EXPLORING THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAMME AT SELECTED SECONDARY SCHOOLS OF WOLIATA ZONE, ETHIOPIA.

by

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DECLARATION

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DEDICATION

This thesis is dedicated to:

My wife, Amsal, and my two children, Blen Fanose and Gilila Fanose, for their unconditional love, support and encouragement.

My father, Zana Ganta, and my late mother, Dache Kenbo even though she is no longer alive, both raised us the best way they could and for gave us a solid foundation for education and life.

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ABSTRACT

School improvement is an essential programme for the realisation of quality education. The programme is expected to help the schools in improving the academic performances of their learners' achievements. The implementation of SIP in Woliata Zone secondary schools was ineffective due to a lack of smooth communication among learners, teachers and the community. The study's main objective was to investigate and explore the implementation of the SIP at selected secondary schools in Woliata Zone, Ethiopia. The quality of education in secondary schools, in terms of school improvement and factors of school improvement, is well documented in existing literature.

The qualitative research methodology was utilised to meticulously examine and investigate the implementation of the SIP at selected secondary schools in the Woliata Zone. The study was conducted at four selected secondary schools in the Woliata Zone. Data were generated from a purposive sampling of four principals, four supervisors, four SIP coordinators and 24 senior teachers through in-depth interviews and Focus Group Discussions respectively. Emerging themes from the generated data were established through basic points which were complemented by the Constant Comparative Analysis. The strategies for successful SIP implementation in the school and the implementation of the SIP domains and stages were the main influences on how the school improvement programme plan was implemented.

For exploring SIP implementation in schools effectively, expectations of stakeholder performance are not realistic for several reasons, particularly because of the aspects of SIP and the limited contributions of stakeholders in schools. The study's greatest value or significance was in providing insight into SIP as well as suggestions for problem-solving. It is possible to conclude from the findings that the SIP has a direct impact on how well the school performs. Since such schools continue to perform poorly due to a low degree of SIP implementation, the schools ought to have handled the change process appropriately. As a final step, strategies to raise academic achievement at the

school were suggested, including monitoring SIP cycles, building trust among all stakeholders, establishing a connection between the schools and other institutions through experience sharing, implementing recognition systems, and providing aid to the underperforming schools.

KEY TERMS

School improvement, Secondary school; Learner achievement; Leadership and management; Implementation of the project; School effectiveness; Teaching and learning strategies; Stakeholder involvement; Learning environment; Qualitative approach.

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LIST OF ABBREVIATIONS

ACER	Australian Council of Education Research
ACT	Australian Capital Tertiary
FGD	Focus Group Discussion
CPD	Continuous Professional Development
DISA	Dynamic Approach to School Improvement
DSS	District Support to School
DEO	District Education Office
EDSA	Education Decentralisation Support Activity
EER	Education Effectiveness Research
ESD	Education for Sustainable Development
ETP	Education and Training Policy

GEQIP	General Education Quality Improvement Package
MoE	Ministry of Education
NDR	National Democratic Revolution
NSCC	National School Climate Centre
OECD	Organisation for Economic Cooperation and Development's
PISA	Programme for International Student Assessment
PTA	Parent-Teacher Association
QA	Quality Assurance
SBA	School-Based Assessment
SBM	school Base Management
SEMP	Secondary Education Modernisation Program
SIC	School improvement committee
SIG	School Improvement Grant

SIP	School Improvement Programme
SIPP	School Improvement Programme Partnership
SMS	School Managing Committee
SNNPR	South Nation Nationality of People Regions
TGE	Transitional Government of Ethiopia
TQM	Total Quality Management
UNISA	University of South Africa

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1.   INTRODUCTION TO THE CHAPTER

The setup and structure of this research investigation are presented in this introductory chapter. Beginning with a brief review of the study's problem, the chapter explains what it is about. Information regarding the study is given to the reader in this. Following this is the topic that was raised in this chapter was how exploring the implementation of school improvement programme at selected secondary schools of Woliata zone, Ethiopia. The statement that appears to describe the difficulty, a justification for doing the study, and the research questions are presented as the problem in the second section. The questions for the research show how the investigation will go. The rationale for the study, its purpose, and its aims, which describe the objective this research set for itself, are presented in the next part. The significance of the study is covered in the next section, which also outlines how this will be accomplished and discusses the element of who will profit from the study's findings. Following the justification or motive for the study and its credibility are any ethical concerns with the study. There is a chronological indication of the theoretical framework, literature review, research design, and methodology.

1.2. BACKGROUND OF THE STUDY

The research findings of significant features that have been collected through time show that education facilitates the sharing of life experiences. Most academics contend that education is employed to improve the living conditions of society over generations. It gives people and society the chance to proactively contribute to the growth of the present and future quality education (Melesse, 2016). People who pursue education get the mindset, abilities, and knowledge necessary to make wise judgments that will benefit both the present and the next generation. According to Anyolo, Kärkkäinen and

Keinonen (2018), it strives to provide high-quality education through intercultural communication and multidisciplinary approaches to address developmental and environmental concerns for a sustainable future.

Every citizen has the right to high-quality education, as well as the responsibility to provide it. The School Improvement Programme (SIP) ought to be successfully executed at every institution. Learning outcomes are significantly changed for the better through education. The entire community ought to participate in the education process for it to be effective (MoE, 2010; Chi-Chi & Michael, 2014). It is possible to enhance learner accomplishment by increasing SIP implementation in the classroom and promoting learner results in a positive manner (Tirfe, 2016). Research, in the opinion of Scott and McNeish (2013) can contribute to better SIP implementations and higher student accomplishments. For instance, the researchers are responsible for encouraging the use of effective literacy development techniques in education and developing strategies that support the formation of an environment that is conducive to the application of SIP.

The developed strategy ought to focus on applying the implementation of SIP, the intention of change, not acting alone but cooperatively with all stakeholders supporting the successful implementation of SIP in its implementation is a fundamental entity. This means that for the programme's SIP to be implemented successfully, a linkage between all relevant bodies is essential (Mekango, 2013).

It is possible to understand, following the school-relevant bodies, how daily variations in educational activities affect how well a policy affects education. The SIP is one of the educational initiatives that also have an impact on educational policy and practices by improving learner achievement and other relevant conditions by achieving set educational objectives and ensuring the future of the schools (Melesse, 2016).

The school improvement programme should be implemented seriously so as to encourage learner achievement. To do this, all stakeholders need to be accountable and committed (Heck & Hallinger, 2010). In this study, the researcher's paradigm for

school reform was modified to improve the way SIP was implemented in secondary schools. Therefore, all stakeholders need to contribute to the advancement of SIP implementation. By creating the plan, it is possible to monitor the performance of the school and encourage community involvement. The researcher was given opportunities, as a result, to learn how to communicate with the school community effectively. The stakeholders must keep an eye on how the school reform programme is carried out for institutional activities to be effective. Stakeholders have acknowledged their role in bringing about change by carrying out their responsibilities (Bernhardt, 2014).

1.3. THEORETICAL FRAMEWORK

The theory of change model, created by Gold *et al.*, (2009) is appropriate for this investigation, because the school community must be involved in the SIP as a change action. It is feasible to alter the working environment and make the school society effective for those learners whose performance is improving by involving the community. The implementation of school improvement programme has reportedly been aided by the school community, as a responsible and accountable entity, according to Gold *et al.*, (2009). The researcher thus employed the theory of change as a framework to describe the aspects of school reform and school effectiveness that support learner accomplishment.

Through collaboration between the academic staff and other members of the school community, the researcher used this technique to encourage stakeholders' involvement in their schools to reduce the difficulties associated with implementing the SIP (Laing & Todd, 2015).

The Australian Capital Territory (ACT) offers model schools as part of the School Improvement Framework. It creates concepts and programmes that make it easier for schools to start using outcomes-focused self-evaluation. The framework aids in stakeholder interaction, performance evaluation of schools, and the promotion or enhancement of learner outcomes (Australian Capital Territory & Canberra, 2009).

The framework was designed to support schools as it grows stronger and more sophisticated in a circular pattern that is assessed at each level to ensure success in achieving a specific objective and sustaining school improvement. The framework's objective is to evaluate stakeholder interventions and SIP domains. The relationship between public accountability and community members who played the responsibilities allocated to them in the implementation of SIP is also taken into account in the model. The accomplishment of these and other goals that were closely related to them helped the school to develop and provide effective learner outcomes.

1.4.   PROBLEM STATEMENT

In as far as governments' efforts to uphold quality, educational quality in developing countries has drawn a great deal of attention. This is especially true given how many more educational options there are now. Every country's policies and programmes include a vision of high-quality education, whether it is stated explicitly or not (Leu & Price-Rom, 2006). SIP needs to be successfully implemented in the school if it is to provide high-quality education. However, there is still room for improvement in the area of programme execution effectiveness' failure of the programme in the schools. Insufficient training for the school community, inaccessible educational resources, a lack of cooperation between the school and the districts, and a lack of information for the school community are all enumerated by Mekango (2013). These are major issues that have an adverse effect on SIP. According to MoE (2010), there is a gap in Ethiopia's educational system. A lack of potential for the school community, a lack of district support, and ineffective monitoring and assessment methods are some of the challenges faced by Ethiopia's education system.

Dea and Basha (2014) claim that the school is faced with several difficulties, including a lack of motivation, a refusal to acknowledge the achievement, a lack of cooperation among stakeholders, and a lack of leadership approaches that are supportive to learning. Similar to the above in the study areas of the school, there are ongoing issues.

The SIP is not effectively applied in the Woliata Zone in the case of the aforementioned issues. Although the expansion of the educational facility is good given the current circumstances, the student's academic performance is steadily declining due to the aforementioned factors (Melesse, 2016). The Woliata Zone Education Department's yearly reports for 2017 and 2018 demonstrate that the SIP's poor implementation status has a direct bearing on students' declining academic performance over time, particularly in the National Exam. Therefore, it is necessary to investigate how stakeholders might be exploring the implementations of SIP in the Woliata Zone.

The following questions were answered by the study:

Basic research question

What is the role of stakeholders in exploring the implementation of a School Improvement Programme /SIP/ in secondary schools of Woliata Zone?

Sub-questions

- How is SIP planned for implementation in selected secondary schools?
- What are the expectations of stakeholders regarding the implementation performance of the SIP?
- How do selected secondary schools implement the SIP?
- What monitoring and evaluating mechanisms are put in place to follow the proper implementation of the SIP?
- What are the recommendations for the implementation performance of the SIP?

1.5. REASONS FOR THE STUDY

The study has revealed the challenges that SIP deployment faces. To provide learners with a high-quality education, schools must involve stakeholders in their operations and recognise the major obstacles standing in the way of SIP implementation. The strategies developed by the schools are very important for the efficiency of the teaching-learning processes. Stakeholder participation is a significant obstacle to the successful

implementation of SIP (Abdi, 2016). The majority of schools have insufficient documentation of SIP and do not involve stockholders in the formulation of the strategy and yearly plans, which is another obstacle for schools trying to adopt SIP. The learner, as a result, decreases from year to year due to the inefficient application of SIP.

The aforementioned limitations ought to be addressed in this study to improve implementation and learner results. The study was also developed with a considerable contribution from the stakeholders for efficient involvement in the educational activities. This work adds to the body of knowledge on the efficient application of SIP. Additionally, other topics are the subject of the study on SIP implementation in particular schools. By developing committed educational leaders, creating an appropriate learning environment, providing current feedback, collaborating with stakeholders, and putting the SIP into practice in the classrooms, the SIP may be promoted in schools. This is the justification for conducting this study.

1.6.   AIM

The study aimed to investigate the role of stakeholders in exploring the implementation of SIP in secondary schools of the Woliata Zone.

1.7.   OBJECTIVES

The objectives of the study were to investigate the implementation challenges of SIP in secondary schools in the Woliata Zone District. The objectives of the study include:

- To describe how the school improvement programme is planned for implementation at selected schools.
- To determine the expectations of stakeholders regarding carrying out SIP.
- To determine how the implementation of SIP is implemented in selected institutions.
- To explore the SIP implementations concerning four domains of the programme in schools.

- To provide recommendations for improving the enhancement of SIP in understudy schools of Woliata Zone.

1.8. SIGNIFICANCE

The study may provide insight to explore SIP as well as suggestions to solve problems related to SIP. It reveals the performance status of the institution by identifying its strengths and shortcomings. It may be helpful for planning by involving the stakeholders to solve SIP in selected districts of the Woliata Zone. It may encourage the intervention of all stakeholders in school matters concerning improving learner achievement and how the educational Leaders carry out their methods to successfully complete the educational goals.

1.9. LITERATURE PREVIEW

Three issues were the main emphasis of the literature utilised in this study. The role of the stakeholders in implementing the SIP, the SIP's domains and stages, and techniques for successful SIP implementations were the study's main focal points. The theoretical and conceptual framework of the study, as well as education for the improvement of schools in Ethiopia, are all topics covered in Chapters 2 and 3. The activities of the school community, SIP success criteria, and the SIP domains and stages are also covered in Chapter 2.

The literature discusses the issues and questions that are impeding SIP implementation and learner progress. Stakeholder commitments contribute significantly to the implementation of SIP. Amsale (2010) asserts that the SIP process is facilitated by stakeholders' dedication and the active involvement of parents and other parts of society. It aids in inspiring the neighbourhood to gather funding for SIP implementation.

Collaboration among stakeholders planning procedure enhances the organisational capability of schools and the execution of any educational innovations. During the planning, it needs the involvement of school society to be effective. According to Harris (2013), the involvement of stakeholders during the planning of SIP makes schools

fruitful. All stakeholders are given accounts and obligations by the principal, who holds them responsible for their performance (Ginsburg, 2014). The schools establish accountability and responsibility in all stakeholders to bring about strong performance and advance learner accomplishment (Julia, Mitcham & Daniely, 2016).

The school administrator employs many techniques to encourage stakeholder participation in the institution, including timely impact evaluation, stakeholder feedback, and the use of effective initiatives (Buli, 2014). According to Abdi (2016) the schools guarantee that the SIP domains would be implemented effectively to raise student accomplishments. The head of the school evaluates the institution's progress alongside all of the stakeholders. High-performing schools should foster more positive learner interaction (Gallagher *et al.*, 2012). The proper application of SIP domains is a priority for the entire school society, according to Ashager (2014). In a school community, all teaching and learning domains must collaborate.

Based on the rationale for the study's hypothesis, the benefits of reviewing the literature and keeping in mind past studies are presented. Additionally, suggestions for what should be done serve to highlight the significance of the research findings (Gay, Mills & Airasian, 2006). De Vos (2003) emphasises that a literature preview is thoroughly studied or takes into account the already published works or accessible body of information that helps the researcher see how other researchers have approached the relevant research issue.

Examining the planning and data gathering stages of research to begin addressing an issue and determining if they have or have not been successfully and effectively investigated, is crucial. The literature review addresses the researchers' findings with key objectives of the studies that parallel this study. The researcher was assisted by this knowledge to avoid the mistakes of other researchers and to benefit from their experiences. In addition, the literature might mention methods and practices that were not previously given much thought. Strengthening learning settings, elevating the standard of school leadership and improving the teaching profession are some important strategies for school improvement (Represas, 2015).

Melesse (2016) emphasises that a literature review determines how to carry out the programme and defines the significance of the research issue that has been looked into. The researcher has included papers presented at conferences, reports, talks, police reports, journal articles, and books to reinforce prior research in favour of the aforementioned claim. This body of material was used to fill in the gaps found in earlier works. Additionally, it has offered suggestions for locating issues and generated a clearer understanding of how to improve the SI programme's implementation. The study is centred on the opinions expressed by various academics regarding the realisation of improving the implementation of SIP. In order to implement SIP, teachers' knowledge and abilities, along with their opinions and attitudes, drives, commitment levels, and capacity to integrate new information into their academic and classroom environments, are essential factors, according to Dearing *et al.* (2009).

According to the MoE (2007) teachers have access to knowledge in a variety of ways that they can use to keep themselves up-to-date and give high-quality instruction to the learners. The teacher acquired the knowledge or expertise through official training, informal training upgrades, or from their peers, who employ instructors to close knowledge gaps and improve teaching-learning effectiveness. In practice, the SIP implementation performance in schools does not always go as planned. Learner attainment varies from school to school as a result of this. The learner's performance is good in some institutions, but the situation is the opposite in other schools. Schools' ability to implement SIP was the sole factor that affects learner achievement. In order to close the performance differences between the schools, it is important to investigate the SIP programme's procedures.

1.10. AREA OF STUDY

The study was conducted in Wolita Zone SNNPR, Ethiopia, in four selected districts. These are Offa, Humbo, Damote Sorre, and Sodo Zuria Districts. The site selection was determined as the best site to gather information. De Vos, Strydom, Fouché and Devos *et al.*, (2011) advise that in a qualitative study, the research design refers to all

decisions a researcher makes in planning a study. This study is focused on exploring the implementation of SIP.

1.11. THE METHODOLOGY OF THE STUDY

1.11.1.   Design Of the Study

Case study

Case studies provide an in-depth analysis of the analytical unit (case). Data triangulation is a key component of the design since it allows for the delivery of a comprehensive, complete, and contextual description. Data from multiple sources strengthens the study's trustworthiness (Smith, 2018). This case study was created by the researcher to examine instructional leaders' perceptions of the SIP implementation and their comprehension of the process of school improvement. To better understand their perspectives, the research looked at secondary school instructional leaders' views on SIP implementation for a small group of secondary schools. According to Creswell (2016), a case study is both an object of study and a byproduct of the inquiry that is utilised to provide a context for the study. Case studies are a design methodology for qualitative research.

1.11.2. Research Method

Qualitative methodology

According to Hyett and Dickson-Swift (2014), qualitative study research is commendable because it provides different degrees of modification to accommodate new circumstances, ensures the individual situation, and takes the research objectives into account when designing the study. Therefore, the researcher can use this method to investigate the application of SIP in a few districts in the Woliata Zone.

1.12. DATA COLLECTION TOOLS

1.12.1. Interviews

According to Creswell (2007) conducting interviews with participants is an effective way to obtain honest and clear information from them. A suitable approach can also be used to acquire unambiguous information utilising qualitative data, according to Johnson and Christensen (2019). As a result, the researcher obtained the data required to back up the research for which it acts as a baseline. By using a smaller number of volunteers to obtain the data, the researcher can save time and resources (Schlosser & Costello, 2009). Every interview question was read aloud, and the interviewee had the chance to respond to each one in an official, open-ended discussion (Aitken & Herman, 2009). The interview questions were designed to gather comprehensive information on instructional leaders' use of SIP (Brown, 2016). Principals, supervisors, coordinators of the school improvement programme, and senior teachers were the subjects of semi-structured interviews.

The presented interview questions were focused on the implementation of SIP. The researcher conducted semi-structured interviews with each of the four principals, four supervisors and four SIP coordinators to obtain clear information regarding the implementation of SIP in their schools. Semi-structured questions were posed because they gave the chance to allow the participants to give detailed answers to the presented questions. To help the discussion, the researcher used the sub-questions as interview questions and the same questions were used for all participants. Twelve (12) interviews were conducted with the principals, supervisors and SIP coordinator. Participants' responses are presented as unbiased, and enlightening perceptions of the participants. Considering the participants' prior exposure to leading, managing and teaching in the institutions.

During data collection, each interview was recorded using a tape recorder (Maree & Westhuizen, 2009). In order for the participants to confirm that what was recorded was accurate, the researcher emailed them the recorded responses exactly as they intended

(Maree,2009). During the interviews, the researcher wrote down short notes and used a tape recorder to remember the points during the data analysis period.

1.12.2. **Discussions of focus groups**

The benefit of focus group discussion (FGD) is simple and appropriate to the participants who are not educated and it makes the participants confidential to respond to the questions (Owen, 2001). Focus groups were provided so that it was very easy to talk with participants (Aitken & Herman, 2009). The groups contain 6 to 9 participants for a discussion that is guided by leading questions that are prepared by the researcher. For the effectiveness of the study, the researcher selected six senior teachers from one school, resulting in a total of 24 teachers.

The researcher found it crucial to carry out discussions with teachers in their groups about their experiences concerning the implementation of SIP. When the participants discussed their viewpoints in groups, what was interesting was to see if the participants would respond with similar answers. For the sake of fruitful discussion and obtaining clear information, the participants were categorized according to their working experiences.

1.13. SAMPLE SIZE

Interviews with teachers, principals, SIP coordinators, and supervisors were the first phase in the qualitative phase. The sample was selected based on the faculty and administration from high schools in Woliata Zone. The sample included four schools from a total of 68 secondary schools (the name of selected schools from Offa District Wachiga Esho, from Damote Sorre District Hanchucho, from SodoZuria District Delbo and from Humbo District Humbo Tebela) 4 principals from a total of 68 principals, 4 supervisors from a total of 29 supervisors and four school improvement programme coordinators from selected schools. The 24 senior teachers were selected for FGD. The selection was conducted by using purposeful sampling (Leedy, 1993). Therefore, there was a total of thirty-six (36) participants.

1.14. SAMPLING TECHNIQUES

1.14.1.   Purposive sampling

Purposive sampling methods were utilised for the study, which included a total of thirty-six (36) participants. Purposive sampling was used by the researcher since it would be judged according to the availability of participants rather than based on representativeness. Additionally, purposive sampling is appropriate for qualitative investigation wherein the researcher is looking for volunteers with extensive expertise in the research issue.

When using purposeful sampling, decisions need to be made about who or what is being sampled, what form the sampling should take, and how many people need to be sampled (Creswell, 2017). According to Patton and Cochran (2002), purposive sampling helps by choosing situations with lots of relevant information for in-depth analysis. Therefore, sampling makes sense and has power.

1.15. DATA ANALYSING METHODS

1.15.1.   The Constant Comparative Analysis

The Constant Comparative Analysis (CCA) studies were employed by the researcher because they preserve the potential perspective and demonstrate how the chosen theory of change can preserve the whole perspective throughout the analysis. It is at the centre of studies analysing qualitative data. The study looks at the theory of change model that can work with ongoing comparative analysis studies (Fram, 2013).

A flawless qualitative study of the execution of SIP aspects is improved by Constant Comparative Analysis techniques. The most effective method for analysing interview data was a constant comparative study. Furthermore, it incorporates the researcher's personal experiences when using the systematic technique, enhancing the validity of the analysis in the qualitative investigations (Boeije, Wesel & Alisic, 2011). Using a literature review and updated themes from the prior study, the data's foundations were created. The interview serves as the starting point for the qualitative data analysis, and

the emergent themes are used to update the future data collection procedures (Simons, 2009). The identification of categories and themes that are directly relevant to the study questions was the researcher's main focus.

The researcher was interested in descriptions of the interviewers based on their engagement through their activities during the data processing (Willing, 2014). Additionally, it is advisable to begin data analysis at the outset of the data collection procedure in qualitative investigations. The investigation was inductive (Guest, Macqueen & Namey, 2012). It is essential to accurately describe how the researcher carried out the other steps in research. According to Chilisa and Preece (2005), data analysis in qualitative investigations starts as soon as data are collected and continue through to the conclusion. Case studies also encourage the use of thematic analysis by researchers (Mabry, 2008).

Guba (1994) suggests certain factors that, in his opinion, qualitative researchers should take into account when looking at obtaining a reliable study. The researcher relied on the following approaches to ensure reliability:

1.15.1.1. Credibility

Credibility, which addresses the issue of "How comparable the ending is with reality," is the equivalent concept used by qualitative examiners, according to Merriam (2009). Guba (1981) disputes the idea that ensuring credibility has a substantial effect on establishing it.

1.15.1.2. Comformability

This study's findings would be supported by further studies (Singh 2013). By assuring that the research findings would reflect the outcomes of the participant's experience and ideas, the researcher preserved the study's conformability (Andrew & Shenton, 2004).

1.15.1.3. Triangulation

Denzin and Giardian (2010) state that triangulation is adopting paradigms that aim to eliminate research bias and the convergence of a study's findings on a single reality. By connecting the triangulation to the study questions, it helps to cross-check the interviewees' responses.

1.15.1.4. Transferability

Transferability, according to Merriam (2009), is the outcome of qualitative research that might be used in another situation with different participants. The fact that the participants were chosen on purpose makes the inquiry more transferable, and a thorough description of the inquiry is given to keep the study transferable.

1.16. ETHICAL CONSIDERATIONS

Ethics in this study meant taking good care of the subjects during the entire study. Before contacting the study participants, the researcher first obtained approval from the Zone and District education departments as well as the school. After getting in touch with them, the researcher then treated them with the appropriate respect.

1.16.1. Consent

There are no restrictions on the collection of data from the study's informants. This indicates that they would be knowledgeable about the research phenomenon or that the researcher has educated participants who would be informed of their right to not participante in the study, should they so wish. The participant must, at the very least, get verbal consent, even though in some circumstances obtaining written consent may reassure the person the researcher is speaking to (Patton & Michael, 2002).

1.16.2. Confidentiality and anonymity

Particular focus was given to confidentiality and anonymity when it came to interview participation. In addition to the invitation letter and consent form, participants were given

opportunity at the beginning of each discussion to ask questions or offer comments about the procedure and potential consequences of taking part in the study. Likewise, after the interview, participants were given some time to talk about the procedure and were encouraged to get in touch with the author later if they so desired. Additionally, even though the study was carried out in a typical social context, the subject population was over the age of adolescence or was categorised as an adult, and the issue did not fall under the sensitive category. Each completed questionnaire that was returned was given a numerical code, and the answers were kept private to preserve participant anonymity. The researcher's office has lockable metal file cabinets where all study data is maintained. After a sane amount of time, the data will be destroyed. The professional community would receive a summary of the data, but it would not be feasible to link participant responses to specific people, the participants were informed (Creswell,2009).

Making sure the researcher is accustomed to identifying the participants to collect a basic requirement of the data. The necessity to identify the interviewees was not be a factor in the data-gathering process, as the participants selected were familiar with the research phenomenon and shared rich data (Patton & Michael, 2002). Additionally, Patton and Michael (2002) state that in order to ensure that any additional interviewers are capable of asking clear questions when necessary, the researcher ought to train them on the interviewing method and protocols. A transcriptionist was hired by the researcher to verify the accuracy of verbal data. All practical measures were made to protect the interviewees' anonymity.

1.17. DEFINITIONS OF CONCEPTS

1.17.1. School Institution

The teaching-learning environment that the whole school community participated in to achieve the targeted goals of the school's learner achievements (Meyers, 2017).

1.17.2. School Principals

Within a school organisation, a school principal is responsible for a variety of tasks and has one of the key roles in the process of improvement. A principal's responsibilities include managing the curriculum's delivery, effectively allocating resources, and attending to the demands of outside stakeholders (Hanover, 2014).

1.17.3. The SIP

The school improvement programme is one of the quality education packages used to raise student success levels. It made the environment conducive to learning and changed the performance of the entire school, according to the MoE (2007).

1.17.4. Stakeholders

Principals, teachers, PTA members, and parents are all stakeholders; each has a unique set of interests, views, and concerns to advance the learners' achievements (Janmaat, Germ & Rao, 2016)

1.18. CHAPTER OUTLINE

This study is presented as follows.

Chapter 1:   Introduction

The background information regarding the implementation of the SIP for school reform in Ethiopia has been described in Chapter one. The key findings of the study were also mentioned by the researcher.

Chapter 2: A review of the literature

The literature that is pertinent to this inquiry was gathered and made readily visible in this chapter.

Chapter 3: A literature review

This chapter focuses on the Ethiopian education and the theoretical and conceptual underpinnings needed to reform schools.

Chapter 4: Methodology of the study

Details of the research method utilised to support the specifics of the research design are presented in this chapter. The details on the methodology and how the participants were selected are presented, showing how data were gathered.

Chapter 5:   Study Analysis and Interpretations

This chapter provides details on how this study's findings were analysed and presented.

Chapter 6: Research findings and recommendations

The findings and recommendations from the study are summarised in this chapter, which is the most significant chapter of the thesis. The study's conclusion is also found in this chapter.

1.19. CONCLUSION

The first chapter serves as an introduction to the study. Based on the primary research topic, the problem statement required special attention. The theoretical framework, objectives, data collection methods, and ethical considerations were all incorporated into the chapter. The chapter also clarified ideas and provided further details on the study's chapter divisions. A review of the research literature is provided in the following chapter where several authors' in-depth information on the SIP implementation is presented.

CHAPTER TWO

THE QUALITY OF EDUCATION, SCHOOL EFFECTIVENESS, AND THE ROLE OF STAKEHOLDERS IN IMPROVING THE IMPLEMENTATION OF SIP

2.1. INTRODUCTION

The Ethiopian education system has adopted a quality assurance (QA) mechanism for school development. The meaning of educational quality, quality control, school effectiveness, and the role of stakeholders in SIP performances are all presented by the researcher in this chapter. What are stakeholders' expectations regarding a school improvement programme's effective execution, to address the research question raised in Chapter one? A conversation about the effectiveness of schools, quality assurance, and education quality, the part that stakeholders play in enhancing the implementation of SIP are crucial. In schools where the stakeholders are either succeeding or failing, there is controversy. The SIP's implementation presents very unique opportunities for schools to improve learner outcomes. Views on the previously discussed points are presented in this chapter.

2.2. THE QUALITY OF AND ASSURING QUALITY IN EDUCATION

The concept of quality education and quality assurance in education has been discussed by the researcher in the parts below since these ideas are crucial for guaranteeing school improvement. Assuring quality education and school effectiveness is necessary because they also directly affect SIP.

2.2.1. Conceptualizing The Quality Of Education

According to UNESCO (2005), ensuring the quality of other amenities or goods is not as tough because it may require a laboratory testing. However, ensuring the quality of education is highly challenging because it is directly linked to gauging learning outcomes and everything associated with the human mind. According to UNESCO, the

availability of educational input is insufficient in some countries to sustain the quality of modern education, which poses a challenge worldwide (UNESCO, 2004). The school administrator monitors and evaluates implementations to guarantee the quality of instruction. It is essential for all stakeholder groups need to work and improve education quality by visiting the school on time and in a professional manner and providing inputs (Garira, Sarah & Howie, 2019).

The majority of researchers affirm that good instruction and information exchange are crucial for a poorly performing organisation. Some African nations, particularly Zimbabwe, have offered quality education previously (Jenjekwa, 2013; Mazise, 2011; Riddell & Nyagura, 1991). Since it is hard to discuss the SIP without guaranteeing the quality of education, there is a dearth of studies on how to improve education in schools. For high-quality education, teacher satisfaction in their career is a crucial concern. Teachers are significant stakeholders in the education business and, as a result, are held accountable for the educational process. They are also directly accountable for the achievements of the learners (Oguntimehin, Kuewumi & Adeyemi, 2018).

Additionally, teachers can serve as role models for their pupils and have a profound impact on both their personal and academic lives through their actions (Munir, 2020). Thinking about great education is difficult without satisfied teachers (Iwu *et al.*, 2018). These circumstances could affect more than just teacher morale or initiation. However, the circumstances have an impact on the overall system of school achievement. Therefore, the responsible body must do the teachers a favour by maintaining their morale in order to guarantee quality instruction.

Nigeria's Federal and State Ministries of Education place more emphasis on topics other than leadership techniques, such as secondary school teacher training programmes that increase school effectiveness. Additionally, there is a critical need for secondary school principals to recognise and support teachers' requirements for professional development and to make sure that teachers receive quality training to

support the transformation of secondary schools into centres of excellence (Umar, Kenayathulla & Hoque, 2021).

To the greatest extent possible, provide learners with a high-quality education while also encouraging teachers to stay in their line of work. Other than in these specific areas, pedagogies can have an impact on learner accomplishment. The necessity of including education for sustainable development has also been noted by numerous research (Laurie & Robert, 2016). Taking on the entire issue in the classroom helps to maintain the standard of instruction, immediately impacts learner achievement, and significantly aids with SIP implementation.

The availability of high-quality education was directly related to financial resources. According to Baker (2016), the provisions of school utility make the schools qualified and used to improve learner achievement because these concerns with financing directly affect the quality of education that is provided. Low-cost investments are detrimental to educational quality. As a result, obtaining good student achievements necessitates spending a lot of money. These problems were cited as evidence for the connection between school financing and quality.

Additionally Garira, Sarah and Howie (2019) make it clear in their study that all stakeholders contribute money to the realisation and enhancement of the quality of education by giving comments while visiting the school. The primary objective of this is to improve the quality of education while also subsidising student initiative and achievement. It is feasible to raise the standard of education by closely monitoring institutions' performances. Additionally, to guarantee the quality of education, the school management must be capable of supporting the teaching effort.

In the section above, the researcher discussed quality education and how it is conceptulaised. The researcher discusses quality assurance (QA) as it relates to education in the section that follows.

2.2.2. Meaning Of Quality Assurance

It is described as academic activities that can be implemented in classrooms and have a favourable effect on the learner- or customer-driven perspective. QA encourages students' academic success (Seyfried & Pohlenz, 2018). The role of the quality assurance committee and school management body is to evaluate the programme following a standard. Quality assurance in education is more closely tied to dedicated and skilled principals, managers, educators, and parents. To improve the working conditions in secondary schools and make it easier for teachers and educational leaders to implement SIP, the Ministry of Education and other relevant organisations ought to give special attention to this area (Oguntimehin, Kuewumi & Adeyemi, 2018).

Morgan and Murgatroyd (1994) claim that the acceptable techniques of teaching-learning activities are related to the standards of SIP progress measurement, which are used to determine educational quality standards. To make sure the standards are met or that the teaching-learning outcome is successful, schools evaluate the activity in light of the standards to see if the practice complies with the standard. The proper techniques of teaching-learning activities are determined by relevant educational quality standards, which are related to the standard of SIP progress measurement.

The schools evaluate the activity based on the standards to which practice conforms in order to guarantee that the standards are achieved or that the teaching-learning results are successful. Today, the importance of education is not widely acknowledged, even though schools are now similar to organisations (Ashraf *et al.*, 2016). To provide high-quality education, school administrators and supervisors must collect current feedback from stakeholders. Similar to the foregoing, Morgan and Murgatroyd (1994) state that planned teaching-learning activities are of adequate educational quality. The schools evaluate the activity based on the standards to which practice conforms to make sure that the standards are achieved or that the teaching-learning results are successful.

The school management body transforms the institution into a model that fosters a feeling of unity in the society, according to Seyfried and Pohlenz (2018). QA in

education focuses on external and internal demands. From the perspective of the school's principal, the institution's effectiveness is a result of the school's integration of several systems. In addition, schools guarantee that all parties involved in the school will participate in delivering high-quality education. There is no exclusion because each employee contributes to the work in the schools. Sharing experiences in the classroom helps stakeholders become more adept at SIP implementation. Beerkens (2018) states that this is true because, in the case of a school, all of the school societies have the same outlook on achieving the institution's goals. In this regard, the school administrator develops a knowledge-sharing programme and provides daily feedback to his or her subordinates to promote a common understanding of the school's performance.

According to Beerkens (2018), for the purpose of ensuring the quality of education, individuals who work in the educational system or schools must regularly review learners' performance based on prior accomplishments and the success of other educational activities. Through several internal procedures, such as checkpoints for validation and review, benchmark comparisons and other things, educational institutions can make sure that QA programmes of study adhere to minimal criteria (Ashcroft, 2012). The QA process can also assist individuals who work in the educational system or in schools to accurately assess the efficacy of educational activities.

The researchers define school effectiveness and how it is measured in the section that follows.

2.2.3. School Effectiveness

According to Botha (2010) educational activities were successfully carried out and schools completely met their goals. Every member of the school community views their organisation in the same way. Looking beyond the benefits to the person is the main principle that administrators found in successful institutions. Instead, they concentrate on what can be done to enhance the academic and social outcomes of students at the organisational level of the school (Ramberg, Joacim & Modin, 2019). Schools require competent principal and school leadership, crucial teacher participation, and a strong

school ethos for the successful implementation of SIP and to improve school effectiveness. School leaders have the opportunity to enhance SIP and are significant drivers of student success in school institutions.

Most significantly, effective schools conduct ongoing action research within their institutions to improve school administration and lessen institutional issues; to discover more in-depth details regarding the teaching and learning processes. School administrators have crucial leadership roles in overseeing and assessing all institutional activities and comprehending how instruction is carried out in their schools (Karma, Tshering & Sawangmek, 2016).

According to Mestry (2017) instructional leaders must use the appropriate leadership styles to make the institutional activity effective. The basic goal of instructional leadership is to make schools into welcoming spaces where instructors and students can flourish. Principals are required to achieve a balance between their managerial and administrative duties and positions as instructional leaders to foster schools with a culture that values instruction and learning where learner accomplishment is crucial.

Ramberg, Joacim and Modin (2019) emphasise that participative leadership styles are necessary to strengthen any institution's effectiveness since they give employees the freedom to contribute to educational advancements. A participative leadership style improves the performance of all parties involved, fosters teacher collaboration, and gives schools the authority to carry out their activities. The school administrator, therefore, seeks to adopt a participative leadership style that is beneficial to all stakeholders to improve the effectiveness of the institution (Lezotte, 2001). The school administrator may be able to speed up collaboration between the entire school team and other stakeholders for the benefit of school effectiveness, which would increase productivity and improve performance on many fronts (Oguntimehin, Kuewumi & Adeyemi, 2018).

Brighouse and Tomlinson (1991) suggest the main features of effective schools are:

- Applying a variety of leadership philosophies,

- Creating organisational structures that are easy for employees to understand,

- Ensuring that all institution employees work together to fulfil their missions,

- Identifying learner interests in order to be more effective, creating a learner-friendly school campus and continuously modifying learner behaviour,

- Having a formal discussion of a problem that is impeding the effectiveness of the school, and seeking solutions to those problems are all ways that institutions can improve their effectiveness.

The researcher, therefore, outlines methods for evaluating the efficacy of schools in the section that follows.

2.2.4. Assessing Strategies of School Effectiveness

In the case of Bangladesh, experiences of assessing an institution's effectiveness is difficult because school-based assessment (SBA) has significant flaws. For example, inadequate SBA orientation, the SBA's lack of validity and reliability as an assessment instrument, instructors' dishonesty and unfairness, their high workloads, the nation's large learner population, and the absence of monitoring and supervision by appropriate authorities are all obstacles that prevent the SIP from being implemented successfully and influence learner results. To effectively assess the SIP implementation, the above-mentioned challenge should be solved (Rahman *et al.*, 2021). Assessing the efficacy of the school emphasises learner results and addresses issues that limit learner achievement. Setting clear expectations and assisting subordinates in achieving school objectives, as well as successfully implementing SIP and fostering a positive learning environment, were qualities of competent principals and managers (Magulod, 2017).

As a result, when schools are successful, they can adopt the SIP and lessen the difficulties associated with school environments. Effective schools are successful because they have conducive learning and teaching environments. By implementing the SIP, the school administrator gives those who are striving for sustained improvement, hope and inspiration. According to Lezotte (2016), the school supervisor should have

the ability to prepare the plan by soliciting teacher inputs as much as possible and providing feedback on the school's overall effectiveness. Aside from by recognising fundamental issues with teachers and offering solutions. The school administrator must provide feedback regarding the effectiveness of the school, which aids in talking about remedial measures if there are any unintentional issues. The goal of the school community's experience with improving SIP implementation on school effectiveness is to pinpoint the specific issues. The SIP has been created to boost school effectiveness, pinpoint any shortcomings that have been encountered, and offer suggestions for how to enhance both the best practices and the activities that have fallen short.

After making significant progress in several areas, a school can increase its effectiveness. Changes in every school activity related to the teaching-learning processes should be taken into account when evaluating school success and implementing new policies. This study intended to communicate the community's experiences at the school to enhance the SIP's implementation for school effectiveness. It focuses on the key elements of the characteristics of successful schools that are applied to raise student achievement levels.

The concepts of school improvement will be extensively examined in the section that follows, with a focus on its aim and objective, comprehending it, the significance of school leadership, the impact of community involvement on school improvement, and factors for school improvement.

2.3. A CONCEPTUAL VIEW OF SCHOOL IMPROVEMENT

The researcher elaborates on the idea that school improvement is a transformation process that focuses on school improvement. The section describes the leadership requirements for improving schools, and the initiatives of improving institutions.

2.3.1. Defining School Improvement

According to Sammons and Gu (2014) school improvement is typically seen as a series of overlapping processes that happen within a communal effort, which considerably

raises the quality of teaching and learning and improves educational results (Harris, 2002). School improvement is viewed as a means of establishing a professional learning community where teachers and learners can grow together in a manner similar to that of the classroom. (Harris, 2011). An important programme for achieving quality education is school improvement. Therefore, it ought to be used in all schools across the country. The plan is expected to support schools in boosting the academic performance of their learners' success (MoE, 2007). The major concerns that affect the long-term objectives of school development and the learning outcomes of learners are referred to as the domains of school improvement. The SIP domain implementation in the Ilu Aba Bor Zone, Ethiopia, can be assessed in several different ways. The community was structurally involved due to PTA members' active involvement in school administration, although SIP monitoring and evaluation mechanisms were underdeveloped and unreliable in the majority of secondary schools in the zone (Gezahegn Desalegn & Abebe Hunde, 2019)

The SIP allows schools to evaluate their performance using indicators of successful schools that have been centrally defined. Furthermore, SIP promotes schools' accountability to their stakeholders. Additionally, it gives information to the educational institution on how well their services satisfy their clients and how to improve education as well as the effects on education. Additionally, they offer information on how education will be better in the future (MoE, 2007). The stakeholders must be encouraged by the schools through various forms of training that inform them of their position concerning the SIP areas.

Through the implementation of school domains to strengthen the SIP, school administrators have the opportunity to improve their institutions. The practices of secondary school administrators in Ethiopia, according to several research studies, had a bottleneck in the implementation of the School Improvement Programme. In light of this, student achievement declines with time (Getenet, 2016). The SIP document, which listed three fundamental goals, is made available by the Ministry of Education. These include maximizing students' academic performance and their learning capacity,

ensuring good governance and democratic practices in schools, developing a system that encourages participation and responsibility, and, finally, decentralising school leadership and management to give them administrative autonomy (MoE, 2008).

The concept of school improvement as a form of reform is presented and discussed in the next section.

2.3.2. The Concepts Of School Improvement As A Form Of Reform

Improvement is required for all institutions, but it is especially important for those that do not provide a suitable environment in order for learners to fulfil their academic objectives and implement the school's strategic plan. All interested parties must engage in the planning process for the schools to implement the plan and minimise the issue.

The administrators start the school societies with the intention of using the school planning process to change the educational activities to achieve the institutional goals. School societies must take part in institutional activities and promptly assess changes in teaching-learning (Strunk & Katharine, 2016). Additionally, some experts concur that excellent educational adjustments provide policymakers with a hint so they can create successful School Improvement Programmes (ibid).

Additionally, due to the poor performance of the secondary school leaders in the Ilu Aba Bor Zone, Ethiopia, there are difficulties with planning for SIP and its implementation. School administrators make little effort to hold staff members more accountable for raising student academic progress. In the secondary schools of the Zone, collaboration and teamwork attitudes were not effectively developed, and there was lack of participative leadership styles (Gezahegn Desalegn & Abebe Hunde, 2019).

Moreover Gezahegn Desalegn and Abebe Hunde (2019) suggest conceptualizing schools and school systems is one of the main issues raised that make it difficult to effectively prepare plans for and modify educational activities. Additionally, due to the poor performance of the secondary school leaders in the Ilu Aba Bor Zone, Ethiopia,

there are difficulties with planning for SIP and its implementation. School administrators made little effort to hold staff members more accountable for raising learners' academic progress. In the secondary schools of the Zone, collaboration and teamwork attitudes were not effectively developed, and there was lack of participative leadership styles. According to Zepeda and Sally (2013), a participatory leadership style must be used in the school for the SIP and other school activities to be successful. Leadership is crucial to the success of the SIP and the transformation of the schools. Although not to the satisfaction of a particular group within the school, educational leadership is responsible for coordinating all of the activities within that establishment. However, the majority of school leaders today are ineffective in leading systems in their schools because they spend their time on everyday tasks rather than concentrating on the SIP implementation in their institutions (Ashagre, 2014).

Thus, the next section discusses the strategic leadership for school improvement.

2.3.3. Strategic Leadership For Improving Schools

Zala-Mezö *et al.* (2020) suggest that all efforts made by school administrators to bring about beneficial changes in their institutions are successful. They must use leadership strategies in schools since they seem to correspond with the degree of change: the more effective the leadership strategies, the greater the perceived change. Educational leadership has the potential to provide the school community with the information and abilities that are necessary for the activities to be successful. Any institution's success is largely dependent on its leadership. Effective educational leaders make their institutions smart, and this is also true of schools, where all school societies feel a sense of pride in their establishment. The problem at the school, which impacts the teaching-learning process, is resolved by effective leadership. For states and districts pursuing school reform measures, school leadership may be a crucial issue.

Any school's principal can use the distributive leadership style by giving subordinates a variety of administrative and management responsibilities. They will enable their subordinates to assume leadership roles in this way while spending more time on

educational topics. Consequently, a paradigm shift is needed in which principals give instructional leadership their full attention (Mestry, 2017)

School principals have the power to raise students' success levels. Educational leaders' efforts to improve schools and the institution as a whole have positive results. Activities aimed at enhancing education openly accept effective leadership as a legitimate goal (Herman & Rebecca, 2017). Skilled full-time educators make a direct contribution to their schools by overseeing institution-wide operations and using participatory leadership techniques (Sammons & Gu, 2014). Giving clear instructions to implement the teaching-learning activities is the main challenge for leadership in an educational institution (Robinson, Lloyd & Rowe, 2008).

Haslam *et al.* (2020) states that effective leadership is governed by four main principles:

- Good leaders assist the members in teams or collaborations.
- Leaders uphold their followers' best interests.
- Leaders become creative.
- Leaders must be identity embedders: The group's sense of self and sense of social identity must be ingrained in social reality.

According to Peters (2011), leadership is essential for school administrators in stepping up and taking on responsibilities as well as in achieving goals using a strategic SIP's vision and mission. also Peters presents the case that principals might be able to retain consistency throughout leadership changes. According to Eaker and Keating (2012), "Everyone has leadership responsibilities and a part to play in the learning improvement process." As a result, the school administrator should adopt a participative leadership style that benefits the school community. The school's educational materials can be accessed by the administrators, and they can discover opportunities for students to learn about how to improve their schools.

The school as a whole needs to focus on implementing activities that promote lifelong teaching and learning. Likewise, during the lessons, the teachers employ teaching aids. Additionally, the teachers maintain their knowledge by engaging in CPD. The school emphasises staff professional advancement, improving instruction and learning, teachers' engagement in on-going professional development, and emphasis on teachers' ability to implement the SIP effectively (Melesse & Gulie, 2019). The School Management Team (SMT) must support teachers' participation in CPD (Mitchell, 2015). School Management Teams (SMT) are responsible for recognising and overseeing school activities, as well as the principal's dedication, which contributes to the effectiveness of the institution (Ehren, Godfrey & Der, 2017).

The school administrator must promptly examine the institution's operations to become an effective school leader and raise learner accomplishment. Additionally, principals might get experience by speaking with other experts. The school principal must draft a report detailing the overall organisational performance during the annual review with the help of other specialists. Documents from the school are a crucial part of setting the scene before the in-person encounter. The evaluation covers everything done at the school up to SIP's achievement (Seifert, Deborah & Hartnell-Young, 2015). Successful school improvement is not possible, according to Abdul (2016), unless all stakeholders are fully committed to their initiatives. Since teachers have direct contact with students and are often the driving force behind change in schools, they are perhaps the most significant of these stakeholders. However, when necessary tools, instruction, and support are not offered to teachers, their dedication to school development is typically low. It was vital to evaluate the degree of dedication of their teachers to such programmes because public schools in the Kingdom of Bahrain are undergoing significant reform regarding school improvement projects (Abdul,2016). The academic experts are dedicated to putting SIP into practice to promote learner achievements.

The researcher extensively discussed school leadership in the section above and concentrated on the idea that it may have a significant role in how well schools operate.

This clarifies how educational leadership affects institutional outcomes and the efficiency of school activities from the perspective of school societies.

The next section presents and discusses initiatives for school development and the experiences of other nations.

2.3.4. Initiatives Of School Improvement: The Experiences Of Other Countries

An improvement in schools is strongly correlated with excellent planning, since the SIP may be easily implemented with no problems provided sensible plans have been created by all participating stockholders. The implementation of the SIP, however, may be difficult if the plan is poorly written and the school administration was unable to involve the stakeholders throughout its formulation. A different perspective contends that the drafting of the plan has a direct bearing on the students' success (Strunk & Katharine, 2016).

The SIP coordinators (Brown, 2016) assist the schools in developing their work experiences by enhancing the institutional culture, which has a good impact on the performances of the schools. Collegial cooperation must be used by the school as an institution by developing close relationships with others while preparing the school plan. The entire institution's staff must take responsibility for their activities and ensure that the SIP is used in schools to enhance student results.

Although improvement is anchored in educational practice, formal theories on how to improve schools are still required. According to this viewpoint, Educational Effectiveness Research (EER) can offer new perspectives and opportunities for efficient school development initiatives (Creemers & Bert, 2013).

The researcher goes into further detail about the experiences of the other countries with SIP in the following few paragraphs.

2.3.4.1. School improvement experiences in Trinidad and Tobago

According to James (2014) the nation set up a local team to ensure that SIP was implemented effectively. This team reviews the programme's implementation in a timely manner in cooperation with school leaders. Additionally, the team guarantees the availability of materials needed to operate the teaching-learning process efficiently. Additionally, supervision and assessment enable increased stakeholder and community participation in the decision-making process.

2.3.4.2. The experiences in Oman

The fundamental principle of Oman as a nation is shared responsibility. All professions support SIP implementation equally. The institution of the school as a whole promptly arranges the training of teachers to keep them abreast n their profession. The institution's materials are all available for use. The school society's cooperation with institutional operations is constructive. The principal collaborates with supervisors who are essential in timely evaluating and identifying the fundamental educational issues in the schools they are in charge of. After that, they work together with stakeholders to find solutions for their schools (Al-Ani, 2016).

The researcher will broadly outline the success elements for school improvement in the next section: participation of the entire school community or stakeholders in the educational activities.

2.4. FACTORS FOR SCHOOL IMPROVEMENT

2.4.1. Wide School Community Involvement In The School Activity

According to Anderson-Butcher *et al.* (2020) in order to implement strategies that meet their learners' most pressing needs, school administrators must establish communication with community partners. The institution's involvement in the community extends its life and boosts student accomplishment. The community participation in school activities in Ethiopia is less than predicted. It is advised that schools interact with

parents on a regular basis on school-related matters through newsletters, SMS messaging, and parental meeting dates in order to encourage their involvement in school activities. Teachers and school administrators should hold workshops to encourage parents to participate in both school and home activities. Teachers should encourage parents to provide for their children at home and parents should be encouraged to check on their children's learning each day using a timetable. Parents who sit on the school governing council must get training from regional education offices in governance and decision-making techniques (Hagos & van Wyk, 2021).

School management committee (SMC) chairs and "interested" parents in 2010 and 2012 were slightly more likely to report being active in SIP formulation than other community members (Ginsburg, 2014). In the vast majority of schools, stakeholder meetings at the local level were held both before and after SIP development. However, the meeting with local stakeholders was ineffective since the stakeholders' schools were mobilizing to receive funding from their school in addition to the school's funds. School Improvement Grants and District Support to Schools (DSS) grants are the two main ways that many schools receive grants (SIGs).

Additionally, it was made clear in the literature that the only way to make an income and improve the institution was to enhance the performance of school stakeholders. One method of helping the schools make money is through parental involvement (Ginsburg, 2014). In addition to District Support to Schools and School Improvement Grants, parents' contributions in the form of cash or by performing occasional labour for the school were the two main sources of funding for schools. A minor portion of the school's income was generated by renting out its property, mostly classroom buildings, which were utilised for community events such as Sunday prayers, and by selling its plants and food from its garden.

2.4.2. Providing Training for Stakeholders

The school needs to have the experiences of giving different kinds of training for the stakeholders. The schools encourage offering the resources, acquiring current data,

and submitting feedback on how well they performed, to the stakeholders. By involving the community, problems in the schools can be approached from many directions. Therefore, by providing training to all institutional stakeholders, school administrations generate knowledgeable stakeholders, which improve the effectiveness of SIP implementation (Abdi, 2016). However, not all stakeholders found the training to be as beneficial as those who used the stakeholders to do institutional tasks skilfully and raise student achievement. For the highly performing stakeholders to produce effective school performances, the schools facilitate workshops, training, offering credit and access to resources or incentives, which may include encouraging them to visit the schools (Abdi, 2016).

In the opinion of the MoE (2010), an institution's capacity for effective leadership is a key factor. Since they want to be more approachable to other stakeholders, school administrators put a lot of effort into developing their leadership style. Due to this, districts with schools must support the capacity-building programme on effective leadership and how to successfully incorporate parents in the SIP plan. Parental involvement during SIP planning is very important in any aspect of education, especially for kids. As a result of the parent's high level of involvement in the school, learners' performance improves over time and has a number of benefits that lower dropout rates and increase the rate at which students are promoted (Barnard, 2004; Grundmeyer & Yankey, 2016; Sheldon, 2003). The joint efforts of parents are necessary so that their participation in school matters will result in the essential changes in the improvement, the school must improve in terms of level and academic outcomes. To build capacity through education and training, the relevant bodies should also appoint all-around competent principals based on merit and open competition (Kene *et al.*, 2021).

2.4.3. The School Makes Parent-teacher Partnerships

Particularly, parent-teacher partnerships are a successful way to get parents involved in their kids' education, and they have a lot of demonstrated advantages (Barnard, 2004; Collier, Keefe & Hirrel 2016; Lasater, 2016; Sheldon, 2003). Less student retention and

fewer referrals for undesirable behaviour have been linked to partnerships between parents and instructors. Additionally, parent-teacher collaborations have been found to lower stress levels, which can aid in making pupils more receptive and capable of learning (Anderson-Butcher & Ashton, 2004; Barnard, 2004; Rousse & O'Brien, 2017; Talts, Piht, & Muldma, 2017). In making a wise choice regarding the introduction of SIP in the school, parents and teachers should work together honestly.

Additionally, the institutions need to have strong bonds with outside parents to facilitate their activities and strengthen the SIP's implementation in schools. As a result, the best time to begin teacher practice is during the first years of teacher preparation programmes (Mereoiu & Murray, 2016). Sadly, there is little research on teacher preparation programmes in higher education institutions (IHEs). These speak to the necessity of parent-teacher collaborations, particularly because parent-teacher relationships are a crucial component of educator development curricula as required by teacher training standards (Brinks *et al.*, 2010; Council for Exceptional Children, 2015).

The goal of parent-teacher collaboration is to help schools perform better. The parent uses their methods to follow the activities of the institution. They can get in touch with the top management group or teachers directly. As a result, they implement optional procedures that engage senior team management and direct professionals working in the schools, which operate at two levels. The interaction between the head teacher and the inspectors is heavily stressed. The senior team leadership makes it possible for the activities to be successful (Jones, Karen & Tymms, 2014).

2.4.4. By Encouraging The Contributions Of Stakeholders In Improving SIP

 Hagos and van Wyk (2021) assert that the contributions of stakeholders were indispensable to enhancing learners' education both at school and at home in the Ethiopian education system. Principals and teachers at schools should educate community members on how to support a student's education at home. Additionally, the study recommends that schools hold regular parents' meetings, send SMS messages, and use newsletters to communicate with stakeholders about school-related matters.

Teachers and school administrators should hold workshops to encourage parents to participate in both school and home activities.

Stakeholder input is required for the school improvement programme at all stages, especially in areas like teaching and learning, leadership and administration, school environment, and community involvement to address the challenges faced during the implementation of SIP in schools (Sapo Shanko, 2015). More research findings show that the stakeholders consider integrative worldview education to be a crucial tool for enlarging the student's worldview. Although the stakeholders prioritize the teachers' sensitivity in teaching an integrative classroom, integrative worldview education is also regarded as crucial for providing tools for fostering mutual understanding in a world of worldviews that are becoming increasingly complex (Ahs & Poulter, 2019).

To include parents and the local community are significant stakeholders and contributors in School-Based Management (SBM) institutions linked to decentralisation initiatives in developing world nations, such as School Management Committees, the World Bank and other international donors, has promoted significant investment in policies and structures. Unfortunately, research does not provide strong evidence for optimism regarding the benefits of interventions to raise parental and community involvement in school governance in contexts of developing countries. Formal opportunities for community engagement and parental involvement are not always taken advantage of or necessarily have an impact (Anderson & Mundy, 2014).

Multiple stakeholders who are aware of how the school improvement programme affects performance both inside and outside of schools are involved in the iterative design process. The contributions have strong face validity, which could coordinate and focus the efforts of all parties involved (Daly-Smith *et al.*, 2020).

2.4.5. By Empowering Supervisors

According to Mandefro (2020), empowering the supervisors is crucial to the success of SIP activities and the effectiveness of all school-related activities. That is activities

involving teaching and learning, supervisory support is crucial for empowering teachers and advancing educational institutions. Therefore, the effectiveness of supervision practices has some bearing on the quality of instruction. Due to their importance in the pursuit of higher quality education, supervisory staff competency should receive more attention from the Ethiopian government and stakeholders.

2.4.6. The School Administrators Timely Evaluate The SIP

As part of their evaluation of the teachers, the administrator identifies the SIP's implementation status by reviewing the SIP at their respective schools. After then, the teachers work hard to ensure that the programmes have been successful. The stakeholders should receive the school's full attention. The schools give full attention to the programme implementations, in particular, the SIP implementations (Robin & Mollie, 2017).

2.4.7. Updating The SIP Documents In The School

The document that directly used SIP as a road map to modify educational activities and raise student accomplishment is modified by the school administrator (Duignan, 2007). Improvement in schools is a constant process. Others view it as a tool for tracking progress as well as an instrument to quantify improvement. The plan is the basis for any successful implementation.

In the coming section, the researcher discusses the implementation of SIP concerning domains and stages.

2.5. THE IMPLEMENTATION OF SIP CONCERNING SCHOOL DOMAINS AND STAGES

To raise student achievement levels, all areas must be implemented successfully in schools (Abdi, 2016). By giving the school the necessary resources, community involvement in particular can address problems in schools from a variety of

perspectives. Thus, by providing training to raise participants' awareness of the effects of their participation, school administrations develop knowledgeable stakeholders.

2.5.1. School Improvement Domains

According to the MoE (2007) the schools must inspire the stakeholders by providing various training opportunities that make them aware of their status concerning the four domains based on accurate information. These are the main strategic areas where schools can improve. One of the six programmes in the General Education Quality Assurance bundle is the SIP. The initiative aims to have a positive impact on efforts to advance high standards of education. To do this, the ministry created a framework for school reform in 2007 in partnership with the Regional Education Bureaus, drawing on lessons learned from other nations. The school directors then constructed the plan in-house with input from all stakeholders. Although it stands to reason that all stakeholders must be involved in the development of the school's strategic and yearly plans, principals are typically the ones who write them. As a result, not all stakeholders are aware of the school's mission and vision, which prevents it from achieving its goals of fostering ethical behaviour and achieving learning outcomes for students (MoE, 2007).

Teaching &learning	Learning environment
teaching practices	learner support
currculum	learner empowerment
learning assessment	learner focus

Learner achievement

Leadership &management	Community involvement
school management	promoting education
leadership behaviour	engaging the community
strategic vision	partinership with parents
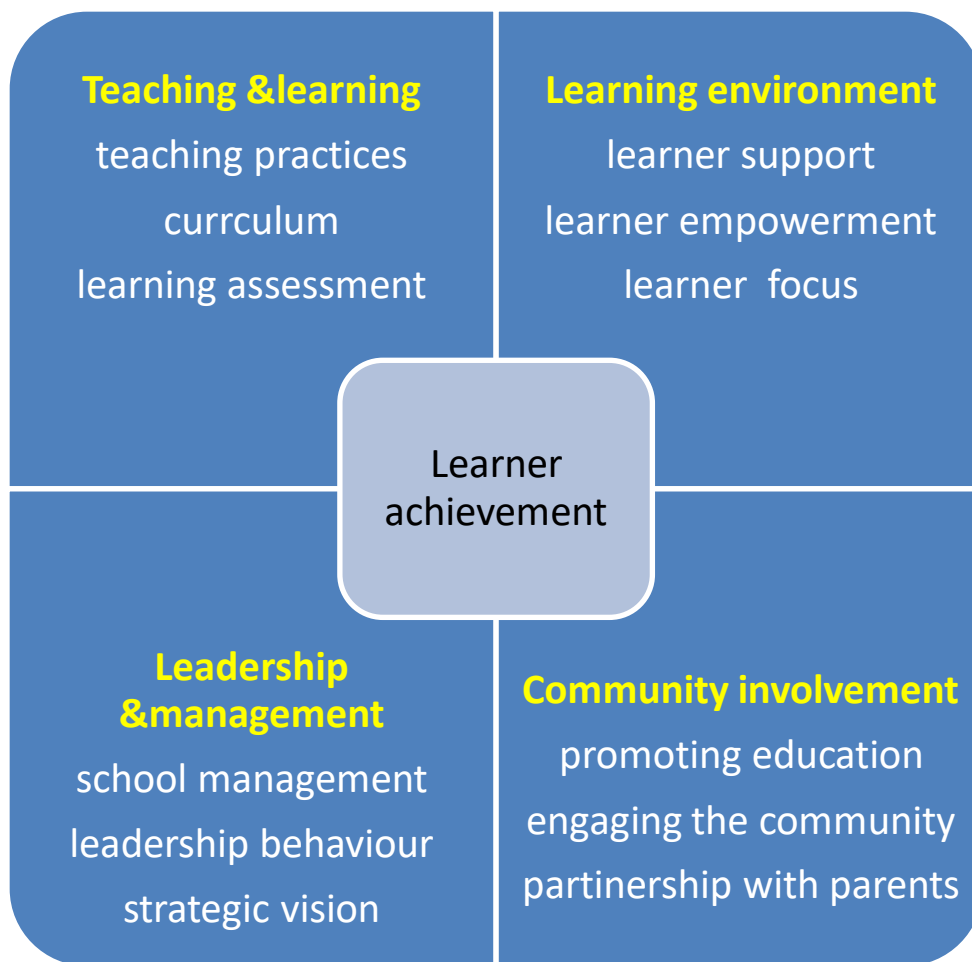
Figure 2. 1: School improvement domain and elements: Source guidelines of school improvement MoE (2011)

2.5.1.1. Domain of teaching and learning

By using effective teaching techniques, teachers play a significant role in enhancing the educational quality of institutions in the teaching-learning domains. The cornerstone of improving schools and raising student achievement levels is effective teaching (Dinham, 2005). The teaching staffs at ineffective institutions were ready for anything that helps the students become competent. For students, teachers serve as positive role models. By empowering students and making a concerted effort to highlight their accomplishments, experienced teachers serve as role models for others in all respects.

Additionally, Ararso (2014) advises that schools must establish guidelines for their organisations that have an impact on subordinates. The institution of the school uses it to award students or implement corrective measures. The school's administrators and teachers make a concerted effort to apply the teaching and domain of learning to raise learner accomplishment and forge close ties with all parties involved. Participating stakeholders in the school can provide financial and material assistance, which is crucial to the effectiveness of the institution. However, the fact is that institutions and stakeholders do not work well together (Ashagre, 2014).

2.5.1.2. Learning environment

The school must be appealing to the learner, and the school campus must be appealing to the learner because these conditions have a direct impact on student achievement. Teachers ought to facilitate the school environment in order for teaching-learning processes to run smoothly. Teachers must also serve as role models by making the school environment conducive to these desirable behaviours. Even though many schools are aware of a positive environment to implement the programme (Ashagre, 2014).

2.5.1.3. Leadership and management

School administrators should include the school climate constructs in efforts towards school improvement. School administrators must discover methods to involve the community in school activities and develop good connections with it. This is a fundamental duty of school administrators that has a direct impact on student progress (Geleta, 2017). The primary responsibility of a leader in a school is to raise student performance (Sugai *et al.*, 2012). Effective leadership is constantly emphasised in the literature on successful "turnarounds," and there is proof that competent leadership is one of the most compelling factors contributing to schools' success (Harris & Chapman, 2013). According to Sugai *et al.*, (2012), school administrators must actively define goals, foster employee growth, and participate in the organisational redesign for the school's operations to be successful.

Leadership in schools is difficult because there are many issues to be resolved, thus skill and strategy must be developed. Setting expectations for behaviour will help school administrators influence the staff. In addition, the school administration regularly assesses and monitors all student activity (Ararso Seyoum, 2014).

According to Hanover (2014) the success of all academic endeavours may be credited to capable school administration, notably the school principal, who serves a variety of functions within an educational setting. A principal's responsibilities include encouraging and supervising staff members' work, leading and overseeing the curriculum's implementation, effectively allocating resources, and attending to the demands of external stakeholders. Being in this position has shown to be very important during the reform process because a principal has a significant impact on many aspects of school life.

Distributed leadership is a necessary tool for school leaders to adopt to make their institution effective because it has historically been a key component of a successful teaching and learning environment. By removing bureaucratic tendencies, principals who practice distributed leadership have been able to increase organisational effectiveness and student accomplishment. Participants' expertise, which a team needs to share leadership influence, is boosted by self-leadership abilities combined with shared leadership (Katewa & Heystek, 2019).

Numerous studies confirm that the following leadership qualities are essential for implementing the SIP in schools:

- Transformational: the capacity to inspire and involve people in support of a compelling organizational vision;
- Knowledgeable of educational concerns and capable of coordinating school activities to enhance instruction; and

- Strategic: able to develop a plan and convert it into specific priorities

2.5.1.4. Involvement of the community in school work

The interactions between parents and schools and their children are defined as the methods of community participation in any school, which is utilised to enhance academic success and the success of all school activities (Hill *et al.*, & Tyson, 2009).

Parental involvement is one way for schools to make money so they can improve the SIP, claims Ginsburg (2014). School-Based Management (SBM) has been stressed as a decentralised reform option in the global educational discourse at least from the early 1990s. When the school administration decentralises its power, it means that the school's leaders share their authority with the community until the community can fully engage in the school's operations through the investment of its resources.

The decentralisation strategy has been supported because it can boost educational effectiveness and efficiency and provide more funding and staff for institutions of higher learning. Participating in school, community, and extracurricular activities enables schools to obtain financial and material support that is crucial to the efficiency of the institution. The School Management Team works with external organisations to conduct ongoing assessments for ensuring SIP implementations with an emphasis on how schools adhere to procedures, how resources are allocated to the school, and student accomplishments. The district worked with stakeholders to meet institutional material needs in the school, and the government should allot funds to fulfil amenities such as computers, labs, and internet service in the school to ensure the successful implementation of SIP (Ashagerl, 2014).

Today, parents' participation in schoolwork is poor, they are not well-informed about educational issues, and schools do not incorporate parental involvement in educational activities (Ashager, 2014).

The steps of the school improvement programme are covered by the researcher in the next section.

2.5.2. Stages of SIP

Four stages of the SIP cycle were categorized by the MoE (2010). As will be seen in the next sections, the stages have had a significant impact on how effective the schools have become in several areas.

2.5.2.1. Assessment is the first stage

The assessment goals are to collect trustworthy data from all participants and conduct self-evaluations in order to create a strategy and annual plan for the schools. Each standard that provides information on plans must be prioritized during the data collection process. The SIP committee urges staff and parents to keep an eye on students' progress during the assessment phase. With current and trustworthy information about students' performance, the committee can more effectively identify factors that affect student success. As a result, schools are better able to meet the needs of students, teachers, and parents (Dabesa & Cheramlak, 2021).

According to Anderson and Mundy (2014), impact assessments of SIP projects have historically been hindered by the absence of uniform, reliable baseline data to measure progress and compare outcomes. In the majority of schools, there are not many reliable systems for evaluating student learning. Because of this, practically every government-sponsored or non-profit school improvement effort develops and uses its system for tracking and evaluating performance.

2.5.2.2. Planning is the second stage

Planning's primary goals are to increase the institution's ability to provide the required results from its students. The SIP committee assesses whether the data collected is based on each domain, element, and standard to effectively prepare a plan. A strategic and annual action plan is created by The School Improvement Committee after standards are prioritized. Planning is a crucial process and effort in enabling long-term school improvement. The planning process provides a framework that enables all issues pertaining to schools to be taken seriously. The school administrator carefully

addresses the SIP domains at this stage by identifying any elements that might have an impact on the implementation's success. These elements are connected. The strategic planning process is essential for determining an organisation's future course (Alkadri, 2020)

According to Abalorio (2022), the SIP committee carefully considered the academic performance of the schools while planning. The SIP's Assess, Plan, and Act Phase practices that were fully implemented helped to achieve the programme's goals and outcomes. In the planning stage, there was strong support from all parties involved as well as technical assistance from the officials. Schools will perform better if the SIP is implemented with proper planning and regular monitoring.

2.5.2.3. Implementation is the third stage

The institution ensures that all planned operations are carried out effectively or accomplished in accordance with the allotted time and money during the implementation stage. The SIP domains can be thoroughly assessed during the implementation stage. Due to active participation from all stakeholders, there was structural community involvement in school affairs. In the majority of Ethiopia's secondary schools, the SIP monitoring and evaluation mechanisms ought to be reliable and well-established. Because it is the foundational stage of school improvement in accordance with the implementation guidelines, schools could complete the implementation stage (Gezahegn Desalegn & Abebe Hunde, 2019).

2.5.2.4. Monitoring is the fourth stage

Additionally, the major goals of monitoring are to confirm that all actions are carried out in accordance with the developed strategic plan and to examine implementation following SIP requirements. Following monitoring, the SIP committee practices evaluation with all stakeholders and implements any necessary corrections for poorly executed actions. Monitoring the school plan by assessing stakeholders using the community and other stakeholders by conducting surveys annually over time, the school

must track the positive change in learner success while also keeping track of its priorities for school improvement (Anderson-Butcher *et al.*, 2020).

The overall school performance must be watched during the monitoring phases. It has to do with the sources of professional knowledge and resource capacity to carry out educational activities based on monitoring and evaluating school improvement and related policies and initiatives that the institutions may provide more generally (Anderson & Mundy, 2014).

Figure 2.2: Stages of School improvement: Source MoE (2007)

2.6. CONCLUSION

In the above section, in particular, in the literature section, the researcher attempted to present issues related to quality assurance, the concept of school effectiveness and improvement as a quality assurance mechanism, describing the fact that school improvement is one of the methods to assure the quality of education by identifying the

schools based on their performance and emphasising the low performing schools. The researcher also suggests that school effectiveness and improvement go hand in hand, or parallel each other and that the process of school improvement results in school effectiveness. The researcher concludes by describing the domains, stages, and successful variables for school improvement that contribute to the school's increased effectiveness.

The next chapter deals with:

- Theoretical and conceptual framework of the study and
- Education in Ethiopia towards the improvement of schools

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1. INTRODUCTION

The many SIP theories, as well as the theoretical framework of the study, are explored in this chapter along with suggestions for effective SIP implementation in schools. In terms of theories, roles, and contributions made by school administrators to ensure the programme's effectiveness in Ethiopian schools, it pertains to the research of how the schools apply the SIP in their classrooms.

The techniques for effective SIP implementation, the roles played by educational administrators in SIP, the theory and practice of SIP, and finally specifics on the theoretical and conceptual framework of the study are covered in detail in this chapter.

Figure 3:1 Diagrammatic representations of framework

3.1.1. Strategies For Successful Implementations Of SIP

3.1.1.1. Providing quality education for society

In the case of significant public and corporate interest in quality education, there is inevitably a great deal of work put into raising the standard of education in society and improving the quality of schools. Many governments use "network governance" to synchronize school systems because they realise the shortcomings of centralised regulations in inspiring school reform. The governments decentralise the system to manage institution activities effectively to ensure quality education in the interest of increasing SIP by stretching accountability (Ehren & Perryman, 2018).

According to Bush (2017) in order to regulate the quality of each school, several educational institutions modified outdated systems to assist schools in applying SIP in a more sophisticated manner and raise student accomplishment. Governments may directly invest in the implementation of school reform programmes in their nation in an effort to improve learner outcomes and student achievement. School improvement networks, in which a central, "hub" organisation works with "outlet" schools to implement school-wide improvement programs, have a favourable impact on boosting student achievement in educational systems (Peurach & Glazer, 2012). Educational leaders must be innovative and strategic to implement the SIP in schools. Because institution staff and administrative teams have high access to conduct efficient monitoring and evaluations of the overall activities in the schools, it is advisable to plan to scale up by providing them with training (Abdi, 2016).

3.1.1.2. School principals evaluate the learner performances

Daniely (2016) asserts that the principal must evaluate each learner's performance at the school using the activities specified. To ensure that the SIP implementation status, the school improvement process on learner practice, and the success of learner's technique to enhance school performance are all satisfied, school leaders must conduct an effective assessment of the school. The school community uses the school

improvement framework to successfully implement the programme. It carefully evaluates how well the stakeholders have intervened in the educational process. The school administrators utilise these frameworks to evaluate the activities at their institutions effectively. The framework has its aim to identify the work needing to be given the order to implement it and it employs the schools creating partnerships with other stakeholders to enable the institutions to track the performances and timely monitor the activities (Australian Council for Educational & Research, 2016).

The need of developing a partnership plan is underlined to improve student accomplishment and allow stakeholders to participate in school activities. However, the actual events that take place in several schools are cognizant of the day-to-day absence of the stakeholders' participation in school-related issues. Without the dedication of all stakeholders' participation, school improvement cannot be successful (Creemers & Bert, 2013). Because the stakeholders are the institutions' main revenue sources, the school leader must develop a wise plan with their input, whether it be strategic or annual. As a result, to construct the plan effectively, school administrators use the methods indicated. They employ a tool to help them improve the process of school improvement during the planning phase (Daniely, Mitcham & Cruz, 2016). School administration organisations need to give practitioners the right training for SIP to be implemented successfully. The school assigns accountability and duty to all parties involved after the plan has been created, and it employs a variety of methods and strategies to create a plan that will effectively carry out the programme (Buli, 2014).

According to Mincu (2015) it is far more crucial to advise the teachers and other staff members to share their experiences while creating a strategy for school improvement, because seasoned educators can benefit others by imparting their knowledge and by providing constructive criticism to school administrators. The basis for transforming the organisation in all directions is the motivation of school leaders (Mincu, 2015).

The fundamental elements that must be applied at educational institutions to improve SIP implementation include: encouraging administrators to do a good job, collaborating

with stakeholders, providing feedback for classroom activities, and fairly allocating resources to the institutions (Ashager, 2014).

A school improvement team can aid schools in beginning their initiatives, according to Bernhardt and Victoria (2013) by providing a broad overview of the procedure and a detailed analysis of each of the SIP process' constituent parts.

Figure 3:2 Cyclical Nature of School Improvement

They evaluate, define and decide what more needs to be done to meet their goals.

School & communities define their problems using their goals.

They initiate in accordance with local conditions.

They draw on understanding of learning to select improving strategies
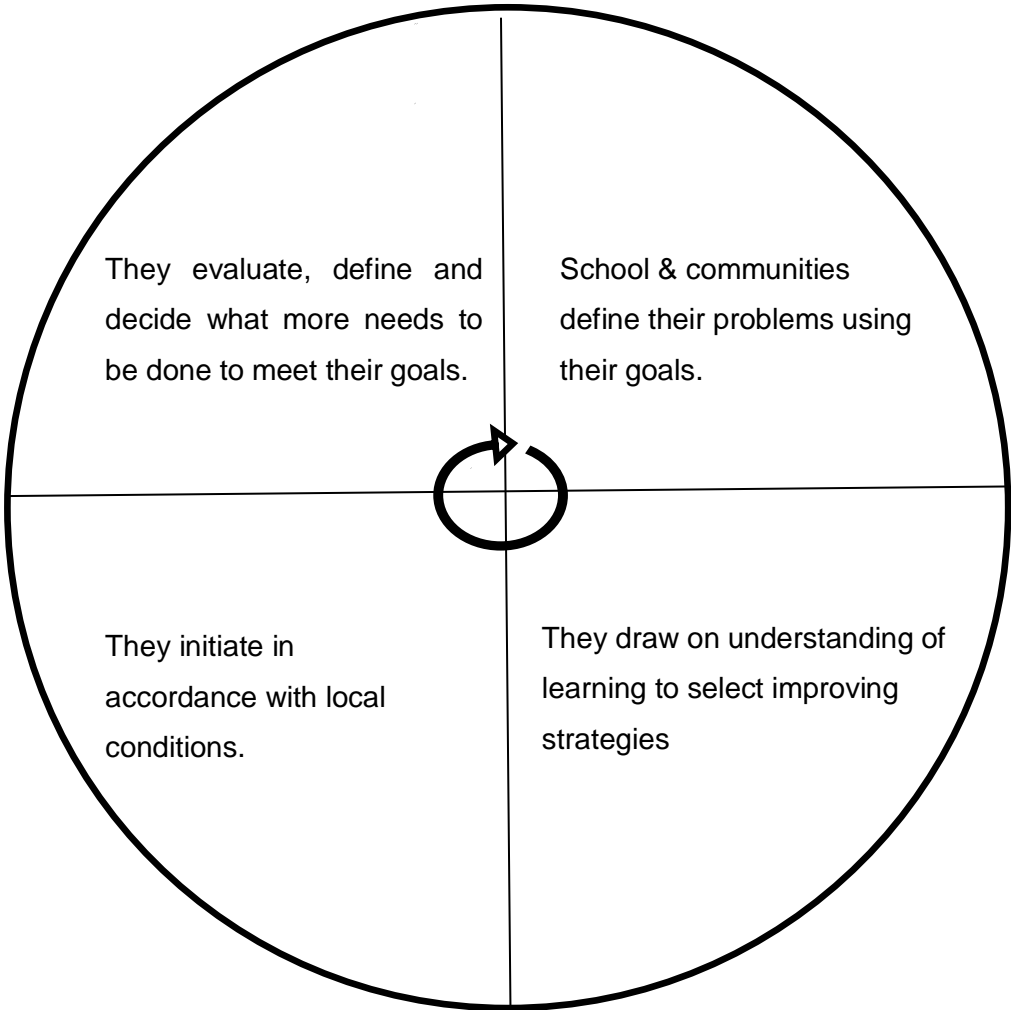
Source Laboratory of North Central Regional Education

The notion of capacity-building aims must equip school administrations with the tools they need to implement the SIP. To improve student accomplishment, the theory strengthens the connections with all of its stakeholders, which makes schoolwork easier. One of the main goals for enhancing the entire body of work is the dream of theory. All of the staff members must be made aware of the necessity to execute the capacity development theory in their schools by the SIP coordinator. Additionally, schools execute a capacity-building programme within their organisation to advance stakeholders' comprehension of the plan and raise student achievement (Stringer, 2013).

Every activity carried out at the educational institution, according to Harsha and Aturupane (2014) demonstrates observable improvement in its culture. The SIP would be enhanced and used to establish strong relationships with the school community by giving the institutions that support greater student accomplishment with the required training and resources. Strong relationships between the community and the school are crucial for an institution to function, and the school must involve the important community members in decision-making. Principals' lack of participation in decision-making results in a lack of confidence and results in choices not being implemented, especially those that are related to plans. By including all stakeholders, school administrators prepare the strategy that has been implemented by their schools. Principals of schools should do this to implement the SIP and accomplish the school's included objectives (Moorosi & Bantwini, 2016).

3.1.1.3. The principal focus in the implementations of SIP

By creating school objectives and encouraging effective teaching practises, the principal has the power to influence how well learners' learn. He or she could have delegated leadership to subordinates. Competent principals dedicate more effort to solving educational problems (Mestry, 2017). Establishing a widespread culture of teaching and learning in every school is the responsibility of the school principals. He or she pushes the notion that schools should act as transformative leaders for the institution's teaching

and learning culture. The principal can direct the operations of the institutions and make the school's activities productive by interacting well with its primary stakeholders.

Effective principals make an effort to improve conditions in schools for the future (Pharis *et al.*, 2018). The principal is the major actor in every activity at a school because, as the institution's leader, he or she has greater access to facilitate than other stakeholders. As a result, they always draft the first draft of any plans. Similarly to that, they create a SIP committee to create an effective SIP plan. The newly established committee uses all stakeholders' self-interviews to collect the data. The director regularly monitors the execution of the planned plans, and if necessary, they are modified in light of the successes of the learners (North Carolina State Board of Education, 2016).

Buli (2014) makes it clear that the other partners, particularly the primary actor or teachers who were not involved in the planning processes, were not sufficiently included in the total school plan developed by school principals. Schools must assign accountability and responsibility to all stakeholders for effective SIP preparation and execution. The principals employ a variety of techniques and methods to enhance how well the plan is carried out by the involved parties. Teachers are the most visible individuals in schools according to the stakeholder group; as a result, they are active and pay attention to the subpar performances of school activities.

By utilising interventional leadership philosophies, the school administrators work with stakeholders to simplify the process of planning and executing effective interventions (Evans, 2015). Iachini and Aidyn (2016) claim that to make an institution competent and bring about noticeable changes in learner outcomes, the principal must address difficulties relating to both academic and non-academic issues. In most schools, however, the principal must deal with the difficulty of incorporating the stakeholders in school activities in which they have no interest (Al-ani, 2016). The fundamental characteristics of successful schools are a strong sense of community involvement in the institutions' work and cooperation among them. Together with the principal and

teaching staff, they cooperate and work together. This type of school is successful in all respects and serves as a model for other institutions. Teachers and students benefit from the head teachers' skill sharing. For the community, the school arranges frequent gatherings and classes. The institution is more effective and student accomplishment is higher thanks to all community involvement programmes (Shafa, 2014).

3.1.1.4. The principals play a great role to improve SIP

The school is more successful when parents are involved, and the principal works hard to improve the relationships between the outside community and the school. The principal is aware of the stakeholders' active participation in school activities. The school's principal must recognise those who are actively engaged in school activities, support them, and inspire others who are not, because all stakeholders must be involved for the schools to be effective (Jeynes & William, 2018). Additionally, school administrators analyse the SIP in accordance with the SIP criteria, ensure progress towards the primary goals, and conduct impact assessments by creating a checklist to guarantee the programme's effectiveness.

3.1.1.5. The school teams play a great role to promote school improvement

According to Benoliel and Berkovich (2017), when an effective and functional plan is prepared, the instructors by communicating the change to other teams and the rest of the staff, they act as change agents in the school. Due to their ability to integrate lessons learned and teaching methods from their classrooms as well as the added credibility that comes from working with peers, senior instructors are in a unique position to support their colleagues. Teams with school experience must, therefore, focus on and produce results outside of their borders. Senechal (2015) claims that the school administration can assist the knowledgeable team within the institution in making improvements as the Networked Improvement Communities have access to all institutional changes.

3.1.1.6. The teachers play a role to improve SIP

Teachers are reluctant to support learner accomplishment in schools since their actions can have an impact on the overall effectiveness of the institution. The behaviour of teachers, who serve as role models for their students, has a big impact on how well students do in school and their personal lives. They can play important roles and have a proven track record of raising kids' academic progress, particularly in schools where they have advanced SIP activities (Munir, 2020).

When teachers perform their duties as educators, the SIP's current focus is on promoting learner accomplishment. It is meant to serve as a "think piece" to encourage debate among teacher educators regarding policy and practice in the United States. It is meant to make readers consider how, in all of human history, teachers have played a crucial part in bringing about change and advancing education (Rust &Frances, 2019). Additionally, in coordination with SIP specialists, the teachers play a crucial part in the plan-making process. As a result, they should be encouraged to work with the entire school administration. Each strategy must also be feasible enough to achieve the institution's stated objectives.

3.1.1.7. By giving educational leaders a long time to serve the institutions

According to Reynolds (1995), the instability of educational leaders has a direct impact on school activities. As a result, to be effective in school activities and precisely execute the SIP, educational leaders should serve long-terms at schools or promote organisational consistency as much as feasible (limited staff turnover); making the school situation suitable for the teachers especially teachers who are found in semi-rural areas. Semi-rural area teachers have raised many questions such as transportation, home, stipend and refreshments. These circumstances make SIP activities difficult at the school. Effective, seasoned educational leaders from all over the world are crucial to the success of educational institutions. Capable and stable leaders easily identify the problems of the institution and seek solutions, for instance, clarity, questions, high expectations, a dedication to academic performance goals and

teachings that are well-structured (Reynolds, 2010).

3.1.1.8. By applying the standard ratios in the school

The MoE (2005) establishes the standards for high-quality instruction that all Ethiopian schools ought to meet to be accepted as qualified to deliver such instruction. These are the minimal prerequisites that every school must meet to deliver high-quality instruction. The MoE mandates the implementation of the following minimum standards for schools, including the pupil-teacher ratio, the student-section ratio, and other facilities. Additionally, a school must have access to clean drinking water on its grounds as well as sufficient restrooms for both staff and learners. These are the minimal functional requirements that the four secondary schools chosen should follow in order to uphold the standard of instruction in Ethiopian schools.

According to the MoE (2005), every school needs to have adequate furniture for students and teachers as well as one textbook per student for each subject for every learning area the school offers. However, according to research studies (Lasonen *et al.*, 2005), most secondary schools are severely lacking in furniture and textbooks. Providing secondary schools with high-quality instruction is reportedly complicated by inadequate textbooks and furniture. According to the MoE, secondary school pupil-teacher ratios must have at least 1:40 in terms of academic and professional requirements.

According to a recent report by the Woliata Zone Education Department (2020), the pupil-teacher ratio in secondary school was out of proportion in most schools, coming in at 1:60. Additionally, the pupil-section ratio deviates from the MoE (2005) requirements. The standard establishes a pupil-section ratio of 1:48 in secondary schools. According to the Woliata Zone Education Department's (2020) reports, there are 1:64 students per section in secondary schools. The SIP activities are rendered ineffective and the schools are unable to give their students a quality education due to the disparity in various ratios.

The SIP should be created in collaboration with the entire school management and members, to sum up, the ideas made above, for it to be effective. Every strategy must also be sufficiently feasible to accomplish the institutions' declared goals. The complete curriculum at the school needs to be reviewed and any necessary changes should be implemented, as the literature suggests.

The purpose and features of various theories related to the implementation of school improvement measures are discussed by the researcher in the next section.

3.2. THEORETICAL FRAMEWORK OF THE STUDY

The ultimate aim of school improvement is to raise student outcomes, including their well-being and achievement levels. For this reason, all initiatives to improve schools must include direct measures of learner outcomes. But ultimately, "school improvement" refers to raising the calibre of a school's operations. The tool offers proof of a school's daily operations to supplement and perhaps clarify assessments of learner outcomes (ACT, 2009).

The visible learner outcome serves as a gauge of how well schools have improved. Schools apply the activities by employing efficient monitoring and assessment techniques. The foundation of high-quality education is the existence of favourable settings in which teachers take advantage of any opportunity for learner achievement by giving the student various sorts of assessments and evaluations (Eseta, 2016).

Hopkins (2005) asserts that a school administrator must involve all interested parties in any decision on a school topic in order to provide a learner with a high-quality education. One SIP source that offers stakeholders official status and significant consideration is the decentralisation of decision-making. A choice that is organised at the institutional level can benefit from the expertise of experienced educational leaders, who also frequently assess SIP's success.

The school improvement programme is now tracked and evaluated in every notion because it is the cornerstone of raising student success levels. The school inputs' provisions are given priority during the evaluation. To raise its performance, the school must make efficient use of its limited resources. Consequently, establishing techniques to efficiently assess the updated implementation of SIP in schools can be solved by institutions that are strategically focused on maintaining education quality (Anderson, Stephen & Mundy, 2014). The most recent theory, in addition to reviews, aids in determining how effective the created plans are (MoE, 2010); by taking into account several theorists who have developed metaphors for school reform, such as David Hopkins' Development Capacity and School Conditions and Michael Fullan's Change Theory (Sinay, 2016).

The North Carolina State Board of Education (2016) reports that an effective SIP contribution to school activities would be made by:

- Creating "a visual picture" of schools by encompassing all of their activities, including administrative concerns.
- Achieving harmony within the school community in order to increase stakeholder competencies and learner accomplishment.
- Differentiating the state of activities based on their importance for implementation.

Schools must pay close attention to the SIP's implementation to effectively increase student outcomes. This is done by emphasizing developing teachers' and leaders' professional development opportunities and strong instructional and collaborative skills. The districts must let the schools have complete decision-making authority and create suitable frameworks for individualized implementation (Harrelson, 2014). Ethiopians are aware that the application of SIP varies from school to school, hence improving and expanding the school improvement network is a fundamental need (Peurach, Joshua & Glazer, 2012).

The lion's share of the programme's implementation effort was contributed by school administrators. However, evidence suggests that despite being expected to do so, school administrators are not making a positive impact on the quality of the institution. The school leaders allocated to the post were not helping the school to progress, and even if they are not accountable, what was expected of them has been outlined in the SIP (Sisay, 2016).

The school district's procedures for improving schools involve a large number of players at various levels. Teachers, principals, and parents must all play significant parts in school reform processes in order to uphold good practices. They require motivation, organisation, and support both inside and beyond the school community for their work products (Bird *et al.*, 2013).

3.2.1. School Improvement Theories

The lessons learned from Canada's experience in Ontario are very valuable for implementing SIP since they may be used to improve learner outcomes and track student success to ensure that the schools' objectives are met. The promotion of student participation in their activities is essential for preserving the quality of education, according to Canadian education policies, which are enforced by school administrators, particularly educational leaders. By reducing the issues that hinder students' progress, the nation that supports the schools as an institution works to realise the institutions' goals. The nation centred on Popper's theory of learning uses schools to distinguish between past mistakes and prevent them from happening again.

3.2.1.1. The learning theory of Popper

Increasing student achievement and ensuring fair results are the main goals of efforts to reform schools in Ontario, Canada, according to Chitpin (2015). According to the current provincial education policies in force across Canada, principals must focus on increasing the number of students who achieve academic standards and decreasing

"achievement gaps" across subgroups of students. Ontario schools continue to struggle to meet the needs of every learner's achievement despite these attempts.

The institutions concentrated on putting the SIP in place in their classrooms in accordance with Popperian theory. The principal must dispel popular notions, especially those held by educators and students, in order to apply the SIP. Constructivists share the notion that learning occurs when students actively engage in the process by contributing a personal interpretation of their experiences and the development of their own knowledge (Chitpin, 2016; Swann, 2012).The interactions of the entire school society are important for putting the SIP into practice.

According to (Diller, 2006), there is a good way to implement the SIP, and the school administration should use the Popperian approach. Innovative school leaders adopt a mind-set that is receptive to fresh perspectives and reasonable in their critique of unfavourable viewpoints. In order to have a reasonable attitude, it is also necessary though challenging to put into practice to have a moral commitment. It is challenging to accept and not reject disagreeable facts, biases, or arguments that run counter to one's beliefs and moral principles.

The following are some examples of effective school improvement theories, according to Wikeley and Stoll (2002).

- Everything relating to student accomplishments is goal-oriented.
- The institution that is the school is prepared for change.
- The institution must implement a cycle of school improvements since the culture of the organisation supports overall changes to the school.
- In order to enhance its operations, the institution uses a good leadership approach.

3.2.2. Curriculum Theories

The curriculum has a direct bearing on learners' achievement and SIP implementation in educational institutions. Students need to understand curriculum theories everywhere they go, not just in formal educational settings. The schools benefit from having a precise curriculum that outlines how students should be taught (Reezigt, 2001).

The advantage of the curriculum is utilised for the successful implementation of school activities and used to promote student achievements, according to a lot of studies. The primary characteristics of a good curriculum emphasize an institution's goals. Implementing the curriculum in the schools as well as the institution's overall operations are the goals of effective school improvement (Reezigt, 2001).

Reezigt (2001) asserts that ensuring the SIP is implemented in schools is essential for attaining its core goals. Understanding the status of the execution of activities in the schools is done using effective SIP implementations. The focus of the school organisation should always be on the systematic execution of the curriculum in their institutions; because student achievement and school improvement are directly impacted by the most recent curriculum.

The following curriculum theories are helpful for effective school improvement:

- Creating favourable conditions for curricular implementations;
- Providing prompt feedback for increased efficacy and to meet the institution's goals;
- Giving life to education and developing problem-solving skills in learners;
- It also increases the potential of school leaders and enables them to use their full knowledge for the effectiveness of school activities;
- Fosters cohesion among institution staff members because they stand united in support of the achievement of educational goals.

3.2.2.1. Theoretical Perspectives on Curriculum

The curriculum is very important to education. It is the entirety of "stuff" that students bring home from school and it is constantly evolving. Since they imply two distinct stages—the stage of curriculum development and the stage of curriculum completion—the terms "curriculum" and "curriculum development" are intrinsically problematic. There is no difference between the two in reality. Before entering the classrooms and after entering the classrooms, the process of developing the curriculum does not cease. It is always being built and changed. Any school that wants to utilise SIP effectively needs to have its curriculum prepared.

The revised curriculum has received very positive reviews for school improvement. It offers a framework for improving all school activities and has a significant influence on SIP development. Standards established during the planning stage of the curriculum are used to evaluate both the quality of teachers and students. Learning becomes more like a factory process in bureaucratized schools. The success of education depends on the transfer of knowledge from teachers to students, and knowledge is considered as an external object.

When a curriculum is adopted, it is simpler to discover evidence to support the opinions of people who have a stake in it; in particular, school principals, teachers, and parents are informed of the curriculum's efficacy in increasing standards and asked to accept it. Swann (2009) advises principals to become critical and consider the unintended and unwanted effects of creating curricula if they are sincerely interested in improving their practises. A key concern for SIP installations was the curriculum. Students should be encouraged to evaluate the ideas and concepts that have been presented to them; this is an important and desirable component.

3.2.2.2. The curriculum concepts used to improve schools

All educational institutions assert to have knowledge that others have a right to access, and they all employ people (teachers) who are specialists in sharing this knowledge,

though to varying degrees of success. The updated curriculum produced qualified teachers who were driven to improve their schools and become special in their fields. The work-sharing rules are outlined in the curriculum in order to advance education generally and promote fruitful interactions between organisations and workers. Because of this, each teacher can quickly identify their respective tasks and comprehend how to make institutional actions successful (SMIT, 2012). This "everyday learning" is closely related to the common sense that we all accumulate over the course of our lives and use to periodically improve our educational system.

Though the knowledge they produce is continually tied to specific situations, locations, and people, these sorts of learning are, in the broadest sense, epistemic or knowledge-producing activities. To conserve and make available the specialised information that our forebears did not require and had not discovered, we have schools and curricula. any if it is necessary, curriculum knowledge is insufficient to carry out any one aspect of our lives.

Curriculum knowledge is essentially specialised knowledge that is institutionalised for transmission, typically but not always from one generation to another. The term transmission is used here without making the metaphorical assumption that it is a one-way process. It is this phenomenon of curriculum knowledge that we as curriculum theorists claim to have expert knowledge. It is curriculum theory that should allow us to analyse and critique its various manifestations in order to hopefully create better alternatives for the implementations of SIP.

3.2.2.3. The use of curriculum theories in social change and education

As society changes, teaching positions are becoming harder and more complex. Since societal change affects education, it is essential for educators to understand how it works. Schools are not an island of existence, according to Diana Cheng-Man Lau (2001). They are a part of their environment's social structure. The curriculum contributes to closing the gap in its own ways. The speed of change in our world today is unfathomable. Transformation is brought about by stresses both inside and outside

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the educational system. Examples of factors that will put pressure on education include changes in pedagogy, technologies, population size, and composition.

3.2.3. Behavioural Theories

According to behavioural theory, a learner's achievement is directly the way of life at their former school had an impact on them. In light of this, a school must distinguish between an effective culture and one that positively affects student achievement. To successfully advance the schools in multiple directions, the culture of the institution should be effective at reaching out to all stakeholders (Reezigt, 2001).

Schools must provide both the teacher and the students with the required inputs to produce competent learners. Teachers are supposed to implement learner-centred strategies in order to make students effective and competent (Kelley & Dikkers, 2016).

To implement the SIP in the school, it is said in, Anderson, Stephen and Mundy, 2014), that the administrators prepare a project that can close the school's gap, the shortage of resources, whether they are human or financial. The majority of school administrators, however, lack the skills necessary to plan projects that will benefit the school and assist in the execution of programmes.

The objectives and purposes of many theories that were directly related to the school development plan were covered in this section, along with significant coalitions that were involved in its implementation.

The theoretical structure of the study will be discussed in more detail in the following part, along with its relevance to school improvement efforts and its justification for importance.

3.3. CONCEPTUAL FRAMEWORK OF THE STUDY

A study developed by Gold *et al.*, is appropriate for the researcher's adaptation of and usage of the theory of change model ACT (2009). SIP was implemented to improve their school because it is a change activity that calls for school society participation.

The productive stakeholder's participation and involvement in school activities are rigorously assessed by the school improvement framework. The school administrators utilise these frameworks to evaluate the activities at their institutions effectively. The framework gives schools a focal point through which they may assess how well they are carrying out strategic initiatives, meeting system priorities, and meeting stakeholder expectations. The framework helps the stakeholders develop a sense of ownership. In addition to being used to create strategic and annual plans, the framework provides the benefit of efficiently evaluating the activities of the schools.

The next sub-sections discuss the necessity of the framework and describe how they are related to school improvement and effectiveness.

3.1.1. Awareness Creation

Regular awareness creation should occur in the school setting to increase stakeholder knowledge and student achievement. As a result, the institution must instruct the school society it supports in how to evaluate and achieve the success of the schools by extending their mental frontiers and assessing the progress of their institutions. The school improvement frameworks encourage it (Stringer, 2013).

The school administrator deepens their commitment to the stakeholders while putting together the yearly and strategic plans of the school. The administrator is equipped with the information and abilities needed to create and carry out programmes in schools. However, the institution still has a problem with making sound plans. Therefore, it is advised that training opportunities on the plan to increase the efficacy of the School Improvement Programme be organised in partnership with the Zone education department, Universities, and NGOs (Melesse, 2016).

Making the appropriate preparations is a crucial issue and Melesse (2016) underlines the importance of raising awareness of the SIP in the school community in a manner similar to that mentioned above. Additionally, for programmes to be improved, school staff and the surrounding communities must assume responsibility. As a result, it is intended that the school community and other interested parties are aware of the purpose and value of SIP in addressing issues related to teaching and learning. They should know enough about the preparations for the school improvement plan and the effectiveness of the school to do this. The all stakeholders need to participate in the training and they being dynamic to bring attitudinal change and also being confidence by aware the entire school path to success. The one core point of theory of change model encourage the school society evaluate inputs, activities, and outcomes in the institutions.

According to Chapman (2017), a developmental approach reflects the reality that one's confidence in a particular theory of change and indeed, one's ability to measure impact, often depend on an organization's or an entire school development. by raising awareness among school stakeholders, it is feasible to promote the expectations of their performances, and the school administrator creates the relationship with any partnership, notably the School Improvement Partnership Programme (SIPP).

An important guideline for the School Improvement Partnership Programme is:

- Fostering relationships between the institution and the outside community by forming powerful partnerships to reduce educational inequity.
- Doing applied research with the aim of identifying the various issues facing the school.
- Leadership opportunities are provided, and staff members at all levels are given the chance to advance their careers.
- Strategic improvement planning in schools and local authorities is related to SIPP activity.

- Planning for collaboration includes developing procedures to promote long-term collaboration and novel methods for capacity building.
- Partners are diverse and include schools, local authorities, Education Scotland, and other agencies.

3.2.2. Effective School Leadership For School Improvement

School administrators evaluate an organisational strength and leadership effectiveness, how an organization's activities have an impact, and the best alternatives for effective SIP implementations. The principal of the school uses formative evaluation to continuously improve education as one of the effective strategies for enhancing student results. Improving school district administration and innovation through educational advances and clearly articulating the programme's objectives with its developed theory of change. Effective school leadership has the ability to provide technical support to institutions as they progress from one stage to the next while also fostering student achievement in the classroom.

According to Shega G/Mariyam and Melese Tarekegne (2018) the Oromia Regional Education Bureau and the MoE attempted to promote principals' school leadership, which was effective in making the school effective in all aspects. They suggest effective leadership for any school as follows: to be effective the school principalship has got enough professional support from top authorities (DEO&ZED), principals' confidence in exercising leadership practice, and strong principals' initiative for professional staff development. As a result, the principal's school leadership practice in secondary schools can be effective in SIP implementations. The school leaders' use of many leadership philosophies makes them successful in the institutions. The school administrators use a participative leadership approach to inspire the staff to meet the institution's goals in order to implement SIP effectively (Sebastian & Allensworth, 2017).

The school's administrators support workforce development initiatives and place limits on the amount of money and people that may be used to implement SIP. The most effective school leaders use a variety of different strategies.

3.3.3. Public Responsibility And Accountability

Public responsibility and accountability is crucial for successful SIP implementation, and the theory of change narrative is crucial since it outlines how the intervention will be presented and defended in public. Essentially, it is the public theory of change. Theories of change explain how and why it is anticipated that public participation will help achieve the desired outcome.

The framework could instruct school administrators on how to take responsibility for their work. It opens up the institutions to outsiders, who may then see the institutions' operations from beginning to end, or from planning through execution, strengthening the system. School authorities are held liable for any actions they do when acting in their schools for any activities they carry out. The goal is to make all projects as accessible to stakeholders as possible, according to the school administrators' mandate (Hutt & Polikoff, 2020). The decision to take a strategic approach to public accountability can be done in several ways, but school administrators must implement an effective model in their institutions (Ruppert, 2015).

The definition of accountability presented by Klijn and Koppejan (2014) discusses the principal's responsibility for the operations of the school. Accountability forces school administrators to strengthen their institutions by developing a positive working relationship with their staff and using it to preserve the calibre of education by addressing subpar performance. School administrators have experience assessing student achievement results and school performance, and they can offer suggestions for improvement (Ehren & Godfrey, 2017). In schools, accountability is primarily felt, particularly in light of poor administrative and academic performance. The administrator of the school is responsible for the learners and the institution's performance (Scheerens, Thomas & Glas 2006). Additionally, communities think that all students should acquire the fundamental skills to advance their academic performance and reduce the barriers that students face (Erdag, 2017).

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Therefore, Erdg (2017) asserts that some accountability measures help to ensure that schools are successful.

External mechanisms:

It acts as a motivating force that favourably influences the school's activities. These methods allow the outside community to follow the institution's projects from the planning stage through to realisation.

Internal mechanisms:

It emphasises how committed the employees must be to the institution's success and how they must put in the effort to overcome obstacles. To make the school competent and successful in enhancing the schools, the school staff uses high expectations in these processes.

3.3.4. Roles Of School Leaders

By developing fresh ideas for creating outstanding organisations, the theory of change helps to increase the role of the school leader in making school activities more productive. Determining the most effective fixes for institution issues and the strategic assistance required to increase their institution's impact. The essential duties of a school leader include encouraging and improving students to learn and assisting them in achieving their goals. The principal of the school also tries to change how the organisation behaves in order to attract and retain skilled teachers (Espinoza, 2017). The institution benefits from principals who are committed and serve as good examples for students and teachers.

Similar to the foregoing, the principal's commitment is a crucial factor in bringing about a good change in students' academic performance, and he or she has the power to make any decisions based on the available data. To bring about changes in the school in multiple areas, the principals should have complete decision-making authority; the other

school partners should demonstrate their willingness to work collaboratively (Dolph, 2017).

A key factor in changing teaching practice, learner achievement, and school culture is the experienced teacher. They had to be given the chance to take part in the district-wide meeting programme, which gave them the chance to play a more active role in teacher leadership. Through their experience and the assistance of their educational leaders, they help to alleviate the issue the school is currently facing (Trapanese, 2017).

High learner accomplishment and adequate implementation of the activities are requirements for effective educational leaders. Thus, they need to have applied for a position that requires expertise to handle the challenging situations of the schools by utilising a variety of strategies in their institutions (Ganon-Shilon, 2017). The exclusive focus of school administrators is on enhancing student outcomes while putting special emphasis on reducing issues that arise in the classroom with students' up-and-down performances (Represas, 2015).

All institutional leaders must effectively communicate with one another while also working with politicians to reform the rigid system of the schools in order to safeguard the critical circumstances of the schools. Additionally, the complexity of the institutions must be addressed by the school administrators (Fullan, 2014). In order to familiarize them with the complexity of the problem, all of the school leaders are energetic and innovative.

3.3.5. School Culture

The influence of an institution's successful culture was used to implement an organization's strategy as a gauge of its potential future effects and proof of its current effects. A strong school culture encourages stakeholder involvement in all facets of the institution, and theories of change explain how and why it is anticipated that a given action would help achieve the desired outcome. The involvement of all stakeholder can help schools make wise decisions and foster a positive environment. According to

Wikeley and Lodge (2002), schools must offer a favourable environment in order to be successful. All stakeholders concerned should have been given important responsibilities by the school system as a whole.

Principals in educational institutions can influence their school's culture, which in turn can impact teaching and learning and increase the efficacy of the institution. Leaders assess and comprehend the institutional working conditions before making changes to the school's culture. As a result, effective and steady learning also improves learner accomplishment. By definition, the cultural change affects a wide range of relationships. From the corporate sector, the idea of culture was introduced to education with the hope that it would give direction for a more effective and stable learning environment. Healthy and sound school cultures boost learners' achievement and motivation, which is why they are important (Stolp, 2006). The principal's actions and the outcome of the organisation are influenced by the culture of the school. Numerous studies support the idea that school culture has a significant impact on how well schools function (Kruger *et al.*, 2007; McCarley *et al.*, 2016).

The culture of the schools should be known by the school principals unless they cannot function effectively. The vision that the school principals emphasise is what enables them to build great relationships with stakeholders and run an efficient institution. The principals are aware that fostering a supportive school climate has improved student success and increased opportunities for implementing the SIP in schools (Osiname, 2018).

The activities of the institution are successful and students' accomplishments are advanced by effective cultures. The success of the school culture ensures the presence of strong ties within the school community, and that teachers, students, and parents play fundamental roles in helping to achieve the institutions' goals (Macneil *et al.*, 2009).

Institutions place major limits on the culture and curriculum of their member schools by implementing a good culture that is realistic and organizationally acceptable, in order to increase learner outcomes.It is easier to apply SIP effectively when there is a strong

school culture present, and it also gives students a fantastic opportunity to learn from one another. It promotes creativity in educational settings.

3.3.6. Learner Achievement

Promoting learner achievement that has a positive impact on student outcomes is necessary to develop a relevant theory of change in the school. The school administrator is enhancing management of the school district, improving instruction through formative evaluation, and encouraging competition and creativity through extracurricular activities. The curriculum's goals and the impact of an organization's activities on implementing the SIP were evaluated by the school's leader.

Learner achievement refers to the degree to which students have met the learning objectives for the school curriculum in terms of their knowledge, abilities, and learning experiences (Levpuscek & Zupancic, 2009; Németh & Long, 2012). The students improved their performance across the board and adopted new behaviours. The students received a better education, and the standard of education rose. As an illustration, schools now employ strong instructional management practices that increase their effectiveness in all areas (Magulod, 2017). Because learner conduct has a direct impact on student accomplishment, schools need to pay more attention to teachers and mild learners' behaviour.

The effectiveness of the teachers and the SIP's execution are both closely related to student achievement. It is important to the learner's success when the teacher involves the students in the lesson without rejecting their ideas and does so in a way that makes them feel comfortable. This increases the students' subject-matter confidence. As a result, competent and assured teachers have contributed to raising student achievement (Meissel & Judy, 2016).

To motivate the teachers and encourage their dedication to their jobs while also ensuring that the teaching-learning activities produce positive outcomes for the student, the schools provide incentives. One measure of a school's effectiveness and its

relevance to the SIP's successful implementation is learner achievement. Learners are more likely to attend class consistently, feel psychologically fulfilled, and accomplish well when the school's campus is appealing to them (Carlson, Deven & Lavertu, 2016). Instead of the non-attending pupils, the learners who do not miss class can score highly.

The homeroom teacher and any other subject teachers at the school must keep track of students' attendance, and the institution's data must be updated. To apply the SIP, the schools give current data by identifying the learner's actual achievement, which is utilised to determine the school's areas of weakness. The institution's focal point is used by the school. The school administrator makes a wise choice in light of the available information. The prerequisites for successful data-based decision-making are the subject of much research. This outlines the teaching-learning process in schools, however, there is relatively little empirical research on how student achievement is affected (Van Geel *et al.*, 2016). However, without data, it is impossible to make an informed decision.

The most recent data is required for the school to make decisions regarding any teaching-learning procedures that might increase the effectiveness of the institution and foster student achievement. In order to increase student achievement, schools reduce any variables that may effect students' academic performance, such as socioeconomic hurdles and student discrepancy. The school makes every effort to lessen the negative effects of students' socioeconomic situation, which have an impact on student's academic progress (Brockmeier *et al.*, 2013). The utilisation of effective teaching techniques, keeping student engagement, providing appropriate learning environments, and building strong relationships with stakeholders are all positive characteristics that schools should implement to increase learner achievement. To maximize student accomplishment and establish successful schools, these are essential (Riswanto & Aryani, 2017).

Figure 3.3: An adapted model of the theory of change

Awaring the community

- To the school community and
- Out of the school community

accountability

Roles of school leaders

- Sustains a good school culture
- Monitor the implementation of SIP
- Giving feedback

Student achievmement

School improvement & effectiveness

Implementing the SIP Domains

- Teaching & learning
- Learing environment
- Leadership&management
- Community invoivement

School environment

Following the implementation stages of SIP

- Assessment
- Planning
- Implementing

3.4. THE HIGHLIGHT OF EDUCATION IN ETHIOPIA TOWARDS THE IMPROVEMENT OF SCHOOLS

Ethiopia's educational systems, in general, have gone through various phases. The challenge for the nation was ensuring the quality of education. Making effective policy for the nation's citizens and making it simple for those who implement it is both made possible by the quality of the educational system (Sbhatu,2021).

The ensuing periods were determined by how the nation's current educational systems were put into place.

3.4.1. The Period Of Haileselassie I Of Education Systems

Ethiopians were to undergo change under Emperor Hailesellasie through education. After Emperor Hailesellassie's coronation in 1930, Ethiopia's educational advancement accelerated even further (Pankhurst, 1974). The Emperor ordered that soldiers get reading and writing instruction as soon as he was crowned, and he instructed the priests to occupy their time by teaching the young. Emperor Menelik made a modest attempt to modernise the nation through Western education, which Emperor Haileselassie improved upon. This endeavour was thwarted, though, by Italian occupation in May 1936, which was fully motivated by the Adwa Battle's 40-year wait for retribution. Tefera (1999) asserts that despite the occupation's brief duration, it caused significant harm to both the education and other sectors. Schools were shut down, educated Ethiopians were exterminated, and Fascist Italy's educational policy was implemented to turn Ethiopians into obedient slaves to their Fascist Italian overlords. The school systems were completely broken and had not improved.

Strong resistance led to the nation's liberation from Italian rule. The modernisation of government and administration necessitated the training of individuals (qualified civil servants, professionals, and technocrats) in the art and science of governance (Tadesse Terefe, 1964). All schools had to offer basic education courses (which were brief and did not strictly follow the regular grade-by-grade promotion) as soon as the

Civil Service needed people to work there. In other words, the curriculum at this time was created to meet the nation's immediate manpower needs. Given that the majority of the teaching staff in these schools was foreign, the curricula and textbooks were not uniform and were not focused on "the Ethiopian world."

The other challenges faced by education systems were raised by the church officials. Governments are attempting to modernise or improve their overall educational systems, Kiros (1990) explains the origins of all educational systems, which are the time and period that served as the foundation for contemporary, high-quality education. It is the time when nations' modern educational institutions are beginning to take shape. However, the system was confronted with several unpleasant problems at the time. The church officials are the source of the first and most fundamental challenge. This is because, regrettably, the development of the contemporary educational system has had a direct impact on the educational systems of churches throughout Ethiopian history. The primary causes of this are that Western educational systems have a direct influence on Christian education systems.

The education systems at the time made it difficult for nations to create curricula that reflected the cultures of their citizens and addressed the problems facing their nations (Kiros,1990). As a result, one of the causes of the fall of the imperial period is the education system.

3.4.2. Education In The Dergue Regime

One of the main reasons why the empires of Haile Selassie I fell apart was due to the Western educational system's requirements and the unequal distribution of education among all populations. Following the end of the imperial era, Ethiopia's New Government system was established. However, the incoming administration utilised the educational systems for political ends without evaluating the benefits and drawbacks of earlier educational systems, as well as without acknowledging them. Dergue, the new administration, suggested a new educational system (Wubneh & Abate,1998). The ideas were adopted by others and put into practice throughout the nation.

The former education system was criticized during the Dergue era putting out the two grounds that it affords higher officials who live in uniformed conditions the ability to advance, and that imported curricula are unrelated to the national environment. For the aforementioned reasons, the new administration has determined that it needs additional new programmes, policies, and curricula recommended by Sector Review (Kiros,1990).

The other ideology raised by the government of Dergue saw education as being crucial to development, especially in light of the socialist ideology. The National Democratic Revolution (NDR) programme, which was adopted in April 1976, reflected this viewpoint (MoE 1977). The educational programme offers the general public free education in small steps. The goal of such a programme was to step up the fight against bureaucratic capitalism, imperialism, and feudalism. It was to take all necessary steps to obliterate illiteracy. Science, technology, the arts, and literature would all receive the support they need to advance. All reasonable efforts were made to liberate Ethiopia's diverse cultures from imperialist cultural dominance and their reactionary traits. Following the revolution of 1974, the standard (transitional) curriculum was developed to adhere to the new ideology of socialism. Academic, vocational, and technical subjects made up the curriculum. In addition to university and college professors, teachers from elementary and secondary schools also contributed to the creation of this curriculum.

The goals of education during this time, according to Feleke (1990), were too general, vague, and broad to give education the necessary direction nationwide. There was a need for a complete overhaul in this area, despite efforts to align the transitional curriculum with the new socialism. In 1980, a directive was adopted outlining the goals, curriculum, and organisational structure of Ethiopia's new educational system. The general goals of education should be to promote production, and scientific and socialist consciousness and the content of education should be related to polytechnic education, which emphasizes practice, production, and the social world as it is. Marxist-Leninist pedagogy served as the foundation for the General Polytechnic Education programme. The main buzzword became developing Marxist-Leninist and all-around developed personalities.

The main goal of the experimental curriculum was to create citizens who were fully equipped for the construction of socialism, had a strong basic understanding of all areas of social life, and socialist beliefs and attitudes. The other objective was to foster the growth of technical, scientific, and creative capacities and skills that could contribute to the establishment of a socialist society (MoE, 1984). Due to ongoing conflict, a lack of resources, and widespread political unrest, the implementation was unsuccessful. The Dergue regime finally came to an end in 1991, marking a new chapter in Ethiopian social, political, and educational realities.

3.4.3. Education In Federal Democratic Systems Of Ethiopia

According to TGE (1994), the general goals of education and training are to increase a person's capacity for problem-solving and physical and mental development, as well as to raise resource-aware citizens. The educational systems produce citizens who respect human rights, uphold a democratic culture and discipline, and advocate for equality and the welfare of all people. Education's goal is to raise citizens who are capable of recognising dangerous from positive behaviours. Citizens who seek the truth and uphold it value beauty and have a favourable attitude towards the advancement and the dissemination of technology. Effectively tying education to societal and environmental issues, society can cultivate the cognitive, creative, productive, and appreciative potential of its citizens.

The Education and Training Policy (ETP) was established, in part, to address the shortcomings of earlier educational systems (the Imperial and Socialist regimes), which failed to simultaneously address issues with access, equity, quality, and relevance, according to the Transitional Government of Ethiopia (TGE), 1994. The MoE launched five successive Education Sector Development Programs (ESDPs) to make these a reality (MoE, 2015). The education system successfully addressed access and equity issues in comparison to primary education quality issues as a result of implementing the ESDPs.

The leadership of the nation has an impact on education at this time, and neither of the country's previous two political systems was able to calm down the educational systems

of its people. The appropriate Education and Training Policy (ETP) was developed in 1994 by the new administration to make the country's educational systems democratic. The democratic government looked at the country's education policy in several ways, and the core problems were discovered. Various approaches, including the management systems of education, funding systems, training systems, etc., are being developed by the ETP, according to the MoE (2018) for the general enhancement of learning systems.

Quality, relevance, access, and efficiency issues plagued the educational systems over the last two decades (TGE, 1994). The 1994 Education Training Policy was created as a new policy to address the problems faced by Ethiopia as a nation. The revised countrywide curriculum was designed to better align with the new policy, which was centred on fostering student success (Melese & Aschale, 2019). Modern education policy placed a strong emphasis on the history and culture of the societies. It uses society to understand the benefits of education systems, how they work when they are implemented, and how people's living conditions relate to the educational curriculum (Lasser & Alemayehu, 2012).

Even though a modern education system was created and implemented in the nation, most schools have not been able to raise their performance levels to the level that was anticipated. Instead of maintaining the quality of education, there are more schools and activities.

In line with the aforementioned, Ethiopia has introduced a quality assurance programme known as the General Education Quality Improvement Programme (GEQIP). After discovering that the education system is experiencing quality issues as a result of high expectations in under-resourced school environments, the package was devised and put into place (MoE, 2007). One of the six programmes in the GEQIP is SIP, which serves as the study's focal point. According to the studies, school societies have experience investigating the impact of SIP implementation on the performance of the chosen school.

To ensure quality education through offering excellent education to the people, strong academic accomplishment is required, as is the establishment of sound instructional practice and the meeting of interested bodies' requests at schools. If the education system is effectively working, it is feasible to build quality teaching and learning at schools in the long run, which will ultimately assist us to demonstrate great student academic accomplishment. Educational authorities/higher officials must give enough support for classroom instruction (Melesse & Molla, 2018).

3.5. CONCLUSION

The researcher attempts to present issues related to the strategies used for the successful implementation of the SIP, the activities and roles of school principals, the school experienced teams, and teachers in implementing the SIP in the aforementioned portion of the presentations, particularly in the Chapter three sections. A full explanation of the theoretical and conceptual framework of the study was presented by the researcher, who also discussed the role played by many theories that have a good impact on implementing school improvement in Ethiopian schools. The improvement of education in Ethiopia was underlined and presented last. The methodological strategy used to read through the study is covered in the following chapter.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

A study of the literature that suggested the involvement of stakeholders in the implementation of School Improvement Programmes in schools, strategies for successful SIP implementation in schools, various SIP theories, and the theoretical and conceptual framework of the study were covered in chapters two and three. To execute SIP in Woliata Zone's sampled secondary schools effectively, this research sought to understand the role of stakeholders in the process. The researcher attempts to explain the design of the research in the sections that follow, and specifics of the technique are covered in detail. The chapter also describes several data approaches and data analysis strategies. In this chapter, the topic of trustworthiness and ethical issues are also covered. Additionally, the chapter lists the study's delimitations and limitations.

4.2. RESEARCH PARADIGM

A paradigm is a conceptual framework or set of assumptions that provide a way to interpret how the world appears when its scientific component is coupled with its premises. It also provides puzzles and issues that must be comprehended and clarified, as well as outlines the research methodologies to be used (Neuman, 2011). Any research that is conducted is inevitably impacted by the researcher's beliefs. Constructivism is the researcher's paradigm or worldview, which is comprised of fundamental presuppositions regarding ontology, which deals with how the world is created, and epistemology, which is concerned with what knowledge is genuine (Denzin & Lincoln, 2003; Crotty, 1998).

The constructivist paradigm, according to Kamal (2019) shares similar expressions of ontology, epistemology, and technique in the study of qualitative research. It is employed by the researcher to pinpoint the precise philosophical terminology, and the

paradigm illustrates the philosophical tenets around which the study questions were built.

The research paradigm directs the steps to be taken and provides the precise approach to applying the research findings (Donoghue, 2007). According to Scott and Usher (2011) the selection of a different paradigm aids in the choice of a strong methodological component for the study. This relationship is essential since the methodological ramifications of the paradigm choice affect the study question(s), participants to be selected, data collection methods, processes, and data analysis. Therefore, a thorough comprehension of the many components of research paradigms must guide the selection of the appropriate methodology (Kivunja, Charles & Kuyini, 2017). The various facets of research paradigms are as follows:

4.2.1. Ontology Of A Paradigm

According to Wikipedia, ontology is the philosophical study of the nature of existence or reality, of being or becoming, as well as the fundamental categories of objects that exist and their relationships (Scotland, 2012). Ontology is described by other academics; Antwi and Hamza (2015) that it is a paradigm that is closely tied to the ultimate nature of the studied world. According to Lincoln and Guba (2013), ontological questions are employed to determine the researchers' specific areas of expertise to know something or when something became incredibly real. The above-mentioned ontology refers to views about the true nature of something and finding answers to research issues by examining how to implement the SIP at particular schools in Woliata Zone Ethiopia's southern region.

4.2.2. Epistemology Of A Paradigm

Cooksey and McDonald (2011) state that epistemology is used to describe how a researcher connects with the outside world and how they come to know the truth or reality. For instance, this study gave the researcher strategies on how to better apply the SIP at a few chosen schools in Ethiopia's southern region. Gray (2014) claims that it

is focused on the fundamental principles of knowledge, including its nature, forms, ways of acquisition, and techniques of sharing it with others. Before recommending any experiments, an epistemological paradigm guarantees that the researchers should be able to draw conclusions. The researcher acquired the necessary skills to handle the whole research process (Gray, 2014). According to Kivunja and Kuyini (2017) epistemological questions usually manage situations by applying the knowledge that results from doing certain things regularly.

A paradigm's epistemology, as per Kivunja and Kuyini (2017) ensures that it will direct researchers in identifying the area of reality and in using the appropriate techniques. In what ways and with what knowledge does the researcher identify the issues? Through communication of four principals, and four supervisors, the researcher pinpoints the research issue. In addition to that, the study's epistemology is demonstrated by its four school improvement programme coordinators and four senior teachers.

4.2.3. The Methodology

The methodology has its own fundamental goals, according to Antwi and Hamza (2015), and accomplishes these goals by employing effective techniques for gathering trustworthy pieces of information. Research questions and the information are directly related. How does one go about acquiring knowledge? (Lincoln & Guba, 2013). In the methodology section, the fundamental inquiry directly addresses a specific question. The methodology components have to align with the research's ontological and epistemological stance.

In the following section, the researcher will present the design of the study, parts of the methodology including the aim, objectives, data collection tools, the size of the sample, sampling techniques, ethical issues and collecting detailed facts and an analysis of the study's findings.

Exploring the implementation of the SIP at selected secondary schools of Woliata Zone, Ethiopia was the core area for this study. The approach of this research was qualitative

with a case study design that used the interpretive paradigm. Face-to-face interviews with the principal (4), supervisors (4), school improvement programme coordinators (4) and (24) senior teachers for FGD of Woliata Zone were selected.

4.3. DESIGN OF THE STUDY

Case study

According to Smith (2018), case studies ensure that the study can be successfully analysed and that the initial pieces of information are acquired. The case studies that were used to cross-check the data with important traits and data sources increase the study's credibility. This case study was created by the researcher to examine instructional leaders' perceptions of the SIP implementation and their comprehension of the process of school improvement. The research, therefore, looked at secondary school instructional leaders' perspectives on SIP implementation for certain secondary schools. According to Creswell (2016), a case study is a more effective sort of qualitative research due to the design's usage of a contextual description for the investigation.

A case study, according to Yin (2011) is a technique used to comprehend a real-life phenomenon while taking into account pertinent contextual factors. A qualitative case study is a particularistic, descriptive, and heuristic analysis of a restricted system, according to Merriam (1998). In order to grasp genuine information and achieve a good description of the SIP implementation in the schools, this study used real information. A case study has a narrow focus and aims to collect detailed information.

In order to provide a thorough exploratory description of the phenomena in their real-life environment, the researcher had to take into account the experiences and views of the research subjects (Yin, 2009). This approach gave the researcher a comprehensive understanding of the phenomena under investigation. It is perfectly suited to analysing the individual but closely related instances of the four schools that are located in the Woliata Zone Districts within the larger context of the secondary schools in the districts.

Regarding its design, it was created to ensure that the information gathered would give the researcher the best chance of providing a clear response to the study questions, as follows:

Basic research question

What is the role of stakeholders in exploring the implementation of SIP in secondary schools of Woliata Zone?

Sub-questions

- How is SIP planned for implementation in selected secondary schools?
- What are the expectations of stakeholders regarding the implementation performance of the SIP?
- How do selected secondary schools implement the SIP?
- What monitoring and evaluating mechanisms are put in place to follow the proper implementation of the SIP?
- What are the recommendations for the implementation performance of the SIP?

To find reliable information that is backed by convincing evidence to address the research questions. With the aid of the evidence offered, the programme may be accurately examined. Principals, supervisors, the school improvement programme coordinator and senior teachers were interviewed. Extensively this study should be aware of the actual environment in which a school's performances took place, where success was made possible, despite overcoming implementation-related difficulties in a few chosen schools. Therefore, the design of this study was qualitative and interpretative, intending to obtain data "that stimulates participant accounts of meaning, experience" (Fouché & Delport, 2005). The researcher's worldview and assumptions will influence the qualitative study they conduct (McMillan & Schumacher, 2006).

4.6. THE METHODOLOGY USED IN THIS STUDY

4.6.1. Qualitative Methodology

According to Hyett and Dickson-Swift (2014), this type of approach enables several stages of modification to accommodate new circumstances, ensuring the individual situation, and taking into account research questions. Therefore, the researcher utilised this method to investigate the application of SIP in a few districts in the Woliata Zone.

4.6.2. Qualitative Research

A wide range of research techniques that are primarily based on observations and interviews are collectively referred to as qualitative research. An in-depth understanding of the programme, policy, or intervention under examination is sought through a qualitative study. Typically, qualitative techniques are more interpretative, process-based, and intended to comprehend a specific case (Mathis, 2016). The benefits of qualitative research enable participants to expand their knowledge boundaries, providing them with a wealth of data for the study.

Qualitative research, in accordance with Aitken and Herman (2009), aims to comprehend the quality of the phenomenon's interrelations. Instructors who are familiar with the implementation of SIP, including new and seasoned principals, supervisors, and teachers, participated in this study.

In qualitative research, the facts are utilised to determine how interpretation should proceed and to help formulate new research questions and hypotheses. Thus, a practical illustration of post-diction research is qualitative research. Preregistering qualitative studies may raise objections from some people because, in general, this type of research does not test hypotheses. It is a study design after all, and research designs are often fluid and subjective (Tamarinde,2019). The researcher chose qualitative approaches for this study because they increase the likelihood that open-ended questions will be asked. Using these interviewers allows for an open discussion of the implementation of SIP through their professional experiences without putting

participants under pressure to provide predetermined answers, as is the case with quantitative approaches.

Face-to-face interviews with a senior teacher, a principal, SIP coordinators, and a supervisor were used in this study to gather data. By assembling the research participants, the study's main issue was addressed and provided a methodical response to the original research question.

4.7. DATA COLLECTION TOOLS

4.7.1. Interviews

According to Creswell (2007), interviewing the participant is an effective way to gather accurate and complete information. Additionally, Johnson and Christensen (2019) found that an appropriate methodology may be used to gather precise information using qualitative data. As a result, it is feasible to collect the data required to back up the research and it serves as a baseline. Using fewer volunteers to acquire the data, saves the researcher time and resources (Schlosser & Costello, 2009).

Aitken and Herman (2009) claim that the interview questionsare read and that the interviewees use a different approach to freely answer the questions by engaging in an open-ended formal conversation. The interview questions were used to collect detailed data on instructional leaders about the implementation of SIP(Brown,2016). Semi-structured interviews were conducted with principals, supervisors, school improvement programme coordinators, and senior teachers.

The presented interview questions focused on the implementation of SIP. The researcher collected clear information by using semi-structured one-on-one interviews with the four principals, four supervisors, and four SIP coordinators to obtain clear information regarding the implementation of SIP in their schools. A semi-structured question was posed because it gives an opportunity to allow the participant to give a detailed answer to the presented question. To help the discussion, the researcher used the sub-questions as interview questions and the same questions would be used for all

participants. Twelve (12) interviews were conducted with the principals, supervisors and SIP coordinators. Interviews of the participants were factual, clear, and as much as possible, were a precise depiction of this study participants' perceptions. The participants were chosen to participate in the study based on their experience of leading, managing and teaching in their institutions.

Each interview was recorded using a tape recorder during the data-gathering process (Maree & Westhuizen, 2009). The participants' interviews were checked by the researcher after reviewing the recorded data and they were sent to the participants for member-checking (Maree, 2009). The researcher must highlight key topics during the interview, capture them on a tape, and write them down to remember them later for the analysis.

4.7.2. Discussions Of Focus Group

The advantage of FGD is that it is straightforward and suited for participants who are not educated, and it gives participants the confidence to respond with confidence to the questions (Owen, 2001). Focus groups were set up so that participants could chat with one another easily (Aitken & Herman, 2009). Six to nine people are accommodated in the focus group for a conversation based on the researcher's prepared leading questions. Six senior instructors from one school were selected by the researcher for the study, making a total of 24 teachers. The researchers thought it was crucial to hold conversations with the teachers in their groups about how they felt about the SIP's implementation. Whether participants shared the same perspectives when they discussed their opinions in groups directly relates to the research topics. The participants were divided into groups based on their level of working experience to facilitate meaningful discussion and get clear information.

The focus group's participants were asked questions to elicit responses from them to gather data. They were the same as the individual interviews and were arranged according to the research goal in the same sequence.

4.8. SAMPLE SIZE

Interviews with teachers, principals, SIP coordinators, and supervisors would be the first phase in the qualitative phase. The sample was selected based on the faculty and administration from high schools in Woliata Zone. The sample included four schools from a total of 68 secondary schools, 4 principals from a total of 68 principals, 4 supervisors from a total of 29 supervisors, and four school improvement programme coordinators from selected schools. The 24 senior teachers were selected for the FGD. The selection occurred by using purposeful sampling (Leedy, 1993). Therefore, there was a total of thirty-six (36) participants.

Table 4.1: The sample size of the study

Cases	Number	Sampling Procedures
Schools	4	Purposive Sampling
Principals	4	Purposive Sampling
Supervisors	4	Purposive Sampling
SIP Coordinators	4	Purposive Sampling
Senior teachers (for FGD)	24	Purposive Sampling

4.9. SAMPLING TECHNIQUES

Purposive sampling

Purposive sampling methods were employed to select a total of 36 interviewees for the study. Purposive sampling was used by the researcher since it would be evaluated according to the accessibility of respondents rather than based on representativeness. Additionally, it is appropriate for qualitative investigations in which the researcher is looking for volunteers with extensive expertise in the research issue. Making choices

regarding who or what is sampling, what form the sampling should take, and how many people need to be sampled are all necessary when employing purposeful sampling (Creswell, 2017). Purposive sampling, according to Patton and Cochran (2002), aids the logic and possibility for sampling by choosing cases with lots of information for in-depth research.

4.10. DATA ANALYSING METHODS

The Constant Comparative Analysis

The Constant Comparative Analysis (CCA) studies were employed by the researcher because they preserve the potential perspective and demonstrate how the chosen theory of change can preserve the whole perspective throughout the analysis. It is at the centre of studies analysing qualitative data. The study looks at the theory of change model that can work with ongoing comparative analysis studies (Fram, 2013).

Constant comparative analysis techniques improve qualitative analysis concerning the use of SIP features. The best method for analysing interview data was a continual comparative study. Additionally, it incorporates the researcher's own experiences into the systematic approach, enhancing the validity of the analysis in the qualitative investigations (Boeije, Wesel & Alisic, 2011). By analysing the literature and revising themes from the prior study, the data's foundations are established. The interview serves as the starting point for the qualitative data analysis, and the emergent themes are used to update the future data collection procedures (Simons, 2009). The researcher concentrates on the categorization of themes and categories that are specifically connected to the study issues.

The researcher was interested in descriptions of the interviewers based on their engagement through their activities during the data processing (Willing, 2014). Additionally, it is advisable to begin data analysis at the outset of the data collection procedure in qualitative investigations. The investigation was inductive (Guest, Macqueen & Namey, 2012). It is essential to accurately describe how the researcher acts in the other steps. Chilisa and Preece (2005) recommend that data analysis in

qualitative studies start at the beginning of data collection and continue to the end. Case studies also encourage the use of thematic analysis by the researchers (Mabry, 2008).

Guba (1994) suggests a few factors that, in his opinion, should be carefully considered by qualitative researchers while aiming for a reliable study. The researcher relied on the following approaches to ensure reliability:

4.10.1. Credibility

How well do the findings line up with reality, or how credible are they? It emphasises the fact that any question is always extremely subjective and dependent on the opinions of the individual. Comparable inquiries about internal validity are made in qualitative research regarding the consistency of the results. Assuming that the concepts should have some relationship with one another, one tries to understand how the reported findings "hang together." The expectation is not that all responses to coherent credibility will yield the same result, in contrast to quantitative research. The reporter or reporters, as well as the subsequent reader, construct credibility (Stahl & King, 2020).

According to Stahl and King (2020) various credibility can be raised using triangulation techniques. Simply explained, triangulation is the process of regularly spotting patterns utilising a variety of data sources or fieldwork techniques. Replicability in an empirical study differs from the recognition of similar outcomes repeatedly through various data sources. Involving informants in later-on interpretation verification is another strategy for pursuing credibility. This process is frequently referred to as "member checking," where "member" refers to different participants in various roles within a specific qualitative study. It is thought that member checking from different roles and participation levels within the Implementation of the School Improvement Programme is a fruitful research method.

Credibility, which addresses the issue of "How comparable the ending with reality," is the equivalent concept used by qualitative examiners, according to Merriam (2009).

Guba (1981) disputes the idea that ensuring credibility has a significant impact on establishing it.

4.10.2. Conformability

According to Bogdan and Biklen (2003), confirmability is a technique used in qualitative research to get as close to objective reality as possible. There must be some form of objective reality for one to audit their research. Qualitative researchers who believe in and strive for objectivity rely on constructs such as precision and accuracy in their research practice and the participation of other researchers rather than creating a reality in their findings. This study's findings would be supported by further studies (Singh, 2013). By assuring that the research findings would reflect the outcomes of the participants' experiences and ideas, the researcher preserved the study's conformability (Shenton & Andrew, 2004).

4.10.3. Triangulation

Denzin and Giardian (2010) state that triangulation is adopting a paradigm that aims to eliminate research bias and the convergence of findings on a single reality. By connecting the triangulation to the study questions, it helps to cross-check the interviewees' responses.

4.10.4. Transferability

Transferability, according to Merriam (2009) is the outcome of qualitative research that might be used in another situation with different participants. The fact that the participant was chosen on purpose makes the inquiry more transferable, and a thorough description of the inquiry is given to keep the study transferable.

Transferability can be challenging because qualitative research does not (and cannot) aim for replicability by design. Theoretically, however, patterns and descriptions from one context may be transferable to another, according to qualitative researchers. After all, the impact of the original study is minimal if one cannot conclude study extensions that might apply to a new set of circumstances. It is productive to look for understanding

in others' systematic qualitative research just as it is valid and significant to generate new knowledge from emergent discovery-oriented qualitative research. An analogy to both external validity and generalizability in quantitative research may be useful with such goals in mind. Similar to quantitative research, qualitative inquiry aims to deepen understanding by extrapolating results to new contexts (Lincoln & Guba,1985).

4.11. ETHICAL CONSIDERATIONS

Ethics in this study meant taking good care of the subjects during the entire study. Before contacting the study participants, the researcher first obtained approval from the Zone and District education departments as well as the schools. After getting in touch with them, the researcher would next treat them with the appropriate respect.

4.11.1. Consent

There are no restrictions on the collection of data from the study's informants. This indicates that they would be knowledgeable about informants or that the researcher has educated participants on what informants involve and made them concerned that declining would not have any impact on the services they receive. The participant must, at the very least, get verbal consent, even though in some circumstances obtaining written consent may reassure the person the researcher is speaking to (Patton & Michael, 2002).

4.11.2. Confidentiality

Making sure the researcher is accustomed to identifying the participants to collect the data is a fundamental requirement. The necessity to identify the interviewees would not be a factor in the data-gathering process, and they may freely share the pieces of information (Patton & Michael, 2002). Additionally, Patton and Michael (2002) state that in order to ensure that any additional interviewers are capable of asking clear questions when necessary, the researcher trained them on the interviewing method and protocols. A transcriptionist was hired by the researcher to verify the accuracy of verbal data. All practical measures were made to protect the interviewees' anonymity.

4.12. LIMITATIONS AND DELIMITATIONS OF THE STUDY

4.12.1. Limitations

Any study's limitations relate to potential flaws that are typically outside the researcher's control and are strongly related to the research design that was selected, restrictions on the statistical models that were used, financing restrictions, or other variables. In this sense, a restriction is an "imposed" one that is virtually outside the researcher's power (Theofanidis & Antigoni, 2018). This study had several restrictions. The unwillingness of teachers to participate in the Focus Group Discussions and interviews was one of the study's limitations.

Out of the 68 secondary schools in the Woliata zone, four were located in the districts that made up this study. The first challenge in minimising the sample was to negotiate entrance at particular schools. In addition, participants might have thought the researcher was there to assess whether the school instructor conforms with the implementation of SIP. To avoid damaging participant trust, the researcher's request for permission to perform the study was made in writing.

4.12.2. Delimitations

In essence, delimitations are the boundaries the researcher intentionally sets. The participants were worried about the boundaries or restrictions that the researchers decided to set for their work to keep the study's goals and objectives from being impracticable to accomplish. It may be claimed that the researcher has control over delimitations in this regard. As a result, delimitations are primarily concerned with the theoretical foundation, goals, research questions, variables being studied, and study sample (Theofanidis & Antigoni, 2018).

This study focused on how stakeholders, principals, teachers, and SIP committee members were involved in the planning and implementation of the programme, as well as on their knowledge of it. It also examined how well SIP was implemented in terms of its four domains and if any obstacles were identified. Out of the 68 secondary schools in

the Woliata administrative zone, the study's data collection was restricted to just four secondary schools (Grades 9–12).

4.13. CONCLUSION

In the aforementioned presentation, the researcher provided a quick overview of the many paradigms of research approaches, the research design, and the technique employed to guarantee the accomplishment of the study aim and objectives stated in the first chapter. It was discussed why a qualitative methodology was chosen for the study as well as how the data were collected and analysed. An in-depth understanding of the programme, policy, or intervention under examination was sought through a qualitative study. Typically, qualitative methods focus on a specific situation and are more process-based, interpretative, and purpose-driven (Mathis, 2016). It is a technique used to collect data using actual focus groups and sample interviews from the study. There is a discussion of the research design, methodology, and ethical considerations, as well as their credibility, conformability, triangulation, and transferability. This case study focused on four schools that are located in the Woliata Zone Districts.

The processes that were followed during the information gathering and data analysis will be presented in the following chapter (chapter five) along with the acquired data.

CHAPTER FIVE

RESEARCH FINDINGS, ANALYSIS, AND DISCUSSION

5.1. INTRODUCTION

This chapter includes a discussion of the study's conclusions along with the research findings and an analysis of the data collected. The verbatim responses from participants is presented in italics because they were recorded during interviews. The Focus Group Discussion outcomes are also included in the findings. From July 12, 2021, until September 10, 2021, data for the study were collected. The purpose of this research was to look into the role of stakeholders in the implementation of a School Improvement Program (SIP) in Woliata Zone secondary schools. Following Ethiopia's new government structure, we were ushered into a transformation in the educational system, which brought with it a slew of unknowns and novel engagement strategies. As a result, this was the study's main focus. New systems were created by education planners and policy writers to improve the effectiveness of student accomplishment and overall school improvements. This is a list of School Improvement Programmes (SIP). To provide high-quality education, the School Improvement Programme (SIP) should be executed efficiently at the school.

The study's key question was: What role do stakeholders play in investigating the implementation of a School Improvement Programme (SIP) in Woliata Zone secondary schools?

The following were the research sub-questions:

- How is the School improvement programme planned for implementation in selected secondary schools?

- What are the expectations of stakeholders regarding the implementation performance of the school improvement programme?

- How do selected secondary schools implement the School Improvement Programmes?

- What monitoring and evaluating mechanisms are put in place to follow the proper implementation of the SIP?

- What are the recommendations for the implementation performance of the SIP?

The study aimed to investigate the role of stakeholders in exploring the implementation of SIP in secondary schools of the Woliata Zone.

The objectives of the study were:
- To describe how the school improvement programme is planned for implementation at selected schools.
- To determine the expectations of stakeholders regarding carrying out SIP.
- To determine how the implementation of SIP is implemented in selected institutions.
- To explore the SIP implementations concerning four domains of the programme in schools.
- To provide recommendations for improving the enhancement of SIP in understudy schools of Woliata Zone.

Principals, supervisors, SIP coordinators, and senior teachers who took part in the study were asked the sub-questions listed above. To increase the credibility of the research findings, similar questions were put to the study participants.

The chapter opens by outlining the study's contextual information. Following this, themes, categories, and subcategories are presented, as seen in Table 5.1 below. For each theme, the opinions of the principals, supervisors, SIP coordinators, and senior teachers were presented. A discussion of how the results relate to or depart from those

found in Chapters 2 and 3 of the literature follows the report of the findings under each theme.

5.2. CONTEXTUAL DATA

This chapter presents information acquired through interviews conducted at four secondary schools. The low performance of the SIP was the cause of four schools being chosen from the other schools. Two selected schools were located near the district, and the other two selected schools were located in semi-rural areas. As a result, each school conducted one-on-one interviews with four principals, four supervisors, four SIP coordinators. Each school had four focus group interviews with six teachers: six per school. Their responses are presented in the order in which the researcher visited the schools. A voice recorder was used to conduct the interviews.

Before the start the researcher decided to conduct a self-study of the interviews to clarify everything about the study's purpose to the participants. The researcher was able to contact all of the indicated participants who were scheduled to participate in the interviews. Out-of-school time was utilised for the interviews.

During the analysis, the researcher was directly involved. The interview findings are presented in categories and topics based on looking through the interview transcripts critically. To distinguish them from the researcher's input, all of the participants' spoken responses are typed in italics.

The data for the main themes and sub-themes are presented in the next section. The researcher presents the primary themes first, followed by a discussion of the findings on the respective themes concerning the literature findings.

The following names were used by the participants in the selected schools for the sake of anonymity: **P (I - IV), S (I - V), and SIP. C (I -IV) and ST&T (I -- IV)**

P I = Principal I S I = Supervisor I

P II = Principal II S II = Supervisor II

P III = Principal III S III = Supervisor III

P IV = Principal Iv S IV = Supervisor Iv

SIP. C I = School improvement programme coordinator I

SIP. C II = School improvement programme coordinator II

SIP. C III = School improvement programme coordinator III

SIP. C IV = School improvement programme coordinator IV

ST and T I = Senior teacher and Teacher I

ST and T II = Senior teacher and Teacher II

ST and T III = Senior teacher and Teacher III

ST and T IV = Senior teacher and Teacher IV

5.2.1. Characterisation Of the Sample

For the study, a sample of four secondary schools, four principals, four supervisors, four SIP coordinators, and 24 senior teachers were purposefully chosen.

5.2.1.1. Principals

There were 68 secondary school principals in the zone, 52 of whom have Master's degrees and 16 have first degrees. Four principals were purposefully chosen by the researcher for the study. Three of the chosen principals spent two years leading secondary schools; they had limited experience in this capacity. They had a limited understanding of SIP implementation due to their limited experience. In the secondary schools, only one principal from the sampled schools held the position for four years. In

terms of managing the overall performance of the schools, the principal had a good track record. These schools did a better job implementing SIP than other schools.

5.2.1.2. Supervisors

There are a total of 29 supervisors serving the secondary schools, including the 12 supervisors with the most experience. The remaining 17 supervisors had only recently started working in their secondary schools. Twenty-nine (29) supervisors in total (four supervisors at each of the four selected sites with the longest supervision experience) participated in the study. In Ethiopia, the required professional qualification for supervision is a Master's degree in secondary education. The chosen supervisors had the necessary training and capacity to oversee and provide feedback on SIP implementation in their respective schools.

5.2.1.3. SIP coordinators

Four SIP coordinators were chosen out of a total of 20 SIP coordinators. The selection process was based primarily on how well they managed the SIP activities in their secondary schools. All of the chosen SIP coordinators had Master's degrees in their fields, making them all qualified to teach in secondary schools, following the Ethiopian educational standards. A Master's degree is a prerequisite for teaching in secondary schools in Ethiopia. Based on this, it can be said that all SIP coordinators possess the necessary qualifications and coordination experience to oversee SIP implementations in their respective schools.

5.2.2. Study Sites

In Ethiopia's Wolaita Districts, four secondary schools were purposefully sampled. For the sake of confidentiality and privacy, the schools are designated as secondary schools 1 through 4.

5.2.2.1. Study School 1 (Wachiga esho)

The chosen secondary schools were located 32 kilometres away from the Zone Town's centre (Woliata Sodo). There are four secondary schools in this district, some of which have only recently opened. Due to these, teachers have a lot of questions and are putting principals under pressure. The zone and districts do not provide the schools with the necessary professional and other support. The researcher purposefully picked one secondary school from the list of schools above. In the chosen schools, 1,996 students in Grades 9 through 12 were enrolled. On thousand, two hundred and fifty-five (1,255) of these pupils were in Grades 9–10, and 741 were in Grades 11–12. There were 32 total teachers in school 1; all of them were qualified to instruct in their respective classes. However, there was a teacher-to-student ratio concern.

According to the MoE, the teacher-to-student ratio is above the recommended level, which translates to 65 students per class for Grades 9 through 10. All admissions to classes were higher than the MoE's recommended standard. The MoE standards were also met by Grades 11 and 12. There were 56 students enrolled in the classes, with 58 students admitted for this grade. In school 1, the previously mentioned lack of a proportionate ratio and other issues with educational accessibility posed difficulties for the implementation of SIP, as well as barriers to the implementation of its domains and stages.

The school's teaching and learning infrastructure consisted of four buildings, three of which were built using bricks and one using trees. There was a severe lack of accommodation, training opportunities, and educational supplies for teachers. The SIP implementation in these schools was poor, and learner achievement in these schools was also low because the schools did not involve stakeholders in their educational activities. There were eight classrooms in one block, making a total of eight squat holes available for 32 teachers. Both male and female teachers were assigned to the two separate classes. With the number of students in the school, the student restroom

facilities were insufficient. There was only one block with eight classes and a total of eight cramped spaces for 1,996 students.

Pipe water was accessible to schools. However, the campus did not receive constant services; every week, the schools only receive water for a couple of days. Due to a lack of access to water, schools were unable to create a learning environment that was attractive and clean. These circumstances had a direct impact on student achievement and SIP implementation in School 1. There were no excellent performances in the school's co-curricular activities. Making the school environment conducive to learning is one of the SIP components. School number one was located in a low-lying area where the temperature is high. The sanitation and afforestation clubs must make the school campus conducive by sowing various types of seeds to maintain and balance the campus' positive atmosphere.

5.2.2.2. Study School 2 (Hanchoucho)

The chosen secondary schools were located 42 kilometres away from the Zone Town's centre (Woliata Sodo). There are three secondary schools in this district, but neither the zone nor the district provides the necessary professional or other support to the schools. The researcher purposefully picked one secondary school from the list of schools above. In the chosen schools, there were 1,766 students in Grades 9 through 12. One thousand, one hundred and twelve (1,112) of these students were in Grades 9–10, and 654 were in Grades 11–12. There were a total of 28 teachers in School 2; all of them were qualified to teach in the classes they were assigned. However, there was a problem with the teacher-to-student ratio.

According to the MoE, the teacher-to-student ratio is above the recommended level, which translates to 60 students per class for Grades 9 through 10. All admissions to classes were higher than the MoE's recommended standard. The MoE standards do not match those for Grades 11 and 12. There were 56 students enrolled in the classes. In school 2, the aforementioned lack of proportionality in the ratio and other issues with

educational accessibility posed difficulties for the implementation of SIPs domains and stages as well as challenges for their success.

Regarding the infrastructure for teaching and learning, the schools had three buildings, two of which were built using bricks and one using trees. There was a severe lack of accommodation, training opportunities, and educational supplies for teachers. Similar to school 1, school 2 did not involve stakeholders in its educational activities, which led to poor SIP implementation and subpar student achievement. There were four squat holes for a total of 28 teachers in one block with four classes, which is very poor for the latrine hygiene. Both male and female teachers were assigned to the two separate classes. The restroom was filthy and extremely dated. With the number of students in the school, the student restroom facilities were insufficient. There was only one block with eight classes and eight squat holes for 1,766 students.

Access to piped water was available in the schools. The campus was beautiful and well-kept, and the schools could create a learning environment that is suitable for students. The learner achievement and SIP implementation in school 2 were positively impacted by these circumstances. There were excellent performances by the sanitation and afforestation clubs as part of the co-curricular activities at school 2. Making the learning environment at school conducive is one of the SIP components that is specifically implemented in these schools.

5.2.2.3. Study School 3 (Delbo)

This secondary schools was located 36 km from the centre of Woliata Zone (Sodo Town). Four secondary schools exist in these districts, though some of them have only recently opened. Teachers in these schools are not afraid to question the principals and ask a lot of questions. From the Zone and Districts, the schools do not receive the necessary professional and other support. Among the aforementioned institutions, the researcher purposefully chose one secondary school. Two thousand, one hundred and ninety-eight (2,198) students in Grades 9 through 12 were enrolled in the chosen schools. One thousand, three hundred and eighty-nine (1,389) of these students were in

Grades 9–10, and 809 are in Grades 11–12. There were 34 total teachers in school 3; all of whom were qualified to instruct in their respective classes. However, this school also had a problem with the teacher-to-student ratio.

According to the MoE, the teacher-to-student ratio is above the recommended level, which translates to 63 students per class in Grades 9–10 enrollment. All admissions to classes were higher than the MoE's recommended standard. The MoE standards were also met by Grades 11 and 12. There were 56 students enrolled in the classes. In school 3, the previously mentioned lack of a proportionate ratio and other issues with educational accessibility, posed difficulties for the implementation of SIP as well as barriers to the implementation of its domains and stages.

The four buildings that make up the schools' infrastructure for teaching and learning were made of regular buildings blocks. Facilities for teachers, such as housing, training, and supply of educational materials, were severely lacking. Similar to schools 1 and 2, school 3 did not involve stakeholders in its educational activities; as a result, the SIP implementation in these institutions was subpar, and student achievement was also low. There were eight classes in one block, making a total of eight squat holes available for the 34 teachers. For male and female teachers, there were two separate classes. With the number of students in the school, the student restroom facilities were insufficient. Only one block of ten classes totalling ten squat holes could accommodate 2,198 students.

The campuses of the schools had access to piped water that provides ongoing services. The schools were able to create a learning environment that was comfortable for students; because of the availability of piped water. In addition, this campus was beautiful and well-kept. These circumstances had a positive impact on student achievement and SIP implementation in school 3. The extracurricular activities at the school were excellent. Making the school environment conducive to learning is one of the SIP components. The third school is situated in a low-lying area where the temperature is high. The school campus was made more hospitable by the interventions

of sanitation and afforestation clubs, which also attended to the temperature balance by cleaning and sowing various kinds of seeds.

5.2.2.4. Study School 4 (Humbo Tebela)

The secondary school was located 17 kilometres from the Zone Town's centre (Woliata Sodo). There were two secondary schools in this district. However, only one of them had recently opened. Due to this, teachers had a lot of questions and put principals on the defensive. The Zone and Districts did not provide the schools with the necessary professional and other support. The researcher purposefully picked one secondary school from the list of schools above. In the chosen schools, there were 1,378 students in Grades 9 through, wherein 12. 7,98 of these pupils were in Grades 9–10, and 580 were in Grades 11–12. There were 22 teachers in total at school 4; all of whom were qualified to instruct in their respective classes. However, this school also had a problem with the teacher-to-student ratio.

According to the MoE, the teacher-to-student ratio is above the recommended level, which translates to 65 students per class for Grades 9 through 10. All admissions to classes were higher than the MoE's recommended standard. The MoE standards were also met by Grades 11 and 12. There are 58 students enrolled in the classes, with 60 students admitted for this grade. In school 4, the previously mentioned lack of a proportionate ratio and other issues with educational accessibility posed difficulties for the implementation of SIP as well as barriers to the implementation of its domains and stages.

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stages. For male and female teachers, there were two separate classes. With the number of students in the school, the student restroom facilities were insufficient. There was only one block with eight classes and a total of eight cramped spaces for 1,378 students.

The schools had access to piped water, but it was only provided intermittently for the campus. On average, they receive water for 3–4 days per week. The campuses were not attractive or well-kept because the schools were unable to create a learning environment that was suitable for students. These circumstances had a direct impact on student achievement and SIP implementations in school 4. There were no significant movements in the co-curricular activities at the school, which was a problem. Making the school environment conducive to learning was one of the SIP components. School 4 was situated in a low-lying area where the temperature was high. The sanitation and afforestation clubs must create an environment that is conducive to learning by sowing various types of plants on the school campus to maintain a good environmental balance.

5.3. THEMES, CATEGORIES AND SUB-THEMES

Data were collected from principals, supervisors, SIP coordinators, and teachers, respectively, through in-depth interviews and Focus Group Discussions (FGDs) based on the study's sub-questions. To organise and analyse the participant responses, themes, categories, and subcategories that emerged from the studies were utilised.

Table 5.1: Themes, categories and sub-themes

Themes	Categories	Sub- Categories
THEME I: SIP plan for implementation	• Strategies for successful implementations of SIP • Implementations of Domains & stages	• Principals • Supervisors • SIP coordinators • Senior teachers for (FGD)
THEME II: The expectations of stakeholders' performances & the ways of schools implement the SIP	• Factors for SIP • Promoting the participation & Contributions of Stakeholders	• Principals • Supervisors • SIP coordinators • Senior teachers for (FGD)
THEME III: monitoring and evaluation mechanisms	• Monitoring and evaluating mechanisms of school Performances proffered by principals, supervisors, SIP coordinators and senior teachers	• Principals • Supervisors • SIP coordinators • Senior teachers for (FGD)
THEME IV: Solutions suggested by the	• Solutions suggested by the principals • Solutions suggested by the Supervisors	• General comments of the participants

participants to ameliorate the problems of SIP implementations in secondary schools	• Solutions suggested by the SIP coordinators • Solutions suggested by the teachers	

5.3.1. Theme I: SIP Planned For Implementation

5.3.1.1. Strategies for successful implementations of SIP

❖ The views of the principal

The schools try to implement good strategies for successful implementations of SIP but, there are challenges. This was articulated by the principals during the interviews, "*The school situation is not sophisticated in a way that would raise student achievement*." This principal added that based on the increase in student population, the principals could not evaluate and analyse the learner results promptly. Additionally, the principal claimed that "*Teachers' contributions did not contribute in the expected ways to the SIP implementations' progress.* The principal made a serious point in his interview about how the institution's lack of stable educational leaders and the school's unbalanced ratio make it difficult to put good plans for SIP implementation into practice.

The PII suggested that "*the school administrator created training to increase stakeholder potentials in order to prevent any failures and enhance the efficiency of the teaching and learning process in the schools in order to successfully implement the SIP plan.*"

According to the P II, "*by implementing good strategies for successful implementations of SIP is being the serious issue for schools, but for a number of reasons it is not applicable in the schools.*" Additionally, PII added, "*the schools implement good strategies for successful implementations of SIP,* he mentioned that *by providing quality*

education by making the school environment sophisticated in a manner and raising student achievements, but the current situation makes it difficult to implement it."

According to P II, "*teachers need to adopt the following attitudes for SIP to be implemented successfully*:" Teachers currently lack a sense of ownership. They do not commit, they do not take much care for their responsibilities. They do not respect working hours, and they do not pay attention to their professional development activities. School teachers must recognise that they are much more than crucial actors if they are to improve teaching-learning and all other important activities in schools.

PIII discovered that "*Teachers need to be updated to implement SIP activities in their classrooms. For example, teacher-initiated, school-initiated, department-initiated, and school-initiated training are all teacher-initiated training.*" All of this is done for the school to deliver high-quality teaching and learning, as well as continuous progress in SIP. In addition, it is one strategy for successful implementation of SIP.

Concerning PIV's understanding of the SIP implementation strategies, "*Schools can assess their own performance using centrally established metrics of successful schools.*" Additionally, SIP exhorts schools to be accountable to their constituents. To effectively administer the programme, stakeholders should pay close attention as the SIP plan is being developed. Teachers should also receive the training and support necessary to compete with the current educational environment. The PIV stated that "*I conduct the planning process with the two vice principals as a principal was confirmed in this way. We develop the plan based on our prior experiences at the school, but we have a community meeting to approve it*".

During his interview, he mentioned that while schools work to put good SIP implementation strategies into place, there are challenges. He mentioned that "*In order to provide quality instruction and raise student achievement, school conditions are not sophisticated enough, and as a result, principals are unable to evaluate and analyse student results on a timely basis.*" Additionally, he claimed that, "*teachers' contributions to the advancement of SIP implementations were less than anticipated.*" The principal

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made a serious point in his interview about how the institution's lack of stable educational leaders and the school's unbalanced ratio make it difficult to implement effective strategies for SIP implementations.

❖ *The views of the supervisors*

The S I stated that, "*I wanted to help the school teams share experiences, but that I was unable to do so due to a lack of resources."* S I continued, "*I make sure that the school director evaluates the SIP committee's performance because of their intervention in the meeting and their contribution of innovative ideas that help to improve student outcomes. I also exhort the school board to decide which standards should take precedence over the following three years."*

According to SII, "I *made sure that the SIP plan's strengths, weaknesses, opportunities, and threats were evaluated when the schools were being inspected. The district offices approve the plan at this point and make the necessary revisions. To the sake of implementing the successful strategies of SIPs in the school, I did my efforts by speaking with the district officials by minimising the ratio is the problem in the schools because the problems of ratio are one of the obstacles for the implementation of SIP, but the problems are as it was."* SIP plans have been established in his school for strategic and immediate implementation*,* according to Supervisor III, "*The development of the plan included input from the principal and department heads. The standards of the ratio are a matter I supervised schools any ratio was matched from the standards which are highly influenced the SIP implementations,"* S III guaranteed. The third supervisor offered advice for successful SIP implementation and stated that "*For the schools I oversee, a three-year strategic plan is under my control. Each teacher develops a portfolio for themselves by formulating a plan based on the strategic school plan."* I suggest that in addition to creating the school plan, *"the principals also create the SIP plans. Additionally, we have long-term objectives that help us involve teachers in programme updates."*

SIV responded, "*By engaging in the planning process and creating the school plan, school societies are required to participate in all issues affecting the school.*" They were able to adjust their plans for change and assess how well they were doing with teaching and learning. The primary resources are provided by the teachers, which directly affects the teaching-learning process and SIPs' overall activities. Supervisor IV raised the following, "*The problem of semi-rural teachers from his assisting school as a barrier to successful SIP implementations. At the school level, teachers ask more questions, which is challenging. For instance, they inquire about transportation, a home, a stipend, and refreshments. Pay for these expenses, there is no budget in place*".

SIP activities at the school level are challenging as a result of these circumstances. The teachers did not take the initiative to participate in any school activities; instead, they only asked questions, because most teachers do not update their plans and the majority do not attend school during working hours.

❖ *The views of the SIP coordinator*

The SIC acknowledged the importance of whole school development, and it can be linked to the SIP. According to the SIP coordinator I *"I train all stakeholders prior to planning, and I help the schools by providing materials and enabling the situation.*" The schools then develop a strategic and annual plan based on the standards, elements, and domain of the school. On the execution of the plan, there has been follow-up and feedback. All changes at the school are observed by the School Improvement Committee (SIC).

An effective school development plan would not be possible without the commitment and involvement of all stakeholders, according to one of the SIP. Participant C II articulated, "*As the main agents of change in schools and those who interact most directly with students, teachers are probably the most important of these stakeholders.*" As a result, schools must put a special emphasis on teachers by including them in the creation of any plans and, to every extent possible, teachers ought to be committed to carrying out school reform initiatives. C II continued, "*The schools reviewed the plans*

from the previous three years before developing the current plans. The evaluation of the strategy from the previous year included participation from all stakeholders. Data for the evaluation came from self-evaluations of the learners, teachers, PTA, and SIC." The school administrator creates the yearly/annual plan, which is derived from the three-year plan. To reduce the skills gap and ensure successful plan formulation, I offered training to all stakeholders. All of the school's domains, components, and standards are covered during training.

SIP. C III considered school improvement to be a means of modifying and improving schools from several initiatives. Schools must create quality plans because there is a direct interaction between them and how the school improvement plan is implemented in schools. All stockholders are involved in the planning process, and the SIP has been straightforward to implement. However, implementing the SIP will be challenging if the plan was created solely by school management without input from all stakeholders. On the other hand, how the plan is put together directly affects how well the learner does. SIP. C III further elucidated that, *"The same observation was made by SIP. C II the only difference is that the schools evaluated the plans from the previous three years before creating the current ones. A lack of funding has prevented the schools from conducting updated training."*

The results of SIP.C IV showed that *"a global approach to involving all parties involved in education is essential for the activities to be implemented successfully."* By guaranteeing the schools must establish and enforce a culture of ongoing school improvement by offering instruments for cooperation, protecting common planning time for collegial work, and giving resources. The school administrators are instrumental in creating the school improvement plan with an emphasis on shared accountability for the objectives. A successful plan has the potential to impact learner achievement as well as school activities in general, SIP.C IV stated, *"I work with other interested parties to help my schools create an effective plan. By giving them tasks and responsibilities, I organised them."*

❖ *The views of the senior teachers and teachers*

According to all ST and T, "*who complain that plan makes it difficult to maintain the quality of education. The planning of SIP's overarching strategy is not open to teachers. As educators, we are only involved in yearly and haphazard plans. We are all aware that school improvement planning is unsuccessful in schools*". Instead of schools getting ready without involving stakeholders to please district officials.

One of the ST and T focus group participants claimed that "*school principals are not focused on implementing SIP; rather, they are preoccupied with evil endeavours, particularly political missions.*" Additionally, the principals did not put forth more effort to address the issues that arose on campus. The opinions of the other focus group participants are reinforced by their claims that "*the school administrator was unable to analyse the SIP in accordance with the criteria, which were the obstacles to successful SIP implementations. Any school plan needs stakeholders to participate in self-evaluation for creating a 3-year plan and a 1-year plan, but in both cases, our school's level of stakeholder participation fell short of the accepted standard. This indicates that in the schools, only the administrators conducted self-evaluations. There was little participation from teachers and SICs in the creation of school improvement plans. This was the other problem with the stakeholders' involvement in the creation and application of the SIP.*" According to the ST and T, there is limited parental participation in the schools. The values of parental involvement in the school have been demonstrated to raise learner success, improve attendance, and minimise dropout rates.

The teacher group spoke up: "*Since there is a talent gap with regard to the programme and they don't work hand in hand in a firm manner, the collaboration among stakeholders to implement the SIP and design the plan is weak.*" As a teacher, I've concluded that "*stakeholders were not sufficiently involved in the plan's development. Since they are the primary implementers and the most important individuals.*" The ST and T IV advised, "*the school should prepare the success plan instructors need to review the SIP.*"

The ST and T complained that "*the teachers were not involved in the development of the school plans and were not given the chance to offer suggestions.*" As a result, there were issues with the plan when it comes to execution. As teachers, we made sure that "*the school's plan was constructed based more on conjecture than actual data.*"

5.3.1.2. Implementation of domains and stages

❖ *The views of the principals*

P I stated, *"The SIP will be implemented in our school by coordinating the stakeholders with The School Improvement Committee and day-to-day academic vice following the implementation of SIP by giving feedback for the implementer."*

P I responded, saying that "*schools should offer a variety of training opportunities to inform stakeholders of their standing in relation to the four domains and stages based on truthful information.*" A modified timetable would be used by The School Improvement Committee (SIC) to assess how well SIP was carried out. The committee looked at the school's structural and monetary changes that directly affected student progress.

P II made a point of highlighting this "*by critically analysing the school's performance over the previous quarter. A checklist has been created to track performance in order to ensure progress.*"

P II stated, "*To improve educational quality by coordinating all stakeholders, schools are applying effective teaching techniques to improve the effectiveness of teaching-learning domains. In order to make sure that the changes made at the school were beneficial, school stakeholders have been evaluating the impact of the implementation. The emphasis of the assessment is learner achievement.*"

The teaching-learning domains in the school are not that effective, according to Principals III and IV. "*Before analysing the data, the committee could not use the four*

domains and stages to analyse the information that was provided, and it should not have ensured that it covered fundamental school issues."

All stakeholders were not successfully involved, according to P III and P IV, *who also provided their own ideas, "Without implementing the SIP in the school, it is impossible to imagine a high-quality education. The school administrator was unable to assist the school society in carrying out the SIP successfully under actual circumstances. Because the schools were not operating the activities properly, the SIP is not expanding the outside atmosphere, and there is a lack of analysis of a half-worth year's of schoolwork."*

❖ **The views of supervisors**

S I, III, and IV proposed "*creating an institutional checklist to monitor SIP implementations across all four areas of domains. As school supervisors, we keep an eye on how the SIP is being implemented in comparison to the established standards. If we notice any deviations or dalliances, we alert the school principal and the SIP committee so that the necessary changes can be made."*

According to the three supervisors, the implementation of SIP helps school administrators inspire teachers, students, and other stakeholders to enhance their performance. They claim that *"there is still a lack of community involvement in the school. There are few interactions between parents, schools, and their kids. The leadership and management domains in the school were not active. In their efforts to improve the school, administrators should take the concept of school climate into consideration."*

By evaluating what SIP has done to support school effectiveness, identifying areas of weakness, proposing solutions to improve best practices and address issues, making the school campus a suitable environment, and setting clear learning objectives, according to S II, *"Schools are unable to efficiently pinpoint the variables that influence student success during the assessment phases. The school administrator did not*

carefully consider the SIP domains during the planning stage, so they were unable to identify any factors that might affect the implementations' success."

The Implementation stage of SIP SII made the following observation: "*By evaluating what SIP has done to support school effectiveness, identifying subpar performance, and recommending strategies to improve best practices and address weaknesses."*The learner's prior performance and behaviours were changed to serve as a new benchmark, and they used a variety of internal techniques to make references to the standard. SII also commented that *"the institution could not guarantee that all planned activities would be carried out successfully or completed within the allotted time and budget during the implementation stage."*

❖ *The views of the SIP coordinators*

According to STP C I, II, and IV, it is possible to improve the SIP implementation "*by developing a checklist to monitor the school's performance and timely providing advice to the schools in light of the findings. However, in the school, the leadership and management domains of the SIP were particularly unsuccessful because the school principals and the majority of school administrators were bureaucratic and unable to practice distributed leadership, which would have increased organisational effectiveness and student achievement."*

The School Management Team has less experience working with external organisations to conduct ongoing assessments for ensuring domain implementations with a focus on how schools adhere to procedures, how resources are allocated to the school, and student accomplishments, which is one of the other difficulties that SIP coordinators complained about. The district collaborated with stakeholders while paying them little attention in meeting institutional material and other input requirements.

The SIP coordinator acknowledged that "*the school's implementation of SIP fell short of expectations due to the school's desire to uphold academic year formalities. As a*

result, the school failed to consider reliable baseline data during the assessment stage, which in the past has prevented impact assessments of SIP initiatives."

SIP C III, as stated previously said "*Throughout the monitoring phases, the overall performance of the school must be monitored. However, the school lacks the capacity to carry out school activities based on the observation and assessment of school improvement and related SIP stage initiatives." Monitoring of schools' overall performance and progress quarterly. Giving school administrators the resources they require to complete SIP installations.*

One SIP coordinator III responded by saying, "*The schools are putting together a checklist to help them keep track of SIP installations across all four domains and provide comments on each domain's success. I'm creating materials that will serve as a roadmap for positive change as the school's SIP coordinator. As a result, I informed other interested parties about the relationship between SIP and school domains and learner outcomes."*

❖ SIP C IV replied, "*As the SIP coordinator for the school, I advise school principals to inspire teachers, students, and other stakeholders to improve their performance."* SIP C had the following to say about it. "*SIP deployments can be improved by enhancing the school community's experience. Describing what the schools have done to improve SIP, pointing out any limitations that have been encountered and offering suggestions for how to make the best practice even better and deal with the problem by reviewing a half-worth years of academic work. The proper operation of the SIP domains and stages in every aspect of the schools has increased the external environment, which may or may not be favourable. Addressing the flaws in performances and the solutions to fix them".*

❖ ***The views of senior teachers and teachers***

The ST and T of every school went over the SIP's domains and stages during its entire implementation. The teachers affirm that "*The school administrators did not implement*

the SIP domains and stages in the school without practicing the domains of leadership and management, there is a limited feedback system, and the schools do not pay attention to the instructors."

One group of teachers stated, "*Due to the majority of students not interested in following the lesson, the teachers do not exhaustion teach the lesson, making it difficult to execute the SIP at our school.*" Giving evaluations as part of the academic calendar is rare, especially formative evaluations. Additionally, they were reported as saying: "*Due to a lack of suitable conditions, teachers were unable to evaluate the SIP implementation based on the plan. The plan's execution will be flawless if every learner achieves their learning objectives throughout the year.*" The teacher group stated, "*Teachers aim to improve SIP implementations by doing whatever they can, such as providing extra or tutorial classes to advance learner accomplishment, even if the learner is not enrolled in the tutorial programme, Most of the students obtained good grades by cheating.*"

According to ST and T III, "*There is a lack of a favourable environment because there is a lack of fluid communication between school stakeholders, school administration has centralised its power, which means that the school's leaders are not delegating authority to the community until the community can fully engage in the school's operations through the investment of its resources.*"

The other groups seemed to concur when they stated that "*The implementations of SIP in our school were found to be significantly impacted by the school's subpar infrastructure and the school administration's failure to maintain teacher morale. The leadership of the school is poor, and no decisions pertaining to the school involve other stakeholders.*"

❖ *Discussions of the findings related to SIP planned for implementation*

The results support previous research by Al-Kadri (2020) and Daniely (2016), which is mentioned in the literature part of the SIP implementation strategies. The strategic

planning process is crucial for deciding the future direction of an organisation. The school authorities do not, however, invite all stakeholders to participate in the planning process, as was explored in existing literature. Without seeking input from all parties involved, the schools chose the plan's priorities. By ranking activities, the schools created a strategic and annual plan by Abalorio (2022).

Regarding the Principals I, II, IV, and Supervisors I, II, and IV, they stated during the interviews that the schools tried to implement good strategies for the successful implementation of SIP, however there were challenges because they mentioned that the school situation was not sophisticated enough to provide quality education and raise student achievement. In addition, because of the growth in the student population, the principals were unable to evaluate and analyse the learner results promptly. Additionally, they claimed that the teachers' contribution would not be beneficial to the SIP implementation progress as expected. Several education institutions modified outdated systems to help schools implement SIP in a more sophisticated manner and improve student achievement to regulate the quality of each school. The requirements for high-quality instruction that all schools in Ethiopia ought to be recognised as being able to provide such instruction (Bush (2017) and MoE (2005), were highlight this point.

The one principal also made a point of emphasising, in his interview, how the institution's lack of stable educational leaders and the school's unbalanced ratio make it difficult to implement effective strategies for SIP implementation. The institutions' problems are easily identified by capable and stable leaders, who then look for solutions, such as clarity, questions, high standards, a commitment to academic performance goals, and well-structured lessons (Reynolds, 2010).

A successful SIP implementation strategy needs to be put into place, but for a variety of reasons, schools are unable to implement one. The school administrator created training to increase stakeholder potential during the PII interview to prevent any failures and enhance the efficiency of the teaching and learning process in the schools to successfully implement the SIP plan. Additionally, P II stated that teacher's attitudes

towards the school that teachers are currently lack a sense of ownership and they do not commit and they do not take much care for their responsibilities. The teachers were unable to address their attention to the subpar performances of school activities to increase the effectiveness of all school activities. Without happy teachers, it is obvious that thinking about quality education is challenging. In order to ensure high-quality instruction and school improvements, the responsible body must do the teachers a favour by keeping them motivated and giving the rewards for them. PIII stated that teachers must participate in school-based training, workshops, seminars, and conferences in order to follow the strategies for effective SIP implementation.

In schools, accountability is primarily felt, according to Scheerens and Thomas (2006), especially in light of subpar administrative and academic performance. The school's administrator is accountable for all student, stakeholder, and institution performance. According to the study's conclusions, schools can evaluate their performance using metrics for successful schools. PIII understands the strategies for successful SIP implementations. Additionally, SIP exhorts schools to be accountable to their constituents. In order to effectively administer the programme, stakeholders should pay close attention as the SIP plan that is developed. The MoE mandates the implementation of the following minimum standards for schools, including the pupil-teacher ratio, the student-section ratio, and other facilities.

A school must also have enough restrooms for both staff and students, as well as access to clean drinking water on its premises. The results of this study run parallel to what supervisor III claimed, who asserted that he made his efforts to implement the SIPs in the school by speaking with district officials and minimising the student-section ratio issues because they were one of the obstacles to the implementation of the SIP. However, these challenges are still present.

The supervisors at the other school asserted that before creating or revising the school plans, the committee collected and examined data based on the four domains. The committee should confirm that the data includes fundamental educational issues before

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making an assessment. Furthermore, according to Al-Ani (2016), the coordination between the principal and supervisors is essential for promptly evaluating and identifying fundamental school issues. Then, working with stakeholders, he/she investigates potential solutions for Oman's schools as well as the identification of the precise nature of the main problems that need to be resolved for school improvement. The literature generally concurs that the school supervisor, working with the directors, must develop an intelligent plan, whether strategic or annual, involving all stakeholders because they provide the institutions' revenue. As a result, school administrators should create a plan using the suggested techniques to be successful (Mitcham, Daniely & Cruz, 2016).

The third supervisor expressed his opinion by saying, "*I oversee a three-year strategic plan for the schools I supervise to ensure the successful implementation of SIP as a result.*" Staff involvement in classroom-based learning activities has increased. Each teacher develops a portfolio for themselves by formulating a plan based on the strategic school plan. I suggest that in addition to creating the school plan, the principals also create the SIP plans. The ratio standards are important for successful SIP implementation. In the schools I oversaw, any ratio that did not match the standards had a significant impact on SIP implementations. Supervisor III raised the problem of semi-rural teachers at his assisting school as a barrier to successful SIP implementations. At the school level, teachers ask more questions, which is challenging for schools. For instance, they inquire about transportation, housing, a stipend, and refreshments.

SIP activities at the school level are challenging as a result of these circumstances. Because the majority of teachers do not come to school during working hours and the majority of teachers do not update their plans, the teachers lack the motivation to participate in any school activities. Making the learning environment suitable for the teachers, particularly those who work in semi-rural areas is vital, according to Reynolds (1995).

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Supervisor II and SIP coordinator I, effectively support the school principal, who is required to put strategies into place for SIP implementation that is successful during planning in their respective schools. They ensure that all stakeholders involved receive quality training. Similar findings demonstrated that all stakeholders have the same goals in mind for achieving the institution's goals. To make sure that everyone is on the same page regarding the tactics for effective SIP implementations, the school administrator develops a knowledge-sharing programme and gives daily feedback to his or her subordinates (Beerkens, 2018).

All three SIP coordinators II, III, and IV agreed that training should take place before planning and that schools should be helped by offering resources and facilitating the process. Based on the schools' domain, elements, and standards, the schools then develop a strategic and annual plan. According to the results of this study and other studies (Stringer, 2013).

The SIP IV coordinators at one school explained that to create a successful plan for the institution, the schools must develop and promote a culture of ongoing school improvement. This is necessary for the successful implementation of SIP and the preparation of productive plans in the schools. SIP coordinators help schools advance their work experiences by enhancing institutional culture, which has a positive effect on academic performance, according to Brown (2016).

To implement the SIP in schools, according to Abdi (2016), educational leaders ought to be creative and strategic. All ST and T in their group discussions had a common understanding that there were several issues, and that the leaders in the school were not innovative and they did not evaluate the progress of SIP and learner achievements. This finding contradicts the fact that institution staff and administrative teams have high access to conduct efficient monitoring and evaluations of the overall activities in the schools.

The ST and T members do not agree with the other participants that all ST and T do not acknowledge the involvement of schools in the planning of teachers and that there is no

productive involvement of stakeholders in the creation of the plan. Additionally, they make sure that the school develops its plan based on speculation rather than factual information. The data showed that during the creation of school improvement plans, mentoring the exceptional teacher who is anticipated to emerge as a result of collective capacity building is far more important. Because seasoned educators can benefit others by imparting their knowledge and offering constructive criticism to school administrators. The foundation for any institutional change is the motivation of school leaders by Mincu (2015). The aforementioned unfortunate events have an impact on the plans for a smooth rollout of SIP in schools.

Competent principals put more effort into resolving educational issues, and school administrators analyse the SIP in accordance with the SIP criteria, per Mestry (2017); Jeynes and William (2018). Even so, one of the ST and T focus group participants claimed that insifficient school principals focus on SIP implementation because they are too preoccupied with other undesirable activities, particularly political missions. The other teachers who participated in the focus groups bolstered the group's ideas by bringing up a few issues that prevented the school administrator from analysing the SIP in line with the standards, which were obstacles to successful SIP implementation.

According to Benoliel and Berkovich (2017), effective and functional plan preparation in schools requires teachers to act as change agents in the school by communicating change to other teams and the rest of the school staff. The senior teacher, who has supported educational leaders through many difficulties, also contributes to the resolution of the problem the school is facing (Trapanese, 2017). However, the findings of this study contradict this. The schools could not acknowledge the senior teachers as having a position of experience, as well as if they are the resourced persons in the school to resolve these issues.

To efficiently carry out the school improvement project and create the plan (Creemers & Bert, 2013), the school administrator needs a commitment to stakeholder involvement in the project. The schools must inspire the stakeholders by providing a range of training

opportunities that aid in understanding their position in relation to the four domains and four stages of the SIP cycle based on trustworthy information (MoE, 2007; MoE, 2010).

Similar arguments were made by Principals I and II, who stated that schools offer a range of training opportunities that inform stakeholders of their standing concerning the four domains and stages. Based on training, the stakeholders received accurate information, and the School Improvement Committee (SIC) would assess the SIP's execution using a modified schedule. The committee looked at structural and monetary changes at the school that were directly connected to student progress. The results of this study and other studies indicate that the schools must engage the participants by providing a variety of learning opportunities that enable them to comprehend their place in relation to the four domains and stages based on trustworthy data to advance high educational standards MoE (2007).

To improve educational quality by coordinating all stakeholders, the two principals (P III and P IV) push for the effectiveness of teaching and learning domains. According to the study's findings, teachers can significantly improve the educational quality of institutions in the teaching-learning domains by employing effective teaching methods. Effective teaching is the cornerstone of enhancing schools and increasing student achievement levels (Sammons *et al.*, in Harris, 2005).

When it comes to the difficulties with implementing SIP's domains and stages in the schools, Principals III and IV expressed similar opinions that the school's teaching and learning domains are not very effective. Before analysing the data, the committee could not use the four domains and stages to analyse the information that was provided, and it should have ensured that it covered fundamental school issues. In the school, there is a lack of analysis of half-worth years of schoolwork. The schools must inspire the stakeholders by providing training opportunities that aid in understanding their potential in relation to the domains and stages of the SIP cycle based on trustworthy information (MoE, 2007; MoE, 2010).

To keep track of SIP implementations across all four areas of domains, an institutional checklist should be created. Supervisors I, III, and IV responded by suggesting that as school supervisors, we monitor the SIP's implementation in comparison to the established criteria and that, if any deviations are found, we notify the school principal and SIP committee so that the necessary changes can be made. They claim that there is still a lack of community involvement in all school activities. In the school, the leadership and management domains were not active. School administrators ought to take the notion of school climate into account to implement domains and stages when working to improve their institutions, according to Geleta (2017) and Sugai *et al.*, (2009).

Supervisor II recommended that to implement the domains and stages in study schools effectively, it be determined what SIP has done to promote school effectiveness, weak performance be identified, and methods to strengthen best practices and address shortcomings suggested. It was also suggested that the school campus be made suitable and that clear learning objectives be established. However, in the stages of assessment, the schools cannot effectively identify factors that affect student success. The school administrator did not carefully consider the SIP domains during the planning stage, so they were unable to identify any factors that might affect the implementation's success. The school must be appealing to the learner, and the school campus must be appealing to the learner because these conditions have a direct impact on student achievement.

The research supports the use of domains and stages (Ashagre,2014; Dabesa, 2021; Al-Kadri,2020). The objectives of the assessment, which were reviewed in Chapter 2, are to gather reliable data from all participants and carry out self-evaluations in order to develop a strategy and annual plan for the schools. The SIP committee assesses whether the data collected are based on each domain, element, and standard to effectively prepare a plan.

According to SII, supervisors also reported monitoring the school plan by evaluating stakeholders using the community and other stakeholders by conducting surveys

annually over time. The supervisors remarked that because the schools were not operating the monitoring stages annually, they had difficulties implementing SIPs (Anderson-Butcher et al. 2020).

 The SIP C I, II, and IV stated that the SIP committee would be able to successfully implement the SIP at the school by developing a checklist to track the school's performance providing advice to the schools in light of the findings. But according to the findings, the leadership and management domains of the SIP implementation were particularly unsuccessful. School principals and the majority of other administrators were bureaucratic and unable to practice distributed leadership, which would have increased organisational effectiveness and student achievement. Distributed leadership is a necessary tool for school leaders to adopt to make their institutions effective. In addition, it has helped principals improve organisational effectiveness and student achievement by removing bureaucratic tendencies, according to Katewa and Heystek (2019).

The School Management Team has less experience working with external organisations to conduct ongoing assessments for ensuring domain implementations with an emphasis on how schools adhere to procedures, how resources are allocated to the school, and student accomplishments, according to SIP coordinators. Contrary to what was found in this study, School Management Teams collaborate with outside agencies to carry out ongoing domain assessments to ensure SIP implementations, with a focus on how schools adhere to policies, how resources are allocated to the school, and student accomplishments Ashagre (2014).

The other SIP coordinator confirmed that the implementation stages of SIP in the school are under-expected because the school does it for the sake of fulfilling the formality of the academic year, which means in the assessment stage trustworthy baseline data is tracked for progress and compare outcomes.

The teachers' group discussion was quoted as saying: *The school administration centralised its power, which means that the school's leaders are not sharing their*

authority. As a result, there is a lack of a favourable environment. The other groups appeared to concur when they stated that the administration's failure to maintain teacher morale and the school's subpar infrastructure had a significant impact on how SIP was implemented in the school. The school's leadership style is not good, and the schools do not involve other stakeholders in any school-related decisions. Distributed leadership is a necessary tool for school leaders to adopt to render their institutions effective (Hanover, 2014).

The research supports the use of domains and stages by Jeynes and William (2018); Rust and Frances (2019). Parent involvement makes the school more successful, and the principal works hard to strengthen ties with the local community. The principal of the school must acknowledge those who are actively participating in school activities, encourage them, and motivate others who are not. This is because effective schools require the participation of all stakeholders.

5.3.2. Theme II: The Expectations Of Stakeholders' Performances and The Ways Of Schools in Implementing The SIP

5.3.2.1. Factors for school improvement

❖ The views of the principal

The principals of schools I and II explained the overall implementations of the SIP in the school. P I and II also said that "*To implement the SIP in our school by coordinating the stakeholders with The School Improvement Committee and day-to-day the academic vice following the implementation of SIP by giving feedback for the implementer".* The two principals highlighted by analysing the process of minimising factors of school improvement; "*By involving wide school community that address the top needs of their students, as school principals, we establish a good communication with community partners. Because the community extends schools life and boosts student accomplishment"*

P I and II commented by saying: "*To improve the schools updating the stakeholders by providing training.*" The training promotes the stakeholders' experience of offering the resources, acquiring current data, and submitting feedback on how well they performed and by involving the community. Problems in the schools can be approached from many directions. Therefore, by providing training to all institution stakeholders, as school principals, we create knowledgeable stakeholders, and they improve the effectiveness of SIP implementation.

The principals identified the problem of SIP implementation factors as the lack of evaluation of the implementation status of SIP: "*The School Improvement Committee (SIC) would evaluate the execution of SIP using an altered timetable. The committee examined the physical and financial changes in the school that were directly related to learner progress*".

When creating the checklist for the SIP's implementation, P III and IV noted that "*all stakeholders were not involved and contributed their own ideas.*" This is a significant difficulty that is detrimental to school improvement. Without involving stakeholders and implementing the SIP in the school, it is impossible to envision a quality education. Because of this, schools are failing to effectively implement the SIP and advance learner attainment.

By altering the benchmark of the learner's previous results and behaviours from the SIP document, PIII and IV alluded that, "*It is possible to solve the problems of school improvement factors positively using the standard through a variety of internal methods by analysing a half-worth years of schoolwork. We did this in our school and the schools are operating properly, and the SIP is growing the exterior atmosphere, which is either conducive or not*". Principals III and IV made a passing reference to the fact that: "*one of serious factors for school improvement in the school is without updating SIP documents in the institution they said. In our school, during the preparation of any plan, we visited all the SIP documents because the document that directly used SIP as a road*

map to modify educational activities and raise student accomplishment it was modified by involving all stakeholders"

❖ **The views of the supervisors**

S I, II and IV had similar outlooks about factors for school improvement answered by suggesting that*, "An institutional checklist be developed to track SIP implementations across all areas like by making parent-teacher partnership, encouraging the contributions of stakeholders, empowering supervisors and timely evaluating the SIP performances"* However, in our supporting schools" *The parent-teacher partnership was not successful way which affects to get parents involved in their learner's education, and the schools lost a lot of demonstrated advantages. In addition to that, making a wise choice regarding the implementation of SIP in the school parents and teachers should not work together in an honest manner".*

The three supervisors stated that "*The schools encouraging the contributions of stakeholders Principals and teachers at schools should not educate community members on how to support a student's education at home. And the schools not hold regular parent meetings in their school, in general, the school could not effectively communicate with stakeholders about school-related matters."*

The supervisors further continued to say, *"In the school and districts have no experiences of empowering supervisors and timely evaluating the SIP performances. The school could not recognise the effectiveness of supervision practices has some bearing on the quality of instruction and the importance in the pursuit of higher quality education, the supervisory staff competency should not receive more attention".* The other supervisors verified that because of the lack of timely evaluation the SIP performances: "*The school principals could not identify the SIP's implementation status by reviewing the SIP at their respective schools and also the principals not ensured that the programmes have been successful. The principal should not give full attention for the programme implementations."*

Supervisor III made the following remark regarding the community involvement in the school improvement: "*The performance of stakeholders' involvement in the school is practising at the required level of participation, according to S III. When they get a call from the school administrator, they immediately give response to the school. They were visiting to the institution according to the schedule.*" According to S III, to minimise the school improvement factors, providing training for the stakeholders is the backbone: "*I assists the schools during the SIP plan creation process, schools attempt to relieve concerns by providing school-based training to school all stakeholders. They also need to raise awareness among stakeholders. Furthermore, I facilitate the schools evaluated the extent to which stakeholders met the required level of participation in a timely manner.*"

S III stated, *"The application of SIP I assists school administrators in motivating teachers, learners and other stakeholders to improve their performance."* By determining what SIP has done to promote school effectiveness, identifying weak performance, and suggesting methods to strengthen best practices and address shortfalls. As well as making the school campus beautiful/creating a suitable environment, and establishing clear learning goals.

❖ *The views of the SIP coordinators*

The SIP coordinators verified the factors of school improvement by saying, *"As a SIP coordinator to be effective in all school activities I am creating a checklist to track the school's performance, the SIP committee would be able to effectively implement SIP at the school. Giving input to the schools based on the findings. Evaluation of schools on a quarterly basis for overall performance and school improvement. Providing school principals with the tools they need to follow through on SIP installations."* The other SIP coordinator agreed that there is a good stand at the school to improve SIP *"as the school's SIP coordinator, I'm putting together materials that would serve as a road map for positive change. As a result, I educated other stakeholders on the impact of SIP, which was directly tied to learner outcomes".*

According to the other SIP Coordinator, community involvement is one of the fundamental elements for school improvement. They also supported the notion of P III & IV. One SIP coordinator stated that "*timely reviews of SIP operations are lacking.*" This is for schools that do not conduct quarterly evaluations of schools for overall performance and school improvement. They agreed with S I, II, and IV's concepts. The lack of clear tools from the school principals prevents them from completing SIP installations.

To minimise the factors of school improvement, the schools need to successfully implement the SIP in their schools. The one SIP coordinator stated: "*As the school SIP coordinator, I advise school principals to motivate teachers, learners, and other stakeholders to improve their performance. By boosting the school community's experience, SIP deployments can be improved.*"

❖ **The views of senior teachers and teachers**

The schools' ST and T reviewed "*the SIP's entire implementation in the school, no participatory leadership styles are used in the school to execute the SIP, there is a limited feedback system, and the schools do not pay attention to the teachers.*" The teachers were quoted as saying in their group discussion "*To implement the SIP in our school lack of coordination among the stakeholders with The School Improvement Committee and the academic vice not effectively following day-to-day the implementation of SIP by giving feedback for the implementer*". The other group highlighted by analysing minimising the factors of school improvement: "*By involving wide school community that address the top needs of their students, as school teacher we establish a good communication with community partners. Because the community extends schools life and boosts student accomplishment*"

ST and T were quoted as saying: "*There is a lack of a favourable environment because there is a lack of fluid communication between school stakeholders, no school-wide checking procedures, and no formative evaluation systems. The implementations of SIP in our school were found to be greatly influenced by the school's poor infrastructure and*

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the school administration's failure to maintain teacher morale. The school's leadership style is not good, and the schools do not involve other stakeholders in any school-related decisions."

5.3.2.2. Promoting the participation and contributions of stakeholders

❖ The views of the principals

The performance of stakeholders' involvement in the school is not at the required level of participation, according to PI and IV. *When they get a call from the school administrator, they sometimes go to school.* According to the two principals, "*They come to the institution in particular when there are discipline issues at school."* One principal presented the idea: "*My understanding is that there is a significant gap in the school's involvement of stakeholders. They do not have a sense of ownership over the school activity, and they have been unable to be held accountable for their responsibilities."*

Similar sentiments were expressed by other principals who said: "*Stakeholders were overworked due to the fact that practically all of them are political figures. As a result, they do not attend school meetings due to a combination of other obligations and a lack of dedication to school activities."* To implement the SIP and improve overall school performance promoting the participation of the stakeholders' contribution, plays a decisive role.

Principals II and III had similar sentiments about promoting the participation and contributions of stakeholders in the schools. One of the principals assured that "*As a school administrator, I am not mobilizing the external community to the required degree since I am also preoccupied with other missions, particularly due to political pressures. In the absence of stakeholder participation in schools, schools confront challenges such as dropout, discipline issues, and absenteeism of learners in class, among other things."* The usual participation of stakeholders in the school, according to PIII, "*…promote the involvement of stakeholders it is a necessity that the preparation of training to increase their capacity."* The school administrator had to experience following

a good culture of the school so the districts could keep the school administrators safe by lowering turnover because these conditions made a positive atmosphere in all spheres.

One of the principals mentioned the fact that: *"The involvement of stakeholders is critical in ensuring that schools are functional and receive the required financial and material assistance."* One principal agreed by saying: "*In terms of implementation, school stakeholders have been conducting impact evaluations to ensure that the changes in the school were positive. When drafting the checklist to follow the implementation of SIP all stakeholders were involved and gave their own ideas."* It is impossible to imagine a quality education without involving the stakeholders and applying the SIP in the schools.

❖ *The views of supervisors*

The three supervisors (I, III and IV) had similar outlooks on promoting the participation and contributions of stakeholders. One supervisor stated that "*The school's stakeholders' participation is ineffective. If they participated at the desired level, the schools have been benefited in a variety of ways, including providing revenue, providing human resources, creating new classrooms, and so on. But their participation & contribution is less than an expected level"* one of the supervisors commented, "*As a school supervisor if it is better a collaboration process that draws the entire school community through shaping schools in the future. To achieve the school's goals, stakeholders must be heavily involved."*

The supervisors mentioned the fact that "*The good participation of stakeholders in SIP implementations makes the school effective".* S III stated that: "*The SIP and other plan preparation the school necessary involving the stakeholders by giving the capacity building for them because there is a great gap of stakeholder participation & contribution in the school."* In my assisting schools during the SIP plan creation process, schools attempted to relieve concerns by providing school-based training to all school stakeholders. They also needed to raise awareness among stakeholders. Furthermore, the schools evaluated the extent to which stakeholders met the required level of

participation in a timely manner. Insufficient capacity building makes stakeholders inactive according to S IV: *"The school administrator's failure to create an in-depth commitment to the stakeholders. All of these factors play a role in reducing stakeholder participation in school activities, as well as their detrimental impact on learner accomplishment."*

Supervisor, I mention the fact that: "*The schools not creating a welcoming environment for stakeholders and established positive relationships with them to encourage their participation in school activities. The stakeholders could not provide what is needed of them to alter schools and improve* learner *outcomes. As a result, they were not able to recognise and improve the quality of schooling."*

S II mention the fact that: "*in order for the school's activities to be effective, stakeholder commitment is the only option, and it is not negotiable because it is a tremendous opportunity to mobilize the community to generate revenue for the schools."* The schools would thereafter be able to carry out their operations without difficulty. As a result, the school creates the schedule by negotiating with stakeholders to ensure that information has been communicated on time to assess overall school performance.

All supervisors made the following remark: "*To promote the contributions of stakeholders to the school effectiveness it is possible by determining what SIP has done to promote school effectiveness, identifying weak performance, and suggesting methods to strengthen best practices and address shortfalls."*

❖ ***The views of SIP coordinators***

One SIP coordinator stated that "*For SIP activities to be fruitful in the school, stakeholders' expectations and involvement should be high. However, they are not dedicated and devote their time to schoolwork. They are not developing effective approaches that would help the institution become competent."* The SIP coordinator went further and said: "*As SIP coordinators, we are now assisting schools by providing training to stakeholders to broaden their expectations and, as stakeholders, commit to*

making the institution competent." To meet the expectations of stakeholders, school administrators must participate in all stages of school activities and the schools must open their doors to them.

The other SIP coordinator alluded to the fact that: "*In the school, there is low participation, lack of involvement and a lack of a regular timetable for schools to communicate with stakeholders weakens the institution, which has a direct impact on student achievement."*

SIP coordinators stated that: *"The schools could not have the experiences of participating the stakeholders in the school activities as a school SIP coordinator we create a checklist to track the school's performance, the SIP committee would be able to effectively implement SIP at the school. Giving input to the schools based on the findings, but the school have not recognised our work."* All SIP coordinators commented by saying: "*From the school domains the one is parental involvement. It is one way for schools to get income which is used to improve the SIP that the schools are preparing a checklist to help them track SIP installations across all four domains and provide comments on each domain's success."*

One of the factors for school improvement is wide school community involvement in the school activities. All SIP coordinators assured that: *"To the sake of SIP functioning properly in all elements of the schools, it needs highly promoting the participation and contributions of stakeholder which has been increased the external communication."*

❖ ***The views of senior teachers and teachers***

All ST and T stated,*'' We have no idea who they are except for principals and supervisors, the performance of the other stakeholders is dismal. They merely came to school to resolve a disciplinary issue."* To meet the expectations of stakeholders, the institution needs a strategy for planning workshops, training, and sharing experiences with other schools.

ST and T I and II said, *"The school need to give attention to the teachers as they are basic stakeholders."* The schools ought to develop a group of devoted stakeholders. Especially with teachers because teachers are the most basic of them since they are direct warriors who have fought alongside the learner to sustain educational quality. As a result, they require incentives from the school and districts for those who excel.

ST and T III and IV responded by asserting that, "*Stakeholder performance in terms of SIP is poor. As a result, learner achievement falls year after year. Not only that, but they also have a shaky relationship with the schools."* The teachers identified the central point which is the obstacle to the lack of participation of stakeholders. This is because the school administration fails to establish an effective strategy that is financially funded. Those stakeholders were going about their business daily. They lose their daily income when they participate in school activities.

The participation of stakeholders is inactive, according to ST and T III and IV because they do not organise well and seek to profit from the school. In terms of respect at our school, "*In order to provide quality education to learners ''school administrators must collect up-to-date data feedback from their stakeholders and provide daily feedback to them so that everyone is on the same page about the institution's performance."*

One group of teachers said, *"The administrator not applying the participatory leadership styles. The schools do not make it easy for a learner to participate in an experience-sharing programme in order to learn about best practices and put them into practice in their classrooms. The school principal does not provide instructors with timely feedback."* All of these factors have an impact on the implementation of SIP in schools. Educational leaders are insecure, as they frequently shift jobs every quarter or half-yearly.

❖ **Discussions of the findings related to the expectations of stakeholders' performances and the ways of schools' implementation of the SIP**

According to all principals, supervisors, and SIP coordinators, the performance of stakeholders to implement SIP in their schools is not at the expected level of engagement. Some interested stakeholders only visit the school after receiving a letter from the administrator, and they also visit if there are disciplinary problems. According to the principals, the majority of stakeholders lack a sense of accountability and are hesitant to volunteer to take responsibility for their roles in school-related activities.

The School Improvement Committee (SIC) would evaluate the execution of SIP using a modified timetable, according to the participants, who included principals, supervisors, and SIP coordinators. This problem was identified as the lack of evaluation of the implementation status of SIP. The committee looked at the institutional changes both physical and financial, that were directly connected to student progress. By reviewing and criticizing the school's performance over the course of the year's quarter, the principals brought attention to that. The research supports the findings by Robin and Kemper (2017). The principals ought to evaluate the SIP at their respective schools to determine the SIP's implementation status.

By involving the community, school-related issues can be tackled in several different ways. As a result, school administrations develop competent stakeholders by providing training to all institution stakeholders, which increases the efficacy of SIP implementation Abdi (2016). The findings of this study dispute that assertion. According to P III and IV, not all stakeholders were involved in creating the checklist that would be used to implement SIP; instead, they submitted their suggestions. Quality education cannot be imagined without the participation of stakeholders and the implementation of the SIP in the schools.

The community's involvement in school activities, according to Principals III and IV, is one of the fundamental elements for school improvement. They noted that because everything the school did required a single person's effort, it was unable to enlist the support of other stakeholders, losing out on opportunities to access resources from the community to improve academic performance. To promote parents' participation in school activities, it is advised that schools regularly communicate with them via newsletters, SMS messages, and parental meeting dates (Hagos & van Wyk, 2021). All school principals concurred that training is necessary to build the capacity of stakeholders and that by promoting their performance, schools will receive financial and material support to enable them to implement SIP successfully.

According to Garira, Howie and Sarah (2019), it is advised that all stakeholders collaborate to achieve and improve education quality by performing well, visiting the school on time, and providing feedback to sustain educational quality and minimise the factors of school improvement. The school administrator gives the principals timely feedback so that everyone is on the same page about the success of the school (Beerkens, 2018). The principals agreed that they could improve their performance.

Limited stakeholder participation is one factor in school improvement. One of the supervisors thought it was easy to understand how little the stakeholders' involvement in school matters and how ineffective their participation in the school is. According to the literature (Barnard, 2004; Grundmeyer & Yankey, 2016; Sheldon, 2003) when a parent is actively involved in the school, the learner's performance gradually improves. This has several advantages, such as a decreased incidence of dropouts and an increased rate of learner promotion.

The parent-teacher collaboration, supervisor empowerment, and timely SIP performance evaluation are additional factors in school improvement. They suggested that an institutional checklist be created to track SIP implementation across all areas, such as by forming parent-teacher partnerships, encouraging stakeholder contributions, empowering supervisors, and timely evaluating the SIP performances. The study

participants of Supervisors S I, II, and IV had similar perspectives on factors for school improvement. However, in the schools we support, parent-teacher partnerships have not been a successful strategy for involving parents in their children's education, and as a result, the schools have lost out on many apparent benefits. The literature reviewed in (Jones, Karen & Tymms, 2014), indicates that the goal of parent-teacher collaboration is to help schools perform better.

One more aspect of improving schools is giving supervisors more authority. Supervisory support is essential for empowering teachers and improving educational institutions in activities involving teaching and learning. Therefore, the effectiveness of supervision practices has some bearing on the quality of instruction. Due to their importance in the pursuit of higher quality education, supervisory staff competency should receive more attention from the Ethiopian government and stakeholders (Mandefro, 2020).

According to S III, the schools try to allay concerns by offering school-based training to all stakeholders in order to minimise the school improvement factors. According to Stringer (2013) and Chapman (2017), both authors' schools should run a capacity-building programme in their organizations. According to S III, implementing SIP I helps school administrators encourage teachers, students, and other stakeholders to perform better by minimising factors that affect school improvement. Figuring out what SIP has done to support school effectiveness, spotting poor performance, and offering solutions to improve best practices and correct flaws.

The SIP coordinators confirmed the elements contributing to school improvement. As the SIP coordinator, I'm assembling resources that will serve as a roadmap for progress for all school activities to be successful. According to the researcher, schools should motivate stakeholders by offering various forms of training that informs them of their current status in each of the four domains based on reliable data, as recommended by the MoE (2007) and Abdi (2016).

The results of focus groups with senior teachers and teacher members have a direct impact on the SIP's overall implementation in the school. Some of the contributing

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factors are: the SIP is not being implemented in the school using participatory leadership techniques, and the feedback system is inadequate. The more successful the leadership strategies, the greater the perceived change, according to this study's findings, which are supported by those by Zala-Mezö *et al.*, 2020). Any institution's success is largely dependent on its leadership. Effective educational leaders make their institutions smart, and this is also true of schools, where all school societies feel a feeling of pride in their establishment.

In the course of teacher group discussions, the teachers were quoted as saying: "*Lack of coordination among the stakeholders made it difficult for our school's school improvement committee and academic vice to effectively monitor the SIP's day-to-day implementation and provide feedback to the implementer*". The other group was highlighted by analysing ways to reduce the impact of school improvement factors by involving a large school community and addressing their students' top needs. Successful school improvement is impossible, in accordance with Abdul (2016) unless all stakeholders are fully committed to their initiatives.

There is a lack of a favourable environment because there is a lack of open communication between school stakeholders, a lack of school-wide checking procedures, and a lack of formative evaluation systems, according to the other teachers' discussion groups. It was discovered that our school's subpar infrastructure and inept administration had a significant impact on how well SIP was implemented. In Oman, the principal works in tandem with supervisors who are crucial in promptly evaluating and identifying the core academic problems in the schools they are in charge of changing. Following that, they collaborated with interested parties to develop solutions for their schools (Al-Ani, 2016).

The teachers concluded by stating that by involving the community in the schools, problems can be addressed from a variety of angles and thus contribute to the improvement of the school. The study supports the finding that school administrators create knowledgeable stakeholders by offering training to all institution stakeholders,

leading to more effective and improved SIP implementation (Abdi, 2016), since a lack of training was one of the major issues preventing stakeholder participation.

All participants agreed that while the performance of stakeholders' involvement in the school does not meet the necessary level of participation, the principal, supervisor, SIP coordinators, and senior teachers have different perspectives on promoting the participation and contributions of stakeholders. According to the one principal who presented the idea, there is a sizable gap in the involvement of stakeholders in the school. They lack a sense of ownership over the extracurricular activities at school and cannot be held responsible for their actions.

Another principal who shared similar views stated that stakeholders were overworked because virtually all of them are political figures. They consequently skip school meetings because of a variety of other commitments and a lack of interest in participating in extracurricular activities. Promoting the participation and contribution of stakeholders is crucial for implementing the SIP and enhancing overall school performance. However, one principal provides assurances about the reality by saying, the school struggled greatly with stakeholder performance because it was unable to put any decisions into action on schedule. The institution consistently makes decisions late, which has several negative effects on the schools.

The perspectives of S I, III, and IV, on promoting the participation and contribution of stakeholders are comparable. The performance of the school's stakeholders, according to one supervisor, is ineffective. The schools would have benefited in several ways if they had participated to the desired extent, including by generating income, offering human resources, building new classrooms, and so forth. However, their participation and contribution "*falls short of what is anticipated*," one of the supervisors observed.

The study parallels what Garira, Howie and Sarah (2019) stated in the literature. These authors advised that all stakeholders collaborate to achieve and improve education quality by giving good performances, showing up to the school on time, and providing feedback. According to one SIP coordinator, substantial participation and contribution

from stakeholders were necessary for SIP activities to be successful in the school. They are not creating efficient strategies that would aid in the institution's development. The SIP coordinator continued by stating: "*As SIP coordinators, we are currently helping schools by offering stakeholders training so that they can expand their expectations and, as stakeholders, commit to making the institution competent*". School administrators must take part in all phases of school activities and the schools must make accommodation for them to meet stakeholder expectations.

Studies that have already been conducted (Shafa, 2014; Stringer, 2013), they state that the school schedules meetings with stakeholders regularly. The schools also run a capacity-building programme within their organisation, which was used to improve learner achievement, increase stakeholder understanding of any school activities, and also strengthen relationships between other staff members. However, the results demonstrate that all ST and T in their group discussions stated that, aside from principals and supervisors, *we have no idea who the stakeholders are, and that the contributions of the other stakeholders are pitiful*. The teachers complained that the stakeholder situations were not prepared by the schools through training. The Ministry of Education's (2007; 2010), reports stated that schools should motivate stakeholders by offering a variety of training sessions that inform them of their current standing in each of the four domains based on reliable data. In this regard, school administrations create knowledgeable stakeholders by offering training to all institution's stakeholders, resulting in more effective and improved SIP implementation (Abdi, 2016). Because one of the key problems that inhibited stakeholder contribution was a lack of training.

The school administrator establishes a relationship with any partnership, particularly the School Improvement Partnership Programme, to promote the expected contributions of stakeholders in schools, according to Chapman (2017). All of the group participants' teachers responded that promoting the participation and contribution of stakeholders of SIP was weak, which is contrary to the study's findings. They have a rocky relationship with the schools, in addition to everything else.

The study supports the finding that school administrators could get help from the stakeholders in their institution by actively involving them in their institution, as articulated by Ginsburg (2014) and Ashagre (2014). The schools have used this support as one of their methods of making money, whether be it material or financial. Stakeholder participation in school activities can help schools get the financial and material support they need to succeed.

5.3.3. Theme III: Monitoring and Evaluation Mechanisms

5.3.3.1. Monitoring & evaluating mechanisms of school performances proffered by principals

According to P I and IV, in the secondary schools "*The school's monitoring and evaluation processes were not implemented with the help of all stakeholders, the SIP committee not reviewing performances, without providing feedback and also not preparing ranks for the activities. The schools have lack the experience of preparing a checklist to evaluate the performance of all stakeholders and their contributions to successful SIP installations.*"

The findings indicate that assessing the efficacy of the school emphasises learner results and addresses issues that limit learner achievement. Setting clear expectations and assisting subordinates in achieving school objectives, as well as successfully implementing SIP were qualities of competent principals and managers are reviewed in section 2.2.4. of the study. Principals I and IV alluded to the fact that "*In the school, the assessment systems were not carried out by the academic vice-principal of school strategic plan, annual plan, department plan, and co-curricular plans, and how these plans influence SIP implementations. Assessment systems that place lack of emphasis on three-year plans, as well as recognising and correcting poor performance.*" Principals II and III stated that "*During the assessment of school activities, all stakeholders were invited to evaluate the school's performance. The entire performance of the school must be examined with an adjusted schedule to attain a good education.*"

It emerged from the findings that each secondary school curriculum contributed to attaining educational goals. The primary characteristics of a good curriculum emphasize an institution's goals. Implementing the curriculum in the schools as well as the institution's overall operations are the goals of effective school improvement, as reviewed in section 3.2.2. of the study. The Principal II and III: reported. *"To make schools more effective, the school's basic objectives should be measured on a regular basis and should have positive results, not just for individual learners but for the entire school curriculum."* The two principals (Principal II and III) agreed that *"The school evaluate regular practice of ensuring quality education by explicitly evaluating activities and providing comments for poor performance, as well as providing rewards for high performance."* When the researcher asked the principal about the advantages of the curriculum, Principals II and III stated that "*The curriculum is used for successful implementation for school activities and used to promote student achievements, and also it has a direct bearing on learner's achievement and SIP implementation in educational institutions"*

The principals commented that *"To ensure high-quality education in the institution, it needs all stakeholders' participation, particularly teachers, who are essential participants in the evaluation of school activities. Teachers are significant personnel in our school for any assessment of school activities such as* learner *efficiency and school improvement."*

5.3.3.2. Monitoring and evaluating mechanisms of school performances proffered by the supervisors

Supervisors I, III and IV responded with similar ideas *"By emphasising the effectiveness of the SIP as evaluated by the plan with all stakeholders and the establishment of follow-up systems. Providing the principals with the authority to assess the SIP against a set of criteria."* The supervisors made a passing reference to the fact that: *"As a supervisor, we recognised the finest performances and provided input for addressing*

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the flaws during the school improvement reviews. The evaluation procedures in our schools are ineffective since the activities are not reviewed according to SIP criteria"

The findings show that by providing training to all institutions' stakeholders, school administrations generate knowledgeable stakeholders, who evaluate each performance of the school by knowledge and improve the effectiveness of SIP implementation. *The supervisors made a reference to it "The provisions of training in schools not successful due to several reasons especially lack of budget. Based on this the School Improvement Committee (SIC) and other stakeholders were unable to exert pressure on school administration bodies to evaluate the schools' strategic and annual plans."*

Supervisor II explained, "*The schools must inspire the stakeholders by providing various training opportunities that make them aware of their status with regard to the four domains based on accurate information. These are the main strategic areas where schools can improve"* Supervisor realised that "*The school's SIP committee evaluate actions against the SIP plan and the school command post analyses all SIP activities across the board against each domain, element and set of standards. Based on the priority of standards, the best and worst performances are identified, and feedback is provided to the SIP committee in order to improve the poor performances. Furthermore, if there is a problem with implementation techniques, input material, human and financial resources, or other factors, the relevant stakeholders make the required adjustments."*

One supervisor (P II) explicitly stated that "*By enabling the School Management Team (SMT) and strengthening their capacity to follow other stakeholders who are close to the institution, they would be able to follow the institution's performances."* They came to view the SIP as a critical component in making the school more successful and raising student accomplishment. Supervisors remarked that "*The school principals not only emphasised the official committee to improve school activities, such as the School Management Team but also enlisted the assistance of local educational administrators.*

In addition to the school's formal evaluations, they must demonstrate their accountability by reviewing and monitoring SIP installations."

5.3.3.3. Monitoring and evaluating mechanisms of school performances proffered by the SIP coordinators

One of the SIP coordinators, IV reported, *"It is necessary for institutions to revise their plans in order to achieve the schools' objectives if they cross-check their performance and provide feedback on time. Half-year and quarter-year activities evaluated of the school management teams about the overall performance of the schools by coordinating with district professionals."* The two SIP coordinators II and III commented that "*The schools were evaluated by external bodies in addition to the inspection team in order to assign school rankings. The evaluation emphasises the process of providing resources and results."* The school administrator carefully addressed the SIP domains during the planning stages by identifying any elements that might have an impact on the implementation's success.

It emerged from the findings that the major goals of monitoring are to confirm that all actions are carried out in accordance with the developed strategic plan and to examine implementation in accordance with SIP requirements. The SIP coordinator IV stated that "*In his school, the evaluation conducted by students, staff, and parents review the strategic or three-year plans of the schools. The evaluation is based on SIP indicators such as dropout rate, repetition rate, and school time evacuations. Overall, there has been a significant improvement in learners' achievement and behaviour. With the support of the SIP committee, the true circumstances of the school were evaluated and the basic problems of the school were identified."*

The overall school performance ought to be watched during the evaluation phases. It has to do with the sources of professional expertise and resource capacity to carry out the school activities based on monitoring and evaluation of school improvement and related policies and initiatives that the institutions may provide. SIP Coordinators II and III, expressed their thoughts as follows: *"The school supervisor evaluates the*

performance of schools on a regular basis by creating a checklist based on SIP requirements. However, schools at rank two or in the early stages of development are still a concern." The SIP coordinators clarified that the school administrator did not analyse the school's performance proactively based on the previous year's results.

It emerged from the findings that the lack of common, trustworthy baseline data to track progress and compare outcomes historically has prevented impact evaluations of SIP initiatives. SIP coordinator I commented*, "The school's performance was evaluated timely thanks to the intervention of the district inspection team. The evaluation conducted in the means of the schools prepared duplicated reports and provide parents with information on their children's school performance. The school's performance can be evaluated not just by the school community, but also by the general public. All the school evaluation systems were very shallow not the problem solver because still, the school found at the begging stages."*

5.3.3.4. Monitoring and evaluating mechanisms of school performances proffered by senior teachers and teachers

The teachers' group discussion reacted by claiming that "*The school leaders have no experience of evaluating stakeholder participation in school events. There was a lack of acknowledgement for stakeholders' involvement in bringing about changes in school activities."* The other groups of teachers' discussion implied that *"There is no strong evaluation systems are found in the schools. The school principal was unable to evaluate parental involvement in a timely manner, resulting in the school becoming an island or being cut off from the rest of the community. The cumulative effects of these factors have been the school society's lack of sense of ownership."*

The teachers commented that "*the principal must evaluate each learner's performance at the school using the activities specified. The school administrators carefully evaluate how well the stakeholders have intervened in the educational process.*" The group discussions of teachers mentioned that "*In their opinion school's principal have no experience creating techniques to successfully evaluate school activities. The principals*

do not examine the current application of SIP and the intervention of stakeholders in the schools." In addition to the above, they went on to say *''The school administrators have no idea how to organise the SIP documents, which outline the changes that need to be made in order to increase learner achievement. The inability to quantify SIP improvement and evaluate success is due to a lack of adequate document organisation."*

The findings also show that accountability forces school administrators to strengthen their institutions by developing a positive working relationship with their staff and using it to preserve the calibre of education by addressing subpar performance. The other group of teachers stated that "*In the school, there is no accountability or responsibility for every activity that takes place in the school. Teachers, learners and other stakeholders are not accountable for inspiring and empowering school principals. The school leaders would not be able to play a significant role in the monitoring and evaluation of the SIP."* The teacher group also remarked that *"The principals were not managing staff, leading, or monitoring curriculum delivery with the outside community efficiently. The evaluation system of their SIP is ineffective in the circumstances listed above."* In schools, accountability is primarily felt, particularly in light of poor administrative and academic performance. The administrator of the school is responsible for the learners and the institution's performance.

 The school improvement programme needs contributions from all stakeholders in all phases, particularly in areas such as teaching and learning, leadership and management, the educational setting, and community involvement, to address the challenge that was faced during the implementation of SIP in schools. The teachers' discussion in one group reacted by stating that "*school administrators have a lack of experience in analysing stakeholder involvement in school activities. There was a lack of effective communication between the institution and the various stakeholders. The school principal was unable to assess parental involvement and promote stakeholder participation in the schools."* The interactions between parents, schools and learners are

defined as the methods of community participation in any school, which are utilised to enhance academic success and the success of all school activities.

❖ *Discussions of the findings related to the Monitoring and evaluation mechanisms*

The results show that the implementation of SIP in the school was not uniform; in one school in the Woliata zone, performance was good, while it was not in the other. P I and IV claimed that this is true in secondary schools. The SIP committee did not review performances, did not provide feedback and did not also prepare ranks for the activities. Therefore, the school's monitoring and evaluation processes were not implemented with the assistance of all stakeholders. The institution lacks the knowledge necessary to create a checklist to assess each stakeholder's performance and contribution to a successful SIP installation. However, school leaders assess the SIP in accordance with the SIP standards, monitor progress towards the key goals, and carry out impact assessments using a checklist, according to Jeynes and William (2018). It would be wise for the school development committee to address the issue of why stakeholders are not more active in school activities.

The results show that evaluating a school's effectiveness emphasises learner outcomes and deals with problems that hinder learner achievement. In section 2.2.4 of the study, it is discussed how effective principals and managers set clear expectations, support subordinates in achieving school goals, and successfully implement SIP. The school's annual, departmental, and co-curricular plans, as well as how these plans affect SIP implementations, were mentioned by Principals I and IV as a reason why the assessment systems were not carried out by the academic vice principals. On the contrary, the results show that the main goals of monitoring are to make sure that all operations are carried out in accordance with the planned strategic plan and to evaluate the implementation in comparison to SIP standards, as stated by the MoE (2010) in the literature and indicated by the findings. Principals II and III indicated that during the evaluations of school activities, all interested parties were invited to assess how well the

school performed. A modified timetable ought to be used to assess the school's overall performance to receive a quality education.

The objectives of efficient school improvement are discussed in section 3.2.2 of the study, along with the institution's overall operations and putting the curriculum into practise in the classrooms. That was agreed upon by Principals II and III. By explicitly rating activities, commenting on poor performance, and rewarding high performance, schools evaluate the consent of ensuring quality education.

The supervisor suggested that school administrators review their respective SIPs to determine how well they are implemented. By highlighting the effectiveness of the SIP as determined by the plan with the participation of all stakeholders and the establishment of follow-up systems, Supervisors I, III, and IV responded with similar ideas. The results also show that the school must monitor the positive change in learner success while also keeping track of its priorities for school improvement (Anderson-Butcher *et al.*, 2020). This is done by evaluating the school plan by assessing stakeholders using the community and other stakeholders by conducting surveys annually, over time.

The primary strategic areas where schools can motivate the stakeholders are by offering training regarding the four domains. Supervisor II understood that the school's SIP committee assesses actions in relation to the SIP plan and that the command post at the school conducts an overall analysis of all SIP activities in relation to each domain, element, and set of standards. The best and worst performances are determined based on the importance of the standards, and feedback is given to the SIP committee to help with the poorer performances. Additionally, the relevant stakeholders make the necessary adjustments if there is a problem with the implementation methods, input materials, human and financial resources, or other factors. The main objectives of monitoring are to examine implementation in light of SIP domains and to ensure that all actions are carried out in accordance with the developed strategic plan. After monitoring, the SIP committee engages all stakeholders in knowledge acquisition and

implements any necessary corrections for actions that were poorly carried out (Anderson-Butcher *et al.*, 2020).

The school administrator carefully addresses the SIP domains at the planning stage by identifying any components that might have an impact on the implementation's success, according to Al-Kadri (2020). These components are interconnected. The strategic planning process is crucial for deciding the future direction of an organisation. The two SIP coordinators II and III stated that in addition to the inspection team, outside organisations also evaluated the schools to rank them. The process of providing resources and results is highlighted in the evaluation. During the planning stages, the school administrator carefully addresses the SIP domains by identifying any factors that could affect the implementation's success.

The School Management Team works with external organisations to conduct ongoing monitoring and evaluation of the SIP implementation, focusing on how schools follow the processes, resource allocation to the school, and learner outcomes, according to Ashagre (2014). Throughout the evaluation phases, the overall performance of the school must be monitored.

The response from the teachers' group discussion was that the school administrators have never had to evaluate stakeholder participation in school events. There was a lack of appreciation for stakeholders' contributions to changing school activities. The other teacher discussion groups implied that weak evaluation systems are lacking in schools. Due to cumulative factors, the school society lacks a sense of ownership. (ACT, 2009), states that the school improvement framework recommended that the school leaders evaluate the productive stakeholder's participation and involvement in school activities critically.

Daniely (2016) asserts that the principal is required to assess each learner's performance as well as the SIP implementations at the school using the designated activities. The teacher group discussion, which was not supported by the study, indicated that school leaders would not be able to play a significant role in the

monitoring and evaluation of the SIP. The principals were not effectively leading, supervising, or managing the delivery of the curriculum to the outside community, according to this group. The teacher group discussion noted that the SIP's evaluation system is ineffective (Eseta, 2016), links successful school improvement to a systematic planning, monitoring, and assessment process.

One group of teachers responded by claiming that the principal of the school was unable to assess parental involvement and encourage stakeholder involvement in the schools. It can be a solution for establishing the methods that the school administrator needs to properly evaluate the presence of significant community involvement in the school and update the implementation of SIP in schools, according to Daniely (2016).

5.4.4. THEME V: Solutions Suggested By The Participants To Ameliorate The Problems Of SIP Implementations In Secondary Schools

5.4.4.1. Solutions suggested by the principals

In order to effectively implement the SIP plan, the school administrator created training to increase stakeholder potential in order to prevent any failures and enhance the smooth operation of the teaching and learning process in the schools. The training enhanced stakeholder potential in relation to the phases and domains of the SIP cycle.

By providing a variety of learning opportunities that help participants comprehend their position in relation to the four domains and stages based on reliable data, the schools ought to inspire the participants. The teaching-learning domains were emphasised by school leaders to bring quality education to the school and success for school improvement because it is a crucial component of enhancing schools and raising student achievement.

All stakeholders must cooperate to achieve and improve education quality by giving the school their full attention, performing well, visiting the school on time and providing feedback. The School Improvement Committee (SIC) should be aware of how to assess

SIP implementation using a modified schedule. The committee looked at the institutional changes both physical and financial that were directly connected to student progress. The school administrator invited all stakeholders to evaluate the school's performance during the evaluations of school activities. To receive quality education, the school's overall performance ought to be assessed using a modified schedule.

5.4.4.2. Solutions suggested by the supervisors

The strategic school plan serves as the foundation for each teacher's portfolio creation, and principals are also required to develop SMART SIP plans in addition to the school plan. For the benefit of school effectiveness, school leaders identify poor performance, offer solutions to improve best practices and address weaknesses, create a conducive learning environment on campus, and set specific learning objectives. To properly create a plan, the SIP committee evaluates whether the information gathered is based on each domain, element, and standard. The school has first-hand knowledge of the challenges of creating an institutional checklist for monitoring SIP implementation across all areas and for timely evaluation of SIP performances. The schools must train all stakeholders and increase stakeholder awareness to reduce the factors affecting school improvement.

5.4.4.3. Solutions suggested by the SIP coordinators

All SIP coordinators provided similar solutions by suggesting ''*The school administrator develops a knowledge-sharing programme and provides daily feedback to his or her subordinates in order to ensure the strategies for successful implementations of SIP"*. One of the SIP coordinators suggested *"I advised the top school leaders by creating a checklist to track the school's performance, the SIP committee would be able to effectively implement SIP at the school".*

The other SIP coordinator submitted his suggestions by commenting *"schools must inspire stakeholders by providing various types of training that inform them of their current status in each of the four domains based on trustworthy data."* The SIP

coordinator expressed concerns about the problems of the domain's success*es "The school administrator carefully addresses the SIP domains during the planning stages by identifying any elements that might have an impact on the implementations' success.*"

5.4.4.4. Solutions suggested by the senior teacher and teachers

All senior teachers and teachers provided similar suggestions. The teachers indicated that the schools lack positions for the senior teachers '*'The senior teacher can play a role in resolving the issue that the school is facing because they have faced many challenges while supporting their educational leaders."* For seriously executing the SIP domains and stages, the schools need to practise good leadership styles. The teachers suggested that '*'participatory leadership is a necessary tool for school leaders to adopt in order to make their institution effective." "Successful school improvement is not possible unless all stakeholders are fully committed to their initiatives."*

The teachers also urged the school administrator to properly evaluate the presence of strong community involvement in the school and update the implementation of SIP in schools. One of the teacher groups remarked '*'The school need good interactions between parents, because the community participation in any school, enhance academic success and the success of all school activities."*

❖ **Discussion of the findings related to Solutions suggested by the participants to ameliorate the problems of SIP implementation**

The majority of the participants articulated that the implementation of SIP affects quality education, which is what the study is concerned about, according to a close analysis of the recommendations made by the principals, supervisors, SIP coordinator, senior teachers, and teachers. By identifying any factors that might have an effect on SIP implementation, the recommendations will help the school administrator to carefully address the SIP domains during the planning stages. Any issue affecting the delivery of high-quality secondary education ought to be resolved by the schools. To achieve and

enhance educational quality, all stakeholders ought to work together by giving the school their full attention, performing admirably, visiting the school on schedule, and offering feedback. The school has first-hand experience with the difficulties in coming up with an institutional checklist for tracking SIP implementation across all domains and for timely evaluation of SIP results.

Chapter 6 summarises the participants' suggestions for ways to address the issues with SIP implementation in secondary schools made by principals, supervisors, the SIP coordinators, senior teachers, and teachers.

5.5. CHAPTER SUMMARY

The study's findings were analysed and discussed in this chapter. The results suggest investigating the implementation of a programme for school improvement at particular secondary schools. The strategies for successful SIP implementation in the school and the implementation of the SIP domains and stages were the main influences on how the SIP plan was implemented. For exploring SIP implementation in schools effectively, expectations of stakeholder performance are not realistic for several reasons, particularly because of the factors of SIP and the limited participation and contribution of stakeholders in schools. By developing efficient methods for schools to implement the SIP, the school can improve its implementation. In addition, schools have experience in having stakeholders participate in all of their activities. One challenge facing the schools is the lack of applying monitoring and evaluation mechanisms which hinder SIP being implemented successfully, to reduce issues that arise when administrators advance all of the schools' activities by trying to assess all of the schools' performances.

The recommendations are based on the findings and conclusions, both of which will be presented in Chapter six.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

This chapter summarises the findings of the study's research questions and whether or not the findings were supported by the literature. The objectives of this study were to determine the involvement of stakeholders in investigating SIP installations and the implementations of SIP domains in the Wioliata Zone, as well as recommendations for effective implementations of SIP. This chapter presents the study's summary, a summary of the findings, recommendations and conclusions of the study. The recommendations and conclusions were derived from the findings of the study. The gap in the study is also addressed at the end.

6.2. THE STUDY'S SUMMARY

It is critical to restate the study's main research question and sub-questions, as stated in Chapter 1. The primary research question addressed by the study was:

- What is the role of stakeholders in exploring the implementation of a School Improvement Programme /SIP/ in secondary schools of Woliata Zone?

Sub-questions were:

- How is SIP planned for implementation in selected secondary schools?
- What are the expectations of stakeholders regarding the implementation performance of the SIP?
- How do selected secondary schools implement the SIP?
- What monitoring and evaluating mechanisms are put in place to follow the proper implementation of the SIP?
- What are the recommendations for the implementation performance of the SIP?

The study aimed to investigate the role of stakeholders in exploring the implementation of SIP in secondary schools of the Woliata Zone.

The objectives of the study included:

- To describe how the School Improvement Programme is planned for implementation at selected schools.
- To determine the expectations of stakeholders regarding carrying out SIP.
- To determine how the implementation of SIP is applied in selected institutions.
- To explore the SIP implementations concerning four domains of the programme in schools.
- To provide recommendations for improving the enhancement of SIP in understudy schools of Woliata Zone.

Chapter one provided the introduction to the study. It was emphasised that the school improvement programme should be implemented seriously, and that learner achievement should be encouraged. To achieve this, all stakeholders must be responsible and committed to implementing SIP in their respective schools (Section 1.1). The theoretical framework that stressed the school community's involvement in the SIP as a change action was the focus of the detailed-oriented issues in Section 1.2. The problem statements for the study were presented in the first chapter. It also examined the primary research questions, their sub-questions, and the motivations behind the investigation. The other topics covered in this chapter are the study's goals, objectives, significance, an overview of the literature, study areas, research methodology summary, data collection techniques, and sample size. In addition to that, this chapter provided sampling techniques; data analysis methods; ethical considerations; delineation and limitations; dissemination of the findings; definitions of concepts; and demarcation of chapters.

In the literature study in chapter two, the quality of education, school effectiveness, and the role of stakeholders in improving the implementation of SIP which was outlined and

justified (Section 2.1). The concept of quality education and quality assurance in education was discussed (Section 2.2). The concepts of school improvement were extensively examined and discussed (Section 2.3). The contributions of school improvement factors for the implementation of SIP were addressed (Section 2.4). The implementation of SIP concerning school domains and stages was presented (Section 2.5). It emerged from the literature that four stages of the SIP cycle were categorized namely assessment as the first stage, planning as the second stage, implementation as the third stage and monitoring as the fourth stage.

As part of the literature review, chapter three provided strategies for successful implementations of SIP to ensure quality education in the interest of increasing SIP (3.1). The theory of the study was covered in detail in chapter three (Section 3.2). The conceptual framework was also presented (Section 3.3). School improvement theories, curriculum theories, and behavioural theories were all part of the theoretical framework. Effective school leadership, public duty and accountability, school leadership responsibilities, school culture, and learner achievement were all highlighted in the conceptual framework. The chapter ended by discussing the highlight of education in Ethiopia towards the improvement of schools (Section 3.4).

The research methodology used to address the study's problem was described in Chapter 4. The multiple case study design and qualitative approach were the research methodologies selected for the study. The presentation included an explanation of methodological issues such as participant selection, sampling, site selection, and population. Principals, supervisors, the SIP coordinator, and senior teachers, respectively, were the subjects of in-depth interviews and Focus Group Discussions that produced the data. In Chapter 4, the CCA was discussed in relation to the methods for analysing and interpreting data. There were suggested methods to improve the study's trustworthiness. The ethical standards that were upheld during the data generation process were listed in the chapter. Limitations and delimitations of the study were presented at the end of this chapter.

The findings that came out of the study were analysed and discussed in Chapter 5. The chapter commenced by giving the study's contextual information (Section 5.2). The themes, categories and subcategories that came to light as a result of the research were then presented (Section 5.3).In light of the literature review, the opinions of the principals, supervisors, SIP coordinators, and teachers on each theme were presented and discussed (Section 5.3). It emerged that the results demonstrate that the SIP plan preparation for implementation in the four secondary schools that were chosen for the study were influenced by strategies for successful SIP implementation (Section 5.3.1.1). The presentation showed that lack of successful Implementations of domains and stages of SIP (Section 5.3.1.2). For exploring SIP implementations in schools effectively, expectations of stakeholder performance are not realistic for several reasons, particularly because of the constraint or factors of SIP and the limited contributions of stakeholders in schools (Section 5.3.2). By developing efficient methods for schools to implement the SIP, the school can improve its implementation. In addition, schools have experience having stakeholders participate in all of their activities. One challenge facing schools is ensuring that SIP is implemented successfully in order to reduce issues that arise when administrators lack applying monitoring and evaluation mechanisms of all the schools' performances (Section 5.3.3).

6.3. SUMMARY OF FINDINGS

The major findings of the study are outlined in this section in terms of emerging themes and categories.

6.3.1. On The SIP Plan For Implementation

6.3.1.1. Strategies for successful implementations of SIP

The study's results disprove the idea that schools tried to put good SIP implementation strategies into practice but encountered difficulties because, as they noted, the school environment was insufficiently advanced to deliver high-quality instruction and boost student achievement. The findings further assert that the teachers' contribution would

not help the SIP implementations proceed as anticipated. In order to control the standard of each school, several educational institutions upgraded outdated systems to assist schools in implementing SIP in a more sophisticated manner and increasing student achievement. The study concurs with Bush (2017) cited in Chapter 3, that the requirements for high-quality instruction in all schools in Ethiopia must be recognised as being able to provide such instruction. These are the minimum requirements that each school must fulfil to provide top-notch instruction.

It is necessary to put in place a successful SIP implementation strategy, but schools are unable to do so for several reasons. In order to avoid any setbacks and improve the effectiveness of the teaching and learning process in the classrooms, the school administrator developed training to increase stakeholder potential. The researcher concurs with Iwu *et al.*, (2018) who discussed in Chapter 2, that teachers were allegedly having the same problems but were unable to weaken and pay attention to the subpar performance strategies of successful SIP implementations to increase the effectiveness of all school activities. This study's findings support these presumptions. To solve these challenges, teachers must participate in school-based training, workshops, seminars, and conferences in order to follow the strategies for effective SIP implementations.

Due to a lack of accountability in the schools, the principal has trouble implementing SIP. The administrator of the school is responsible for monitoring all student, stakeholder, and institution performance to develop effective strategies for SIP implementation. The study's findings indicate that schools can assess their performance using metrics for successful schools that are aware of the tactics for SIP implementations that work. The researcher concurs with Al-Ani (2016) as cited in Chapter 2 when suggesting that coordination between the principal and supervisors is crucial for quickly identifying and evaluating the core educational issues in the schools.

The findings generally concur that the school supervisor, working with the directors, must develop an intelligent plan, whether strategic or annual, involving all stakeholders because they provided the institutions' revenue. As a result, in order for the plan to be

effective, school administrators should develop it using the recommended techniques. The supervisor and SIP coordinator suggest that it is possible by effectively supporting the school principal, who is required to put forth strategies for SIP implementation that is successful during planning in their respective schools. They even make sure that everyone involved receives top-notch training. The school administrator develops a knowledge-sharing programme and provides daily feedback to his or her staff members to ensure that everyone is on the same page regarding the strategies for successful SIP implementation.

According to the findings of the SIP coordinators, the schools must establish and support a culture of ongoing school improvement to develop a successful plan for the institution. This is required for the SIP implementation to be successful and for the development of effective plans in the schools. The study concurs with Brown (2016) who is referenced in Chapter 2, that schools can advance their work experiences by enhancing institutional culture, which has a positive impact on academic performance. This is done by offering teamwork tools and setting aside regular meeting times for collegial conversation. The researcher agrees with the above explanations and the school as a whole must use collegial collaboration during the creation of the school plan by developing close relationships with one another.

In contrast to the other participants, all teachers had a negative attitude towards the preparation of the school schedule. The school administrator denied that schools participate in the planning of teachers and that there was no useful input from stakeholders in the development of the plan. They also made certain that the school develops its plan based on speculation rather than actual information. Due to their excessive preoccupation with other undesirable activities, particularly political missions, the teacher participants asserted that an insufficient number of school principals concentrate on SIP implementation. The teachers bolstered the group's ideas by bringing up a few issues that prevented the school administrator from analysing the SIP in line with the standards, which were obstacles to successful SIP implementations.

The school administrator needs a commitment of stakeholder involvement in the project to address the challenges that the researcher presents. Despite the fact that educational practice serves as the basis for improvement, it is also essential to have definite theories about how to make schools better. Without the participation of all stakeholders, school improvement will fail. By offering a variety of training opportunities, the schools must motivate the stakeholders.

6.3.1.2. On the implementations of domains and stages

According to the participating principals, schools provide a variety of training opportunities that let stakeholders know where they stand concerning the four domains and stages. The School Improvement Committee (SIC) would evaluate the SIP's execution using a modified schedule based on training, ensuring that the stakeholders receive accurate information. The findings of this study suggest that schools should actively involve the participants by offering a variety of learning opportunities that help them understand their position in relation to the four domains and stages based on reliable data. To improve educational quality by coordinating all stakeholders, the principals push for the effectiveness of teaching and learning domains. The study's findings indicate that teachers can significantly improve the educational quality of institutions in the teaching-learning domains by employing effective teaching methods. The researcher concurs with Sammons and Harris (2005) cited in Chapter 2 that effective teaching is the cornerstone of enhancing schools and increasing student achievement levels.

There are challenges in putting SIP's domains and stages into existence in the school. The school's teaching and learning domains are not effective, according to the principal. The committee was unable to use the domains and stages to analyse the information that was provided before the data were analysed, and it was also negligent in failing to ensure that it covered important school-related issues. Under the given circumstances, the school administrator was unable to support the school society in successfully implementing the SIP. The SIP has not changed the environment outside because the

schools do not manage the activities properly. The researcher provides a similar idea (MoE, 2007; MoE, 2010) cited in Chapter 2 showing that the schools must inspire the stakeholders by providing training opportunities that aid in understanding their potential in relation to the domains and stages of the SIP cycle based on trustworthy information.

To keep track of SIP implementations across all four areas of domains, an institutional checklist should be created which is suggested by the supervisors. They assert that the school still does not have much community involvement. Parents, schools, and their children rarely interact with one another. There is a lack of community participation in all school activities, and the leadership and management domains in the school were not active. The participant supervisor suggested that to implement the domains and stages in schools effectively, it ought to be determined what SIP has done to promote school effectiveness, weak performance be identified, and methods to strengthen practises and address shortcomings ought to be suggested.

The SIP committee exhorts teachers and parents to monitor students' development throughout the assessment phase. The committee can more successfully pinpoint elements that affect student success if it has access to up-to-date, reliable information about students' academic performance. The SIP committee assesses whether the data collected are based on each domain, element, and standard to effectively prepare a plan.

The SIP coordinator stated that the SIP committee would be able to successfully implement the SIP at the school by developing a checklist to track the school's performance and providing advice to the schools in light of the findings. However, the findings indicate that the leadership and management domains of the SIP implementation were particularly unsuccessful. School principals and the majority of other administrators were bureaucratic and unable to practice distributed leadership, which would have increased organisational effectiveness and student achievement. From the perspective of distributed leadership reviewed in Chapter 2, Katewa and Heystek (2019) state that distributed leadership has helped principals improve

organisational effectiveness and student achievement by removing bureaucratic tendencies.

The SIP coordinator confirmed that the implementation stages of SIP in the school are under-expected because the school did it for the sake of fulfilling the formality of the academic year which means the assessment stages of the school were not considered, trustworthy baseline data to track progress and compare outcomes. They suggested that the institutions are putting together a checklist to assist them in keeping track of SIP installations across all four domains and providing feedback on the effectiveness of each domain.

The teachers assured that, the school administrators did not use any participatory leadership styles to carry out the SIP domains and stages, that there is a poor feedback system, and that the administrators pay little attention to the teachers. They assured that, the school administration centralised its power, which means that the school's leaders do not share their authority with the community until the community can fully engage in the school's operations through the investment of its resources. The study supports that, the use of domains and stages by William and Jeynes (2018); Frances and Rust (2019) as discussed in Chapter 2, state that parent involvement makes the school more successful and the principal needs to work hard to strengthen ties with the local community.

6.3.2. On the Expectations of Stakeholders' Performances and the Ways of Schools Implementation of SIP

6.3.2.1. Factors for school improvement

The expectations of stakeholders regarding the effectiveness of the school improvement programme's implementation in secondary schools are significant factors for school improvement. The difficulty of some school improvement strategies, which are extensively reviewed in section 2.4 of Chapter 2, were discussed. The absence of stakeholders from whole school activities is one of the conditions for successful SIP

implementation. Without the involvement of stakeholders, it is impossible to imagine quality education.

It is suggested that schools regularly communicate with parents via newsletters, SMS messages, and scheduled parent-teacher conferences to reduce the factors of school improvement, particularly community involvement in school matters. All school principals agreed that stakeholders must be trained to increase their capacity and that by rewarding their success, schools will receive financial and material support to enable them to successfully implement SIP. To maintain educational quality and reduce the factors that contribute to school improvement, all stakeholders work together to achieve and improve education quality by giving good performances, showing up on time, and giving feedback.

The other factors in school improvement are parent-teacher collaboration, supervisor empowerment and timely SIP performance evaluation. The participant supervisors suggested that an institutional checklist be created to track SIP implementations across all areas, such as by forming parent-teacher partnerships, encouraging stakeholder contributions, empowering supervisors and timely evaluating the SIP performances. In addition to that, the supervisors recommended that the schools try to allay concerns by offering school-based training to all stakeholders in order to minimise the school improvement factors.

The teacher participants assured several school improvement factors in the schools that have a direct impact on the SIP's overall implementation in the school. Some of the contributing factors are: the SIP is not being implemented in the school using participatory leadership techniques and the feedback system is inadequate. The more successful the leadership strategies, the greater the perceived change, according to this study's findings. Any institution's success is largely dependent on its leadership. Effective educational leaders make their institutions smart, and this is also true of schools, where all school societies feel a feeling of pride in their establishment. Additional factors for school improvement were teachers who were quoted as saying

"Lack of coordination" among the stakeholders made it difficult for our school. The teacher was highlighted by analysing ways to reduce the impact of school improvement factors by involving a large school community and addressing their students' top needs.

The study supports the finding that school administrators create knowledgeable stakeholders by offering training to all institution stakeholders, leading to more effective and improved SIP implementation (Abdi, 2016) which is cited in Chapter 2, because a lack of training was one of the major issues preventing stakeholder participation.

6.3.2.2. Promoting the participations and contributions of stakeholders

Stakeholder involvement in school activities is limited, and their interventions are not satisfactory. The principal who presented the idea claimed that there is a significant gap in the involvement of the school's stakeholders. They do not feel like they are in control of the school's extracurricular activities and cannot be held accountable for their choices. Almost all of the stakeholders are political figures, so they were overworked. As a result, they neglect attending school events due to a variety of other obligations and a lack of enthusiasm for extracurricular activities. The stakeholders' participation and their contributions are crucial for implementing the SIP and enhancing overall school performance.However, the school could not find their great participation and contributions.

The performance of the school's stakeholders, according to one supervisor, is ineffective. The schools would have benefited in a number of ways if they had participated to the desired extent. However, their contribution falls short of what is anticipated. Stakeholders must be actively involved to accomplish the school's objectives.

According to the study findings, the SIP coordinator suggested that substantial participation and contributions from stakeholders are necessary for SIP activities to be successful in the school. However, they are not committed, they do not create efficient strategies that would aid in the institution's development. The SIP coordinator continued

by stating: *there is a lack of participation from stakeholders and a lack of appreciation of their contributions by school administrators*. School administrators must take part in all phases of school activities and the schools ought to make accommodation for them to meet stakeholder expectations.

The participant teachers did not acknowledge the participation and contributions of stakeholders in the school activities to implement SIP. They only visited the school to address a disciplinary matter. The teachers complained that the stakeholder situations were not prepared by the schools through training. The teacher suggested that schools should motivate stakeholders by offering a variety of training sessions that inform them of their current standing in each of the four domains based on reliable data. Without the support of all stakeholders, the schools would not be able to succeed. In this regard, the school could create knowledgeable stakeholders by offering training to all institution's stakeholders, resulting in more effective and improved SIP implementation, because one of the key problems that inhibited stakeholder participation and contribution was a lack of training.

In order to promote the expected participation and contribution of stakeholders in schools, all teacher participants suggested that the stakeholder contributions to SIP were weak, which is contrary to the study's findings. Learner achievement consequently declines year after year. They also have a rocky relationship with the schools, in addition to everything else. The teachers located the key issue, which impeded the lack of participation and contributions of stakeholders. The performance of stakeholders in the implementation of SIP is ridiculous because the school administration fails to establish an effective strategy that is financially funded. In order to increase the efficiency of the school's operations, the school encourages stakeholders to participate in school activities and work to improve their performance in those activities.

6.3.3. On The Monitoring And Evaluation Mechanisms

The principal claimed that the school's monitoring and evaluation processes were not implemented with the assistance of all stakeholders. The schools lack the knowledge to

create a checklist to assess each stakeholder's performance and contribution to a successful SIP installation. It would be wise for the school development committee to address the issue of why stakeholders were not more active in school activities. The results show that evaluating a school's effectiveness emphasises student outcomes and deals with problems that hinder student achievement. The study findings indicate that the main goals of monitoring are to make sure that all operations are carried out in accordance with the planned strategic plan and to evaluate the implementation in comparison to SIP standards. The principals stated that all interested stakeholders were invited to evaluate the school's performance during the evaluations of school activities.

The monitoring and evaluation procedures were accurately provided by the supervisor in charge of the research area. The supervisor suggested that school administrators review their respective SIPs to determine how well they are implemented by highlighting the effectiveness of the SIP as determined by the plan with the participation of all stakeholders and the establishment of follow-up systems. The findings of the study show that the school must monitor the positive change in learner success while also keeping track of its priorities for school improvement. The supervisor indicated that in school the targeted points of monitoring and evaluation are to examine implementation in light of SIP domains and to ensure that all actions are carried out following the developed strategic plan. After monitoring, the SIP committee engages all stakeholders in knowledge acquisition and implements any necessary corrections for poor performance.

The SIP coordinators respond that the schools have fewer experiences in practicing monitoring and evaluation of providing the school resources to successfully implement SIPs. In addition to the internal inspection teams, outside organisations also evaluated the schools to rank its problems, that are to be solved by priority. The process of providing resources and results is highlighted in the evaluation. During the planning stages, the school administrator carefully addresses the SIP domains by identifying any factors that could affect the implementation's success. The SIP coordinator suggested that the School Management Team works with external organisations to conduct

ongoing monitoring and evaluation of the SIP implementation, focusing on how schools follow the processes, resource allocation to the school, and learner outcomes. Throughout the evaluation phases, the overall performance of the school must be monitored.

In their conversation, the teachers reflected that implementing each activity over time while using monitoring and evaluation required identifying stakeholders, such as the community and other stakeholder groups. According to the study's findings, school administrators have never been required to assess stakeholder involvement in school activities. The contributions of stakeholders to changing school activities were not sufficiently acknowledged. Generally speaking, schools use subpar evaluation methods. The consequence of this is the school becomes an island or cut off from the rest of the community because the principal is unable to evaluate parental involvement promptly. The school society lacks a sense of ownership as a result of the combined effects of these factors.

The teacher Focus Group Discussion revealed that the SIP evaluation system is ineffective and those school leaders will not be able to play a significant role in the monitoring and evaluation of the SIP. Teachers who participated in the study claimed that school administrators were to blame for a breakdown in effective communication between the organisation and various stakeholders. The school's principal was unable to assess parental involvement or promote stakeholder participation in the schools. It can be a solution for establishing the methods that the school administrator needs to properly evaluate the presence of significant community involvement in the school and update the implementation of SIP in schools.

6.4. RECOMMENDATIONS

Based on the findings, the following recommendations seek to enhance the role that stakeholders play in considering the implementation of a school improvement programme in secondary schools in the Woliata Zone. The suggestions clarified potential strategies for improving SIP implementation in secondary schools.

6.4.1. The Schools Adhere To Strategies For Successful Implementations Of SIP

The following obstacles prevented the schools from implementing effective strategies for the successful implementation of SIP in the classrooms: the school environment was not advanced enough to deliver quality instruction and raise student achievement; the increase in the student population; the principals' inability to evaluate and monitor the learner results; the limited contribution of teachers (Section 5.3.1.1). Schools are unable to implement a successful SIP implementation strategy for several reasons, but it must be accomplished. In order to avoid any setbacks and improve the effectiveness of teaching and learning in the classrooms, the school administrator developed training to increase stakeholder potential during the implementation of the SIP plan. The implementation of the SIP should receive the school's full attention, and any plans should have been created by setting priorities and involving stakeholders. To build capacity for all stakeholders concerning efficient SIP preparations, the district and schools are extremely important.

6.4.2. The Implementation Of The Domains And Stages Is Given Particular Attention In The Schools

The majority of secondary school administrators found it difficult to implement SIP's domains and stages in their institutions. The SIC committee was unable to examine the data in the schools using the four domains and stages, which led to the teaching and learning domains being ineffective (Section 5.3.1.2). By offering training opportunities that help participants better understand their potential concerning the domains and stages of the SIP cycle based on reliable information, the schools must motivate the stakeholders.

6.4.3. Reducing The Influence Of School Improvement Factors

One aspect of school improvement that had an impact on the successful implementation of SIP in secondary schools was the low level of stakeholder participation (Section 5.3.2.1). It is advised that all stakeholders work together to

achieve and enhance educational quality by giving good performances, showing up to the school on time, and offering feedback to maintain educational quality and reduce the factors that contribute to school improvement.

6.4.4. Promoting The Participation and Contributions Of Stakeholders

The school is not operating as intended due to the level of stakeholder participation. Insufficient stakeholder participation in the interview, according to all participants, suggests a strained relationship with the schools. They are not devoted to or committed to their school activities, the interviewer confirms (Section 5.3.2.2). The contributions of stakeholders in the secondary schools are ineffective hence the schools lose many advantages (Section 5.3.2.2). The results show that for a school to be successful and raise learner achievement, it must routinely assess the performance of stakeholders and promptly give feedback on their shortcomings. Schools should motivate stakeholders by offering a variety of training sessions in each of the four domains and stages. Without the support of all stakeholders, the schools would not be able to succeed. In this regard, school administrations create knowledgeable stakeholders by offering training to all institution stakeholders, resulting in more effective and improved SIP implementation.

6.4.5. The Strategies For Monitoring And Evaluating

The study area's schools as well as the sample schools do not effectively use SIP evaluation methods. They gave the reasons that the SIC was inactive and that the operations had not been evaluated following the SIP standards. The teachers further asserted that administrators fail to assign responsibility and accountability, arrange the SIP documents that serve as a foundation for future times, or assess stakeholder involvement. These affect monitoring and evaluation in general and have a direct effect on SIP's horrible performance. As a result, school officials collaborated with stakeholders and the SIC to assess the school's overall performance and provide timely feedback (Section 5.3.3). The evaluation focuses on the negative aspects of the performance and how they might be improved.

6.4.6. Recommendations for Schools

With the involvement of all stakeholders, schools continuously develop strategic and annual plans while collecting accurate data from each stakeholder and conducting self-evaluation. The school's administrative staff empowered the teachers to succeed by providing them with workshops and training. The school also needed to do everything it could to maintain the morale of the teachers. The school is required to regularly collect information from parents, staff, and learners to keep the SIP documents up-to-date. Based on this document, the school should create strategies for all stakeholders' capacity building because they must be enthusiastically involved in implementing the SIP and because school administrators must give each stakeholder a sense of ownership.

6.4.7. Recommendations For The Districts

District administrators need to create a successful long-term plan for the schools to succeed. They must establish a transparent policy that aims to train as many learners as possible. They must also carry out timely impact analyses of the school's overall performance and give the institution quick feedback. The school's implementation of SIP is geared towards enhancing the potential of all stakeholders and improving the overall performance of the institution. In general, the district seeks to keep school administrators stable by allowing them to stay for a long time in one institution. The ineffectiveness of the school is exacerbated by the instability or turnover of the school administration, which has a significant impact on low learner accomplishment.

6.5. IMPLICATIONS FOR FUTURE STUDIES

The findings of this study raise several roles of stakeholders in exploring the implementation of a SIP in secondary schools that require further research. The following areas are suggested for further research:

- Further research can be conducted to establish the SIP plan for implementation strategies for successful implementation of SIP in providing quality education.

- Other studies can be conducted to explore, in detail, the impact of the implementation of school domains and stages for quality education in secondary schools.

- Further studies can address the methods of reducing many factors of SIP which hindered the provisions of quality education in secondary schools.

- Perceptions of principals, supervisors, SIP coordinators and teachers towards the contributions of stakeholders to implement SIP.

- The studies provide some insight into the stakeholder participation issue that has to be addressed by examining the SIP implementation difficulty in order to increase school effectiveness.

- The study was limited to four secondary schools,four principals,four supervisors,4 SIP coordinators and 24 teachers. A comprehensive study including district officials, parents and learners can be conducted at Zonal and National levels.

- This study focused on secondary schools. There is also a need to establish the role of stakeholders in exploring the implementation of SIP in primary schools.

6.6 LIMITATIONS OF THE STUDY

This study was limited to the four districts of the Woliata Zone. It is advised that the study be expanded to include additional Woliata Zone District schools to see if different conclusions can be drawn about the role of stakeholders in exploring the implementation of SIP in secondary schools of the Woliata Zone. A study should be organised on how to make the schools effective by intervening with all stakeholders and assessing capacity building done without delay after training to promote the involvement of stakeholders in all school activities.

6.7 CONCLUSIONS

The conclusions that follow are inferred from the study's findings. They address the sub-questions and research objectives listed in Chapter 1 of the study.

It is necessary to put in place a successful SIP implementation strategy, however schools are unable to do so for several reasons. In order to avoid any hardships and improve the effectiveness of the teaching and learning process in the classrooms, the school administrator developed training to increase stakeholder potential. To improve the efficiency of all school activities, secondary school teachers were not made aware of the poor performance of strategies for SIP implementation. To follow the strategies for successful SIP implementations, teachers must take part in school-based training, workshops, seminars, and conferences.

The principal experiences challenges in implementing SIP due to a lack of accountability in the schools. For effective strategies for successful implementations of SIP, the school's administrator is accountable for all learners, stakeholders, and institutional performance. All stakeholders' performance must be assessed by the school administrator. Successful schools have the ability to comprehend the tactics for SIP implementation. Without the involvement of all stakeholders, school improvement cannot be successful. The schools must motivate the participants by offering a variety of learning opportunities.

The implementation of domains and stages is a key component of successful SIP implementation strategies. Schools offer a variety of training opportunities that inform stakeholders of their standing concerning the four domains and stages in order to reduce the gap in the implementation of the domains and stages in the schools. The School Improvement Committee (SIC) would evaluate the SIP's execution using a set schedule that was prepared in the schools, and based on training, the stakeholders would receive accurate information.

The stakeholder expectations for the SIP's implementation performance in secondary schools are a significant factor in school improvement. Some of the contributing factors include the absence of stakeholder involvement, parent-teacher collaboration, supervisor empowerment, and timely performance evaluation. As a result, the schools failed to raise learner achievement and effectively implement the SIP. Schools should

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regularly communicate with all stakeholders to reduce the factors affecting school improvement, according to school administrators.

Promoting the participation and contribution of stakeholders in school activities to implement the SIP is lacking in the schools, and stakeholder performance during the implementation of the SIP is dreadful as a result of the administration's failure to develop a financially supported, effective strategy. The school promotes stakeholder involvement in school activities and works to enhance its performance in those activities in order to increase the efficiency of the school's operations. Additionally, the institution must regularly raise awareness of the importance of stakeholder participation through awareness-raising activities in educational settings.

Not all stakeholders were involved in the monitoring and evaluation processes that the school used to make decisions. The schools lack the experience to develop a checklist to evaluate the performance and contribution of each stakeholder to a successful SIP installation. The school development committee would be wise to discuss the problem of why stakeholders are not involved in school activities more. It might be a way to decide what procedures the school administrator needs to set up to update the SIP implementation in schools and assess whether there is significant community involvement in the school.

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APPENDICES

APPENDIX A: Turnitin Originality Report

- **Processed on: 27-Jan-2023 12:32 SAST**

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ENQUIRIES NAME : MALEFO SP
ENQUIRIES TEL : 0124415702

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DEGREE :   PHD (EDUCATION)   (90019)

TITLE :Exploring the implementation of school improvement programme at selected secondary schools of Woliata Zone, Ethiopia

SUPERVISOR :   Prof VT ZENGELE (tzengele@unisa.ac.za)

ACADEMIC YEAR : 2022

TYPE: THESIS

SUBJECTS REGISTERED: TFPEM01 PhD - Education (Education Management)

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PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX C: UNISA College of Education Ethical Clearance Certificate

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/07/07

Dear FZ Ganta

Decision: Ethics Approval from
2021/07/07 to 2026/07/07

Ref: **2021/07/07/64142272/23/AM**
Name: FZ Ganta
Student No.: 64142272

Researcher(s): Name: FZ Ganta
E-mail address: 64142272@mylife.unisa.ac.za
Telephone: +251 461809183

Supervisor(s): Name: Prof VT ZENGELE
E-mail address: tzengele@unisa.ac.za
Telephone: 0846028634

Title of research:

**EXPLORING THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAMME AT
SELECTED SECONDARY SCHOOLS OF WOLIATA ZONE, ETHIOPIA**

Qualification: PhD EDUCATION MANAGEMENT

Thank you for the application for research ethics clearance by the UNISA College of Education
Ethics Review Committee for the above mentioned research. Ethics approval is granted for
the period 2021/07/07 to 2026/07/07.

The **medium risk** application was reviewed by the Ethics Review Committee on 2021/07/07
in compliance with the UNISA Policy on Research Ethics and the Standard Operating
Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant
   guidelines set out in the Unisa Covid-19 position statement on research ethics
   attached.
2. The researcher(s) will ensure that the research project adheres to the values and
   principles expressed in the UNISA Policy on Research Ethics.

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2026/07/07**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2021/07/07/64142272/23/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX D: Interview guide for school principals, supervisors, sip coordinators

1. How is School improvement programme planned for implementation in selected secondary schools?
2. What are expectations of stakeholders regarding the implementation performance of the school improvement programme?
3. How do selected secondary schools implement the School Improvement Programmes?

4. What monitoring and evaluating mechanisms are put in place to follow proper implementation of the SIP?

5. What are the recommendations for implementation performance of the school improvement programme?

APPENDIX E: Interview guide for Focus Group Discussion questions teachers

1. How is School improvement programme planned for implementation in selected secondary schools?

2. What are expectations of stakeholders regarding the implementation performance of the school improvement programme?

3. How do selected secondary schools implement the School Improvement Programmes?

4. What monitoring and evaluating mechanisms are put in place to follow proper implementation of the SIP?

5. What are the recommendations for implementation performance of the school improvement programme?

APPENDIX F: Request for permission to conduct research at government secondary schools of wolaita zone

UNISA | university of south africa

Title of my research: EXPLORING THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAMME AT SELECTED SECONDARY SCHOOLS OF WOLIATA ZONE, ETHIOPIA

Date---------------------------------

To Mr Tk Bakara

Wolaita Zone Education Desk

Po Box 320, Sodo, Ethiopia

+251465511446 (office)

Subject: Request for Authorization to Conduct Research in Secondary Schools of Wolaita Zone

Dear Mr Bakara

RE: Request for permission to research Secondary Schools of Wolaita Zone

The title of the research study is **Exploring the Implementation Of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

I, Fanose Zana Ganta am doing research under the supervision of Prof. V.T Zengele, a professor in the Department of Educational leadership and Management towards a Doctor of Education degree at the University of South Africa. We are inviting you to participate in a study entitled **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

The study aims to investigate the role of stakeholders in exploring the implementation of a school improvement programme /SIP/ in secondary schools of Woliata Zone. The study has identified constraints that are faced in the implementation of SIP. To give quality education to the learner the schools need to participate the stakeholders in the school activities and identify the serious challenges to implementing the SIP. Your school has been selected because of the ineffective implementation of SIP and the schools found under 4 districts of educational Offices of the Zone.

The study will entail: 1) In-depth interviewing of four Principals, 4 supervisors and four school improvement programme coordinators. Each interview is expected to last 1 – 1:30 hours and these will be conducted when the teacher is not teaching.2) Focus Group Discussion of Senior teachers. Each Focus Group Discussion is expected to take 2:00 hours. The in-depth interviews and Focus Group Discussion shall be recorded. Every effort shall be made to ensure that minimum disruption of learning occurs during the research process.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be asked to sign a written consent. You are free to withdraw at any time and without giving a reason.

The potential benefit of taking part in this study is that it can generate important information for the effective implementation of SIP in secondary schools.

There are no anticipated inconveniences in participating in the study. You are not going to be exposed to any risks during the course or as an outcome of the research study. Interview sessions shall be conducted when you and the teachers will not be teaching to avoid disrupting the teaching and learning process.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code name and you will be referred to in this way in the data.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard in my office for future research or academic purpose. Electronic information will be stored on a password-protected computer. The hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme. There will be no payments, reimbursement or incentives for participation in the research study.

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings of the study you can contact me for a hard or soft copy. I would be also prepared to visit your school to share the findings of the study if you so wish.

Yours sincerely

Fanose Zana Ganta

DEd Candidate

Contact details

Fanose Zana Ganta (Researcher) +251 912095047 or gantazana@gmail.com.

Prof VT Zengele (Supervisor) 0846028634 or **tzengele@unisa.ac.za**

APPENDIX G: Support letter from Woliata Zone Education Department

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የወላይታ ዞን ትምህርት መምሪያ
SNNP Regional Government
Wolaita Zone Education Department

ቁጥር ወዞትመ/-15/11/2013
Ref. No _____
ቀን _____/2014 ዓ/ም
Date

From Woliata Zone Education Department
Wolaita soddo

Subject: Letter for Permission of Data Collection

APPROVAL TO CONDUCT RESEARCH IN THE WOLIATA ZONE EDUCATION DEPARTMENT DISTRICTS: HUMBO, DEMOTE SORRE, OFFA AND SODDO ZURIA SECONDARY SCHOOLS

Referring to your application to conduct research at the aforementioned institutions in the Woliata Zone Education Department Districts under the study title:

"EXPLORING THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAMME AT SELECTED SECONDARY SCHOOLS OF WOLIATA ZONE, ETHIOPIA."

Here, consent has been given. You must, however, communicate with the Woliata Zone District authorities, who are in charge of the school you want to include in your research. You must take care to prevent your research from interfering with the school's regular operations. It is necessary to obtain participant consent when principals, supervisors, SIP coordinators and teachers are involved.

You must also give a copy of your final report for the District'ssecondary schools you chose or sampled.

With regards

CC
To Teacher Development and school leaders Department
To FanoseZana Danta
soddo

ስልክ	046-551-22-46		ፖ.ሣ.ቁ
Tel. Box	046-551-21-53/52		P.O.
ፋክስ	046-551-47-72		ወላይታ
ሶዶ Fax Soddo			Wolayta
M.B			

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320
In replying, please quote our Ref. No

አንድም ሕጻን ከትም/ገበታ ዉጪ አይሆንም!!

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APPENDIX H: Permission letter to the district education office: sodo zu district

UNISA | university of south africa

Title of my research: Exploring the Implementation Of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia

Date---------------------------

To MW Senbet

Sodo Zuriya District

+251465511984(office)

Subject: Request for Authorization to Conduct Research in Secondary Schools

Dear Ms Senbet

I, Fanose Zana Ganta am doing research under the supervision of Prof. V.T Zengele, a professor in the Department of Educational leadership and Management towards a Doctor of Education degree at the University of South Africa. We are inviting you to participate in a study entitled **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

The aim of the study is to investigate the role of stakeholders to exploring the implementation of school improvement programme /SIP/ in secondary schools of Woliata Zone.The study has identified constraints that are faced in the implementation of SIP. To give quality education for the learner the schools need to participate the stakeholders in the school activities and identify the serious challenges to implement the SIP. Your school has been selected because the ineffective implementation of SIP and the schools found under 4 districts of educational Offices of the Zone.

The study will entail: 1) In-depth interviewing of four Principals, 4 supervisors and four school improvement programme coordinators. Each interview is expected to last 1 – 1:30 hours and these will be conducted when the teacher is not teaching.2) Focus Group Discussion of Senior teachers. Each Focus Group Discussion expected to take 2:00 hours. The in-depth interviews and Focus Group Discussion shall be recorded. Every effort shall be made to ensure that minimum disruption of learning occurs during the research process.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be asked to sign a written consent. You are free to withdraw at any time and without giving a reason.

The potential benefit of taking part in this study is that it can generate important information for the effective implementation of SIP in secondary schools.

There are no anticipated inconveniences of participating in the study. You are not going to be exposed to any risks during the course or as an outcome of the research study. Interview sessions shall be conducted when you and the teachers will not be teaching to avoid disrupting the teaching and learning process.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code name and you will be referred to in this way in the data.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard in my office for future research or academic purpose. Electronic information will be stored on a password protected computer. The hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

There will be no payments, reimbursement or any incentives for participation in the research study.

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings of the study you can contact me for a hard or soft copy. I would be also prepared to visit your school to share the findings of the study if you so wish.

Yours sincerely

Fanose Zana Ganta

DEd Candidate

Contact details

Fanose Zana Ganta (Researcher) +251 912095047 or gantazana@gmail.com.

Prof V.T. Zengele (Supervisor) 0846028634 or tzengele@unisa.ac.za

APPENDIX I: Sample of a support letter from district education offices

Jatoam D/m/kawotettan
iyta Zooniya timirtte kaaletanta
Humbo worada tim/k/x/keeita Date ____ 17/12/2013
በ2/ብ/ብ/ኦ/ክ/ማንግኀች
ጋኀት ኮ7 ንም/ማግሪይ የሚም Ref. ____ UO38-115/35
ወ/ኦኤ ኣ/ኦ7

To ____ Humbo Teber secondary schools
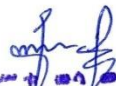From ____ Humbo ____ Districts
____ Humbotebela

Subject: **granting permission for data collection**

It is noted from the letter of Woliata Zone Education Department that he have got the permission to collect data from the secondary schools of the zone for the doctoral study entitled "The role of stake holders with regard to Exploring The Implementation Of school Improvement Programme at Selected Secondary Schools Of Woliata Zone, Ethiopia".

Therefore the District Education Department requests kind cooperation of the schools to allow the researcher to conduct interviews and focus group discussions form the schools.

Mengistu Wolla Wedajo

ወኀኝ ወርኀ ንም/ክ/ዐኀ ጌም
Humbo Woreda Education Unit.

With regards!

C C

FanoseZana

213

APPENDIX J: Sample letter confirming data collection

Date 11-12-2013 Ec

Ref. 171/DA/12

To: Mr. Fanose Zana Ganta

From: Dalbo secondary schools

Subject: permission for data collection

It is noted from the letter of Soddo Zuria District Education Department that you have got permission to collect data from the secondary schools of Zone for your doctoral study entitled "The role of stake holders with regard to exploring the implementation of school improvement programme at selected secondary schools of Woliata Zone, Ethiopia".

With this letter our schools shows that cooperates with you as you curry out interviews and focus group discussions related to school improvement program up on requests.

Kind regards!

School Director

Assela Almbo Asa

APPENDIX K: Letter seeking permission from principal

College of Education

Po Box 392

UNISA

November 2022

The Principal

Mr/Mrs/Ms…………………………

…………………secondary school

Dear Sir/Madam

RE: **Request for permission to conduct research at your school.**

The title of the research study is **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

I, Fanose Zana Ganta am doing research under the supervision of Prof. V.T Zengele, a professor in the Department of Educational leadership and Management towards a Doctor of Education degree at the University of South Africa. We are inviting you to participate in a study entitled **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

The aim of the study is to investigate the role of stakeholders to exploring the implementation of school improvement programme /SIP/ in secondary schools of Woliata Zone.The study has identified constraints that are faced in the implementation of SIP. To give quality education for the learner the schools need to participate the stakeholders in the school activities and identify the serious challenges to implement the SIP. Your school has been selected because the ineffective implementation of SIP and the schools found under 4 districts of educational Offices of the Zone.

The study will entail: 1) In-depth interviewing of four Principals, 4 supervisors and four school improvement programme coordinators. Each interview is expected to last 1 – 1:30 hours and these will be conducted when the teacher is not teaching.2) Focus Group Discussion of Senior teachers. Each Focus Group Discussion expected to take 2:00 hours. The in-depth interviews and Focus Group Discussion shall be recorded. Every effort shall be made to ensure that minimum disruption of learning occurs during the research process.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be asked to sign a written consent. You are free to withdraw at any time and without giving a reason.

The potential benefit of taking part in this study is that it can generate important information for the effective implementation of SIP in secondary schools.

There are no anticipated inconveniences of participating in the study. You are not going to be exposed to any risks during the course or as an outcome of the research study. Interview sessions shall be conducted when you and the teachers will not be teaching to avoid disrupting the teaching and learning process.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code name and you will be referred to in this way in the data.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard in my office for future research or academic purpose. Electronic information will be stored on a password protected computer. The hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme. There will be no payments, reimbursement or any incentives for participation in the research study.

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings of the study you can contact me for a hard or soft copy. I would be also prepared to visit your school to share the findings of the study if you so wish.

Yours sincerely

Fanose Zana Ganta

DEd Candidate

Contact details

Fanose Zana Ganta (Researcher) +251 912095047 or gantazana@gmail.com.

Prof V.T. Zengele (Supervisor) 0846028634 or tzengele@unisa.ac.za

APPENDIX L: Letter seeking permission from supervisor

UNISA | university of south africa

College of Education

Po Box 392

UNISA

November 2022

The supervisor

Mr/Mrs/Ms…………………………

……………….. secondary school

Dear Sir/Madam

RE: Request for permission to conduct research at your school.

RE: **Request for permission to conduct research at your school.**

The title of the research study is **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

I, Fanose Zana Ganta am doing research under the supervision of Prof. V.T Zengele, a professor in the Department of Educational leadership and Management towards a Doctor of Education degree at the University of South Africa. We are inviting you to participate in a study entitled **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

The aim of the study is to investigate the role of stakeholders to exploring the implementation of school improvement programme /SIP/ in secondary schools of Woliata Zone.The study has identified constraints that are faced in the implementation

of SIP. To give quality education for the learner the schools need to participate the stakeholders in the school activities and identify the serious challenges to implement the SIP. Your school has been selected because the ineffective implementation of SIP and the schools found under 4 districts of educational Offices of the Zone.

The study will entail: 1) In-depth interviewing of four Principals, 4 supervisors and four school improvement programme coordinators. Each interview is expected to last 1 – 1:30 hours and these will be conducted when the teacher is not teaching.2) Focus Group Discussion of Senior teachers. Each Focus Group Discussion expected to take 2:00 hours. The in-depth interviews and Focus Group Discussion shall be recorded. Every effort shall be made to ensure that minimum disruption of learning occurs during the research process.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be asked to sign a written consent. You are free to withdraw at any time and without giving a reason.

The potential benefit of taking part in this study is that it can generate important information for the effective implementation of SIP in secondary schools.

There are no anticipated inconveniences of participating in the study. You are not going to be exposed to any risks during the course or as an outcome of the research study. Interview sessions shall be conducted when you and the teachers will not be teaching to avoid disrupting the teaching and learning process.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code name and you will be referred to in this way in the data.

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information will be stored on a password protected computer. The hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme. There will be no payments, reimbursement or any incentives for participation in the research study.

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings of the study you can contact me for a hard or soft copy. I would be also prepared to visit your school to share the findings of the study if you so wish.

Yours sincerely

Fanose Zana Ganta

DEd Candidate

Contact details

Fanose Zana Ganta (Researcher) +251 912095047 or gantazana@gmail.com.

Prof V.T. Zengele (Supervisor) 0846028634 or tzengele@unisa.ac.za

APPENDIX M: Letter seeking permission from SIP coordinators

UNISA | university of south africa

College of Education

Po Box 392

UNISA

November 2022

The Schoo improvement programme coordinator

Mr/Mrs/Ms…………………………

……………….. secondary school

Dear Sir/Madam

RE: **Request for permission to conduct research at your school.**

The title of the research study is **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

I, Fanose Zana Ganta am doing research under the supervision of Prof. V.T Zengele, a professor in the Department of Educational leadership and Management towards a Doctor of Education degree at the University of South Africa. We are inviting you to participate in a study entitled **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

The aim of the study is to investigate the role of stakeholders to exploring the implementation of school improvement programme /SIP/ in secondary schools of Woliata Zone.The study has identified constraints that are faced in the implementation

of SIP. To give quality education for the learner the schools need to participate the stakeholders in the school activities and identify the serious challenges to implement the SIP. Your school has been selected because the ineffective implementation of SIP and the schools found under 4 districts of educational Offices of the Zone.

The study will entail: 1) In-depth interviewing of four Principals, 4 supervisors and four school improvement programme coordinators. Each interview is expected to last 1 – 1:30 hours and these will be conducted when the teacher is not teaching.2) Focus Group Discussion of Senior teachers. Each Focus Group Discussion expected to take 2:00 hours. The in-depth interviews and Focus Group Discussion shall be recorded. Every effort shall be made to ensure that minimum disruption of learning occurs during the research process.

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The potential benefit of taking part in this study is that it can generate important information for the effective implementation of SIP in secondary schools.

There are no anticipated inconveniences of participating in the study. You are not going to be exposed to any risks during the course or as an outcome of the research study. Interview sessions shall be conducted when you and the teachers will not be teaching to avoid disrupting the teaching and learning process.

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Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard in my office for future research or academic purpose. Electronic

information will be stored on a password protected computer. The hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme. There will be no payments, reimbursement or any incentives for participation in the research study.

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings of the study you can contact me for a hard or soft copy. I would be also prepared to visit your school to share the findings of the study if you so wish.

Yours sincerely

Fanose Zana Ganta

DEd Candidate

Contact details

Fanose Zana Ganta (Researcher) +251 912095047 or gantazana@gmail.com.

Prof V.T. Zengele (Supervisor) 0846028634 or tzengele@unisa.ac.za

APPENDIX N: Letter seeking permission from teacher

UNISA | university of south africa

College of Education

Po Box 392

UNISA

November 2022

The teachers

Mr/Mrs/Ms…………………………

…………………. secondary school

Dear Sir/Madam

RE: **Request for permission to conduct research at your school.**

The title of the research study is **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

I, Fanose Zana Ganta am doing research under the supervision of Prof. V.T Zengele, a professor in the Department of Educational leadership and Management towards a Doctor of Education degree at the University of South Africa. We are inviting you to participate in a study entitled **Exploring the Implementation of School Improvement Programme At Selected Secondary Schools Of Woliata Zone, Ethiopia**

The aim of the study is to investigate the role of stakeholders to exploring the implementation of school improvement programme /SIP/ in secondary schools of Woliata Zone.The study has identified constraints that are faced in the implementation

of SIP. To give quality education for the learner the schools need to participate the stakeholders in the school activities and identify the serious challenges to implement the SIP. Your school has been selected because the ineffective implementation of SIP and the schools found under 4 districts of educational Offices of the Zone.

The study will entail: 1) In-depth interviewing of four Principals, 4 supervisors and four school improvement programme coordinators. Each interview is expected to last 1 – 1:30 hours and these will be conducted when the teacher is not teaching.2) Focus Group Discussion of Senior teachers. Each Focus Group Discussion expected to take 2:00 hours. The in-depth interviews and Focus Group Discussion shall be recorded. Every effort shall be made to ensure that minimum disruption of learning occurs during the research process.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be asked to sign a written consent. You are free to withdraw at any time and without giving a reason.

The potential benefit of taking part in this study is that it can generate important information for the effective implementation of SIP in secondary schools.

There are no anticipated inconveniences of participating in the study. You are not going to be exposed to any risks during the course or as an outcome of the research study. Interview sessions shall be conducted when you and the teachers will not be teaching to avoid disrupting the teaching and learning process.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code name and you will be referred to in this way in the data.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard in my office for future research or academic purpose. Electronic

information will be stored on a password protected computer. The hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

There will be no payments, reimbursement or any incentives for participation in the research study.

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings of the study you can contact me for a hard or soft copy. I would be also prepared to visit your school to share the findings of the study if you so wish.

Yours sincerely

Fanose Zana Ganta

DEd Candidate

Contact details

Fanose Zana Ganta (Researcher) +251 912095047 or gantazana@gmail.com.

Prof V.T. Zengele (Supervisor) 0846028634 or tzengele@unisa.ac.

APPENDIX O: Consent form

CONSENT TO PARTICIPATE IN THE STUDY (Return slip)

1, ……………………………. confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) …………………………………………..

Participant Signature Date

Researcher's Name & Surname (please print) Fanose Zana Ganta

November 2022

Researcher's signature

DEd Candidate Date

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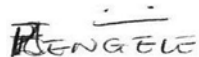Prof V.T. Zengele (Supervisor) 0846028634 or tzengele@unisa.ac.za

26 January 2023

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the PhD thesis entitled: **EXPLORING THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAMME AT SELECTED SECONDARY SCHOOLS OF WOLIATA ZONE, ETHIOPIA by Mr FANOSE ZANA GANTA.**

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