mandera County. The study further found out that, Lack of enough staff; inaccessibility of the area and insecurity were the challenges encountered in strategy implementation by the secondary schools in Mandera County. Further, the management of schools at Mandera County were working closely with the locals in matters of insecurity; management was adopting a top down and horizontal communication with the staff as measures to deal with the challenges in strategy implementation.

Nyagah (2015) is aimed at analyzing the factors that affect formulation of strategic plans in secondary schools in Mombasa County and its environs. The study looks at various variables namely leadership, training, resources allocation and education policy frameworks as the main challenges. The paper concludes that the above variables to a large extent affect formulation of strategic plans in schools. Finally, the paper recommends that there is need to equip schools leaders with the necessary leadership skills, train all he stakeholders, allocate adequate funds to school and develop clear guidelines and create mechanism to monitor formulation of strategic plans in schools.

Ruth (2013) conducted a study to find out the extent to which Strategic planning has been understood by stakeholders of public secondary schools in Mumias District. To establish whether schools formulate school strategic plans and to investigate factors hindering implementation of school strategic plans. This study established that most schools in East Wanga do not have strategic plans and several factors including lack of funds and knowledge embed its formulation. Notably, significant stakeholders in education in East Wanga are not involved in the running and management of schools. The study concluded that strategic Planning provides the „big picture“ of where you are, where you are going and how you are going to get there. To get „there“ schools require solid financial and human personnel. The findings of the study if adopted will be useful to the ministry officials in addressing the problems identified for improvement. The target population was all public schools in the Division.

Pamela (2010) researched on the challenge of implementing strategic plan at Mumias Sugar Company. The study identified the challenges in implementation of the strategic plan as resistance to change, lack of stakeholders support, poor policies behind government involvement, lack of education, training and involvement of employees.

Kingi (2007), in a study on challenges facing Board of Governors“ in the management of public secondary schools found out that the biggest challenge facing Board of Governors (BoG) is inadequate staff personnel, funds, and facilities, constant appraisal of curriculum and instruction, indiscipline among staff and students, frequent interferences from different quarters such as the community, sponsor among other things.

Another study of Alshaar (2007) aimed to identify the obstacles to the implementation of strategic planning for the managers of public schools in the governorates of Gaza and ways to overcome them. The researcher used the analytical descriptive method. The main results of the study showed that a medium percentage of respondents (64.9%) recognized the existence of obstacles to predicting the impact of external variables on future planned school activities. As for the obstacles related to the principal of the school, especially the frequent preoccupation of the school principal with the problem of students and parents. As for the obstacles related to the school and its employees, especially the presence of schools, the head of the joint schools in one building and the lack of resources and resources available in the school. As for the obstacles related to the higher educational administration, mainly the policy of automatic promotion and the sudden transfer of school principal. As for the obstacles related to the surrounding environment and the local community, at the top of these obstacles the performance of political organizations in the current situation and its impact on the educational process.

In addition to the study of Hashem (2007) which aimed to identify the reality of strategic planning in UNRWA schools in Gaza, and to identify ways to develop it. In order to achieve the objective of the study, the researcher used the descriptive approach. The researchers reached the following results: For the clarity of concepts: The respondents have a clear understanding of strategic planning concepts. As for trends towards strategic planning, the results showed that a high percentage of respondents had positive and good attitudes towards the strategic planning of their schools. The study found that attention must be given to evaluation processes to track planning processes for school development through constant auditing, accountability and review of success criteria. These standards must be continuously changed to meet the needs of the students.

Hence, the theoretical foundation for this is informed by the resource view based theory (Abdikadir, 2015). The Resource-Based theory is a model of a firm performance that focuses on the resources and capabilities controlled by a firm as sources of competitive advantage. Lack of resources is the greatest impediment to strategy success. The resource based theory postulates that resources, capabilities and competencies are one of the central pillars in strategy implementation. The success of any strategy squarely hinge on availability of resources and the abilities of the executers. Resource based theory basically alludes that financial resources, physical resources, individual resources and organizational resources must be availed for success in strategy implementation (Abdikadir, 2015). In this regard, Vespoor (2008) has noted that most secondary schools in Sub-Sahara Africa operate with inadequate resources due to poor funding. According to Osei (2006) school principals often-work in poorly equipped schools and with teachers who are not adequately in-serviced. David (2003) argues that allocating resources to a particular divisions and departments does not mean that strategies will be successfully implemented.

Furthermore, Heracleous (2008) noted that strategic planning deal largely with the processes involved in arriving at the strategic plan. Limited attention has been given to actions taken to implement plans, favouring instead the thought processes involved in developing thorough strategic plans. According to Ogunmokun et al. (2005). However, how the plans are implemented matters in determining organizational performance. Therefore, the problem of the study is in the following main question:

What are the obstacles hindering the implementation of strategic planning among the directors of

public schools in the secondary stage from their point of view in the state of Khartoum? The following questions stem from it:

1. What is the reality of school strategic planning for secondary school administrators?
2. What is the extent of the implementation of the principals of the secondary schools for strategic planning in their schools?
3. What are the obstacles hindering the implementation of strategic planning among the principals of secondary schools in their view?

RESEARCH METHOD

The study used descriptive research. Descriptive research studies are those studies that identify a particular individual or group's characteristics (Kothari, 2004). The study population consists of all secondary school principals in Khartoum in Omdurman. And 220 principals and directors for the academic year 2019 - 2020. The sample of the study was represented in the principals of the secondary stage and the sample number was 120 school principals. The researchers randomly selected the sample, representing 57% of the original population.

The questionnaire was used as a main tool of the study. The researchers identified the main areas covered by the questionnaire, and then formulated the statements that fall under each field. And presented the questionnaire to the competent educational assessors in this area, and then the researchers made the amendments recommended by the assessors, where he gave each paragraph weight listed on the scale of three-step (agree, not decided, disagree). The questionnaire was piloted, and α for Cronbach, was (0.90).

For the data analysis of the study, the researchers used the Statistical Package of Social Sciences (SPSS), presenting the data and discuss the results of the study aspects.

RESULTS AND DISCUSSION

In order to identify the views of the sample members on the question axes, the researchers examined the responses of the sample members on all the axes in the questionnaire. The researchers then used the Chi² test, (2) and below the level of significance 0.05, which is equal to 10.60, for the sample of the study for all axes. This procedure resulted in the following tables:

Table 1: The frequency obtained by the respondents from the responses of the sample members and the reading value of Chi² and the interpretation and the result on the obstacles of strategic planning.

Statement	Responses			Chi-square calculated	interpretation	result
	Agree	Don't know	Disagree			
Ambiguity of concepts used in strategic planning	52	30	28	10.67	indicative	Agree
Difficulty in analyzing strengths, weaknesses, opportunities and threats facing school	51	38	21	12.34	indicative	Agree
Seeing school vision as mere slogans that are difficult to achieve	54	30	26	12.50	indicative	Agree
Schools lack the scientific foundations on which strategic plans are based	80	18	12	77.30	indicative	Agree
Use of school principals to view other schools that do not match the reality of their schools	55	40	15	22.27	indicative	Agree
Difficulty of availability of a database based on the objectives of the school plan	66	38	6	49.16	indicative	Agree
Difficulty of balancing strategic planning with procedural planning	48	38	28	15.74	indicative	Agree
Difficulty of predicting the future of the school	56	24	30	15.78	indicative	Agree

limits the possibility of applying strategic planning						
Difficulty of predicting external variables on future school activities	55	38	27	19.76	indicative	Agree
Difficulty predicting the effect of internal variables on future planned activities	39	37	34	11.34	indicative	Agree

It is clear from the above results that the obstacles of strategic planning in the secondary stage from the point of view of principals and school agents are in several points, the researchers try to arrange them according to the average approval of the sample by their respondents, which are: ambiguity of concepts used in strategic planning 2.21, difficulty analysis of strengths and weaknesses And the opportunities and threats facing the school 2.27, the school vision is a slogan that is difficult to achieve 2.25, the schools lack the scientific foundations on which strategic plans are based 2.61, the use of school principals to view other schools that do not fit the reality of their schools 2.36, Data on the objectives of the school plan 2.59, the difficulty of balancing strategic planning with procedural planning 2.54, the difficulty of predicting the future of the school limits the possibility of applying strategic planning 2.18, With the external variables on school activities planned in the future.23, the difficulty of predicting the effect of internal variables on planned activities in the future.

The obstacles of strategic planning in secondary stage in the difficulty of analyzing the strengths, weakness and opportunities and threats facing the school and consider the school vision is simply slogans that are difficult to achieve and lack of the schools to the scientific foundations in which the strategic plans are based. This is exactly what has assented by (Marshall B. a., 1997) and (Bosty, 2005), and (shiblyay, 2006), and (kthayla, 1999).

Table 2: The frequency obtained by the respondents from the responses of the sample members and the reading value of Chi², the interpretation and the result about the obstacles related to the principal of the school.

Statement	Responses			Chi-square calculated	interpretation	result
	Agree	Don't know	Disagree			
Lack of interest of the Director in the school planning courses	58	31	21	19.98	indicative	Agree
Lack of sufficient time for the Director to follow the Strategic Plan	42	36	32	11.38	indicative	Agree
Lack of knowledge of the director of the scientific methods used in predicting future work	25	56	29	15.50	indicative	Agree
Lack of Manager's Experience with Strategic Planning Steps	43	40	40	13.94	indicative	Agree
Lack of knowledge of the director of the school letter formulation	26	44	40	4.78	indicative	Agree
Lack of knowledge of models of school strategy plans in other countries	62	22	26	26.47	indicative	Agree
Lack of Managerial Skills for Strategic Planning	46	55	9	32.41	indicative	Agree
Traditional planning of the manager precludes the use of strategic planning	49	36	22	11.16	indicative	Agree
The manager's preoccupation with problems of students and parents	49	40	21	12.14	indicative	Agree

It is clear from the above table that the sample of the study agreed that the weakness of possessing some of the skills used in the strategic planning of school principals represents obstacles for them in implementing school strategic planning. The researcher explains this result through the following points: Many managers believe that strategic planning steps are not different from

procedural planning. And the lack of reference in the school to build on the scientific foundations of the strategic plan. As well as the lack of sufficient time for school principals. It is clear from these results that the obstacles related to the principal of the school, in the secondary stage from the point of view of the principals and the academic agents, are in several points. The researchers try to rank them according to the averages of the respondents' approval through their combined responses: 2.33, lack of sufficient time for the manager to follow the strategic plan 2.20, lack of knowledge of the director of the scientific methods used in predicting future work 2.09, lack of experience of the manager steps strategic planning 2.19, lack of knowledge of the director to formulate the message of the director Of 1.96, the lack of informed manager models of school strategy plans in other countries 2:14, not Manager's Strategic Management Skills 1.87, Manager's Traditional Planning Prevents Use of Strategic Planning 2.33, Senior Manager's Concerns with Student and Parental Problems 2.24.

Therefore, it can be concludes that most of the secondary school principals lack the least skills and competences of hurdling the requirement of strategic planning. Such lack of experiences will undoubtedly results in miss planning and implementing the main objectives of the school. This view comes ponds to what has also hens arrested by (Cheny, 2002), and (Hashim, 2007).

Table 3: The frequency obtained by the respondents from the responses of the questionnaire sample and the reading value of Chi², the interpretation and the result about the obstacles related to the school and its employees.

Statement	Responses			Chi-square calculated	interpretation	result
	Agree	Don't know	Disagree			
Weak motivation for school staff to participate in the development of a strategic plan for the school	68	30	12	44.58	indicative	Agree
Non-acceptance of teachers for change and development limits the use of strategic planning	54	33	23	13.65	indicative	Agree
The weakness of the faculty's conviction of the feasibility of school strategic planning	46	35	29	32.69	indicative	Agree
Lack of interest of school staff by school development team	44	43	23	17.65	indicative	Agree
Consider most of the employees of strategic school planning as a waste of time	42	42	26	16.65	indicative	Agree
Many members of the institution consider the process of school strategic planning work randomly	41	35	34	15.87	indicative	Agree
Lack of resources and resources in the school hinders the use of managers Strategic planning	64	26	20	31.05	indicative	Agree
Lack of interest of teachers in keeping up with technological progress and scientific developments in the field of education	62	37	11	35.47	indicative	Agree
Lack of familiarity with the faculty with the scientific foundations of the characteristics and elements of the school message	50	36	24	19.23	indicative	Agree
The presence of joint schools in one building limits the school planning process	43	40	27	23.94	indicative	Agree

It is clear from the above table that many school workers consider that the teaching profession only gives the scheduled schedule of classes, which makes them not care about any job they are assigned, and consider school development not to be their job. And some lack of understanding of

concepts related to strategic planning and consideration of the difficulty of formulating the vision, some resort to the use of other school plans and ideas of others. And some managers do not want to change, and they do not want to fill themselves with additional tasks beyond their capacity.

It is clear from the above mentioned results that the obstacles related to the school and its employees in the secondary stage from the point of view of the principals and the academic agents in several points, the researchers try to arrange them according to the averages of the approval of the sample through their responses combined, which weakens the motivation of the school staff to participate in developing a strategic plan for the school, Teachers' lack of acceptance of change and development limits the use of strategic planning 2.28, weak faculty conviction of the feasibility of school strategic planning 2.97, lack of attention of staff.

In the school, by the school development team 2.19, most school strategic planning personnel are considered to be a waste of time 2.14, many members of the institution consider school strategic planning as random work 2.06, lack of resources and resources in the school impede the use of managers strategic planning 2.40, In keeping with technological progress and scientific developments in the field of education 2.46, lack of knowledge of the teaching staff of the scientific foundations of the characteristics and elements of the school message 2.23, the presence of joint schools in one building to limit the process of school planning 2.14.

Based on the above mentioned factors, it becomes obvious that the obstacles that concern the school and its staff are that school development is not their work or job. Some lack of understanding of concepts related to strategic planning and consideration of the difficulty of formulating the vision, and some resort to the use of other school plans and ideas of others. And some managers do not want to change, and they do not want to fill themselves with additional tasks beyond their capacity. This conclusion falls in line with what has been emphasized by (Ellison, 1997), and (Shiblay, 2006), and (Kathayla, 1999).

CONCLUSION

The general results of this research can be summarized as follows: The school principals face difficulties in analyzing the points of strength, weakness opportunities, and threats of their schools as they lack the basic scientific foundations and knowledge of strategic planning. The school principal encounter difficulties and problems when they handle and go about strategic planning of their schools due to the fact that they lack the basic required skills and competences regarding the implementation of strategic planning processes. School principals and teachers do not always have enough understanding of the basic concepts and ideas of the strategic planning, and how they can be utilized to cope with the sounding conditions of their school to affect change and reconstruction.

In light of the results, the research concluded the following recommendations: The secondary school principals need to analyze the main points of strength, weakness and threats that face their schools to attain more benefit of the strategic planning processes. It is of utmost importance that the principals skills should be developed to meet the strategic planning requirements. Obstacles that hinder the implementation of strategic planning need to be removed in order to active the school strategic planning processes.

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