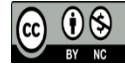


Factors Affecting the Implementation of Education Sector Strategic Plans in Private Secondary Schools in Hodan, Somalia

Seid Yusuf Mohamed¹, Nauman A. Abdullah²



Abstract

This study examined the implementation of the Education Sector Strategic Plan (ESSP) in private secondary schools in the Hodan district of Somalia. It explored the challenges and factors that influence the successful adoption of strategic plans, including financial and human resources, organizational hierarchy, leadership styles, and regulatory frameworks. Data were collected on a self-administered closed-ended questionnaire from a sample of 132 school administrators. The results indicate significant difficulties in implementing the ESSP, with limited evidence of its impact in the Hodan district. The study identifies resource allocation and coordination as critical enablers, while regulatory barriers and weak collaboration among stakeholders hinder progress. A key finding is the lack of awareness among private school administrators regarding the ESSP's importance, partly due to ineffective distribution of ESSP documents and insufficient communication. The findings provide valuable insights for policymakers, educators, and stakeholders to develop strategies that support the ESSP's goals and improve educational quality in private secondary schools. Recommendations emphasize the need for improved resource allocation, stronger management capacity, and more effective coordination between education stakeholders. Promoting awareness of the ESSP and enhancing leadership and organizational structures are essential for successful implementation.

Keywords: *Education Sector Reforms, Private schools of Hodan, Somalia*

1. Introduction

The Ministry of Education, Culture, and Higher Education of Somalia has introduced the third iteration of the Education Sector Strategic Plan (ESSP), which aims to modernize the education sector, improve quality, and enhance accessibility and equity across Somalia. Despite the plan's noble objectives, many private secondary schools, particularly in the Hodan District of the Banadir Region, have

¹ Master of Education, SIMAD University, Somalia Email: saidyusuf@hotmail.com

² Incharge, Department of Education, GC University Lahore,
Email: nauman.abdullah@gcu.edu.pk

faced significant challenges in implementing the ESSP. This study examines these challenges and identifies the factors influencing the successful adoption of strategic plans within private schools in the region. The research highlights critical barriers, such as financial constraints, lack of awareness, poor coordination, and regulatory misalignment, that hinder the effective implementation of ESSP.

In Somalia, private secondary schools are a crucial part of the education system, especially in urban areas like the Hodan District. These institutions serve a large segment of the population, contributing significantly to the country's educational landscape and socio-economic development. However, despite their importance, private schools face considerable obstacles in aligning their operations with the goals of the ESSP (Bryson et al., 2018). This study aims to explore these obstacles and provide actionable insights for improving the adoption of ESSP in the district's private schools.

The ESSP was developed with the goal of addressing systemic challenges within Somalia's education sector, including limited infrastructure, inadequate teacher training, and unequal access to educational resources (Ministry of Education, 2018). The plan emphasizes modernizing teaching methodologies, enhancing educational materials, and improving administrative capacity. However, private secondary schools in the Hodan District face difficulties in aligning their operations with the plan's objectives due to resource limitations and a lack of coordination with relevant authorities.

Hodan District, home to approximately 200 private secondary schools under the supervision of the Banadir Directorate of Education, serves a diverse student population. These schools often operate with limited resources and varying administrative capacities, making it difficult to fully implement the strategic objectives outlined in the ESSP (Alhashmi et al., 2020). This study seeks to examine the extent to which these schools have adopted the ESSP and to identify the barriers to successful implementation.

1.1 Objectives of the Study

Objectives of this study included to;

1. investigate the status of private schools' education sector strategic plans and their implementation in the Hodan district of the Banadir region.
2. identify the key factors influencing private schools' participation in the implementation of the education sector's strategic plan,
3. suggest recommendations on how best to implement ESSP in Hodan private secondary schools.

1.2 Research Questions

Following are the research questions for this study:

1. What is the status of the education sector strategic plan (ESSP) at private secondary schools, and how are they being implemented?
2. What are the main elements affecting the implementation of education sector strategic plans (ESSP) at Hodan private secondary schools?
3. What are the main suggestions that will facilitate the Hodan District's private schools' Education Sector Strategic Plan's (ESSP) implementation?

1.3 Significance of the Study

The study is significant as its findings can help educational policymakers and administrators identify areas that need improvement in the implementation of ESSP, and develop strategies to address these issues. The data can also be used by private secondary schools to improve their implementation of the initiative by focusing on the factors that have been identified as most supportive for ESSP implementation.

The study, taken as a whole, emphasizes the significance of successfully implementing ESSP in private secondary schools in the Hodan district and offers insights into the variables that can influence its success. The results can serve as a guide for future research and be used to create policies and initiatives that will assist in raising the standard of education in the area.

2. Literature Review

The study by Asim et al (2021) examines the implementation of the Education Sector Plan in Pakistan and identifies challenges such as inadequate financing, poor coordination, and weak monitoring and evaluation systems. The study provides recommendations for improving the implementation of the plan, including increasing funding and strengthening the monitoring and evaluation framework.

Okello and Namusisi's study (2020) focuses on the implementation of the National Teacher Policy in Uganda, which is part of the country's Education Sector Strategic Plan. The researcher identifies factors that have contributed to both successful and unsuccessful implementation of the policy and highlights the importance of stakeholder engagement, effective communication, and strong leadership in achieving successful implementation.

Zambezi and Chikoko, (2019) examine the implementation of the Zimbabwe Education Sector Plan and identify opportunities for successful implementation, such as increased funding and improved stakeholder engagement. However, the study also highlights challenges such as inadequate monitoring and evaluation systems and poor coordination among stakeholders. The study provides recommendations for addressing these challenges and improving implementation.

Several studies have examined the impact of education sector strategic plans on specific populations, such as learners with special educational needs (Uwamariya, 2017) and students in secondary schools (Jean, 2016). These studies have identified the need for inclusive education and the importance of considering factors such as leadership styles in the implementation process.

Other studies have examined the factors that can affect the implementation of strategic plans in different contexts. For example, Msangi (2024) explored the factors that impact the curriculum implementation in secondary schools in a specific district in Tanzania, while Hure (2013) investigated the factors that influence the implementation of education sector-wide approaches in fragile contexts such as Somalia. A study by Tesfaye (2020) found that effective communication was positively associated with the successful implementation of education plans in primary schools in Ethiopia. Rachman et al. (2024) established that effective communication and collaboration among teachers, administrators, and stakeholders are essential for education planning and implementation.

3. Research Methodology

3.1 Research Design

The research was designed to be descriptive and cross-sectional in nature. A case study strategy was employed, focusing specifically on private secondary schools in Hodan District, Banadir Region, Somalia. This design enabled the researcher to capture detailed information at a single point in time without the need for longitudinal follow-up. It was chosen for its practicality, both in terms of time and cost, and for its effectiveness in generating a broad understanding of the phenomena under investigation.

As the study was intended to explore existing conditions and describe how educational strategies are being implemented in real-world settings, a descriptive design was appropriate. The case study approach allowed the researcher to concentrate on one geographic and institutional context, offering depth and specificity to the findings.

3.2 Population and Sample

This research focused on a population comprising 200 principals and vice principals from private secondary schools within Hodan District. These individuals were chosen due to their critical roles in guiding school leadership and facilitating the implementation of educational policies and strategic initiatives. Their responsibilities place them in a unique position to provide valuable perspectives on the factors affecting the execution of the education sector's strategic plan.

A total of 132 participants were selected for the study. The sample size was determined using the widely recognized Krejcie and Morgan (1970) sample size

determination table, which is suitable for quantitative research methodologies aligned with the positivist approach. This ensured the sample was adequately representative of the overall population, supporting the credibility of the research findings.

To ensure fairness and inclusivity, a simple random sampling method was used. This approach gave each member of the target population an equal opportunity to be part of the study, thereby minimizing potential bias. Such a method is particularly effective for quantitative research as it strengthens the objectivity and representativeness of the results.

3.3 Instrumentation

Self-administered questionnaire (SAQ) served as the primary instrument for data collection. Given that the target respondents were literate and able to interpret and complete the questionnaire independently, SAQ provided an effective means of collecting consistent and structured responses.

The instrument was a closed-ended questionnaire, which was initially developed in consultation with the research supervisor and a rigorous literature review. Content validity evidence of the items was ensured by the researchers through expert opinion. Subsequently, the questionnaire was digitized using Google Forms for ease of distribution and accessibility. To facilitate participation, the researcher obtained permission from the local education authority to access a WhatsApp group consisting of private school principals. A digital link to the questionnaire was shared within the group along with a request for voluntary participation.

3.4 Data Collection

Data were gathered using a survey approach, which was chosen for its ability to efficiently reach a large group of respondents within a short period. Respondents were asked to complete the form based on their professional insights and familiarity with institutional practices. Once a sufficient number of responses had been collected, the survey was closed, and the data analysis phase commenced.

4. Data Analysis and Interpretation

The collected data were exported from Google Forms and analyzed using the Statistical Package for the Social Sciences (SPSS) software. SPSS was employed for essential data processing steps such as data coding, cleaning, and entry (Field, 2013). Descriptive statistics, including frequencies and percentages, were generated to summarize the data. Additionally, comparative analysis within frequency distributions was used to highlight patterns and relationships relevant to the study's objectives (Islam et al, 2020). The use of SPSS ensured a reliable and systematic approach to handling the quantitative data, enhancing the overall quality and validity of the findings.

Table 1
Respondents by age group and gender

S#	Ages	Female	Female%	Male	Male%	Total
1	18-25	7	54%	6	46%	13
2	26-35	6	10%	53	90%	59
3	36-45	5	14%	32	86%	37
4	Above 45	0	0%	23	100%	23
5	Grand Total	18	14%	114	86%	132

Table 1 illustrates the demographic analysis of the sample. Out of 132 respondents, 114 were male, and only 18 were female. The age distribution of the respondents highlights a blend of experience and new energy both in the sample.

Table 2
Implementation of Education Sector Strategic Plans (ESSP) at Hodan Schools

Factors influencing ESSP Implementation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Management (Management style, Capacity)	27	46	42	12	5
Resource (financial resource and human resource)	35	48	21	22	6
Regulations (Education policies and other regulations)	11	37	48	28	8
Organizational Hierarchy (well defined Institution structure)	17	40	44	26	5
Outside Entities (Education stake-holders)	4	41	45	37	5
Coordination and Communications (Collaboration among Education stake-holders)	19	51	29	28	5

Table 2 depicts respondents' agreement with various factors affecting the implementation of Education Sector Strategic Plans (ESSP) at Hodan private secondary schools. Regarding the management, capacity, and management style, 73 out of 132 respondents either strongly agree or agree that it affects ESSP implementation. This suggests that the school's management plays an essential role in ensuring the successful implementation of ESSP.

In terms of resource allocation, 83 out of 132 respondents either strongly agree or agree that it affects ESSP implementation. This implies that the availability of financial and human resources significantly impacts the successful implementation of ESSP. Regarding regulations, education policies, and other regulations, 48 out of 132 respondents are neutral, suggesting that the impact of

regulations on ESSP implementation is unclear. Regarding the organizational hierarchy, 57 out of 132 respondents either strongly agree or agree that it affects ESSP implementation. This suggests that a well-defined institutional structure is essential to ensure the successful implementation of ESSP. Regarding outside entities, such as education stakeholders, 46 out of 132 respondents are neutral, indicating that their impact on ESSP implementation is unclear. Regarding coordination and communication, 70 out of 132 respondents either strongly agree or agree that it affects ESSP implementation. This suggests that collaboration among education stakeholders is essential to ensure the successful implementation of ESSP.

Table 3

Elements affecting the implementation of Education Sector Strategic Plans (ESSP)

Factors influencing ESSP Implementation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Management (Management style, Capacity)	27	46	42	12	5
Resource (financial resource and human resource)	35	48	21	22	6
Regulations (Education policies and other regulations)	11	37	48	28	8
Organizational Hierarchy (well defined Institution structure)	17	40	44	26	5
Outside Entities (Education stakeholders)	4	41	45	37	5
Coordination and Communications (Collaboration among Education stake-holders)	19	51	29	28	5

Based on the respondents' data in Table 3, it can be seen that the respondents agree that various factors affect the implementation of Education Sector Strategic Plans (ESSP) at Hodan private secondary schools. Regarding the management, capacity, and management style, 73 out of 132 respondents either strongly agree or agree that it affects ESSP implementation. This suggests that the school's management plays an essential role in ensuring the successful implementation of ESSP.

In terms of resource allocation, 83 out of 132 respondents either strongly agree or agree that it affects ESSP implementation. This implies that the availability of financial and human resources significantly impacts the successful implementation of ESSP. Regarding regulations, education policies, and other regulations, 48 out of 132 respondents are neutral, suggesting that the impact of regulations on ESSP implementation is unclear. For the organizational hierarchy, 57 out of 132 respondents either strongly agree or agree that it affects ESSP

implementation. This suggests that a well-defined institutional structure is essential to ensure the successful implementation of ESSP.

Regarding outside entities, such as education stakeholders, 46 out of 132 respondents are neutral, indicating that their impact on ESSP implementation is unclear. Regarding coordination and communication, 70 out of 132 respondents either strongly agree or agree that it affects ESSP implementation. This suggests that collaboration among education stakeholders is essential to ensure the successful implementation of ESSP.

Table 4

Recommendation for ESSP Implementations

ESSP Implementation recommendation responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Allocate sufficient financial and human resources.	36	60	21	10	5
Foster collaboration among education stakeholders	11	52	48	18	3
Strengthen management capacity and style	17	40	44	26	5
Improve organizational hierarchy	10	41	40	29	12
Consider the impact of regulations and outside entities	17	42	34	28	11

The Federal Government of Somalia launched the Education Sector Strategic Plan (ESSP) 2022 to improve the quality of education in the country, including Hodan district's private schools. The plan aimed to increase access to quality education, improve the learning environment, and enhance the education system's management and governance. These findings emphasize the importance of addressing awareness, resource allocation, and coordination in improving the implementation of the ESSP.

4.1 Key Challenges to Implementation

The research conducted for this study indicated several critical barriers to the effective implementation of the ESSP in private secondary schools in the Hodan District. These challenges can be grouped into five key areas: awareness, resource limitations, coordination gaps, regulatory misalignment, and leadership challenges.

1. Awareness Deficit

A significant barrier to ESSP implementation in Hodan's private secondary schools is the lack of awareness among school administrators and educators. Many schools have not received adequate information about the ESSP, its objectives, or the steps required for its implementation. According to survey data, 41.7% of schools reported that they had not received the ESSP documents,

indicating a substantial communication gap (Ministry of Education, 2018). Furthermore, over 50% of respondents indicated that training on ESSP implementation had been insufficient. This lack of awareness undermines efforts to align schools with national educational reforms.

2. Resource Limitations

Financial constraints are another significant challenge for private secondary schools in Hodan. Many schools lack the funding necessary to implement the strategic objectives of the ESSP, such as upgrading infrastructure, acquiring modern educational materials, and recruiting qualified teachers. This resource limitation significantly hampers the implementation of the plan and undermines efforts to improve educational quality.

3. Coordination Gaps

Effective implementation of the ESSP requires strong collaboration between private schools, local government bodies, and other education stakeholders. However, the survey results indicated a lack of coordination between these entities, with many schools operating in isolation without structured communication channels with the Ministry of Education or other relevant bodies. This fragmentation reduces the sharing of best practices, resources, and expertise, making it difficult to implement the ESSP effectively.

4. Regulatory Misalignment

The regulatory framework surrounding private education in Somalia is often disconnected from the realities faced by private schools. Existing education policies do not adequately address the unique challenges faced by these institutions, such as financial instability and demographic factors. Regulatory frameworks that do not align with the needs of private schools hinder their ability to fully embrace the ESSP and its objectives. Revisions to these policies are needed to create a more supportive environment for private school implementation of the ESSP.

5. Leadership and Organizational Challenges

Weak leadership and poorly defined organizational structures in some private schools further exacerbate the challenges faced in implementing the ESSP. Many school administrators lack the necessary training in strategic planning, decision-making, and managing educational reforms. Without strong leadership, the effective adoption of the ESSP becomes difficult, as schools struggle to make the changes required to meet the plan's objectives.

5. Discussion and Conclusion

The successful implementation of the Education Sector Strategic Plan in private secondary schools in Hodan District requires a comprehensive and collaborative approach. Addressing challenges related to resource allocation,

awareness, coordination, and leadership will be essential to achieving the ESSP's objectives. By fostering collaboration between government bodies, school administrators, teachers, and external partners, Somalia can create a more effective and inclusive education system that serves the needs of all students.

The lessons learned from Hodan District can also be applied to other regions in Somalia and beyond, offering valuable insights for overcoming barriers to education reform in post-conflict environments. To ensure the success of the ESSP, substantial investments must be made in infrastructure, training, and collaboration, paving the way for a brighter future for Somalia's education sector (Woldegiorgis, 2017).

Several academic papers have explored the implementation of the Education Sector Strategic Plan (ESSP) in various African countries, including Zambia, Malawi, and Uganda. These studies highlight both successes and challenges in implementing the ESSP in these contexts, and may provide insights that could be useful for addressing similar challenges in Somalia. For example, Zambezi and Chikoko (2019) found that effective implementation of the ESSP in Zambia required a focus on teacher training and support, as well as strong leadership and coordination among stakeholders. Similarly, Karimi et al (2020) identified challenges with the implementation of the ESSP in Malawi related to teacher training and retention, as well as issues with coordination and resource allocation.

In Nairobi, Okonya et al. (2023) found that stakeholder engagement and participation were critical for successful implementation of the ESSP, and that effective communication and collaboration among stakeholders was key to overcoming challenges related to resource allocation and coordination. The findings suggest that effective implementation of the ESSP in Hodan district may require a focus on teacher training and support, stakeholder engagement and participation, and effective communication and collaboration among stakeholders. Additionally, addressing systemic issues related to resource allocation and coordination may be necessary to ensure successful implementation of the ESSP in private secondary schools in Hodan district. Furthermore, it is important to consider the unique contextual factors in Hodan district that may impact the implementation of the ESSP, such as the availability and accessibility of resources, the political and social landscape, and the cultural and linguistic diversity of the population.

In addition to academic research on the implementation of the ESSP, it may be helpful to examine successful educational initiatives in other parts of the world with similar contextual factors. For example, education initiatives in other conflict-affected countries may provide insight into effective strategies for

addressing challenges related to resource allocation, stakeholder engagement, and teacher training and support in Hodan district.

Moreover, it is essential to involve local stakeholders, including teachers, parents, and community leaders, in the planning and implementation of the ESSP in Hodan district. Engaging these stakeholders can help to ensure that the ESSP is responsive to the needs and priorities of the local community and can help to build trust and support for the initiative. To successfully implement the Education Sector Strategic Plan (ESSP) in private secondary schools in Hodan district, it is crucial to consider the unique contextual factors that may impact the implementation process. For instance, the availability and accessibility of resources, the political and social landscape, and the cultural and linguistic diversity of the population are all critical factors that need to be taken into account.

In addition to academic research on the implementation of the ESSP, it may be valuable to examine successful education initiatives in other conflict-affected regions with similar contextual factors. For example, initiatives in countries such as Afghanistan and Iraq may offer insights into effective strategies for addressing challenges related to resource allocation, stakeholder engagement, and teacher training and support in Hodan district.

Moreover, it is essential to involve local stakeholders, including teachers, parents, and community leaders, in the planning and implementation of the ESSP. Engaging these stakeholders can ensure that the ESSP is tailored to the needs and priorities of the local community and can help to build trust and support for the initiative. This approach aligns with the findings of Okonya (2023), who found that stakeholder participation and effective communication and collaboration among stakeholders were critical for successful implementation of the ESSP in Zambia and Uganda.

In conclusion, by drawing on insights from academic research, successful education initiatives in similar contexts, and by involving local stakeholders in the planning and implementation process, it may be possible to effectively implement the ESSP in private secondary schools in Hodan district. The studies by Karimi et al (2020), and Okonya et al (2023) provide valuable insights into the challenges and successes of implementing the ESSP in different African contexts, which could be useful in addressing similar challenges in Hodan district. Overall, by drawing on insights from academic research and successful education initiatives in similar contexts, and by engaging local stakeholders in the planning and implementation process, it may be possible to successfully implement the ESSP in private secondary schools in Hodan district.

6. Recommendations

The recommendations of this study are based on the findings as well as challenges in implementing the ESSP. Thus, these recommendations have important implications for the education sector in Hodan district, particularly for private secondary schools.

1. The findings indicate that there is a lack of awareness and understanding of the importance of the ESSP initiative among private secondary schools. This highlights the need for greater efforts to create awareness and provide training to ensure that private schools understand the significance of ESSP and are better equipped to implement it effectively.
2. The study also identifies factors that affect the implementation of ESSP, such as management style and capacity, resource allocation, organizational hierarchy, regulations, education policies, outside entities, and collaboration among education stakeholders. The study recommends that private secondary schools in Hodan district prioritize resource allocation and collaboration among education stakeholders to ensure successful ESSP implementation. They may also pay attention to management style and capacity and institutional structure.

References

- Alhashmi, S. F. S., Alshurideh, M., Al Kurdi, B., & Salloum, S. A. (2020). A systematic review of the factors affecting the artificial intelligence implementation in the health care sector. *The International Conference on Artificial Intelligence and Computer Vision*, 37–49. https://doi.org/10.1007/978-3-030-44289-7_4
- Asim, H. M., Vaz, A., Ahmed, A., & Sadiq, S. (2021). A review on outcome-based education and factors that impact student learning outcomes in tertiary education system. *International Education Studies*, 14(2), 1–11. <https://doi.org/10.5539/ies.v14n2p1>
- Bryson, J. M., Edwards, L. H., & Van Slyke, D. M. (2018). Getting strategic about strategic planning research. *Public Management Review*, 20(3), 317–339. <https://doi.org/10.1080/14719037.2017.1285111>
- Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th ed.). London. Sage Publications Ltd.

- Hure, M. M. (2013). *Factors influencing implementation of Education Sector-Wide approach in situations of fragility: A case of Somalia*. Thesis submitted: University of Nairobi.
<https://erepository.uonbi.ac.ke/server/api/core/bitstreams/d984d659-8bf2-440e-aa11-706cd85827d1/content>
- Islam, M. S., Sultana, S., Sarker, R., Kabir, M. H., Ahammed, M. S. (2020). Environmental Impact Assessment: Implications of Bridge Construction Venture in Bangladesh. (2022). *Journal of Environmental Science and Natural Resources*, 13(1-2), 13-18. <https://doi.org/10.3329/jesnr.v13i1-2.60682>
- Ismail, S., Romle, A. R., & Azmar, N. A. (2015). The impact of organizational culture on job satisfaction in higher education institution. *International Journal of Administration and Governance*, 1(4), 14–19. <https://repo.uum.edu.my/id/eprint/14296/1/14-19.pdf>
- Jean, C. U. (2016). *Inclusive education and Students' Academic achievement in secondary schools of Gasabo district, Rwanda*. Mount Kenya University. <https://scholar.ucu.ac.ug/server/api/core/bitstreams/84bc3887-a0e5-4b46-9ff7-b845bff98b31/content>
- Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610. <https://doi.org/10.1177/0013164470030003>
- Karimi, S., Mulwa, A. and Kyalo, D. (2020). Stakeholder Engagement in Monitoring and Evaluation and Performance of Literacy and Numeracy Educational Programme in Public Primary Schools in Nairobi County. *Kenya Journal of Educational and Developmental Psychology*, 10(2), 10-24. <https://doi.org/10.5539/jedp.v10n2p10>
- Ministry of Education, Culture, and Higher Education. (2018). *Education Sector Strategic Plan 2018-2023*. Mogadishu, Somalia. Online available at: https://www.globalpartnership.org/node/document/download?file=document/file/federal_government_of_somalia_essp.pdf
- Msangi, E. R. (2024). The Status, Strategies, and Consequences of Focusing on National Examinations in Secondary Schools' Curriculum

- Implementation: The Case of Mbeya City, Tanzania. *Journal of Research and Development* 5(2), 750-760.
<https://doi.org/10.62277/mjrd2024v5i20045>
- Okello, S., & Namusisi, L. (2021). Strengthening institutional capacity for policy implementation: Lessons from Uganda's education sector. *Public Administration and Development*, 38(2), 145–158.
- Okonya, A., Malechwani, J., Wangare, M. S., & Abwalaba, N. (2023). The Role of Stakeholder Engagement in Strategic Plan Implementation on Internal Efficiency of Public Secondary Schools in Mombasa County, Kenya. *Journal of Education and Practice*, 14(2). 1-11.
<https://doi.org/10.7176/JEP/14-2-01>
- Rachman, M., Muslim, S., Suparman, D., & Norman, E. (2024). Effective Communication Strategies between Teachers and Parents through a Collaborative Approach to Improve Student Achievement in Primary Schools. *Jurnal Dirosah Islamiyah*, 6(3)
<https://doi.org/10.47467/jdi.v6i3.5329>
- Tesfaye. G. (2019). Primary school principals in Ethiopia: Selection and preparation. *Educational Management Administration and Leadership*. 48(4). <https://doi.org/10.1177/1741143219836673>
- Uwamariya, E. (2017). *The Education Sector Strategic Plan (ESSP) and inclusive education: analysis of limitations and opportunities for learners with special educational needs in Kamonyi District*. University of Rwanda.
<http://hdl.handle.net/123456789/340>
- Woldegiorgis, A. G. (2017). The Implementation of the Education Sector Strategic Plan (ESSP) in Ethiopia: Challenges and Prospects. *International Journal of Education and Research*, 5(1), 71-84. <https://www.ijern.com/January-2017.php>
- Zambezi, B. K., & Chikoko, V. (2019). Factors Influencing the Implementation of the Education Sector Strategic Plan (ESSP) in Zimbabwe: A Case of Mashonaland West Province. *International Journal of Research in Education and Social Sciences*, 1(1), 1-13.
<https://doi.org/10.37284/eajes.5.4.971>

Citation of this Article:

Mohamed, S. Y., & Abdullah, N. A. (2026). Factors Affecting the Implementation of Education Sector Strategic Plans in Private Secondary Schools in Hodan, Somalia. *International Journal of Innovation in Teaching and Learning (IJITL)*, 12(1), 79-92.