

ANNUAL IMPLEMENTATION PLANNING
FOR
SYSTEMATIC ADMINISTRATION
AND
SCHOOL DEVELOPMENT

C₂-47

A THESIS PRESENTED TO
THE FACULTY OF EDUCATION
THE UNIVERSITY OF COLOMBO

UCLIB



417001

IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
M.PHIL IN EDUCATION

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April, 1988

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A B S T R A C T

The purpose of this study was to describe how principals of selected secondary schools currently involve themselves in Annual Implementation Planning for systematic routine administration and school development. In view of achieving this goal, the following six areas were selected to be studied in-depth.

1. Approaches and practices adopted by principals of schools in the process of planning,
2. Adequacy of involvement of school principals in planning for systematic administration and school development,
3. Level of performance in plan formulation to systematize routine administration and school development,
4. Knowledge, skills and attitudes borne by principals of schools with regard to planning at school level,
5. Problems encountered by principals of schools in their planning endeavours, and,
6. Solutions they recommended.

Interviews were conducted with twenty secondary school principals identified on a proportional stratified random sampling basis. The questions posed tried to gather the approaches and practices the principals adopted in planning at school level, the adequacy of their involvement in planning for both routine administration and school development, the problems they encountered in the process and the solutions they recommended. Two checklists were developed to assess the performance of school principals in plan formulation for systematic administration and school development, and an inventory to arrive at the knowledge, skills and attitudes they possessed.

Sixty five percent of the principals interviewed adopted the participatory approach to planning. Policy formulation, information management, need identification, prioritization, estimation of cost and revenue, progress control and project evaluation were some of the planning practices carried out. Both the approach and the practices mentioned above were adopted by different principals to different levels.

The overall performance of the sample in plan formulation for systematic administration and school development when assessed independently of one another was found to be moderate. Fifty percent of the principals obtained the rating moderate for the knowledge, skills and

attitudes they possessed, while twenty percent were rated good and the remaining thirty percent ~~poor~~

Problems highlighted by the principals were related to staff both supervisory and teaching, physical facilities, school climate and organisation, guidelines issued and control and support organisations. Solutions they recommended denoted action to be taken by the schools themselves, the control organisations and the support organisations.